



NEBRASKA
DEPARTMENT OF
EDUCATION

Update: Standards, Assessment, and Accountability (SAA-7)

**Winding Down the 2010-2011 School Year –
March 2011**

Volume 7

March 2011

Table of Contents

I. Standards, Assessment, and Accountability: Wrapping Up the 2010-2011 School Year

A. The Overall NeSA Timeline - 20119

B. Academic Standards10

a. Standards Revision10

b. The Common Core Standards10

 c. The Nebraska Standards Instructional Tool.....11

 C. Educator Effectiveness Standards11

D. Graduation Requirements.....12

E. Graduation Rate13

 a. Graduation Look up Tool13

b. Graduation Cohort Analysis Tool G-Cat14

F. Nebraska State Accountability – NeSA Testing.....14

a. Overall Reporting Schedule16

b. District Assessment Contacts.....17

c. NeSA Protocols, Practices, and Security.....17

 d. Scheduling for the NeSA Tests17

e. NeSA Scoring.....18

f. NeSA Security19

g. Testing Ethics and Appropriate Practices20

h. NeSA Tutorials, Practice Tests, and Software Downloads.....20

i. NeSA Tables of Specification and NeSA Test Content21

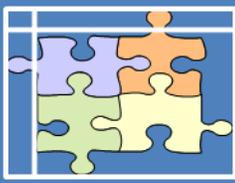
 j. NeSA-Science – What Can We Expect?.....21

k. NeSA Test Administration and Online Reactivation22

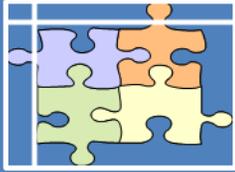
	I. NeSA Business Rules and Emergency Medical Waivers	24
	m. NeSA Mathematics Standard Setting and Release of Results	28
	n. Embargoed Data	30
	o. NeSA Reports and Use Of NeSA Data	31
	G. The Transition in NeSA-Writing – 2011-2013.....	35
	a. Change One: Grade Levels Assessed	35
	b. Change Two: Analytic, not Holistic Scoring	35
	c. Change Three: Transition to Online Writing Administration in Grades 8 and 11 in 2011.....	36
	d. 2011 NeSA-Writing Important Dates.....	37
	e. NeSA-Writing Expectations in 2011	37
	f. Grade 11 – Pilot Testing Window: January 31-February 18, 2011..	38
	g. NeSA-Writing Appeals Process-NeSA Writing-Grades 4 and 8 ...	38
II.	Including All Students in Assessment and Accountability	
	A. Students with Disabilities and Scoring Rules	41
	a. Guidelines for Participation in the Nebraska State Accountability (NeSA) Alternate Assessments	42
	b. Nebraska Rule 51: Title 92, Nebraska Administrative Code, Chapter 51	43
	c. 1% Rule on the NeSA-AAR.....	43
	d. Instructional Guide for Alternate Assessments	43
	B. The Alternate Assessments	44
	a. 2011 NeSA Testing	44
	C. English Language Learners	46
	a. Who Are English Language Learners?	46
	b. Including ELL Students in the Nebraska State Accountability (NeSA) Testing Process	46
	c. Spanish Translations	47

d.	Guidance for Recently Arrived Limited English Proficient Students	48
e.	Language Acquisition Testing	48
f.	Academic Measurable Achievement Objectives (AMAOs)	48
D.	Early Childhood Assessment: Results Matter	49
a.	Child Assessment.....	50
b.	Program Quality Assessment	51
c.	Professional Development	51
d.	Fidelity Process and Reliability Check	52
III.	State and Federal Reporting and Accountability	
A.	The Nebraska Student and Staff Record System (NSSRS).....	55
a.	Validating Data in the NSSRS (Science Only).....	55
b.	Reporting Students Who Move	56
c.	Home-Schooled Students	57
 d.	Ward of the Court.....	58
 e.	Reporting Individual Scores on National Assessment Instruments	58
f.	Examples of National Assessment Instruments	59
B.	Transitions in State and Federal Accountability	64
C.	Federal Transitions – New AYP Goals.....	65
a.	SMALL Schools AYP Goals-Reading	65
b.	Display of Adequate Yearly Progress on the State of the Schools Report	66
c.	Persistently Lowest Achieving Schools (PLAS)	66
D.	State of the Schools Report – Fall 2011	66
a.	School District and Building Information	66

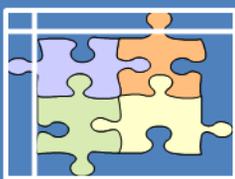
	b. State of the Schools Report Functions	68
	c. DRS – Data Reporting Systems	68
IV. Attachments		
	A. Suggestions for a Smooth Testing Process	71
	B. NeSA Scoring Rules	73
	C. NeSA Security Procedures	75
	D. Principal Security Agreement	79
	E. DAC Confidentiality Agreement	81
	F. Emergency Medical Waiver Form	83
	G. Sources of NeSA Data	85
	H. NeSA-W Analytic Rubric Grade 4.....	87
	I. NeSA-W Analytic Rubric Grade 8	88
	J. NeSA-W Analytic Rubric Grade 11	89
	K. Instructions for Printing the NeSA-W Practice Test Student Responses	91
	L. NeSA-W Appeals Form	93
	M. Nebraska State Accountability-NeSA Approved Accommodations Document	95
	N. Alternate Assessment Mailing Directions	99



STANDARDS



ASSESSMENT



ACCOUNTABILITY

I. Standards, Assessment, and Accountability: Wrapping Up the 2010-2011 School Year

A. The Overall NeSA Timeline - 2011

B. Academic Standards



C. Educator Effectiveness Standards

D. Graduation Requirements

E. New Graduation Rate

F. Nebraska State Accountability-NeSA Testing



G. Transitions in NeSA-Writing - 2011-2013

I. Standards, Assessment, and Accountability: Wrapping Up the 2010-2011 School Year

A. The Overall NeSA Timeline – 2011

For training times see the Standards and Assessment website:
www.education.ne.gov/assessment

Date	Event
January 2011	NeSA-W 4th and 8th grade writing materials sent to districts from DRC
January 5, 6	NeSA-W 4 th and 8 th grade paper/ pencil WebEx trainings
January 10, 11	NeSA-W 11 th grade online WebEx trainings
January 18-20	NeSA IT WebEx training – Reading, Mathematics, Science
January 24	NeSA-Science Practice Test – Grades 5, 8, 11 NeSA-Writing 11 th Grade Online Practice Test NeSA Software available (updated)
Jan 24 – Feb 11	NeSA-W Window – Grades 4, 8
Jan 31 – Feb 18	NeSA-W Window – Grade 11 – Online Pilot
Feb 14-March 25	ELDA Testing Window – Grade K-12
March 9-15	Contrasting Group Training (Mathematics Cut Scores)
March 28-May 6	NeSA Testing Window <ul style="list-style-type: none">• NeSA-Reading• NeSA-Alternate Reading• NeSA-Mathematics• NeSA-Alternate Mathematics• NeSA-Science (Field Testing)• NeSA-Alternate Science (Field Testing)
Late April-May	Preliminary NeSA-W Results – Grades 4, 8
By June 30	Districts report local science results – Grades 4 or 5, 8, 11
June 27-July 1	Cut Scores – NeSA-Mathematics and Alternate tests – Adopted by State Board at July meeting
July 15, 20, 22	NeSA-W – Grade 8 – Analytic Scoring Training <ul style="list-style-type: none">• July 15 – Scottsbluff• July 20 – Kearney• July 22 – Lincoln

B. Academic Standards

a. Standards Revision

The State Board of Education is responsible for developing a plan to review and update academic content standards for each subject area every five years. The legislated schedule for the review specifies that reading standards were to be finalized by July 2009, mathematics standards by July 2010, and standards in the other two areas by July 1, 2013. The NDE is on schedule for meeting all deadlines.

The State Board of Education adopted the newly revised standards for reading, writing, speaking and listening (language arts) on December 11, 2008, the revised mathematics standards on October 8, 2009, and the science standards were adopted on October 6, 2010. **Districts must plan for their local boards of education to adopt the state standards in each subject area within one year following the State Board adoption of standards or measurable quality local standards that are equal to or more rigorous than the state academic content standards.**

The revision of social studies standards will begin later in 2011 and will meet the 2013 legislated timeline.

The final versions of the language arts, mathematics, and science standards may be found by going to the NDE home page, www.education.ne.gov, clicking on the A to Z list and clicking on “Academic Standards.”

b. The Common Core Standards

Nebraska is among the vast majority of states who have participated in the discussion of the Common Core Standards for reading and for mathematics. In fact, individuals from the NDE have been contributing to the development of the Common Core Standards. As part of the process of standards revision in Nebraska, the Nebraska standards are being aligned with the Common Core Standards. Districts are encouraged to continue with their local curriculum alignment, assuring that the Nebraska standards, aligned with the Common Core Standards, are available as learning opportunities for each Nebraska student. **It is important for Nebraskans to know that the Nebraska standards and the NeSA tests built to measure them are the system of standards and assessments to be used in Nebraska.**



c. The Nebraska Standards Instructional Tool

NDE is set to launch a new website designed to assist schools in implementing the Nebraska Academic Content standards in Language Arts and Mathematics. This site is designed to provide teachers with a deeper understanding of the intent of the standards and indicators, to share common language surrounding the standards, and provide instructional examples to assist students in mastering the standards. The **future** web address for the tool is www.education.ne.gov/AcademicStandards/SIT. Notification will be sent to all schools when the site goes live.

The development of the Nebraska Standards Instructional Tool followed the same process used in the academic standards and assessment development; relying on the expertise of classroom educators in Nebraska. Groups of teachers worked together alongside Department personnel to identify which standards needed further clarification. Each identified standard will have:

- Further definitions/ explanations of the standards and indicators
- A glossary of the key words contained within
- Classroom instructional examples and sample lesson plans that can be used and adapted to fit the needs of a particular teacher or to more closely match a local school or district's curriculum.

Work will continue on the tool throughout the next several months. As the resource grows, more Nebraska educators will have a chance to be involved in the process.



C. Educator Effectiveness Standards

State policymakers across the nation are embracing comprehensive educator effectiveness reforms as the key to improving student achievement. Recent research, conducted by Robert Marzano, shows that, “Nearly 60 percent of a school’s impact on student achievement is attributable to principal and teacher effectiveness.”

At the direction of the State Board of Education in December of 2010 a group of stakeholders including representatives from higher education, teacher and administrator associations, school boards, and school districts met to discuss the topic of Educator Effectiveness and the development of possible standards for Teachers and Principals in Nebraska. Such standards have been developed by national organizations and in other states. The group examined the standards written by other groups as part of their research and discussion.

The stakeholder group unanimously agreed that it was important for Nebraska to provide a set of common standards for educators so that all educators and teacher-

preparation groups had access to clearly outlined expectations for performance. The work of the stakeholder group was presented to the State Board of Education at their January meeting, and the State Board directed the group to develop Teacher and Principal Standards.

A group was convened in February to begin the task of reviewing model standards and developing a set for Nebraska. The intent is to bring a draft set of Teacher and Principal Standards before the State Board of Education in July and to share them at Administrator's Days in August. The terms "Teacher" and "Principal" have been defined as an educator whose primary task is working directly with students in a school setting.

D. Graduation Requirements

At the December 2009 meeting of the State Board of Education, the State Board approved new graduation requirements. These requirements were approved by the Attorney General and signed by the Governor in January of 2010. They will be in effect for the students who will graduate in 2015, students who are 8th graders in the 2010-11 year. Districts will note that although specific courses are not named, the intent of the new requirements is that each district's courses include content reflecting the highest level of rigor of the newly revised state standards.

Revisions to Rule 10 Graduations Requirements

003.05 Graduation Requirements. Each high school shall require from grades nine through twelve at least 200 credit hours for graduation, for which at least 80 percent shall be from the core curriculum. The number of credit hours given for a course may be less than the number of instructional units and may be increased up to 25 percent above the number of instructional units.

003.05A By the 2014-15 school year, districts will adopt and implement graduation requirements that meet the highest level of rigor of the standards as specified in the state standards set forth in the appendices of this Chapter, including, but not limited to the following:

003.05A1 Language Arts. Forty credit hours of Language Arts with course content that includes composition, verbal communication, literature, research skills, and technical reading and writing.

003.05A2 Mathematics. Thirty credit hours of mathematics with course content that includes algebraic, geometric, data analysis, and probability concepts.

003.5A3 Science. Thirty credit hours of science with course content that includes biological, earth/space, and physical science concepts with corresponding science inquiry skills and laboratory experience.

003.05A4 Social Studies/History. Thirty credit hours of social studies/history with course content that includes civics/government, geography, United States and world history, and economic concepts.

003.05A B School systems may adopt a policy allowing high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

003.05B C As required in 92 NAC 18, school systems accept the academic credit earned at Interim Program Schools and issue diplomas to students transferring from Interim Program Schools who have met the requirements for graduation from their own accredited high school.

E. Graduation Rate

One of the federal Title I regulations is the assignment of a four-year graduation rate. Each cohort of students, beginning with the 9th graders of 2007-08 were assigned a graduation year. For purposes of AYP calculations, students will be expected to graduate in that assigned year. Because the assigned graduation year expects that students will graduate within four years, students falling behind in earning credits may impact a district's graduation rate. Districts will want to be sure to follow the graduation year assigned to each cohort of students. Districts will also want to be sure to keep documentation for students who have moved out. If documentation is not available for students who move, they are considered non graduates in the four year rate.



a. Graduation Lookup Tool

The NDE has built tools to assist school districts in verifying the graduation dates for students. The four-year graduation cohort rate begins with the student's first day of 9th grade in a Nebraska school district based upon the information in the student template.

Students will be expected to be assessed in their third year of high school, one year before the assigned graduation date. To verify the testing year, districts can use the Graduation Year Lookup Tool and subtract one year from the graduation date. The expected year of assessment will be the graduation year, minus one.

Example: If the graduation year is 2013, the expected year of assessment will be in 2012. To access the graduation year lookup tool, you may take the following steps:

Graduation Year Lookup Tool – Directions

- Go to the NDE Portal: www.education.ne.gov
- Enter the Username and Password
- Go to the NSSRS Tab
- Go to the NSSRS Validation Website
- Click on Expected Graduation Year
- Enter the Student Identification Number

The year listed is the expected cohort graduation rate, so to determine the expected assessment year, subtract one year.

b. Graduation Cohort Analysis Tool G-Cat

Another tool developed for school districts to analyze the cohort analysis, to review change in enrollment status, and to provide a reference guide to graduation is the Graduation Cohort Analysis Tool. Accessed through the portal, the tool is available for additional support. The NDE Help desk (888.285.0556) is also available to help districts solve graduation rate questions and issues.

F. Nebraska State Accountability – NeSA Tests

The building of NeSA testing is progressing as planned based on the required timeline. The NeSA testing windows will proceed as follows:

January 24-February 11, 2011	NeSA-W – Statewide Writing – Grades 4, 8
January 31-February 18, 2011	NeSA-W Online Writing – Grade 11- Pilot, Not Required
February 14-March 25, 2011	ELDA – English Language Development Assessment
March 28-May 6, 2011	NeSA-Reading Grades 3-8, HS
	NeSA-Mathematics Grades 3-8, HS
	NeSA-AA Reading (alternate) Grades 3-8, HS

NeSA-AA Mathematics (alternate)

Grades 3-8, HS

NeSA-Science Field Testing

Grades 5, 8, HS

NeSA-AAS-Science Field Testing (alternate)

Grades 5, 8, HS



Districts are reminded that make-up tests for reading and mathematics must be given within the testing windows for all accountability tests. Scores are expected for all students in the appropriate tested grade levels.



a. Overall Reporting Schedule

As the transition years continue, districts are reminded that reporting of local assessment continues only in science in 2011. The reporting schedule is as follows:

Reporting Schedule 2011-2013

Year	Total	Grade Levels
2010-2011	STARS Science NeSA-Reading * NeSA-Mathematics * NeSA-Writing Pilot – NeSA-Writing Pilot – NeSA-Science *	4 or 5, 8, HS 3-8, HS 3-8, HS 4, 8 11 5, 8, HS
2011-2012	NeSA-Reading * NeSA-Mathematics * NeSA-Science * NeSA-Writing	3-8, HS 3-8, HS 5, 8, HS 4, 8, HS
2012-2013	NeSA-Reading * NeSA-Mathematics * NeSA-Science * NeSA-Writing *	3-8, HS 3-8, HS 5, 8, HS 4, 8, HS

* Includes alternate assessments

b. District Assessment Contacts

NDE has many details to communicate to districts, and districts have many decisions to communicate to NDE. For that reason the NDE assessment office asked each district superintendent to assign a District Assessment Contact (DAC). It is the responsibility of the DAC to respond to the necessary communication from NDE, assign appropriate access to their local district personnel, and to communicate important assessment information to other administrators and teachers in their local districts.

Periodic emails will be sent from the NDE assessment office to the DAC with important and updated information. It will be up to the DAC to either act upon the information or communicate appropriately within the district. NDE very much appreciates district efforts in building the communication network.

c. NeSA Protocols, Practices, and Security

Districts are reminded to review all NeSA protocols, practices, and security documents and to train all personnel in those protocols, particularly those who are involved in test administration. Specifically, care should be taken in test scheduling, test ethics, and testing security. Documents outlining and supporting NeSA protocols and practices may be found in the test administration manuals and on the website:

<http://www.education.ne.gov/assessment/>. In 2010-2011, a PowerPoint entitled “Administration Training Orientation” was developed and placed on our website for training purposes.

d. Scheduling for the NeSA Tests

Reading, Mathematics Science



2011 – Testing Window: March 28 – May 6, 2011

2012 – Testing Window: March 26- May 4, 2012

Scheduling is left to each district, but planning ahead must be done to ensure that each student experiences an appropriate testing experience within the testing window. Specifically, districts are asked to allow 90 minutes for each subject’s test administration even though NeSA assessments are not timed tests. The writing tests, NeSA-W, in grades 4 and 8, are timed and administrative procedures are outlined in the NeSA-W Administration Manual.

The scheduling for reading, mathematics, and science may be handled in the following ways:

- 1) Two consecutive days
- 2) Two days within the same week, preferably not Monday or Friday.
- 3) Two sessions within the same day with a break in between.
- 4) Other schedules as specified in the student's IEP.

Districts are asked to read and review the following scheduling considerations and to review Attachment A, "Suggestions for a Smooth Testing Process."

Scheduling considerations:

- 1) Younger students will be more likely to need the two-day schedule than older students.
- 2) Districts should not wait to test until the end of the testing window. Mondays and Fridays are not the best testing days.
- 3) The 90 minute scheduling guidance is not required for everyone. Students who finish early should have other work or reading to do just as they would in norm-referenced test settings.
- 4) Regardless of the schedule used, the test administration must be consistent and the scripted directions must be followed.
- 5) Student benefit should be considered first with regard to scheduling, not adult convenience or logistical issues.
- 6) Make-up sessions for operational testing will be required within the testing window as students will be scored on the items completed and will receive no credit for blank, incomplete, or missing items.
- 7) Planning ahead and coordinating within the district and building is critical for successful testing.

As indicated, included as Attachment A is a set of "Suggestions for a Smooth Testing Process."

e. NeSA Scoring

The scoring rules that are applied to all tests in the Nebraska State Accountability System are included as Attachment B in this Update. The scoring rules were applied first in 2009-2010 and will continue throughout subsequent years.

f. NeSA Security

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures and fairness to students is maintained. Therefore, the Nebraska Department of Education is asking that all school districts review the NeSA Security Procedures outlined in Attachment C. It is critical that all administrators and teachers read the procedures, especially those who are administering the assessment. These procedures apply to all NeSA testing: reading, writing, mathematics, ELDA, science, and alternate tests.

Breaches in security are taken very seriously. They must be quickly identified and reported to the Nebraska Department of Education's Statewide Assessment Office. From there the determination is made as to whether or not a professional practices complaint will be filed.

The NDE has eliminated the large number of principal security agreements and consolidated the agreement in one form but requires that principals signs for each testing session in his or her building(s) (Attachment D). Principals need to understand that signing this security agreement means they will oversee the appropriate testing procedures and training for all teachers administering the tests in the building(s). Principals are to send the security agreements to their DACs who will send them to the NDE.

Additionally, a confidentiality agreement (Attachment E) is required from each District Assessment Contact. The DACs are responsible for overall oversight of the testing process in the district. Both forms were to be sent back to the NDE Assessment Office prior to the opening of the NeSA testing window which began with the writing window: January 24, 2011.

Please mail or fax all confidentiality forms and security agreements to:

Dr. Ted Larson, Statewide Assessment Office
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: 402.471.2959
Fax: 402.471.4311

Districts should maintain a set of district policies that includes a reference to Nebraska's NeSA Security Procedures.

g. Testing Ethics and Appropriate Practice

It is important to note that all principals and teachers need to be familiar with appropriate testing ethics and security practices related to testing. Professionalism, common sense, and practical procedures will provide the right framework for testing ethics. It is also important to note that school districts are bound to hold all certificated staff members in school districts accountable for following the Regulations and *Standards for Professional Practice Criteria* as outlined in Rule 27. The NeSA Testing Security Procedures are intended to outline clear practice for appropriate security.

h. NeSA Tutorials, Practice Tests, and Software Downloads

Districts are able to access practice tests and tutorials in 2010-11 for reading, mathematics, science, and online 11th grade writing. The online practice tests and tutorials are accessed through the CAL software. The first tutorials are released in January of each year for the purpose of practicing the technology. These are considered “Tutorials.” The content is not representative of the NeSA tests. In October of each year a practice test is released for each subject that consists of Nebraska authored items and is representative of the actual content of the tests. If the software has not yet been loaded on school computers, it may be accessed by going to this website:

[http:// nesa.caltesting.org/](http://nesa.caltesting.org/)

- The reading, mathematics, and science tutorials and mini tests currently posted at [http:// www.education.ne.gov/ assessment/](http://www.education.ne.gov/assessment/) will remain throughout the year.
- The reading, mathematics, science, and writing practice tests will remain available through the NeSA software.
- Districts that choose to administer the practice tests for reading and mathematics online will have access to immediate results from the computer’s correct answers. Districts that choose to run hard copies of practice tests and administer paper/ pencil will have access to the correct answers posted on the web.
- On January 24, 2011, an online 11th grade writing practice test was made available for the first time. It will remain available through the CAL software. The writing practice test may be printed by following the print directions found on the assessment website.



NeSA Software Update

CAL Version 6.x Software Installation Available January 24, 2011

1. Districts that downloaded the new CAL Version 6.x software after January 24, 2011, are ready for reading, mathematics, and science. They are also ready for the online writing assessment pilot for grade 11.
2. Districts that receive the automatic update of CAL Version 6.x and want to participate in the 11th grade online writing test needed to manually download the dictionary database to all workstations. That dictionary database patch was available on January 24 on the NeSA website: [http:// nesa.caltesting.org/ download/ index.html](http://nesa.caltesting.org/download/index.html)

i. NeSA Tables of Specification and NeSA Test Content

The Tables of Specification are essentially the test blueprints. Nebraska students are to experience a broad base of curriculum and must have opportunities to experience all of the Nebraska standards. The NeSA test has been built on a test blueprint designed to represent comprehensive coverage of the newly revised Nebraska standards.

The NeSA Reading and Mathematics Tables of Specification have undergone a natural evolution from item development, forms construction, field testing and finally to operational testing. The NeSA Tables of Specification for reading and mathematics are found for grades 3-8, and 11 are on the assessment website:

[www.education.ne.gov/ assessment/](http://www.education.ne.gov/assessment/). The Tables of Specification for science will be available after the field testing process and forms development process are completed in the fall of 2011.

The important point for districts to emphasize is comprehensive instruction on all standards so that students will be prepared for the NeSA tested indicators.



j. NeSA-Science – What Can Districts Expect?

As the science testing process unfolds for the 2011 field test, districts may review the following quick facts that provide some information about NeSA-S:

- 2011 Testing Window - March 28 – May 6, 2011 - Science field test
- Four concepts will be measured in NeSA-S: physical science, earth science, life science, and inquiry.

- The science items will be multiple choice and will test grades 5, 8 and 11.
- Approximately 50-60 items will appear on each test. After the 2011 field test, some items will be embedded as field-tested items each year.
- As with other NeSA tests, these assessments will be built for two administrative sessions.
- Districts may use the same scheduling options as are used in the other subjects:
 - Two sessions on two consecutive days.
 - Two sessions within the same week, preferably not Friday or Monday.
 - Two sessions on one day with an appropriate break between sessions.
 - Other schedules as specified in a student's IEP.
- The answer documents for the paper/ pencil math, reading, and science booklets will be combined, but the test booklets will be separate.
- There will be three proficiency levels: Below the Standards, Meets the Standards, and Exceeds the Standards.
- No student results will be reported in the field test process.
- Cut scores for the NeSA Science test will be set in the summer of 2012, and the first student performance reports will be issued in August of 2012.

k. NeSA Test Administration and Online Reactivation

Testing Students Outside of the Building: Contracted Students and Students in Programs

Districts maintain the responsibility for assessing and reporting student results for students who are in Rule 18 schools or in programs under contract with school districts. Districts must have a plan for the assessment of and the reporting of those students' results. Options include:

- Paper/ pencil tests – districts are responsible for ordering test booklets for students outside their buildings, for the monitoring of the security of the test administration, and for the return of the test booklets to the vendor.

- Online test administration – access to online test administration tickets is available only to public school districts. Therefore, if districts choose to have students outside their buildings take the tests online, districts will be responsible for seeing that the software on computers is properly downloaded, for obtaining and distributing the student tickets, and for the security and monitoring of the test taking process.

With either option, districts need to communicate their plan to the contracting school or agency and work with them and the academic liaisons (required in Rule 18 schools) to facilitate a smooth testing process.

NeSA Online Reactivations

Guidelines for reactivations:

- Once the test session has begun, the session must be completed in the same day.
- If the session is discontinued within 90 minutes of the login, the student can use his/ her test session ticket to restart the session.
- If it has been more than 90 minutes since login and the student is not finished, the student may be reactivated to continue the session.
- **If the test items have been completed, reactivation of the session is not allowed.**
- A student will not be “kicked out” of a session if the mouse remains active for more than 90 minutes.

District Level Reactivation

The District Assessment Contact (or the district/ building designee) may reactivate the test session during the same school day in which the test session was started.



State Level Reactivation

If for some reason a student needs second day reactivation, that reactivation should be requested from NDE by phone at 402.471.2495 or by e-mail at nde.stateassessment@nebraska.gov. If NDE has questions about the circumstances of the reactivation, the district will be contacted.

- Request by phone: please provide the student name, student state ID number, name of the school district and building name, grade level, subject area, and the reason for reactivation in the request.
- Request by email: please include student state ID number, name of district, name of building, grade level, subject area and the reason for reactivation in the request. However, for security purposes, please do not include the student's name in the email. Emailed requests will receive a return e-mail indicating when the reactivation is complete.

If the student is not finished with the items in a session, the following are appropriate reasons to reactivate students:

- Technical difficulties.
- Power failure / loss of connectivity.
- Student logged out incorrectly.
- Illness.
- Emergencies.
- Log in using Incorrect student ticket type (alternate, Spanish, large print, etc.)

Reactivation would not be appropriate for the following reasons:

- Students rushing through the tests.
- Students not answering all of the questions.
- Student misbehavior.

I. NeSA Business Rules and Emergency Medical Waivers

As outlined previously, the business rules for scoring, calculation, and accountability decisions are changing as the state transitions to full NeSA administration. Complete sets of business rules are found at [www.education.ne.gov/ assessment/](http://www.education.ne.gov/assessment/) . At that link, districts will find calculation rules for NeSA as well as the calculation rule for STARS and AYP that will provide guidance for the State of the Schools Report (SOSR).

NeSA Codes

Some of the most important points from the business rules include the following:

- All students will be tested.
- Definition of Participant – Student who attempts one item or prompt.
- If students are not tested, they must be coded with one of the following codes:

RAL – Newly arrived non-English speaking ELL students in their first year in any U.S. school may be waived their reading test score.

PAR – Parent refusal in writing (zero score).

SAE – Student enrolled but no make-up test taken during testing window (zero score).

NLE - If it is impossible to test the student (i.e. last day of the testing window) code the student NLE (No Longer Enrolled).

EMW – Emergency Medical Waiver

Emergency Medical Waivers may only be granted through the NDE Assessment Office using the Emergency Medical Waiver Form – Attachment F. **The form must be submitted by the end of the testing window for approval.** According to federal requirements, Emergency Medical Waivers may be granted only on the basis of the following definition:

“An emergency medical waiver may be granted by the Statewide Assessment Office when a student cannot take the assessment due to a significant medical emergency. For example this might include a situation in which a student is recovering from a car accident or a medical situation that prevents the student from being physically capable of taking the test. A statement from a physician may be requested. These students remain enrolled at the school, although the physical circumstances prevent the student’s participation in the test.”

Business Rules for Students Who Move During the Testing Window:

- First, check to see if the student who moves in has been tested.
- If he/ she has been tested, do not add or test the student.
- If he/ she has not been tested, add and test the student.

Score Invalidation and Waivers

Throughout the first NeSA process, the NDE has studied, written, and applied business rules for zero scores, invalidations, and waivers. Each situation was weighed individually and carefully. In general, the following rules were applied:

Emergency Medical Waivers (EMW) were granted if the situation was an emergency medical waiver and a student’s medical situation prevented testing. The EMW needed to be approved by the Statewide Assessment Office. During the testing window, Emergency Medical Waivers were not granted for pregnancy or for situations where the

school could have tested the student. Sufficient detail was required before approval was granted. Students approved under EMW had scores waived.

Score Invalidations were applied in situations where the construct of the NeSA test was violated. An example of invalidation occurred when the reading test was read to a student or where cheating was documented. Students receiving score invalidations received zero scores. Participation in AYP may or may not have been affected, depending upon circumstances of the invalidation.

Expelled Students provided with education in Rule 17 schools (alternative programs with certified teachers) are required to be tested. Therefore, if students in Rule 17 schools were not tested, but were enrolled during the testing window, they received zero scores.

No Longer Enrolled (NLE) Students who were no longer enrolled in their school districts were coded NLE. Districts needed to “de-enroll” students when they left. If students left before February 1, the NSSRS should have been updated. If students left after February 1, they were to be coded NLE in the CAL system or on the student answer sheet.

NLE Codes were applied in circumstances where a student only took the first half of the test and then left the district. NLE codes resulted in waived scores.

Other – In situations where emergencies or unforeseen circumstances occurred, a waived score was applied. These circumstances needed to be explained in the appeals process that was offered to districts in May of 2010. A similar appeals process will occur in May of 2011.



Testing 11th Graders – 2011

The administration of NeSA tests to students in 11th grade has been problematic and has generated questions in Nebraska high schools. High school students, when earning credit, may be classified in more than one grade level in any given year. For example, students could be enrolled as 10th graders in September, and by the time the NeSA assessment window arrived, they might be classified as 12th graders and miss the assessments designated for 11th grade. So for that reason the requirements for students taking high school NeSA tests will be the following:



Starting in the 2010-11 testing administration of NeSA assessments, high school students will be tested in their third year of high school. Testing will occur in the year prior to their expected graduation year rather than their

assigned grade level. A student’s “expected graduation year” or cohort is determined by adding four years to the school year in which the student enters grade nine for the first time. For example, a student with a Cohort Year of 2012 will take his/her assessment tests in 2011.

If a student has already been tested, but he or she is in the cohort year, he or she is to be re-tested in 2011.



There is a graduation lookup tool found behind the portal in the NSSRS validation reports. Directions for using the tool are found on page 13. If districts need help with this tool, they may call the NDE Help desk – 888.285.0556.

Testing Modes: Paper/Pencil or Online

Districts had the opportunity to make decisions about testing students in either the paper/ pencil or online modes. Districts were asked to commit to one mode or the other by submitting building decisions in October via the eDirect System. The official District Assessment Contact was the person who communicates the decisions to NDE/ DRC through the eDirect system.

- A district may choose to test reading, mathematics, or science online in some buildings and to test with paper/ pencil booklets in other buildings within the same district.
- Buildings may select to test one subject area in the online mode and the other subject area in the paper/ pencil mode.
- In making the mode decision, districts are encouraged to use the *Preparing for the NeSA Online Assessments & Evaluating School Capacity Instrument* that was prepared by DRC/ CAL.
- Once the decision is made and communicated the building and district must follow through with that decision.
- All buildings will have some students, who because of accommodations, will need to be tested in a mode appropriate to their IEPs or 504 plans. This mode may be different from the decision made for testing the majority in the building.
- It is expected that the District Assessment Contact will gather the building decisions and communicate them to NDE/ DRC through the eDirect System; it

should not be individual building principals or contacts who communicate these decisions to NDE/ DRC.

- In addition to the online or paper/ pencil booklet decision, the official District Assessment Contact will need to communicate the number of large print booklets needed in each building as well as the number of Braille booklets and Spanish mathematics materials. NDE will, through a separate collection, be asking districts to communicate the number of alternate tests (NeSA-AAR), the need for Spanish writing prompts and Spanish translation materials.

m. NeSA Mathematics Standard Setting and Release of Results – 2011

The State Board of Education in July will determine the “passing” and “proficiency” levels of the NeSA-Mathematics tests. The board will consider a range of “cut scores” for each grade level and make a final decision about the exact scores that will determine the percentages of students who are performing in one of three categories on the tests:

- Below the Standards
- Meets the Standards
- Exceeds the Standards

There will be two methods used in calculating the range of scores to be presented to the board in July. Both methods involve training on the definitions of proficiency (called performance level descriptors), teacher expertise, and validation with actual NeSA results. The results of both methods will be combined, discussed, and interpreted by technical experts to advise the board of its final decisions.

Method One: Contrasting Group Method

- Student-based method.
- Occurs before the test – March 2011.
- All mathematics teachers in the state have been invited to participate. Over 1,000 teachers have signed up to participate.
- The study is completed via WebEx training by DRC and computer survey.
- Teachers are trained in the Performance Level Descriptors (definitions of proficiency).
- Teachers make professional judgments about how their students will perform on the test.
- Professional judgments are validated after the test with how well the students did.

Method Two: Bookmark Method

- Content-based method.
- Occurs after the test – June 2011.
- Approximately 100 teachers are nominated by their districts and invited to come to Lincoln.
- Teachers are trained in the Performance Level Descriptors.
- Teachers order the test items from least to most difficult.
- Teachers make professional judgments about where the cut scores should be set based upon the difficulty level of the items and the performance level definitions. (Which items are “Below the Standards?” Which items are “Exceeds the Standards?” and which items are “Meets the Standards?”)
- Panelists will receive information about Nebraska’s ACT proficiency levels for grade 11 and National Assessment Education Progress (NAEP) results for grades 4 and 8 to help inform the teacher judgment about NeSA cut scores.

At the end of June DRC will combine the numbers of both processes, providing a recommended range of cut scores for the State Board of Education. DRC and NDE staff will present these ranges to the State Accountability Sub Committee prior to the July board meeting, and the Sub Committee has the opportunity to question and to receive a complete overview allowing the board to make informed decisions at the meeting.

NeSA-AAM – Standard Setting

Also in June, Nebraska mathematics teachers and teachers of students with disabilities will participate in the Modified Angoff standard setting process that will allow teachers to make professional judgments about which items students will get right or wrong. The recommendations are then validated with actual student results. These results will be included in the information presented to the State board of Education in July. The Board will receive a recommended range of cut scores for the NeSA-AAM and will make a decision based upon the recommendation.

Please note: The standard setting process for the NeSA-AA Reading Assessment was completed in 2010 but will be repeated in 2011. The reason for another standard setting is that the sample size is very small, and the NDE intends to build a stability and validation into the cut scores applied.

Release of NeSA Results in 2011



Through DRC's eDirect system, districts can expect to receive NeSA-Writing results in grades 4 and 8 in the spring of 2011. NeSA-Reading and NeSA-Mathematics results will be available in mid-August. The NeSA-AAR and NeSA-AAM alternate assessment results will also be available in August through the NDE secure system behind the portal. This is the same location where alternate assessment results were available in 2010.

Districts can expect the public release of the first NeSA-Mathematics results, the second year of NeSA-Reading, and the public release of NeSA-Writing in grades 4 and 8 to occur in late August 2011 as it did in 2010. Disaggregated data and both state and federal accountability decisions will occur in October with the release of the State of the Schools Report. This is essentially the same schedule as in 2010.

n. Embargoed Data

Another transition in the culture of testing in Nebraska is the understanding of embargoed data and how it applies to the Nebraska State Accountability system. Current embargoes are necessary because centralized state test data are new, formal, and never before released.

Data are considered “embargoed” when they are not to be shared. Established processes and the establishment of board-approved cut scores determine the extent to which state data can be shared and with whom. As each new NeSA assessment is introduced, the results are embargoed from external stakeholders until the cut scores have been set. Before the cut scores are established, the results are preliminary and essentially meaningless. Only internal administrators should have access to raw scores. After each cut score has been established, and the state public release occurs, then the data can be shared publicly.

In 2010-2011 the embargo on NeSA data (including results from NeSA-Alternate tests) will be applied as follows:

- NeSA-Writing – Grades 4 and 8 will have the same cut score applied as was used in 2010; therefore, scores may be shared with students, staff and parents when received in April 2011, but the state averages will not be released until August 2011; therefore, no sharing of results with media is appropriate.



There will be no scores for the 11th grade online pilot.

- NeSA-Reading – The NeSA-Reading results will be based upon the same process as in 2010, and the same cut score set in June of 2010 will be applied in 2011.



Therefore, since the cut score process has been finalized, when districts receive preliminary online results, they may share the results internally with students, teachers, and administrators, but the results should not be released to the public in newsletters, media releases, or formal publications until after a formal public release by NDE in August 2011. Raw score conversion tables for 2011 will be released in May as they will be slightly different from those in 2010.



NeSA-AAR

The alternate assessment for reading, the NeSA-AAR will undergo another standard setting process in 2011. The reason for another standard setting is that the sample size is very small with the NeSA-AAR, and we are working to make sure that the decisions made by IEP teams about participation in the alternate assessment are made on the basis of the alternate guidelines. The NDE intends to build stability and validation into the cut scores applied.

- NeSA-Mathematics – The NeSA-Mathematics assessment will be newly operational in the spring of 2011 and the cut scores set by the State Board in July of 2011. Therefore, in 2011, just as with reading in 2010, **districts may not share the online results internally or externally.** This means those mathematics data are not shared with students, teachers, administrators or the public. As they were in 2010 with reading, the data are embargoed fully until formal cut scores are set and approved and the NDE publically releases the data and state averages in the summer of 2011.
- NeSA-Science – Since the NeSA-S assessments are field-tested only, no student results will be returned to school districts. The purpose of the field test is to test the items.

The NDE is very appreciative of your efforts to provide data in an appropriate and timely manner to all of the stakeholders, respecting and honoring the procedures that we must all follow.



o. NeSA Reports and Use of NeSA Data

The first NeSA reports were available to districts through the DRC eDirect System in August of 2010. The District Assessment Contacts received notification that the results

were ready, and with their passwords, DACs could access the reports to distribute to district personnel. Those reports included building, district, and state level information about the NeSA-Reading results. Districts had time to review the data before it was made public. Included in the various reports were the following:

- Raw scores
- Scale scores
- Proficiency levels (“Below the Standards,” “Meets the Standards,” and “Exceeds the Standards”)
- Indicators with the highest performance
- Indicators with the lowest performance
- Disaggregated student results



Additionally DRC sent hard copies of the Individual Student Reports to the District Assessment Contacts. The Commissioner of Education followed this release with a letter directing districts to send the Individual Student Report home to parents and to retain a copy of the ISR in the student’s file. **It is the district’s responsibility to send the score reports to parents in a timely manner. In 2011 the individual student reports will also be available electronically through eDirect.**

Districts can anticipate the same process for the reporting release in 2011. Districts should again anticipate receiving both reading and mathematics scores in mid-August with the public release of information in late August. **Sample reports can be found on the NDE website: <http://www.education.ne.gov/assessment> by clicking on the A-Z link and access the link: “NeSA Sample Reports.”** In addition to including both reading and mathematics score information, the Individual Student Report will include each student’s percentile rank so that parents will be able to determine how their children “rank” in relation to the other students in the state who took that grade level test. The Individual Student Report will also be available in Spanish in 2011.



NeSA Report Vocabulary

The NeSA reports included new terms and vocabulary that were unfamiliar to educators and parents. It is critical that district personnel use a resource, “NeSA Reports Interpretive Guide” available on the A-Z list from the website reference above. The Guide provides an explanation of the terms on the report and should help prepare district personnel for explaining reports to parents and the community. The Interpretive Guide will be available in Spanish in the 2011 school year for both reading and mathematics.

Another important resource is a set of PowerPoint slides, “Leadership in Using NeSA Data” available at <http://www.education.ne.gov/assessment>. The slides and

presentation were shared with all of the Educational Service Units in November of 2010, so districts should call upon their service units for support with the new reports and data analysis. The slides have also been video streamed and linked to our website.

Among the important terms, new vocabulary, and NeSA technical information included in the presentation are the following:

Raw Score: The number of correct items on the NeSA tests. Raw scores are typically used in classrooms are converted to percentages: $18/20 = 90\%$.

Scale Score: The “transformation” of a raw score into an easily recognizable scale so that scores can be compared in the same subject area from year to year. The NeSA Scale is 0-200 on each NeSA test.

Percentile Rank: The position of a student’s score in comparison with other students in the state who took the same test. A percentile rank of 84 means the student scored better than 84% of the other students who took the test.

Important Note:

The NeSA-R scale score proficiency levels will not change.

135 and Above – Exceeds the Standards

85-134 – Meets the Standards

84 and below – Below the Standards

The Raw Score/ Scale Conversion table will be different in 2011 than it was in 2010 because although the test items are comparable, they are different. The 2011 conversion tables that convert raw scores to scale scores will be posted as soon as they are available after testing.

Differences and Similarities Between Norm-referenced Tests and NeSA

There are several important differences and similarities between a norm-referenced test e.g., Iowa Test of Basic Skills (ITBS), Terra Nova, Metropolitan Achievement Test (MAT) and a criterion-referenced test (NeSA):

Differences:

- Norm Referenced Tests are built to compare student performance across the country.
- Criterion referenced tests like NeSA are built to measure state standards – Norm Referenced Tests do not measure any state’s standards.
- Norm Referenced Tests are not directly tied to instruction on standards.
- NeSA is directly tied to instruction on standards.
- Norm Referenced Tests are built to sort scores into a bell curve.
- NeSA is built so that all students’ scores can be proficient depending upon student performance.

Similarities:

- Technical processes used are the same: standard setting, alignment, reliability analyses.
- Both tests are administered under standardized conditions.
- Terminology in both score reports are very similar.



Sources for Accessing NeSA Data

There are multiple locations where NeSA data can be accessed. Some of the locations are password protected and available only to school districts. Others are public locations and available to all users. The chart in Attachment G identifies where NeSA data can be accessed.



Districts will note that one of the important new tools for accessing NeSA data and many other sources of state data is the Data Reporting System (DRS). There are two DRS sites, one of them accessible to the public: <http://drs.education.ne.gov> and the other only accessible to districts by protected password behind the NDE portal. The public site offers the opportunity for “slicing and dicing” state data and querying any

disaggregated state group. The security-protected district site allows districts to query their own disaggregated data. This resource is a wonderful tool for data analysis in the school improvement process.

G. The Transition in NeSA-Writing Assessment 2011-2013

As the Nebraska State Accountability System continues its development, a new era for the NeSA-W began in 2010-2011 as well. Many factors have influenced a change in administration of statewide writing, including the newly revised reading/ writing standards, the desire of the State Board to provide more information to teachers through trait-based scoring, and the national movement toward online test administration.

The changes that were implemented in 2010-2011 include the following:

a. Change One: Grade Levels Assessed

The Quality Education Act requires that...*“The state board shall prescribe statewide assessments of writing that rely on writing samples beginning in the spring of 2001 with students in each of three grades selected by the state board. For each academic year thereafter, one of the three selected grades shall participate in the statewide writing assessment.”* Only one grade level of writing is required to be assessed. In 2003 the decision was made to assess three grades so that the writing data could be used in AYP. **In 2011, only grades 4 and 8 were required to be tested. Beginning again in 2012, all three grades: 4, 8, and 11 will be tested.**

b. Change Two: Analytic, not Holistic Scoring

The newly revised state reading/ writing standards place a greater emphasis on certain aspects of the writing process. In order to more appropriately match and measure the revised standards, Nebraska is moving to an analytic scoring approach, rather than the holistic scoring approach that has been in practice for the last ten years. Providing trait-based scores to school districts is one way to provide additional information to teachers from the statewide writing process.

In the fall of 2010, the NDE convened a team of Nebraska educators to update the writing rubrics and convert them to analytic scoring rubrics. The panelists adjusted the rubric by tightening the six traits, moving the six traits into four domains, and updating the content. The new analytic rubrics were all posted on the assessment website: <http://www.education.ne.gov/assessment> on November 1 even though they will not all be used for official scoring until 2012.

The schedule for the use of the analytic scoring rubrics will be as follows:

Grades 8 and 11 2012

Grade 4 2013

Districts are encouraged to use the analytic rubrics (Attachments H, I, J) for classroom instruction and for local scoring processes. The NDE will be providing training throughout 2011 for districts in the use of the analytic rubrics. Training for 11th grade teachers first began in January 2011. The training for 8th grade teachers in the analytic rubric is scheduled for July 2011. Dates are indicated in the published schedule below.

c. Change Three: Transition to Online Writing Administration in Grades 8 and 11 in 2012

The transition to online NeSA-Writing is being encouraged by school districts, Nebraska business communities, and the fact that NeSA reading, mathematics, and science assessments are being delivered electronically. The first online NeSA-W administration began in 2011 with a pilot study of Nebraska's eleventh grade students. All districts had the opportunity to participate in this study.

In 2011, only the 4th and 8th grades were administered the paper/ pencil NeSA-W, and it was scored holistically with the same rubrics and cut scores as in the past.

In 2012 both grades 8 and 11 will be administered the NeSA-W online using the newly-revised analytic rubrics posted in November 2010.

The administration of online test administration for grade 4 in 2013 is being studied. In January 2011 a survey was sent to all superintendents, District Assessment Contacts, and a sample of teachers in grades 3, 4, and 5 gathering information about the readiness of 4th grade students to test NeSA-W online.

The determination of whether or not 4th graders will have the NeSA-W administered online in 2013 will be made in 2011 and will be communicated to districts at that time. In the meantime plans are proceeding as outlined with NeSA-W online administration of both 8th and 11th graders in 2012.

In all years, a paper/ pencil option will be available for those students with disabilities whose Individual Education Plans (IEPs) or 504 Plans specify the need for paper/ pencil accommodations. Additionally, paper/ pencil test booklets will be available in Spanish for those students who need them.

d. 2011 NeSA-Writing Important Dates:

January 6, and 7, 2011	Districts received writing materials from DRC
January 24 – February 11, 2011	NeSA-W testing window – Grades 4, 8
January 31 – February 18, 2011	NeSA-W 11 th grade online pilot – Grade 11
February 18, 2011	Writing materials were due to scoring center
April-May 2011	Preliminary results in Grades 4 and 8 only. No results for Grade 11 field test.
July 15, 2011	8 th Grade Analytic Scoring Training - Scottsbluff
July 20, 2011	8 th Grade Analytic Scoring Training - Kearney
July 22, 2011	8 th Grade Analytic Scoring Training – Lincoln

e. NeSA-Writing Expectations in 2011

Grades 4 and 8 – Testing Window: January 24-February 11, 2011

The expectations of NeSA-W in Grades 4 and 8 did not change in 2011. The prompts remained the same as in the past: narrative for grade 4 and descriptive for grade 8. The testing directions for two days of 40 minute writing remained the same. The rubric was the same, and the cut scores were the same.

DRC scorers scored the papers holistically. The requirements for scoring at DRC are very stringent. Prospective DRC scorers must take a math test and write an essay before going through an interview process. Once selected as potential scorers, they must participate in the training and pass the qualifying sets of scoring before being allowed to score. In 2011 DRC scorers were also trained by a Nebraska team who traveled to Minnesota to conduct the scoring training.

Three very important changes were made in the writing process in grades 4 and 8 in 2011. Those three changes are the following:



- The papers were written only in # 2 pencil.
- The test booklets could not be taken apart.
- All students in grades 4 and 8 had to have a test booklet cover completed and sent to DRC, even the small number of students taking the locally administered alternate writing assessment (1%).

f. Grade 11 – Pilot Testing Window: January 31 – February 18, 2011

In 2011, 11th graders were not required to take the online NeSA-W, but that requirement will resume in 2012. All 11th grade students in all Nebraska districts were invited to participate in the pilot NeSA process, but no scores will be returned, and there will be no cut score process. Nearly 14,000 students participated in this pilot. Districts were able to print the field test, however, and conduct their own local scoring processes on the field tested papers. Directions for test administration are found on the website: www.education.ne.gov/assessment Directions for test administration are found in the NeSA-W Administration Manual.

A NeSA-W practice test was made available in January and also has printable options. The printing directions and options for both the practice test and the field test are found in Attachment K.

g. NeSA-Writing Appeals Process - NeSA Writing – Grades 4 and 8

In 2011, districts may file an appeal with statewide writing in grades 4 and 8. The appeals process is appropriate only for very specific, not general, scoring issues. In addition, appeals are designed only for such specific scores that fall below the cut score. Districts may file an appeal by completing the appeals form, Attachment L in this Update. In addition, districts will be required to provide a written explanation indicating the reason for the appeal and a copy of the paper in question for each paper submitted. A paper submitted for an appeal will be re-reviewed by a panel of trained reviewers.

Any statewide writing appeal must be submitted to the Statewide Assessment Office by Friday May 13, 2011. A copy of the paper in question must be included with the appeals form in order for the paper to be re-reviewed.

NeSA-W appeals are to be sent to:

Dr. Edward Foy
Statewide Assessment Office
301 Centennial Mall South
Lincoln, NE 68509-4987
Email: edward.foy@nebraska.gov
Phone: 402.471.2947
Fax: 402.471.4311



Grades 4, 8 and 11 – 2012 NeSA-Writing Testing Window: January 23-February 10, 2012



II. Including All Students in Assessment and Accountability

- A. Students With Disabilities and Scoring Rules
- B. The Alternate Assessments: NeSA-AAR, NeSA-AAM, and NeSA-AAS
- C. Students Learning the English Language
- D. Early Childhood Assessment

II. Including All Students in Assessment and Accountability

A. Students with Disabilities and Scoring Rules

All students with disabilities are expected to participate in the Nebraska State Accountability (NeSA) System. No student, including students with disabilities, may be excluded from the state assessment and accountability system. All students are required to have access to grade-level content, instruction, and assessment.

Students with disabilities may be included in state assessment and accountability in one of three ways:

- Students may be tested at grade level on the NeSA tests without accommodations. This may be either paper/ pencil or online.
- Students may be tested at grade level on the NeSA tests with accommodations specified in the student's Individual Education Plan. Accommodations appropriate for the NeSA are found in the Nebraska State Accountability Approved Accommodations Document (Attachment M.) Accommodations provided to students must be specified in the student's IEP and used during instruction throughout the year.

Please note:

Districts must be aware of the differences between accommodations and modifications.

Accommodations provide adjustments and adaptations to the testing process that do not change the expectation, the grade level, the construct, or content being measured. Accommodations for students with disabilities should only be used if appropriate for the student, indicated in the student's current IEP, and used during instruction throughout the year.

Modifications are adjustments in the test that change test expectations, the grade level, or the construct of content being measured. **Modifications are not acceptable in the state testing process.** Examples: Students cannot be tested out of grade level, nor can certain sections of the test be eliminated or shortened.

- Students who qualify may be tested using an alternate assessment, the NeSA-AA. The NeSA-AA, has been designed for students with severe cognitive



disabilities or multi-handicapping conditions (generally less than 1% of the overall student population.) This is a separate, paper/ pencil test that appropriately measures skills tied to the academic content standards as required by NCLB. Further discussion of the NeSA-AA is found later in this section.



Guidelines for determining which students are to take the alternate assessment must be followed by the IEP team. The guidelines are found in a document entitled: “The IEP Team Decision Making Guidelines” found at <http://www.education.ne.gov/sped/assessment.html>



If the IEP team determines that a student is to take the NeSA-AA, a statement of why the student cannot participate in the regular NeSA (based on the IEP Team Decision Making Guidelines document) and the rationale for selecting the NeSA alternate shall be included in the IEP (Rule 51 007.07A6).

a. Guidelines for Participation in the Nebraska State Accountability (NeSA) Alternate Assessments

The U.S. Department of Education and the State of Nebraska do not currently define “significantly cognitively disabled students.” This determination will continue to be made at the local level. It is expected that the local IEP team will carefully consider each of the following guidelines before determining participation in an alternate assessment:

The student...

- Accesses curriculum and instruction closely aligned to Nebraska standards with extended indicators.
- Possesses significant limitations, both in intellectual functioning and adaptive behavior, expressed in conceptual, social, and practical adaptive skills.
- Requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- Demonstrates cognitive ability and adaptive behavior that prevents completion of general academic curriculum, even with extensive modifications and accommodations.
- May have an accompanying communication, motor, sensory, or other disability.

b. Nebraska Rule 51: Title 92, Nebraska Administrative Code, Chapter 51

Nebraska Rule 51 regulations state:

007.07A – “The IEP shall include:

007.07A3 – For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

007.07A7 – A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments; and if the IEP team determines that the child must take an alternate assessment instead of a particular regular state or district-wide assessment of student achievement, a statement of why:

007.07A7a – The child cannot participate in the regular assessment; and

007.07A7b – the particular alternate assessment selected is appropriate for the child...”

c. 1% Rule on the NeSA-AAR

If a district’s percentage of students who are proficient on the NeSA-AA tests exceeds 1% of the total students enrolled in the tested grades 3-8 and HS of the district population, the district will be contacted by letter and given instructions for applying for an “exception.” The “exception” application provides the opportunity for districts to explain their circumstances. The USDE’s intent of the 1% cap is to assure that students are appropriately assessed with the alternate assessment and that students who should be taking the general education test have that opportunity.

Further information on the 1% rule for alternate assessments may be found at <http://www.education.ne.gov/sped/assessment.html> or by contacting Carla Osberg at 402.471.4322 or by email at carla.osberg@nebraska.gov

d. Instructional Guides for Alternate Assessments

Instructional examples and clarifications for both reading and math extended standards are now available for teachers working with students taking the NeSA alternate assessments. The “Reading Standards with Extended Indicators and Instructional Clarifications” and the “Math Standards with Extended Indicators and Instructional Clarification” are available at

<http://www.education.ne.gov/sped/assessment.html>

B. The Alternate Assessments: Nebraska State Accountability Alternate for Reading and Mathematics and Science (NeSA-AAR, NeSA-AAM, and NeSA-AAS)

In order to be consistent with the NeSA-R and NeSA-M 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, NeSA-AAM, and NeSA-AAS (field-tested in 2011) 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. The tests are a requirement for students with severe cognitive disabilities or multi-handicapping conditions and must be specified as requirements in a student's IEP.

Districts may access the NeSA-AA Practice Tests, Tables of Specification and Performance Level Descriptors by clicking on <http://www.education.ne.gov/assessment/index.html>

Like the NeSA tests, the alternate assessment will be administered between **March 28-May 6, 2011**. This is a six-week administration window. Various trainings on the alternate assessment were provided in the 2010-11 school year. Specific training was provided in conjunction with the "Chats".

a. 2011 NeSA-AA Testing



The NeSA-AA (alternate testing process) was new in 2010, and the testing process went very smoothly. Please note the following information in 2011:

- The NeSA-AAR (reading) and the NeSA-AAM (mathematics) will be required in 2011 for all students whose IEP specify the need for the alternate assessment.
- The NeSA-AAS (science) will be field tested in 2011. Districts will be asked to volunteer their participation.

- All three tests (reading, mathematics, and science) are in one booklet.
- Students may be administered the alternate assessment in one subject but not in another. If that is the case districts will need to contact the Statewide Assessment Office. This is a rare situation, but it happens occasionally.
- Districts are reminded that the alternate assessment results are entered **by the teacher** into the CAL system, following the specific directions. A ticket is required to access the CAL system and is obtained through the District Assessment contact who accesses tickets from the CAL Management Tools.
- Emails sent to the District Assessment Contacts regarding the alternate assessment process from the Assessment Office will also be sent to the Directors of Special Education. The data base for Directors of Special Education is kept by the Special Education Office.
- The secure test materials for the NeSA-AA tests are to be returned according to the directions in the administration manual **to the NDE, not to DRC**.
- Specific directions for returning the alternate test materials are included as Attachment N.
- All security procedures outlined in this Update apply also to the NeSA-AA testing process.



In 2011 all students who have been flagged in the NSSRS as students eligible for the alternate testing will receive NeSA-AAR, NeSA-AAM, and NeSA-AAS test booklets and administration manuals.

If districts have students who are eligible for the NeSA-AAR, but not the NeSA-AAM (or vice versa) they should “unflag” that subject area in the CAL system and a general education test will be provided.

A geographic and statistically appropriate sample of districts will be identified for field testing the NeSA-AA Science test in grades 5, 8 and 11.

For questions about these processes, you may contact John Moon in the Statewide Assessment Office at 402.471.2495 or email him at john.moon@nebraska.gov

C. English Language Learners

a. Who are English Language Learners?

According to NCLB, English language learners (ELL) are those students who have a native language other than English, **OR** who come from an environment where a language other than English has had a significant impact on their level of English proficiency, **AND** whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on state assessments, (ii) the ability to successfully achieve in classrooms where the language of instruction is English, or, (iii) the opportunity to participate fully in society.

Each district with ELL students should have a written definition used for determining services and meeting Office for Civil Rights requirements.

Note: Foreign exchange students are NOT considered ELL students and should be included in the district assessment process.

b. Including ELL Students in the Nebraska State Accountability (NeSA) Process

Both state and federal laws require the inclusion of all students in the state testing process. ELL students must be tested in NeSA. Districts should review the following guidelines:

- NCLB requirements allow appropriate testing accommodations for all ELL students.
- In determining appropriate accommodations for students in the NeSA system, districts should use the newly developed Nebraska State Accountability Approved Accommodations Document, included as Attachment M in this Update. The document may also be accessed at the following website:
<http://www.education.ne.gov/assessment/AssessmentAtoZ.htm>

Districts must be aware of the difference between accommodations and modifications.



For students learning the English language, accommodations are changes to testing procedures, testing materials, or the testing situation that allows the student meaningful participation in an assessment. Effective accommodations for

ELLs address the unique linguistic and socio-cultural needs of the student. Accommodations for ELL students may be determined appropriate without prior use during instruction throughout the year.

Modifications are adjustments or changes in the test or testing process that change the test expectation, the grade level, or the construct or content being measured. Modifications are not allowable in NeSA.

c. Spanish Translations:

NeSA-Writing – Spanish translations were available in grades 4 and 8 only. These were requested through the NDE. Eleventh graders were not required to be tested on the NeSA-W. The only 11th graders to be tested with the NeSA-W were those participating in the 11th grade NeSA-W online pilot. The plan for Spanish translations for online testing in 2012 is under discussion.

NeSA-Reading – Districts were asked to request Spanish translations from the Statewide Assessment Office. The translations of directions and items are in written and audio format. Passages will remain in English.

Students who need these translated directions must use the paper/pencil version of the NeSA-R. Students have the option of using the audio and/ or written translation of the directions and items in place of or alongside the NeSA-R paper/ pencil test. Student responses are entered on a regular student answer document.

The translated audio CD directions and items may be copied to iPods or audio tapes but not to any networked device. The original Spanish CD will need to be returned to NDE after testing and all other copies destroyed. Only one copy of the written and audio modes will be provided to each district per grade level.

Translations in languages other than Spanish for the NeSA-Reading directions and items will need to be provided by local districts.

NeSA-Mathematics – The NeSA-Mathematics test in its entirety will be available in Spanish – both paper/ pencil versions and online. Districts will need to use the CAL management tools to flag the students to access the mathematics tests in Spanish. If a student's IEP requires side-by-side tests, the NeSA-M paper/ pencil test must be used. Student responses are entered on a student answer document.

d. Guidance for Recently Arrived Limited English Proficient Students (formerly referred to as New Immigrant Students)

Recently Arrived Limited English Proficient Students are defined by the U.S. Department of Education as students with limited English proficiency who have attended schools in the United States for less than twelve months. The phrase “schools in the United States” includes only schools in the 50 states and the District of Columbia.

The district may exempt a recently arrived limited English proficient student from the **NeSA-R Reading test** (only) for 12 months or **one reporting period**. A district **must** assess the writing, mathematics, and science achievement of a recently arrived limited English proficient student.

For AYP purposes, recently arrived limited English proficient students are counted as having participated in the state’s assessments for purposes of meeting the participation requirement if they take either an assessment of English language proficiency (ELDA) **OR** the reading test (NeSA-R) **AND** the mathematics assessment (NeSA-M).

e. Language Acquisition Testing

As required by NCLB, districts must report the progress of students in attaining English proficiency or language acquisition.

The test provided by the Nebraska Department of Education to test language proficiency is the English Language Development Assessment, ELDA. Developed by a consortium of states in the nation, the test, given in the spring, is administered through the services of Measurement, Inc. The 2011 testing window is **February 14 to March 25**. Districts will notice that the ELDA has been shortened for listening, reading and speaking.



It is important to note that the purpose of this test is to determine language proficiency, not the proficiency on reading standards.



Students eligible for alternate assessments for NeSA (NeSA-AAR, AAM, and Writing) should attempt to take sections of ELDA that are deemed appropriate.

f. Academic Measurable Achievement Objectives (AMAOs)

NCLB requires that an additional accountability decision be applied to the performance and progress of those students learning the English language. This required Title III decision known as Academic Measurable Achievement Objectives (AMAO) is applied to all districts and Title III consortia.

This accountability decision is based upon:

- a) The progress ELL students are making in learning English, as measured by ELDA.
- b) The number of students becoming proficient in English, as measured by ELDA.
- c) Whether or not the ELL students met AYP.

Questions about any of the information in this section may be directed to:

Nancy Rowch, Director of Equal Opportunity Programs

Phone: 402.471.2477 E-mail: nancy.rowch@nebraska.gov

D. Early Childhood Assessment: Results Matter

Results Matter in Nebraska is a child and family outcomes and program improvement system designed and implemented to improve programs and supports for all young children birth to age five, served through school districts, Educational Service Units (ESUs), the Early Development Network, and community partners. The system grew out of earlier efforts to monitor and evaluate grant funded early childhood education programs. Its broader application came as a result of Federal Office of Special Education Program (OSEP) requirements for reporting outcomes for young children birth to age five with disabilities and requirements for monitoring programs funded through federal IDEA and a range of state funds. The system employs both child outcome assessment and program quality assessment to accomplish these purposes:

- improve experiences, learning, development, and lives of young children (birth to age five) and their families.
- inform program practices.
- provide data to demonstrate improved child outcomes.
- demonstrate program effectiveness.
- guide the development of local and state policies and procedures.

The system is administered through the Nebraska Department of Education (NDE), Office of Early Childhood and Office of Special Education. Partners include the Nebraska Department of Health and Human Services, Munroe-Meyer Institute at the University of Nebraska Medical Center, and the NDE Early Childhood Training Center. A state *Results Matter* Child Measurement Task Force comprised of state and local stakeholder representatives serves in an advisory role for the system.

The child and program assessment tools selected by the Results Matter are congruent with Nebraska's Early Learning Guidelines (Birth to Three and Three to Five) (www.education.ne.gov/ech/ELGuidelines/index.htm); and the requirements of NDE Rule 11, Regulations for Early Childhood Education Programs. (<http://www.education.ne.gov/LEGAL/webrulespdf/CLEANrule112007.pdf>); the Individuals with Disabilities Education Act (IDEA) Part C and Part B, and NDE Rule 51, Regulations and Standards for Special Education (http://www.education.ne.gov/LEGAL/webrulespdf/CLEAN51_2010.pdf)

Rule 11, Regulations for Early Childhood Programs, applies to **all** pre-kindergarten programs operated through public schools or ESUs. This includes programs which receive, or have received Early Childhood Education Grant Funds, are receiving or have State Aid calculated for 4-year-olds. This also includes school district or ESU programs that operate using only local or federal/ local funds. Schools are required to assess each child's progress using one of three NDE-selected online assessment tools (see below).

a. Child Assessment

Results Matter in Nebraska calls for child outcome assessment that:

- is based on ongoing observation of children engaged in real activities, with people they know, in natural settings.
- reflects evidence-based practices.
- engages families and primary care providers as active participants.
- integrates information gathered across settings.
- is individualized to address each child's unique ways of learning.
- informs decisions about day-to-day learning opportunities for children.
- reflects the belief that development and learning are rooted in culture supported by the family.

All school districts, using one of the NDE-required assessment tools, enter ongoing child progress data in the online system selected. The three assessment systems are:

- High/ Scope Child Observation Record (COR) OnlineCOR.net
- Assessment, Evaluation and Programming System (AEPS) AEPSinteractive.com
- Creative Curriculum Developmental Continuum creativecurriculum.net

Beginning in school year 2011-2012, districts using Creative Curriculum will convert to Teaching Strategies GOLD, a new tool from the publishers of Creative Curriculum Developmental Continuum.

School districts will continue to directly purchase annual online subscriptions from the selected publishers equal to the number of children birth to five projected to be served by their district. Districts pay the discounted state rate under the NDE license umbrella.

Districts began entering child data in Spring 2006, with the first statewide data reported to the Federal Office of Special Education Programs (OSEP) in February 2008. Reporting of *Results Matter* child progress data is required by OSEP, the State Board of Education and the Nebraska Legislature. The use of these assessment tools, supported through the online data system, provides the state with unprecedented opportunities to compile needed data, not only for the required state and local reporting functions, but also for ongoing program improvement and curriculum planning.

b. Program Quality Assessment

Results Matter also includes evaluation of program quality to assure that early childhood classrooms achieve and maintain overall high quality, employ qualified staff, and operate in compliance with federal and state requirements. Programs receiving state funding are required to conduct an annual evaluation using the Environment Rating Scales [the Early Childhood Environment Rating Scale, (ECERS-R) and the Early Language and Literacy Classroom Observation (ELLCO) or the Infant/ Toddler Environment Rating Scale (ITERS-R)]. Data obtained from these tools are used to develop improvement plans.

Information about completing ECERS assessments and a schedule of Environment Rating Scale Training can be found at

<http://ectc.education.ne.gov/train/ers/ers.htm>

All school districts and Educational Service Units are required to submit the NDE annual Early Childhood Program Report to be in compliance with Rule 11 approval processes. In addition, programs are highly encouraged to participate in the NAEYC accreditation process. Financial assistance to offset some of the costs related to the accreditation process may be available through NDE. Call Linda Meyers at (402) 471-2980 for additional information.

c. Professional Development

Programs receive continuous support to assure that their participation in *Results Matter* provides the highest quality data and knowledge about how to use the data to improve program quality and child and family outcomes. Nebraska Department of Education's Early Childhood Training Center (ectc.education.ne.gov), regularly offers training in the

use of the program and child assessment tools in cooperation with the organizations which provide the assessment tools. The state maintains a cadre of professionals who have achieved reliability in the use of the Environment Rating Scales.

d. Fidelity Process and Reliability Check

The NDE *Results Matter* Child Measurement Task Force established a fidelity process to maximize the validity and reliability of the observational assessment data collected for *Results Matter*. The process includes two components, first implemented statewide in 2007-08, to assure and support the reliability and validity of child data.

- 1) Local school district/ ESU Fidelity Plan
- 2) Individual teacher/ practitioner Reliability Check

Each school district or ESU is required annually to submit a Fidelity Plan which addresses how the reliability and validity of the child observational data in the district will be locally monitored and collected. These annual plans describe initial training and subsequent activities to strengthen the validity of the data.

The web-based *Reliability Check* applies to all teachers/ practitioners who are responsible for scoring assessments for all children birth to five served by school districts or ESUs. To access the Reliability Check, an individual internet Angel account is set up for each teacher/ practitioner registered by their district, with a username/ password e-mailed to each provider. Registered teachers/ practitioners can access the *Reliability Check* at any time during the specified posting dates, and must be completed annually. The *Reliability Check* is posted January through February of each year.

For contact information, resources, and updates related to *Results Matter*, including the new Results Matter Technical Assistance Document, visit the NDE Results Matter website at:

http://ectc.education.ne.gov/special_projects/results_matter/results_matter.htm

Questions about any of the information in this section may be directed to:

Melody Hobson, Administrator, Early Childhood

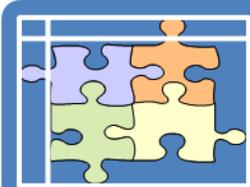
Phone: 402.471.0263

E-mail: melody.hobson@nebraska.gov

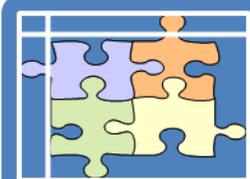
Jan Thelen, Coordinator, Early Childhood Special Education

Phone: 402.471.4319

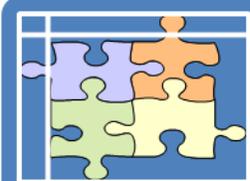
Email: jan.thelen@nebraska.gov



STANDARDS



ASSESSMENT



ACCOUNTABILITY

III. State and Federal Reporting and Accountability

A. The Nebraska Student and Staff Record System (NSSRS)



B. Transitions in State and Federal Accountability

C. New AYP Goals

D. The State of the Schools Report – Fall 2011

A. The Nebraska Student and Staff Record System (NSSRS)

The Nebraska Student and Staff Record System, the NSSRS, has been operating fully as the state's record system for several years. As the 2011 school year continues, districts should remember several important reporting considerations.

- The Consolidated Data Collection (CDC) will continue to collect non-student level data.
- Reporting student performance on reading, mathematics and science data in 2011 will change. Individual student results will be reported by district only in **science**. In science only, districts will report on one of the following:
 - State STAR Science Standards
 - State Science Standards – full set
 - Local STAR Science Standards
 - Local Science Standards – full set
- In 2011 NeSA test results will be used for reading and for mathematics.
- Science and national assessment data may be submitted throughout the year beginning in January, but data can NOT be accepted after June 30, 2011.
- National assessment (NRT) data are not required for non-public students.
- Business rules for assessment data have been posted on the NDE website at <http://www.education.ne.gov/Assessment/AssessmentReporting.htm>
- Districts need to access the verification and validation reports from the NSSRS website to determine the accuracy of the data being submitted. Directions for accessing reports are provided on the NSSRS website.

a. Validating Data in the NSSRS (Science Only)

After the district has entered its student assessment results into the NSSRS system, districts can review the results using the NSSRS Validation Home page. The NSSRS Validation link is accessed through the NDE portal by clicking on the “Student & Staff” (NSSRS) tab. An activation code is necessary to enter the NSSRS Validation link.

- On the NSSRS Validation page, the default School Year is to 2011-06-30. To view previous school years, use the ‘change years’ function.

- On the NSSRS Validation Home page review the errors for the “Assessment Fact” and “Assessment Response” templates. To navigate the site, use the document “NSSRS Validation Website Reference Guide,” available at <http://www.nde.state.ne.us/nssrs/Documents.htm> Make corrections as needed and submit new template files via NSSRS Data Manager to address errors.
- Select “Verification Reports” link. In the “Reports” window select the State of the Schools Report-Student Performance (Assessment) either “By School” or “District-wide.” This report will display the aggregated data from the submitted assessment templates in a format similar to SOSR.
- Compare the NSSRS results with results calculated in the district.
- AYP Verification reports are available on the NSSRS Validation Home page for review by clicking on the “AYP Count Verification” link. This link provides 2010-11 disaggregated information for AYP and STARS for all grades by building and district for School Year 2011-06-30. Note that data for AYP is consolidated into grade levels-elementary, middle and high.
- To review individual student data, the audit link on the right side of the NSSRS Data report will open to a list of individual student results. Here results are displayed by student number.

b. Reporting Students Who Move

Most students will be assessed in the district and reported by the district where they are enrolled. This is true whether students move between or within districts. Students who move out of the district/ school before the end of the year are included in the Student Template but not the Year-end Student Snapshot. Additionally, in Assessment Response a code of “N” (Not Assessed) indicates the student was not assessed while enrolled at the time of the assessment. A code of “M” (Moved) indicates the student moved into the district after the assessment or moved out before the assessment.

Districts are expected to report – by June 30th – the assessment results for STARS science that students have achieved while the student was enrolled. There is no requirement to “go back” and “catch up” on previously assessed standards for students who move in during the course of the school year. Districts will be expected to obtain those records from previous districts as they have in the past. Reading and mathematics results will be supplied by the NDE from the state NeSA assessments.

The Nebraska Student and Staff Record System requires clarifications regarding the reporting of contracted public school students. There are two categories for the reporting of assessment results for contracted public school students.

Category One: Students contracted from one public district to another public district.

In these situations, the receiving district needs to do the following:

- Enroll the student, adding or verifying the NDE Student ID number, adding it to the district.
- Report attendance, demographics and all NSSRS requirements.
- Report assessment results.

Essentially, students contracted from one public school to another public school become students in the receiving district.

Category Two: Students contracted from a public district to any education agency that is not a public district. Some examples of education agencies that are not considered to be a public district include but are not limited to the following: Interim programs-schools (Rule 18), approved special education service providers, court-appointed placements, ESU programs, and temporary out-of-school placements.

In these situations, the public district needs to do the following:

- Keep the student enrolled.
- Continue to report attendance, demographics, and all NSSRS requirements.
- Make arrangements with the other education agency to administer assessment.
- Report the assessment results obtained from the education agency.

Note: Assessment results for students attending non-public schools are not required to be reported to NDE unless the non-public school student is enrolled in the public school for at least .51 of the time. If a non-public school is also an approved service provider for special education, Category Two (above) applies.

c. Home-Schooled Students

Districts are responsible for reporting home schooled students only if they are enrolled in the district at least .51 of the time.



d. Ward of the Court

If a student is a ward of the court, or a ward of the state, the student remains a resident of the district where he or she became a ward, and that district is responsible for assessment and reporting (Section 79-215) (9)).

However, based on a change in state legislation in 2010, if the ward is placed in a foster home, the ward will be deemed a resident of the district in which the ward resided at the time that the ward became a foster child.

There may be circumstances where an official or the court responsible for the ward may make a different decision to assign the ward to a district. If the official or court makes a decision about where the ward will attend school, it would then be the assigned district who would assume the responsibility for the assessment and reporting.

e. Reporting Individual Scores on National Assessment Instruments

As required by the Quality Education Act, districts will need to submit individual student scores and sub scores on national tests.

The State Board of Education, as required by LB# 1157, **recommended** the national tests that should be used and in which grades they should be reported.

The results of that **recommendation** are as follows:

Grades 4, 8:	Terra Nova ITBS (Iowa Test of Basic Skills) Stanford Achievement Test NWEA (Northwest Evaluation Assessment)
Grade 10:	PLAN

Districts should note that these are **recommendations** only and are **not** requirements. If districts choose to administer different tests or administer tests in grades other than those recommended, they may do so.

Districts must collect and report individual scores and sub scores. Each test provides results differently, and therefore each test state average will be calculated and displayed separately on the State of the Schools Report. The following pages outline the reporting requirements on the recommended tests.

Example of Terra Nova

 CTB/McGraw-Hill		Student Subtest & Objective Report		Degree of Mastery Key	
Student Name Student ID Special Codes				<input type="radio"/> Low Mastery <input checked="" type="radio"/> Moderate Mastery <input type="radio"/> High Mastery <input type="radio"/> Not all items attempted	
Grade Birth Date					
District School Teacher					
Test Name TN3-CB Level/Form 15 G Test Date 11-03-2008 Template Student Subtest & Objective Report Date 02-04-2009					

Scores By Subtest

Subtest	Scale Score	Grade Equiv	National Percentile	Normal Curve Eq	National Stanjpe
Reading	650	5.5	53	51	5
Vocabulary	650	5.9	58	54	5
Reading Composite	650	5.8	58	54	5
Language	665	7.9	73	63	6
Language Mechanics	642	5.6	54	52	5
Language Composite	654	6.7	65	58	6
Mathematics	647	5.6	57	54	5
Math Computation	607	4.4	30	30	4
Math Composite	627	4.9	43	46	5
Total Score	654	6.0	62	56	5
Spelling	638	5.3	53	51	5

Reading Composite

Math Composite

Total Score NCE

Scores By Subtest / Objective

Subtest / Objective	Degree of Mastery
Reading	
Basic Understanding	●
Analyze Text	●
Evaluate/Extend Meaning	●
Rdg/Wrtg Strategies	●
Subtest Average	0
Vocabulary	
Word Meaning	●
Multimeaning Words	●
Words in Context	●
Subtest Average	0
Language	
Sentence Structure	●
Writing Strategies	●
Editing Skills	●
Subtest Average	0
Language Mechanics	
Sent. Phrases, Clauses	●
Writing Conventions	●
Subtest Average	0
Mathematics	
Number & Num Relations	●
Computation & Estimation	●
Operation Concepts	●
Measurement	●
Geometry & Spatial Sense	●
Data, Stats, & Prob	●
Patterns, Funcs, Algebra	●
Subtest Average	0
Math Computation	
Multiply Whole Numbers	●
Divide Whole Numbers	●
Decimals	●
Fractions	●
Subtest Average	0
Spelling	
Vowels	●
Consonants	●
Structural Units	●
Subtest Average	0
Total Average	0



PERFORMANCE PROFILE FOR
Iowa Tests of Basic Skills® (ITBS®)

Reading Total in NCE

Student:
Class:
Building:
System:

Student ID:
Form/Level:
Test Date:
Norms:
Order No.:
Page: 1
Grade: 5

Tests	Scores					PERCENTILE RANK				
	SS	GE	NS	NCE	NPR	Low	25	50	75	High
Vocabulary	161	2.4	2	15	5					
Reading Comprehension	155	2.1	1	10	3					
Reading Total	158	2.2	1	7	2					
Spelling	174	3.1	2	23	10					
Capitalization	150	1.8	2	16	5					
Punctuation	176	3.2	3	31	18					
Usage and Expression	153	2.0	2	17	6					
Language Total	163	2.5	2	16	5					
Concepts & Estimation	164	2.6	1	13	4					
Prob. Solv. & Data Interp.	163	2.5	2	18	6					
Math Computation	184	3.8	3	30	18					
Math Total	170	2.9	2	18	5					
CORE TOTAL	164	2.5	1	7	2					
Social Studies	165	2.6	2	18	6					
Science	172	3.0	3	26	12					
Maps and Diagrams	167	2.7	2	23	10					
Reference Materials	174	3.1	2	22	9					
Sources of Information Total	170	2.9	2	19	7					
COMPOSITE	166	2.7	1	10	3					

In the upper left part of this report, scores are printed for the tests, totals, and, if available, the composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph to the right of the scores provides a visual display of the student's performance on each test relative to the other test areas. The NPR for the various scores are displayed as horizontal bars. The varying lengths of these bars permit identification of the student's stronger and weaker areas of achievement.

The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the number attempted, the percent correct for the student, and the percent correct for students in this grade in the nation are reported. The difference between the student's percent correct and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with students in the nation.

Math Total in NCE

Core Total in NCE

SS = Standard Score, GE = Grade Equivalent, NS = Natl Stanine, NCE = Normal Curve Equiv., NPR = Natl Percentile Rank

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Vocabulary						
Vocabulary	37	37	22	55	-33	█
Reading Comprehension						
Factual Understanding	16	16	13	55	-42	█
Inference and Interpretation	15	15	20	61	-41	█
Analysis and Generalization	12	12	42	58	-16	█
Spelling						
Root Words	23	23	30	60	-30	█
Words with Affixes	9	9	22	39	-17	█
Correct Spelling	4	4	0	67	-67	█
Capitalization						
Names/Titles / Dates/Holidays	5	5	0	62	-62	█
Place Names	6	6	33	54	-21	█
Names: Organizations & Groups	5	5	40	46	-6	█
Writing Conventions	7	7	14	51	-37	█
Overcapitalization/Correct Cap	5	5	0	60	-60	█
Punctuation						
End Punctuation	12	12	42	55	-13	█
Comma	8	8	25	47	-22	█
Apostrophe/Quotes/Colon/Semi	5	5	20	40	-20	█
Correct Punctuation	3	3	0	62	-62	█
Usage and Expression						
Nouns, Pronouns, and Modifiers	10	10	20	58	-38	█
Verbs	6	6	17	59	-42	█
Conciseness and Clarity	6	6	50	53	-3	█
Organization of Ideas	6	6	17	57	-40	█
Appropriate Use	7	7	14	60	-46	█
Concepts & Estimation						
Number Properties & Operations	13	13	23	60	-37	█
Algebra	6	6	33	63	-30	█
Geometry	6	6	0	55	-55	█
Measurement	3	3	0	59	-59	█
Probability and Statistics	3	3	67	48	19	█
Estimation	9	9	33	50	-17	█
Prob. Solv. & Data Interp.						
Problem Solving	15	15	27	58	-31	█
Single-step	3	3	33	68	-35	█
Multiple-step	8	8	25	54	-29	█
Approaches and Procedures	4	4	25	58	-33	█
Data Interpretation	11	11	18	54	-36	█
Read Amounts	3	3	33	60	-27	█
Compare Quant./Relationships	8	8	13	52	-39	█
Math Computation						
Add with Whole Numbers	3	3	67	72	-5	█
Subtract with Whole Numbers	4	4	0	66	-66	█
Multiply with Whole Numbers	6	6	83	55	28	█
Divide with Whole Numbers	7	7	0	45	-45	█
Add or Subtract with Fractions	5	5	20	44	-24	█
Add or Subtract with Decimals	4	4	25	48	-23	█
Social Studies						
History	11	11	9	51	-42	█
Geography	10	10	30	57	-27	█
Economics	12	12	33	49	-16	█
Government and Society	4	4	25	57	-32	█
Science						
Scientific Inquiry	14	14	29	54	-25	█
Life Science	9	9	11	53	-42	█
Earth and Space Science	8	8	38	55	-17	█
Physical Science	6	6	33	55	-22	█
Maps and Diagrams						
Locate/Process Information	8	8	25	54	-29	█
Interpret Information	12	12	33	55	-22	█
Analyze Information	6	6	17	47	-30	█
Reference Materials						
Using Reference Materials	12	12	17	61	-44	█
Searching for Information	20	20	30	56	-26	█
Critical Thinking						
Reading	27	27	30	60	-30	█
Language	29	29	21	52	-31	█
Mathematics	34	34	26	53	-27	█
Social Studies	21	21	33	52	-19	█
Science	20	20	25	52	-27	█
Sources of Information	28	28	29	55	-26	█

* A plus (+) or minus (-) sign in the difference graph indicates that the bar extends beyond +/- 20. No. Att. = Number Attempted %C = Percent Correct



with Otis-Lennon School Ability Test®, Eighth Edition

About This Student's Performance:

Firstname recently took the *Stanford Achievement Test*, Tenth Edition (Stanford 10). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade across the nation. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students nationally in that subject-but not as well as 30% of students.

The chart below shows this student's performance in each subject area tested.

Lexile measure = 730L

Information on the use of Lexiles can be found at www.PearsonLexile.com. Lexiles used with permission.

Student Report | HFIRSTNAME M LASTNAME

National Comparison



TEACHER: SAMPLE TEACHER
 SCHOOL: SAMPLE SCHOOL - 0000000000
 DISTRICT: SAMPLE DISTRICT

GRADE: 04
 TEST DATE: 04/08

Total Reading in NCE 9 Yrs 08 Mos
 STUDENT NO.: 0000000000

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	National NCE	AAC Range	National Grade Percentile Bands							
							1	10	30	50	70	90	99	
Total Reading	114	82	639	59-5	54.8	MIDDLE								
Word Study Skills	30	25	664	76-6	64.8	HIGH								
Reading Vocabulary	30	22	627	46-5	47.9	MIDDLE								
Reading Comprehension	54	35	634	53-5	51.6	MIDDLE								
Total Mathematics	80	56	633	64-6	57.5	MIDDLE								
Mathematics Problem Solving	48	30	623	54-5	52.1	MIDDLE								
Mathematics Procedures	32	26	650	74-6	63.5	HIGH								
Language	48	28	610	39-4	44.1	MIDDLE								
Language Mechanics	24	15	617	46-5	47.9	MIDDLE								
Language Expression	24	13	603	36-4	42.5	MIDDLE								
Spelling	40	30	647	73-6	62.9	HIGH								
Science	40	30	643	69-6	60.4	MIDDLE								
Social Science	40	22	607	40-5	44.7	MIDDLE								
Listening	40	22	608	35-4	41.9	MIDDLE								
Thinking Skills	190	122	623	56-5	53.2	MIDDLE								
Basic Battery	322	218	NA	57-5	53.6	MIDDLE								
Complete Battery	402	270	NA	56-5	53.4	MIDDLE								

Total Mathematics in NCE

Basic Battery in NCE

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Age NCE	Scaled Score	National Grade Percentile Bands							
							1	10	30	50	70	90	99	
Total	72	38	106	65-6	XX.X	XXX								
Verbal	36	21	112	77-7	XX.X	XXX								
Nonverbal	36	17	102	55-5	XX.X	XXX								

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg	Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Word Study Skills	30	30	25		✓		Mathematics Procedures	32	32	26		✓		Science (cont.)						
Structural Analysis	12	12	10		✓		Computation w/Whole Numbers	18	18	14		✓		Form & Function	13	13	9			✓
Phonetic Analysis-Consonants	9	9	8		✓	✓	Computation with Decimals	8	8	6		✓		Thinking Skills	20	20	16			✓
Phonetic Analysis-Vowels	9	9	7		✓		Computation with Fractions	6	6	6		✓		Social Science	40	40	22			
Reading Vocabulary	30	30	22		✓		Computation in Context	16	16	13		✓		History	10	10	6			✓
Synonyms	12	12	9		✓		Computation/Symbolic Notation	16	16	13		✓		Geography	10	10	8			✓
Multiple Meaning Words	9	9	5	✓			Thinking Skills	16	16	13		✓		Political Science	10	10	6			✓
Context Clues	9	9	8		✓		Language Mechanics	24	24	15		✓		Economics	10	10	2		✓	
Thinking Skills	18	18	13		✓		Capitalization	8	8	7		✓		App. of Knowledge/Comp.	14	14	7			✓
Reading Comprehension	54	54	35		✓		Usage	8	8	5		✓		Org., Summ. & Interp. of Info.	15	15	7			✓
Literary	18	18	12		✓		Punctuation	8	8	5		✓		Determination of Cause/Effect	11	11	8			✓
Informational	18	18	10		✓		Language Expression	24	24	13		✓		Thinking Skills	20	20	11			✓
Functional	18	18	13		✓		Sentence Structure	8	8	4		✓		Listening	40	40	22			
Initial Understanding	12	12	11		✓	✓	Prewriting	5	5	3		✓		Vocabulary	10	10	3		✓	
Interpretation	20	20	12		✓		Content and Organization	11	11	6		✓		Comprehension	30	30	19			✓
Critical Analysis	12	12	8		✓		Thinking Skills	12	12	6		✓		Initial Understanding	8	8	6			✓
Strategies	10	10	4		✓		Spelling	40	40	30		✓		Interpretation	12	12	7			✓
Thinking Skills	42	42	24		✓		Phonetic Principles	18	18	14		✓		Analysis	7	7	4			✓
Mathematics Problem Solving	48	48	30		✓		Structural Principles	10	10	7		✓		Strategies	3	3	2			✓
Number Sense & Operations	24	24	16		✓	✓	No Mistake	7	7	7		✓		Literary	10	10	7			✓
Patterns/Relationships/Algebra	6	6	6		✓	✓	Homophones	5	5	2		✓		Informational	10	10	7			✓
Data, Statistics & Probability	8	8	4		✓		Science	40	40	30		✓		Functional	10	10	5			✓
Geometry & Measurement	10	10	4		✓		Life	11	11	9		✓		Thinking Skills	22	22	13			✓
Communication & Representation	6	6	2	✓			Physical	11	11	6		✓		Thinking Skills	190	190	122			✓
Estimation	8	8	5		✓		Earth	11	11	10		✓								
Mathematical Connections	21	21	13		✓		Nature of Science	7	7	5		✓								
Reasoning & Problem Solving	13	13	10		✓	✓	Models	14	14	11		✓								
Thinking Skills	40	40	26		✓		Constancy	13	13	10		✓								

STANFORD LEVEL/FORM: INTERMEDIATE 1/A
 2007 NORMS: Spring National

OLSAT LEVEL/FORM: E/5
 2002 NORMS: Spring National

C = Content Cluster P = Process Cluster
 Scores based on normative data copyright © 2003, 2008 by NCS Pearson, Inc. All rights reserved.

COPY 01
 PROCESS NO. 00000000-00000000-0000-00000-0

Public Schools

Student Progress Report for _____

School _____

Growth is measured from Fall to Spring

Student ID: _____

Mathematics

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
W09	6	232-235-238		221			75-82-87
F08	6	216-219-222	219	218			49-51-59
S08	5	227-230-233	223	219	19	8	72-79-85
W08	5	218-221-224	218	216			58-63-75
F07	5	208-211-214	212	212			48-50-59
S07	4	211-214-217	214	211	7	9	52-61-69
W07	4	210-213-216	209	208			64-69-77
F06	4	204-207-210	204	203			53-64-74

Most recent

No Composite Score

Mathematics Score -Percentile Rank

Reading

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
W09	6	225-228-231		214			80-86-92
F08	6	230-233-236	214	212			86-96-98
S08	5	227-230-233	215	211	10	4	90-95-97
W08	5	223-226-229	212	210			88-93-96
F07	5	217-220-223	208	207			80-87-93
S07	4	225-228-231	208	206	22	6	94-97-98
W07	4	210-213-216	206	204			66-78-85
F06	4	203-206-209	202	200			57-66-78

Reading Score-Percentile Rank

Mathematics Goals Performance - Winter 2009

Numeration & Number Sense	High
Computation & Estimation	Avg
Measurement	HiAvg
Geometry & Spatial Concept	Avg
Data Analysis & Probability	High
Algebraic Concepts	High

Reading Goals Performance - Winter 2009

Strat to Read Words / Vocab	High
Identify Main Idea / Details	HiAvg
Characteristics of Text	High
Elements / Tech Fict / Nonfict	High

Lexile Range: 1011-1161

Explanatory Notes:

Language Usage

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
S08	5	220-223-226	216	212	11	4	72-82-89
W08	5	222-225-228	213	210			83-90-95
F07	5	209-212-215	210	207			49-59-72
S07	4	219-222-225	210	207	16	6	83-90-95
W07	4	208-211-214	207	205			57-67-76
F06	4	203-206-209	202	201			50-60-70

Language Usage Goals Performance - Winter 2009

There were no test events found for the selected term, Winter 2009

Season/Year

The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.

Student Score Range

The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.

District Average RIT

The average score for all students in the school district in the grade who were tested at the same time as your child.

Norm Group Avg.

The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).

Student Growth

Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.

Typical Growth

The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.

Student %ile Range

The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.

Goal Performance

Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).

Lexile Range

The difficulty range of text that can be understood by the student 75% of the time.



PLAN[®]

Your Score Report

TAYLOR, ANN C
1404 8TH ST
ANYTOWN, USA 00000

GRADE: 10
SORT CODE: 5

Composite Percent Score

SCHOOL NAME: EXAMPLE HIGH SCHOOL

SCHOOL CODE: 000000

TEST FORM: 00A

TEST DATE: OCTOBER 23, 2008

Your Scores

Score Range (1-32)	Score	Percent of students scoring at or below your score											
		In the U.S. (Fall-10th)	1%	10%	25%	50%	75%	90%	99%	In Your School	In Your District	In Your State	College-Bound 10th
Composite Score	18	64%								54%	49%	71%	59%
English	20	79%								78%	74%	82%	76%
Usage/Mechanics (1-16)	11	85%								83%	80%	85%	82%
Rhetorical Skills (1-16)	10	74%								72%	66%	78%	71%
Mathematics	17	57%								49%	45%	70%	53%
Pre-Alg./Algebra (1-16)	08	58%								52%	47%	68%	53%
Geometry (1-16)	08	53%								38%	35%	64%	49%
Reading	20	78%								74%	68%	81%	75%
Science	16	32%								20%	20%	41%	28%



More Info at
www.planstudent.org

Your Estimated ACT Composite Score Range

19-23

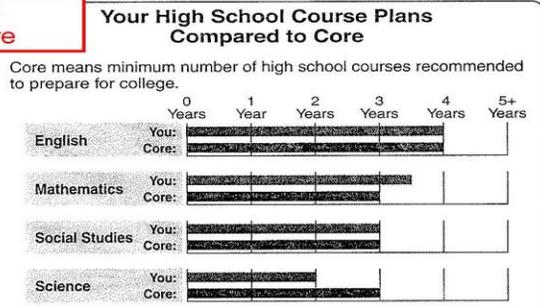
Use this score range to help plan for college.

Your Educational Plans for After High School

4-Year College or University

Mathematics Percent Score

Your Plans



About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Science. You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

College Readiness

Students scoring at or above these PLAN benchmark scores are taking college prep courses throughout high school and are ready for first-year college courses. How do you compare?

PLAN Benchmark Scores	Your score is:		
	Below	At	Above
English 15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics 19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading 17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science 21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Your Scores. One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.

Reading Percent Score

Admission Standards

Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16-21
Traditional	18-24
Selective	21-26
Highly Selective	25-30

Profile for Success

Your Career Area Preference
Management

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:

21-25

See *Using Your PLAN Results*.

Your reported needs

- ✓ Making plans for my education, career, and work after high school
- ✓ Improving my writing skills
- ✓ Improving my study skills
- ✓ Improving my computer skills
- ✓ Improving my reading speed and comprehension
- ✓ Improving my mathematical skills
- ✓ Improving my public speaking skills



B. Transitions in State and Federal Accountability

As the assessment system transitioned from STARS to NeSA, the old state accountability system including the ratings on student performance and assessment portfolios has gone away. The State Board of Education is determined to have a state accountability system that values both high achievement and growth. Without a state accountability system, the only accountability system in place is federal: Adequate Yearly Progress (AYP) and Persistently Lowest Achieving Schools (PLAS), neither of which considers the growth in student achievement.

A State Accountability Sub Committee of the State Board of Education was formed in late 2009 and has been working for over a year on building a framework for State Accountability. At the November 2010 State Board meeting, the entire state board adopted Part I of the State Accountability Framework: Beliefs, Values, and Purposes. The document can be accessed from the assessment website: www.education.ne.gov/assessment by going to the A-Z list and clicking on “State Accountability Framework.”

The next steps in building an accountability model will be to determine how performance indicators and growth should be calculated and included in annual accountability for each building. As the design and implementation discussion continues, it must match the principles outlined in Part 1 – Beliefs, Values, and Purposes. At this time, the subcommittee is expressing interest in awarding points in an index to each building and district for each of the following performance indicators:

- NeSA scores in reading, writing, mathematics, and science. It is currently proposed that writing and science are given fewer points than reading and mathematics because writing and science are assessed in three grades where reading and mathematics are assessed in seven grade levels.
- NeSA participation rates include a goal of 95% in each subject.
- High school graduation rate based upon the new four-year cohort rate has a goal of 90%.
- Growth in reading and mathematics in each grade cohort from year to year is being proposed. Since there are multiple ways to calculate growth, the subcommittee is examining multiple options.

The timeline for implementation of an accountability model is targeted for 2011 with the first data points assigned to buildings in the fall and released in the State of the Schools Report. New data would be added annually as each new NeSA test is fully operational.

Districts should monitor the State Board of Education meetings to keep informed about the monthly accountability discussions.

Senator Adams introduced LB 635 in the 2011 legislative session. This bill proposes that a state accountability model is implemented by the State Board of Education. The bill mirrors the thinking of the State Board of Education.

C. Federal Transitions - New AYP Goals

New AYP reading goals were set in August of 2010 based on the NeSA-R results. The new reading goals were established as follows:

New AYP Reading Goals			
	Elementary	Middle School	High School
2009-2010	56%	60%	57%
2010-2011	67%	70%	68%
2011-2012	78%	80%	79%
2012-2013	89%	90%	89%
2013-2014	100%	100%	100%



New mathematics goals will be established in the summer of 2011 after the NeSA-M scores are finalized. Districts will not know these until August 2011.

a. SMALL Schools AYP Goals – Reading

Also transitioning in 2010 was a different process for applying AYP decisions to very small schools.

Very small schools with fewer than 30 in a group had AYP decisions applied using the same goal as all other schools. If a grade span (elementary, middle or high school) had no group of 30, the data was aggregated across grades 3-8, 11 and the state goal was applied. This will be true in 2011 for both reading and mathematics.

If you have questions about the goals or calculations, please call the Title I Director:

Diane Stuehmer Phone: 402.471.1740
 Email: diane.stuehmer@nebraska.gov

b. Display of Adequate Yearly Progress on the State of the Schools Report

The State of the Schools Report will display the AYP decisions for each school and district.

The AYP status was available for auditing throughout the summer on a State of the School's Preview window. Districts have reviewed their data to ensure its accuracy. The formula and process for determining AYP decisions are provided in the AYP Guidance, available at

<http://www.education.ne.gov/Assessment/documents/AYPGuidance2009-10.pdf>.

The AYP status should be reviewed and the Department should be notified if there are questions or concerns.

c. Persistently Lowest Achieving Schools (PLAS)

Persistently lowest achieving schools are those who have been identified as being in need of improvement. The identification in 2010 was determined by the combination of several data sources: combined reading and mathematics proficiency levels from 2008-09 graduation rates, and a growth calculation based on three years of data. In 2011 new PLAS identification will be completed using the new NeSA test scores in reading and mathematics.

D. State of the Schools Report – Fall 2011

The State of the Schools Report will include a summary of 2010-2011 statewide information plus individual district and building profiles. The following sections provide additional information. It will be available on the Nebraska Department of Education website: <http://www.education.ne.gov>

The 2010-2011 State of the Schools Report will be released in October 2011. The release will include disaggregated reading and mathematics scores as well as all accountability decisions.

a. School District and Building Information

District information will include the information about each public school district by district and by building. The data will include the following:

- Narrative description of districts and buildings.

- District and building improvement goals.
- Student characteristics including students who move frequently (mobility), students who receive special education services, students who are learning the English language, and students who receive free and reduced lunch.
- Reports of student performance on NeSA-reading, mathematics, writing (gr 4, 8), and STARS science standards in the elementary, middle and high school grades in 2010-2011 (state, district and building).
- NeSA results will be reported both in average scale scores and proficiency levels.
- Percentage of students included in both NeSA and local tests.
- Reports of student results on the statewide writing assessment in grades 4 and 8 at the district and individual building levels.
- Adequate Yearly Progress determinations.
- Persistently Low Achieving Schools (PLAS).
- English/ Reading/ Language Arts and Mathematics graduation requirements.
- Graduation rate and follow-up.
- ACT information.
- School finance.
- Teacher qualifications.
- Teacher salaries.
- Student attendance.
- High school curriculum.
- Special Education Improving Learning for Children with Disabilities (ILCD) data.

b. State of the Schools Report Functions

In recent years, functions were added to the State of the Schools Report. Current data is extensive but combining multiple data sources is time consuming and labor intensive. The following features are accessible from the menu.

- 1) District Profiles – will feature each district and will be accessible from the district menu. The profile will be a summary and condensed version of data sources: district statistics, student performance results on Standards, Statewide Writing Assessment, results from national assessment instruments and AYP.
- 2) Building Profiles – will be similar to the district profile. The building profile will feature building statistics and student performance information specific to that building.
- 3) A State Profile – will be available including the same features as those in the District Page.

These profiles may be used as a state, district, or building report card.

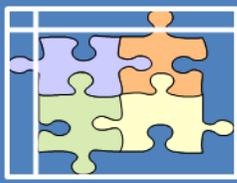
- 4) The Compare Tool – This feature allows users of the website to select up to five school districts or buildings for comparison on multiple data sources. Users may select the districts and the data sources they wish to compare, i.e. student enrollment, student performance, attendance, etc.
- 5) New cohort graduation rates of schools and districts.



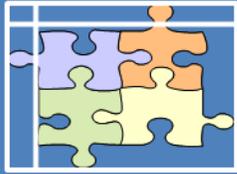
c. DRS – Data Reporting System

As outlined earlier, the NDE has built new tools for accessing NeSA data and many other sources of state data. One of them is the Data Reporting System (DRS). There are two DRS sites, one of them accessible to the public: <http://drs.education.ne.gov> and the other only accessible to districts by protected password behind the NDE portal. The public site offers the opportunity for “slicing and dicing” state data and querying any disaggregated state group. This resource is a wonderful tool for data analysis in the school improvement process.

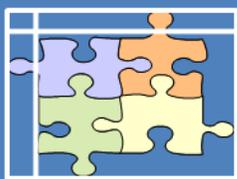
Training in the use of the DRS system is available through the NDE trainers and the Educational Service Units, all of whom have had training in the DRS.



STANDARDS



ASSESSMENT



ACCOUNTABILITY

IV. Attachments

- A. Suggestions for a Smooth Testing Process
- B. NeSA Scoring Rules
- C. NeSA Security Procedures
- D. Principal Security Agreement
- E. DAC Confidentiality Agreement
- F. Emergency Medical Waiver Form
- G. Sources of NeSA Data
- H. NeSA-W 4th Grade Analytic Rubric
- I. NeSA-W 8th Grade Analytic Rubric
- J. NeSA-W 11th Grade Analytic Rubric
- K. Instructions for Printing the NeSA-W Practice Test Student Responses
- L. NeSA-W Appeals Form

Updated

- M. Approved Accommodations Document

NEW!

- N. Alternate Assessment Mailing Directions

STATEWIDE ASSESSMENT

Suggestions for a Smooth Testing Process

- Start testing preparations early and plan ahead, and assign a building coordinator.
- Gather testing materials as soon as online tools/booklets are available. Keep secure and in a locked room.
- Read all security requirements; building principals need to sign the security agreement and return to their District Assessment Contacts. The DAC will return the agreements to DRC.
- Attend training. Prepare to train all test administrators and proctors.
- Examine student lists for accuracy and building assignments. Verify all NSSRS testing rosters. (See Section IV)
- Take advantage of all practice test opportunities.
- Develop scheduling plan for testing window: March 28—May 6, 2011.
- Establish a testing setting that matches the instructional setting as much as possible (For example, an auditorium setting for testing is not like a classroom setting).
- Protect instructional time as much as possible.
- Do not wait until the end of the testing window to begin testing.
- Avoid Mondays and Fridays as test days.
- Communicate the testing plan with all staff.
- Communicate the importance of the test with staff and with students.

- If testing online, prepare the computer room setting or the laptops ahead of time.
- Prepare signs for the doors, “Testing in Progress.”
- Assign one proctor for every 12 students being tested.
- Encourage students to do their best.
- Develop a consistent building plan for what students are to do when they are done with the test.



- Follow the scripted directions for all testing, both online and paper/pencil.
- Use common sense.

2010-2011 Nebraska State Accountability (NeSA) Scoring Rules

These rules apply to NeSA-Reading, NeSA-Writing, NeSA-AA (Alternate), English Language Development Assessment (ELDA), NeSA-Mathematics (in 2011) and NeSA-Science (in 2012).

NeSA is a system of state tests and the tests are scored by vendors. The scores are inserted by NDE into the NSSRS for statewide calculations, and the scoring rules may differ from those used by districts in local assessment.

The Nebraska Student and Staff Record System (NSSRS) will be expecting a test score for all students required to be tested in the accountability system including all NeSA tests listed above. Test scores will be reported to parents in individual progress reports.

The following scoring rules apply to all students, including those with disabilities or those learning the English language. The scoring rules will be applied during the 2010-11 school year.

1. All enrolled students in required grade levels are to be included in Nebraska State Accountability in one of three ways:
 - NeSA – General education tests
 - NeSA – General education tests with approved accommodations
 - NeSA – Alternate Assessment
2. If enrolled students are not tested, the district must account for the reason why a student is not tested:
 - Emergency medical waiver-granted only through the Statewide Assessment Office (waived score)
 - Recently arrived limited-English speaking students who have attended schools in the U.S. for less than 12 months (waived score for reading test only).
 - Parent refusal (zero score)
 - Absent for entire window (zero score)
 - No longer enrolled (moved-waived score)
3. All students will be tested at grade level.
4. Students will receive scores only on the items that are completed. Incomplete items will count as incorrect items.
5. Students will be considered a participant for AYP or in AMAOs if they respond to at least one question or prompt.
6. If a student is given an out-of-level test, the student will receive a zero. He/she will not be counted as a participant for AYP or in AMAOs.
7. If teachers modify the test, all resulting scores are zeros.
8. If a parent refuses (in writing) to allow a student to participate in a test, the student will receive a zero score and non-participant status in AYP/AMAOs.
9. Students will be able to receive accommodations as outlined in their IEPs and as allowed by the *Nebraska State Accountability Approved Accommodations Document*.



Security Procedures

This document should be shared with all staff, particularly those who administer state tests.

Introduction

The security of state administered assessments is of the utmost importance to the Nebraska Department of Education. This document outlines the state's expectations and procedures on test booklet and online security, test administration security, and the identification and reporting of test security violations. Breaches in test security must be quickly identified and reported to the Nebraska Department of Education. This document explains to participants at the school, district, and state levels how to identify breaches in test security and what actions should be taken in response to those breaches.

Test Security

District Test Coordinators, School Test Coordinators and Test Administrators share the responsibility for ensuring that all test materials and student responses are handled securely and confidentially in accordance with security procedures. The Nebraska Statewide Accountability (NeSA) Tests are to be administered by professional staff members who have been oriented in the proper test administration procedures for NeSA.

The NeSA Tests are confidential and proprietary and are owned by the Nebraska Department of Education. The test content is not to be viewed by anyone prior to the test administration. Only students being tested are allowed access to the test at the time of testing. Once a test is started during test administration, only the student taking the test is allowed to view that student's booklet or screen. No testing materials are to be reproduced. No test materials are to be accessed outside the school building except under conditions approved by the Nebraska Department of Education.

The NeSA Tests rely on the measurement of individual achievement. Any deviation from testing procedures meant to ensure validity and security (group work, teacher coaching, pre-teaching or pre-release of the test items, etc.) would be a violation of test security. District and school personnel with access to the test materials must not discuss, disseminate, or otherwise reveal the contents of the tests to anyone. Teachers, Proctors, Test Administrators, or other district or school personnel may not read test items aloud, silently, to themselves, or to another individual or student group. Parents/guardians may not read test items under any circumstances.

While some of the guidelines below apply mainly to Test Administrators, it is important for all personnel involved in testing to be aware of these procedures.

Do's

Do eliminate all cell phones and electronic devices.

Do attend any district or school training for the administration of the test in order to be properly informed of the procedures to follow, including securing test materials.

Do move around the testing site to ensure students are adhering to the instructions given.

Do collect scratch paper and return it to the School Test Coordinator for secure destruction.

Do follow appropriate accommodation procedures as found in the "Nebraska NeSA Approved Accommodations Document."

Do make students feel comfortable and relaxed.

Do escort all students and carry all secured testing materials to alternate site for extended time, etc.

Do have test booklets or test tickets/online set-up ready for students ahead of time.

Do remove from the wall all curriculum materials that relate to the tested content.

Don'ts

Do not discuss, disseminate, or otherwise reveal the contents of the test to anyone.

Do not keep, copy, reproduce, or use any reading, mathematics or science test, test item, any specific test content, or examine responses to an item or any section of a secured test in any manner inconsistent with the instructions provided by and through the Nebraska Department of Education. *

Do not leave students unattended with testing materials.

Do not possess any secure test materials at any time other than during the actual administration of the test. Test Administrators should be given their secure materials the morning of the administration of the test and materials must be counted and collected at the end of each day of testing.

Do not allow students to leave the testing site with test materials for any reason.

Do not allow students to look ahead to the second session before being instructed to do so.

Do not coach or provide feedback in any way, which includes answering any questions relating to the contents

Do not alter, influence, or interfere with a test response in any way or instruct the student to do so. Students who move to alternate testing sites for an extended time should be escorted and school personnel should carry all secure testing materials to the new testing location.

Do not fill any unanswered item or provide actual answers to students.

Do not return any test booklet or answer sheet to any Student after it has been turned in to the Test Administrator except in the case of students going to another testing site for an extended time. (Note: If, after the student returns the test booklet and answer sheet it is noticed that not all of the test items were answered, the test booklet and answer sheet cannot be returned to the student to complete.

* When students have completed their writing, NeSA-Writing tests may be printed for purposes of local scoring. Spanish translations may be reproduced as needed, but after testing, originals are returned to the NDE and copies destroyed.

Test Security Agreement

The principal of each building must complete a test security agreement. The agreement includes all state accountability tests. It is the District Assessment Contact's responsibility to collect each school principal's signature and to disseminate the test security information to school personnel as appropriate. Additionally, the DACs are responsible for signing a confidentiality agreement.

Breaches in Test Security

The Test Security Procedure for the Nebraska State Accountability-NeSA establishes guidelines for dealing with breaches in test security. Breaches may include student impropriety, test violations, educator misconduct, or the mishandling of test materials. In order to maintain the integrity of the test, there must be strict adherence to the rules and procedures for administering the test.

Reporting and Investigating Test Security Violations

Any identification or suspected violation of defined testing procedures must be reported immediately. If a student suspects a breach in test security the student should report the alleged incident to a teacher or administrator. If a teacher, parent, assessment administrator, or school administrator suspects a breach in test security, he or she should report the alleged incident in writing to the district's superintendent or the Nebraska Statewide Assessment Office.

In the case of a test contractor suspecting a breach in test security, the suspected tests should be "flagged." The contractor's scoring director and project manager will then review the flagged tests and determine whether a test security breach has occurred. The test contractor should immediately notify the Nebraska Statewide Assessment Office of any test security breach and send them a summary file of the flagged student work.

As soon as a suspected test security breach has been verified either by the test contractor or the Nebraska Department of Education, a district superintendent or designee of the investigation, will have 45 days to complete a report. The report will be sent to the Nebraska Statewide Assessment Office indicating the following:

- The details of the investigation
- The findings
- The action taken by the school, administrators, and/or district, if any.

Upon completion of the report, the superintendent should return any student answer documents involved in the incident to the contractor with the other student answer documents.

Consequences of Test Security Violations

School districts are responsible for conducting the investigation and taking appropriate actions in response to breaches in test security. NDE may, at the discretion of the Statewide Assessment Director, initiate a formal educator misconduct investigation that may result in disciplinary action. In addition, NDE may invalidate any or all test scores involved in the investigation and/or retest the students.



Nebraska State Accountability Tests
Building Principal Security Agreement

The school Principal must sign, and return this Test Security Agreement to his/her District Assessment Contact before administering the 2011 Nebraska State Accountability Tests. The Test Security Agreement may be faxed or emailed to the Statewide Assessment Office at 402.471.4311 after the principal's signature has been obtained by January 24, 2011.

I acknowledge that my school will have access to the Nebraska State Accountability Tests (NeSA) for the purpose of administering the test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

- 1 I will protect the contents of the test from any improper access.
2 I will handle test items or test booklets and answer sheets in accordance with security instructions. Copying or taking notes on any reading, mathematics or science test is not allowed. After students have completed their writing, NeSA-W tests may be printed for local scoring. Spanish translations may be reproduced for testing and CDs returned to NDE and copies destroyed.
3 I will carefully restrict access to the test materials to authorized persons.
4 I will assure students' responses are accurate reflections of their own work.
5 I will assure that students' answers to test items are their own and that no one offers any improper assistance to students.
6 I acknowledge that discussing with teachers or students, examining items, or answering any test questions contained in the assessment before, during, or after the administration of the test is a violation of test security.
7 If my school is taking the NeSA online, I understand the usernames and passwords assigned to school personnel for the NeSA afford access to confidential student information and are secure and must remain confidential.

Please indicate your school district, the building(s) for which you are principal, and the grades in each building:

District: _____

Building Name: _____ Grades in building: _____

Building Name: _____ Grades in building; _____

Building Name: _____ Grades in building: _____

I am responsible for overseeing appropriate training for teachers, security, and testing procedures on the following Nebraska State Accountability (NeSA) assessments:

Check all that apply

- ___ NeSA-Reading ___ NeSA-Writing
___ NeSA-AA Reading ___ NeSA- Science (Field Test)
___ NeSA-Mathematics ___ NeSA-AA Science (Field Test)
___ NeSA-AA Mathematics ___ English Language Development Assessment (ELDA)

By my signature below, I certify that I have read the test security procedures and the procedures will be followed for the 2012 Nebraska State Tests.

Print Name: _____

Signed: _____ Date: _____

Position: _____

2011 Nebraska State Accountability Tests

District Assessment Contact Confidentiality of Information Agreement

The District Assessment Contact (DAC) must sign, and FAX or email this NeSA Confidentiality of Information Agreement to the Statewide Assessment Office prior to the distribution of testing materials to schools within the DAC's district. The form is due by January 24, 2011.

Under this agreement, you will have access to secure and confidential NeSA assessment material.

I acknowledge that schools within my district will have access to secure Nebraska State Accountability materials (NeSA) for the purpose of administering NeSA assessments. I understand that because the materials are highly secure, it is my professional responsibility to protect their security. Further, I will assure that all principals in my school district sign the Principal Security Agreement, and I will see that the agreements are returned according to the directions provided below.

Please indicate the school district for which you are the District Assessment Contact:

District: _____

Signature of District Assessment Contact

Date

Email

Phone Number

Print Name

Please FAX, email, or mail this signed document by January 24, 2011 to:

Ted Larson, Ph.D.
Statewide Assessment Office
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
FAX: 402.471.4311
ted.larson@nebraska.gov



2011 EMERGENCY MEDICAL WAIVER

Form # 35-009

An emergency medical waiver may be granted by the Statewide Assessment Office when a student cannot take the assessment during the entire testing window due to a significant medical emergency. For example this might include a situation in which a student is recovering from a car accident or a medical situation that prevents the student from being physically capable of taking the test. A statement from a physician may be requested. These students remain enrolled at the school, although physical circumstances prevent the student's participation in the test.

District Information

District Name _____

Building Name _____

9-digit County District Number (including building #) _____

Waiver Requested by: _____

Position: _____ Phone Number: _____

Email: _____

(Notification of approval or denial of waiver will be sent via email.)

Student Information (or attach a list of students with the following information)

First Name _____ Last Name _____

10-digit State Student ID number _____ Grade _____

Request Waiver for these tests: *Check all that apply:*

NeSA-W	NeSA-R	NeSA-AAR	NeSA-M	NeSA-AAM	ELDA
<input type="checkbox"/>					

Brief Description of Reason for Emergency Medical Waiver request:

Send to the Nebraska Department of Education using one of the following methods:

1. Fax: 402 471-4311
2. Mail: Statewide Assessment, PO Box 94987, Lincoln NE 68509-4987

Statewide Assessment office approval: _____

Date: _____

Sources of NeSA Assessment Data – November 2010

Attachment G

	eDirect (DRC)	NeSA Secure	Statewide Assessment	State of the Schools Report	Data Reporting System (DRS) - Public	Data Reporting System (DRS) - Secure
WEBSITES:	https://ne.drctdirect.com	https://portal.education.ne.gov	http://www.education.ne.gov/Assessment	http://reportcard.education.ne.gov	http://education.ne.gov	https://portal.education.ne.gov
ACCESS						
Public Access			✓	✓	✓	
Secure (password needed)	✓	✓				✓
DATA						
Aggregate masked				✓	✓	
Aggregate unmasked	✓					✓
Individual Student data	✓	✓				
State, district, school level data	✓	✓	✓	✓	✓	✓
REPORTS AND DOWNLOAD FILES						
Files are predetermined	✓	✓	✓	✓		
Files are user determined					✓	✓
CONTENT						
NeSA Reading – regular	✓		✓	✓	✓	✓
NeSA Reading – alternate		✓	✓	✓	✓	✓
All assessment areas (Reading, Math, Writing, Science, NAI, ACT)			✓	✓	✓	✓
Tables of Specification, Performance Level Descriptors, Accommodations Guidance, SAA Updates, etc.			✓			

Nebraska Department of Education Scoring Guide for Narrative Writing – Analytic – Grade 4

	1	2	3	4
IDEAS / CONTENT 35%	<ul style="list-style-type: none"> The writer creates little understanding of events of the story. Content has many digressions from the topic. Supporting details are lacking. Storyline is often repetitious, disconnected, or random. 	<ul style="list-style-type: none"> The writer creates a limited understanding of events of the story. Content has some digressions from the topic. Limited or unrelated details are included. Storyline is occasionally vague. 	<ul style="list-style-type: none"> The writer creates a general understanding of events of the story. Content is generally focused on the topic. Adequate, related details are included. Storyline is generally logical and easy to follow. 	<ul style="list-style-type: none"> The writer creates a clear understanding of events of the story. Content is well-focused on the topic. Numerous, relevant details are included. Storyline is logical and easy to follow throughout.
ORGANIZATION 25%	<ul style="list-style-type: none"> Structural development of a beginning, middle, or end is lacking. Pacing is awkward. Transitions are missing or connections are unclear. Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> Structural development of a beginning, middle, or end is limited. Pacing is somewhat inconsistent. Transitions are repetitious or weak. Paragraphing is irregular. 	<ul style="list-style-type: none"> Structural development of a beginning, middle, and end is functional. Pacing is generally controlled. Transitions are functional. Paragraphing is generally successful. 	<ul style="list-style-type: none"> Structural development of a beginning, middle, and end is effective. Pacing is well-controlled. Transitions effectively show how ideas connect. Paragraphing is sound.
VOICE / WORD CHOICE 20%	<ul style="list-style-type: none"> Wording is lifeless and mechanical, conveying little sense of the writer. Voice is inappropriate for the purpose and audience. Language is neither specific, precise, nor varied. 	<ul style="list-style-type: none"> Wording is occasionally expressive, conveying a limited sense of the writer. Voice is sometimes inappropriate for the purpose and audience. Language is occasionally specific, precise, and varied. 	<ul style="list-style-type: none"> Wording is generally expressive, conveying a sense of the writer. Voice is generally appropriate for the purpose and audience. Language is generally specific, precise, and varied. 	<ul style="list-style-type: none"> Wording is expressive and engaging, conveying a strong sense of the writer. Voice is well-suited for the purpose and audience. Language is specific, precise, and varied throughout.
SENTENCE FLUENCY / CONVENTIONS 20%	<ul style="list-style-type: none"> Sentences seldom vary in length or structure. Phrasing sounds awkward and unnatural. Fragments or run-ons confuse the reader. Grammar, usage, punctuation, and spelling errors throughout distract the reader. 	<ul style="list-style-type: none"> Sentences occasionally vary in length or structure. Phrasing occasionally sounds unnatural. Fragments or run-ons sometimes confuse the reader. Grammar, usage, punctuation, and spelling errors may distract the reader. 	<ul style="list-style-type: none"> Sentences generally vary in length or structure. Phrasing generally sounds natural. Fragments and run-ons, if present, do not confuse the reader. Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader. 	<ul style="list-style-type: none"> Sentences vary in length and structure throughout. Phrasing consistently sounds natural and conveys meaning. Fragments and run-ons, if present, are intended for stylistic effect. Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.



Nebraska Department of Education Scoring Guide for Descriptive Writing – Analytic - GRADE 8

	1	2	3	4
IDEAS / CONTENT 35%	<ul style="list-style-type: none"> The picture of what is being described is unclear. Content has many digressions from the topic. Sensory details are lacking. 	<ul style="list-style-type: none"> The picture of what is being described is limited. Content has some digressions from the topic. Sensory details are limited or unrelated. 	<ul style="list-style-type: none"> The picture of what is being described is clear. Content is generally focused on the topic. Sensory details are adequate and related. 	<ul style="list-style-type: none"> The picture of what is being described is clear and vivid. Content is well-focused on the topic. Sensory details are numerous and relevant.
ORGANIZATION 25%	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is lacking. Pacing is awkward. Transitions are missing or connections are unclear. Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is limited. Pacing is somewhat inconsistent. Transitions are repetitious or weak. Paragraphing is irregular. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is functional. Pacing is generally controlled. Transitions are functional. Paragraphing is generally successful. 	<ul style="list-style-type: none"> Structural development of an introduction, body, and conclusion is effective. Pacing is well-controlled. Transitions effectively show how ideas connect. Paragraphing is sound.
VOICE / WORD CHOICE 20%	<ul style="list-style-type: none"> Wording is inexpressive and lifeless, conveying little sense of the writer. Voice inappropriate for the purpose and audience. Language is neither specific, precise, nor varied. Few, if any, vivid words or phrases are used. 	<ul style="list-style-type: none"> Wording is occasionally expressive, conveying a limited sense of the writer. Voice is sometimes inappropriate for the purpose and audience. Language is occasionally specific, precise, and varied. Some vivid words and phrases are used. 	<ul style="list-style-type: none"> Wording is generally expressive, conveying a sense of the writer. Voice is generally appropriate for the purpose and audience. Language is generally specific, precise, and varied. Adequate vivid words and phrases are used. 	<ul style="list-style-type: none"> Wording is expressive and engaging, conveying a strong sense of the writer throughout. Voice is well-suited for the purpose and audience throughout. Language is specific, precise, and varied throughout. Numerous vivid words and phrases used effectively.
SENTENCE FLUENCY / CONVENTIONS 20%	<ul style="list-style-type: none"> Sentences seldom vary in length or structure. Phrasing sounds awkward and unnatural. Fragments or run-ons confuse the reader. Grammar, usage, punctuation, and spelling errors throughout distract the reader. 	<ul style="list-style-type: none"> Sentences occasionally vary in length or structure. Phrasing occasionally sounds unnatural. Fragments or run-ons sometimes confuse the reader. Grammar, usage, punctuation, and spelling errors may distract the reader. 	<ul style="list-style-type: none"> Sentences generally vary in length or structure. Phrasing generally sounds natural. Fragments and run-ons, if present, do not confuse the reader. Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader. 	<ul style="list-style-type: none"> Sentences vary in length and structure throughout. Phrasing consistently sounds natural and conveys meaning. Fragments and run-ons, if present, are intended for stylistic effect. Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.



Nebraska Department of Education Scoring Guide for Persuasive Writing – Analytic – GRADE 11

	1	2	3	4
IDEAS / CONTENT 35%	<ul style="list-style-type: none"> • Writer conveys little opinion or position about the topic. • Content has many digressions from the topic. • Reasoning is unclear. • Supporting examples or reasons are lacking. 	<ul style="list-style-type: none"> • Writer conveys a limited opinion or position about the topic. • Content has some digressions from the topic. • Reasoning is somewhat logical and convincing. • Supporting examples or reasons are limited. 	<ul style="list-style-type: none"> • Writer conveys a general opinion or position about the topic. • Content is generally focused on the topic. • Reasoning is usually logical and convincing. • Supporting examples or reasons are adequate and relevant. 	<ul style="list-style-type: none"> • Writer conveys a clear opinion or position about the topic. • Content is well-focused on the topic. • Reasoning is logical and compelling. • Supporting examples or reasons are numerous and relevant.
ORGANIZATION 25%	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is lacking. • Pacing is awkward. • Transitions are missing or connections are unclear. • Paragraphing is ineffective or missing. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is limited. • Pacing is somewhat inconsistent. • Transitions are repetitious or weak. • Paragraphing is irregular. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is functional. • Pacing is generally controlled. • Transitions are functional. • Paragraphing is generally successful. 	<ul style="list-style-type: none"> • Structural development of an introduction, body, and conclusion is effective. • Pacing is well- controlled. • Transitions effectively show how ideas connect. • Paragraphing is sound.
VOICE / WORD CHOICE 20%	<ul style="list-style-type: none"> • Writer demonstrates little commitment to the topic. • Voice is inappropriate for the purpose and audience. • Language is neither specific, precise, varied, nor engaging. • Writer fails to anticipate the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a limited commitment to the topic. • Voice is sometimes inappropriate for the purpose and audience. • Language is occasionally specific, precise, varied, and engaging. • Writer anticipates few of the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a general commitment to the topic. • Voice is generally appropriate for the purpose and audience. • Language is generally specific, precise, varied, and engaging. • Writer generally anticipates the reader's questions. 	<ul style="list-style-type: none"> • Writer demonstrates a strong commitment to the topic. • Voice is well-suited for the purpose and audience. • Language is specific, precise, varied, and engaging throughout. • Writer consistently anticipates reader's questions.
SENTENCE FLUENCY / CONVENTIONS 20%	<ul style="list-style-type: none"> • Sentences seldom vary in length or structure. • Phrasing sounds awkward and unnatural. • Fragments or run-ons confuse the reader. • Grammar, usage, punctuation, and spelling errors throughout distract the reader. 	<ul style="list-style-type: none"> • Sentences occasionally vary in length or structure. • Phrasing occasionally sounds natural. • Fragments or run-ons sometimes confuse the reader. • Grammar, usage, punctuation, and spelling errors may distract the reader. 	<ul style="list-style-type: none"> • Sentences generally vary in length or structure. • Phrasing generally sounds natural. • Fragments and run-ons, if present, do not confuse the reader. • Grammar, usage, punctuation, and spelling are usually correct and errors do not distract the reader. 	<ul style="list-style-type: none"> • Sentences vary in length and structure throughout. • Phrasing consistently sounds natural and conveys meaning. • Fragments and run-ons, if present, are intended for stylistic effect. • Grammar, usage, punctuation, and spelling are consistently correct and may be manipulated for stylistic effect.



Instructions for printing the NeSA-Writing Practice Test student responses

CAL will automatically save a file to the desktop upon login to the NeSA-Writing Practice Test. This is dependent on the computer being configured to allow any user to save files. A message will be displayed if the CAL software detects the computer isn't configured to save a file. Districts that have special network configurations (Thin Client environments, share network drives, etc.) need to be aware of where the "Desktop" environment for each student is located in the network. Depending on the specific computer lab configuration, it is possible that students share desktop environments and therefore they would see responses from multiple students in their desktop.

The file will be saved to the desktop with the following name – "username_yyyy_mo_dd_hr_min_sec.html". CAL will capture whatever the student types into the Your Username space when logging into the NeSA-Writing Practice Test. For example, if the student typed in "John Smith," a file will be saved to the desktop that is labeled: "John Smith_2010_02_14_13_48_54.html".

When the file saved to the desktop is located and launched, it will display in a browser as an html file. It can be printed from the browser, or saved to another location. It can also be copied and pasted to another application like Word. Districts/schools may want to have the students also enter their name, date, teacher, etc. into the body of the response in order to associate the printed copy with the student who entered it.

Instructions for printing the NeSA-Writing Pilot Test student responses

Access to the student responses to the NeSA-Writing Pilot test prompt will be done through Management Tools. These responses will be available in the View Results link of the 2011 NeSA-Writing Pilot Testing Main Page. Similar to the responses from the Practice Test, when that link is launched, it will display in a browser as an html file. It can be printed from the browser or saved to another location. It can also be copied and pasted to another application like Word.

However, ALL of the students from a school will be included in that single file - not in multiple files. Because CAL will link each pilot response to the student who used a Test Session Ticket to take the Pilot Test, the Pilot Test response file will automatically display a header that contains each student's name, State ID #, school, and time of day the test was submitted. Also included in the header for each student response is a list of the scoring rubric categories to assist in any scoring that districts may choose to do locally.

This file is updated every time a student submits a response. After each test session schools will see a cumulative list of all students in that school who responded. It is sorted alphabetically by last name. If schools only wish to print a student or set of students, they can select just those pages for printing.

CONFIDENTIAL

The information contained herein is confidential and is property of Computerized Assessments and Learning. Any unauthorized review, use, disclosure or distribution is prohibited.

Nebraska Department of Education
STATEWIDE WRITING ASSESSMENT
APPEAL FORM

(Complete this form for each re-review requested.)

This form is a request for a reconsideration of a Statewide Writing Assessment issue or student score. Please attach a written explanation of the request for reconsideration and a copy of the paper in question.

The appeals process will occur only during the preliminary data audit window in the spring of 2011. The deadline for submitting appeals is May 13, 2011.

If submitting a student paper, the following information **MUST** accompany the student paper. This information is contained on the bottom portion of the student information label that is provided for each assessment booklet. Schools are encouraged to keep this portion of the label for future reference. You may affix a copy of the student label here or complete the information:

STUDENT INFORMATION: **OR:**

Student Name _____
Student System ID Number _____
Student Identification Number _____
Grade Level _____
School building name and identification number _____
County district number _____

COPY OF STUDENT LABEL HERE

DISTRICT INFORMATION:

Appeal submitted by:

School District _____
Superintendent _____
Local Assessment Contact _____
School Address _____
City, Zip _____
Phone _____
Fax _____
Email _____

Send appeal documentation by May 13th to:

Dr. Ed Foy, Statewide Assessment
Nebraska Dept. of Education
PO Box 94987
Lincoln NE 68509-4987
Phone: 402 471-2495

or fax to: 402 471-4311 *(if an email address is included above, we will confirm receipt of your faxed appeal)*

NEBRASKA STATE ACCOUNTABILITY (NeSA) APPROVED ACCOMMODATIONS

The purpose of this document is to provide a quick reference for school districts about the following:

- 1) **Test Administration Practices** --- Changes or adjustments in test administration that are appropriate for **all** students.
- 2) **Test Accommodations** ---

For students with IEPs or 504 plans: Adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, or the construct or content being measured. **Accommodations should only be used if appropriate for the student and used during instruction throughout the year.**

For English language learners: Changes to testing procedures, testing materials, or the testing situation in order to allow the student meaningful participation in an assessment. **Accommodations may be determined appropriate without prior use during instruction throughout the year.**
- 3) **Test Modifications** --- Adjustments or changes in the test or the testing process that change the test expectation, the grade level, or the construct or content being measured. **Modifications are not appropriate for state testing.**

Test Administration Practices (appropriate for all students)

I.	<i>Test Administration Practices – includes Nebraska State Accountability (NeSA) Reading, Writing, Mathematics, Science</i>		
1.	Test administrator reads directions aloud for student and rereads as needed.		
2.	Test administrator provides an audio recording of directions.		
3.	Test administrator OR student highlights important information in test directions.		
4.	Test administrator reads, simplifies, explains, or clarifies directions in English or native language.		
5.	Test administrator provides oral or written directions in native language.		
6.	Test administrator provides distraction-free space or alternate, supervised location for student (e.g., study carrel, front of room, alternate room).		
7.	Test administrator provides commercial dictionary (English or bilingual) for NeSA-W test.		
8.	Test administrator provides graph paper for NeSA-M.		
9.	Test administrator directs/redirects student focus on test as needed.		
10.	Student rereads and/or restates directions in his/her own words.		
11.	Student uses page marker (e.g., bookmark or straight edge) to maintain place.		
12.	Student marks test booklet (e.g., highlight, annotate, strike-through).		
13.	Student reads aloud to self in quiet manner.		
14.	Student takes test at home or in care facility (e.g., hospital) with district supervision.		
15.	<p>*These tools are available on the Computerized Assessment and Learning (CAL) online system.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Chooser – an arrow to mark an answer ● Highlighter – a tool to highlight a passage or item ● Striker – a red line to cross out options ● Eraser -- a tool to erase the highlights or striker masks ● Magnifier </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Mark for Review – a tool that turns items to yellow to be a reminder to return ● Pause/Resume – a button to pause and begin again ● Guideline – a tan bar to keep one’s place when reading ● Color overlay </td> </tr> </table>	<ul style="list-style-type: none"> ● Chooser – an arrow to mark an answer ● Highlighter – a tool to highlight a passage or item ● Striker – a red line to cross out options ● Eraser -- a tool to erase the highlights or striker masks ● Magnifier 	<ul style="list-style-type: none"> ● Mark for Review – a tool that turns items to yellow to be a reminder to return ● Pause/Resume – a button to pause and begin again ● Guideline – a tan bar to keep one’s place when reading ● Color overlay
<ul style="list-style-type: none"> ● Chooser – an arrow to mark an answer ● Highlighter – a tool to highlight a passage or item ● Striker – a red line to cross out options ● Eraser -- a tool to erase the highlights or striker masks ● Magnifier 	<ul style="list-style-type: none"> ● Mark for Review – a tool that turns items to yellow to be a reminder to return ● Pause/Resume – a button to pause and begin again ● Guideline – a tan bar to keep one’s place when reading ● Color overlay 		

Test Accommodations for Students with IEP or 504 Plan
(includes NeSA reading, writing, mathematics, science)

II. Content Presentation	
16.	Test administrator turns pages for student.
17.	Audio presentation of directions, content, and test items to student (for NeSA-R test, only directions and test items may be read). <ul style="list-style-type: none"> • Test administrator pronounces individual words in directions or test items upon student request. • Test administrator reads test aloud verbatim and rereads as needed. • Test materials are provided on audiotapes, iPods, CDs, etc. (to be used in conjunction with the paper/pencil test) • Audio is computer generated (i.e., screen reader with/without a speech synthesizer).
18.	Student uses specialized presentation of test (e.g., color overlay, colored paper, visual magnification device, large print, tactile graphics, Braille). For NeSA-W, if colored paper is used, please call Statewide Assessment Office for additional information.
19.	Student uses audio amplification device (e.g., audio trainer, hearing aids, classroom amplification).
20.	Student uses acoustical voice feedback device (e.g., WhisperPhone).
21.	Interpreter signs directions, content, and test items to student (for NeSA-R test, only directions and test items may be signed).
22.	Test administrator increases white space on the page (e.g., less print on a page, increased space between items, use of a template to reduce visible print).
23.	Test administrator provides manipulatives to support student understanding of items/response options.
III. Response	
24.	Student responds directly in the test booklet or with a Braille. Test administrator transfers student responses to the answer sheet.
25.	Student uses primary mode of communication (e.g., communication device, pointing).
26.	Student uses computer, word processor, Braille, or specialized writing materials to respond to the NeSA-W test prompt.
27.	Student responds orally to test items or writing prompt OR uses sign language to indicate responses. <ul style="list-style-type: none"> • Test administrator records student responses. For NeSA-W test, student must indicate the placement of punctuation, capital letters, indentations, etc. • Student uses speech-to-text conversion or voice recognition technology.
28.	Student uses material/devices to problem solve or organize thoughts/responses. <ul style="list-style-type: none"> • Computation supports (e.g., calculator, addition/multiplication chart, number line) • Spelling/grammar device • Visual organizer (e.g., graph paper, graphic organizer, semantic mapping software, place marker) • Commercial dictionary (NeSA-M, NeSA-S, NeSA-W)
IV. Timing/Scheduling/Setting	
29.	Test administrator provides extra time for the NeSA-W test.
30.	Test administrator provides multiple and frequent breaks during testing time.
31.	Test administrator provides a flexible testing schedule (if testing schedule exceeds two online test sessions, paper/pencil mode should be used).
32.	Test administrator changes testing location to increase physical access or use of special equipment (e.g., standing work station, wheelchair accessible space, special desks).

IMPORTANT INFORMATION

- 1) Each student’s IEP or 504 team should determine the NeSA testing mode (online or paper/pencil) most appropriate for the child. This decision should be conveyed to the District Assessment Contact (DAC) for communication through eDirect.
- 2) Participation in the Alternate assessment is determined by the IEP team and based on “Decision-Making Guidelines.”
- 3) All accommodations should be specified in the student’s IEP.

Test Accommodations for English Language Learners

(includes NeSA reading, writing, mathematics, science)

NDE is providing the following Spanish translations in 2010-11:

- NeSA-R – Spanish-translated directions and items in audio and written format (to be used in conjunction with paper/pencil test)
- NeSA-M – Spanish-translated assessment (available in both paper/pencil and online)
- NeSA-W – Spanish-translated prompt
- DISTRICTS **MUST** USE NDE PROVIDED TRANSLATIONS FOR SPANISH.

All Spanish translations are state scored.

V. Direct Linguistic Support with Test Directions

- | | |
|-----|---|
| 33. | Test administrator reads directions aloud in English and rereads as needed. |
| 34. | Test administrator reads directions aloud in native language and rereads as needed. |
| 35. | Test administrator provides written directions in native language. |
| 36. | Test administrator provides translated audio recording of directions in English or native language. |
| 37. | Test administrator simplifies, explains, or clarifies directions in English or native language. |

VI. Direct Linguistic Support with Content and Test Items

- | | |
|-----|--|
| 38. | Test administrator reads content and test items verbatim to student in English and rereads as needed (for NeSA-R test, only test items may be read). |
| 39. | Test administrator provides a translator to orally translate content and test items verbatim in native language and reads/rereads as needed. For NeSA-R test, this applies only to test items. |
| 40. | Test administrator provides translated audio recording (e.g., audiotape/CD/iPod) of content and test items in English or native language. For NeSA-R test, this only applies to test items and should be used in conjunction with the paper/pencil test. |
| 41. | Test administrator provides a translator to translate content and test items into written native language (for NeSA-R test, this applies only to test items). |
| 42. | Test administrator provides bilingual word list (allowed on NeSA-M and NeSA-S). |
| 43. | Test administrator provides word-to word bilingual dictionary (allowed on NeSA-M, NeSA-S, and NeSA-W). |
| 44. | Test administrator provides commercial dictionary (English or bilingual) for NeSA-W test. |
| 45. | Student responds orally in his/her native language. A translator records student responses into online system or regular test booklet in English (not allowed on NeSA-W test). |
| 46. | Student responds to NeSA-W prompt in native language. In 2010-11, NDE provides writing prompts in Spanish for grades 4 and 8. |

VII. Indirect Linguistic Support

- | | |
|-----|---|
| 47. | Test administrator provides extra time for the NeSA-W test. Other NeSA tests are untimed. |
| 48. | Test administrator provides multiple and frequent breaks during testing time. |
| 49. | Test administrator provides a flexible testing schedule (if testing schedule exceeds two online test sessions, paper/pencil mode should be used). |

IMPORTANT INFORMATION

1. Districts may exempt a recently arrived limited English proficient student from the NeSA-R assessment for 12 months or one reporting period. A district must administer the state mathematics, science, and writing tests to recently arrived limited English proficient students.
2. For NeSA, testing in native language is allowable for up to three years.
3. For NeSA-W responses in languages other than English or Spanish, answer documents should be returned to the writing vendor, DRC. The student will be counted as a participant.

RECEIPT AND RETURN OF MATERIALS

(Alternate Assessment Mailing Directions)

Receipt of Materials: Test Administration Manuals, Student Test Booklets, and Student Answer Sheets will be sent to the District Assessment Contact (DAC) prior to March 15. The DAC is responsible for distributing materials and overseeing all testing processes, including the administration of the NeSA-AAR, NeSA-AAM, and NeSA-AAS (optional). Upon receipt of testing materials, make sure that the number of Test Administration Manuals, Student Test Booklets, and Student Answer Sheets received matches the enclosed Inventory Sheet. If more materials are needed or you need to report discrepancies, contact Statewide Assessment at 402-471-2495. The DAC should be aware of the following:

- For each grade level, the tests for reading, mathematics, and science (optional) are combined in the Test Administration Manual and the Student Test Booklet.
- A list of students with the alternate test indicator is enclosed on the test materials inventory – please review this list. If there are discrepancies, both the e-Direct system and the NSSRS Special Education Snapshot will need to be updated. If you need support regarding how to update e-Direct or NSSRS, contact Statewide Assessment at 402-471-2495.
- There is a separate answer sheet for each student and each subject tested: NeSA-AAR, NeSA-AAM, and NeSA-AAS (optional). The Student Answer Sheets are stapled together.
- The DAC is responsible for distributing materials, collecting all materials at the end of the testing window, and returning all materials to the Nebraska Department of Education no later than **May 11, 2011**.

Return of Alternate Materials: Test Administration Manuals, Student Test Booklets, and Student Answer Sheets need to be returned to the NDE. The DAC should follow these steps for returning materials:

- **Do not return alternate test materials to Data Recognition Corporation. Alternate test materials are returned to the NDE.**
- Before returning Student Answer Sheets, be sure student responses have been entered into the online system (**by end of day May 6**).
- Sort the alternate test materials by grade level.
- Separate the alternate test materials into three groups: Test Administration Manuals, Student Test Booklets, and Student Answer Sheets.
- Place all Student Answer Sheets with attached “student tickets” in the enclosed envelope(s). Include unused answer sheets.
- Use inventory sheet of alternate test materials to make sure no materials are missing. **The NDE will expect to receive the same number of Test**

Administration Manuals, Student Test Booklets, and Student Answer Sheets that is indicated on the inventory sheet. To report discrepancies with this number, contact the Statewide Assessment Office (402) 471-2495.

- Include inventory sheet with returned materials. **Make a copy for your files.**
- Attach the enclosed mailing label(s) to each box to be returned to the Statewide Assessment Office.
- All alternate test materials must be received at the NDE by May 11, 2011. Send alternate test materials to:

**Nebraska Department of Education
Statewide Assessment
PO Box 94987
Lincoln, NE 68509-4987**

**If you have questions, you may call or email the Statewide Assessment Office.
(402) 471-2495
nde.stateassessment@nebraska.gov**