



Nebraska Department of Education

Update #21

August, 2006

School-based
Teacher-led
Assessment and
Reporting
System

- I. STARS Implementation
2006-2007
- II. State of the Schools
Report, Fall 2006
- III. STARS & NCLB
- IV. Best Practices for
Implementing Assessment
Procedures
- V. Professional Development
Opportunities
- VI. Attachments



NEBRASKA
L.E.A.R.N.S.

Purpose of STARS Update #21

STARS Update #21

This Update provides information about:

- I. The Schedule and Procedures for STARS Implementation in 2006-07
- II. Release and Use of the Fall 2006 State of the Schools Report
- III. STARS and NCLB

PREVIOUS STARS MATERIALS

This Update continues the series of materials provided by the Nebraska Department of Education to assist in the implementation of the School-based Teacher-led Assessment and Reporting System (STARS). The series includes:

- Nebraska School-based Teacher-led Assessment and Reporting Systems (STARS) Guide of October 1999
- *STARS Toolkit* distributed in December 1999 (no longer in print)
- *STARS Update #1* in May 2000 (Moving Forward With Assessment)
- *STARS Update #2* in August 2000 (A STARS Summary)
- *STARS Update #3* in September 2000 (Writing Assessment)
- *STARS Update #4* in December 2000 (Writing Assessment, Reporting, Model Assessments)
- *STARS Update #5* in March 2001 (Writing Assessment, Federal Reporting Requirements, Preparing the District Assessment Portfolio)
- *STARS Update #6* in August 2001 (STARS Implementation, State of the Schools Report for Fall 2001)
- *STARS Update #7* in October 2001 (Statewide Writing Assessment for 01-02)
- *STARS Update #8* in March 2002 (Updates, Special Population Info., Reporting Assessment Results 2002, Preparing the District Assessment Portfolio 2002, Considerations for Local Assessment, Rating Rubrics)
- *STARS Update #9* in August 2002, STARS Implementation in 2002-03, State of the Schools Report 2002

- ***STARS Update #10*** in September 2002, Statewide Writing Assessment for 2003
- ***STARS Update #11*** in March 2003, Assessment & Reporting Schedule, Special Populations Information, STARS & NCLB, Reporting Assessment Results, Preparing the District Assessment Portfolio, Local Assessment, Rating Rubrics
- ***STARS Update #12*** in August 2004, STARS Implementation in 2003-04, State of the Schools Report, 2003, STARS and NCLB
- ***STARS Update #13*** in September 2003, Statewide Writing Assessment for 2004
- ***STARS Update #14*** in March 2004, Reporting Assessment Results, STARS and NCLB –2004, Preparing the District Assessment Portfolio
- ***STARS Summary*** - June 2004 – Provides an overall summary of STARS purposes and procedures.
- ***STARS Update #15*** in August 2005, STARS Implementation 04-05, State of the Schools Report, Fall 2004 and STARS and NCLB
- ***STARS Update #16*** in September 2004, Statewide Writing Assessment 2005
- ***STARS Update #17*** in March 2005, Reporting Assessment Results, STARS & NCLB, Preparing the District Assessment Portfolio, Standards Update, Assessment Update
- ***STARS Update #18*** in August, 2005, STARS Implementation, Best Practices for Implementing Assessment Procedures, Professional Development Opportunities, State of the Schools Report, Fall 2005, STARS & NCLB
- ***STARS Update #19*** in September, 2005, Statewide Writing Assessment Planning Information
- ***STARS Update #20*** in March, 2006, Reporting Assessment Results, STARS and NCLB, Preparing the District Assessment Portfolio, and Assessment Update

Schools are encouraged to maintain the complete set of the STARS Guide and Updates for reference in local planning. These materials can be downloaded from the Nebraska Department of Education website: www.nde.state.ne.us Click on the STARS link.

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School-based Teacher-led Assessment and Reporting System

Update # 21, August 2006

I. STARS Implementation 2006-2007

II. State of the Schools Report, Fall 2006

III. STARS & NCLB

IV. Best Practices for Implementing Assessment Procedures

V. Professional Development Opportunities

VI. Attachments

I. STARS Implementation 2006-2007

- **Standards Information for 2006-07**
- **Assessment and Reporting in 2006-07**
- **Reporting in 2006-07 and Beyond**
- **Information Regarding the Assessment
of Students with Disabilities**
- **Information for the Assessment of
English Language Learners**
- **Assessment of Students in Early Grades**

This section provides information about the STAR standards, the assessment and reporting schedule, the procedure for the assessment of special education and ELL students.

I. STARS Implementation 2006-2007

A. Standards Information for 2006-07

Procedures for State Approval of Local Standards

Nebraska school districts may choose to submit their own locally-developed standards to the Nebraska Department of Education for approval “equal to or more rigorous than state standards.” Districts may send one or more content area standards for approval. To request approval of the standards, districts will need to submit a copy of the standards and a completed form describing how the local standards meet or exceed the state standards in either depth or breadth.

The standards and the appropriate accompanying documentation will be reviewed by a panel consisting of local educators and Nebraska Department of Education staff. If additional information is needed, the school district will be contacted and asked to provide that information. The review panel will be convened two times each year. Districts may submit their documentation prior to September 1 for fall approval or February 1 for spring approval.

To obtain the necessary documentation forms or to inquire further about the approval procedures, please contact:

Donlynn Rice, Administrator, Curriculum & Instruction
Phone (402) 471-6692 Email: donlynn.rice@nde.ne.gov

STAR (Standards That Are Reported) Standards for Reading, Mathematics, Science, and Social Studies

STAR Standards have been developed for all four content areas. Groups of educators were brought to Lincoln to identify the STAR standards (Standards That Are Reported) as those that are “essential” for state reporting. The intent of the State Board of Education is that all reading, mathematics, science and social studies standards be included in each district’s local curriculum, that all standards in the identified content area be taught and assessed but only the STAR standards need to be documented for assessment quality and reported to the state. The reporting of STAR standards will begin in 2006-07. **Districts with local standards should designate standards that are comparable to the STAR reading and mathematics standards for reporting purposes.**

A complete set of STAR standards for reading, mathematics, science, and social studies may be found on the NDE website: www.nde.state.ne.us Click on “Academic Standards.”

It should be noted that beginning with the reporting in 2006-07, districts will be expected to report on one of the following according to the assessment and reporting schedule found on page 6.

- State STAR Standards
- State Standards – full set
- Local STAR Standards
- Local Standards – full set

STAR Grant Priorities 2006-2007

Student-based Teacher-led Assessment and Reporting (STAR) grants have been designated to pay teachers for their work in curriculum alignment and local assessment development in the areas of reading, writing, mathematics, science, and social studies. The scope of the work may include data analysis and evaluation, development and/or revision of assessment items and alignment of curriculum with standards and assessments. Up to 10% of the grant award may be used for expenditures other than teacher time, such as hiring of a consultant.

Although NDE encourages small districts to collaborate the use of these funds, if a district has a designated use for the STAR grant funds dedicated to professional development and chooses not to consort their funds, it may submit that request in writing to the Nebraska Department of Education Statewide Assessment Office for consideration.

Grant application materials and guidelines will be transmitted to school districts in early September. Completed applications will be due by October 1st. For additional information, please contact:

The Statewide Assessment Office, Nebraska Department of Education
Phone: (402) 471-2495

B. Assessment and Reporting in 2006-07

In the 2005-06 school year school districts participated in local assessment of the full set of both reading and mathematics standards. In 2006-07, school districts will be expected to teach and assess all standards in reading, mathematics, science, and social studies.

However, because only STAR standards are expected to be reported to the state in reading and mathematics, the assessment of the non-STAR standards might be more informal since assessment documentation is required only for STAR standards or those that are state-reported.

Districts with standards have been approved as equal to or more rigorous than state standards may report at grade levels other than 4, 8, and 11. All 4th, 8th, and 11th graders in Nebraska public schools will participate in the statewide writing assessment in February, 2007. **Additionally, Social Studies STAR standards will be reported locally in 2006-07. See the schedule on the following page.**

SCHEDULE AND PROCEDURES FOR STARS / NCLB in 2006-07

When	Who	What
2006-07 School Year	Local District	Local assessment of both the reading, speaking listening, <u>and</u> mathematics standards in grades 4, 8, 11. (For AYP at least one reading and one mathematics standard in grades 3, 5, 6, and 7.) Assessment and local reporting of social studies STAR standards in grades 4 or 5, 8, 11.
2006-07 School Year	NDE	Nebraska-led Peer Review of STARS (See page 8 for more information).
August 2006	Local District NDE	Districts will view and verify data from 2005-06 to be included on the State of the Schools Report. Release of 2006 Statewide Writing Assessment Results
October 2006	NDE	2005-06 State of the Schools Report to be released.
October-November, 2006	Local District	Submit student data electronically for grades 4, 8, and 11 Statewide Writing Assessment.
January 2007	NDE	Writing assessment materials to be sent from NDE to public school districts.
February 16, 2007	Local District	Due date for completed writing assessments to scoring site.
March 2007	Statewide Scoring	Scoring of writing assessment.
April-May, 2007	Local District	Districts view and verify preliminary data from Statewide Writing Assessment.
By June 30, 2007	Local District	<ul style="list-style-type: none"> • Submit to Nebraska Department of Education report of student performance on both reading and mathematics standards. * • Report AYP results in reading and mathematics using STARS data. • Include results in grades 3, 5, 6, and 7 in AYP (at least one standard in reading and one in mathematics.) • Local reporting of social studies STAR standards. • Report NRT results from one grade in the elementary school, one grade in the middle school, and one grade in the high school for reading and math.

* Reporting student performance in 2006-07 will be submitted both through the input screen as well as through the electronic file required by the student level record system. (NSSRS) See page 14 for additional information.





Procedures for Updating the District Assessment Plans for Reading and Mathematics

Nebraska districts are encouraged to keep on file, either in hard copy or electronically, a plan for their local assessment of both reading and mathematics. Updating those plans allows districts to annually review their assessment procedures. NDE will not be conducting an annual review of those plans.

The District Assessment Plan may be updated by going to the NDE homepage: www.nde.state.ne.us click on the STARS logo, click on “Implementation”, click on “District Assessment Plan and Inventory”. If you have questions about access, please call the Statewide Assessment office at 402 471-2495.

Statewide Writing Assessment 2006-2007

The statewide writing assessment of grades 4, 8, and 11 will be conducted between January 29 and February 9, 2007. Three grades will be assessed to provide data to support Nebraska’s approach to the federal Adequate Yearly Progress (AYP) requirements. The procedures will be very similar to those in the 2006 writing assessment of grades 4, 8, and 11. Writing assessment information updated for 2006-07 will be mailed to all districts in the fall of 2006. The following is a summary of the general timeline and procedures:

- **By November, 2006** Districts will electronically submit data for students in grades 4, 8, and 11 in their schools. This will include student names, identification numbers, indication of English language learners and an indication of those students who receive special education services. Additional information related to submitting student data will be provided in the September STARS Update #22.
- **In January, 2007** The statewide writing assessment materials and administration information and instructions will be sent to districts.
- **During January 29 – February 9, 2007** Districts will conduct the writing assessment in grades 4, 8, and 11. The scores will be reported holistically (a single score for the six traits.) Districts are encouraged to make copies of the papers for local scoring purposes and for reference during data validation.
- **February 16, 2007** Writing assessments due at scoring site.
- **During March – April, 2007** All papers will be scored at a single scoring site by teams of raters from across the state.
- **By May, 2007** Districts may anticipate viewing the preliminary scoring results electronically for the statewide writing assessment. The results will include an individual student report, a building/grade level report, and a district summary.

- **During May-June, 2007** Statewide Writing Assessment Data Finalizing Process.
- **In the Fall of 2007** A summary of district and building writing scores will be included in the 2004 State of the Schools Report.

STARS Alternate Writing Assessment

The newly developed STARS Alternate Assessment for students with severe, cognitive disabilities now includes writing standards and assessment scoring criteria for grades 4, 8 and 11. Unlike the Statewide Writing Assessment, these assessments may be given at any time throughout the school year and will be scored by the student's teacher using the state-developed rubric included in this update. Results from the STARS Alternate Writing Assessment are to be reported by districts with their reading and mathematics results.

Statewide Writing Assessment Appeals

Although the assessment office reviews each assessment question that is brought to its attention during the review of the preliminary results, a formalized appeals process is in place for the Statewide Writing Assessment.

This appeals process is appropriate only for very specific, not general scoring issues. Districts may file an appeal in a similar fashion to the appeals process for District Assessment Portfolios. Districts will need to complete the appeals form, Attachment A, indicating the reason for the appeal, and attach a copy of the paper in question, if appropriate. Districts are then asked to fax the appeal to the Statewide Assessment office – (402) 471-4311 or call the office at (402) 471-2495.

National Assessment of Educational Progress (NAEP)

During the 2006-2007 school year, the National Assessment of Educational Progress (NAEP) will sample student performance in schools identified by USDE. This test sampling will be in the content areas of reading and mathematics in grades 4 and 8 and in grade 8 writing. The testing window will be January 22, 2007 – March 2, 2007. Superintendents of selected schools were notified in May 2006 that their schools had been selected. Letters were sent to principals in selected buildings in June. The letters identified the date chosen for the assessment to be administered.

More information will be mailed to principals in the fall of 2006 with specific information about the school's responsibilities. If you have specific questions about NAEP, please contact:

John Moon, Nebraska NAEP Coordinator
Statewide Assessment Office
P. O. Box 94987, Lincoln, NE 68509-4987
402-471-2495 or E-mail: john.moon@nde.ne.gov

STARS and AYP
School-based Teacher-led Assessment and Reporting Schedule
2007 – 2012

		STUDENT PERFORMANCE REPORTING DUE JUNE 30th	
YEAR	ASSESSMENT (See note below)	REPORTING (see clarification below)	Peer Assessment Quality Review
2006-07	Reading Mathematics Social Studies Writing Grades 4, 8, 11	Reading – Grades 3-8, 11* Mathematics – Grades 3-8, 11 Social Studies – Local Reporting Gr. 4 or 5, 8, 11	Reading assessments– all districts
2007-08	Reading Mathematics Science Writing Grades 4, 8, 11	Reading – Grades 3-8, 11* Mathematics – Grades 3-8, 11 Science – State Reporting Gr. 4 or 5, 8, 11	Mathematics assessments– all districts
2008-09	Reading Mathematics Social Studies Science Writing Grades 4, 8, 11	Reading – Grades 3-8, 11* Mathematics – Grades 3-8, 11 Science – State Reporting Gr. 4 or 5, 8, 11 Social Studies – State Reporting Gr. 4 or 5, 8, 11	Reading or Mathematics Monitoring
2009-10	Reading Mathematics Science Social Studies Writing Grades 4, 8, 11	Reading – Grades 3-8, 11* Mathematics – Grades 3-8, 11 Science – State Reporting Gr. 4 or 5, 8, 11 Social Studies – State Reporting Gr. 4 or 5, 8, 11	Reading or Mathematics Monitoring
2010-11	Reading Mathematics Social Studies Science Writing Grades 4, 8, 11	Reading – Grades 3-8, 11* Mathematics – Grades 3-8, 11 Science – State Reporting Gr. 4 or 5, 8, 11 Social Studies – State Reporting Gr. 4 or 5, 8, 11	Reading assessments - all districts
2011-12	Reading Mathematics Science Social Studies Writing Grades 4, 8, 11	Reading – Grades 3-8, 11* Mathematics – Grades 3-8, 11 Science – State Reporting Gr. 4 or 5, 8, 11 Social Studies – State Reporting Gr. 4 or 5, 8, 11	Mathematics assessments– all districts

Reporting note:

- State approved local standards may be benchmarked at grades other than 4, 8, and 11.
- For STARS, districts are to assess and report on one of the following in each subject area based upon the schedule above:
 1. State STAR Standards
 2. State Standards – Full set
 3. Local STAR Standards
 4. Local Standards – Full Set
- For AYP reporting (in grades 3, 5, 6, 7) districts will report results in at least one reading and one mathematics standard as outlined on page 14.

**Updated Assessment Quality Review Procedures**

Since 2000-01 the review of local assessment quality has been conducted through the submission of District Assessment Portfolios to the NDE. The portfolios were reviewed and rated by assessment experts external to the Nebraska Department of Education. Those ratings have been displayed annually on the State of the Schools Report.

In 2006-07, updated procedures will be applied to the Nebraska-led Peer Review of STARS. These adjustments and changes are being made for three primary reasons:

- 1) To improve the STARS process.
- 2) To provide better, more usable formative feedback to districts about their assessment systems.
- 3) To satisfy some of the requirements of NCLB.

National Advisory Council

One of the first changes made in 2006 was the addition of a National Advisory Council for Standards, Assessment, and Accountability. This national group of panelists will meet at least annually in Nebraska to provide input and advice for both technical and policy issues. The NAC meetings will be co-facilitated by Drs. Jody Isernhagen and Chris Gallagher from the University of Nebraska. The National Advisory Council Members are the following:

Barbara Plake	Buena Vista, Colorado
Susan Brookhart	Helena, Montana
J.P. Beaudoin	Geismar, Louisiana
Ellen Forte	Washington, D.C.
Pete Goldschmidt	Los Angeles, California
Brian Gong	Dover, New Hampshire
Tim Waters	Denver, Colorado

Each member of the panel is distinguished on a national level in either measurement, educational policy, or both. Nebraska is fortunate to have assembled panelists of such a high caliber. The first meeting of this group is August of 2006 in Lincoln, Nebraska.

A Shift in Emphasis – The Nebraska-led Peer Review of STARS

During the first six years of STARS, Nebraskans relied heavily on the external review of District Assessment Portfolios conducted by national out-of-state assessment experts. This was done in large part because Nebraskans were just beginning to learn the appropriate and necessary procedures in building of quality local assessment systems.

The knowledge level and expertise of Nebraskans in implementing quality assessment systems has grown and developed significantly. The Nebraska Department of Education believes that many Nebraskans have now acquired the assessment expertise to lead the review of local assessment quality in the spirit of a guided peer review.

The shift in emphasis of the assessment quality review will be much like the process used in the scoring of the statewide writing assessment. Nebraskans are trained to review and rate with a sample validated by an external scoring process. That same procedure including out-of-state validation will now be applied to the Nebraska-led Peer Review of STARS.



A Nebraska-led Peer Review of STARS in 2006-07

As introduced in STARS Update #20 in March of 2006, another step in the evolving nature of STARS is the process used for reviewing the quality of local assessment systems. A Nebraska-led Peer Review of STARS will be implemented **in 2006-07 in all districts**. The United States Department of Education is requiring that all school districts receive a peer review in 2006-07. This will require that all districts have on site all of the current documentation of the six quality assessment criteria in addition to all assessments used for state reporting.

What will occur during the Nebraska-led Peer Review of STARS?

The Nebraska-led Peer Review of STARS will occur on-site in each district and will consist of two parts. The two parts will be as follows:

Part I. Review of the Assessment Process and Procedures. This review will be based upon the Six Quality Assessment Criteria developed in 2000 and updated in 2003 to meet the new requirements of 2006-07. The rubric and checklist used for this process are the same as those included in STARS Updates and the official portfolio submission documents used each year. The review will be based on the District Assessment Portfolio Rubric, (Attachment B) effective 2006-07 and the accompanying checklist. (Attachment C) The updated requirements effective in 2006-07 include sufficiency, consistency, and a four-level, rather than a three-level, rubric.

- In Part I districts will be expected to show how their current assessment processes and procedures meet the six quality assessment criteria. Prior to the review, reviewers will have read the most recently submitted District Assessment Portfolio for the content area being reviewed (reading in 2006-07) so that they will be somewhat familiar with the assessment procedures being used in the district.

- Districts will be expected to show how their procedures for the content areas being reviewed meet the criteria of the 2006-07 District Assessment Portfolio Rubric (Attachment B). The most current documentation for the content area under review will need to be available. Example: If the review occurs in the fall, prior to the 2007 reliability calculations, the previous year's calculations will need to be available.
- Documentation may either be hard copy or electronically available. NDE encourages districts to store assessment documentation in the electronic District Assessment Portfolio site. This can be accessed through the website <http://edap.unl.edu>
- District team members will need to be present during the review to answer questions of review team members about the processes and procedures used.
- If a district participates in a consortium, it will need to present a complete set of the consortium documentation as well as its own documentation of Criterion #2. Electronic storage will assist in ease of accessibility.
- The outcome of the Part I review will be a rating on the Assessment Quality Procedures ranging from *Unacceptable* to *Exemplary* that will be displayed on the State of the Schools Report website. This is the same procedure as has been occurring since 2000-01 with the District Assessment Portfolio review process. Districts can expect to receive electronic feedback and notification of the rating soon after the peer review.



Part II. Assessing the Assessments. This review will be based upon a revised version of the 2004 – *Assessing the Assessments* rubric developed and distributed by the Nebraska Department of Education. The 2004 rubric was updated in 2006 to include requirements of the federal No Child Left Behind (NCLB) legislation and then turned into a worksheet and a checklist. (Attachments D and E) These tools will be used by reviewers to guide the visit. They include such things as assuring the assessment items include higher order thinking skills, administration consistency within districts, consistent scoring procedures, appropriate levels of skills for all grade levels included in the assessment system, and reporting procedures to parents. Further, the new checklist gives attention to special education assessment and the inclusion of all students.

- The district will need to have available all assessments (for the targeted content area) used for state reporting in grades 3-8 and 11. It is possible the reviewers will only have time to review a sample of those assessments, but they should all be available including the special education alternate assessment. The revised worksheet and accompanying checklist for this portion of the review are available as Attachments D and E.
- If a district has its own state-approved local standards, the district will need to have a copy of the standards being measured.
- The outcome of the Assessing the Assessments part of the review will include helpful feedback. Although Part II is very important and related to Part I, it will not be

included in the rating. Districts will be able to use the feedback for the improvement of both the assessments and the assessment procedures.

- The expectations of the results for Part II are that the district will act upon the suggestions and recommendations provided in the reviewer feedback. Districts will have electronic access to the feedback within a short time of the visit.



The Nebraska-led Peer Review of STARS Schedule and Implementation Plan

2006-07	All districts – peer assessment quality review- reading assessments
2007-08	All districts – peer assessment quality review – mathematics assessments
2008-09	Monitoring district progress as needed
2009-10	Monitoring district progress as needed
2010-11	All districts – peer assessment quality review – reading assessments
2011-12	All districts – peer assessment quality review – mathematics assessments

NDE will conduct reviews during four weeks of the school year, scheduling each week geographically. Approximately sixty-three districts will be reviewed in each of the weeks. NDE will notify districts of the review date by September 15, 2006.

Each review week will require the participation of two-member teams, with 21 teams for each week, consisting of a total of 42 reviewers. Each team will review three districts during the review week. The review weeks for 2006-07 will be as follows:

October 30- November 3, 2006
 January 22-26, 2007
 March 5-9, 2007
 April 23-27, 2007

Prior to and during the review week the Nebraska reviewers will receive training for the reviews. In addition to the Nebraska reviewers, national, out-of-state, reviewers will provide external validation during each review week. The review week schedule will proceed as follows:

Monday – Training and orientation at a central location
 Tuesday – Peer Assessment Quality Reviews
 Wednesday –Peer Assessment Quality Reviews
 Thursday – Peer Assessment Quality Reviews
 Friday – External Validation by Out-of-State Reviewers
 Feedback Writing
 Electronic Data Entry

- Districts will receive electronic feedback within a short time following the review.
- Districts will have 10 days to appeal the assessment quality rating using the District Assessment Portfolio Appeals Sheet (Attachment F).
- Districts reviewed during the October 30-November 3, 2006 session which do not receive “good” or higher ratings will have until June 30th of 2007 to make the necessary improvements. Districts reviewed after January 1, 2007 which do not receive a “good” or higher rating will have until September 30, 2007 to make necessary improvements.

Materials Districts Should Have Available for the Nebraska-led Peer Review of STARS

The materials for each part of the review should be available on-site to the reviewers:

Part I. District Assessment Portfolio Documentation for the Six Quality Criteria reflecting the 2006-07 requirements. This may be either hard copy or electronic. Each district, whether working independently or in a consortium, must have this documentation on site.

Part II. All assessments (in the targeted content area) being used for state reporting in grades 3-8 and grade 11. This includes the alternate assessment for students with disabilities. If districts assess state-approved local standards, a copy of those standards needs to be available.

In all parts of the review, district review team members should be available to answer questions, to clarify information, and should be free to ask questions themselves.

The Peer Review Team

The review team members will be experienced in assessment quality procedures (the Six Quality Assessment Criteria), in assessment development, and in the assessed content area. As indicated earlier, there will be two review team members.

The review team members will be selected from Nebraskans across the state. Out-of-state reviewers will be used for external validation, but all will be familiar with Nebraska’s School-based Assessment and Reporting System (STARS), and all will participate in extensive assessment review training.

Review team members will submit an application to the Nebraska Department of Education and will be selected based upon qualifications and experience. Each review team member will sign both a confidentiality agreement and a conflict of interest form ensuring impartial and fair feedback to school districts.

The School District Team

The membership of the school district team will be determined by the local school district. However, the team should be composed of staff members who can share information and

answer questions about the following: assessment procedures and development, assessment administration and scoring processes, communication of results, and local assessment policies. The checklists used by reviewers may be used by the district to determine the membership of the district team.

The Role of the Educational Service Unit

The Nebraska Department of Education will send a letter of notification and invitation to each Educational Service Unit indicating when a Peer Assessment Quality Review is scheduled in their region. Personnel from the service unit are welcome to be observers of the review process, but will not be team members representing the school district.

Districts Participating in a Consortium

Each district will have its own Nebraska-led Peer Review of STARS. As outlined in state statute, districts are assigned individual assessment quality ratings regardless of whether they have participated in a consortium or collaborated with other districts. It is expected that the work done in a consortium or collaboration has been brought back for individual district application. The NDE recognizes the value of the collaboration that has taken place across the state and intends the Peer Review Process to enhance each individual district's application of that process.

The Appeals Process

There will be an appeals process for the results of the Nebraska-led Peer Review for Part I as this is the only "rated" portion of the review. This appeals process is currently in place with the District Assessment Portfolio Review and the Statewide Writing Assessment Process. Appeals forms are included in STARS Update# 21 as Attachment F. Districts will have 10 days from the notification of their rating to file a request for appeal. A review team will be convened to review the appeal and the evidence presented to the Nebraska Department of Education. Districts will be notified of the results of the appeal and any accompanying actions that a district needs. Any needed improvements or corrections a district may need to make will need to be completed before June 30, 2007 if the Peer Review occurred in the fall of 2006. Districts that are reviewed after January 1, 2007 will have until September 30, 2007 to make the needed improvements. The rating classification for those districts will be marked as "Under Review" on the State of the Schools Report until the needed changes have been received and approved.



Applying to be a Nebraska Peer Reviewer

NDE encourages the many fine Nebraskans to apply to be a reviewer in the Peer Review Process. Selections will be based upon assessment expertise and experience. NDE is especially recruiting Nebraskans who have previously participated as Nebraska reviewers in the portfolio process in 2004, 2005 and 2006, and those who are graduates of the Assessment Leadership Cohort through the University of Nebraska.

Considerations for Reviewer Applicants

1. You will need permission from your school district.
2. You will need to commit to a minimum of one week for the review.
3. You will need to commit to two days of training prior to the week of the review.

NDE will contract directly with the reviewer's school district or service unit for the reviewer's reimbursement. Any other negotiations will be left to the local school district and the reviewer. The review application form is Attachment G. The applications are due not later than **Friday, September 15, 2006**.

The application form should be mailed or faxed to:

STATEWIDE ASSESSMENT
Nebraska Department of Education
P.O. Box 94987
301 Centennial Mall South
Lincoln, NE 68509-4987
Fax: 402-471-4311

Sample District Assessment Portfolios

Sample portfolios have been provided to districts since 2003-04. These have been developed to illustrate what a portfolio needs to include and how it might be formatted to answer the following three critical questions about the Six Quality Assessment Criteria.

- 1) **Who** did your local assessment process?
- 2) **What** did they do in the process? and,
- 3) What were the **results** of the assessment development process?

These sample portfolios may be accessed by going to the NDE website: www.nde.state.ne.us and clicking on the STARS icon. If you have questions about the sample portfolios, please contact the statewide assessment office at (402) 471-2495.

C. Reporting in 2006-07 and Beyond

STAR Standards

As outlined on page 1, STAR standards will be reported to NDE in June, 2007. Additionally, the STAR social studies standards are to be reported locally. As explained on the schedule on page 6, districts may report on one of the following beginning in 2006-2007:

- 1) State STAR Standards
- 2) State Standards – full set
- 3) Local STAR Standards
- 4) Local Standards – full set

Beginning in 2006-2007 only the STAR Standards for reading will require documentation for all Six Quality Assessment Criteria in the District Assessment Portfolio. All standards will require documentation on Criterion #2 – “Opportunity to Learn.”

The rubric used to review and rate the assessment documentation is the rubric found in Attachment B. The accompanying Portfolio checklist is found as Attachment C.

Grade Level Expectations for Reporting Adequate Yearly Progress (AYP) in Reading and Mathematics in Grades 3, 5, 6, and 7

As outlined in STARS Update #12, Nebraska school districts began in 2005-06 to include student performance information in reading and mathematics for students in grades 3, 5, 6, and 7 to specifically determine Adequate Yearly Progress (AYP) toward Nebraska goals for the “No Child Left Behind” legislation.

The reports for AYP will include STARS assessment data (grades 4, 8, 11) and progress, on at least one reading standard (4.1.3 and 8.1.1) and on at least one mathematics standard (4.2.1 and 8.2.2) in grades 3, 5, 6, and 7. This is only for AYP. Reporting on grades 3, 5, 6, and 7 will be required also for special education students assessed on the alternate assessment. Assessment and reporting of STARS data will continue to be reported by each standard at grades 4, 8, and 11.

Many districts have established grade level expectations or achievement targets in grades 3, 5, 6, and 7, and they are encouraged to use their own targets or expectations in those grades. However, examples of grade-level expectations for grades 3, 5, 6 and 7 have been developed and may be used by local school staff in developing local expectations or targets to measure and report AYP for reading standards 4.1.3 and 8.1.1 and math standards 4.2.1 and 8.2.2. Those suggested grade level expectations for reading and mathematics are found on the website: www.nde.state.ne.us click on the Academic Standards link.

As first reported in STARS Update #12 in August 2003, districts may either use norm referenced tests to measure grade level expectations in grades 3, 5, 6 and 7 or their locally developed assessments. **No district assessment portfolio will be required for the local assessment in grades 3, 5, 6, and 7, but an assurance statement indicating the districts followed the Six Quality Criteria will be required.** The On-site Assessment Quality Review beginning in 2006-07 will include a review of all assessments used for state reporting in grades 3-8 and high school.



Nebraska Student and Staff Record System (NSSRS)

In 2006-07, the reporting of all data in Nebraska will change as the NDE implements the Nebraska Student and Staff Record System. The following information indicates several key points about reporting student performance data on standards.

- 2006-07 – All Nebraska Public School Districts will submit data **using two systems**: the current reporting process (standards input) and the Nebraska Student and Staff Record System.

The current data collection will be collected in a parallel process with NSSRS, but the current system, not the NSSRS, will be the system of record.

- 2007-08 – The current system (input screen) for reporting will no longer exist. In its place will be the NSSRS. The following changes should be considered:
 - ✓ The standards input screen for reporting on standards will be gone.
 - ✓ Districts will submit individual student level data on standards using one of the following methods:
 - State STAR Standards
 - State Standards – full set
 - Local STAR Standards
 - Local Standards – full set

For the NSSRS districts will submit performance data in electronic “template” files. In many districts, the software vendor that assists with providing assessment data will provide the appropriate electronic form (e.g. tab delimited, comma delimited, etc.)

The NSSRS data collection process is as follows:

1. Data is submitted via a template into the validation database during the “acceptance window.”
2. The template data is run through a data verification process (e.g. valid codes, required fields, etc.)
3. Districts review the verification data and continue to update their records until all appropriate records are updated during the “acceptance window.”
4. Districts will then run validation reports on the data in the validation database. They may continue to update the data in the validation database until the data is appropriate for “reporting.”
5. Once the data is ready, the district administrator (or designee) will push the Move to Production (M2P) button to move the data from the validation database to the reporting/production database during the M2P window. All state and federal reports will be extracted from this database, NOT the validation database.

Other key things to note:

- ✓ Assessment Data may be submitted throughout the year beginning in January; but data can NOT be accepted after June 30th.

- ✓ **Assessment results must be reported for all students who have been enrolled at any time during the school year. This would include:**
 - **Any results from students whether they are enrolled at the end of the year or not.**
 - **Any results on one or more standards.**

- ✓ No changes can be made to the data submitted as of June 30th until the 10-day window – August 1
- ✓ Business rules for assessment data are under development



Reporting Students Who Move

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

Districts are expected to report – by June 30th – the assessment results students have achieved while the student is enrolled. There is no requirement to “go back” and “catch up” on previously assessed standards for students that move in during the course of the school year. The records from other districts where the student has been previously enrolled will not “travel” within the state record system, so districts will be expected to obtain those records from previous districts as they have in the past.

For the small percentage of students who are contracted to other programs or districts or who are enrolled in a Rule 18 Interim-Program School, there are additional considerations.

Contracted Students

Districts should address each student’s circumstances on a situational basis and make every effort to obtain appropriate assessment information for each student. For contracted students this means the district of membership should make arrangements with the contracting program about the administration of the appropriate assessment. The district of membership needs the assessment information in order to report results. If students are not assessed, the district of membership is to report them as “not assessed.”

Please note that these requirements also apply to the Language Acquisition Testing of ELL students required by Title III. Therefore, if districts of membership have contracted ELL students, it is responsible for reporting the language proficiency results to the NDE.

Interim-Program Schools

Rule 18 requires each Interim Program School to have a designated liaison to coordinate the Academic Advancement Plan of each student with the student’s district of residence or

where the student will return after placement, if different. The Academic Advancement Plan should include information on assessment and reporting of standards, whenever possible. Starting in 2006-07, districts will report student performance for these students in the NSSRS.

Important Note:

Assessing Student Performance in the NSSRS

Student performance results i.e. STARS, ELDA, etc are available to the district where the students are assessed and are reported.

If a student moves to another district, the receiving district must contact the student's previous district for accessing performance results.

Statewide Writing Assessment 2007-08



With the implementation of the statewide student level record system (Nebraska Student and Staff Record System), all students will be expected to participate in the statewide writing assessment. This will include those students in State Operated Schools and those students enrolled in Rule 18 Interim Program Schools. The statewide writing assessment materials will be sent to the district of residence except in the case of the State Operated Schools. The assessment materials will be mailed to the appropriate State Operated Schools.

Assessment Requirements Beginning in 2006-2007

Sufficiency

Consistency

Evidence

Requirements for the Assessment Quality Review of Reading in 2006-07

Beginning in 2006-07 all districts will be prepared to share District Assessment Documentation on the Six Quality Assessment Criteria for the Reading STAR Standards, based upon the updated Portfolio Requirements outlined in previous STARS Updates. The peer review processes were explained on pages 7-13. **Documentation for the STAR Standards will include evidence on all Six Quality Assessment Criteria. For all other non-STAR standards, Criterion #2 – “Opportunity to Learn” will be required.**

Beginning in 2006-07 with the preparation of District Assessment Documentation for the reading STAR Standards, all Nebraska districts will also need to provide evidence of sufficient opportunities for all learners. Districts will need to document that assessments provide all students with sufficient opportunities to demonstrate their knowledge. Sufficiency will only need to be documented for one standard (at a minimum) in reading (4.1.3, 8.1.1 and 12.1.1) and (at a minimum) in one standard in mathematics (4.2.1, 8.2.2, 12.2.1.)

It is necessary to insure sufficiency of both number of opportunities and range of opportunities to be confident of accurately measuring what students can do. For example, if an assessment has only beginning items, the progressing, proficient, or advanced student performance cannot be measured. If an assessment has only advanced items, a district cannot measure progress of beginning, progressing, or proficient students.

Sufficiency is not a “norm-referenced” concept. Sufficiency of comprehensive coverage is an essential requirement for all good assessment, regardless of type. Classroom-based assessment, district criterion-referenced assessment, and norm-referenced assessment should all provide sufficiency of both number and range of difficulty. In each type of assessment, students of all abilities should have sufficient and appropriate opportunities to demonstrate their performance on standards.

How Much Sufficiency is Sufficient – Do we have to do sufficiency of opportunity for all standards?

Local districts will need to answer the sufficiency question based upon the kinds of decisions they intend to make with the local assessment data. If local school districts are using STARS data in conjunction with other data for decisions about groups of students in low-stakes situations, sufficiency requirements are less rigorous than if local districts are using assessment data for decisions about individual students or in making high-stakes decisions about students.

Some standards more easily lend themselves to a range of opportunities than do others. On some standards, students have either “met” or “not met” them, so districts will need to make decisions about sufficiency based upon local decisions and the use of data. NDE will require sufficiency only on the one standard in reading and the one standard in math as a minimum requirement.

The Nebraska Department of Education is providing the following guidelines as local districts make decisions about sufficiency in meeting Criterion One of the District Assessment Portfolios. Beginning with the 2006-07 peer review the following requirements will be included in the District Assessment Portfolio review:

1. For Reading assessment documentation in 2006-07, sufficiency will be reviewed only for reading standards: 4.1.3, 8.1.1 and 12.1.1. (In districts whose standards have been approved as equal to or more rigorous than state standards, a reading standard must be designated by the local district.)
2. During the peer review for mathematics in 2007-08, sufficiency will be reviewed only for mathematics standards: 4.2.1, 8.2.2 and 12.2.1. (In districts whose standards have been approved as equal to or more rigorous than state standards, a mathematics standard must be designated by the local district.)

Local Use of Data for Group and Low-Stakes Decisions – Number of Items Needed

Low stakes decisions are made when districts use multiple assessments for decisions about groups of students. If STARS data are used in conjunction with statewide writing data, with norm-referenced data and other information in the districts, and the decisions made with those data are about groups of students, those decisions would be considered low stakes.

1. For objectively-scored assessment items, meeting sufficiency requirements will mean that for the designated standards, districts must include a minimum of three items for each performance level decision. That means if the assessment system is designated in four levels, a district would need to have a least three beginning items, three progressing items, three proficient items, and three advanced items. This will require a total minimum of 12 items.
2. For objectively-scored assessment items in a two-level assessment system making “Met or Not Met” decisions, the minimum number of items for the designated standard would also be 12. Six of the items would need to be above the mastery level and six items would need to be below the mastery level with opportunities for students of all abilities within those items.
3. For subjectively-scored assessments for the designated standards, such as word problems with multiple parts, writing assignments or constructed response questions with multiple answers, the district’s independent review team required in Criterion One would need to determine that sufficient opportunities are provided by the assessment to provide depth of coverage for students in all four levels or that sufficient opportunities were provided to make accurate determinations of “Met or Not Met” decisions.

Local Use of Data for Individual and High-Stakes Decisions – Number of Items Needed

High stakes decisions are made when districts use only one assessment for decisions about individual students such as graduation or retention. If a district chooses to use STARS data for high-stakes decisions about individual students and those decisions have consequences, sufficiency requirements are higher. Therefore, districts may want to and may choose to increase sufficiency requirements on any number of items.

1. If STARS data are used for high-stakes decisions, an objectively-scored assessment would need to include at least 6-8 items per performance level decision. In an assessment system designed with four levels that would require 6-8 beginning items, 6-8 progressing items, 6-8 proficient items, and 6-8 advanced items for a total of at least 24-32 items performance level decision.
2. For objectively-scored assessment items in a two-level assessment system making “Met or Not Met” decisions, the minimum number of items would also be 12-16. Half of

the items would need to be above the mastery level and the other half of the items would be below the mastery level with opportunities for students of all abilities within those items.

3. For subjectively-scored assessments such as word problems with multiple parts, writing assignments or constructed response questions with multiple answers, the district's independent review team in Criterion One would need to determine that sufficient opportunities are provided by the assessment to provide depth of coverage for students in all four levels or that sufficient opportunities were provided to make accurate determinations of "Met or Not Met" decisions.

Consistency – Beginning in 2006-07

Consistency Between Criteria

During the Nebraska-led Peer Review, district assessments at each grade level will be evaluated as a system. Therefore, documentation provided for each criterion must correspond with the documentation of the other.

Example: Because Criterion One indicates the district is using both objective assessment and subjectively scored open-ended tasks, the reliability calculations reported in Criterion Five must include reliability for both types of items. If the documentation procedures are not consistent, a portfolio runs the risk of not meeting Criterion One and/or Criterion Five.

Example: If a district calculates reliability (Criterion Five) for each standard, the mastery level (Criterion Six) should be set by standard as well. If reliability is calculated by assessment or by strand (topic area), then mastery levels should be consistent and determined in the same way, by strand (topic area.) If the documentation procedures are not consistent, a portfolio runs the risk of not meeting Criterion Five or Criterion Six.

Evidence for All Standards – Beginning in 2006-07

Through 2005-06 district portfolios including evidence for only some of the standards were able to earn a "Needs Improvement" rating. Therefore, they essentially "Met" the criterion with only partial evidence. The exception was Criterion 5 that requires evidence for all standards. In other words, if a district submitted evidence for a bias review (Criterion 3) for just four of the standards, they were awarded a "Needs Improvement" and were given credit for meeting the bias review criterion. However, there may have been no evidence provided that a bias review had occurred for all standards.

Beginning with the 2006-07 Nebraska-led Peer Review of STARS for reading – required of all Nebraska districts – evidence will be required for all standards in each criterion. Example charts for displaying the evidence for all standards was provided in the sample 2004 portfolio documents.

The Updated Rubric for 2006-2007

Beginning with the 2006-07 Nebraska-led Peer Review of STARS, an updated rubric replaced the one that has been in effect. In previous portfolio submissions, the criterion rating classifications were the following: Met, Met with Comment, Needs Improvement, Not Met.

In the past, the three classifications (except in the case of Criterion Five – reliability) “Met”, “Met with Comment”, and “Needs Improvement” meant that a district met the criterion. Beginning in 2006-2007 only the first two classifications: “Met” and “Met with Comment” will mean a district has met the criterion. Both “Needs Improvement” and “Not Met” will mean a district has not met the criterion. A copy of the 2006-07 rubric outlining updated requirements can be found in Attachment B, and the accompanying Checklist is Attachment C.

D. Information Regarding the Assessment of Students with Disabilities

- All students with disabilities are expected to participate in the assessment of state and district-wide standards.
- Individual Education Plans (IEPs) must specify how each student with a disability will be assessed including a description of any necessary accommodations, modifications, or use of the alternate assessment.
- There are four levels of assessment practices for students with mild to severe disabilities that ensure their inclusion in Nebraska’s assessment accountability system.
 - **Level I** includes students with mild disabilities who participate in the general curriculum and activities on a daily basis. These students take the state and district-wide assessments in the same manner as their non-disabled peers without accommodations or modifications. Report the results in the “All Students” and “Special Education” reports.
 - **Level II** includes students with disabilities who participate effectively in state and district-wide assessments using specified accommodations determined by the Individual Education Plan (IEP) team and written in the student’s current IEP. Accommodations do not change/or lower content standards or expectations but enable students to more readily access curriculum and more easily demonstrate an understanding and mastery of that curriculum. The Nebraska Accommodations Guidelines, published and distributed in 2005, provides detailed information regarding the use of accommodations in both the instruction and assessment of students with disabilities. This information may be obtained on the Nebraska Department of Education’s website at:
<http://www.nde.state.ne.us/stars/document/AccommodationsGuidelines.pdf>

- **Level III** includes students with disabilities who take state and district-wide assessments using specific modifications determined by the IEP team and written in the student’s current IEP. Modifications do change content standards and expectations. They generally limit the depth and breadth of the curriculum. To insure Quality Criteria 2 (opportunity to learn) has been met; students participating in a modified curriculum during the year must be assessed with modifications as well. In both the “All Students” and “Special Education” reports, these students must be reported at the “beginning” level of the grade in which they are enrolled. Do not report these students on the Alternate Assessment Report.

Any accommodations and/or modifications provided to students with disabilities on state or district-wide assessments should be consistent with the student’s IEP and provided throughout the year in the general education classroom. Likewise, if accommodations and/or modifications are provided in the general education classroom throughout the year and written in the student’s IEP, they shall also be provided when the student is assessed.

- **Level IV** includes students who take out-of-level assessments.

Important Note:



Out-of-level testing

A new NCLB requirement states that students who are given an “out-of-level” test, (e.g., an 8th grader given a 3rd grade level assessment) may not be considered a participant for AYP.

Students receiving out-of-level assessments –

- Are reported as “beginning” for STARS
- Are considered participants for STARS
- For AYP, out-of-level students are included in Column A if enrolled a full academic year
- For AYP, out-of-level students are not included in Column B as proficient or advanced
- For AYP, out-of-level students are not included in Column C as participants

- **Level V** includes students with severe cognitive disabilities or multi-handicapping conditions (generally less than 1% of the overall student population). Their curriculum is based on alternate standards that (while addressing math, reading, writing, science and social science) are embedded in a life-skills or functional curriculum. Student progress is assessed using the STARS Alternate Assessment. Results are not reported on the “All Students” and “Special Education” reports; they are reported only on the “Alternate Assessment” report. All students with disabilities, including students participating in the Alternate Assessment, are included in AYP. When answering the question in Column B – “How many students scored at the proficient or advanced level?” all students including those taking an alternate assessment are to be included. Additional information regarding this population of students and

AYP reporting can be found in the AYP guidance document enclosed with this mailing.

- If the IEP team determines that the student shall take an alternate assessment, a statement of why the student cannot participate in the regular assessment and the rationale for selecting the particular alternate assessment for the student shall be included in the IEP (Rule 51 007.07B6)
 - In rare occasions, a student may participate in both the STARS Assessments and the STARS Alternate Assessment. Example: A 7th grader with autism who, as indicated in his IEP, successfully participates daily in the 7th grade math classroom/curriculum. However, a functional curriculum is required to meet his needs in all other areas. In this case, he would participate in and be reported on the STARS Math Assessment with other seventh graders. However, all other curriculum areas would be assessed and reported using the STARS Alternate Assessment.
- To meet federal reporting requirements, districts must also report the number of students with disabilities who: (in a majority of the time)
 - Participated in assessments without accommodations or modifications.
 - Participated in assessments with accommodations.
 - Participated in assessments with modifications.
 - Participated in the alternate assessment.



New Developments – STARS Alternate Assessment

Between the spring of 2004 and fall of 2006, more than fifty K-12 general education and special education teachers, administrators, university representatives, and NDE specialists worked to create alternate standards and assessments that reflect rigor and technical quality.

The first step was a Connections Study completed in February 2005. Connections were identified between the Nebraska content standards in reading, mathematics, science and social studies (L.E.A.R.N.S.) and target behaviors identified in the 2003 document, A System of Assessment and Accountability for Students with Disabilities.

The results of the Connections Study provided a roadmap for establishing a set of validated alternate achievement standards which were finalized in 2006. Content validation by the Mountain Plains Regional Resource Center and a bias review were also concluded in 2006. All technical support in the standards setting process was provided through a partnership with the Buros Center for Testing at the University of Nebraska-Lincoln.

The finalized STARS alternate assessment standards for reading and mathematics are found in this document as Attachment H (Reading) and Attachment I (Mathematics) and on the web at

<http://www.nde.state.ne.us/SPED/ReadingandWritingAlternateStandards.html>

In the spring of 2006, example target behaviors and rubrics for the newly developed alternate standards were written and technically validated. The rubrics are found as Attachment J (Reading) and Attachment K (Mathematics) and at <http://www.nde.state.nde.ne.us/SPED/ReadingandWritingAlternateStandards.html>. The Six Quality Assessment Criteria were applied to the assessment. With the support of the Buros Center for Testing and the challenging and dedicated work of Nebraska educators, that process is now complete. The finalized STARS Alternate assessment will be introduced and implemented in schools this fall.



What can districts expect in the assessment of alternate standards?

- 1) The assessment tasks and rubrics in use since 1997 were preserved as much as the technical validation allowed.
- 2) Alignment, bias reviews, reliabilities and cut scores were completed and established at the state level. The rubric is to be used as the cut score for reporting results on June 30, 2007.
- 3) STARS Alternate Standards and assessment materials are provided in this Update and training materials will be mailed in the fall of 2006.
- 4) Beginning in 2006-07, districts will be asked to provide “Opportunity to Learn” Criterion Two information to the Nebraska Department of Education. This should be available in the On-Site Assessment Quality Review. Samples of this documentation will be provided to districts.

If you have questions about the assessment and reporting process for students with disabilities, please contact:

Carla Osberg, Special Populations Office
Phone: (402) 471-4322 or E-mail: carla.osberg@nde.ne.gov

Section 504

Section 504 is regulated by the Office for Civil Rights and is not a requirement of Special Education. Students with Section 504 Accommodation Plans are expected to participate in state and local assessments according to their individual 504 Plans.

E. Information for the Assessment of English Language Learners

Who are English Language Learners?

According to NCLB, English language learners (ELL) are those individuals who have a native language other than English and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on state assessments, (ii) the ability to successfully achieve in classrooms where the language of instruction is English, or, (iii) the opportunity to participate fully in society.

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

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

No Child Left Behind (NCLB) Requirements for ELL Students

The passage of NCLB in the winter of 2002 initiated a new set of requirements for ELL students. In addition to being assessed on the regular state academic content standards, and included as a group in the state's Adequate Yearly Progress (AYP) calculations, ELL students must be tested and reported annually on language acquisition skills.

During the 2003-04 year, a set of English language proficiency guidelines for K-12 language arts standards was developed through the work of an ELL advisory group consisting of educators from across the state. Those guidelines, developed in grade clusters, should be used to develop the language acquisition program. To access those guidelines, you may go to www.nde.state.ne.us/natlorigin

As part of NCLB requirements for Title III, school districts will report the following information for ELL students:

- The progress of children in attaining English proficiency.
- Student attainment in meeting Nebraska standards as reported on STARS.
- The percentage of children who have transitioned into instructional settings that are not designed for ELL students and have a sufficient level of English language proficiency to achieve in English.
- A description of the progress made by ELL children in meeting content standards for each of the 2 years after they are no longer receiving services as ELL students.

Language Acquisition Testing

As outlined above, NCLB requires that districts report the progress of students in attaining English proficiency or language acquisition. This was a new testing requirement added in 2002-03 by the federal legislation.

Nebraska participated with a multi-state consortium in the development of an English language acquisition test to be used for measuring the performance of ELL students to meet the legal requirements of NCLB. In 2005-06 the K-2 portion of the language acquisition was added. The newly developed language acquisition test is called the ELDA, the English Language Development Assessment.

Districts may choose to administer the ELDA, or they may develop their own language acquisition assessments of the four language domains required in NCLB: reading, writing, speaking, and listening. These local assessments will be evaluated according to the technical requirements outlined for the development of local assessment systems under STARS. The evaluation procedures would be similar to those for evaluating the District Assessment Portfolios in reading and mathematics; however, prior to test development districts would need to notify Nancy Rowch, Director of Equal Educational Opportunities Program, of the NDE of their intent to develop this test locally.

In February of 2005 a study was done to check the alignment of the English Language Development Assessment (ELDA) with Nebraska's content standards for reading, speaking, and listening. The results of the study will allow districts to do the following:

For those **non-English** speaking students who have been in a Nebraska school district up to three years, the ELDA results can be used for reporting on Nebraska's reading, speaking and listening standards. The scores would correlate as follows:

<u>ELDA Results</u>	<u>Nebraska Levels</u>
1-2	Beginning
3	Progressing
4	Proficient
5	Advanced

If districts choose to administer a locally developed language acquisition test, they will still need to assess and report progress of ELL students on content standards in reading for STARS. The local assessment would need to be evaluated to determine whether or not the language acquisition test could be used for both the assessment of language acquisition and progress on content standards.

Language Proficiency Assessment – Recommended for Best Practice

Language proficiency assessments are required under NCLB (both in Title I and Title III). In order to yield optimal results, the Recommendations for Best Practice in Assessment (See STARS Update 18) should also apply to language proficiency assessment. Some things to consider:

- Make sure there is sufficient time and space for administering the assessments. These assessments carry the same importance as the assessments that the district administers. Therefore, the appropriate testing protocols should be followed.
- All students who are identified as English Language Learners (regardless of the type of program that is provided) must be included in the assessment process.
- Students should be encouraged to do their best work, but should not be pressured.
- The ELDA can be administered during a window of time—usually about 6 weeks. The language domains of listening, reading, and writing have subtests that can be administered separately during the testing period. This will allow students to do their best work as they complete the assessments.

Including All ELL Students in the Assessment Process

Both state and federal laws require the inclusion of all students in the local and state assessment process, including those students who are English Language Learners.

To determine which students are considered to be English Language Learners, districts are required to test their students with an assessment specifically designed to measure English language proficiency. Some examples of tests that may be used for **initial identification** of students who are English Language Learners include:

- ✓ Language Assessment Scales (LAS)
- ✓ IDEA Proficiency Test (IPT)
- ✓ Woodcock-Munoz
- ✓ Language Proficiency Test Series (LPTS)
- ✓ Bilingual Verbal Abilities Test (BVAT)

Accommodations and Modifications for ELL Students

An **accommodation** is an adjustment or adaptation made in the administration of an assessment that does **not** change the expectation, the grade level, or the content of the standards being measured by the assessment.

A **modification** in an assessment **does** change the expectation, the grade level, or the content of the standards being measured by the assessment. When a modification occurs in an assessment and the expectation is changed, students must be reported at the “beginning” level of proficiency.

Please note: Alternate assessment methods for students learning the English language are not the same as special education “alternate assessments.” Alternate assessments for ELL students mean a locally developed assessment measuring the same set of standards used in place of the regular assessment. The locally developed “alternate method” measures the same content standards as the regular assessments. (The special education “alternate assessment” measures functional and life-skills curriculum and does not measure the content standards.)

Accommodations and ELL Students

There continues to be ongoing discussion and research about the types of assessment accommodations that are appropriate for English Language Learners. One thing that most researchers agree on is the need for additional study. Accommodations for English language learners ideally should help students demonstrate their content knowledge through a variety of methods.

Accommodations do NOT change the expectation, the grade level, or the content of the standards being measured by the assessments. If expectations, grade levels, or content of the standards are changed by the assessments used, those changes are modifications, not accommodations, and students must be reported at the beginning level of proficiency.

The following accommodations are appropriate for English Language Learners. This list is not intended to be all inclusive. An accommodation used in assessment should be consistent with the methods and instruction the student receives routinely in the classroom setting.

Type of Accommodation	Standard Administration Allowable Accommodations
Changes in timing or scheduling of the assessment	<ul style="list-style-type: none"> • Extended test time • Frequent breaks • Test schedule extended • Test administered at time of day most beneficial to student • Test administered in another location or by another examiner
Changes in how the assessments are instructions are presented	<ul style="list-style-type: none"> • Directions repeated in English • Directions are read aloud • Audio-taped directions provided in English or in native language • Directions translated into native language • Directions explained/clarified in English or the native language • Both oral and written directions in English provided • Both oral and written directions in native language provided • Test items read aloud in English (except for reading tests) • Test items read aloud in simplified/sheltered English (except for reading tests) • Bilingual word lists, customized dictionaries provided • Side-by-side bilingual versions of the test provided
Changes in how the student responds	<ul style="list-style-type: none"> • Oral or written response in native language translated into English • Test taker verifies understanding of directions • On the state writing test, a student can respond in the native language for the first three years in a district (as provided by NCLB). The tests are scored locally in this case.

Alternate Assessment Methods for ELL Students

Alternate assessment methods should only be administered for ELL who are considered non-English speakers. The alternate assessment methods are not to be used with limited English speakers, as that group of students should be taking the regular assessments. Students who score as non-English speakers who are in their first three years in a Nebraska school may be assessed using an alternate method.

Previous NCLB guidance for non-English speaking students allowed alternate methods of assessment to be used only within the first year in a Nebraska schools. The new guidance allows alternate assessment methods to be used within the first three years in a Nebraska school.

This alternate method of assessment must be at the same grade level as the grade level standards being assessed. Example: Assessing 4th grade ELL students with a portfolio of 4th grade classroom lessons in reading, rather than with the district's criterion-referenced test developed to measure 4th grade reading standards.

If the alternate method of assessment changes or lowers the expectation or standard being assessed, it would be considered a modification or an "out of level" assessment, and the student would have to be reported at "beginning" level.

The types of alternate assessment methods that can be used with ELL students to meet state or local standards include the following possibilities:

- Portfolio collections of student work
- Performance assessments
- Classroom assessments
- District checklists
- Written response to the Statewide Writing Assessment in the student's native language. (If a student responds in writing to the Statewide Writing Assessment prompt using his or her native language, the scoring of the assessment must be done locally. Use of bilingual dictionaries by the student is permitted in this case.)
- Assessments in native language. *Note:* Under No Child Left Behind, students may be assessed in their native language, if necessary, for three years with or without accommodations. After that time, all assessments must be conducted in English unless the school district determines, on a case-by-case basis, that assessments in the student's language would likely yield more accurate and reliable information for a period not to exceed two additional years.



Annual Measurable Achievement Objectives (AMAOs)

The Title III portion of the NCLB legislation requires that an additional accountability decision be made annually regarding the achievement of students learning the English language. This decision (AMAO) will be based upon three factors:

1. ELL student proficiency in language acquisition
2. ELL student growth in attaining language acquisition
3. ELL AYP results

The AMAO decision will be made applying the same rules as AYP. More details about AMAOs will be sent from the Title III office to the school districts.

Guidance for New Immigrant Students

New Immigrant students are defined by USDE as students enrolled for the first time in a U.S. public school. Although all English Language Learners must be included in the AYP reporting and in the English acquisition testing, New Immigrant student results on standards do NOT need to be reported for AYP purposes. Participation in the language acquisition assessment may be counted as “participation” on the assessments.

If you have additional questions about the assessment of ELL students, please contact

Nancy Rowch, Director of Equal Educational Opportunity Programs
Phone: (402) 471-2477; Email: nancy.rowch@nde.ne.gov

F. Assessment of Students in Early Grades

Child Assessment Measures

Early childhood programs funded by the Nebraska Early Childhood Education Grant Program administered by NDE are required to use one of the following child assessment systems to document children’s learning and development:

- High/Scope Child Observation Record (COR)
- Creative Curriculum Developmental Continuum
- Work Sampling System (WSS)

Each of the assessment systems is based on appropriate, authentic assessment and requires training and skilled teacher observation. The assessment process is used to document what children know and can do and provides information for instructional decision-making. Programs report child outcomes to NDE annually by reporting the

gains or progress made in each of the assessed areas of learning and development between fall and spring of the program year.

Program Quality Measures

In addition to child outcome data, state grant-funded programs are required to participate in program evaluation to measure program quality. Trained evaluators conduct program visits using the Early Childhood Environment Rating Scales-Revised (ECERS-R) and the Early Language and Literacy Classroom Observation (ELLCO.) Program evaluation visits are conducted in the fall. If ratings are below the level required by NDE in any area, programs must submit an action plan to address the identified issues, and a follow-up program evaluation visit is required in the spring.

LB577 and Rule 11

LB577, passed on the last day of the 2005 Legislative Session, allows for schools operating early childhood programs to include four-year-olds eligible to attend kindergarten in the following year in the school aid formula. Schools become eligible for state aid following three years of operation as a grant program, or following three years of program approval as a non-grant program. The first year of rollover to state aid will occur in 2007-08 for grant programs, with the amount calculated on the 2006-07 count of four-year-olds served in programs meeting the requirements. Rule 11 contains the regulations for early childhood programs operated by schools or educational service units. Rule 11 is being revised to meet the requirements of revised statutes resulting from LB577. Revisions are needed to identify the requirements of all school Early Childhood programs, including non-grant programs, for approval for rollover to state aid.

In the 2005 Legislative Session, the state appropriation for the Early Childhood Education Grant Programs was increased to provide additional funding for grants. In accordance with LB577, the new grants prioritize funding for programs to serve at-risk four-year-olds who will be eligible to attend kindergarten in the following school year. New grants were awarded in September 2005, and grant programs were required to be serving children by January 2006. Grants continue to require school-community partnerships and fund up to half of the program operating costs.

For more information about early childhood education, contact the Nebraska Department of Education, Office of Early Childhood at 402 471-3184, or visit the website at: www.nde.state.ne.us/ECH/ECH/html



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II. State of the Schools Report, Fall 2006

- **What Will the Fall SOSR Include?**
- **School District and Building Profiles**
- **10-Day Window in August 2006**
- **Student Performance on Standards -
Rating Procedures**

This section provides information about the release and use of the Fall 2006 State of the Schools Report

II. State of the Schools Report, Fall 2006

What Will the Fall 2006 State of the Schools Report Include?

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: www.nde.state.ne.us

- In addition, the State Report Card will include an aggregate of information about Nebraska's schools.
- The Report Card will be available both in print and electronically.

School District and Building Profiles

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

- Narrative description of districts and buildings.
- District and building improvement goals.
- Student characteristics including students who move frequently (mobility), students who receive special education services, students who are learning the English language, and students who receive free and reduced lunch.
- Reports of student performance on mathematics standards for grades 4, 8, and 11 in 2005-06 (or other grades if the district standards have been approved as equal to or more rigorous.)
- Percentage of students included in the local assessment.
- Reports of student results on the statewide writing assessment at the district and individual building levels.
- District Ratings on assessment quality and student performance.
- Adequate Yearly Progress determinations (described in Section III.)
- English/Reading/Language Arts and Mathematics graduation requirements.
- Graduation rate and follow-up.
- ACT information.
- School finance.
- Teacher qualifications.
- Teacher salaries.
- Student attendance.
- High school curriculum.
- Special Education Improving Learning for Children with Disabilities (ILCD) data.



Ten-Day Window in August 2006 – Earlier Release Date

The 10-Day window that districts have for reviewing their data was earlier in 2006, from August 1-15 rather than the October review that has occurred in preceding years. The final release of the 2005-06 State of the Schools Report will be in October rather than December as it has been in previous years.

Student Performance on Standards – Rating Procedures

In June, 2006, districts reported the performance of students on both reading and mathematics standards. Districts will receive ratings for student performance on standards in each of the grades reported.

- The standards setting process for student performance ratings on mathematics were conducted in September, 2002 and 2004. Panels of educators from across the state recommended the rating scales on student performance on standards. The same performance ranges will be used for reading results in 2006 as were used in previous years and the same performance ranges for mathematics as were used in previous years.

Reading Student Performance Rating Scale

Rating	Percentage
Exemplary	85% or higher
Very Good	67-84%
Good	50-66%
Needs improvement	30-49%
Unacceptable	29% or lower

- The performance rating of students on standards will be based on the numbers of students assessed and reported. In mathematics, the results on the optional standards in grade 12 will not be included.

Mathematics Student Performance Rating Scale

Rating	Percentage
Exemplary	80% or higher
Very Good	68-79%
Good	50-67%
Needs improvement	30-49%
Unacceptable	29% or lower

- The percentage of students not assessed will be published and displayed on the district page, on the building pages, on the special education and English language learner pages, as well as on the ratings pages.



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III. STARS & NCLB

- **Adequate Yearly Progress**
- **Definition of AYP**
- **Reading & Math Starting Points &
Intermediate Goals**
- **Display of AYP on the State of the
Schools Report**
- **AYP Including Grades 3, 5, 6, and 7**
- **Reporting of Reading and
Mathematics in Grades 3, 5, 6, and 7**

This section provides information about the integration of federal No Child Left Behind Requirements into STARS.

III. STARS & NCLB

Adequate Yearly Progress (AYP)

A report of Adequate Yearly Progress began in the fall of 2003 as an annual “status check” of selected data elements within all school buildings in the state. The annual report was done to determine whether or not buildings are providing for the achievement of all students. Over time, the expectation is that all buildings will show improvement in the data elements examined so that all students will be successful.

Since the 1980’s all buildings receiving Title I funds have been examined annually for adequate progress, but the No Child Left Behind Act requires the examination of all school buildings in the state for AYP, not just those who accept Title I funds. There are three levels of accountability: state AYP, district AYP and building AYP. Each building must have 30 or more students in order to be included in the federal calculations and reporting of AYP. However, all buildings, regardless of size, will report all student performance and will be included in district and state AYP reports.

The data elements to be examined annually for building level accountability and AYP include the following:

- ✓ Student performance and participation rate in reading
- ✓ Student performance and participation rate in mathematics
- ✓ District assessment quality
- ✓ Statewide writing assessment (grades 4 and 8)
- ✓ Graduation rate (high school)

Statewide writing assessment results, graduation rate, and assessment quality data are generated at the state level. However, as in 2005, districts were able to include the writing results for only those students enrolled in their districts a full academic year. Districts self-reported the other data elements about student performance in their reports due June, 2006. Reporting for the AYP is completed by disaggregated student groups: race, gender, ethnicity, socio-economic status, migrant status, special education, and for those students learning the English language.

DEFINITION OF ADEQUATE YEARLY PROGRESS

(revised August 2005)

Component/ Requirement	Definition of “Met”	Progress Made	Goal
Student Performance STARS assessments or NRT results in grades 3, 4, 5, 6, 7, 8 and 11 in Reading and Mathematics.	The percentage of the students, enrolled a full academic year, at the proficient or advanced levels of performance (districts define proficient and advanced levels of performance for each assessment for STARS; for NRT tests proficient level is a National Percentile Rank of 50-74 %ile; advanced level is 75-99%ile)	The percentage is equal to or exceeds the State goal for that year. The State goal percentage increases until 100% in 2013-14. A 99% confidence interval will be used.	Starting Point for 1 st year: intermediate objectives for each year until 2013-14. Reading – Grade 4-72% Reading – Grade 8-71% Reading – Grade 11-75% Math – Grade 4 – 74% Math Grade 8 – 69% Math Grade 11 – 72%
Quality of the STARS assessments	Portfolio rating of STARS assessments	Must meet the goal	Good, Very Good, or Exemplary
Other academic indicator at elementary and middle school levels Statewide Writing Test	A cut-score defines the proficient performance for each grade level	The percentage of all students at the proficient level must be equal to or exceed the state goal or show progress from the previous year. A 99% confidence interval will be used.	State goal is 62% for Grade 4 and 61% for Grade 8 (Reading starting points for these grades)
Graduation rate at high school	State goal of 83.97% (state average using the NCES definition)	The school’s rate must be equal to or exceed the State goal or show progress from previous year even if not at the State goal.	State goal is 83.97%
Participation rate	Percentage of students enrolled a full academic year that participate in the assessments of Reading and Math by grade and accountability group. The participation rate shall be the larger of a) the current year’s rate, or b) the average of the current and the previous year’s rate.		At least 95% of the students enrolled a full academic year must participate in the assessments.

In the summer of 2006 a determination of AYP status will be made for every subgroup, building, and district in the state. Starting points have been calculated according to the requirements of the federal legislation. The starting points are the percentage of students who must meet the reading and the mathematics goals in each population of students to show adequate yearly progress. The starting points in the fall of 2003 established the baseline. The federal law indicates the percentage of students meeting the state performance goals must

increase in two or three year increments so that by 2013-2014, 100% of all students are meeting standards. The second chart reflects the proposed increases in state goals for each year.

READING STARTING POINTS & INTERMEDIATE GOALS

Year	Elementary Goal	Year	Middle School Goal	Year	High School Goal
Baseline	62	Baseline	61	Baseline	66
2002-03	62	2002-03	61	2002-03	66
2003-04	62	2003-04	61	2003-04	66
2004-05	72	2004-05	71	2004-05	75
2005-06	72	2005-06	71	2005-06	75
2006-07	72	2006-07	71	2006-07	75
2007-08	81	2007-08	81	2007-08	83
2008-09	81	2008-09	81	2008-09	83
2009-10	81	2009-10	81	2009-10	83
2010-11	91	2010-11	91	2010-11	92
2011-12	91	2011-12	91	2011-12	92
2012-13	91	2012-13	91	2012-13	92
2013-14	100	2013-14	100	2013-14	100

MATH STARTING POINTS & INTERMEDIATE GOALS

Year	Elementary Goal	Year	Middle School Goal	Year	High School Goal
Baseline	65	Baseline	58	Baseline	62
2002-03	65	2002-03	58	2002-03	62
2003-04	65	2003-04	58	2003-04	62
2004-05	74	2004-05	69	2004-05	72
2005-06	74	2005-06	69	2005-06	72
2006-07	74	2006-07	69	2006-07	72
2007-08	83	2007-08	79	2007-08	81
2008-09	83	2008-09	79	2008-09	81
2009-10	83	2009-10	79	2009-10	81
2010-11	92	2010-11	90	2010-11	91
2011-12	92	2011-12	90	2011-12	91
2012-13	92	2012-13	90	2012-13	91
2013-14	100	2013-14	100	2013-14	100

Every year an AYP chart will be calculated for every building and district in the state. If buildings do not meet performance goals in two consecutive years, they will not have met Adequate Yearly Progress goals. The same applies to district's AYP status.

During the 10-day window in August districts will be able to review their STARS data including their AYP status. This information will be included in the 2006 State of the Schools Report as required by federal legislation.

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

The 2006 State of the Schools Report will again display the AYP decisions for each school and district, with sufficient numbers to be included, for 2004-05 and 2005-06 using the same format.

The AYP status will be displayed (Federal Accountability) during the 10-day window, August 1-15. The AYP status will be MET, NOT MET or IMPROVEMENT NEEDED. The last designation will be used whenever a school, including a Title I school, or district has not met AYP for two consecutive years as explained in the AYP Guidance enclosed with this mailing. The AYP status should be reviewed and the Department should be notified if there are questions or concerns.

AYP Including Grades 3, 5, 6, and 7

The plan for grades 3-8 testing in Nebraska provides flexibility at the local district level. Districts are required to report AYP performance on reading and math in grades 3-8 and in high school as shown below.

Districts will assess and report AYP progress for all students in grades 3, 5, 6, and 7 in both reading and math. Districts are to follow the guidelines for reporting on page 6. The expectations for reporting on reading and mathematics in grades 3, 5, 6, and 7 will also apply to students assessed on the alternate assessment.

Districts may select one of the following assessment options for grades 3, 5, 6, and 7 to measure grade level expectations for the selected standards in reading and in mathematics.

1. Any of the norm-referenced tests that have been aligned to standards by the Buros Center for Testing. (See the Alignment Studies in 1998, 2001, and 2004.)
2. Locally developed criterion-referenced or classroom based assessments. Documentation of assessment quality on all Six quality Assessment Criteria will be verified on an Assurance Statement that is included on the electronic input screen. Districts are expected to include the local assessment used in grades 3, 5, 6, and 7 in the appropriate procedures for all six assessment criteria and will be required to sign an assurance statement to that effect.

Reporting of Reading and Mathematics in Grades 3, 5, 6, and 7

The reporting for grades 3, 5, 6, 7 in reading and mathematics that began in 2005-06 is for AYP only. This is also a requirement for the special education alternate assessment. The results in 3, 5, 6, 7 will need to be included in the AYP reporting and will not be reported as STARS performance on standards. Reporting of student performance on standards in grades 4, 8, and 11 will continue in the same way that is has been conducted since 2001. Results on the State of the Schools Report will continue to be published at the benchmark years of 4, 8, and 11.

Please note the following new regulation from USDE when reporting AYP results for students who were assessed “out-of-level.”



Out-of-level testing

A new NCLB requirement states that students who are given an “out-of-level” test, (e.g., an 8th grader given a 3rd grade level assessment) may not be considered a participant for AYP.

Students receiving out-of-level assessments –

- Are reported as “beginning” for STARS
- Are considered participants for STARS
- For AYP, out-of-level students are included in Column A if enrolled a full academic year
- For AYP, out-of-level students are not included in Column B as proficient or advanced
- For AYP, out-of-level students are not included in Column C as participants

AYP questions should be directed to the Title I consultants or:

Marilyn Peterson, Director, Federal Programs, Title I
Phone: (402) 471-3504 or Email: marilyn.peterson@nde.ne.gov



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IV. Best Practices for Implementing Assessment Procedures

- **Considerations for Reassessing Students**
- **Distributing the Assessment Process Across Grade Levels**
- **Sampling Procedures: Providing Adequate Evidence**
- **Best Practices and Assessment Procedures**
- **Recommendations for Best Practice in Assessment**
- **Response to Intervention (RTI)**

This section provides information about the best practices for implementing assessment.

IV. Best Practices for Implementing Assessment Procedures

The responsibility for building and implementing Nebraska's School-based Teacher-led Assessment and Reporting System is a shared one between the Nebraska Department of Education and its policy partners, the Educational Service Units and Nebraska school districts. A high quality K-12 assessment system that provides clear expectations, is based on aligned curriculum, and results in accurate measurement is an integral part of a district's school improvement process. All local districts are responsible for this implementation pursuant to the requirements of Rule 10 (Regulations and Procedures for the Accreditation of Schools) regardless if the district establishes an assessment system independently, participates in an ESU consortium for assessment, or partners with other districts. The assessment and school improvement responsibilities are the same for all districts regardless of the approach to assessment.

Considerations for Reassessing Students

The determination about the number of times a student is re-assessed is a decision left to the local district. This is not regulated by NDE, but good practice should be followed when making this decision. For example:

1. Giving the same assessment over and over again is not good practice. The student results may be based upon test familiarity, not on actual learning.
2. Using alternate forms for re-testing is appropriate as long as the assessment quality of the alternate forms has been validated.
3. The purpose of re-testing should be to provide multiple opportunities for students to demonstrate actual learning. It is inappropriate and detrimental to learning to reassess over and over without providing appropriate instruction and ample time and opportunity for increasing learning.

Distributing the Assessment Process Across Grade Levels

Nebraska STARS allows the flexibility to distribute standards across multiple grade levels. Placing all the assessment and reporting responsibility only on the teachers in the benchmarked grades 4, 8, and 11 limits learning opportunities of both students and teachers. Good practice would encourage the following:

1. All teachers in a building or district examine their curriculum to determine where standards are taught and assessed.
2. The local district identifies grade levels and subject area teachers in addition to those in grades 4, 8, and 11 who assess students for local and state reporting of student performance.

3. Local decisions ensure no undue burden on any one teacher or teachers. This may cause flexible scheduling, department restructuring, or additional support.

Sampling Procedures: Providing Adequate Evidence

Large districts or consortiums may choose to calculate reliability or mastery levels on a sample of their populations, not on the entire group of assessed students. This is acceptable as long as the appropriate sampling procedures are followed and accurately explained in the District Assessment Portfolio. The following are appropriate assessment procedures if calculations are based on only a sample of students:

1. All students are assessed on the same items or performance tasks.
2. The sample population should be representative and proportional to the demographics and size of the total population. For example, if a sample is taken from a district with multiple buildings, students from all buildings should be included. If a sample is taken from multiple districts in a consortium, students from all districts should be included.
3. The district or consortium explains in the assessment portfolio how the sample drawn is representative of the larger population.

If sampling procedures are not clear, representative, or complete; districts or consortiums run the risk of “not providing complete evidence” and might be marked in either Quality Criterion #5 or Quality Criterion #6 as “Needs Improvement.” Beginning with the 2006-07 portfolio, that would result in a “Not Met” for the respective criterion.

Best Practices and Assessment Procedures

The following Best Practices are intended to support quality local assessment. The “Best Practices and Valid Assessment Procedures” section is divided into four parts:

- Assessment Design and Administration
- Assessment and Professional Development
- Assessment Ethics
- Assessment and School Improvement

Recommendations for Best Practice in Assessment

BEST PRACTICE	POOR PRACTICE
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ASSESSMENT DESIGN AND ADMINISTRATION

1. Students have multiple opportunities to be assessed with multiple assessments.	Students take the same test over and over again multiple times. (Even if all assessment items are reconfigured, it is the same assessment.)
2. Assessment is integrated in the classroom as a natural “fit” in the teaching and learning process.	Assessment is separate from instruction so teachers “stop teaching to give a test.”
3. Students who move into the district are assessed on the standards that are instructed while they are enrolled.	Districts “go backwards” and “try to catch up” on standards for students who move in.
4. Standards are integrated into the whole curriculum across classrooms and become part of “business as usual” for all students.	Instruction and assessment of standards are limited to only certain students who take certain courses.
5. Results of classroom-based assessment are included in classroom grading.	Dual systems are established. Classroom based assessment is separate from “state-required tests for compliance” purposes.

ASSESSMENT AND PROFESSIONAL DEVELOPMENT

6. All Pre K-12 staff members participate in assessment literacy professional development.	Only staff members in certain grades or subjects have received assessment literacy opportunities.
7. All Pre K-12 staff members participate in data analysis and use data to inform instructions.	Only selected staff members have seen or used assessment data.
8. All Pre K-12 staff members participate in learning instructional strategies related to assessment data.	Only select staff members have participated in sessions on instructional strategies.
9. All Pre K-12 staff members participate in collaborative conversations about the student learning goals.	Only a few staff members participate in conversations about the student learning goals.
10. All Pre K-12 staff members are kept informed of the assessment direction of the district and updated on changes and modifications.	Only select staff members are included in this information.

ASSESSMENT ETHICS

11. All students are included in the assessment process.	Certain students are excluded or not provided assessment opportunities.
12. Students are encouraged to do their best work but are not pressured.	Students are made to feel fearful or resentful of assessment.
13. Assessment conditions in classrooms are comfortable and appropriate.	Assessment conditions are in a cafeteria or auditorium setting.
14. Appropriate and timely communication about assessment results is provided to all stakeholders.	Assessment results are not clearly communicated to stakeholders in a timely manner. Assessment is a mystery.

ASSESSMENT & SCHOOL IMPROVEMENT

15. Assessment procedures are integrated into school improvement planning.	School Improvement and assessment are two separate processes and staff do not see the connection.
16. All staff are involved in standards and curriculum, and the assessment strategies are tied to school improvement.	Only staff in grades 4, 8, and 11 (or assessed grades) are involved in the standards, curriculum, and assessment process.
17. All curriculum areas have clear standards and current written curriculum guides developed by Pre K-12 staff.	Only the academic curriculum area are aligned with standards in assessed grades or areas, and no written curriculum guides exist.

If you have questions about any of the “Best Practices and Valid Assessment” section please call the Statewide Assessment office at 402 471-2495.

Moving From Compliance to Commitment

Nebraska school districts have accomplished much in the last five years. Many districts have fully integrated assessment in their Pre-K-12 school improvement process and have seen the benefits to student learning through informed instruction and use of data. Those districts who have moved from “compliance to commitment” have done so through many of the following things:

- 1) A comprehensive Pre-K-12 plan for professional development involving all staff.
- 2) Pre-K-12 aligned curriculum across all grades and subject areas and regularly scheduled opportunities for collaboration on curriculum and instruction.
- 3) Data analysis skill for all Pre-K-12 staff so that ownership and input is sought.



Using Data – ARMS Grants (Assessment and Reporting Management System)

The primary purpose of STARS is to use assessment data to inform instruction. Data collection and management, the generating of assessment reports, and the data analysis process have become critical components to the effectiveness of STARS as a data generator for school improvement.

To provide school districts with additional support with data, the Nebraska Department of Education has provided money to districts through the Assessment and Reporting Management (ARMS) grants. These grants provide dollars to school districts so that they might select from various data systems to meet their data management needs. Districts have varying needs with data such as electronic assessment delivery, scoring and assessment support tools, tracking student data, disaggregated report generation, and electronic transfer to the state data system. Therefore, the data systems should provide the necessary data support. The ARMS Grant applications and allocations are available at http://www.nde.state.ne.us/ARMS/JULY_ARMS_APPL.2.pdf funded through the Title I

office, and approved through the assessment office. For additional information, please call the Title I office at 402-471-3504 or the Statewide Assessment office at 402-471-2495.



Response to Intervention (RTI)

What is Response to Intervention (RTI)? The first step in answering this question is to state what RTI is not. RTI is not a special education requirement. Because it came through IDEA reauthorization, some have thought its relevance was only for special education students. Simply put, RTI is an approach appropriate for documenting progress for all students. It is action response to the evaluation of STARS data. It should help a district provide answers to the question, “Now that we have the data, how do we change instruction?”

- RTI is the plotting and documentation of student progress over time.
- RTI assessments may include but are not limited to the STARS assessments or other curriculum-based measures.
- RTI moves data to action – it pinpoints and plots student progress when agreed-upon interventions are used.
- It ties to the STARS re-teaching and re-assessment process.
- The district determines which assessments and scientific research-based instruction interventions to use for RTI.
- The process is a way of monitoring how students perform after interventions are applied.
- RTI represents best practices in educating students.

A full RTI document can be found at www.nde.state.ne.us/RTI



School-based Teacher-led Assessment and Reporting System

Update 21, August 2006

**I. STARS
Implementation
2006-2007**

**II. State of the Schools
Report, Fall 2006**

III. STARS & NCLB

**IV. Best Practices for
Implementing
Assessment
Procedures**

**V. Professional
Development
Opportunities**

VI. Attachments

V. Professional Development Opportunities

- **School Improvement Workshops**
- **Chats with Pat, Sue, and John**

This section provides information about the professional development opportunities in 2006-07.

V. Professional Development Opportunities

School Improvement Workshops for 2006-07

NDE and North Central Association (NCA), in cooperation with Educational Service Unit staff, will be conducting two-day workshops focusing on plans and procedures for the local school improvement process including these topics:

Day 1: Leadership in School Improvement

- The Continuous Improvement Toolkit
- Professional Learning Communities
- Updating a Continuing Improvement Profile

Day 2: Planning, Hosting and Leading External Team Visits (Morning)
NCA Standards and Visitation Protocol (Afternoon)

DATE	LOCATION
September 26-27, 2006	Holiday Inn Express North Platte
October 11-12, 2006	Alliance Public Library Alliance
October 18-19, 2006	Villager Conference Center Lincoln
November 28-29, 2006	ESU 10 Kearney
November 30 - December 1, 2006	Lifelong Learning Center Norfolk
December 13-14, 2006	ESU 3 Omaha

Participants must register in advance. The registration form and details are available online at:

<http://www.nde.state.ne.us/NCA/sipworkshops.htm>

For additional information, contact:

Freida Lange
NDE, Accreditation and School Improvement
Phone 402-471-2444
E-Mail: freida.lange@nde.ne.gov

Chats with Pat, Sue, and John

Chats with the assessment office staff are annually-scheduled interactive sessions where new information is shared and participants have the opportunity for clarification of assessment issues and the chance to have questions answered.

The Chats with Pat, Sue, and John in the 2006-07 school year will be half-day sessions, 9:00 a.m. – 12:00 p.m. Registration will be handled directly by the hosting Educational Service Unit. **School District Teams are encouraged to attend.**

Chats with Pat, Sue, and John

<u>Date</u>	<u>Location</u>
December 5, 2006	Beatrice ESU #5
December 13, 2006	Ainsworth ESU #17
December 14, 2006	Kearney ESU #10
January 9, 2007	Omaha ESU #3
January 10, 2007	Norfolk – Lifelong Learning Center
February 14, 2007	Scottsbluff ESU #13
February 15, 2007	North Platte ESU #16
February 16, 2007	Holdrege ESU #11



School-based Teacher-led Assessment and Reporting System

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IV. Best Practices for Implementing Assessment Procedures

V. Professional Development Opportunities

VI. Attachments

VI. Attachments

- A. Statewide Writing Appeals Form**
- B. District Assessment Portfolio Rubric**
- C. District Assessment Portfolio Checklist**
- D. Assessing the Assessments Worksheet**
- E. Assessing the Assessments Checklist**
- F. District Assessment Portfolio Appeal**
- G. Application for Nebraska Reviewers**
- H. Alternate Assessment Standards -
Reading**
- I. Alternate Assessment Standards -
Mathematics**
- J. Alternate Assessment Rubric -
Reading**
- K. Alternate Assessment Rubric -
Mathematics**

This section provides information to assist school districts in planning, implementing, and reporting assessment of student progress in 2006-2007 and beyond.

Nebraska Department of Education
STATEWIDE WRITING ASSESSMENT
APPEAL FORM

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

This form is a request for a reconsideration of a Statewide Writing Assessment issue or student score.

Please attach a written explanation of the request for reconsideration and a copy of the paper in question (if appropriate).

If submitting a student paper, the following information* MUST accompany the student paper:

- Student Name
- Student Identification Number
- Grade Level
- School Building Name and Identification Number
- Student System ID Number as assigned by NDE via the assessment booklet label
- County-District Number

*This information is contained on the bottom portion of the student information label that is provided for each assessment booklet. Schools are encouraged to keep this portion of the label for future reference.

SCHOOL DISTRICT	COUNTY DISTRICT NUMBER
SUPERINTENDENT	SIGNATURE
LOCAL ASSESSMENT CONTACT if different from superintendent:	SIGNATURE
SCHOOL ADDRESS	CITY, ZIP
PHONE	FAX
EMAIL:	

**The appeals process will occur only during the preliminary data audit window in the spring of 2007.
 The deadline for submitting appeals is May 16, 2007.**

Nebraska Department of Education

The purpose of this review document is to assure that the assessment processes and procedures in local districts are of sufficient quality.

DISTRICT ASSESSMENT PORTFOLIO RUBRIC
Effective Beginning 2006-2007

6 Quality Criteria	Not Met	Needs Improvement	Met with Comment	Met
<p>Criterion 1</p> <p>The assessments match the standards.</p>	<ul style="list-style-type: none"> No qualifications of the independent reviewers are provided. No evidence of an independent review for match to standards is provided (reviewers did not write the assessments). No process for matching assessments to standards is described. No results of the matching process are provided. No sufficiency process is described. No sufficiency results are provided (sufficiency required for both number of items/ performances and levels of difficulty. Minimum 12 items or equivalent on reading standards 4.1.3, 8.1.1 and 12.1.1 and math standards 4.2.1, 8.2.2, and 12.2.1) <i>*Districts with local standards must designate a reading and a math standard.</i> No information for matching or sufficiency is provided for any standards. No consistency between criterion #1 and other criteria is found. 	<ul style="list-style-type: none"> Qualifications of the independent reviewers are unclear or incomplete. Evidence of an independent review for match to standards unclear or incomplete (reviewers did not write the assessments). The process for matching assessments to standards is unclear or incomplete. Results of the matching process are unclear or incomplete. Sufficiency process is unclear or incomplete. Sufficiency results are unclear or incomplete (sufficiency required for both number of items/ performances and levels of difficulty. Minimum 12 items or equivalent on reading standard 4.1.3, 8.1.1 and 12.1.1 and math standards 4.2.1, 8.2.2 and 12.2.1) <i>*Districts with local standards must designate a reading and a math standard.</i> Matching or sufficiency is provided for only some standards Consistency between criterion #1 and other criteria is unclear or incomplete. 	<ul style="list-style-type: none"> Criterion has been fully met, but reviewer believes additional feedback would be helpful. 	<ul style="list-style-type: none"> Qualifications of the independent reviewers are clear and complete. Evidence of an independent review for match to standards is clear and complete (reviewers did not write the assessments). The process for matching assessments to standards is clear and complete. Results of the matching process are clear and complete. Sufficiency process is clear and complete. Sufficiency results are clear and complete (sufficiency required for both number of items/ performances and levels of difficulty. Minimum 12 items or equivalent on reading standards 4.1.3, 8.1.1 and 12.1.1 and math standards 4.2.1, 8.2.2, and 12.2.1) <i>*Districts with local standards must designate a reading and a math standard.</i> Matching or sufficiency is provided for all standards. Consistency between Criterion #1 and other criteria is clear.

DISTRICT ASSESSMENT PORTFOLIO RUBRIC

Effective 2006-2007

6 Quality Criteria	Not Met	Needs Improvement	Met with Comment	Met
<p>Criterion 2</p> <p>Students have an opportunity to learn.</p>	<ul style="list-style-type: none"> • No qualifications of the opportunity to learn reviewers are provided. • No process for opportunity to learn (both curriculum alignment and timing of assessment/ instruction) is described. • No results of the process for alignment of standards with local curriculum are provided. • No dates are provided when standards are taught. • No dates are provided when standards are assessed (80% of instruction should take place prior to assessment.) • No opportunity to learn information is provided for any standards. • No consistency between Criterion #2 and other criteria is found. 	<ul style="list-style-type: none"> • Qualifications of the opportunity-to-learn reviewers are unclear or incomplete. • The process for opportunity to learn is unclear or incomplete (both curriculum alignment and timing of assessment / instruction is described.) • The results of the process for alignment of standards with local curriculum are unclear or incomplete. • Dates are provided when standards are taught but they are unclear or incomplete. • Dates are provided when standards are assessed but are unclear or incomplete • 80% of instruction should take place prior to assessment. • Opportunity to learn information provided for only some standards. • Consistency between Criterion #2 and other criteria is unclear or incomplete. 	<ul style="list-style-type: none"> • Criterion has been fully met, but reviewer believes additional feedback would be helpful. 	<ul style="list-style-type: none"> • Qualifications of the opportunity to learn reviewers are clear and complete. • The process for opportunity to learn is clear and complete (both curriculum alignment and timing of assessment/instruction) is described. • The results of the process for alignment of standards with local curriculum are clear and complete. • Dates are provided when standards are taught and they are clear and complete. • Dates are provided when standards are assessed and are clear and complete • 80% of instruction should take place prior to assessment. • Opportunity to learn information provided for all standards. • Consistency between Criterion #2 and other criteria is clear and complete.

DISTRICT ASSESSMENT PORTFOLIO RUBRIC

Effective 2006-07

6 Quality Assessment Criteria	Not Met	Needs Improvement	Met with Comment	Met
<p>Criterion 3</p> <p>The assessments are free of bias and sensitive situations.</p>	<ul style="list-style-type: none"> • No qualifications of the bias reviewers are provided. • No bias orientation is described. • No process for bias review of assessment items is described. • No results of a bias review are provided. • No bias information provided for any standards. • No consistency between Criterion #3 and other criteria is found. 	<ul style="list-style-type: none"> • Qualifications of the bias reviewers are unclear or incomplete. • The description of the bias orientation is unclear or incomplete. • The process for bias review of assessment items is unclear or incomplete. • Results of a bias review are unclear or incomplete. • Bias information provided only for some standards. • Consistency between Criterion #3 and other criteria is unclear or incomplete. 	<ul style="list-style-type: none"> • Criterion has been fully met, but reviewer believes additional feedback would be helpful. 	<ul style="list-style-type: none"> • Qualifications of the bias reviewers are clear and complete. • The description of the bias orientation process is clear and complete. • The process for bias review of assessment items is clear and complete. • Results of a bias review are clear and complete. • Bias information provided for all standards. • Consistency between criterion #3 and other criteria is clear and complete.
<p>Criterion 4</p> <p>The assessments are at the appropriate level.</p>	<ul style="list-style-type: none"> • No qualifications of the reviewers for appropriate level are provided. • No process for appropriate level review is described. • No results for the appropriate level review are provided. • No appropriate level information is provided for any standards. • No consistency between Criterion #4 and other criteria is found. 	<ul style="list-style-type: none"> • Qualifications of the reviewers for appropriate level are unclear or incomplete. • Process for appropriate level review is unclear or incomplete. • Results of the appropriate level review are unclear or incomplete. • Appropriate level information is provided only for some standards. • Consistency between Criterion #4 and other criteria is unclear or incomplete. 	<ul style="list-style-type: none"> • Criterion has been fully met, but reviewer believes additional feedback would be helpful. 	<ul style="list-style-type: none"> • Qualifications of the reviewers for appropriate level are clear and complete. • Process for appropriate level review is clear and complete. • Results of the appropriate level review are clear and complete. • Appropriate level information is provided for all standards. • Consistency between Criterion #4 and other criteria is clear and complete.

DISTRICT ASSESSMENT PORTFOLIO RUBRIC

Effective 2006-07

6 Quality Assessment Criteria	Not Met	Needs Improvement	Met with Comment	Met
<p>Criterion 5</p> <p>There is consistency of scoring.</p>	<ul style="list-style-type: none"> • No qualifications of the reliability process participants are provided. • No appropriate process for calculating reliability is described. • No reliability value is provided. (Minimum level of acceptable reliability is .70, mean or median, averaged across all standards.) • No procedure for improving reliability is provided. • No reliability is provided for any standards. • No consistency between Criterion #5 and other criteria is found. 	<ul style="list-style-type: none"> • Qualifications of the reliability process participants are unclear or incomplete. • Appropriate process for calculating reliability is unclear or incomplete. • Reliability value provided but calculations are below the minimum acceptable level. (Minimum level of acceptable reliability is .70, mean or median, averaged across all standards.) • Procedure for improving reliability is unclear or incomplete. • Reliability is only provided for some standards. • Consistency between Criterion #5 and other criteria is unclear or incomplete. 	<ul style="list-style-type: none"> • Criterion has been fully met, but reviewer believes additional feedback would be helpful. 	<ul style="list-style-type: none"> • Qualifications of the reliability process participants are clear and complete. • Appropriate process for reliability is clear and complete. • Reliability value provided and calculations are at or above the minimum acceptable level. (Minimum level of acceptable reliability is .70, mean or median, averaged across all standards.) • Procedure for improving reliability is clear and complete. • Reliability is reported for all standards. • Consistency between Criterion #5 and other criteria is clear and complete.
<p>Criterion 6</p> <p>The mastery levels are appropriately set.</p>	<ul style="list-style-type: none"> • No qualifications for mastery level participants are provided. • No evidence of mastery level process is provided. • No results of the mastery level process are provided. • No mastery level process is reported. • No consistency between Criterion #6 and other criteria is found. 	<ul style="list-style-type: none"> • Qualifications for mastery level participants are unclear or incomplete. • Evidence of a mastery level process is unclear or incomplete. • Results of the mastery level process are unclear or incomplete. • Mastery level information is provided for only some standards. • Consistency between Criterion #6 and other criteria is unclear or incomplete. 	<ul style="list-style-type: none"> • Criterion has been fully met, but reviewer believes additional feedback would be helpful. 	<ul style="list-style-type: none"> • Qualifications for mastery level participants are clear or complete. • Evidence of mastery level process is clear or complete. • Results of the mastery level process are clear and complete. • Mastery level information is provided for all standards. • Consistency between criterion #6 and other criteria is clear and complete.

DISTRICT ASSESSMENT PORTFOLIO CHECKLIST OF REQUIREMENTS

The purpose of this checklist of requirements is to provide a method for checking the quality and completeness of the District Assessment documentation. *All of the following information needs to be available during the On-Site Assessment Quality Review.*

Criterion One		The assessments match the standards.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals conducted an <u>independent</u> review of the assessments.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the independent review individuals have been included.
<input type="checkbox"/>	<input type="checkbox"/>	3) The individuals conducting the independent review of the assessments were different people than those who wrote the assessments.
Yes	No	The portfolio includes information about <u>WHAT</u> occurred in the independent review:
<input type="checkbox"/>	<input type="checkbox"/>	4) The process of matching the assessments to standards was described step by step.
<input type="checkbox"/>	<input type="checkbox"/>	5) A decision was made for <u>all</u> standards about a match to assessments.
<input type="checkbox"/>	<input type="checkbox"/>	6) A decision was made for <u>all</u> standards about a sufficient number of items, tasks, performances.
<input type="checkbox"/>	<input type="checkbox"/>	7) A decision was made for <u>all</u> standards about whether the items, tasks, and performances include opportunities for beginning, progressing, proficient, and advanced performance. (Not included in rating until 2007)
Yes	No	The portfolio includes the <u>RESULTS</u> of the independent review for match and sufficiency and action(s) the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	8) The decisions about match and sufficiency were provided for all standards.
<input type="checkbox"/>	<input type="checkbox"/>	9) Any changes, adjustments or recommendations related to the assessment made by the independent panel were reported, including what the district did about those recommended changes.
<input type="checkbox"/>	<input type="checkbox"/>	10) The results of the independent review were displayed in a chart or in another easily read and understood format.
	<input type="checkbox"/>	11) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

PART I. CHECKLIST (SIX QUALITY ASSESSMENT CRITERIA)

<i>Criterion Two</i>		Students have an opportunity to learn.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals examined the local curriculum in order to determine that the content of the standards was taught prior to assessment.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the individuals examining the local curriculum and instruction were included.

Yes	No	The portfolio includes information about <u>WHAT</u> occurred in the local curriculum examination process:
<input type="checkbox"/>	<input type="checkbox"/>	3) The process of examining the local curriculum was described, step by step.
<input type="checkbox"/>	<input type="checkbox"/>	4) A determination was made about where in the local curriculum or in what unit of study each of the standards was taught.
<input type="checkbox"/>	<input type="checkbox"/>	5) Gaps and overlaps in the local curriculum were identified.
<input type="checkbox"/>	<input type="checkbox"/>	6) Changes made in regard to the gaps and overlaps in the local curriculum were identified.
<input type="checkbox"/>	<input type="checkbox"/>	7) Determinations were made about when the standards were assessed so that students had the opportunity to learn at least 80% of the content prior to assessment.

Yes	No	The portfolio includes the <u>RESULTS</u> of the curriculum alignment process and actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	8) The local curriculum alignment results were documented and reported for <u>all</u> standards.
<input type="checkbox"/>	<input type="checkbox"/>	9) Any changes made in the local curriculum as a result of the alignment were reported.
<input type="checkbox"/>	<input type="checkbox"/>	10) The dates when instruction and assessment occurred on the standards were provided for <u>all</u> standards.
<input type="checkbox"/>	<input type="checkbox"/>	11) The dates when instruction and assessment occurred on all standards were reported proving that at least 80% of the content had been taught prior to assessment.
<input type="checkbox"/>	<input type="checkbox"/>	12) The results of the curriculum alignment and opportunity to learn process were displayed in a chart or another easily understood format.
<input type="checkbox"/>	<input type="checkbox"/>	13) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

PART I. CHECKLIST (SIX QUALITY ASSESSMENT CRITERIA)

<i>Criterion Three</i>		The assessments are free of bias and sensitive or unfair situations.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals reviewed the assessments for biased, insensitive, or unfair situations.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the individuals examining the assessments for bias were included.

Yes	No	The portfolio includes information about <u>WHAT</u> happened in the bias review.
<input type="checkbox"/>	<input type="checkbox"/>	3) The process for reviewing the assessments for bias was described, step by step.
<input type="checkbox"/>	<input type="checkbox"/>	4) The process for training the bias reviewers was described.
<input type="checkbox"/>	<input type="checkbox"/>	5) The assessments for all standards were reviewed for bias.
<input type="checkbox"/>	<input type="checkbox"/>	6) Any inappropriate item or assessment was identified.
<input type="checkbox"/>	<input type="checkbox"/>	7) Any needed changes in items or assessments were identified for all standards.

Yes	No	The portfolio includes the <u>RESULTS</u> of the bias review and actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	8) The bias review results were documented and reported for all assessment items measuring all the standards.
<input type="checkbox"/>	<input type="checkbox"/>	9) Any changes or deletions made in the items as a result of the review were reported.
<input type="checkbox"/>	<input type="checkbox"/>	10) The results of the bias review were displayed in a chart or another easily understood display.
<input type="checkbox"/>	<input type="checkbox"/>	11) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

PART I. CHECKLIST (SIX QUALITY ASSESSMENT CRITERIA)

<i>Criterion Four</i>		The assessments are at the appropriate level.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals reviewed the assessments to determine the appropriate level.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the individuals examining for appropriate level were included.

Yes	No	The portfolio includes information about <u>WHAT</u> happened in the review for appropriate level..
<input type="checkbox"/>	<input type="checkbox"/>	3) The process for reviewing assessments for appropriate level was described, step by step.
<input type="checkbox"/>	<input type="checkbox"/>	4) Any task or assessment at an inappropriate level was identified.
<input type="checkbox"/>	<input type="checkbox"/>	5) Any needed changes in items or assessments were identified for all standards.

Yes	No	The portfolio includes the <u>RESULTS</u> of the review for appropriate level and the actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	6) The results of the review for appropriate level were documented and reported for all assessments measuring all standards.
<input type="checkbox"/>	<input type="checkbox"/>	7) Any changes or deletions made in the items as a result of the review were reported.
<input type="checkbox"/>	<input type="checkbox"/>	8) The results of the review for appropriate level were displayed in a chart or another easily understood display.
<input type="checkbox"/>	<input type="checkbox"/>	9) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

PART I. CHECKLIST (SIX QUALITY ASSESSMENT CRITERIA)

<i>Criterion Five</i>		There is consistency in scoring.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals participated in or calculated the reliability values of the assessments. (If teachers did this work, describe their qualifications.)
<input type="checkbox"/>	<input type="checkbox"/>	2) If software was used, describe what was used.

Yes	No	The portfolio includes information about <u>WHAT</u> occurred in the process of calculating reliability.
<input type="checkbox"/>	<input type="checkbox"/>	3) The method for calculating reliability is appropriate. (See pages 14-18 in the Assessment Portfolio Instructions and Suggestions Packet for guidance.)
<input type="checkbox"/>	<input type="checkbox"/>	4) Each step of the reliability calculation process is explained, including any training done, prerequisite mastery levels or the types of assessments used.
<input type="checkbox"/>	<input type="checkbox"/>	5) The process described includes calculations for all standards, all assessments, or all strands (groups of standards around a topic, i.e., measurement or algebraic concepts).

Yes	No	The portfolio includes the <u>RESULTS</u> of the reliability calculations and the actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	6) The reliability values average .70 (mean or median) or higher across all standards, or strands.
<input type="checkbox"/>	<input type="checkbox"/>	7) Any changes that have been made in the assessments to improve reliability have been described.
<input type="checkbox"/>	<input type="checkbox"/>	8) The reliability values are reported for <u>all</u> standards. Values may be calculated by standards, by assessment, or by strand. (See pages 14-18 in the Assessment Portfolio Instructions and Suggestions Packet for guidance.)
<input type="checkbox"/>	<input type="checkbox"/>	9) The reliability calculations are consistent in format (by standard, by assessment, or by strand) with the format of setting mastery levels.
<input type="checkbox"/>	<input type="checkbox"/>	10) The reliability values were presented in a chart or another easily understood display for each standard, assessment, or strand.
<input type="checkbox"/>	<input type="checkbox"/>	11) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

PART I. CHECKLIST (SIX QUALITY ASSESSMENT CRITERIA)

<i>Criterion Six</i>		Mastery levels are appropriate.
Yes	No	The portfolio includes information about <u>WHO</u> did the process:
<input type="checkbox"/>	<input type="checkbox"/>	1) Experienced and qualified individuals participated in the setting of appropriate mastery levels.
<input type="checkbox"/>	<input type="checkbox"/>	2) The experience and qualifications of the individuals participating in the mastery level setting process were included.

Yes	No	The portfolio includes information about <u>WHAT</u> occurred in the process of setting appropriate mastery levels.
<input type="checkbox"/>	<input type="checkbox"/>	3) The method used includes the establishment of agreed-upon definitions for mastery, (i.e., beginning, progressing, proficient, and advanced).
<input type="checkbox"/>	<input type="checkbox"/>	4) The discussion about arriving at performance level definitions is described and the definitions are included.
<input type="checkbox"/>	<input type="checkbox"/>	5) The process used describes how professional judgment about the student performance or the test content was included in the mastery level process.
<input type="checkbox"/>	<input type="checkbox"/>	6) The method used was appropriate to the size of the student population and qualifications of the participants. (See pages 14-18 in the Assessment Portfolio Instructions and Suggestions Packet for guidance.)

Yes	No	The portfolio includes the <u>RESULTS</u> of the mastery levels set and any actions the district has taken about the results.
<input type="checkbox"/>	<input type="checkbox"/>	7) The mastery levels (and the corresponding definitions) were reported for all standards. Values may be calculated by standards, by assessment, or by strand. (See the Assessment Portfolio Instructions and Suggestions Packet for guidance.)
<input type="checkbox"/>	<input type="checkbox"/>	8) The mastery levels are consistent in format (by standard, by assessment, or by strand) to the format of reliability.
<input type="checkbox"/>	<input type="checkbox"/>	9) The mastery levels are displayed in a chart for each standard, assessment, or strand.
<input type="checkbox"/>	<input type="checkbox"/>	10) Completed forms used in the process were included. (Note: Blank forms are helpful only to represent the process. Final results need to be displayed. A good way to report results is to include completed forms with summarized results.)

Part II. ASSESSING THE ASSESSMENTS

Subject Area: _____
Grade Level: _____

ASSESSING THE ASSESSMENTS WORKSHEET

The purpose of this review is to assure that the local district assessments are of sufficient quality.

PART II. On-site Assessment Quality Review *Nebraska Department of Education, 2006*

ALIGNMENT

				EVIDENCE	OBSERVATIONS
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks reflect a match to the appropriate standard(s).		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks reflect the content and skills found within the standard(s).		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items were reviewed by both internal and external groups.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	A list or table of specifications maps the assessment items/tasks to the standards in order to show which items assess which standards.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The process and the alignment results are documented.		
Commendations:				Recommendations for improvement:	

ASSESSING THE ASSESSMENTS WORKSHEET

The purpose of this review is to assure that the local district assessments are of sufficient quality.

PART II. On-site Assessment Quality Review Nebraska Department of Education, 2006

SUFFICIENCY

				EVIDENCE	OBSERVATIONS
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	All of the academic content standards are measured in the assessment items/tasks.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks are distributed across all performance levels.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks include a variety of appropriate formats.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Appropriate assessment items/tasks are focused on higher order thinking skills.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Groups reviewed the assessments for sufficiency results.		
Commendations:				Recommendations for improvement:	

ASSESSING THE ASSESSMENTS WORKSHEET

The purpose of this review is to assure that the local district assessments are of sufficient quality.

PART II. On-site Assessment Quality Review Nebraska Department of Education, 2006

CLARITY

				EVIDENCE	OBSERVATIONS
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for students are clear.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for teachers are clear.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for students were standardized across the district.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for teachers were standardized across the district.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Individual student reports are sent to parents each school year.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Parent reports provide appropriate explanation of results.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Parent reports are provided in the appropriate language(s).		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	District and school level reports are appropriately disaggregated.		
Commendations:				Recommendations for improvement:	

ASSESSING THE ASSESSMENTS WORKSHEET

The purpose of this review is to assure that the local district assessments are of sufficient quality.

PART II. On-site Assessment Quality Review

Nebraska Department of Education, 2006

APPROPRIATENESS

				EVIDENCE	OBSERVATIONS
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments are appropriate for the assessed grade level.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments show an increase of expectation from one grade level to the next.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been screened for fairness, bias, and sensitivity.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been edited for appropriateness of expectations.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments can be appropriately accommodated if needed.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been administered with appropriate accommodations.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	External or internal groups reviewed the assessments.		

Commendations:	Recommendations for improvement:
----------------	----------------------------------

ASSESSING THE ASSESSMENTS WORKSHEET

The purpose of this review is to assure that the local district assessments are of sufficient quality.

PART II. On-site Assessment Quality Review

Nebraska Department of Education, 2006

SCORING PROCEDURES

				EVIDENCE	OBSERVATIONS
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors are clear and specific to each assessment.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors differentiate for each proficiency level.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors are consistently applied to the cut scores on each assessment or standard.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors ensure increased expectations from one grade level to the next.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have scoring guidelines and directions established.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The subjectively scored assessments have clearly defined rubrics		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The subjectively scored assessments have inter-rater reliability and decision consistency methods that are within acceptable ranges.		

Part II. ASSESSING THE ASSESSMENTS

YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Students are given instruction about behavioral objectives during the assessments.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Test security measures taken to assure results are not compromised.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Monitoring procedures are in place for inclusion, standardization and security.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Training is provided for those administering the assessments.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Participation rates are documented.		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Local procedures are in place for assuring appropriate accommodations for ELL students, students with disabilities, and students on 504 plans		
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Local assessment policies are in place to assure comparability and consistency across the district.		
Recommendations for improvement:				Recommendations for improvement:	

Nebraska Department of Education
**ON-SITE ASSESSING THE ASSESSMENTS
 CHECKLIST**

The purpose of this review is to assure that the local district assessments are of sufficient quality.

			ALIGNMENT
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks reflect a match to the appropriate standard(s).
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks reflect the content and skills found within the standard(s).
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items were reviewed by both internal and external groups.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	A list or table of specifications maps the assessment items to the standards in order to show which items assess which standards.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The process and the alignment results are documented.
			SUFFICIENCY
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	All the academic content standards are measured in the assessment items/tasks.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks are distributed across all performance levels.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment items/tasks include a variety of appropriate formats.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Appropriate assessment items/tasks are focused on higher order thinking skills.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Groups reviewed the assessments for sufficiency results.
			CLARITY
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for students are clear.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for teachers are clear.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for students are standardized across the district.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessment directions for teachers are standardized across the district.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Individual student reports are sent to parents each school year.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Parent reports provide appropriate explanation of results.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Parent reports are provided in the appropriate language(s).
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	District and school level reports are appropriately disaggregated.

Part II. ASSESSING THE ASSESSMENTS

			APPROPRIATENESS
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments are appropriate for the assessed grade level.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments show an increase of expectation from one grade level to the next.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been screened for fairness, bias, and sensitivity.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been edited for appropriateness of expectations.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments can be appropriately accommodated if needed.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have been administered with appropriate accommodations.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	External or internal groups reviewed the assessments.
			SCORING PROCEDURES
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors are clear and specific for each assessment.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors differentiate for each proficiency level.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors are consistently applied to the cut scores on each assessment or standard.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The performance level descriptors ensure increased expectations from one grade level to the next.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The assessments have scoring guidelines and directions established.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The subjectively scored assessments have clearly defined rubrics.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	The subjectively scored assessments have inter-rater reliability and decision consistency methods that are within acceptable ranges.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Students are given instruction about behavioral objectives during the assessments.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Test security measures taken to assure results are not compromised.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Monitoring procedures are in place for inclusion, standardization and security.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Training is provided for those administering the assessments.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Participation rates are documented.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Local procedures are in place for assuring appropriate accommodations for ELL students, students with disabilities, and students on 504 plans.
YES <input type="checkbox"/>	NO <input type="checkbox"/>	SOMEWHAT <input type="checkbox"/>	Local assessment policies are in place to assure comparability and consistency across the district.

Nebraska Department of Education
DISTRICT ASSESSMENT PORTFOLIO
APPEAL FORM

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

This form is a request for a re-examination of specified criteria documenting quality of the District Assessment Portfolio.

Date _____

SCHOOL DISTRICT	COUNTY DISTRICT NUMBER
SUPERINTENDENT	SIGNATURE
LOCAL ASSESSMENT CONTACT if different from superintendent:	SIGNATURE
SCHOOL ADDRESS	CITY, ZIP
PHONE	FAX
EMAIL:	Portfolio Grade Level:

The appeals process may occur within the 10 days following notification of the rating assigned during the peer review.

Return to:

Nebraska Department of Education
 STATEWIDE ASSESSMENT
 301 Centennial Mall South
 Lincoln, NE 68509-4987
 Fax : 402 471-4311
 Phone 402 471-2495

Application Form Nebraska Portfolio Reviewer

Section I. General Information

Name _____ School District _____ ESU # _____

Address _____ City _____ Zip _____

Email _____

Phone _____ Fax _____

Section II. Experience

I am qualified to participate in the following parts of the On-site Assessment Quality Review:

Part I. DISTRICT ASSESSMENT PORTFOLIO – Review of assessment procedures.

- Yes No
- I have completed the Nebraska Assessment Cohort (date of completion) _____
- I have participated in the Nebraska Assessment Portfolio Review Training.
(date of training) _____
- I have experience in successfully documenting the Six Quality Criteria:
School district or ESU _____

Part II. ASSESSING THE ASSESSMENTS Review of the assessment instruments used for state reporting.

- Yes No
- I have experience in writing/reviewing assessments in the following content and grade spans.

	Elementary	Middle Level	High School
Reading			
Mathematics			
Science			
Social Studies			

- Yes No
- I have experience documenting the Six Quality Criteria. If not checked above in Part I, explain:

List additional experience that contributes to your assessment literacy.

Section III. References

Someone who could verify my assessment knowledge and experience would be:

Name _____ Title _____

Phone _____ Email _____

I will be available to review during the following review week(s):

_____ October 30-November 2, 2006 *

_____ January 22-26, 2007

_____ March 5-9, 2007

_____ April 23-27, 2007

* Training required for this session will be October 19-20 in Lincoln. Reviewers participating in other review sessions must attend either the October training or the training on January 11-12 in Lincoln.

Yes No
 I have secured permission by my administrator for the time needed to participate (at least one full week plus 1-2 days of training prior to the review week).

Yes No
 I understand that I must attend all training sessions in order to participate.

Yes No
 I understand that the financial reimbursement for my time will be reimbursed to my school district.

Name of Administrator: _____

Administrator E-mail: _____

Administrator Signature: _____

Return by **September 15, 2006** to:
Nebraska Department of Education
STATEWIDE ASSESSMENT,
PO Box 94987, Lincoln, NE 68509-4987

STARS Alternate Reading/Writing Standards

Grade 3 Alternate Reading/Writing Standard

Standard R.3.1 By the end of 3rd grade, students will, using their primary mode of communication, identify information gained and follow directions.

Connection to Nebraska Reading Standard: 4.4.1

By the end of fourth grade, students will identify information gained and complete tasks through listening.

Grade 4 Alternate Reading/Writing Standards

Standard R.4.1 By the end of 4th grade, students will, using their primary mode of communication, demonstrate the use of multiple strategies in reading familiar and unfamiliar symbols, objects or words.

Connection to Nebraska Reading Standard: 4.4.1

By the end of fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.

Standard R.4.2 By the end of 4th grade, students will, using their primary mode of communication, clearly express an idea.

Connection to Nebraska Reading Standard: 4.3.2

By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.

Standard R.4.3 By the end of 4th grade, students will, using their primary mode of communication, write using standard English (conventions) capitalization.

Connection to Nebraska Reading Standard: 4.2.1

By the end of fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, and spelling.

Grade 5 Alternate Reading/Writing Standard

Standard R.5.1 By the end of 5th grade, students will, using their primary mode of communication, participate in group (two or more) discussions using single words, phrases or simple sentences to convey meaning.

Connection to Nebraska Reading Standard: 8.3.1

By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.

Grade 6 Alternate Reading/Writing Standard

Standard R.6.1 By the end of 6th grade, students will, using their primary mode of communication, identify main ideas and supporting details represented in functional symbols, objects, and/or words.

Connection to Nebraska Reading Standard: 8.2.2

By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Grade 7 Alternate Reading/Writing Standard

Standard R.7.1 By the end of 7th grade, students will, using their primary mode of communication, identify main ideas and supporting details represented in functional symbols, objects, and/or words.

Connection to Nebraska Reading Standard: 8.2.2

By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.

Grade 8 Alternate Reading/Writing Standards

Standard R.8.1 By the end of 8th grade, students will, using their primary mode of communication, identify and apply knowledge of informational text.

Connection to Nebraska Reading Standard: 8.1.5

By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard R.8.2 By the end of 8th grade, students will, using their primary mode of communication, participate in group (two or more) discussions using single words, phrases or simple sentences to convey meaning.

Connection to Nebraska Reading Standard: 8.3.1

By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.

Standard R.8.3 By the end of 8th grade, students will, using their primary mode of communication, write using standard English (conventions) for punctuation.

Connection to Nebraska Reading Standard: 8.2.1

By the end of fourth grade, students will write using standard English (conventions) or sentence structure, usage, punctuation, and spelling.

Grade 11 Alternate Reading/Writing Standards

Standard R.11.1 By the end of 11th grade, students will, using their primary mode of communication, locate and read information in primary resources provided.

Connection to Nebraska Reading Standard: 11.1.2

By the end of the twelfth grade, students will locate and read information use primary and secondary resources for research.

Standard R.11.2 By the end of 11th grade, students will, using their primary mode of communication, apply knowledge of informational text.

Connection to Nebraska Reading Standard: 11.1.6

By the end of twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard R.11.3 By the end of 11th grade, students will, using their primary mode of communication, write using standard English (conventions) for punctuation.

Connection to Nebraska Reading Standard: 11.2.1

By the end of fourth grade, students will write using standard English (conventions) or sentence structure, usage, punctuation, and spelling.

STARS Alternate Mathematics Standards

Grade 3 Alternate Math Standard

Standard M.3.1 By the end of 3rd grade, students will, using their primary mode of communication, identify examples of positive numbers 1 through 12 and 0.

Connection to Nebraska Math Standard: 4.1.4

By the end of fourth grade, students will identify examples of positive and negative numbers and zero.

Grade 4 Alternate Math Standard

Standard M.4.1 By the end of 4th grade, students will, using their primary mode of communication, identify examples of positive numbers 1 through 12 and 0 and demonstrate a one-to-one correspondence.

Connection to Nebraska Math Standard: 4.1.4

By the end of fourth grade, students will identify examples of positive and negative numbers and zero.

Grade 5 Alternate Math Standard

Standard M.5.1 By the end of 5th grade, students will, using their primary mode of communication, collect, organize, record and interpret data.

Connection to Nebraska Math Standard: 4.5.1

By the end of fourth grade, students will collect, organize, record, and interpret data and describe the findings..

Grade 6 Alternate Math Standard

Standard M.6.1 By the end of 6th grade, students will, using their primary mode of communication, select measurement tools and measure quantities for volume.

Connection to Nebraska Math Standard: 8.3.1

By the end of the eighth grade, students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity and weight/mass in standard and metric units at the designated level of precision.

Grade 7 Alternate Math Standard

Standard M.7.1 By the end of 7th grade, students will, using their primary mode of communication, select measurement tools and measure quantities for time.

Connection to Nebraska Math Standard: 8.3.1

By the end of the eighth grade, students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity and weight/mass in standard and metric units at the designated level of precision.

Grade 8 Alternate Math Standard

Standard M.8.1 By the end of 8th grade, students will, using their primary mode of communication, measure quantities of money.

Connection to Nebraska Math Standard: 8.3.1

By the end of the eighth grade, students will select measurement tools and measure quantities for temperature, time, **money**, distance, angles, area, perimeter, volume capacity and weight/mass in standard and metric units at the designated level of precision.

Grade 11 Alternate Math Standard

Standard M.11.1 By the end of 11th grade, students will, using their primary mode of communication, perform computations.

Connection to Nebraska Math Standard: 12.2.3

By the end of the twelfth grade, students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology.

READING/WRITING

Grade 3

Standard R.3.1. By the end of 3rd grade, students will, using their primary mode of communication, identify information gained and follow directions.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student displays minimal or no response to information or directions.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student follows simple (one-step) directions given with prompts.</p> <p>Possible Example: Teacher asks student to hang up their coat. The student does not respond. The teacher repeats the request and takes child by the hand to hang up the coat.</p>	<p style="text-align: center;">Progressing</p> <p>The student follows simple (one-step) directions without prompts.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student gains information and follows multiple step, (two or more) directions when given one step at a time with prompts. <i>(Completion of a task is not required in this standard)</i></p> <p>Possible Example: The teacher asks Mary to look at her and put her fingers on the teacher's lips. Mary looks at her teacher. The teacher takes Mary's fingers to her lips, says, "Mary", and points to Mary. Mary attempts to repeat her name.</p>	<p style="text-align: center;">Proficient</p> <p>The student gains information and follows multiple step (two or more) directions when given one step at a time. <i>(Completion of a task is not required in this standard)</i></p>	<p style="text-align: center;">Barely Advanced</p> <p>The student, with prompts, gains information and follows multiple step directions (two or more) when given all at one time. <i>(Completion of a task is not required in this standard)</i></p> <p>Possible Example: The student watches others using napkins at the table. The lunchroom supervisor tells the student to "Take a napkin and put it on your lap." The student takes a napkin and with help, places it on his lap.</p>	<p style="text-align: center;">Advanced</p> <p>The student gains information and follows multiple step directions (two or more) when given all at one time. <i>(Completion of a task is not required in this standard)</i></p> <p>Possible Example: The art teacher displays an example of a collage and gives three directions (1) get a magazine, (2) tear out pictures, and (3) paste the pictures on a sheet of paper. The student follows the directions.</p>

READING/WRITING

Grade 4

Standard R.4.1. By the end of 4th grade, students will, using their primary mode of communication, demonstrate the use of multiple strategies in reading familiar and unfamiliar symbols, objects or words.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student displays limited or no recognition of a symbol, object, or word that is presented and identified for them.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student correctly reads familiar symbols, objects or words with prompts.</p> <p>Possible Example: The student is given two familiar pieces of fruit (an apple and a banana). The student feels each one and signs its name with assistance.</p>	<p style="text-align: center;">Progressing</p> <p>The student correctly reads familiar symbols, objects or words.</p> <p>Possible Example: On a walk, the student will read each posted safety symbol. Examples might include: poison-skull and crossbones, no bikes – bike with a slash through it, no crossing – person walking with a slashing, tornado shelter – picture of a tornado.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student correctly reads familiar and unfamiliar symbols, objects or words with prompts.</p> <p>Possible Example: When learning the new word “chair”, the teacher asks, “Whose chair is this?” and touches a chair with the words “Mary’s chair” taped to it. Mary does not respond. The teacher prompts again by saying, “I see Mary’s name on this chair. Who should sit here?” Mary recognizes her name, repeats the words “Mary’s chair” and sits down.</p>	<p style="text-align: center;">Proficient</p> <p>The student correctly reads familiar and unfamiliar symbols, objects or words.</p> <p>Possible Example: While walking down the school hallway, the student reads the word “Walk” next to an illustration of a running child with a slash through it. The student slows down and walks.</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student reads familiar and unfamiliar symbols, objects or words in everyday situations with prompting from the teacher.</p> <p>Possible Example: The student tries to pull open a door, but it won’t open. The teacher says, “Maybe you should push instead,” and points to the word “push”. The student pushes the door open.</p>	<p style="text-align: center;">Advanced</p> <p>The student reads familiar and unfamiliar symbols, objects or words in everyday situations.</p>

READING/WRITING

Grade 4

Standard R.4.2. By the end of 4th grade, students will, using their primary mode of communication, clearly express an idea.

BEGINNING	Barely Progressing	Progressing	Barely Proficient	Proficient	Barely Advanced	Advanced
<p>The student indicates an idea but cannot be understood.</p> <p>Possible Example: The student whines and flails an arm in the direction of the door but it cannot be determined what the student means.</p>	<p>Barely Progressing</p> <p>When given appropriate choices, the student clearly expresses an idea with prompts.</p> <p>Possible Example: The student points to a glass of juice when the teacher asks, "Are you thirsty?" and holds out a glass of water and a glass of juice.</p>	<p>Progressing</p> <p>When given appropriate choices, the student clearly expresses an idea.</p> <p>Possible Example: When getting ready for recess, the teacher gives the student two choices and signs, "Do you want to play with the basketball or the jump rope?" The student signs the word "ball".</p>	<p>Barely Proficient</p> <p>The student clearly expresses an idea with prompts.</p> <p>Possible Example: The student brings a baby picture to class and tugs at the teacher's sleeve to show him the picture. The teacher asks, "Do you have a new baby at your house?" and emphasizes the words new baby. The student repeats "new baby" and displays the picture again.</p>	<p>Proficient</p> <p>The student clearly expresses an idea in everyday situations with prompts.</p> <p>Possible Example: The teacher helps the student read a menu and give the student words/signs for different items. The student orders from the waiter using a combination of those words and/or signs.</p>	<p>Barely Advanced</p> <p>The student expresses a need or want in a variety of situations (cafeteria, playground, gym, etc.) with teachers providing prompts.</p> <p>Possible Example: The student points to an apple when going through the lunch line in the cafeteria. The teacher asks, "What do you want?" The student again points to the apple. The teacher then says, "This is an apple. Tell me what you want." The student repeats the word "apple".</p>	<p>Advanced</p> <p>The student clearly expresses an idea in everyday situations.</p>

READING/WRITING

Grade 4

Standard R.4.3. By the end of 4th grade, students will, using their primary mode of communication, write using standard English (conventions) capitalization.

BEGINNING	Barely Progressing	Progressing	Barely Proficient	Proficient	Barely Advanced	Advanced
<p>The student discriminates between a capital and lower case letter with complete assistance.</p> <p>Possible Example: The teacher displays the first letter of the student's name in both its capital and lower case form and the student designates the capital letter with hand-under-hand assistance.</p>	<p>Barely Progressing</p> <p>The student matches capital letters with their lower case letters with prompts.</p>	<p>Progressing</p> <p>The student matches capital letters with their lower case letters.</p> <p>Possible Example: When given familiar letters, the student matches the capital with its lower case.</p>	<p>Barely Proficient</p> <p>The student writes using capitalization of proper nouns with prompts.</p> <p>Possible Example: The teacher lays out letter cards that spell the student's first name. The student, with prompts, replaces the first letter (in lower case) of their name with the correct capital letter.</p>	<p>Proficient</p> <p>The student writes using capitalization of proper nouns.</p> <p>Possible Example: The student places capital letters at the beginning of familiar proper names. Examples might include: student's first name, town's name, teacher's name, sibling's name, etc.</p>	<p>Barely Advanced</p> <p>The student uses capitalization at the beginning of sentences with prompts.</p> <p>Possible Example: Using no capital letters, the teacher writes several simple sentences on chart paper. The student indicates, with prompts, where a capital letter should be placed.</p>	<p>Advanced</p> <p>The student uses capitalization at the beginning of sentences.</p> <p>Possible Example: The student dictates a simple sentence (minimum of two words, but not necessarily a complete sentence) to a scribe and indicates where the capital letter should be.</p>

READING/WRITING

Grade 5

Standard R.5.1. By the end of 5th grade, students will, using their primary mode of communication, participate in group (two or more) discussions using single words, phrases or simple sentences to convey meaning.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student does not acknowledge communication directed to them or going on around them.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student acknowledges communication directed to them and attempts to respond with prompts.</p> <p>Possible Example: Before speaking to a student, the teacher touches their shoulder to gain their attention. Then the teacher comments on the student's good work and helps the student sign "good work".</p>	<p style="text-align: center;">Progressing</p> <p>The student acknowledges communication directed to them and attempts to respond.</p> <p>Possible Example: When entering the lunchroom, the teacher signs "Smells good" and signs it to the student. The student attempts to copy the sign in agreement.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student, with prompts, participates in structured group (two or more people) discussions.</p> <p>Possible Example: During a class discussion of grooming, the para-educator turns to a student and directly asks if they combed their hair that morning. The student nods yes. The teacher prompts the student to raise his hand and tell the rest of the class.</p>	<p style="text-align: center;">Proficient</p> <p>The student participates in structured group (two or more people) discussions.</p> <p>Possible Example: The student listens to other students in a small group and adds a comment.</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student, with prompts, participates in discussions during everyday activities.</p>	<p style="text-align: center;">Advanced</p> <p>The student participates in discussions during everyday activities.</p> <p>Possible Example: Student uses augmentation communication device and talks to a peer in the hallway.</p>

READING/WRITING

Grade 6

Standard R.6.1. By the end of 6th grade, students will, using their primary mode of communication, identify main ideas and supporting details represented in functional symbols, objects, and/or words.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>When given a written/picture/object schedule (two-three activities), the student will indicate the next activity on the schedule (hand over hand).</p> <p>Possible Example: On a table is placed a book and a game. Taking the student's hand, the teacher explains that they are going to read a book (lays child's hand on the book) and then play a game (helps child touch the game).</p>	<p>Barely Progressing</p> <p>The student identifies the main idea with prompts.</p> <p>Possible Example: The student reads the name of the day at the top of his schedule and with hand-under-hand assistance, points to each illustrated event and reads them with the teacher.</p>	<p>Progressing</p> <p>The student identifies the main idea.</p>	<p>Barely Proficient</p> <p>The student identifies the main idea and supporting details with prompts.</p> <p>Possible Example: The student reads the names of the day at the top of his schedule and, as the day progresses, points to each activity and names it with teacher prompts.</p>	<p>Proficient</p> <p>The student identifies the main idea and supporting details.</p> <p>Possible Example: During a simple first aid lesson, the student is given a bar of soap, a tube of first aid hand cream and a band-aid. The student indicates what they should do with each.</p>	<p>Barely Advanced</p> <p>The student, with prompts, identifies the main idea and several supporting details in what they read.</p> <p>Possible Example: The student looks at a chart with a wheelchair at the top. The teacher asks the student what the chart is about. Together they read each step describing how to lock and unlock the wheelchair brakes.</p>	<p>Advanced</p> <p>The student identifies the main idea and several supporting details in what they read.</p> <p>Possible Example: For a class research project, the student looks at a book about cats (which includes illustrations) and determines common characteristics of the cat family: paw, fur, whiskers, meat eater, etc.</p>

READING/WRITING

Grade 7

Standard R.7.1. By the end of the 7th grade, students will, using their primary mode of communication, identify main ideas and supporting details represented in functional symbols, objects, and/or words.

BEGINNING	PROGRESING	PROFICIENT	ADVANCED						
<p>The student identifies the main idea with prompts.</p> <p>Possible Example: The teacher reads a simple story to the student and displays three pictures. The student, with prompts, selects the picture that best illustrates the story's main idea.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Barely Progressing</p> <p>The student identifies the main idea and at least one supporting detail with prompts.</p> <p>Possible Example: The student's picture is displayed at the top of a paper. Under the picture are illustrations of things children do (sleep, play football, use a wheelchair, sing, etc.). The student points to things that are about themselves with prompts from the teacher.</p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Progressing</p> <p>The student identifies the main idea and at least one supporting detail.</p> </td> </tr> </table>	<p style="text-align: center;">Barely Progressing</p> <p>The student identifies the main idea and at least one supporting detail with prompts.</p> <p>Possible Example: The student's picture is displayed at the top of a paper. Under the picture are illustrations of things children do (sleep, play football, use a wheelchair, sing, etc.). The student points to things that are about themselves with prompts from the teacher.</p>	<p style="text-align: center;">Progressing</p> <p>The student identifies the main idea and at least one supporting detail.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Barely Proficient</p> <p>The student, with prompts, reads and identifies the main idea and supporting details.</p> <p>Possible Example: The student reads a grocery list and buys each item listed with prompts.</p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Proficient</p> <p>The student reads and identifies the main idea and supporting details.</p> <p>Possible Example: The student reads a book about community workers. Using a scribe, the student records workers found in the book and what that person does to benefit himself or the community.</p> </td> </tr> </table>	<p style="text-align: center;">Barely Proficient</p> <p>The student, with prompts, reads and identifies the main idea and supporting details.</p> <p>Possible Example: The student reads a grocery list and buys each item listed with prompts.</p>	<p style="text-align: center;">Proficient</p> <p>The student reads and identifies the main idea and supporting details.</p> <p>Possible Example: The student reads a book about community workers. Using a scribe, the student records workers found in the book and what that person does to benefit himself or the community.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Barely Advanced</p> <p>The student reads and identifies the main idea and supporting details in everyday situations with prompts.</p> <p>Possible Example: Looking at the football schedule for the local high school team, the student, with prompts, determines which games will be played at home and which will be played away.</p> </td> <td style="width: 50%; vertical-align: top;"> <p style="text-align: center;">Advanced</p> <p>The student reads and identifies the main idea and supporting details in everyday situations.</p> </td> </tr> </table>	<p style="text-align: center;">Barely Advanced</p> <p>The student reads and identifies the main idea and supporting details in everyday situations with prompts.</p> <p>Possible Example: Looking at the football schedule for the local high school team, the student, with prompts, determines which games will be played at home and which will be played away.</p>	<p style="text-align: center;">Advanced</p> <p>The student reads and identifies the main idea and supporting details in everyday situations.</p>
<p style="text-align: center;">Barely Progressing</p> <p>The student identifies the main idea and at least one supporting detail with prompts.</p> <p>Possible Example: The student's picture is displayed at the top of a paper. Under the picture are illustrations of things children do (sleep, play football, use a wheelchair, sing, etc.). The student points to things that are about themselves with prompts from the teacher.</p>	<p style="text-align: center;">Progressing</p> <p>The student identifies the main idea and at least one supporting detail.</p>								
<p style="text-align: center;">Barely Proficient</p> <p>The student, with prompts, reads and identifies the main idea and supporting details.</p> <p>Possible Example: The student reads a grocery list and buys each item listed with prompts.</p>	<p style="text-align: center;">Proficient</p> <p>The student reads and identifies the main idea and supporting details.</p> <p>Possible Example: The student reads a book about community workers. Using a scribe, the student records workers found in the book and what that person does to benefit himself or the community.</p>								
<p style="text-align: center;">Barely Advanced</p> <p>The student reads and identifies the main idea and supporting details in everyday situations with prompts.</p> <p>Possible Example: Looking at the football schedule for the local high school team, the student, with prompts, determines which games will be played at home and which will be played away.</p>	<p style="text-align: center;">Advanced</p> <p>The student reads and identifies the main idea and supporting details in everyday situations.</p>								

READING/WRITING

Grade 8

Standard R.8.1. By the end of 8th grade, students will, using their primary mode of communication, identify and apply knowledge of informational text.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student repeats familiar/functional words that are presented to the student in the form of words, pictures or objects.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student will identify with prompts, familiar/functional words found in the classroom setting.</p> <p>Possible Example: The teacher will give the student a familiar object (pencil) found in the classroom. The student will read the object and, with prompts, tell the teacher what it is.</p>	<p style="text-align: center;">Progressing</p> <p>The student identifies familiar/functional symbols and/or words found in the classroom setting.</p> <p>Possible Example: The teacher has cards with a word for a classroom object (pencil, notebook, desk, etc.) printed in Braille. The student reads each word and locates that object in the classroom.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student identifies and applies familiar/functional words found in a school setting with prompts.</p> <p>Possible Example: The student reads the word "push" on the locker room door and begins to pull. The teacher asks, "If you can't pull it open, what do you think that word tells you to do?"</p>	<p style="text-align: center;">Proficient</p> <p>The student identifies and applies familiar/functional symbols and/or words found in a school setting.</p> <p>Possible Example: The student receives their daily schedule and reads the words "Reading, Math, Lunch and Music." The student reads the words to the teacher and follows the schedule.</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student identifies and applies familiar/functional symbols and/or words found in daily activities with prompts.</p> <p>Possible Example: While on a walk with the para-educator, she helps student read the "walk" and "don't walk" symbols and words at the street corner. They cross the street at the appropriate time.</p>	<p style="text-align: center;">Advanced</p> <p>The student identifies and applies familiar/functional symbols and/or words found in daily activities.</p> <p>Possible Example: When entering the school, the student reads the word "Pull" on the door and pulls it open instead of pushing.</p>

READING/WRITING

Grade 8

Standard R.8.2. By the end of 8th grade, students will, using their primary mode of communication, participate in group (two or more) discussions using single words, phrases or simple sentences to convey meaning.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student does not acknowledge communication directed to them or going on around them.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student acknowledges communication directed to them and attempts to respond with prompts.</p> <p>Possible Example: Before speaking to a student, the teacher touches their shoulder to gain their attention. Then the teacher comments on the student's good work and helps the student sign "good work".</p>	<p style="text-align: center;">Progressing</p> <p>The student acknowledges communication directed to them and attempts to respond.</p> <p>Possible Example: When entering the lunchroom, the teacher signs, "Smells good" and signs it to the student. The student attempts to copy the sign in agreement.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student, with prompts, participates in structured group (two or more people) discussions.</p> <p>Possible Example: During a class discussion of grooming, the para-educator turns to a student and directly asks if they combed their hair that morning. The student nods yes. The teacher prompts the student to raise his hand and tell the rest of the class.</p>	<p style="text-align: center;">Proficient</p> <p>The student participates in structured group (two or more people) discussions.</p> <p>Possible Example: The student listens to other students in a small group and adds a comment.</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student, with prompts, participates in discussion during everyday activities.</p>	<p style="text-align: center;">Advanced</p> <p>The student participates in discussions during everyday activities.</p> <p>Possible Example: Student uses assistive communication and talks to a peer at a school assembly.</p>

READING/WRITING

Grade 8

Standard R.8.3. By the end of 8th grade, students will, using their primary mode of communication, write using standard English (conventions) for punctuation.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student has no concept of punctuation.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student recognizes and indicates periods with prompts.</p> <p>Possible Example: When feeling different plastic letters and punctuation marks, the student indicates, with prompts, the periods.</p>	<p style="text-align: center;">Progressing</p> <p>The student recognizes and indicates periods.</p> <p>Possible Example: When looking at a sentence or piece of text, the student will locate the period(s) at the end of each sentence.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student uses periods at the end of sentences with prompts.</p> <p>Possible Example: As the student dictates to the teacher, she pauses after each sentence and reminds him that he needs to say "period" or "dot".</p>	<p style="text-align: center;">Proficient</p> <p>The student uses periods at the end of sentences.</p> <p>Possible Example: The student, using an augmentative device, writes simple sentences and places a period at the end of each. (Sentences need not to be complete or declarative.)</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student uses periods and question marks with prompts.</p> <p>Possible Example: The teacher reads sentences to the student and helps her determine if each is telling something or asking a question. They then select the appropriate punctuation mark.</p>	<p style="text-align: center;">Advanced</p> <p>The student uses periods and question marks.</p>

READING/WRITING

Grade 11

Standard R.11.1 By the end of 11th grade, students will, using their primary mode of communication, locate and read information in primary resources provided.

BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
<p>The student attends when the classroom schedule is read to them.</p>	<p>Barely Progressing The student reads, with prompts, information from a teacher-indicated resource, having no specific purpose.</p> <p>Possible Example: Given a basket of plastic, life-size fruits and vegetables, the student feels each and, with prompts, describes it to the teacher.</p>	<p>Barely Proficient The student will, with prompts, locate a resource and read for information to answer a teacher inquiry.</p> <p>Possible Example: When going to a restaurant with the teacher or para-educator, the teacher asks the student to get a menu and together they read the sandwich section and choose one to order.</p>	<p>Barely Advanced The student will, with prompts, locate and read for information they personally want.</p> <p>Possible Example: The student wants to make cookies for the class. The teacher points out the cookbooks in the classroom and helps the student locate and read a cookie recipe.</p>

READING/WRITING

Grade 11

Standard R.11.2 By the end of 11th grade, students will, using their primary mode of communication, apply knowledge of informational text.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student provides para-educator a copy of their personal information with the school secretary prompting. The student locates text information.</p>	<p>Barely Progressing The student will identify, with prompts, text with information.</p> <p>Possible Example: The teacher puts each student's name on a locker door. The teacher gives the student a sample of his name and points to each individual letter until the student locates the correct locker and puts his possessions inside.</p>	<p>Progressing The student identifies text with information.</p> <p>Possible Example: The teacher places each student's name and address on specific seats. When the student enters the room he reads the information and sits at the correct desk.</p>	<p>Barely Proficient The student identifies and applies the knowledge of informational text to school experiences with prompts.</p> <p>Possible Example: The student reads, with assistance, his schedule for the day and follows it with prompting.</p>	<p>Proficient The student identifies and applies the knowledge of informational text to school experiences.</p> <p>Possible Example: The student reads the list of items for sale at the school store. He then purchases something listed.</p>	<p>Barely Advanced The student identifies and applies knowledge of informational text with prompts.</p> <p>Possible Example: The student, accompanied by her teacher, buys the items pictured on a grocery list. The teacher helps locate and select items as needed.</p>	<p>Advanced The student identifies and applies knowledge of informational text in everyday situations.</p> <p>Possible Example: When opening a class checking account at the bank, the student reads the information on the identification card in his pocket and copies his name to the application.</p>

READING/WRITING

Grade 11

Standard R.11.3. By the end of 11th grade, students will, using their primary mode of communication, write using standard English (conventions) for sentence structure.

BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
<p>The student communicates with single words.</p>	<p>The student communicates with phrases with prompts.</p>	<p>The student writes complete sentences of at least two words (a noun and verb) with prompts.</p> <p>Possible Example: Looking at a picture of a dog barking, the student dictates "dog" to a scribe. She writes the word dog and prompts, "What is the dog doing?" The student answers "barks". The scribe writes barks and together they read the sentence "Dog barks".</p>	<p>The student writes complete sentences of more than two words with prompts.</p> <p>Possible Example: Using technology the student writes a sentence or more on a designated topic.</p>

MATH

Grade 3

Standard M.3.1 By the end of 3rd grade, students will, using their primary mode of communication, identify examples of positive numbers 1 through 12 and 0.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student attends to numbers but demonstrates little or no recognition.</p>	<p>Barely Progressing The student recognizes positive numbers 1 through 12 and 0 as being numbers with prompts.</p> <p>Possible Example: Using objects shaped like the numbers 0 through 12, the student picks up one and the teacher states that it is a number and names it.</p>	<p>Progressing The student recognizes positive numbers 1 through 12 and 0 as being numbers.</p> <p>Possible Example: Given a set of objects, the student picks out the ones that are numbers.</p>	<p>Barely Proficient The student, with prompts, identifies numbers 1 through 12 and 0.</p> <p>Possible Example: Using Braille cards 0 through 12, the student feels and identifies each one with the assistance and prompts of the para-educator.</p>	<p>Proficient The student, with prompts, identifies numbers 1 through 12 and 0.</p> <p>Possible Example: The teacher randomly displays number cards 0-12 and hides a button under one card. The student identifies each number until the button is found. The process is repeated several times.</p>	<p>Barely Advanced The student, with prompts, identifies the numbers 1-12 and 0 in everyday situations.</p>	<p>Advanced The student identifies numbers 1 through 12 and 0 in everyday situations.</p> <p>Possible Example: While taking a walk around the neighborhood with the para-educator, the student identifies numbers seen on street signs, scoreboards, addresses, license plates, etc.</p>

MATH

Grade 4

Standard M.4.1 By the end of 4th grade, students will, using their primary mode of communication, identify examples of positive numbers 1 through 12 and 0 and demonstrate one-to-one correspondence.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student manipulates objects and attempts to count them with little or no accuracy.</p>	<p>Barely Progressing The student, with prompts, identifies a number to match a corresponding number of objects.</p> <p>Possible Example: With groups of objects displayed on cards, the teacher tells the student the amount and the student, with prompts, lays the matching number card on top of it.</p>	<p>Progressing The student identifies a number to match a corresponding number of objects.</p> <p>Possible Example: The teacher lies out and counts five objects and counts for the student. The student repeats the total number and points to it on a 0-12 number line.</p>	<p>Barely Proficient The student, with prompts, uses one-to-one correspondence to count objects and matches the amount to the correct number.</p> <p>Possible Example: The art teacher tells the student they can use only three colors for a project and she helps the student count and pull the correct number from his box.</p>	<p>Proficient The student uses one-to-one correspondence to count objects and matches the amount to the correct number.</p> <p>Possible Example: The student completes a worksheet with numbers on the left side that match illustrations on the right. The student draws a line from the number to its matching illustration.</p>	<p>Barely Advanced The student identifies numbers and applies one-to-one correspondence in everyday situations with prompts.</p> <p>Possible Example: When doing a cooking project, the student points in the recipe to the number of eggs needed and helps the student count and take them from the egg carton.</p>	<p>Advanced The student identifies numbers and applies one-to-one correspondence in everyday situations.</p> <p>Possible Example: When told that seven people are going to eat dinner, the student takes seven plates from a stack and places them around the table.</p>

MATH

Grade 5

Standard M.5.1

By the end of 5th grade, students will, using their primary mode of communication, collect, organize, record and interpret data.

BEGINNING	PROGRESSING	PROFICIENT	ADVANCED
<p>The student with teacher prompting will collect data.</p> <p>Possible Example: With total assistance of the teacher, the student will examine several classmates' eyes and select a pre-cut strip of paper the same color.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student collects and organizes data with prompts.</p> <p>Possible Example: As part of the regular morning routine, the student holds the containers marked "HOT LUNCH" and "COLD LUNCH". Students place craft sticks (with names on them) in the appropriate container. The student removes the sticks from the "HOT LUNCH" container, counts them, and reports the number to the teacher who helps the student type the number on the computer for electronic submission to the office.</p>	<p style="text-align: center;">Progressing</p> <p>The student collects and organizes data.</p> <p>Possible Example: At the end of the month, the teacher directs the student to collect the weather symbols displayed on the class calendar. The student sorts the symbols, counts each amount, and records the number on each corresponding large symbol mounted by the calendar.</p> <p style="text-align: center;">Barely Proficient</p> <p>The student collects, organizes, records, and interprets data with prompts.</p> <p>Possible Example: At the end of the month, the teacher directs the student to collect the weather symbols displayed on the class calendar. The student sorts the symbols, counts each amount, and records the number on each corresponding large symbol mounted by the calendar. The teacher will help the student determine the most frequent type of weather during the preceding month.</p>	<p style="text-align: center;">Proficient</p> <p>The student collects, organizes, records and interprets data.</p> <p>Possible Example: During a class survey project, students put a tally mark under one of the following titles: "Has a Brother", "Has a Sister", "Has a Brother and Sister". The student counts the tally marks, records the number at the bottom of each column, determines which group is largest and reports it to the class.</p> <p style="text-align: center;">Barely Advanced</p> <p>The student collects, organizes, records, and interprets data with prompts in everyday situations.</p> <p>Possible Example: When helping the custodian set up chairs for a program, the student, with prompts, will count the number of people in his classroom, record the number, count the number of chairs in place and he and custodian will decide if there are enough.</p> <p style="text-align: center;">Advanced</p> <p>The student collects, organizes, records, and interprets data in everyday situations.</p>

MATH

Grade 6

Standard M.6.1 By the end of 6th grade, students will, using their primary mode of communication, select measurement tools and measure quantities for volume.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student uses various containers to explore volume.</p> <p>Possible Example: Given a tub containing foam packing peanuts, the student fills and empties various containers with no purpose in mind.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student uses designated measuring tool with prompts.</p> <p>Possible Example: The teacher gives the student a one-cup measuring tool and identifies it for the student. The teacher helps the student fill and transfer it to another container.</p>	<p style="text-align: center;">Progressing</p> <p>The student uses designated measuring tool.</p> <p>Possible Example: When making popcorn, the student is given the ½ cup measurement tool and directed to put that amount of uncooked corn in the popper, which they do.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student, with prompts, selects and uses the correct measuring tool.</p>	<p style="text-align: center;">Proficient</p> <p>The student selects and uses the correct measuring tool.</p> <p>Possible Example: Teacher gives the student a tablespoon and a teaspoon measuring tool. The student feels each one and lays them on the table. The teacher and student role play the safety procedures for taking medicine and the student selects the correct tool for each dosage the teacher indicates.</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student selects and uses, with prompts, the correct measuring tool in everyday situations.</p> <p>Possible Example: The student, with prompts, buys items from a grocery list selecting a pint of milk from the display case.</p>	<p style="text-align: center;">Advanced</p> <p>The student selects and uses the correct measuring tool in everyday situations.</p> <p>Possible Example: From a drawer full of measuring tools, the student selects the correct one and uses it to measure items in a recipe.</p>

MATH

Grade 7

Standard M.7.1 By the end of 7th grade, students will, using their primary mode of communication, select measurement tools and measure quantities for time.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student can identify various types of clocks. Examples might include watch, wall clock, clock radio, alarm clock, etc.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student tells time with prompts.</p> <p>Possible Example: Using a Braille clock, the teacher sets it to different hours and helps the student read it.</p>	<p style="text-align: center;">Progressing</p> <p>The student tells time.</p> <p>Possible Example: The student matches cards with clock faces of the corresponding times.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student measures and tells time with prompts.</p> <p>Possible Example: The student receives ten minutes computer time as a reward. The teacher writes the starting time and ending times on a small paper and tapes it to the computer. The student monitors his time. When not finished at the correct time, the teacher prompts him that it is time to quit.</p>	<p style="text-align: center;">Proficient</p> <p>The student measures and tells time.</p> <p>Possible Example: The student follows the times on his schedule and watching the clock, reminds the teacher when it is time for certain activities (music, PE, etc.).</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student measures and tells time on both digital and standard clocks with prompts.</p>	<p style="text-align: center;">Advanced</p> <p>The student measures and tells time on both digital and standard clocks.</p>

MATH

Grade 8

Standard M.8.1 By the end of 8th grade, students will, using their primary mode of communication, measure quantities of money.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student recognizes money by name but not value.</p> <p>Possible Example: When asked and using prompts, the student gives the teacher a nickel, penny, or a dollar.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student names and matches individual pieces of money to given values with prompts.</p> <p>Possible Example: Shown flashcards one at a time, the student will read the amount on the card and hand the teacher the bill or coin that matches amount. The teacher will provide prompts as needed.</p>	<p style="text-align: center;">Progressing</p> <p>The student names and matches individual pieces of money to given values.</p> <p>Possible Example: When coins and bills are given to the student, the student names and matches each piece to teacher-made price tags.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student determines a total amount of money with prompts.</p> <p>Possible Example: When given a variety of coins, the teacher helps the student use a calculator to determine the total amount.</p>	<p style="text-align: center;">Proficient</p> <p>The student determines a total amount of money.</p> <p>Possible Example: When given a five dollar bill and a nickel and a penny, the student determines the amount using appropriate technology.</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student determines a designated amount of money with prompts.</p> <p>Possible Example: When on a field trip to the zoo, the student, with the help of the teacher, counts out the correct admission amount.</p>	<p style="text-align: center;">Advanced</p> <p>The student determines a designated amount of money.</p> <p>Possible Example: When told the total cost for the student's purchase at the basketball game's concession stand, the student counts out the correct amount and makes the purchase.</p>

MATH

Grade 11

Standard M.11.1 By the end of 11th grade, students will, using their primary mode of communication, perform computations.

BEGINNING	PROGRESSING		PROFICIENT		ADVANCED	
<p>The student does not demonstrate an understanding of the use of technology to perform computations and has little or no accuracy.</p>	<p style="text-align: center;">Barely Progressing</p> <p>The student performs, with prompts, computations with inconsistent accuracy using technology.</p>	<p style="text-align: center;">Progressing</p> <p>The student performs computations with inconsistent accuracy using technology.</p>	<p style="text-align: center;">Barely Proficient</p> <p>The student, with prompts, performs computations with accuracy using technology.</p>	<p style="text-align: center;">Proficient</p> <p>The student performs computations with accuracy using technology.</p>	<p style="text-align: center;">Barely Advanced</p> <p>The student, with prompts, performs calculations with accuracy in everyday situations.</p> <p>Possible Example: The student and para-educator go to the local grocery store to purchase items needed for preparing a meal. The teacher helps the student use her calculator to determine the total cost of a package of hamburger and two bags of buns.</p>	<p style="text-align: center;">Advanced</p> <p>The student performs calculations with accuracy in everyday situations.</p> <p>Possible Example: The student uses his calculator to balance his checkbook.</p>