



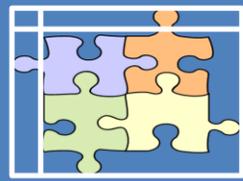
Update: Standards, Assessment, and Accountability (SAA-10)

Beginning the School Year 2012-2013

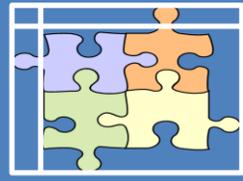
Volume 10

October 2012 - Updated

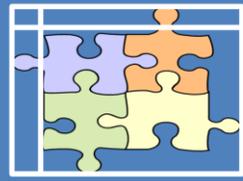




STANDARDS



ASSESSMENT



ACCOUNTABILITY

Purpose of the Standards, Assessment, and Accountability SAA Update 10

This Standards, Assessment, and Accountability Update provides information about:

- I. Standards, Assessment, and Accountability – What’s Ahead – 2012-2013?
- II. The Statewide Writing Assessment – NeSA-Writing
- III. Including All Students in Assessment and Accountability
- IV. State and Federal Accountability
- V. The Continuous Improvement Process
- VI. Attachments

Updates began with the Toolkit in 1999 and have continued through a series of 26 STARS Updates. In August of 2008 the name of the STARS Updates changed to SAA (Standards, Assessment and Accountability) Updates. Districts can anticipate the next Update in March of 2013.

These materials may be downloaded from the Nebraska Department of Education website:

<http://www.education.ne.gov/assessment/> or, you may go the “A to Z Topic List” and click on “A” to find the Assessment link.





Overall Timeline: Standards, Assessment, Accountability 2012-2013

When?	What?
September 2012	<ul style="list-style-type: none"> • Submit Student Data to Nebraska School and Staff Record System (NSSRS)
October 2012	<ul style="list-style-type: none"> • eDirect Enrollment Training—October 2, 3, 4 • eDirect Enrollment Window—October 8-19—Decisions about online or paper/pencil test administration booklets for students with IEP, 504, or ELL accommodations • WebEx C4L System Update Training—October 30, 31
November 2012	<ul style="list-style-type: none"> • WebEx IT Training for IT Staff & Writing Field Test—November 6, 7, 8 • NeSA – W 4th Grade Analytic Scoring Training—November 8, 14, 16 • CAL Software Release (all subjects, practice tests and C4L —November 12
December 2012	<ul style="list-style-type: none"> • Student data moved to testing vendors for writing and ELDA—December 6
January 2013	<ul style="list-style-type: none"> • Writing materials delivered to districts & Online Management Tool Available—January 9 • WebEx training for writing (Grs 4, 8, 11)—January 8, 9 • NeSA-Writing Testing Window Opens (Grs 4, 8, 11)—January 21
February 2013	<ul style="list-style-type: none"> • Student data transfer to NSSRS fo NeSA testing vendors for reading, mathematics and science – January 28 • NeSA-Writing Testing Window Closes (Grs 4, 8, 11)—February 8 • ELDA Testing Window Opens—February 11 • NeSA-W Testing Material Due at Scoring site (Gr 4, 8, 11) February 14 • WebEx for Test Administration NeSA-R/M/S & AAR/AAM/AAS—February 26, 27, 28
March 2013	<ul style="list-style-type: none"> • NeSA-R/M/S & Alternate materials delivered to districts & Online Management Tool Available—March 4 • ELDA Testing Window Closes—March 22 • Testing Window Opens NeSA-R/M/S & AAR/AAM/AAS—March 25
April 2013	<ul style="list-style-type: none"> • NeSA-W Grade 4-Standard Setting—April 23
May 2013	<ul style="list-style-type: none"> • Testing Window Closes NeSA-R/M/S & AAR/AAM/AAS—May 3 • NeSA-R/M/S & AAR/AAM/AAS Testing Material Due at Scoring Site May 8



	<ul style="list-style-type: none"> • Writing Reporting Webex—May 14, 15 • Preliminary NeSA-Writing Results (Grs 4, 8, 11) on eDIRECT—May 28
June 2013	<ul style="list-style-type: none"> • NeSA-W Verifications Due to NDE—June 11
July 2013	<ul style="list-style-type: none"> • NeSA R/M/S Reporting WebExes July 1, 2, 3, • Preliminary NeSA R/M/S results on eDIRECT—July 10

Available WebEx Training:

Subject:	Date:	Time:
C4L Updates:	Tuesday, October 30	2:00-3:00 pm CST
	Wednesday, October 31	10:00-11:00 am CST
Technology Coordinators/NeSA Writing Field Test:	Tuesday, November 6	8:30-9:30 AM CST
	Wednesday, November 7	3:00-4:00 PM CST
	Thursday, November 8	11:00 AM-12:00 PM CST



**Assessment and Reporting Schedule
2012-2014**

Year	Subject	Grade level
2012-2013	NeSA-Reading NeSA-AA Reading NeSA-Mathematics NeSA-AA Mathematics NeSA-Science NeSA-AA Science NeSA Online Writing NeSA Paper/Pencil Writing English Language Development Assessment (ELDA)	3-8, HS * 3-8, HS 3-8, HS 3-8, HS 5, 8, HS 5, 8, HS 8, HS 4 K-12
2013-2014	NeSA-Reading NeSA-AA Reading NeSA-Mathematics NeSA-AA Mathematics NeSA-Science NeSA-AA Science NeSA Online Writing NeSA Paper/Pencil Writing English Language Development Assessment (ELDA)	3-8, HS * 3-8, HS 3-8, HS 3-8, HS 5, 8, HS 5, 8, HS 8, HS 4 K-12

* Grade HS – students in third year of high school. Students are to be tested one year before their expected graduation year.





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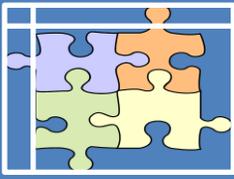
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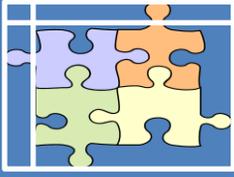
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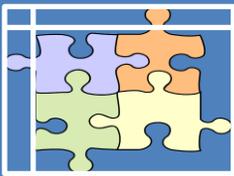




STANDARDS



ASSESSMENT



ACCOUNTABILITY

I. Standards, Assessment, and Accountability: What's Ahead: 2012-2013?



- A. Standards Revision Update
- B. Nebraska State Accountability - NeSA
- C. Check 4 Learning - C4L
- D. NeSA Implementation Details
- E. The Technical Advisory Committee
- F. National Assessment of Educational Progress
(NAEP)





A. Standards Revision Update

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 has met 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. Standards in Social Studies are under revision at this time. Districts can expect to see the drafts by late fall 2012. **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 final versions of the language arts, mathematics, and science standards may be found by going to this link:

<http://www.education.ne.gov/AcademicStandards/index.html>

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, for mathematics, and for science. 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 launched a website designed to assist schools in implementing the Nebraska Academic Content standards in language arts, mathematics, and soon to be added, science. 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 to provide instructional examples to assist students in mastering the standards. The web address for the tool is

www.education.ne.gov/AcademicStandards/SIT.

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.

d. The Nebraska Teacher and Principal Performance Framework

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."

In November of 2011, the State Board of Education adopted the Nebraska Teacher and Principal Performance Framework. The Framework is designed to identify a set of effective practices that characterize Nebraska's best teachers and principals. The Framework was developed by Nebraska education Pre K-16, including teacher preparation programs, representing all sizes of school districts and geographic regions. The group reviewed the current research and the work of other states and national organizations when developing the document. Many stakeholder groups and policy



forums were held across the state so that educators and the general public had a chance to offer comment prior to the Board's adoption.

Following a similar structure to that of Nebraska's academic standards the Performance Framework is organized into two levels: a broad Effective Practice statement followed by several Example Indicators. The Example Indicators are not designed to be an exhaustive list and can be enhanced by local districts as they use the Framework. The Teacher Practices encompass the areas of Foundational Knowledge, Planning and Preparation, The Learning Environment, Instructional Strategies, Assessment, Professionalism, and Vision and Collaboration. The Principal Practices include the areas of Vision for Learning, Continuous School Improvement, Instructional Leadership, Culture for Learning, Systems Management, Staff Leadership, Developing Relationships, and Professional Ethics and Advocacy.

When adopting the document the Board reaffirmed their belief that the Framework is intended to be a resource that defines effective practice to voluntarily guide local districts towards improving educational achievement for all. The document may be found at:

www.education.ne.gov/documents/TeacherPrincipalPerformanceFramework11-11.pdf

In February 2012, the State Board of Education approved the development of models for teacher and principal evaluations that will be based on the Frameworks. The Board reaffirmed that these models would be voluntary and that districts would have the option to adopt or adapt them. A leadership committee, representing all facets of Nebraska education, has been meeting for several months of study and will be taking recommendations to the State Board on specific components and processes to be included in such models. The next phase of the project will be to work with pilot schools across the state to design and test the models. Project completion for statewide implementation is currently stated for the fall of 2014.

B. Nebraska State Accountability - NeSA

Nebraska State Accountability - NeSA - includes all state tests; therefore, the scoring rules, accommodations, security policies, and ethics codes apply to the following:

NeSA-R (Reading)

NeSA-W (Writing)



NeSA-M (Mathematics)

NeSA-S (Science)

NeSA-AA (Alternate Assessments in Reading, Mathematics, and Science)

ELDA (English Language Development Assessment)

All protocols, practices, and procedures for state testing will apply to each test inside the Nebraska State Accountability System, NeSA.

As required in the amended Quality Education Accountability Act, 79-760, the Nebraska Department of Education has built state tests for the purposes of comparative accountability with the help of their partners, Data Recognition Corporation (DRC) out of Maple Grove, Minnesota, and Computer Assisted Learning (CAL) out of Lawrence, Kansas.

a. District Assessment Contacts

District superintendents and ESU administrators have been asked to designate ONE District Assessment Contact. In some districts the official assessment contact is the superintendent, and in other districts the superintendent has designated a different person. This contact will, however, be the contact for **all subject areas** and all assessment-related communication. All official assessment notification, passwords, and required assessment decisions will be sent to that one district contact. The official district contact will receive materials for reading, writing, mathematics, science, and all other assessment-related materials.

Once the official district assessment contact is assigned the district password in such programs as eDIRECT, he or she may designate as many users inside the district as needed. The Statewide Assessment office will maintain the list with one official contact. It is important that all users inside the district know who has been assigned the responsibility of being the official district assessment contact. District Assessment Contacts bear the responsibility for maintaining assessment communication within the district.



The contacts for the 2012-2013 school year will be the same as those used in 2011-2012 unless the superintendent changed the assignment. If a change in the DAC is needed, Superintendents need to make that change. The contact form for making this



change is Attachment A. Or the superintendent may send an email directly to nde.stateassessment@nebraska.gov and request a change in the DAC.

The administrators of each Educational Service Unit were also asked to designate an official assessment contact. The designated ESU contact receives all mailings except the contact cannot receive official passwords, test booklets, or materials that can only be sent to districts. If the ESU contact is to change, the administrator needs to notify the assessment office.

b. The eDirect System and Enrollment Verification

The DRC eDirect System will be used for implementation in 2012-13 to obtain enrollment information from districts and information about testing decisions. The first of those submissions is scheduled for October 8-19. Data that will be collected in the eDirect system include decisions about the number of paper/pencil booklets needed for students with IEP, 504, or ELL accommodations, the number of Braille or large print booklets needed, and the number of Spanish reading, mathematics, science and writing assessments. Access to the eDirect system will be provided to the official assessment contact who will submit the district's decisions to the Statewide Assessment office and DRC.

Districts will have the opportunity to learn about the eDirect system and Enrollment Verification in October at several WebEx trainings to take place October 2-4. The dates for the training have been set as follows:

October 2	8:30-9:30 a.m.CST
October 3	3:00-4:00 p.m. CST
October 4	11:00 a.m.-12:00 p.m.CST

Access information is posted on our website: www.education.ne.gov/assessment/

c. NeSA Testing Window



The NeSA Testing Window for operational reading, mathematics, and science is March 25 – May 3, 2013. This includes the alternate tests as well.



Scheduling

The reading, mathematics and science tests are to be administered in two independent sessions. Even though NeSA-R, M and S are not timed tests and students are to be allowed as much time as necessary to complete, the recommended time scheduled for each session doesn't generally exceed 90 minutes.

However, the two-session administration may be scheduled during the testing window in any of several 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 may be specified in a student's IEP.

Districts are asked to review the following scheduling considerations and to read Attachment B, 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 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, standardized, and the scripted directions must be followed. This is true for both online and paper/pencil testing.
- 5) Student benefit should be considered first with regard to scheduling, not adult convenience or logistical issues.
- 6) Make-up sessions for operational testing must be scheduled 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.

d. NeSA Security, Ethics and Training

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures and fairness to students are maintained. Therefore, the Nebraska Department of Education asks all school districts to 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. Districts reporting a security breach should complete the form entitled Report of Security Breach, included as Attachment D.

The Principal Security Agreement (Attachment E) requires each principal to sign for each testing session in his or her building(s). 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. Principals are to send the security agreements to their DACs who will send them to the NDE by the beginning of the testing window, January 18, 2013.

A confidentiality agreement (Attachment F) is required from each District Assessment Contact. The DAC are responsible for overall oversight of the testing process in the district. Both forms are to be sent back to the NDE Assessment office prior to the opening of the NeSA testing window which will begin with the writing window: January 18, 2013.

Districts should maintain a set of district policies that includes a reference to Nebraska's NeSA Security Procedures. Included in this Update is Attachment G, a sample district testing and security policy. This sample was drafted by a local legal firm and was distributed across the state to the Educational Service Units. Whether districts use this sample, the procedures offered by the State School Boards Association, or policies



drafted by other law firms, local district policy should address the NeSA Security document. The Department would encourage all districts with questions to contact their own local school attorney for customization of such a policy.

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.

Training for Test Administration

DACs and principals share the responsibility for assuring that all teachers administering NeSA are trained in appropriate procedures, security and ethics. NDE provides a set of tools on our website for test administration training. They include a PowerPoint hand out and other materials.

C. Check 4 Learning (C4L)

In 2013 the Nebraska State Accountability (NeSA) tests in reading, mathematics, science, and writing are fully operational. The “once a year” drop in and check summative tests provide important student performance information for schools, for communities, and for policy makers, but it is important that Nebraska educators gather student performance information throughout the school year in order to determine whether or not daily instruction is preparing students to perform well on the NeSA tests. Educators need to see the curriculum, assessment, and instructional processes linked together – as ongoing, continuous and grounded inside each classroom.

For that reason the Nebraska Department of Education has joined with DRC/CAL, with school districts, and with service units to build a state system of assessment to “wrap around” the summative NeSA tests given in the spring. The system, Check 4 Learning (C4L), is based upon a state-level item bank of locally-developed multiple choice



questions in reading, mathematics and science. Participation is strictly voluntary and left to the district to decide. Districts choosing to participate will be able to select items that match the tested indicators and build interim assessments that may be given at point of instruction at any time in the year. The purpose of the interim assessments will be to determine whether or not students are “on track” with the important skills measured in the summative NeSA tests.

C4L will provide instantaneous results to students and reports to teachers about item analysis, individual classroom, building, or district reports. The intent will be for teachers to have at their fingertips the data to adjust or change instruction. The system will be a very powerful tool to inform and link the curriculum and instructional process to assessment.

a. C4L – Memorandum of Understanding

Districts that signed a Memorandum of Understanding (due May 31, 2012) are 2012-2013 participants. Districts will have the opportunity to be members of C4L on a year-by-year basis as determined by completion of the Memorandum of Understanding and required test items and/or peer review of items.

In November 2012 NDE will provide additional training in using the C4L system upon completion of the system updates. The C4L WebExes will take place on October 30 and 31. Times and invitations are currently posted on the NDE Assessment website.

School leaders have many responsibilities, but few among them are more important than the academic performance of their students. One of the measures of student performance in Nebraska is a set of Nebraska State Accountability (NeSA) tests. The Nebraska Department of Education believes that the integration of curriculum, instruction, and assessment must occur if all children are to have the opportunity to succeed on the standards. C4L is a tool intended to provide immediate feedback to students and teachers so that learning **throughout the year** becomes the focal point, and the summative NeSA tests are used as the verification of that learning.





D. NeSA Implementation Details

a. NeSA Science Standard Setting and Release of Results – 2012

The State Board of Education in July determined the “passing” and “proficiency” levels of the NeSA-Science tests. The board considered a range of “cut scores” for each grade level and made a final decision about the exact scores that determined 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 were two methods used in calculating the range of scores that were presented to the board in July. Both methods involved training on the definitions of proficiency (called performance level descriptors), teacher expertise, and validation with actual NeSA results. The results of both methods were combined, discussed, and interpreted by technical experts to advise the board of its final decisions. In addition to the following two methods, the board considered the cut scores from the National Assessment of Educational Progress (NAEP) and the ACT.

Method One: Contrasting Group Method

- Student-based method.
- Occurred before the test – March 2012.
- All science teachers of grade 5, 8, & 11 in the state were invited to participate.
- The study was completed via WebEx training by DRC and computer survey.
- Teachers were trained in the Performance Level Descriptors (definitions of proficiency).
- Teachers made professional judgments about how their students would perform on the test.
- Professional judgments were validated with actual student results after the tests were administered.

Method Two: Bookmark Method

- Content-based method.
- Occurred after the test – June 2012.



- Approximately 50 teachers were nominated by their districts and invited to come to Lincoln.
- Teachers were trained in the Performance Level Descriptors.
- Teachers ordered the test items from least to most difficult.
- Teachers made 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 received information about Nebraska’s ACT proficiency levels for grade 11 and National Assessment Education Progress (NAEP) results for grade 8 to help inform the teacher judgment about NeSA cut scores.

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

NeSA-AAS - Standard Setting

Also in June 2012, Nebraska science teachers and teachers of students with disabilities participated in the Modified Angoff standard setting process that allowed teachers to make professional judgments about the test items. The recommendations were then validated with actual student results. These results were included in the information presented to the State Board of Education in July. The Board received a recommended range of cut scores for the NeSA-AAS and made decisions based upon the recommendation.



NeSA-Reading Math & Science Cut Scores

It should be noted that cut scores will not change unless the tests themselves change:

135-200	Exceeds the Standards
85-134	Meets the Standards
0- 84	Below the Standards



Release of NeSA Results in 2012

Through DRC's eDirect system, districts received NeSA-Reading, NeSA-Mathematics, and NeSA-Science results on August 13, 2012. The NeSA-AAR, NeSA-AAM and NeSA-AAS alternate assessment results are also available in August through the eDirect system.

Schedule: NeSA Results Release

Monday, August 13 - Districts receive access to NeSA-R, NeSA-M, and NeSA-S through eDirect. Alternate assessment results available.

Tuesday, August 21 - Public release of NeSA-R, NeSA-M, NeSA-S scores and NeSA-W proficiency percentages.

November 2012 - State of the Schools Report Public Release

- Disaggregated Data
- AYP decisions
- PLAS decisions

b. The State Testing Environment and the Instructional Environment

Differences exist between an equitable, secure, standardized testing environment and the environment where daily instruction takes place. Students in all districts have a right to both environments. All districts have a responsibility to provide both. It is the responsibility of the state to assure appropriate testing and learning.

On a day-to-day basis Nebraska school districts provide their students with multiple opportunities to learn the district's curriculum in a variety of ways, which include access to the skills and content required in the state standards. On testing day, however, the environment must be standardized according to the directions provided, is prescribed for all, and must assure that all students have equitable opportunities to demonstrate their knowledge and skills on the NeSA tests.

The scripted directions, the security policies and procedures, and the "rules" of testing are designed to provide such equity. If districts apply their own adaptations of these procedures, it is possible that the testing experience across the state is NOT equitable. Such things as the following undermine the equity and standardization of the testing process:



- Playing music during the testing.
- Required “pauses” and “stretch breaks” for all students during the tests.
- Check lists of testing protocol placed on student’s desks during testing.
- Requiring students to raise their hands at completion of the tests to assure the test is finished. The online test has a summary sheet built in for students to use for that very purpose.
- Not reading the scripted directions verbatim.

These steps, although most appropriate in an instructional environment have not been included as part of the standardized testing process. They are not appropriate. If districts take it upon themselves to “add” such features, they are not applying the scripted, prescribed nature of the standardized test, and they are disrupting the needed equity of administration across the state.

Each district should consider the necessary steps to differentiating between the state testing environment and the day-to-day instructional environment. Although both have expectations, those expectations are different.

c. 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 assessments. Embargoes may seem strict, but they 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, state averages 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, then the raw scores can be converted to scale scores, and the state public release of the state averages can occur, then the data can be fully shared.

In 2012-2013 the embargo on NeSA data (including results from NeSA-Alternate tests) will be applied as follows:



- NeSA-Writing – Grades 4 will undergo a cut score process in the spring of 2013; scores will be released after that process is final. Writing results are scheduled to



be release to districts on May 28, 2013. NDE will announce the public release date.

- NeSA-Writing – Grades 8 and 11 have the same cut score applied as was used in 2012; therefore, scores may be shared with student, staff and parents when received. Writing results are scheduled to be release to districts on May 28, 2013. NDE will announce the public release date.
- NeSA-Reading, Mathematics, Science – Since the cut score process has been finalized, when districts receive preliminary online results, they may share the results internally with parents, students, teachers, and administrators, but the results should not be released to the public through award ceremonies, newsletters, media releases, or formal publications until after a formal public release of state averages by NDE. The Reading, Math, and Science data will be released to districts July 10, 2013. NDE will announce the public release date.



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.



d. Lessons Learned from NeSA 2012

In general, the 2012 NeSA administration went extremely well. Credit is due to all of the partners: districts, DRC, CAL, and the NDE team for their good planning, hard work, and collaborative partnership.

The largest number of our students was tested online: over 80% of the students in reading and science were tested on computer and 66% of the students in mathematics. The technical issues that did arise during the six-week testing window were handled efficiently and smoothly through the help of DRC/CAL. On-line testing is required for all districts and students in the 2012-2013 school year. Students who will be exempted include those on 504 or IEP Plans, English Language Learners who need appropriate accommodations, and those who are taking Alternate Assessments.

In an attempt to always improve our processes, the NDE team trained observers to visit school districts, watch the testing, and continue to learn ways to make the process go more smoothly for our students and our teachers. The following observations are being identified in an attempt to improve the NeSA process.



Observations about NeSA Testing in 2013:

Scheduling:

- Scheduling of NeSA testing should NOT wait until the last few days of the window. If that is the case, districts run the risk of not getting everyone scheduled because of illness, weather, breaks, or other disruptions.
- The testing window runs through all days of the published timeline. That means the NSSRS system will expect a score for all students enrolled during the testing window. There is NOT a cutoff date prior to the end of the window where students are “exempt.”
- When students arrive at a new school, the receiving school should contact the previous school to determine what NeSA tests were completed for the current school. Students are to be enrolled at the time of their arrival. There is no “waiting” for the testing process to be over. It is not ethical or fair to delay or adjust an enrollment based upon the arrival of the student and testing schedule. That is absolutely not fair to the student and family.

Online Testing:

- Parents should be reminded of the school’s testing schedule so that doctor’s appointments are not scheduled during the testing time. There were significant numbers of reactivations caused by students being absent for doctor’s appointments that may have been able to be scheduled at other more convenient times.
- Teachers should provide only ONE ticket at a time to students testing online. When both tickets are provided to the students, students may log in to a different session of the tests. This practice requires unnecessary reactivations. It is acceptable for students to take session #2 before session #1.
- For younger students, districts need to allow more time for log in to the test and need to be sure that students have had an opportunity to practice the log in prior to testing. Students are to log in themselves.



- Students need to have access to the practice tests, tutorials, and tools prior to the testing, so they do not have trouble with their own log in. When test administrators log in for students ahead of time, and students are then absent, it causes an unnecessary reactivation process. Test administrators should not log in for students.
- For online testing in CAL there is a minimum requirement for 800 x 600 screen resolution. It is up to the district to determine whether the hardware used supports the necessary 800 x 600 screen resolution.

Administration:

- Standardized testing environments and protocols must always be followed.
- Do not use other “software” packages with the CAL software during testing, as they can impact the functions of the software.
- Decorations on the wall or within classrooms that provide hints or direction to test content need to be removed.
- Headphones, cell phones, or electronic devices are to be removed from the testing setting.
- Districts are to follow the approved accommodations and practices on the Nebraska State Accountability (NeSA) Approved Accommodations document. Deviations from that document are not appropriate, i.e. Whisper Phones are not listed as an appropriate testing practice administration for all students.
- Districts must keep the NSSRS updated appropriately so that when the data files are shipped to the vendors – December 3 for writing and ELDA and January 28 for reading, mathematics, and science - they are as accurate as they can be at that time.
- It is important that your request for materials in eDirect in October is as accurate as possible. If you need more materials, you may order them from DRC, but the DAC should attempt to coordinate the additional requests. In 2012 there were a large number of additional materials requests. Each shipment from DRC is costly and disrupts their customer service routine.
- If a district experiences a computer “freeze,” a district needs to contact DRC/CAL to report the computer operating system and version.



- Districts who wish to determine their computer capacity prior to testing should use the School Capacity Calculator located at: <https://nesa.caltesting.org/>

Security:

- Duplicating any of the test materials in any content area is a security violation. This is very clear in the administrative manuals and in all NDE testing materials. Districts are not to make copies of the tests, the prompts, or the items. All booklets, all student tickets and accompanying materials are to be kept secure.
- Examining the items, discussing the test content, or “taking” the test is a security violation.

Materials Return:

Every test booklet and every answer sheet, each Spanish translations document or CD must be accounted for. A district is held responsible for the return of all test materials. Districts are not to keep materials. Materials must be returned per the explicit directions or the situation is considered a breach of security. Lost NeSA testing materials that cannot be located will call for a district to complete a District Response To Missing NeSA Materials. The form is included as Attachment H.

- All secure testing materials are to be returned to DRC.

e. Medical Waivers

A physician’s statement or statement from an authorized health care provider will be required for approval of medical waivers. The complete medical waiver form is available on the Statewide Assessment website in NeSA Forms during the testing window. Medical Waivers can be submitted during the testing window only.

f. Score Invalidation and Waivers

Throughout the 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:

Medical Waivers (MW) were granted if the situation was a medical emergency and the emergency situation prevented testing. The MW needed to be approved by the Statewide Assessment Office during the testing window. Medical Waivers were not granted for pregnancy or for situations where the school could have tested the student.



Districts applying for student medical waivers will have to provide a physician's statement.

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 the 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 should have been coded NLE. Districts needed to "de-enroll" students when they left. If students left before January 28, the NSSRS should have been updated. If students left after January 28, 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 drastic unforeseen circumstances occurred and adequate documentation was provided, a waived score was applied. Zero score removal form for such situations is available on the Statewide Assessment website in NeSA Forms.

g. Testing 11th Graders

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. The requirement for students taking high school NeSA tests is the following:

High school students are expected to be tested in their third year of high school. Testing occurs 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 2014 will take his/her assessment tests in 2013.



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 2013.



h. Testing Modes: Paper/Pencil or Online

Beginning in 2012-13 all students will be testing in the online mode with the exception of grade 4 NeSA-Writing which will remain paper/pencil only. This requirement will apply to NeSA-Writing at grades 8 and 11 and NeSA-Reading, Mathematics, and Science at grades 3-8 and 11.

This requirement will not apply to the following groups of students:

- Students taking the alternate tests (NeSA-AAR, NeSA-AAM or NeSA-AAS).
- Students with disabilities whose Individual Education Plans (IEPs) require paper/pencil testing.
- Students with 504 plans that require paper/pencil testing.
- English Language Learners whose accommodations require paper/pencil testing.
- Student responding in a language other than English or Spanish on NeSA-Writing.
- Students contracted to institutions where online access is not allowed.

Districts will be required to submit paper/pencil needs in October of 2012 via the eDirect System from October 8-19. The official District Assessment Contact will be the person who communicates the decisions to NDE/DRC through the eDirect system.

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.

Districts need to research the need for paper/pencil test for accommodated students.

- Review the revised Accommodations Document



- Classroom teachers provide important insight concerning students' mode of testing.
- As appropriate, school personnel may consult with individual students concerning mode of testing decisions.
- Order paper/pencil for accommodated students as is best for each student. Do not assume all students who need accommodations will perform best on a paper/pencil test.
- Best practice is that students should know whether they will be tested on-line or paper/pencil before they are administered the test.
- Accommodated students may need paper/pencil in one subject area but not all.
- See [Guide for Including and Accommodating English Language Learners in the NeSA Tests 2011-12](#) to inform decisions for ELL students.
- See [NeSA Accommodations Guidelines: How to Select, Administer, and Evaluate Accommodations for Instruction of Students with Disabilities](#) to inform decisions for students with disabilities.
- DACs will also need to communicate the number of large print booklets, Braille booklets, and Spanish materials needed in the district.
- Any student who needs NeSA-AAR, NeSA-AAM or NeSA-AAS must be flagged in the NSSRS system from which DRC will compile alternate test orders.



i. Nebraska State Accountability (NeSA) Scoring Rules

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

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 Student Reports [ISR].



The following scoring rules apply to all students, including those with disabilities or those learning the English language.

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:

- 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. (Attachment I.)



j. NeSA Practice Tests and Tables of Specification

On November 12th districts can anticipate the release of all software for all NeSA testing, including 8th and 11th grades online writing field testing. The online practice tests are accessed through the CAL software. If the software has not yet been loaded on school computers, it may be accessed by going to this website:

<http://nesa.caltesting.org/>

- The reading, mathematics, and science practice tests and Tables of Specification are posted at <http://www.education.ne.gov/assessment/>.
- Online practice tests in reading, mathematics, science, and 8th and 11th grade writing are available in the NeSA software.
- Districts administer the practice tests online and will have access to immediate results. 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.

k. 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 DRC.
- Online test administration - access to online test administration 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 monitoring the downloading of software, 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.



I. NeSA Online Reactivations

Guidelines for reactivation:

- Once the test session has begun, the session must be completed in the same day.
- If the session is discontinued within 90 minutes of login, the student can use her/his 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 at the district level to continue the session.
- If the test items have been completed, reactivation of the session is not allowed.

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 (Spanish, visually impaired, etc.)

Reactivation would not be appropriate for the following reasons:

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

m. NeSA Accommodations

All students including those tested with the alternate test (the 1% most significantly cognitively challenged) are included in the Nebraska State Accountability System.

The Nebraska Student and Staff Record System, the NSSRS, will be seeking test scores for all students in grades 3-8 and 11. Because of the inclusionary testing requirements in a state system, any student not tested will receive a zero state score. The only exception will be medical waivers approved through the Statewide Assessment Office, the newly arrived ELL students in their first year in a Nebraska school district, and those who move.

After thorough research with internal and external groups, the NDE team built and has reviewed the Nebraska State Accountability Approved Accommodations Document, (Attachment I). It is expected that a student's IEP and/or 504 plan will include the appropriate accommodations for inclusion in NeSA and for regular instruction. Districts need to have all teachers review the allowable accommodations in this document. If an accommodation currently not on the list needs to be added, districts are encouraged to contact Valorie Foy within the Statewide Assessment office at 402.471.2495, or Sharon Heater within the Special Education Office at 402. 471.4322.

Note A note about Braille and Large Print Booklets - Teachers will need to transcribe student answers onto the answer sheet.

Among the features included in the online testing system is a magnifying feature to enlarge the graphics, a feature to enlarge text, and a feature to change background color. Students who need the magnifier do not have to have an Individual Education Plan (IEP).



n. Spanish Translations



All Spanish-translated testing materials are requested through eDirect enrollment system. No translated materials will be ordered through NDE.

NeSA-Writing Spanish translations will be available in all three grades 4, 8, and 11. Districts will identify the numbers of Spanish writing prompts needed in DRC's eDirect system in October. All tests, including Spanish, are returned to DRC.

Translations in languages other than Spanish for the NeSA-Reading directions and items will need to be provided by local districts. The DRC translated audio directions and items may be copied or transferred to I-Pods or audio tapes but not to any networked device. The original DRC-provided Spanish translations will need to be returned to the DRC after testing. All electronic and paper copies made in districts are to be destroyed.

NeSA-Reading, Mathematics and Science The NeSA-Reading test is available in Spanish; however, translation of reading passages is not allowed. NeSA-R is available both paper/pencil and online. NeSA-Mathematics and NeSA-Science tests in their entirety will be available in Spanish – both paper/pencil versions and online. These tests are requested through eDirect.

o. NeSA Software Update

For the 2012-2013 school year the CAL software will be available for download on Monday, November 12. The download of this software will provide the applications for all subjects: reading, mathematics, science, writing (grades 8, 11) and the C4Learning System.

The training for the WebEx CAL software will occur:

Tuesday, November 6	8:30-9:30 a.m. CST
Wednesday, November 7	3:00-4:00 p.m. CST
Thursday, November 8	11:00-12:00 Noon CST

E. The Technical Advisory Committee

The NDE has contracted with numerous assessment experts including many from outside the state. These assessment experts have assisted the NDE in advisory roles, in assessment development, in NCLB documentation, and many other tasks.

A Technical Advisory Committee was appointed by the Governor in 2008 and approved by the Legislature. The role of this committee is to:



“Review the statewide assessment instruments and advise the Governor, the state board, and the State Department of Education on the development of statewide assessment instruments and the statewide assessment plans.”

The committee has met for the last three years. The committee members include the following:

Dr. Brian Gong, Chair	Center for the Improvement of Educational Assessment – New Hampshire
Dr. Wayne Camara	College Board (SAT) – New York
Dr. Richard Sawyer	ACT – Iowa City, Iowa
Linda Poole	Teacher, Papillion-LaVista Public Schools Board Member, Millard Public Schools
Dr. Frank Harwood	Superintendent, Bellevue Public Schools

F. National Assessment of Educational Progress (NAEP)

During the 2012-2013 school year, the National Assessment of Educational Progress (NAEP) will sample student performance in schools identified by the National Center for Educational Statistics (NCES.) Superintendents of selected schools were notified in June 2012 if their schools had been selected. Letters were sent to principals in selected districts and District Assessment Contacts as well as Superintendents were copied. The letters identified the date chosen for the assessment to be administered. More information was mailed to principals in September 2012, with specific information about the school’s responsibilities.

Approximately 290 buildings have been asked to administer NAEP assessments in reading and mathematics at the 4th or 8th grade. The NAEP testing window runs from January 28th to March 8th.

Participation and selection is totally determined in Washington, D.C. The NDE has no say in the school selections and Nebraska schools are expected to participate as a condition of funding. The NDE is appreciative of Nebraska’s support of this additional requirement.

Thank you, once again, to all of the schools and students who will take part in “State” NAEP during the 2012-2013 school year. Without your support, the NAEP process in Nebraska would be unachievable. NAEP 2013 results will be available in the fall of 2012, and will be posted on the NDE website. Only state-level results are available for NAEP assessments.

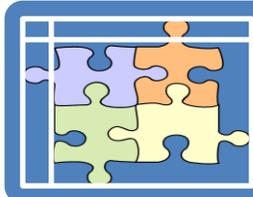


Please visit the NAEP web site at <http://nces.ed.gov/nationsreportcard> for complete information about NAEP, including previous NAEP results, and other NAEP publications. If you have specific questions about NAEP, please contact the Statewide Assessment Office:

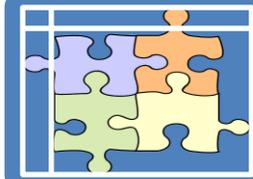
Dr. Ted A. Larson, Nebraska NAEP Coordinator
Statewide Assessment Office
P. O. Box 94987, Lincoln, NE 68509-4987
Phone: 402.471.2959
Fax: 402.742.8302
E-mail: ted.larson@nebraska.gov



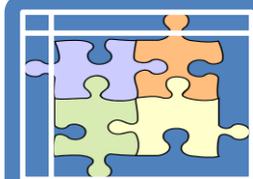




STANDARDS



ASSESSMENT



ACCOUNTABILITY

II. The Statewide Writing Assessment – NeSA-Writing



- A. NeSA-W Implementation 2013
- B. NeSA Writing Statewide Field Testing – 2013 – Grades 4-8-11
- C. NeSA Writing – Statewide Analytic Scoring – Beginning in 2012
- D. Including All Students in the Statewide Writing Assessment





I. The Statewide Writing Assessment – NeSA-Writing

A. NeSA-W Implementation 2013

As the Nebraska State Accountability System continues to evolve, the next steps for the transition of the NeSA-Writing test take place in 2012-2013. Districts may anticipate the following:

In 2012-2013 – Grade 4:

- Will continue to be in the narrative mode.
- Will continue to be tested in two timed 40-minute sessions.
- Will be scored analytically in 2013.
- Will include a Self-assessment Rubric Tool in the student test.
- Will continue to be tested in paper/pencil formats. (No online administration planned)
- Will have a new cut score in 2013.
- Will have test results released publicly in the spring of 2013 with grades 8 and 11.



In 2011-2012 – Grades 8 and 11:

- Will participate in online test administration and analytic scoring.
- Will allow paper/pencil tests only to those students with IEPs, and 504 plans, that specify a student need for paper/pencil testing. (Paper/pencil tests requested through eDirect in October).
- Students requesting a Spanish translation will need to respond in a paper/pencil test booklet ordered through eDirect.
- Will participate in an untimed (but recommended) 90-minute online testing session.
- Will be tested in the same mode as in previous years: 8th grade – descriptive, 11th grade – persuasive.
- Will use the cut score set in April 2012.
- Will have test results released publicly in the spring of 2013 prior to school ending.
- Will have access to an online dictionary and thesaurus.
- Will have access to commercial published dictionary and thesaurus.
- Will NOT have access to spell check.



a. Analytic Scoring Training

The NeSA-W rubrics were revised in the fall of 2010 and released on the web at that time. They are found in the NeSA Writing section:

http://www.education.ne.gov/Assessment/NeSA_Writing.htm

The first analytic scoring training for 11th grade teachers was conducted in January 2011 and for grade 8 in 2012. The video streaming of that training is found in the same web location sited above. Training for teachers in grade 4 was conducted in July of 2012.

Training for teachers in grade 4 is scheduled from 8:30 - 11:30 in the following locations:

Thursday, November 8 - ESU 13 - Scottsbluff

Wednesday, November 14 - Holiday Inn - Kearney

Friday, November 16 - Country Inn & Suites - Lincoln

b. 2012-2013 NeSA-Writing Schedule:



November 1, 2012	Preliminary Pre-ID Information to Test System Programs
November 9, 2012	Determine Paper/Pencil and On-line Test Quantities
November 12, 2012	Tickets Available for Writing Field Test Grades 8 and 11 On-line
November 14 - December 21	Writing Field Test Window for Grades 8 and 11 On-line
January 9, 2013	Districts Receive Paper/Pencil 4th Grade Writing Materials.
January 9, 2013	Grades 8 and 11 Writing Session Tickets Available to Districts
January 8 and 9, 2013	WebEx - Writing Administration
January 21 - February 8, 2013	NeSA-Writing Testing Window
February 14, 2013	Writing Paper/Pencil Materials Returned to Scoring Center
May 2013	Release of NeSA-Writing Scores - All grades



c. Lessons Learned from NeSA-W 2012:

Paper/Pencil Testing:

- In paper/pencil testing, students must write in #2 PENCIL. Papers written in ink will not be scored and will result in zero scores.
- In paper/pencil testing, the student response to the writing prompt must be written in the actual test booklet. That means if a student with an IEP is word processing a paper or using a scribe, the student response must be transcribed into the test booklet in pencil.
- Originals of transcribed papers will be sent to DRC in an envelope provided with the shipping materials.
- Students using Spanish translated prompts will respond in a paper/pencil test booklet. Spanish translations for writing are ordered through eDirect in October.
- Students are not to be provided “story starters.”
- Teachers are not to provide editing assistance.
- In paper/pencil testing, students may only use the paper provided. If additional sheets of paper are added to the booklets, they will not be scored.
- NDE advises to make copies of the papers (do not take the booklets apart) for local scoring and for possible appeals.
- All writing materials (including Spanish papers) must be returned to DRC, not the NDE.

Online Testing Lessons Learned:

- In online testing in 2013 students will be prompted before they have reached the character limit. (6,000 characters = approximately three pages).
- The online thesaurus and dictionary has been replaced.
- A new software application eliminated unnecessary spaces and “wrap arounds” in the system.
- The Word TAB button is not compatible with the software. A tab on the tool bar across the top of the online test allows first line indentation. Students should be advised to space over 3-5 spaces. This does not affect scoring.



- Students may select font size, spacing, margins, etc. Their selections do NOT impact the scoring. The NDE does not prescribe requirements for these choices.
- Students in grades 8 and 11 may continue to pre-write on paper or compose at the computer.
- Spell check will not be available to students testing in the online mode.
- Students in grades 8 and 11 may use hard copies of commercially published dictionaries and thesauruses.
- The 90-minutes testing time is a **recommendation**, not a requirement as the NeSA-W in grades 8 and 11 is not a timed test. The majority of students in grades 8 and 11 used a time span between 30 and 90 minutes.
- The NeSA-W in grade 4 is a timed test – two 40-minutes sessions on two days.
- The modes of writing will remain the same for all three grades:
 - Grade 4 – Narrative
 - Grade 8 – Descriptive
 - Grade 11 – Persuasive
- Information about the modes of writing and student writing samples are found on the assessment website in the writing section:
http://www.education.ne.gov/Assessment/NeSA_Writing.htm



B. NeSA Writing – Statewide Field Testing –2013 – Grades 4, 8, 11

Grade 4 – Field Testing will remain the same as the past. Testing will be in the spring from the end of February to the middle of May using paper/pencil tests.

Grades 8 and 11 – Field Testing will be on-line through the NeSA testing site. Prompts are assigned randomly to students.

On November 12, grades 8 and 11 tickets are available and may be downloaded if needed. A new button on NeSA Test Main Menu will say: NeSA-W field testing.

The field testing window will be November 14, 2012 to December 21, 2012 (five and a half week window).

The field test is an opportunity for students to practice taking the test under the same conditions as the regular NeSA-W test.



As a field test of future prompts for NeSA-W the test results cannot be used in any other way. (Example: no local scoring).

NDE appreciates schools supporting this project as NDE wants to keep prompt writing in the hands of Nebraska educators.



C. NeSA Writing – Statewide Analytic Scoring – Beginning in 2012 – Grades 8 and 11

Since 2001 Nebraska students in grades 4, 8 and 11 have been administered the statewide writing assessment and have received a single score determined to be either proficient or not. Beginning in 2012 students in grades 8 and 11 received additional scoring information on the writing assessment as the scoring process changed from the holistic “single” score to analytic scoring. Beginning in 2013, grade 4 will be graded in the same analytic manner as 8 and 11. Analytic scoring will provide five scores for each student: a score for content, a score for organization, a score for word choice and voice, a score for sentence fluency and conventions (punctuation, grammar, spelling), and a total overall composite score. After the standard setting process, the composite score will be converted to a scale score of 0-70. A Standard Setting at grade 4 will be conducted in April of 2013.

The holistic scoring rubrics in the fall of 2010 were converted from six traits to four domains in all three grade levels, 4, 8, and 11 and posted on the web: www.education.ne.gov/assessment. They are included as attachments J, K and L.

The four domains include most of the criteria in the six traits but were reorganized and the language clarified. The weighting of the four domains was reviewed internally with our vendor, and was discussed with the Technical Advisory group that provides direction to the assessment system. The four domains of writing to be used in analytic scoring were weighted as follows:

- Content and ideas 35%
- Organization 25%
- Word choice and Voice 20%
- Sentence Fluency/Conventions (grammar, punctuation, spelling) 20%

Each student’s paper will be read by two independent scorers. Each domain score from both raters will be summed and multiplied by its weighting (0.35, 0.25, 0.20, and 0.20). The domain scores will be summed to create a composite score total. Last, after standard setting, the composite scores will be converted to a scale score between 0-70.

In cases where the two readers disagree by more than one score point on the domain score, the paper will be re-read and the domain that is not in agreement will be scored a third time. The rules of the third score reads will be applied as follows:



- If the third score is an exact match to one of the originals, the two matching scores will be used.
- If the third score is adjacent to one of the originals, but not the other, the third score and the adjacent score will be used.
- If the third score is adjacent to both scores (e.g. A=2, B=4, and C=3), the third score will be used twice.

The rules for third reads are NOT influenced by the weighting of the domains. The final scaled score will accurately reflect the performance of the student on the writing assessment.

In the spring of 2013 a cut score process will be conducted for the writing assessments in grade 4 so that the following classifications of proficiency determinations can be made:

Exceeds the standards
 Meets the standards
 Below the standards

Following the cut score process in the spring of 2013, the conversion to the scale score (0-70) will occur, and the public release will follow. Attachment M explains how the composite score is obtained and how the scale score is decided.

a. Suggestions for Scheduling NeSA Writing:

Grade 4:

- Administer the assessment on two consecutive days. Avoid scheduling Day 1 on Fridays or Mondays.
- Avoid scheduling toward the end of the testing window. Allow time for make-up tests within the three-week window.
- Make sure all of the assessments reach DRC by February 14, 2013.

Grades 8 and 11:

- Schedule ahead for the computer lab and/or the accessibility of computers.



- Avoid scheduling toward the end of the testing window. Allow time for make-up tests within the three-week window.
- Allow for the recommended 90-minute block of testing time. In 2012, the majority of students in grades 8 and 11 used a time span between 30 and 90 minutes with 10 to 15 percent of the students going beyond the 90 minute period.

b. Printing the online tests

Both the online practice tests and the operational tests may be printed. The directions for the printing are found as Attachment N in this Update and may also be found on our website in the NeSA-Writing section:

http://www.education.ne.gov/Assessment/NeSA_Writing.htm

NDE advises that districts make copies of all writing papers. The 4th grade papers should be copied without taking the booklets apart, and the 8th and 11th grade papers may be copied by following the directions provided in this Update.

Copies are necessary for local scoring and the appeals process if the district finds it necessary.

D. Including All Students in the Statewide Writing Assessment

All students in grades 4, 8, and 11 are expected to participate in the statewide writing process. Districts should note the following:

- All students (except those who qualify for the NeSA-AA alternate assessment) are expected to participate in the statewide writing assessment.
- Districts may provide accommodations per the Nebraska State Accountability Approved Accommodations Document (Attachment I).
- No option exists for local scoring of writing except in the case of students who qualify for and are administered the NeSA-AA alternate assessment.
- The Spanish version of the writing will be scored by DRC. Spanish translations of the writing test are ordered through eDirect, and students respond in a paper/pencil booklet.



- Students responding in a language other than English or Spanish will send their booklets to DRC and be counted as participants.
- Students in Rule 18 or Interim Program Schools will participate. Test booklets will be sent to the contracting district that is responsible for arranging appropriate administration and security of the test.
- Students with disabilities, including those performing below grade level will be provided test booklets on grade level.
- All NeSA Scoring Rules apply to the NeSA-W.

a. Test Security and Ethics

The NeSA Security Procedures outlined in this Update apply to the administration of the NeSA-W. This includes the building principal’s signature on the NeSA Security Agreement and the DAC Confidentiality Agreement. Each building principal and DAC will be expected to sign the agreements and fax or send them to the following address:

Dr. Ted Larson, Statewide Assessment Office
 301 Centennial Mall South
 Lincoln, Nebraska 68509-4987
 402.471.2959 (phone)
 402.742.8302 (fax)



b. Statewide Writing Verification Process (Formerly Named “Appeals Process”) – Grades 4, 8, 11

Although the Statewide Assessment Office reviews each writing assessment question related to students’ scores brought to our attention during the review of the preliminary results, a formalized score verifications process is available.

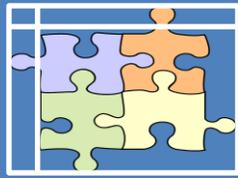
This score verification process is appropriate only for very specific, not general, scoring issues in all grades. Only the total score can be appealed. The score verification process is designed for student scores that fall below the state cut score. Districts will need to complete the score verification form, Attachment O, in this Update. In addition, districts must provide a written explanation indicating specific reasons for the score verification and a copy of each paper in question. Papers submitted for score verification will be examined by a panel of trained reviewers who are Nebraska educators. The verification process will be completed in June 2013. Districts may fax the score verification materials



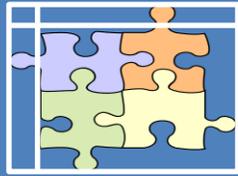
to the Statewide Assessment office at 402.471.4311. Score verifications may be shipped to NDE but must arrive by the dead-line set. For further information, please contact Dr. Ed Foy at 402.471.2947.



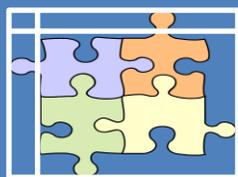




STANDARDS



ASSESSMENT



ACCOUNTABILITY

III. 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: Results Matter B5





III. 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 System, NeSA. 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 the following ways:

- Students may be tested at grade level on the NeSA tests without accommodations. This testing will be on-line except for 4th grade writing.
- 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 I.) Accommodations provided to students must be specified in the student’s IEP and used during instruction throughout the year. Accommodations may require paper/pencil testing.
- Accommodations that are NOT approved and Not listed as approved on the Accommodations document – Attachment I – if implemented – may invalidate the student’s score. Non-approved accommodations used in state testing result in both a zero score and no participation credit.



For example, if a student’s IEP indicates that reading passages may be read to the students on NeSA-R, the state reading test, and that accommodation is administered, the district is obligated to report to the Assessment Office the student’s name and ID number before the testing window is over. The student’s score will be a “zero” and the student will not be considered a participant. Violations of this procedure are considered a breach in ethics.





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 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 or changes 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. These 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 an alternate assessment, the NeSA-AA, a statement of why the student cannot participate in the regular NeSA 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 number of 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 Sharon Heater at 402.471.4322 or by email at sharon.heater@nebraska.gov

d. Instructional Guides for Alternate Assessments

Instructional examples and clarifications for reading, math, and science extended standards are available for teachers working with students taking the NeSA alternate assessments. The “Reading Standards with Extended Indicators and Instructional Clarifications,” the “Math Standards with Extended Indicators and Instructional Clarifications,” and the “Science Standards with Extended Indicators and Instructional Clarifications” are available at <http://www.education.ne.gov/sped/instruction.html>.

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

In order to be consistent with the NeSA-R, NeSA-M, and NeSA-S tests for general education students and to meet federal requirements, 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 are tests of appropriate tasks, summative in nature that provide a single snapshot of a student’s performance. The tests have gone through the same processes as the NeSA tests for general education. Students with severe cognitive disabilities or multi-handicapping conditions are required to participate in statewide testing. The alternate assessment can be administered as specified in a student’s IEP.



Districts may access the NeSA-AA practice tests, Tables of Specification, Performance Level Descriptors, and Extended Indicators by clicking on <http://www.education.ne.gov/sped/instruction.html>

Like the NeSA tests, the alternate assessment will be administered between **March 25 - May 3, 2013**. This is a six-week administration window. Various trainings on the alternate assessment will be provided in the 2012-13 school year.

a. 2012 NeSA-AA Testing

The NeSA-AA testing process has been progressing smoothly.

- The NeSA-AAR (reading), the NeSA-AAM (mathematics), and the NeSA-AAS (science) is required in 2013 for all students whose IEP specify the need for the alternate assessment.
- 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 is appropriate occasionally.
- In 2013, the alternate assessment results will be entered by the teacher on the DRC answer sheet following the specific directions.
- The secure test materials for the NeSA-AA will be returned according to the directions in the administration manual **to DRC not to NDE as in previous years**.
- All security procedures outlined in this Update also apply to the NeSA-AA testing process.
- 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.



For questions about these processes, you may contact the DRC Help Desk at 866.342.6280 or email them at necustomerservice@datarecognitioncorp.com



C. Students Learning the English Language

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 operational definition used for determining services and meeting Office of Civil Rights requirements.

Note: Foreign exchange students are NOT considered as ELL students and should be included in the state 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 H in this Update. The document may also be accessed at the following web site:
http://www.education.ne.gov/Assessment/pdfs/NeSA_Accommodations.pdf

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 allow the student meaningful participation in the 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. For a detailed discussion of accommodations for ELL students on state content assessments, please refer to “Guide for Including and Accommodating English Language Learners (ELLs) in the Nebraska State Accountability (NeSA) Tests.” This document is available at: http://www.education.ne.gov/Assessment/NeSA_Accommodations.htm

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. ELL Students Exiting Program and AYP

In 2012, there was a change in the collection and use of ELL data. In the past, districts could choose – on the consolidated Data collection (CDC) whether or not they wanted the ELL assessment results to be included for up to two years following the ELL student’s exit from the ELL program. There is NO choice beginning in 2012. This field will be removed from the CDC.

Students who are coded by the district as ELL will have their assessment scores included for two years following their exit from the program. There will not be an option to exclude the scores for the two years following program exit. This change is being made because of the following three reasons:

- a. This is an AYP requirement.
- b. This is equitable across all districts in the state.
- c. This assures more consistent data quality procedures.

d. Spanish Translations:

NeSA-Writing – Spanish translations are available in grades 4, 8, and 11. Students who write NeSA-W in Spanish or any other language other than English need to use a paper/pencil booklet that is ordered in October through eDirect.



NeSA-Reading – is available online and paper/pencil. Districts are asked to specify their request for Spanish paper/pencil translations through eDirect. To accompany paper/pencil tests, the translations of directions and items are available in written and audio format and are sent from DRC. Reading passages remain in English, and should not be translated. Translating reading passages will invalidate the student score.

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 DRC 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 will need to be provided by local districts.

NeSA-Mathematics and NeSA Science – The NeSA-Mathematics and NeSA-Science tests in their 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 tests in Spanish. If a student’s IEP requires side-by-side tests, the NeSA paper/pencil tests may be used. Student responses are entered on a student answer document.

e. Guidance for Recently Arrived Limited English Proficient Students

Recently Arrived Limited English Proficient Students are defined by the U.S. Department of Education as a student with limited English proficiency who 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 term “schools in the United States” does NOT include Puerto Rico.

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



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** both the mathematics and science assessment (NeSA-M and NeSA-S).

f. 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, the test, given in the spring, is administered through the services of Measurement, Inc. All students designated as Limited English Proficient (LEP) on NSSRS, must participate in ELDA testing. The ELDA 2013 testing window is **February 11 to March 22**. 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, AAS, and local Writing) should attempt to take sections of ELDA that are deemed appropriate.

g. AMAOs (Annual Measurable Achievement Objectives)

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 meeting the Annual 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 B-5

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 children with disabilities and requirements for monitoring programs funded through 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
- demonstrate program effectiveness
- guide the development of local and state policies and procedures
- provide data to demonstrate results

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

The child and program assessment tools implemented for *Results Matter* are congruent with:

- Nebraska Early Learning Guidelines (Birth to Three and Three to Five) www.education.ne.gov/ech/ELGuidelines/index.htm;
- NDE Rule 11, Regulations for Early Childhood Education Programs www.education.ne.gov/LEGAL/RULE11.html;
- NDE Rule 51, Regulations and Standards for Special Education Programs www.education.ne.gov/LEGAL/cover51.html; and



- The Individuals with Disabilities Education Act (IDEA) Part B and Part C.

NDE Rule 11 applies to all pre-kindergarten programs operated through public schools or ESUs.

a. Measuring Child Outcomes

Results Matter in Nebraska calls for measuring child outcomes through an assessment system 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 have selected one of NDE-required assessment tool, Teaching Strategies GOLD, which measures individual child progress for all children birth to age 5, served by school districts and ESUs. Districts enter ongoing child progress data in the online system selected.

NDE based the decision to use Teaching Strategies GOLD on a number of emerging and persistent needs, including:

- Need to streamline, simplify and sustain data collection and data quality processes at every level.
- Need for a completely seamless B-5 assessment system to reduce data errors and improve efficiency.
- Need for a comprehensive, user-friendly system with multiple unique features and resources for teachers, families and administrators embedded in the system.
- Need for a system with the capacity and infrastructure to address and respond to multiple needs for managing a statewide system efficiently and effectively.
- Need for comparability of Results Matter early childhood data and confidence in the use of the data for decision-making at every level.



The move to a single assessment system with Teaching Strategies GOLD will position NDE and school districts to work together in a framework that is effective, efficient and sustainable over time.

School districts will continue to directly purchase annual online subscriptions equal to the number of children birth to five projected to be served by their district. Districts pay a discounted subscription rate to the selected publisher 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. Annual reporting of *Results Matter* child progress data is required by OSEP, the State Board of Education and the Nebraska Legislature. The use of this online assessment 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 guidelines. Programs receiving state funding are required to conduct an annual evaluation using one of Environment Rating Scales: the Early Childhood Environment Rating Scale, (ECERS-R) 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://www.education.ne.gov/oec/train/ers/ers.html>

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, and NDE provides technical and financial assistance for that process.

c. Professional Development

School districts and programs receive continuous support to assure that their participation in *Results Matter* provides the highest quality data and knowledge about how to use data to improve program quality and child and family outcomes. The state's Early Childhood Training Center (<http://www.education.ne.gov/oec/ectc.html>), and



statewide network of early childhood professional development (Early Learning Connection), in collaboration with the organizations which provide the program and child assessment tools, regularly offer training in their use. NDE maintains a cadre of professionals who have achieved reliability in the use of the Environment Rating Scales.

d. Fidelity Process and Reliability Check

In Spring 2007 the Nebraska Department of Education (NDE) *Results Matter* Child Measurement Task Force recommended that a fidelity process be established to maximize the validity and reliability of the observational assessment data collected for *Results Matter*. Two annual processes were 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 *Inter-Rater Reliability Check* applies to all teachers/practitioners who are responsible for administering and scoring assessments for children birth to five. In order to facilitate the transition to GOLD, the Reliability Check will not be required in 2012-13. Beginning in 2013-14, all districts will use the new online GOLD inter-rater reliability check.

For information, resources, and updates related to *Results Matter*, see the new Results Matter Technical Assistance Document (August 2011) at:
<http://www.education.ne.gov/oec/rm/rm.html>

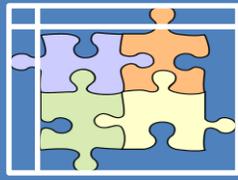
Questions about any of the information in this section may be directed to:

Melody Hobson, Administrator, Early Childhood
Phone: 402.471.0263 E-mail: melody.hobson@nebraska.gov

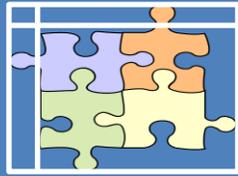
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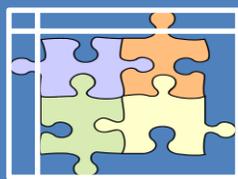




STANDARDS



ASSESSMENT



ACCOUNTABILITY

IV. State and Federal Accountability



A. NeSA Data - Release and Use

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



C. New AYP Goals

D. The State of the Schools Report - Fall 2012



E. The State Accountability System







A. NeSA Data – Release and Use

a. NeSA Reports and Use of NeSA Data

NeSA reports in 2012 were available to districts through the DRC eDirect System in August. The District Assessment Contacts received notification that the results were ready, and with their passwords, DACs accessed the reports to distribute to district personnel. Those reports included building, district, and state level information about the NeSA-Reading, Mathematics, Science, and Writing 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
- Performance Level Descriptors

Additionally DRC sent hard copies of the Individual Student Reports (ISR) to the District Assessment Contacts. NDE provided a letter directing districts to send each ISR 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. The individual student reports are also available electronically through eDirect.

Districts can anticipate the same process for the reporting release in 2013. However, districts can anticipate receiving reading, mathematics, and science scores in mid-July with the public release of information to follow as announced. 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 Reporting.” In addition to including reading, mathematics, and science 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. Writing scores for grades 4, 8, and 11 will be included on the ISR in 2013.



b. NeSA Report Vocabulary

The NeSA reports included new terms and vocabulary that may be 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 or the eDirect website. 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 2012-13 school year for reading, mathematics, and science.

Another important resource is a set of PowerPoint slides, “Leadership in Using NeSA Data” available at http://www.education.ne.gov/Assessment/NeSA_Archives.html. The slides and presentation have been shared with all of the Educational Service Units, 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 the reading, mathematics, and science NeSA tests. In 2013 the writing scale score in grades 4, 8, and 11 will be 0-70.

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 scale score proficiency levels will not change.



Reading – Math - Science

135 and Above – Exceeds the Standards

85-134 – Meets the Standards

84 and below – Below the Standards



Writing

Grade 8		Grade 11	
55-70	Exceeds the standards	53-70	Exceeds the standards
40-54	Meets the standards	40-52	Meets the standards
0-39	Below the standards	0-39	Below the standards

The Raw Score/Scale Conversion tables will be different for reading, mathematics, and science in 2013 than they were in 2012 because although the test items are comparable, they are different. The 2013 conversion tables for reading, mathematics, and science that convert raw scores to scale scores will be posted as soon as they are available. During the embargo, the conversion tables will be posted on the NDE website.

c. 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 student scores can be proficient depending upon their 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 is very similar.



d. 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 P identifies where NeSA data can be accessed.

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

The Nebraska Student and Staff Record System, the NSSRS, is the record keeping system. Districts have done well in accomplishing successful data submission.

As the new year unfolds, districts should remember several important reporting considerations.

- The Consolidated Data Collection (CDC) will continue to collect non-student level data as it did last year.
- In 2013 NeSA test results will be used for reading, for mathematics, for science, and for writing.
- National assessment data may be submitted throughout the year beginning in January, but data can NOT be accepted after June 30, 2013.
- 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/>
- Districts need to access the verification and validation reports from the NSSRS web site to determine the accuracy of the data. Directions for writing, reading mathematics and science for accessing reports are provided on the NSSRS web site.
- Districts must check assessment labels before December 1 for NeSA-W and ELDA and February 1 for NeSA-R, NeSA-M and NeSA-S.





Checking the NeSA Assessment Rosters:

- ✓ Go to the NDE Website: <http://www.education.ne.gov>
- ✓ Click on “NDE Portal” on the left side
- ✓ Enter your User Name and Password
- ✓ Click on “Student and Staff” (NSSRS) tab at the top
- ✓ Click on NSSRS Validation
- ✓ Click on “Verification Reports”
- ✓ Click on “Student” to display the verification reports
- ✓ Click on Assessment
- ✓ Select appropriate labels report to view student information uploaded to the assessment vendor

- Additional help with NSSRS data submission may be obtained from the HELP Desk at 1.888.285.0556.
- For help specifically about assessment data you may contact:

John Moon, Statewide Assessment Office
402.471.2495; E-mail: john.moon@nebraska.gov

a. Validating Data in the NSSRS

After the district has entered its NRT results into the NSSRS system, districts can review the results using the NSSRS Validation in the portal. See directions above, but select National Assessment Reports for NRT results.

- On the NSSRS Validation page, the default School Year is to 2013-06-30. To view other school years, use the “change years” function.
- Select “Verification Reports” link. xIn the “Reports” window select the National Assessment Instrument (NAI/NRT) Reports. This report will display the aggregated data from the submitted assessment fact templates.
- Compare the NSSRS results with results calculated in the district.



b. Validating AYP and NeSA Data in the NSSRS

AYP Verification reports are available on the NSSRS Validation Home page as well. To review these reports click on the “System Lookups” and then the “Accountability Count Verification” link. This link provides 2012-13 district aggregated information for AYP and NeSA assessment details for all grades by subject and building. 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 for performance level and scale score are displayed for each student number.

NeSA Secure is the site where updated assessment reports are found in 2013. It is accessed behind the “Data Collections” portal link on the NSSRS and is used for the posting of secure reports. An activation code is required for authorized users.

c. Reporting Students Who Move

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

Most students will be assessed in the district and reported in the district where they are enrolled. This is true whether students move between or within districts.

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.
- Assume 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 the assessment.
- The assessment results obtained from the education agency will be assigned to the district.

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.

d. 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.

e. 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.

f. 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 Stan
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	6
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	<input checked="" type="radio"/>
Analyze Text	<input checked="" type="radio"/>
Evaluate/Extend Meaning	<input checked="" type="radio"/>
Rda/Wrtg Strategies	<input checked="" type="radio"/>
Subtest Average	0
Vocabulary	
Word Meaning	<input checked="" type="radio"/>
Multimeaning Words	<input checked="" type="radio"/>
Words in Context	<input checked="" type="radio"/>
Subtest Average	0
Language	
Sentence Structure	<input checked="" type="radio"/>
Writing Strategies	<input checked="" type="radio"/>
Editing Skills	<input checked="" type="radio"/>
Subtest Average	0
Language Mechanics	
Sent. Phrases, Clauses	<input checked="" type="radio"/>
Writing Conventions	<input checked="" type="radio"/>
Subtest Average	0
Mathematics	
Number & Num Relations	<input checked="" type="radio"/>
Computation & Estimation	<input checked="" type="radio"/>
Operation Concepts	<input checked="" type="radio"/>
Measurement	<input checked="" type="radio"/>
Geometry & Spatial Sense	<input checked="" type="radio"/>
Data, Stats, & Prob	<input checked="" type="radio"/>
Patterns, Funcs, Algebra	<input checked="" type="radio"/>
Subtest Average	0
Math Computation	
Multiply Whole Numbers	<input checked="" type="radio"/>
Divide Whole Numbers	<input checked="" type="radio"/>
Decimals	<input checked="" type="radio"/>
Fractions	<input checked="" type="radio"/>
Subtest Average	0
Spelling	
Vowels	<input checked="" type="radio"/>
Consonants	<input checked="" type="radio"/>
Structural Units	<input checked="" type="radio"/>
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 1	25	50	75	High 99
Vocabulary	161	2.4	2	15	8					
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	16	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 = Nat'l Stanine, NCE = Normal Curve Equiv., NPR = Nat'l Percentile Rank

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Vocabulary	37	37	22	55	-33	
Vocabulary						
Reading Comprehension	16	16	13	55	-42	
Factual Understanding	16	16	13	55	-42	
Inference and Interpretation	15	15	20	61	-41	
Analysis and Generalization	12	12	42	58	-16	
Spelling	23	23	30	60	-30	
Root Words	23	23	30	60	-30	
Words with Affixes	9	9	22	39	-17	
Correct Spelling	4	4	0	67	-67	
Capitalization	5	5	0	62	-62	
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	12	12	42	55	-13	
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	10	10	20	58	-38	
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	

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Concepts & Estimation	13	13	23	60	-37	
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.	15	15	27	58	-31	
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	3	3	67	72	-5	
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	11	11	9	51	-42	
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	

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Science	14	14	29	54	-25	
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	8	8	25	54	-29	
Locate/Process Information	8	8	25	54	-29	
Interpret Information	12	12	33	55	-22	
Analyze Information	6	6	17	47	-30	
Reference Materials	12	12	17	61	-44	
Using Reference Materials	12	12	17	61	-44	
Searching for Information	20	20	30	56	-26	
Critical Thinking	27	27	30	60	-30	
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

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	8	8	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	6			✓
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	3	✓	✓		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	13		✓		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		✓		Thinking Skills	190	190	122			✓
Mathematical Connections	21	21	13		✓		Nature of Science	7	7	5		✓		Thinking Skills	190	190	122			✓
Reasoning & Problem Solving	13	13	10		✓		Models	14	14	11		✓		Thinking Skills	190	190	122			✓
Thinking Skills	40	40	26		✓		Constancy	13	13	10		✓		Thinking Skills	190	190	122			✓

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. 00000000-00000000-0000-0000-00



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	71-79-85
W08	5	218-221-224	218	216			58-67-75
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			78-85-98
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)	In the U.S. (Fall-10th)	Percent of students scoring at or below your score							In Your School	In Your District	In Your State	College-Bound 10th
		1%	10%	25%	50%	75%	90%	99%				
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

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.

	0 Years	1 Year	2 Years	3 Years	4 Years	5+ Years
English	[Progress bar showing 4 years]					
Mathematics	[Progress bar showing 3 years]					
Social Studies	[Progress bar showing 3 years]					
Science	[Progress bar showing 2 years]					

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 reading speed and comprehension
 - Improving my study skills
 - Improving my mathematical skills
 - Improving my computer skills
 - Improving my public speaking skills





C. New AYP Goals

Federal accountability will continue with AYP and PLAS until reauthorization of the Elementary Secondary Education Act. (ESEA)

New AYP mathematics goals were set in August of 2011 based on the NeSA-M results. The mathematics goals are as follows:

AYP Mathematics Goals			
	Elementary	Middle School	High School
2011-2012	67 %	67 %	61 %
2012-2013	84 %	83 %	80 %
2013-2014	100%	100%	100%

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

AYP Reading Goals			
	Elementary	Middle School	High School
2011-2012	78%	80%	79%
2012-2013	89%	90%	89%
2013-2014	100%	100%	100%

a. SMALL Schools AYP Goals – Reading and Mathematics

If a grade span (elementary, middle or high school) has no group of 30, the data will be aggregated for the previous and current school years to determine if two years of data will enable the grade span to meet the minimum group size of 30. If using two years of data still has a grade span with no groups of 30, the data are aggregated for the districts and the AYP district level decision for that grade span is applied to all buildings.



The new calculations for Small Schools AYP are explained on page 11 of the Title I Guidance found at

http://www.education.ne.gov/Assessment/pdfs/AYP_Guidance_2011_12_Revised_3_9_2012.pdf

If you have questions about the goals or calculations, please call the Director of Federal Programs:

Diane Stuehmer

Phone: 402.471.1740

Email: diane.stuehmer@nebraska.gov

Randy McIntyre

Phone: 402.471.1749

Email: randy.mcintyre@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 is available for auditing during October 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/pdfs/AYP_Guidance_2011_12_Revised_3_9_2012.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)

All schools identified as being in need of improvement under AYP are considered PLAS. High schools with graduation rates below 75 percent over a period of three years are considered PLAS. Secondary schools that are eligible for Title 1 funds but not served that are the lowest ranked among all the schools in the state are also considered PLAS. The identification in 2012 is determined by the combination of several data sources: combined reading and mathematics proficiency levels from 2009-10 thru 2011-12, graduation rates, and a growth calculation based on three years of data. In 2011 new PLAS identification will be completed using the NeSA test scores in reading and mathematics.



D. State of the Schools Report - Fall 2012

The State of the Schools Report will include a summary of 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 State of the Schools Report will be released in November 2012. 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 data about each public school district by both 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, NeSA-Mathematics and NeSA-Science (state, district and building).
- NeSA results will be reported both in average scale scores and proficiency levels.
- Percentage of students included in NeSA tests.
- Student scores and sub scores on national assessment instruments.
- Reports of student results on the statewide writing assessment at the district and individual building levels.
-  • 2012 State Accountability Charts – building and district level.
- Adequate Yearly Progress determinations.
- Persistently Lowest Achieving Schools (PLAS).
- Language Arts and Mathematics graduation requirements.
- Graduation rate.
- ACT information.
- School finance.
- Teacher qualifications.
- Teacher salaries.
- Student attendance.
- Special Education Improving Learning for Children with Disabilities (ILCD) data.



E. The State Accountability System

Under the old assessment and accountability system, districts were rated on the quality of their local assessment processes and the performance of their students in the STARS system. With the development of NeSA, the old system is gone, and a new accountability system has been implemented. The new system is Nebraska Performance Accountability System [NePAS].

Without a state accountability system, the only accountability decisions applied to schools and districts have been the federal decisions of AYP and PLAS. The State Board of Education intends to develop an accountability system that will match state goals.

An Accountability Sub-Committee was developed in late 2009 and worked throughout 2010-2012 in the development of a new system. In 2010 the State Board agreed upon the Beliefs, Purposes, and Values of a new state accountability system. In September 2012, the State Board of Education adopted the Nebraska Performance Accountability System [NePAS]. The complete NePAS document is located at http://www.education.ne.gov/Assessment/pdfs/Nebraska_Performance_Accountability_System_Aug_2012.pdf

Section I includes NeSA Reading, Math, Science, and Writing Scale Scores for status, improvement, and growth -- and state rankings. Graduation rate and rankings are also included. Participation is indicated as Met or Not Met (the goal being 95%).

Section II includes NeSA scale scores, graduation, and participation for grade levels by school and by district with no rankings.

Sample screen shots of NePAS can be accessed on the NePAS website at http://www.education.ne.gov/Assessment/pdfs/NePAS_Screenshots.Samples.pdf







V. The Continuous Improvement Process

A. School Improvement Workshops





V. The Continuous Improvement Process

The Continuous Improvement Process, focused on student learning, is an important framework for every Nebraska school district. “School Improvement” is not limited to a data collection and an external visitation every five years. Continuous Improvement is ongoing, systematic and should involve everyone in the district in working toward building or district goals, focused on student learning.

Standards and assessment are the central core of the continuous improvement process as the student performance data generated from assessment informs the continuous improvement process.

Continuous improvement means that adults need to be learners, data consumers and have opportunities to collaborate on Curriculum, Instruction and Assessment. Many of the professional development opportunities offered by NDE are focused on these topics.



A. School Improvement Workshops

In 2012 the School Improvement Workshops have been combined with the Nebraska Leadership Initiative sponsored by NCSA, AdvancED, and the Nebraska Educational Service Units.

Date	Event	Location
September 20-21, 2012	School Improvement Workshop	Holiday Inn Express 300 Holiday Frontage Road North Platte, NE 69101
October 8-9, 2012	School Improvement Workshop	ESU 10 76 Plaza Blvd Kearney, NE 68845
October 25-26, 2012	School Improvement Workshop	Lifelong Learning Center Northeast Community college 801 East Benjamin Norfolk, NE 68702
October 29-30, 2012	School Improvement Workshop	DC Centre 11830 Stonegate Drive (near 120 and Maple) Omaha, NE 68164

External Review Training is available for:

- NCA schools who have reviews in 2012-13
- People interested in becoming External Review Team Chairs
- Those interested in AdvancED/North Central Accreditation

There is an External Review training scheduled for September 25 and 26 and there will be another External Review training offered in November or December. For more information, contact Nebraska NCA at 866.415.7367, 402.471.0955, or cvirts@advanc-ed.org.



For additional information regarding School Improvement, contact:

Freida Lange, Administrator

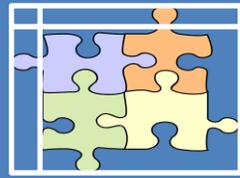
Nebraska Department of Education, Accreditation and School Improvement

Phone: 402.471.2444

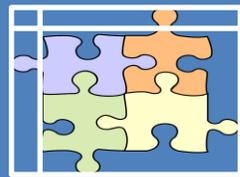
E-mail: freida.lange@nebraska.gov



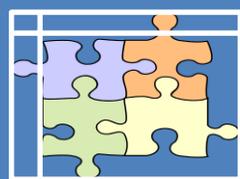




STANDARDS



ASSESSMENT



ACCOUNTABILITY

IV. Attachments

- A. Nebraska State Accountability Official Contact Form
- B. Suggestions for a Smooth Testing Process
- C. NeSA Security Procedures
- D. Report of Security Breach
- E. 2012 NeSA Building Principals Security Agreement
- F. 2012 NeSA Confidentiality Agreement - DAC
- G. Sample District Security Policy
- H. District Response to Missing NeSA Materials
- I. Nebraska State Accountability Approved Testing Accommodations
- J. Grade 4 Analytic Rubric
- K. Grade 8 Analytic Rubric
- L. Grade 11 Analytic Rubric
- M. Composite and Scale Scoring – NeSA Writing
- N. Instructions for Printing the NeSA-W Practice and Operational Tests
- O. NeSA Writing Score Verification Form
- P. Sources of NeSA Assessment Data





FOR 2012-13 SCHOOL YEAR

Nebraska Department of Education

Nebraska State Accountability Official Contact



TO: Superintendent

FROM: Valorie Foy, Director of Statewide Assessment

The Nebraska Department of Education established a list of District Assessment Contacts. Each district was able to designate one official contact for the purpose of receiving passwords and official documents provided to and from the Statewide Assessment office. No change will be made to the contact name unless you indicate below that a different person should become the DAC for your district.

Return this form to the Assessment Office only if you need to change the DAC name. Complete contact information below for one person in your district (may be yourself) who should receive passwords and official documents from the Statewide Assessment office. The District Assessment Contact will have the responsibility to disseminate information to as many users inside the district as are needed. This information from the Statewide Assessment office provides access to:

- ✓ NeSA Reading test information, includes access to sensitive student information
- ✓ NeSA Mathematics test information, includes access to sensitive student information
- ✓ NeSA Writing test information, includes access to sensitive student information
- ✓ NeSA Science test information, includes access to sensitive student information
- ✓ NeSA Alternate Assessment test information for all subjects listed above
- ✓ Standards, Assessment, and Accountability Updates

Update - DAC email or address has changed to: _____

Please change the name of the person receiving passwords in my district to: Please print:

District: _____ Effective Date: _____

Name _____ Email: _____

Address: _____ City _____ Zip _____

Phone: _____ Title: _____

NOTE: Superintendents and those who are currently on the contact list will continue to receive all email communications from the Statewide Assessment office.

Superintendent Signature

Date

Please return this completed form using one of the methods below by September 1 to:

Nebraska Department of Education – Statewide Assessment, PO Box 94987, Lincoln, NE 68509-4987
or, FAX to: 402 471-4311
or, scan and send to: nde.stateassessment@nebraska.gov

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.
- 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.



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 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 Department of Education

**2013 REPORT OF
SECURITY BREACH**
(Complete this form for each incident).

This form is a request for information regarding a test security breach.

Part I. Provide District Information

<u>DISTRICT INFORMATION</u>
Name of the Person Reporting:
Address of Person Reporting:
District/Building Where Incident Occurred:
Superintendent:
District Asmt Contact:
School Address:
City, Zip:
Phone:
Contact email:

Part II. Documentation of Efforts

Date of incident:
Describe the incident:

Actions taken about the incident:

District Response to the Incident (if known):

Actions Taken to Assure the Situation will not be Repeated:

Signature of district representative: _____

District representative name (print) _____

Date _____

NDE Action:

Final Outcome:

Fax, scan, or mail report documentation to:

STATEWIDE ASSESSMENT
Nebraska Department of Education
P O Box 94987
Lincoln, NE 68509-4987
Phone: 402.471.2495

Fax: 402.471.4311 or scan and send to: nde.stateassessment@nebraska.gov Page 2 of 2



2013 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 2013 Nebraska State Accountability Tests. The Test Security Agreement may be faxed or emailed to the Statewide Assessment Office at 402.742.8302 after the principal's signature has been obtained by January 18, 2013.

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
___ NeSA-Mathematics ___ NeSA-AA Science
___ 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 2013 Nebraska State Tests.

Print Name: _____

Signed: _____ Date: _____

Position: _____



2013 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 18, 2013.

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 18, 2013 to:

Ted Larson, Ph.D.
Statewide Assessment Office
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
FAX: 402.742.8302
ted.larson@nebraska.gov

Instruction

Curriculum - Assessments

1. State Assessments.

[Name] Public Schools has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
 - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the

assessment. The assessment instrument is to be maintained in a secure manner.

- ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
- ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who

finish early so such students do not cause a distraction to other students still taking the assessment.

- iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
- d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.
- e. Assistance During Assessments.
 - i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
 - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

Date of Adoption: _____, 2006

DISTRICT RESPONSE TO Missing NeSA Materials

District _____ Co. District # _____

1. List of test materials that are missing

2. Actions district took regarding breach of security:

3. District Outcome/Resolution

Signature _____
Superintendent or Assessment Contact
Date _____

NEBRASKA STATE ACCOUNTABILITY (NeSA) APPROVED ACCOMMODATIONS

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

Attachment I

- 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, and 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.			
5.	Test administrator provides distraction-free space or alternate, supervised location for student (e.g., study carrel, front of room, alternate room).			
6.	Test administrator provides commercial dictionary for NeSA-W test.			
7.	Test administrator provides blank scratch paper or graph paper.			
8.	Test administrator directs/redirects student focus on test as needed.			
9.	Student rereads and/or restates directions in his/her own words.			
10.	Student uses page marker (e.g., bookmark or straight edge) to maintain place.			
11.	Student marks test booklet (e.g., highlight, annotate, strike-through).			
12.	Student reads aloud to self in quiet manner.			
13.	Student takes test at home or in care facility (e.g., hospital) with district supervision.			
14.	<p>*These tools are available on the Computerized Assessment and Learning (CAL) online system or may be made available to students taking a paper/pencil test as appropriate.</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, and Science)

II. Content Presentation	
15.	Test administrator turns pages for student.
16.	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).
17.	Student uses specialized presentation of test (e.g., colored paper, visual magnification device, large print, tactile graphics, Braille).
18.	Student uses audio amplification device (e.g., audio trainer, hearing aids, classroom amplification).
19.	Student uses acoustical voice feedback device (e.g., WhisperPhone).
20.	Interpreter signs directions, content, and test items to student (for NeSA-R test, only directions and test items may be signed).
21.	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).
22.	Test administrator provides manipulatives to support student understanding of items/response options.
III. Response	
23.	Student responds directly in the NeSA R/M/S test booklet or with a Braille Production Device (e.g. Brailier, Electronic Braillewriter, Electronic Notetaker). Test administrator transfers student responses to the answer sheet.
24.	Student uses primary mode of communication (e.g., communication device, pointing).
25.	Student uses computer, word processor, Braille Production Device, or specialized writing materials to respond to the NeSA-W test prompt. Test administrator transfers student responses to the test booklet (Grade 4) or on-line system (Grades 8 and 11). The student response is to be transcribed exactly as it is written—i.e. with spelling, punctuation, and spacing replicated. The original student essay will be sent to DRC with returned testing materials.
26.	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.
27.	Student uses material/devices to problem solve or organize thoughts/responses. <ul style="list-style-type: none"> • Computation supports (e.g., abacus, calculator, addition/multiplication chart, number line) • Spelling/grammar device • Visual organizer (e.g., graphic organizer, semantic mapping software) • Commercial dictionary (NeSA-M, NeSA-S)
IV. Timing/Scheduling/Setting	
28.	Test administrator provides extra time for the 4 th grade NeSA-W test. NeSA-W 8 and 11 are untimed but if testing session will exceed one day, a paper/pencil test will be needed.
29.	Test administrator provides multiple and frequent breaks during testing time.
30.	Test administrator provides a flexible testing schedule for NeSA R/M/S. If either of the two testing sessions will exceed one day, paper/pencil test will be needed.
31.	Test administrator changes testing location to increase physical access or use of special equipment (e.g., appropriate lighting, 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 must be specified in the student’s IEP.
- 4) Best practice is to communicate with students concerning testing mode decisions.

Test Accommodations for English Language Learners

(includes NeSA Reading, Writing, Mathematics, and Science)

NDE is providing the following Spanish translations in 2012-13:

- 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-S – 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.	<i>Direct Linguistic Support with Test Directions</i>
32.	Test administrator reads directions aloud in English or native language and rereads as needed.
33.	Test administrator provides written directions in native language.
34.	Test administrator provides audio recording of directions in English or native language.
35.	Test administrator simplifies, explains, or clarifies directions in English or native language.
VI.	<i>Direct Linguistic Support with Content and Test Items</i>
36.	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).
37.	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.
38.	Test administrator provides translated audio recording (e.g., audiotape/CD/iPod) of content and test items in English or native language to be used in conjunction with paper/pencil test. For NeSA-R test, this only applies to test items.
39.	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).
40.	Test administrator provides bilingual word list (allowed on NeSA-M and NeSA-S).
41.	Test administrator provides word-to word bilingual dictionary (allowed on NeSA-M, NeSA-S, and NeSA-W).
42.	Test administrator provides commercial dictionary (English or bilingual) for NeSA-W test.
43.	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).
44.	Student responds to NeSA-W prompt in native language. Writing prompts are provided in Spanish for grades 4, 8, and 11 in paper/pencil.
VII.	<i>Indirect Linguistic Support</i>
45.	Test administrator provides extra time for the 4 th grade NeSA-W test. NeSA-W 8 and 11 are untimed but if the testing session will exceed one day, a paper/pencil test will be needed.
46.	Test administrator provides multiple and frequent breaks during testing time.
47.	Test administrator provides a flexible testing schedule for NeSA R/M/S. If either of the two testing sessions will exceed one day, paper/pencil test will be needed.

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.

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.



The New Nebraska Analytic Scoring Model

The NeSA-W scoring model uses one prompt, four domains, and two readers. The domains are *Ideas/Content*, *Organization*, *Voice/Word Choice*, and *Sentence Fluency/Conventions*. Each reader assigns a score to the student's essay for each domain following a rubric developed by Nebraska writing teachers; the domain scores range from a low of 1 to a high of 4. If the scores were simply summed over the domains and readers, the result would be 25 discrete score points ranging from 8 (four 1's from both readers) to 32 (four 4's from both readers.)

Resolution Scoring

In the unusual situation where the two readers disagree¹ on the score for a domain, the paper is scored on that domain by a third reader. The final score for the domain is then taken to be the two most consistent scores of the three. This will always include the score from the third reader combined with the closest of reader one, reader two, and their average.

Domain Weights

The composite total score recognizes the relative importance of the four domains by weighting the scores for each. The relative importance of the domains was established as 35%, 25%, 20%, and 20% respectively. The actual calculation is done using weights for the domains of 1.4, 1.0, 0.8, and 0.8, which preserves both the relative importance and the 8-32 range.

Scale Scores

The *NeSA-W Scale Score* metric was set to range from 1 to 70, with zero reserved for non-scoreable papers. The maximum of 70 was chosen to preserve the significant detail of the possible patterns without exaggerating the precision on the scale. To help understand the Scale Scores, the common score patterns (i.e., 1111, 2222, 3333, and 4444) correspond to Scale Scores of 1, 23, 45, and 70, respectively.

The value of Scale Scores is that they are *measures*, which makes them appropriate for statistical analysis. A change of, say, one Scale Score point has the same significance anywhere along the scale. In contrast, the composite score is just a count of points received and does not reflect the true significance of where the points are assigned. For example, changing 2 to 3 on a paper that was all 2's is substantively much more significant than changing a 2 to 3 on a paper that already was a mixture of 2's and 3's. When a paper is at the "two" level, for example, it has a large impact when a reader breaks the pattern and gives a 3. On the other hand when a paper is between the "two" and "three" levels, it is often difficult for the reader to decide and one more of either has less effect on the estimate of the person's proficiency level. The Scale Score metric recognizes this difference in the person's development.

Calculating the Scale Score is a two step process: (1) computing the composite score by weighting the reader-assigned domain scores and (2) converting the composite score to the Scale Score metric, which requires a computer.

Composite Scores

The composite score is calculated from the domain scores as:

¹ *Disagree* means giving scores that are not adjacent. With this definition, scores of, for example, 2 and 3 are accepted and not sent to resolution; while scores of, say, 2 and 4 will be resolved.

1.

D_1 , D_2 , D_3 , and D_4 are the sums of the two reader scores for the four domains. The table below illustrates the calculation for a student who received a 2 or 3 from each reader on each domain.

	R1	R2	D=R1+R2	W	W*D
Ideas / Content	3	3	6	1.4	8.4
Organization	2	3	5	1.0	5.0
Voice / Word Choice	3	2	5	0.8	4.0
Sentence Fluency / Conventions	2	2	4	0.8	3.2
Composite Score					20.6

The corresponding Scale Score can then be retrieved from the table below. For the example above, the composite score of 20.6 corresponds to a tabled value for the Scale Score on 35, with a standard error 1.9.

Composite Score	Scale Score	Standard Error
8.0	1	5.0
8.8	7	3.2
9.0	8	2.9
9.4	8	2.6
9.6	9	2.4
9.8	9	2.3
10.0	10	2.2
10.2	10	2.1
10.6	11	2.0
10.8	11	2.0
11.0	11	2.0
11.2	12	1.9
11.4	12	1.9
11.6	12	1.9
12.0	13	1.9
12.2	13	1.9
12.4	13	1.9
12.6	13	1.9
12.8	14	1.9
13.0	14	2.0
13.2	14	2.0
13.4	15	2.0
13.6	15	2.1
13.8	15	2.1
14.0	16	2.2
14.2	16	2.3
14.4	16	2.3

Composite Score	Scale Score	Standard Error
14.6	17	2.4
14.8	17	2.6
15.0	18	2.7
15.2	18	2.9
15.4	19	3.2
15.6	20	3.6
15.8	21	4.2
16.0	23	4.8
16.2	25	4.6
16.4	27	3.9
16.6	27	3.7
16.8	28	3.2
17.0	29	2.8
17.2	29	2.6
17.4	30	2.5
17.6	30	2.4
17.8	31	2.3
18.0	31	2.2
18.2	32	2.1
18.4	32	2.1
18.6	32	2.1
18.8	32	2.0
19.0	33	2.0
19.2	33	2.0
19.4	33	1.9
19.6	33	1.9
19.8	34	1.9

Composite Score	Scale Score	Standard Error
20.0	34	1.9
20.2	34	1.9
20.4	35	1.9
20.6	35	1.9
20.8	35	1.9
21.0	35	2.0
21.2	36	2.0
21.4	36	2.0
21.6	36	2.1
21.8	37	2.1
22.0	37	2.2
22.2	37	2.2
22.4	38	2.3
22.6	38	2.4
22.8	39	2.6
23.0	39	2.7
23.2	40	3.0
23.4	40	3.3
23.6	41	3.8
23.8	43	4.6
24.0	45	5.9
24.2	48	5.9
24.4	50	4.2
24.6	51	3.8
24.8	52	3.3
25.0	53	3.0
25.2	53	2.7
25.4	54	2.5
25.6	54	2.4
25.8	55	2.3
26.0	55	2.2
26.2	55	2.2
26.4	56	2.1
26.6	56	2.1
26.8	56	2.0
27.0	57	2.0
27.2	57	2.0
27.4	57	1.9
27.6	58	1.9
27.8	58	1.9
28.0	58	1.9

Composite Score	Scale Score	Standard Error
28.2	58	1.9
28.4	59	1.9
28.6	59	1.9
28.8	59	1.9
29.0	59	2.0
29.2	60	2.0
29.4	60	2.0
29.6	60	2.1
29.8	61	2.1
30.0	61	2.2
30.2	62	2.3
30.4	62	2.4
30.6	62	2.4
31.0	63	2.9
31.2	64	3.2
32.0	70	5.0

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 Operational Test student responses

Access to the student responses to the NeSA-Writing Operational test prompt will be done through Management Tools. These responses will be available in the View Results link of the 2012 NeSA-Writing Operational 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 response to the student who used a Test Session Ticket to take the Test, the 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

NeSA Writing Assessment

SCORE VERIFICATION FORM**(Complete this form for each score verification requested.)**

This form is a request for a reconsideration of a NeSA-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 verification process is appropriate **only** for very specific, not general, scoring issues. In addition, verifications are designed **only** for such specific scores that fall below the cut score.

**The verification process will occur only during the preliminary data audit window in the spring of 2013.
The deadline for submission is to be determined.**

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

STUDENT INFORMATION:**OR:**

Student name _____

Student NSSRS ID _____

Grade Level _____

School building name and identification number

County district number _____

Student's composite NeSA W score _____

DISTRICT INFORMATION:

Appeal submitted by:

School district _____

Superintendent _____

Local Assessment Contact _____

School Address _____

City, Zip _____

Phone _____

Fax _____

Email _____

Send score verification form and documentation to:

Dr. Ed Foy, Statewide Assessment
Nebraska Department of Education
P O Box 94987

Lincoln, NE 68509-4987

Phone: 402.471.2947

Fax: 402.471.4311 *(if an email address is included above, we will confirm receipt of your fax.)*

Sources of NeSA Assessment Data – September 2012

Attachment P

	eDirect (DRC)	NeSA Secure	Statewide Assessment	State of the Schools Report
WEBSITES:	https://ne.drctdirect.com	https://portal.education.ne.gov	http://www.education.ne.gov/Assessment	http://reportcard.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.			✓	