Transition to College and Career Ready Assessment

YOU ARE PART OF SOMETHING

BROADER. BOLDER. BETTER.
NeSA-English Language Arts

Text-Dependent Analysis

TDA
NeSA

Writing

Remains the same 2015-2016
Reading

English Language Arts

• Matched to revised standards—

College and Career Ready Nebraska Standards for English Language Arts
NeSA-College and Career Ready-English Language Arts—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

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

Two Points
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
Text-Dependent Analysis (TDA)

Students will

• **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
Sample Prompts for Text-Dependent Analysis

- Grade 3: A theme of Luke’s Paper Crane is the importance of family. Explain how key details from the story support this theme. Write a well-organized, structured response using specific evidence from the story to support your answer.
Sample Prompts for Text-Dependent Analysis

- Grade 8: The passages There’s Still Gold in Those Hills and Letters from a Gold Miner are both about the history of gold mining in the United States. Analyze how the passages help the reader understand the history and process of gold mining in the United States. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.
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 bet you’d never even heard such a thing?"
Nebraska Demonstration

Question 5

Use the passage and the poem to answer questions 4 and 5.

```plaintext
North

A folktale

There was once a man who went on a journey. The distance between the houses was so great, they had to find shelter before the night set in. But all they saw were the tall trees. How nice it would be to roast one’s self on an open fire, thought he, and so he decided to build one.

Just then a woman came toward him.

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

“Good evening,” said the woman.

“South of the sun and east of the moon,” he said. “I alight here, for I have been all day in the parish,” he said.

“You must be a great traveler, then,” said the woman.

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

“I thought as much,” said the woman. “I will stay at your house, and you can stay at mine at once, for my husband is not at home.”

“My good woman,” said the man, “it is not right for us to be both human beings and shelter each other.”

“He’s such a good man!” said the woman.
```

Writer’s Checklist

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.
Text-Dependent Analysis (TDA)

Scored with a rubric

- Analysis of Text
- Writing Skills
NeSA-English Language Arts

ELA Transition Plan
English Language Arts

Reading

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

### All Multiple Choice
- Items match to legacy and Revised CCR standards

### Embedded Field test Grades 5-8 and 11
- Multiple choice
- New item types
- **Text Dependent Analysis**
- Revised CCR standards

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### 2017 - Fully transitioned NeSA-English Language Arts
Three-Year Transition Plan

Grades 3 and 4

English Language Arts

Reading
<table>
<thead>
<tr>
<th>NeSA</th>
<th>2016—Transition Test Grades 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice</strong></td>
<td>Items match to legacy and Revised CCR standards</td>
</tr>
<tr>
<td><strong>Embedded Field test Grades 3 and 4</strong></td>
<td></td>
</tr>
<tr>
<td>• Multiple choice</td>
<td>• New item types</td>
</tr>
<tr>
<td>• No Text Dependent Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 2016 Pilot test available</strong></td>
<td><strong>Text Dependent Analysis and other item types</strong></td>
</tr>
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</table>
### 2017—Partially Transitioned Test
**Grades 3 and 4**

<table>
<thead>
<tr>
<th>Multiple Choice</th>
<th>Items match revised CCR standards</th>
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<tbody>
<tr>
<td>New Items Types</td>
<td></td>
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<tr>
<td>No Text Dependent Analysis</td>
<td></td>
</tr>
</tbody>
</table>

### Embedded Field test
**Grades 3 and 4**

- Multiple choice
- New item types
- Text Dependent Analysis
- Revised CCR standards

### 2018—Fully transitioned NeSA-English Language Arts
All online
Same exceptions for online testing as currently allowed
Current NeSA-Reading test

All Multiple Choice Items

Projected time = 90 + 90

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

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

Projected time spring 2016 = 90 + 90
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2014</td>
<td>Standards adopted by State Board of Education</td>
</tr>
<tr>
<td>September 2015</td>
<td>Districts had one year to adopt standards</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>NeSA-ELA transition test</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>NeSA-ELA fully in place (Grades 3 and 4 Text Dependent Analysis)</td>
</tr>
<tr>
<td>Summer 2017</td>
<td>Standard Setting</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Results released NeSA-ELA</td>
</tr>
</tbody>
</table>
NeSA English Language Arts Transition
Scottsbluff - October 8-9
Lincoln - October 12-13
Omaha - October 14-15
West Point - October 19-20
Kearney - October 21-22

English Language Arts - Text Dependent Analysis
Rubric Review and Scoring
Scottsbluff 8:30-12:30 - November 11
Kearney 8:30-12:30 - November 12
Norfolk 8:30-12:30 - November 13
Lincoln 11:30-3:30 - November 16
Omaha 8:30-12:30 - November 18
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>November 2015</td>
<td>NeSA-ELA Grade-Level Item Samplers Available to Districts</td>
</tr>
<tr>
<td>December 2015</td>
<td>Revised online tools training and guided practice tests available</td>
</tr>
<tr>
<td>December 2015</td>
<td>Revised tutorials available</td>
</tr>
<tr>
<td>December 14, 2015-</td>
<td>NeSA-ELA Text Dependent Analysis Practice Test—Administration Available in</td>
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<tr>
<td>June 30, 2016</td>
<td>eDIRECT and INSIGHT, including Test Setup</td>
</tr>
<tr>
<td>April 18-May 6, 2016</td>
<td>NeSA-ELA Text Dependent Analysis Pilot for Grades 3 and 4 Testing Window</td>
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</table>
NeSA ELA Transition Information at NDE Assessment Website -
www.education.ne.gov\assessment
ELA Transition

Standards, Assessment, and Accountability

Testing Engine System Requirements

2015-2016 DRC INSIGHT System Requirements

2015 NeSA RMS Reports Training

2015 NeSA RMS Reports Training WebEx Recording (running time 57 min 2 sec)

2015 NeSA RMS Reports Webex Training Presentation (PDF)

2015 NeSA RMS Reports Interpretive Guide

A QuESTT

Six Tenets A QuESTT

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

– iPads and Android tablets will be supported for NeSA-Writing and NeSA-ELA
NeSA-Reading
“Barely Proficient”

NeSA-ELA
“College and Career Ready”
NeSA-English Language Arts

Rigor

Scores
Scaffolding Student Learning

Scores
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
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
TEXT-DEPENDENT ANALYSIS (TDA)
NeSA-Reading

• **Underlying skill assumption** is that students are required to read the NeSA-Reading passages in English to demonstrate their comprehension and vocabulary skills. The underlying skill is decoding (comprehension?). Passages are not translated or read aloud.

• **Testing Requirements:** Recently Arrived Limited English status allows for a one-year exemption from NeSA-Reading.
NeSA-Writing
Current NeSA-Writing pertinent accommodations for special education and English language learners

- All directions and items are translated into Spanish
- All directions and items can be translated locally into any language
- Self-Assessment Rubric is translated into Spanish
- Self-Assessment Rubric can be translated into any language
- Prompts are translated into Spanish
- Prompts can be translated into any language.
- Students can write in native language for three years (can be extended to five). Spanish are scored; other languages count as participants (scored locally)
- Special education students can have transcriptions if in IEP.
NeSA-Writing

Underlying skill assumptions:

• Students can demonstrate their writing skills in whatever language is their most familiar for 3-5 years (Write in native language).
• Students are not required to demonstrate skills in writing English.
• Students can demonstrate their writing skills without actually physically writing. (Transcription)
• Students can handle the cognitive load of developing content if they do not have to physically write. (Transcription)
<table>
<thead>
<tr>
<th>Legacy Indicators</th>
<th>Current Standard and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LA 8.2.1</strong></td>
<td>Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.</td>
</tr>
</tbody>
</table>
Thank you!