The Six Tenets of AQ uESTT
Remains the same 2015-2016 Standards currently being revised CCR

Remains the same 2015-2016 Standards revision not yet scheduled

Remains the same 2015-2016 Character count Grades 8 and 11
Matched to revised standards—College and Career Ready English Language Arts

Students will not be accountable for new standards or item types in spring 2016
Purpose of NeSA-ELA Item Types

- Reading and writing
- College and career readiness
- Higher order thinking skills
- Closer construct between valuable classroom instruction/activities and NeSA testing
- Student engagement in assessment

Text Complexity
NeSA-English Language Arts

New Item Types
Evidence-Based Selected-Response (EBSR)
Respond to informational or literature passage

Part 1
- Analyzes passage
- Chooses single correct answer from four answer choices

Two Points

Part 2
- Elicits evidence from passage
- Selects one answer based on response provided in Part 1
Constructed-Response

Auto-Scored
Constructed Response (ASCR)

Text-Dependent Analysis (TDA)
Auto-Scored Constructed Response (ASCR) Technology-Enhanced Test Questions

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

Drag-and-drop
Hot-spot highlighting
Selection of multiple answers from drop-down menus
Text-Dependent Analysis (TDA)

- **Read** text—Informational or Literature
- **Respond** to a writing prompt based on the passage(s)
- Draw on basic **writing skills** while **inferring** and **synthesizing** information from passage(s) to develop a comprehensive response
- Provide **evidence** from the passage(s) to support response
Use the passage and the poem to answer questions 4 and 5.

Nail Soup

a folktale from Sweden

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

Just then a woman came toward him.

“Good evening, and well met!” said the man.

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

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

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

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

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

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

“Help one another?” said the woman. “I’ll tell you. Did you ever hear such a thing?"
Writer’s Checklist for the Text-Dependent Analysis Question

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

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

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

The poem addresses a similar theme. Analyze how the passage relates to the theme. Use evidence from both the poem to support your response.
The Legend of the Black Fish

based on a Native American Legend

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

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

One day, animals more closely than ever before. Natsilane was ravaged out into the water. He then saw a sea lion with a broken flipper and throwing it in the water. The statue of Natsilane returned to life and it was an orca whale that is used to help people! This story is like the other story that is about Grandpa and Sean helping to rescue an orca whale. In that story, a man in the orca whale is tied up in a net. Grandpa and Sean call the guardian to get the man out of the net. If Natsilane didn't help the man, he wouldn't be able to go home and make a fish. If Grandpa and Sean didn't call the guardian, the guardian wouldn't be able to go home and make a fish.

Both passages focus on creatures from different species helping each other. Write a response stating how both passages show ways in which animals help each other. Use evidence from the passages to support your response.
Text-Dependent Analysis (TDA)

Scored with a rubric

- Analysis of Text
- Writing Skills
Advantages of new ELA assessment for Nebraska students

Students will experience innovative assessment that—

- Includes questions more closely tied to instruction in classroom
- Asks students to support response by answering
  - What the student knows
  - How the student knows
  - How the student knows
Nebraska educator role in development of new ELA assessment

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

ELA Transition Plan
Reading

English Language Arts

Grades 5-8 and 11 Two-Year Transition Plan
### 2016 Transition Test: Grades 5-8 and 11

<table>
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<th>All Multiple Choice</th>
<th>Items match to legacy and Revised CCR standards</th>
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| Embedded Field test Items | • Multiple choice • New item types • Text Dependent Analysis | Revised CCR standards |

2017 - Fully transitioned NeSA-English Language Arts
English Language Arts

Reading

Grades 3 and 4
Three-Year Transition Plan
### Multiple Choice
- Items match to legacy and Revised CCR standards

### Embedded Field Test Items
- Multiple choice
- New item types
- No Text Dependent Analysis
- Revised CCR standards

### 2016—Transition Test-Grades 3 and 4

**Spring 2016 Pilot test available**

**Text Dependent Analysis and other item types**
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<th>Multiple Choice</th>
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<tr>
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<td></td>
<td>Text Dependent Analysis</td>
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</tbody>
</table>

2017—Partially Transitioned Test Grades 3 and 4

2018-Fully transitioned NeSA-English Language Arts
English Language Arts

All online

Same exceptions for online testing as currently allowed
Current NeSA-Reading test

All Multiple Choice Items

Projected time = 90 + 90

Real time = Approximately 40 + 40
NeSA-English Language Arts

Multiple Choice
Evidence Based Selected Response
Auto-Scored Constructed Response
Text Dependent Analysis

Projected time spring 2016 = 90 + 90
NeSA ELA Transition Information at NDE Assessment Website-
www.education.ne.gov\assessment
Standards, Assessment, and Accountability

ELA Transition

Testing Engine System Requirements

2015-2016 DRC INSIGHT System Requirements

2015 NeSA RMS Reports Training WebEx Recording (running time 57 min 2 sec)
2015 NeSA RMS Reports Webex Training Presentation (PDF)
2015 NeSA RMS Reports Interpretive Guide

A QuESTT

Six Tenets A QuESTT

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

Hot Links:
- eDirect
- State of the Schools Report
NeSA-English Language Arts

Professional Development Opportunities
Professional Development Opportunities for NeSA-ELA

Two-day event

- **October 8 and 9**- Gering Civic Center - Gering
- **October 12 and 13**- Lancaster Event Center - Lincoln
- **October 14 and 15**- Ramada Plaza - Omaha
- **October 19 and 20**- Nielsen Community Center - West Point
- **October 21 and 22**- Ramada Inn - Keamey
Professional Development Opportunities for NeSA-ELA

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

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

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

Two-day event

- **October 8 and 9** - Gering Civic Center - Gering
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- **October 21 and 22** - Ramada Inn - Kearney
NeSA-English Language Arts Transitions

Support Materials

• Check for Learning, Online Tools Training, Tutorials, Practice tests (including writing) opened July 22nd

• ELA Item Sampler

• Revised Tutorials, Online Tools Training, Practice tests—including Reading Passage with MC items and TDA (Will save student’s TDA)
Assessment Windows 2015-2016

NeSA-Writing - January 18-February 5

ELPA 21 - February 8-March 18

NeSA RMS - March 21-May 6

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

NeSA Alternate
Braille
Check4Learning
Technology for NeSA
English Language Arts Alternate

- 2015-16 Assessments will be based on the same standards
  - Reading Test will have new field test items
  - All Multiple Choice
• 2016-17 NeSA-AAR will be aligned to the new extended indicators
  – Paper/pencil only
  – Only multiple choice item/three answer options
  – New Table of Specifications (TOS) will be patterned after the new TOS for the general NeSA
  – Include some writing skills
NeSA Braille Forms

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

• DRC released Version 6.0 of the INSIGHT secure browser software on July 22
  – Includes software for Chromebooks, Windows, Mac OS and Linux
  – Software for iPads and Android devices will be released August 11

• Supported versions and system requirements
  – [http://www.education.ne.gov/Assessment/pdfs/DRC_INSIGHT_System_Requirements_Fall_2015_Final.pdf](http://www.education.ne.gov/Assessment/pdfs/DRC_INSIGHT_System_Requirements_Fall_2015_Final.pdf)
  – Chromebooks and iPads are supported for NeSA-W
Check4Learning

- Memorandum of Understanding is due August 31
- Working on the plan to align current reading items to the new standards
- Goal to update C4L so that it supports new item types
- Additions
  - Districts control usernames and passwords
  - Sticky Notes Tool
Check4Learning Survey

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

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THINK BROADER
Holistic view of each student
Equal access to information
Collective impact

EXPERIENCE BOLDER
New system for measurement
Customized for Nebraska
Outcome-based approach

BE BETTER
Continuous improvement
Sharing of best practices
Focused on every student, every day