



Update: Standards, Assessment, and Accountability (SAA-11)

**Wrapping Up the 2012-2013 School Year –
March 2013**

Volume 11

March 2013





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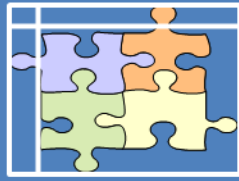


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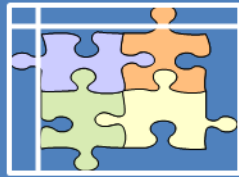


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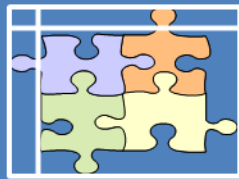




STANDARDS



ASSESSMENT



ACCOUNTABILITY

I. Standards, Assessment, and Accountability: Wrapping Up the 2012-2013 School Year



A. The Overall NeSA Timeline - 2013

B. Academic Standards



C. The Nebraska Teacher and Principal Performance Framework

D. Graduation Requirements

E. Graduation Rate

F. Nebraska State Accountability-NeSA Testing

G. Check 4 Learning (C4L)

H. The Statewide Writing Assessment - 2013-2014





I. Standards, Assessment, and Accountability: Wrapping Up the 2012-2013 School Year

A. The Overall NeSA Timeline – 2013

For training times see the Assessment website:

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

Date	Event
Jan 21 – Feb 8	NeSA-Writing Window – Grades 4, 8, 11
Feb 11-March 22	ELDA Testing Window – Grade K-12
March 21	NeSA-Writing Standard Setting (Gr 4)
March 25-May 3	NeSA Testing Window <ul style="list-style-type: none">• NeSA-Reading• NeSA-AAR• NeSA-Mathematics• NeSA-AAM• NeSA-Science• NeSA-AAS
April	Cut Scores Adopted by State Board for NeSA Writing (Gr 4)
April 23, 24	NeSA Writing Reporting WebEx trainings
April 29	District Access to Preliminary NeSA Writing Results (Gr 4, 8, 11)
July 1, 2, 9	NeSA-RMS Reporting WebEx trainings
July 10	District Access to Preliminary NeSA-RMS

a. 2013-2014 Testing Vendor

Data Recognition Corporation (DRC) has been Nebraska's primary testing vendor since 2008. During that time NDE has added several facets of NeSA testing to the DRC contract: writing, Spanish translation, and the Check 4 Learning (C4L) system. DRC utilized a subcontractor Computerized Assessment and Learning (CAL) to deliver the online assessments and C4L system. DRC has been a reliable and responsive partner in the establishment of the NeSA tests and C4L system.

In March 2013, the State Board of Education voted to negotiate a contract with DRC for the 2013-2014 school year in response to DRC's proposal to RFP 12-449-01. While much of what



districts know about NeSA and C4L will remain the same, some significant changes come with the new contract. DRC will now use an internally created product, INSIGHT, to deliver the online assessments and C4L. The details of these changes will be released to districts as soon as possible. For now, know that DRC has committed to making the transition as smooth as possible for districts. NDE looks forward to partnering with DRC to provide quality NeSA and C4L systems to the school districts of Nebraska.

B. Academic Standards

a. Standards Revision

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

The State Board of Education adopted the newly revised standards for reading, writing, speaking and listening (language arts) on December 11, 2008, the revised mathematics standards on October 8, 2009, and the science standards were adopted on October 6, 2010. Standards in Social Studies were adopted by the State Board of Education December 2012. **Districts must plan for their local boards of education to adopt the state standards in each subject area within one year following the State Board adoption of standards or measurable quality local standards that are equal to or more rigorous than the state academic content standards.**

The final versions of the language arts, mathematics, science, and social studies standards may be found at this link:

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

b. The Common Core Standards

Nebraska is among the vast majority of states who have participated in the discussion of the Common Core Standards for reading, for mathematics, and for science. In fact, individuals from the NDE have been contributing to the development of the Common Core Standards. As part of the process of standards revision in Nebraska, McREL is providing leadership for analysis of Nebraska math and language arts standards with the Common Core math and language arts standards. It is important for Nebraskans to know that the Nebraska standards and the NeSA tests built to measure them are the system of standards and assessments to be used in Nebraska.



c. The Nebraska Standards Instructional Tool

The Nebraska Standards Instructional Tool is designed to provide teachers with a deeper understanding of the intent of the standards and indicators, to share common language surrounding the standards, and to provide instructional examples to assist students in mastering the standards. The web address for the tool is www.education.ne.gov/AcademicStandards/sit/.

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

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

C. The Nebraska Teacher and Principal Performance Framework

Recent research, conducted by Robert Marzano, shows that, "Nearly 60 percent of a school's impact on student achievement is attributable to principal and teacher effectiveness." A resource for assisting schools in developing effective educators is the *Nebraska Teacher and Principal Performance Framework*. The Framework, adopted by the State Board of Education in November 2011, identifies a set of effective practices that characterize Nebraska's best teachers and principals. The Framework was developed by Nebraska educators Pre K-16, representing all sizes of school districts and geographic regions. Teacher preparation programs were also involved. The group reviewed the current research as well as the work of other states and national organizations when developing the document. Many stakeholder groups and policy forums were held across the state so that educators and the general public had a chance to offer comment prior to the Board's adoption.

Following a similar structure to that of Nebraska's academic standards, the Performance Framework is organized into two levels: a broad Effective Practice statement followed by several Example Indicators. The Example Indicators are not designed to be an exhaustive list and can be enhanced by local districts as they use the Framework. The Teacher Practices encompass the areas of Foundational Knowledge,



Planning and Preparation, The Learning Environment, Instructional Strategies, Assessment, Professionalism, and Vision and Collaboration. The Principal Practices include the areas of Vision for Learning, Continuous School Improvement, Instructional Leadership, Culture for Learning, Systems Management, Staff Leadership, Developing Relationships, and Professional Ethics and Advocacy.

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

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



A companion piece to the Framework is currently underway. In February 2012, the State Board authorized the development of evaluation models for teachers and principals based directly on the *Nebraska Framework for Teacher and Principal Effectiveness*. A broad-based statewide Teacher Principal Leadership Committee met throughout the summer studying the research and various evaluation models from across the nation. In November 2012, the State Board approved a set of recommendations brought forth by this committee to provide direction to the next step of the process; the Design/Pilot Phase. Seventeen school districts, large and small, representing all regions of Nebraska have signed MOUs to participate in this phase. They are currently developing processes, procedures, and materials and will spend the 2013-14 school year piloting the models. The completed models are on track to be available for voluntary use by all Nebraska districts beginning in the fall of 2014.

D. Graduation Requirements

New requirements were approved by the Attorney General and signed by the Governor in January of 2010. They are now in effect for the students who will graduate in 2015, the students who were 9th graders in the 2011-12 year. Districts will note that although specific courses are not named, the intent of the new requirements is that each district's courses include content reflecting the highest level of rigor of the newly revised state standards.



Revisions to Rule 10 Graduations Requirements

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

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

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

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

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

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

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

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

E. Graduation Rate

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



available for students who move, they are considered non-graduates in the four year rate.

a. Graduation Lookup Tool

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

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

Example: If the graduation year is 2014, the expected year of assessment will be in 2013. To access the graduation year lookup tool, you may take the following steps:

Graduation Year Lookup Tool – Directions

- Go to the NDE Portal: www.education.ne.gov
- Enter the Username and Password
- Go to the NSSRS Tab
- Select to the NSSRS Validation Link
- Click on Lookups by ID
- Select Expected Graduation Year
- Enter the NDE Student ID

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

b. Graduation Cohort Analysis Tool G-Cat

The Graduation Cohort Analysis Tool helps school districts review their Graduation Cohort data. Available through the portal, the data are displayed by Graduation Cohort Year. To ensure the data are correct, districts need to verify students in the current graduation cohort to ascertain whether transfer in and transfer out students are counted correctly. If corrections are necessary, please contact the NDE Helpdesk (888.285.0556).



F. Nebraska State Accountability – NeSA Testing

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

January 21-February 8, 2013	NeSA-W – Statewide Writing – Grades 4, 8, 11
February 11-March 22, 2013	ELDA – English Language Development Assessment
March 25-May 3, 2013	NeSA-Reading Grades 3-8, HS NeSA-AA Reading (alternate) Grades 3-8, HS NeSA-Mathematics Grades 3-8, HS NeSA-AA Mathematics (alternate) Grades 3-8, HS NeSA-Science Grades 5, 8, HS NeSA-AAS-Science (alternate) Grades 5, 8, HS



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

a. 2013-14 Testing Schedule

January 20-February 7, 2014	NeSA-W Window
February 10-March 21, 2014	ELDA – English Language Development Assessment-Window
March 24-May 2, 2014	NeSA-RMS Window



b. District Assessment Contacts

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

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

Changes of District Assessment Contact for the 2013-14 school year should be submitted by August 1, 2013 using Attachment A.

c. NeSA Protocols, Practices, and Security

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

<http://www.education.ne.gov/assessment/>. A PowerPoint entitled “Administration Training Orientation” has been placed on our website for training purposes.

d. Scheduling for the NeSA-RMS Tests

Reading, Mathematics, and Science



2013 – Testing Window: March 25 – May 5, 2013

2014 – Testing Window: March 24 – May 2, 2014

Scheduling is left to each district, but planning ahead must be done to ensure that each student has an appropriate testing experience within the testing window. Specifically, districts are asked to schedule 90 minutes for each subject’s test administration even though NeSA assessments (with the exception of NeSA-Writing in grade 4) are not timed tests.



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

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

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

Scheduling considerations:

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

e. NeSA Scoring

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

f. NeSA Security

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures and fairness to students is maintained. Therefore, the Nebraska Department of Education is asking that all school districts review the NeSA Security



Procedures outlined in Attachment D. It is critical that all administrators and teachers read the procedures, especially those who are administering the assessment. These procedures apply to all NeSA testing: reading, writing, mathematics, ELDA, science, and alternate tests.

Breaches in security are taken very seriously. They must be quickly identified and reported to the Nebraska Department of Education's Statewide Assessment Office. From there the determination is made as to whether or not a professional practices complaint will be filed. Districts reporting a security breach should complete the form entitled Report of Security Breach, included as Attachment E.

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

Additionally, a confidentiality agreement (Attachment G) is required from each District Assessment Contact. The DACs are responsible for overall oversight of the testing process in the district. Both forms were to be sent back to the NDE Assessment Office prior to the opening of the NeSA testing window which began with the writing window: January 18, 2013.

Forms were mailed or faxed to:

Dr. Ted Larson, Statewide Assessment Office
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: 402.471.2959
Fax: 402.742.8302

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



g. Testing Ethics and Appropriate Practice

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

h. NeSA Tutorials, Practice Tests, and Software Downloads

Districts are able to access practice tests and tutorials for reading, mathematics, science, and online 8th and 11th grade writing. Currently, the online practice tests and tutorials are accessed through the CAL software. Tutorials are released for the purpose of practicing with the technology. The content of the tutorials is not representative of the NeSA tests. Practice tests are for each subject consists of Nebraska-authored items and are representative of the actual content of the tests. If the software has not yet been loaded on school computers, practice tests may be accessed by going to this website: <http://nesa.caltesting.org/>

- The reading, mathematics, and science tutorials and mini tests currently posted at <http://www.education.ne.gov/assessment/> will remain throughout the year. The practice tests are found on each content area web page within the web site.
- The reading, mathematics, science, and writing (grades 8, 11) practice tests will remain available through the NeSA software.
- Districts that choose to administer the practice tests for reading, mathematics, and science online will have access to immediate results from the computer's correct answers. Districts that choose to run hard copies of practice tests and administer paper/pencil will have access to the correct answers posted on the web.



NeSA Software Update - The New CAL Version 6.7.1x Software Installation Was Released November 14, 2012

Districts that downloaded or updated to the new CAL Version 6.7.1x software after November 14, 2012, were ready for reading, mathematics, science and NeSA-Writing in grades 8 and 11.

i. NeSA Tables of Specification and NeSA Test Content

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

The NeSA Reading, Mathematics, and Science Tables of Specification for tested grades are on the assessment website: www.education.ne.gov/assessment/ on each content page. The Tables of Specification will not change unless the tests themselves undergo a content change.

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

j. NeSA Test Administration and Online Reactivation

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

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



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

- Online test administration – access to online test administration tickets is available only to public school districts. Therefore, if districts choose to have students outside their buildings take the tests online, districts will be responsible



for seeing that the software on computers is properly downloaded, for obtaining and distributing the student tickets, and for the security and monitoring of the test taking process.

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

NeSA Online Reactivations

Guidelines for reactivations:

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

District Level Reactivation



The District Assessment Contact (or the district/building designee) may reactivate the test session during the same school day in which the test session was started as long as all of the questions have not been answered and the student ended the test session.

State Level Reactivation

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

- Request by phone: please provide the student name, student state ID number, name of the school district and building name, grade level, subject area, and the reason for reactivation in the request.



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

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

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

Reactivation would not be appropriate for the following reasons:

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

k. NeSA Business Rules and Emergency Medical Waivers

Complete sets of business rules are found at http://www.education.ne.gov/Assessment/pdfs/SOSR_Guidance_NeSA_RMSW_Calculations_3_18_13.pdf. At that link, districts will find calculation rules for NeSA, NePAS and AYP that will provide guidance for the State of the Schools Report (SOSR).

NeSA Codes

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

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

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

PAR – Parent refusal in writing (zero score).



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

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

EMW – Emergency Medical Waiver

Emergency Medical Waivers may only be granted through the NDE Assessment Office using the Emergency Medical Waiver Form – Attachment H. **The form must be submitted by May 20, 2013 for Reading-Math-Science tests for approval.** According to federal requirements, Emergency Medical Waivers may be granted only on the basis of the following definition:

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

Business Rules for Students Who Move During the Testing Window:

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

Score Invalidation and Waivers

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

Emergency Medical Waivers (EMW) were granted if the situation was an emergency medical waiver and a student’s medical situation prevented testing. The EMW needed to be approved by the Statewide Assessment Office. During the testing window, Emergency Medical Waivers were not granted for pregnancy or for situations where the school could have tested the student. A physician’s statement was required before approval was granted. Students approved under EMW had scores waived.



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

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

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

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

Other – Student was not assessed for reasons not covered by other descriptions. . Students receiving a designation of ‘other’ are excluded from reporting.

Zero Score Removal– Occasionally a student’s circumstances do not “fit” the above codes, and it is appropriate that the student score should be removed. In these occasional circumstances, a district will need to complete the “Zero Score Removal” form. The form will be sent to DACs when reports are released to districts. The form will also be available on our website in the “[NeSA Forms](#)” section after the reports are released to district. The form may not be submitted to NDE prior to the district receiving score reports. A team will evaluate each request and make a decision during the correction process.

1. Testing 11th Graders – 2013

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



High school students are to be tested in their third year of high school. Testing will occur in the year prior to their expected graduation year rather than their assigned grade level. A student's "expected graduation year" or cohort is determined by adding four years to the school year in which the student enters grade nine for the first time. For example, a student with a Cohort Year of 2014 will take his/her assessment tests in 2013.

There is a graduation lookup tool found behind the portal in the NSSRS validation reports. If districts need help with this tool, they may call the NDE Help desk at 888.285.0556.

m. Testing Modes: Comparability Studies

When NeSA was started districts had the opportunity to select the mode of testing, either paper/pencil or online by school building. Although the largest percentage of Nebraska students have been tested online (80% in reading and science), the percentage of mathematics administered online has not exceeded 60%.

The NDE had studies conducted comparing the scores of students who took the reading and mathematics tests online to the scores of the paper/pencil test takers. The results were analyzed for all groups of students and showed a slight advantage for the online mode at some grades. The comparability studies can be found on the Assessment website at

http://www.education.ne.gov/Assessment/pdfs/NeSA_Assessment_Administration_Mode_Online_vs.Paper.pdf



As a result of the studies, the State Board of Education in January of 2012 approved a policy position stating that beginning in the 2012-2013 school year, students will be tested in the online mode, except for the following students:

- 1) Students whose Individual Educational Plans (IEPs) or 504 Plans specify the need for paper/pencil tests.
- 2) Students who are administered the alternate assessment (less than 1%).
- 3) Students who are contracted to other institutions where online access is not allowed.
- 4) Students responding in a language other than English or Spanish.



Paper/pencil tests have been shipped. Additional materials may be ordered with the form in the NeSA testing manual.



n. Release of Results – 2013

All NeSA results will be released through DRC's eDirect system. In 2013 the overall NeSA Writing (Gr 4, 8, 11) results will be made public at the end of May, after the State Board has approved the cut scores, but the average scale scores for reading, mathematics, and science results release is yet to be determined. As in previous years, disaggregated data and accountability decisions will be released in fall 2013 with the "State of the Schools Report." This time frame is necessary to allow districts and the NDE to verify the accuracy of the data before final accountability calculations are completed.

o. Embargoed Data

Data are considered "embargoed" when they are not to be shared. Established processes and the establishment of board-approved cut scores determine the extent to which state data can be shared and with whom. As each new NeSA assessment is introduced, the results are embargoed from external stakeholders until the public release of scores.

Raw scores are converted to scale scores, and even though the scale scores do not change (0-200) for reading, mathematics, and science, because the tests are different from year to year, the conversion tables for each test vary slightly. Therefore, it is best to be very cautious when sharing data internally and is important to be public with the information only when it is formally released by the NDE.

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

NeSA-Writing

New cut scores for grade 4 will be established in March 2013 and approved by the board in April of 2013. The cut score for grades 8 and 11 will not change. All results will be released to district on April 29, 2013 on eDirect.

NeSA-Reading, NeSA-Mathematics, and NeSA-Science

The same cut scores set in previous years will be applied to reading, mathematics, and science. Therefore, when districts receive preliminary online results, they may share the results internally with students, teachers, and administrators, but the results should not be released to the public in newsletters, media releases, or formal publications until after the formal public release by NDE. Raw score conversion tables for 2013 will be posted in May as they will vary slightly from those in previous years.





p. NeSA Reports and Use of NeSA Data

NeSA reports are available to districts through the DRC eDirect System in April for writing and in July for reading, mathematics, and science. The District Assessment Contacts receive notification that the results are ready, and with their passwords, DACs can access the reports to distribute to district personnel. Those reports include building, district, and state level information about the NeSA-Reading results. Districts had time to review the data before it was made public. Included in the various reports were the following:

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



Additionally DRC sends hard copies of the Individual Student Reports to the District Assessment Contacts at the end of July. Individual Student Reports will include NeSA-Writing results for the first time in 2013. The Commissioner of Education follows this release with a letter directing districts to send the Individual Student Report home to parents and to retain a copy of the ISR in the student’s file. **It is the district’s responsibility to send the score reports to parents in a timely manner. The individual student reports will also be available electronically through eDirect.**

In addition to including content scores, the Individual Student Report will include each student’s percentile rank so that parents will be able to determine how their children “rank” in relation to the other students in the state who took the same grade level test.

Districts should again anticipate receiving reading, mathematics, and science reports in July with the public release of information in yet to be determined. **Sample reports can be found on the NDE website:**

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

NeSA Report Vocabulary

The NeSA reports include new terms and vocabulary that may be unfamiliar to educators and parents. It is critical that district personnel use a resource, “NeSA Reports Interpretive Guide” available on the A-Z list on the [NeSA Reporting](#) page. The Guide provides an explanation of the terms on the report and should help prepare district



personnel for explaining reports to parents and the community. The Interpretive Guide will be available in Spanish for reading, mathematics and science.

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

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

Scale Score: The “transformation” of a raw score into an easily recognizable scale so that scores can be compared in the same subject area from year to year. The NeSA Scale is 0-200 on NeSA tests in reading, mathematics, and science. The NeSA Scale is 0-70 for NeSA writing test.

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

The NeSA scale score proficiency levels will not change in reading, mathematics, and science.

135 and Above – Exceeds the Standards
85-134 – Meets the Standards
84 and below – Below the Standards

The Raw Score/Scale Conversion table will be different each year for each test because although the test items are comparable in the various test forms, they are different. Each subject’s conversion tables that convert raw scores to scale scores will be posted as soon as they are available after testing.

Similarly, the NeSA score proficiency levels will not change in writing. 4th grade will be determined in April 2013.

8 th Grade	11 th Grade	
55 and Above	53 and Above	Exceeds the Standards
40-54	40-52	Meets the Standards
39 and Below	39 and Below	Below the Standards

The Raw Score/Scale Conversion tables remain consistent in writing because the rubric does not change. Conversion tables can be found on the website:

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



q. Differences and Similarities Between Norm-referenced Tests and NeSA

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

Differences:

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

Similarities:

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

Correlational Studies:

- Studies have been completed that show the correlation between the NeSA scores and the most commonly-used NRT in Nebraska. The study results can be accessed on are state assessment site:

http://www.education.ne.gov/Assessment/pdfs/NeSA_Assessment_Administration_Mode_Online_vs.Paper.pdf



r. Sources for Accessing NeSA Data

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

G. Check 4 Learning (C4L)

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

For that reason the Nebraska Department of Education joined with DRC/CAL, with school districts, and with service units to build a state system of assessment to “wraparound” the summative NeSA tests given in the spring. The new system, Check 4 Learning (C4L), is based upon a state-level item bank of multiple-choice questions that measure the tested indicators in reading, mathematics and science. The NDE is committed to the continual improvement the system and increase the depth of items in the system.

By the end of the year, C4L will have approximately 7000 items available to the over 165 districts involved in C4L. Resources for using the C4L system can be found on the NDE website: <http://www.education.ne.gov/Assessment/C4Learning.htm>



a. C4L – 2013-2014 – Memorandums of Understanding

Participation in the C4L system is voluntary and based upon an annual agreement between each district and the Nebraska Department of Education. The 2013-2014 Memorandum of Understanding will be issued in the spring of 2013 and sent to each district superintendent and District Assessment Contact. In order to participate in 2013-2014 school year, district superintendents will need to sign and return the MOU **by April 17, 2013**. Only those districts that sign the MOU and complete the requirements



will be provided access to C4L in the 2013-2014 year. Copies of the C4L Memorandum of Understanding are included as Attachment J.

H. The Statewide Writing Assessment – 2013-2014

a. NeSA-Writing Implementation 2014

As the Nebraska State Accountability System continues to evolve, the next steps for the transition of the NeSA-Writing test continue in 2013-2014.

In 2013-2014 – Grade 4:

- Will continue to be in the narrative mode.
- Will continue to be tested in two timed 40-minute sessions.
- Will continue to be tested in paper/pencil formats. (No online administration planned).
- Will continue to be scored analytically.
- Will use the new cut score set in March 2013 and approved by the State Board of Education at the April meeting.
- Will have access to commercial dictionary and thesaurus (hard copy).

In 2013-2014 – Grades 8 and 11:

- Will participate in online test administration and analytic scoring.
- Will allow paper/pencil tests only to the following groups of students:
 - ✓ those who have Individual Educational Plans (IEPs) or 504 plans that specify the need for paper/pencil testing.
 - ✓ those who are administered the alternate assessments.
 - ✓ those who are contracted to other facilities that do not allow online testing.
 - ✓ those who respond in Spanish must do so in a paper/pencil booklet ordered through eDirect.
 - ✓ those who respond in a language other than English or Spanish.
- Will participate in an untimed (but recommended) 90-minute online testing session.
- Will be tested in the same mode as in previous years: 8th grade – descriptive, 11th grade – persuasive.
- Will use the cut score approved by the State Board of Education in 2012.
- Will have test results released publicly in May of 2014 prior to school ending.
- Will have access to an online dictionary and thesaurus and/or a commercial hard copy version.



- Will NOT have access to spell check.

The NeSA scale score proficiency levels will not change in writing for grades 8 & 11.



Grade 8

- 55-70 – Exceeds the Standards
- 40-54 – Meets the Standards
- 00-39 – Below the Standards

Grade 11

- 53-70 – Exceeds the Standards
- 40-52 – Meets the Standards
- 00-39 – Below the Standards

b. Lessons Learned from NeSA-W 2012-2013:

Paper/Pencil Testing:

- The NeSA-W in grade 4 is a timed test – two 40-minutes sessions on two days.
- In paper/ pencil testing, students must write in #2 PENCIL. Papers written in ink will not be scored and will result in zero scores.
- In paper/ pencil testing, the student response to the writing prompt must be written in the actual test booklet. That means if a student with an IEP is word processing a paper or using a scribe, the student response must be transcribed into the test booklet in pencil.
- All paper/ pencil tests for grades 8 and 11 are to be ordered through eDirect in October.
- Students are not to be provided “story starters.”
- Teachers are not to provide editing assistance.
- In paper/ pencil testing, students may only use the paper provided. If additional sheets of paper are added to the booklets, **they will not be scored.**
- NDE advises to make copies of the papers (do not take the booklets apart) for local scoring and for possible appeals.

Online Testing:

- A hard copy commercial dictionary and thesaurus may be made available to the student.





- Students in grades 8 and 11 may continue to pre-write on paper or compose at the computer.
- Spell check will not be available to students testing. All students have access to a dictionary.
- Students may not use any electronic device during the testing process.
- The 90-minutes testing time is a **recommendation**, not a requirement as the NeSA-W in grades 8 and 11 is not a timed test. For the 2012 NeSA-W at grade 11, 55% of the students spent 50-90 minutes on the test and 10% spent 90+ minutes. For the NeSA-W at grade 8, 69% of the students spent 50-90 minutes on the test while 20% spent 90+ minutes.
- The modes of writing will remain the same for all three grades:
 - Grade 4 – Narrative
 - Grade 8 – Descriptive
 - Grade 11 – Persuasive
- Information about the modes of writing and student writing samples are found on the assessment website in the writing section:
http://www.education.ne.gov/Assessment/NeSA_Writing.htm

c. Statewide Analytic Scoring

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

The holistic scoring rubrics in the fall of 2010 were converted from six traits to four domains in all three grade levels, 4, 8, and 11 and posted on the web:
http://www.education.ne.gov/Assessment/NeSA_Writing.htm

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



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

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

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

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

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

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

Exceeds the standards
Meets the standards
Below the standards

The State Board of Education will approve the scores at their April meeting. Following the cut score process and approval in April, the conversion to the scale score (0-70) will occur, and the public release will follow.

d. Suggestions for Scheduling NeSA-Writing:

Grade 4:

- Administer the assessment on two consecutive days. Avoid scheduling Day 1 on Fridays or Mondays.



- Avoid scheduling toward the end of the testing window. Allow time for make-up tests within the three-week window.
- Make sure all of the assessments reach DRC by the assigned date.

Grades 8 and 11:

- Schedule ahead for the computer lab and/or the accessibility of computers.
- Avoid scheduling toward the end of the testing window. Allow time for make-up tests within the three-week window.
- Allow for the recommended 90-minute block of testing time. For the NeSA-W at grade 11, 55% of the students spent 50-90 minutes on the test and 10% spent 90+ minutes. For the NeSA-W at grade 8, 69% of the students spent 50-90 minutes on the test while 20% spent 90+ minutes.



e. Printing the Online Test Student Responses

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

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

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

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

f. Including All Students in the Statewide Writing Assessment

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

- All students (except those who qualify for the NeSA-AA alternate assessment) are expected to participate in the statewide writing assessment.
- Districts may provide accommodations per the Nebraska State Accountability



Approved Accommodations Document (Attachment L).



- No option exists for local scoring of writing except in the case of students who qualify for and are administered the local alternate assessment.
- The Spanish version of the writing will be scored by DRC. Spanish translations of the writing test are ordered through eDirect, and students respond in a paper/pencil booklet.
- Students responding in a language other than English or Spanish will send their booklets to DRC and be counted as participants.
- Students in Rule 18 or Interim Program Schools will participate. Test booklets (if requested) will be sent to the contracting district who is responsible for arranging appropriate administration and security of the test.
- Students with disabilities, including those performing below grade level, will be provided test booklets on grade level.
- All NeSA Scoring Rules apply to the NeSA-W.

g. Test Security and Ethics

The NeSA Security Procedures outlined in this Update apply to the administration of the NeSA-W. This includes the building principal's signature on the NeSA Security

Agreement and the DAC Confidentiality Agreement. Each building principal and DAC will be expected to sign the agreements and fax or send them to the following address in November before the NeSA-w field test window:

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

h. Statewide Writing Verification Process – Grades 4, 8, 11

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



This verification process is appropriate only for very specific, not general, scoring issues in all grades. **Only the total score can be submitted for verification.** Sub scores in the analytic scoring process may not be submitted for verification. The verification process is designed for student scores that fall below the state cut score. Districts will need to complete the score verification form, Attachment M, in this Update. In addition, districts must provide a written explanation indicating the reason for the verification request and a copy of each paper in question. Papers submitted for verification will be examined by a panel of trained reviewers to be completed in May 2013. Districts must fax the verification materials to the Statewide Assessment office at 402.471.4311. For further information, please contact Dr. Ed Foy at 402.471.2947.







II. Including All Students in Assessment and Accountability

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







II. Including All Students in Assessment and Accountability

A. Students with Disabilities and Scoring Rules

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

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

- Students may be tested at grade level on the NeSA tests without accommodations.
- Students may be tested at grade level on the NeSA tests with accommodations specified in the student's Individual Education Plan. Accommodations appropriate for the NeSA are found in the Nebraska State Accountability Approved Accommodations document (Attachment M.) Accommodations provided to students must be specified in the student's IEP and used during instruction throughout the year.
- Accommodations that are NOT approved and Not listed as approved on the Accommodations document – Attachment L – if implemented – may invalidate the student's score. Non-approved accommodations used in state testing result in both a zero score and no participation credit.



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





Please note:

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

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

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

- Students who qualify may be tested using an alternate assessment, the NeSA-AA. The NeSA-AA has been designed for students with severe cognitive disabilities or multi-handicapping conditions (generally less than 1% of the overall student population.) This is a separate, paper/pencil test that appropriately measures skills tied to the academic content standards as required by NCLB. Further discussion of the NeSA-AA is found later in this section.



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



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



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

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

The student...

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

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

Nebraska Rule 51 regulations state:

007.07A – “The IEP shall include:

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

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

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

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



c. 1% Rule on the NeSA Alternate Tests

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

Further information on the 1% rule for alternate assessments may be found at <http://www.education.ne.gov/sped/nesa.html> or by contacting Sharon Heater at 402.595.1140 or by email at sharon.heater@nebraska.gov

d. Instructional Guides for Alternate Assessments

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

B. The Alternate Assessments: Nebraska State Accountability

Alternate for Reading, Mathematics, and Science (NeSA-AAR, NeSA-AAM, and NeSA-AAS)

In order to be consistent with the NeSA-R, NeSA-M, and NeSA-S tests for general education students and to meet federal requirements, new alternate assessments for reading, mathematics, and science (NeSA-AAR, NeSA-AAM, and NeSA-AAS) were developed in conjunction with the tests for general education. These tests have been designed for students with severe cognitive disabilities or multi-handicapping conditions, generally less than 1% of the overall student population.

The NeSA-AAR, NeSA-AAM, and NeSA-AAS are tests of appropriate tasks, summative in nature that provide a single snapshot of performance. The tests have gone through



the same processes as the NeSA tests for general education. Students with severe cognitive disabilities or multi-handicapping conditions are required to participate in statewide testing. The alternate assessment can be administered as specified in a student's IEP.

Districts may access the NeSA-AA Practice Tests, Tables of Specification and Performance Level Descriptors by clicking on each content page included at: http://www.education.ne.gov/Assessment/Alternate_Assessment.htm

Like the NeSA tests, the alternate assessment will be administered between **March 25 - May 3, 2013**. This is a six-week administration window.

a. 2013 NeSA-AA Testing

The NeSA-AA testing process has been progressing smoothly.

- The NeSA-AAR (reading), the NeSA-AAM (mathematics), and the NeSA-AAS (science) is required in 2013 for all students whose IEP specify the need for the alternate assessment.
- All three tests (reading, mathematics, and science) are in one booklet.
- Students may be administered the alternate assessment in one subject but not in another. If that is the case, districts will need to contact the Statewide Assessment Office. This is a rare situation, but is appropriate occasionally.
- In 2013, the alternate assessment results will be entered by the teacher on the DRC answer sheet following the specific directions.
- The secure test materials for the NeSA-AA will be returned according to the directions in the administration manual **to DRC not to NDE as in previous years**.
- All security procedures outlined in this Update also apply to the NeSA-AA testing process.
- All students who have been flagged in the NSSRS as students eligible for the alternate testing will receive NeSA-AAR, NeSA-AAM, and NeSA-AAS test booklets and administration manuals.



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

C. English Language Learners

a. Who are English Language Learners?

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

Each district with ELL students should have a written definition used for determining services and meeting Rule 15 requirements.

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

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

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

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

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





For students learning the English language, accommodations are changes to testing procedures, testing materials, or the testing situation that allows the student meaningful participation in an assessment. Effective accommodations for ELLs address the unique linguistic and socio-cultural needs of the student. Accommodations for ELL students may be determined appropriate without prior use during instruction throughout the year.

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

c. Spanish Translations:

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

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

NeSA-Reading translation does not include the passages. Passages cannot be translated or read to the student for any language.

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

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

Translations in languages other than Spanish will need to be provided by local districts.



d. Guidance for Recently Arrived Limited English Proficient Students

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

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

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

e. Language Acquisition Testing

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

The test provided by the Nebraska Department of Education to test language proficiency is the English Language Development Assessment, ELDA. Developed by a consortium of states, the test, given in the spring, is administered through the services of Measurement, Inc. The 2013 testing window is **February 11 to March 22**.



It is important to note that the purpose of this test is to determine language proficiency, not the proficiency on reading standards. ELDA has accommodations that are specific to that assessment and are contained in the NeSA Test Administrations Manuals. NeSA accommodations are not allowed on ELDA.

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

f. Academic Measurable Achievement Objectives (AMAOs)

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



This accountability decision is based upon:

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

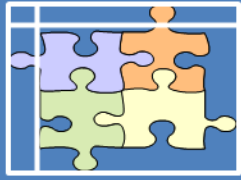
Questions about any of the information in this section may be directed to:

Nancy Rowch, Director of Equal Opportunity Programs

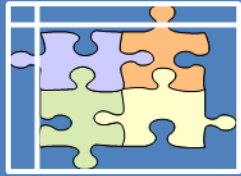
Phone: 402.471.2477 E-mail: nancy.rowch@nebraska.gov



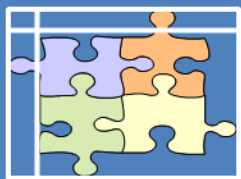




STANDARDS



ASSESSMENT



ACCOUNTABILITY

III. State and Federal Reporting and Accountability

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



B. Transitions in State and Federal Accountability



- NePAS
- AYP Goals

C. The State of the Schools Report – Fall 2013





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

The Nebraska Student and Staff Record System, the NSSRS, has been operating fully as the state's record system for several years. As the 2012-13 school year continues, districts should remember several important reporting considerations.

- The Consolidated Data Collection (CDC) will continue to collect non-student level data.
- National assessment data may be submitted throughout the year beginning in January, but data can NOT be accepted after June 30, 2013.
- National assessment (NRT) data are not required for non-public students.
- Business rules for assessment data have been posted on the NDE website at: http://www.education.ne.gov/Assessment/pdfs/SOSR_Guidance_NeSA_RMSW_Calculations_3_18_13.pdf
- Districts need to access the NSSRS Validations and Student Verification Reports from the NDE Portal website to determine the accuracy of the assessment data. Directions for accessing reports are provided on the NSSRS Validations website.

a. 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. During the assessment window, districts record students who move before testing as "No Longer Enrolled" on the answer booklet or in the online eDirect system.

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

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

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

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



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

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

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

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

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

b. Home-Schooled Students

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

c. Ward of the Court

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

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

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



d. Reporting Individual Scores on National Assessment Instruments

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

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

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

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

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

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



Example of Terra Nova

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

Scores By Subtest

Subtest	Scale Score	Grade Equiv	National Percentile	Normal Curve Eq	National Stanjpe
Reading	650	5.5	53	51	5
Vocabulary	650	5.9	58	54	5
Reading Composite	650	5.8	58	54	5
Language	665	7.9	73	63	6
Language Mechanics	642	5.6	54	52	5
Language Composite	654	6.7	65	58	6
Mathematics	647	5.6	57	54	5
Math Computation	607	4.4	30	39	4
Math Composite	627	4.9	43	46	5
Total Score	654	6.0	62	56	5
Spelling	638	5.3	53	51	5

Reading Composite

Math Composite

Total Score NCE

Scores By Subtest / Objective

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





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

Reading Total in NCE

Student:
Class:
Building:
System:

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

Tests	Scores					PERCENTILE RANK			
	SS	GE	NS	NCE	NPR	Low	25	50	High
Vocabulary	161	2.4	2	15	8				
Reading Comprehension	155	2.1	1	10	3				
Reading Total	158	2.2	1	7	2				
Spelling	174	3.1	2	23	10				
Capitalization	150	1.8	2	16	5				
Punctuation	176	3.2	3	31	18				
Usage and Expression	153	2.0	2	17	9				
Language Total	163	2.5	2	16	5				
Concepts & Estimation	164	2.6	1	13	4				
Prob. Solv. & Data Interp.	163	2.5	2	18	6				
Math Computation	184	3.8	3	30	18				
Math Total	170	2.9	2	18	5				
CORE TOTAL	164	2.5	1	7	2				
Social Studies	165	2.6	2	18	6				
Science	172	3.0	3	26	12				
Maps and Diagrams	167	2.7	2	23	10				
Reference Materials	174	3.1	2	22	9				
Sources of Information Total	170	2.9	2	19	7				
COMPOSITE	166	2.7	1	10	3				

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

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

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

Math Total in NCE

Core Total in NCE

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

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Vocabulary						
Vocabulary	37	37	22	55	-33	
Reading Comprehension						
Factual Understanding	16	16	13	55	-42	
Inference and Interpretation	15	15	20	61	-41	
Analysis and Generalization	12	12	42	58	-16	
Spelling						
Root Words	23	23	30	60	-30	
Words with Affixes	9	9	22	39	-17	
Correct Spelling	4	4	0	67	-67	
Capitalization						
Names/Titles / Dates/Holidays	5	5	0	62	-62	
Place Names	6	6	33	54	-21	
Names: Organizations & Groups	5	5	40	46	-6	
Writing Conventions	7	7	14	51	-37	
Overcapitalization/Correct Cap	5	5	0	60	-60	
Punctuation						
End Punctuation	12	12	42	55	-13	
Comma	8	8	25	47	-22	
Apostrophe/Quotes/Colon/Semi	5	5	20	40	-20	
Correct Punctuation	3	3	0	62	-62	
Usage and Expression						
Nouns, Pronouns, and Modifiers	10	10	20	58	-38	
Verbs	6	6	17	59	-42	
Conciseness and Clarity	6	6	50	53	-3	
Organization of Ideas	6	6	17	57	-40	
Appropriate Use	7	7	14	60	-46	

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Concepts & Estimation						
Number Properties & Operations	13	13	23	60	-37	
Algebra	6	6	33	63	-30	
Geometry	6	6	0	55	-55	
Measurement	3	3	0	59	-59	
Probability and Statistics	3	3	67	48	19	
Estimation	9	9	33	50	-17	
Prob. Solv. & Data Interp.						
Problem Solving	15	15	27	58	-31	
Single-step	3	3	33	68	-35	
Multiple-step	8	8	25	54	-29	
Approaches and Procedures	4	4	25	58	-33	
Data Interpretation	11	11	18	54	-36	
Read Amounts	3	3	33	60	-27	
Compare Quant./Relationships	8	8	13	52	-39	
Math Computation						
Add with Whole Numbers	3	3	67	72	-5	
Subtract with Whole Numbers	4	4	0	66	-66	
Multiply with Whole Numbers	6	6	83	55	28	
Divide with Whole Numbers	7	7	0	45	-45	
Add or Subtract with Fractions	5	5	20	44	-24	
Add or Subtract with Decimals	4	4	25	48	-23	
Social Studies						
History	11	11	9	51	-42	
Geography	10	10	30	57	-27	
Economics	12	12	33	49	-16	
Government and Society	4	4	25	57	-32	

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.	Differences* -20 0 +20
Science						
Scientific Inquiry	14	14	29	54	-25	
Life Science	9	9	11	53	-42	
Earth and Space Science	8	8	38	55	-17	
Physical Science	6	6	33	55	-22	
Maps and Diagrams						
Locate/Process Information	8	8	25	54	-29	
Interpret Information	12	12	33	55	-22	
Analyze Information	6	6	17	47	-30	
Reference Materials						
Using Reference Materials	12	12	17	61	-44	
Searching for Information	20	20	30	56	-26	
Critical Thinking						
Reading	27	27	30	60	-30	
Language	29	29	21	52	-31	
Mathematics	34	34	26	53	-27	
Social Studies	21	21	33	52	-19	
Science	20	20	25	52	-27	
Sources of Information	28	28	29	55	-26	

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





with Otis-Lennon School Ability Test®, Eighth Edition

About This Student's Performance:

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

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

Lexile measure = 730L

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

Student Report | HFIRSTNAME M LASTNAME

National Comparison

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

GRADE: 04
TEST DATE: 04/08

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

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

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

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

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

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

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

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



Public Schools

Student Progress Report for _____

School _____

Growth is measured from Fall to Spring

Student ID: _____

Mathematics

Season/ Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
W09	6	232- 235 -238		221			75- 82 -87
F08	6	216- 219 -222	219	218	19	8	41- 51 -59
S08	5	227- 230 -233	223	219			72- 79 -85
W08	5	218- 221 -224	218	216			58- 67 -75
F07	5	208- 211 -214	212	212			45- 50 -59
S07	4	211- 214 -217	214	211	7	9	52- 61 -69
W07	4	210- 213 -216	209	208			64- 69 -77
F06	4	204- 207 -210	204	203			53- 64 -74

Most recent

No Composite Score

Mathematics Score-Percentile Rank

Reading

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

Reading Score-Percentile Rank

Mathematics Goals Performance - Winter 2009

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

Reading Goals Performance - Winter 2009

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

Lexile Range: 1011-1161

Explanatory Notes:

Language Usage

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

Language Usage Goals Performance - Winter 2009

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

Season/Year

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

Student Score Range

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

District Average RIT

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

Norm Group Avg.

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

Student Growth

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

Typical Growth

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

Student %ile Range

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

Goal Performance

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

Lexile Range

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




PLAN

Your Score Report

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

 GRADE: 10
 SORT CODE: 5

 Composite Percent
 Score

SCHOOL NAME: EXAMPLE HIGH SCHOOL

SCHOOL CODE: 000000

TEST FORM: 00A

TEST DATE: OCTOBER 23, 2008

Your Scores

Composite Score	18
English	20
Usage/Mechanics (1-16)	11
Rhetorical Skills (1-16)	10
Mathematics	17
Pre-Alg./Algebra (1-16)	08
Geometry (1-16)	08
Reading	20
Science	16

 Score
 Range
 (1-32)

Percent of students scoring at or below your score

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

ACT

 More Info at
www.planstudent.org

Your Estimated ACT Composite Score Range

19-23

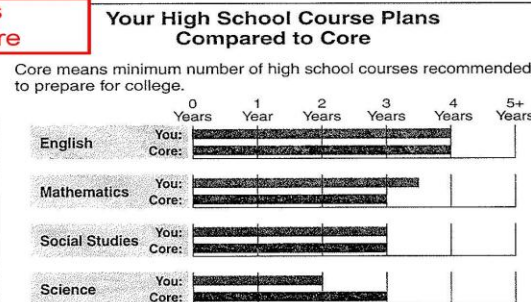
Use this score range to help plan for college.

Your Educational Plans for After High School

4-Year College or University

 Mathematics
 Percent Score

Your Plans



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

College Readiness

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

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

 Reading Percent
 Score

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

Admission Standards

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

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

Profile for Success

 Your Career Area Preference
 Management

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

21-25

See Using Your PLAN Results.

Your reported needs

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


NEBRASKA DEPARTMENT OF EDUCATION

Statewide Assessment



B. State and Federal Accountability

a. NePAS – Nebraska Performance Accountability System

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

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

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

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

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

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

b. New AYP Goals

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

AYP reading and mathematics goals were set based on the NeSA results. The AYP goals are as follows:



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

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

c. SMALL Schools AYP Goals – Reading and Mathematics

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

Calculations for Small Schools AYP are explained on page 10 of the Title I Guidance found at

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

If you have questions about the goals or calculations, please call the Director of Federal Programs: Diane Stuehmer Phone: 402.471.1740

Email: diane.stuehmer@nebraska.gov

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

The State of the Schools Report will display the AYP decisions for each school grade span (i.e. elementary, middle school, high school) and district.

Districts will be notified when the AYP status is available summer on the State of the School's Preview window. Districts need to review their data to ensure its accuracy. The formula and process for determining AYP decisions are provided in the AYP Guidance,



available at

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

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

e. Persistently Lowest Achieving Schools (PLAS)

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

C. The State of the Schools Report – Fall 2013

The State of the Schools Report will include a summary of statewide information plus individual district and building profiles. The following sections provide additional information. It will be available on the Nebraska Department of Education website:

<http://www.education.ne.gov>

a. School District and Building Information

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

- Narrative description of districts and buildings.
- District and building improvement goals.
- Student characteristics including students who move frequently (mobility), students who receive special education services, students who are learning the English language, and students who receive free and reduced lunch.
- Reports of student performance on NeSA-reading, mathematics, science, and writing in the elementary, middle and high school grades in 2010-2011 (state, district and building).



- NeSA results will be reported both in average scale scores and proficiency levels.
- Percentage of students included in NeSA tests.
- Student scores and sub scores on national assessment instruments.
- Reports of student results on the statewide writing assessment at the district and individual building levels.
- 2013 State Accountability NePAS – district by grade level configuration, state level and building.
- Adequate Yearly Progress determinations.
- Persistently Low Achieving Schools (PLAS).
- English/Reading/Language Arts and Mathematics graduation requirements.
- Graduation rate.
- ACT information.
- School finance.
- Teacher qualifications.
- Teacher salaries.
- Student attendance.
- High school curriculum.
- Special Education Improving Learning for Children with Disabilities (ILCD) data.

b. State of the Schools Report Functions

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

- 1) District Profiles – will feature each district and will be accessible from the district menu. The profile will be a summary and condensed version of data sources: district statistics, student performance results on Standards, Statewide Writing Assessment, results from national assessment instruments and AYP.



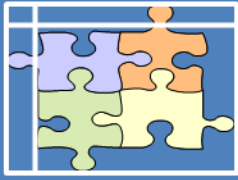
- 2) Building Profiles – will be similar to the district profile. The building profile will feature building statistics and student performance information specific to that building.
- 3) A State Profile – will be available including the same features as those in the District Page.

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

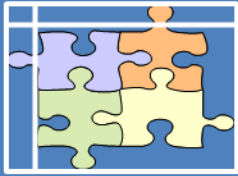
- 4) The Comparison Tool – This feature allows users of the website to select up to five school districts or buildings for comparison on multiple data sources. Users may select the districts and the data sources they wish to compare, i.e. student enrollment, student performance, attendance, etc.
- 5)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



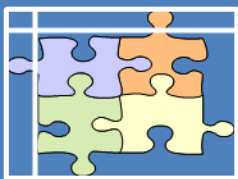




STANDARDS



ASSESSMENT



ACCOUNTABILITY

IV. Attachments

- A. District Assessment Contact Form
- B. Suggestions for a Smooth Testing Process
- C. NeSA Scoring Rules
- D. NeSA Security Procedures
- E. Report of Security Breach
- F. Principal Security Agreement
- G. DAC Confidentiality Agreement
- H. Emergency Medical Waiver Form
- I. Sources of NeSA Data
- J. C4L Memorandum of Understanding for 2013-2014
- K. Instructions for Printing NeSA-W Practice & Online Tests
- L. NeSA Approved Accommodations Document
- M. NeSA Writing Score Verification Form





FOR 2013-14 SCHOOL YEAR**Nebraska Department of Education****Nebraska State Accountability Official Contact**

TO: Superintendent

FROM: Valorie Foy, Director of Statewide Assessment

In 2009-10, the Nebraska Department of Education established a list of District Assessment Contacts. Each district was able to designate one official contact for the purpose of receiving passwords and official documents provided to and from the Statewide Assessment office. No change will be made to the contact name unless you indicate below that a different person should become the DAC for your district.

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

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

☐ Update - DAC email or address has changed to: _____

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

District: _____ Effective Date: _____

Name _____ Email: _____

Address: _____ City _____ Zip _____

Phone: _____ Title: _____

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

 Superintendent Signature

 Date

Please return this completed form using one of the methods below by September 3 to:

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

Suggestions for a Smooth Testing Process

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

- If testing online, prepare the computer room setting or the laptops ahead of time.
- Prepare signs for the doors, “Testing in Progress.”
- Assign one proctor for every 12 students being tested.
- Encourage students to do their best.
- Develop a consistent building plan for what students are to do when they are done with the test.
- Follow the scripted directions for all testing, both online and paper/pencil.
- Use common sense.
- If you have questions, contact the NDE Assessment Office at 402.471.2495 or by email at nde.stateassessment@nebraska.gov or DRC at 866.342.6280 or by email at necustomerservice@datarecognitioncorp.com

Nebraska State Accountability (NeSA) Scoring Rules

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

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

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

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

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



Security Procedures

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

Introduction

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

Test Security

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

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

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

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

Do's

Do eliminate all cell phones and electronic devices.

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

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

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

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

Do make students feel comfortable and relaxed.

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

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

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

Don'ts

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

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

Do not leave students unattended with testing materials.

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

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

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

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

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

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

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

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

Test Security Agreement

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

Breaches in Test Security

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

Reporting and Investigating Test Security Violations

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

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

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

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

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

Consequences of Test Security Violations

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



Nebraska Department of Education

2013 REPORT OF SECURITY BREACH

(Complete this form for each incident).

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

Part I. Provide District Information

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

Part II. Documentation of Efforts

Date of incident:
Describe the incident:

Actions taken about the incident:

District Response to the Incident (if known):

Actions Taken to Assure the Situation will not be Repeated:

Signature of district representative: _____

District representative name (print) _____

Date _____

NDE Action:

Final Outcome:

Fax, scan, or mail report documentation to:

STATEWIDE ASSESSMENT

Nebraska Department of Education

P O Box 94987

Lincoln, NE 68509-4987

Phone: 402.471.2495

Fax:

402.471.4311

or scan and send to:

nde.stateassessment@nebraska.gov

Page 2 of 2

2014 Nebraska State Accountability Tests Building Principal Security Agreement

The school Principal must sign, and return this Test Security Agreement to his/her District Assessment Contact before administering the 2014 Nebraska State Accountability Tests. The Test Security Agreement may be faxed or emailed to the Statewide Assessment Office at 402.742.8302 after the principal's signature has been obtained by January 17, 2014.

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

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

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

District: _____

Building Name: _____ Grades in building: _____

Building Name: _____ Grades in building: _____

Building Name: _____ Grades in building: _____

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

Check all that apply

- | | |
|--|--|
| <input type="checkbox"/> NeSA-Reading | <input type="checkbox"/> NeSA-Writing |
| <input type="checkbox"/> NeSA-AA Reading | <input type="checkbox"/> NeSA- Science |
| <input type="checkbox"/> NeSA-Mathematics | <input type="checkbox"/> NeSA-AA Science |
| <input type="checkbox"/> NeSA-AA Mathematics | <input type="checkbox"/> English Language
Development Assessment (ELDA) |

By my signature below, I certify that I have read the test security procedures and the procedures will be followed for the 2014 Nebraska State Tests.

Print Name: _____

Signed: _____ Date: _____

Position: _____

2014 Nebraska State Accountability Tests**District Assessment Contact Confidentiality of Information Agreement**

The District Assessment Contact (DAC) must sign, and FAX or email this NeSA Confidentiality of Information Agreement to the Statewide Assessment Office prior to the distribution of testing materials to schools within the DAC's district. The form is due by January 17, 2014.

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

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

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

District: _____

Signature of District Assessment Contact

Date

Email

Phone Number

Print Name

Please FAX, email, or mail this signed document by January 17, 2014 to:

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



EMERGENCY MEDICAL WAIVER REQUIREMENTS

The Nebraska Department of Education strives to ensure that all students have equitable opportunities to demonstrate their knowledge and skills on the NeSA tests. This document is provided to help districts determine whether a medical waiver is justified. Below are some examples that may help you determine whether a student qualifies for a waiver; these are not inclusive of every medical situation, but are meant as a guideline to help you determine if your student meets the requirements prior to requesting a physician signature on the waiver.

NDE values and trusts the medical opinion of physicians, however, they must also be familiar with the guidelines for testing prior to providing excused waivers for students. Nebraska districts are charged with providing education to all students, regardless of their disability.

APPROVED FOR WAIVER	NOT APPROVED FOR WAIVER
Emergency situation – hospitalization,, i.e., recovering from a car accident	Long term hospitalization where students are receiving educational services outside of the school.
Medical conditions where medication or treatment makes it impossible for student to test. Ex: chemotherapy, radiation.	Permanent disability – education is being provided by district or other provider. Ex: cerebral palsy, multiple impairments
Out of state medical care.	In-state non-emergency medical care.
Surgery and recovery that renders the student too ill to participate.	Surgery where student could be tested as part of regular education.
Mental health issues that are not part of a student's IEP.	Mental health issues that are being accommodated daily by the school.
Emergency pregnancy complications – by doctor's orders.	Pregnancy/birth of child where student could be given test off-site.

In order to maintain the confidentiality of students' medical situations, actual medical records are not to be included with the waiver.

If you have questions about an individual situation, please don't hesitate to contact our office at 402 471-2495.



An emergency medical waiver may be granted by the Statewide Assessment Office when a student cannot take the assessment during the testing window due to a significant medical emergency. For example this might include a situation in which a student is recovering from a car accident or an emergency medical situation that prevents the student from being physically capable of taking the test. A statement from a physician is required. These students remain enrolled at the school, although physical circumstances prevent the student's participation in the test. A waiver is not intended for use for a permanent disability or if the student is otherwise receiving education services from the district or other provider.

2013 EMERGENCY MEDICAL WAIVER

for NeSA - Reading - Mathematics - Science

DISTRICT INFORMATION		STUDENT INFORMATION																																							
District Name	Student Name																																								
Co District Number	Student State ID #																																								
Building Name	Grade																																								
Waiver Requested by:	Check the dates the student was not in attendance during the RMS testing window. If student was absent the entire time, check ALL <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: center;">Mon</th> <th style="text-align: center;">Tues</th> <th style="text-align: center;">Wed</th> <th style="text-align: center;">Thur</th> <th style="text-align: center;">Fri</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Mar 25</td> <td style="text-align: center;">Mar 26</td> <td style="text-align: center;">Mar 27</td> <td style="text-align: center;">Mar 28</td> <td style="text-align: center;">Mar 29</td> </tr> <tr> <td style="text-align: center;">Apr 1</td> <td style="text-align: center;">Apr 2</td> <td style="text-align: center;">Apr 3</td> <td style="text-align: center;">Apr 4</td> <td style="text-align: center;">Apr 5</td> </tr> <tr> <td style="text-align: center;">Apr 8</td> <td style="text-align: center;">Apr 9</td> <td style="text-align: center;">Apr 10</td> <td style="text-align: center;">Apr 11</td> <td style="text-align: center;">Apr 12</td> </tr> <tr> <td style="text-align: center;">Apr 15</td> <td style="text-align: center;">Apr 16</td> <td style="text-align: center;">Apr 17</td> <td style="text-align: center;">Apr 18</td> <td style="text-align: center;">Apr 19</td> </tr> <tr> <td style="text-align: center;">Apr 22</td> <td style="text-align: center;">Apr 23</td> <td style="text-align: center;">Apr 24</td> <td style="text-align: center;">Apr 25</td> <td style="text-align: center;">Apr 26</td> </tr> <tr> <td style="text-align: center;">Apr 29</td> <td style="text-align: center;">Apr 30</td> <td style="text-align: center;">May 1</td> <td style="text-align: center;">May 2</td> <td style="text-align: center;">May 3</td> </tr> </tbody> </table>						Mon	Tues	Wed	Thur	Fri	Mar 25	Mar 26	Mar 27	Mar 28	Mar 29	Apr 1	Apr 2	Apr 3	Apr 4	Apr 5	Apr 8	Apr 9	Apr 10	Apr 11	Apr 12	Apr 15	Apr 16	Apr 17	Apr 18	Apr 19	Apr 22	Apr 23	Apr 24	Apr 25	Apr 26	Apr 29	Apr 30	May 1	May 2	May 3
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Apr 8	Apr 9	Apr 10	Apr 11	Apr 12																																					
Apr 15	Apr 16	Apr 17	Apr 18	Apr 19																																					
Apr 22	Apr 23	Apr 24	Apr 25	Apr 26																																					
Apr 29	Apr 30	May 1	May 2	May 3																																					
Position:																																									
Phone:																																									
Email:																																									
CHECK THE TEST(S) BELOW FOR WHICH THIS WAIVER IS REQUESTED																																									
NeSA-Reading	NeSA-Mathematics		NeSA-Science																																						
NeSA-Alternate Reading	NeSA Alternate Mathematics		NeSA Alternate Science																																						
Provide a brief description of the reason for the emergency medical waiver including circumstances which made it impossible to test the student:																																									
I attest that this student meets the requirements stated above for a medical waiver. Dated:																																									
Signed _____ (Administrator Requesting Waiver)																																									
RETURN TO NDE INSTRUCTIONS																																									
<i>Attach Page 2 (physician signature) and send to the Nebraska Department of Education using <u>one</u> of the following methods. You will be notified by email of disposition.</i>			1) Fax to: 402 471-4311, or, 2) Mail: NDE Statewide Assessment, PO Box 94987, Lincoln NE 68509-4987, or, 3) Scan/send on Secure Email site requested from NDE																																						
STATEWIDE ASSESSMENT OFFICE			<input type="checkbox"/> APPROVED		<input type="checkbox"/> DENIED																																				
Signed:			Date:																																						

**NeSA****EMERGENCY MEDICAL WAIVER PHYSICIAN SIGNATURE**

Explanation to the Physician: The Nebraska Department of Education strives to ensure that all students have equitable opportunities to demonstrate their knowledge and skills on NeSA tests. State tests are mandatory for every student grades 3-8, and 11 who are enrolled in a public school.

Nebraska school districts are required to provide physician-signed medical waivers in cases where a medical emergency prevents a student from participating in the NeSA tests (Nebraska State Accountability.)

If the school is otherwise providing education with accommodations to the student for an on going medical condition or permanent disability, that is not considered a basis for a medical waiver on the NeSA tests. Districts are able to provide the test to the student at a location outside of the school building and/or may make other accommodations appropriate to the student's medical needs in order for them to participate in testing.

Student's Name _____

School District _____

By signing below, I attest that the student named above is either mentally or physically unable to test due to an emergency medical situation, or that participation in the test may be harmful to the student.

Yes

☐ The student above should be excused from participating in the 2013 NeSA state tests.

Signature of Physician _____

Date _____

Name of physician _____ (please print)

City, State _____

Name of hospital or clinic: _____

Physician - Please return this form to the school district that made the request. They will submit your statement with their request for a waiver.

Sources of NeSA Assessment Data – September 2012

Attachment H

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



Memorandum of Understanding: 2013-2014 For New & Returning Participants Nebraska State Accountability Check 4 Learning System

The Nebraska Department of Education will continue to offer the interim assessment system and state item bank known as **Check 4 Learning (C4L)**. The C4L system will be offered via DRC's INSIGHT software instead of CA&L's software as in past years. The adjustment in software may cause changes to the system, which will be communicated to districts as soon as possible. C4L will allow districts to "check for learning" on student performance on Nebraska academic content standards in reading, mathematics, and science throughout the 2013-14 school year and to adjust instruction prior to district administration of the summative NeSA tests in the spring.

Participation by districts is strictly voluntary. C4L will be made available only to districts that choose to participate and sign a Memorandum of Understanding, agreeing to specific conditions. The C4L Memorandum of Understanding will commit the district to specific contributions to the system.

As superintendent of _____, I, _____
District Name Superintendent Name

am committing our district to participate in the Nebraska Department of Education's Check 4 Learning (C4L) in 2013-2014. I understand that participation in this assessment system will not require any direct payment to the NDE, but our district will commit to one of the following resource options. New districts must commit to both options.

Returning C4L District

New C4L District

Option 1 (Limited to the first 75% of responding districts). Ten items in each subject area (reading, mathematics, and science) submitted to NDE on or before August 1, 2012. Districts will designate the number of items to be written at each grade level by subject but NDE will direct the alignment of the items that are to be written. The numbers of items at each grade level are to be identified on page 3 of the MOU. The items will be submitted based upon the specified requirements provided by the NDE. Once copies of the items are submitted to NDE, they shall remain the property of NDE for future use. Districts may also avail themselves of four item writing sessions to be held across the state in spring of 2013. Returning districts are not required to send item writers to these sessions but item writing training and support will be provided at these sessions. New districts are required to send a minimum of three item writers to one of these sessions. **Once the threshold for one of the options is met all additional districts must select the other option to participate.)**

Option 2 (Limited to the first 25% of responding districts). One certificated staff member in each subject area (reading, mathematics, and science) is to participate in a single NDE training and item review session in September of 2013 as outlined on page 3. The full day item review session will include training for item review and be held in four locations across the state for the convenience of districts. The staff members selected to attend the September item review are to be identified in August of 2013. **Once the threshold for one of the options is met all additional districts must select the other option to participate.**

Terms of the Agreement

To be effective, this MOU and accompanying contact sheet shall be signed, dated and submitted to the NDE Assessment Office no later than **April 17, 2013** and will remain in effect from June 1, 2013 to May 31, 2014.

NDE will not reimburse travel, lodging, meals, substitutes or pay stipends. Districts will be responsible for paying their own staff costs.

You may fax, scan or mail the forms to NDE by **April 17, 2013**. It is effective upon receipt by NDE.

Statewide Assessment
Nebraska Department of Education
301 Centennial Mall South
Lincoln, Nebraska 68501
nde.stateassessment@nebraska.gov
Ph: 402.471.2495
Fax: 402.471.4311

The school district agrees that NDE, and its officials, employees and agents will not be liable to the district or any of its officials in regard to the district's use of Check 4 Learning.

Either party may terminate the agreement without liability upon five days written notice to the other.

As Superintendent, I have read the above Memorandum of Understanding and agree to its terms on behalf of the school district below:

Signature

Date

School District

Forms are due to NDE by April 17, 2013.

Check 4 Learning – Training Information Sheet

DISTRICT:	Superintendent:
DISTRICT ASSESSMENT CONTACT:	DAC Email

*Returning districts need to indicate participation in either Option 1 or Option 2. New districts need to complete both Option 1 and 2.

Option 1. Item Writing

Step 1. Designate Number of items at each grade level. Each subject must total 10 items.

Districts will receive indicator and/or passages they are to align questions to on or before May 5, 2013.								Total
Reading	3 rd _____	4 th _____	5 th _____	6 th _____	7 th _____	8 th _____	11 th _____	10
Math	3 rd _____	4 th _____	5 th _____	6 th _____	7 th _____	8 th _____	11 th _____	10
Science			5 th _____			8 th _____	11 th _____	10

Step 2. Item Writing Training.

*Attendance at item writing training is **mandatory** for **new** districts. This training is **optional** for **returning** districts but all item writers should receive training before authoring items.

Please indicate below the location and number of persons from your district who plan to attend an Item Writing Training. (A training is mandatory for New C4L Districts for each subject area.)

	May 2 – Scottsbluff ESU #13 *LD available	May 3 – Kearney ESU #10 *LD not available	May 6 – Milford ESU #6 *LD available	May 10—Columbus ESU 7 *LD available
Number attending On- site				
Number attending via Long Distance Learning				

All item writers must have training or have had prior training to participate. New districts must send at least three item writers to one of the following item writing workshops. The workshops will consist of mandatory (for new districts) training in the morning and provide optional item writing opportunities in the afternoon. Returning districts are encouraged to send any untrained item writers to one of these

sessions. The workshops are available to all districts and may provide important opportunity for teachers to get started on item writing with support from NDE and ESU personnel.

If you have new item writers or you are a new DAC who has not been trained in item writing, we recommend any of the following:

- DACS can attend and go back to school and train and write items with teacher teams
- DACs can attend and bring a teacher writing teams
- Districts can send teacher teams
- Districts teams (with or without DACs) can attend remotely and write items in their own district (limited to number of remotes that can hook up to each site)
- ESU personnel can attend and run their training and item writing for interested schools in their regions

Option 2. Item Reviewers

Step 1. Designate Review Session

Scottsbluff, September 17, 2013

Norfolk, September 19, 2013

Kearney, September 18, 2013

Omaha, September 20, 2013

Step 2. Designate Certified Members to Attend Review Sessions

On August 1, 2013 District assessment contacts will receive an email with a form for the district to designate staff members that will attend the review session. This form will need to be returned to NDE by August 15, 2013.

Instructions for printing the NeSA-Writing Practice Test student responses

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

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

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

Instructions for printing the NeSA-Writing Operational Online Test student responses

Access to the student responses to the NeSA-Writing Operational test prompt will be done through Management Tools. These responses will be available in the View Results link of the 2012 NeSA-Writing Operational Testing Main Page. Similar to the responses from the Practice Test, when that link is launched, it will display in a browser as an html file. It can be printed from the browser or saved to another location. It can also be copied and pasted to another application like Word.

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

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

NEBRASKA STATE ACCOUNTABILITY (NeSA) APPROVED ACCOMMODATIONS

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

Attachment L

- 1) **Test Administration Practices** --- Changes or adjustments in test administration that are appropriate for **all** students.
- 2) **Test Accommodations** ---
For students with IEPs or 504 plans: Adjustments or adaptations in the test or the testing process that do not change the test expectation, the grade level, or the construct or content being measured. **Accommodations should only be used if appropriate for the student and used during instruction throughout the year.**
For English language learners: Changes to testing procedures, testing materials, or the testing situation in order to allow the student meaningful participation in an assessment. **Accommodations may be determined appropriate without prior use during instruction throughout the year.**
- 3) **Test Modifications** --- Adjustments or changes in the test or the testing process that change the test expectation, the grade level, or the construct or content being measured. **Modifications are not appropriate for state testing.**

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

Test Accommodations for Students with IEP or 504 Plan (includes NeSA Reading, Writing, Mathematics, and Science)	
II.	Content Presentation
15.	Test administrator turns pages for student.
16.	Audio presentation of directions, content, and test items to student (for NeSA-R test, only directions and test items may be read). <ul style="list-style-type: none"> • Test administrator pronounces individual words in directions or test items upon student request. • Test administrator reads test aloud verbatim and rereads as needed. • Test materials are provided on audiotapes, iPods, CDs, etc. (to be used in conjunction with the paper/pencil test). • Audio is computer generated (i.e., screen reader with/without a speech synthesizer).
17.	Student uses specialized presentation of test (e.g., colored paper, visual magnification device, large print, tactile graphics, Braille).
18.	Student uses audio amplification device (e.g., audio trainer, hearing aids, classroom amplification).
19.	Student uses acoustical voice feedback device (e.g., WhisperPhone).
20.	Interpreter signs directions, content, and test items to student (for NeSA-R test, only directions and test items may be signed).
21.	Test administrator increases white space on the page (e.g., less print on a page, increased space between items, use of a template to reduce visible print).
22.	Test administrator provides manipulatives to support student understanding of items/response options.
III.	Response
23.	Student responds directly in the NeSA R/M/S test booklet or with a Braille Production Device (e.g. Braille, Electronic Braillewriter, Electronic Notetaker). Test administrator transfers student responses to the answer sheet.
24.	Student uses primary mode of communication (e.g., communication device, pointing).
25.	Student uses computer, word processor, Braille Production Device, or specialized writing materials to respond to the NeSA-W test prompt. Test administrator transfers student responses to the test booklet (Grade 4) or on-line system (Grades 8 and 11). The student response is to be transcribed exactly as it is written—i.e. with spelling, punctuation, and spacing replicated. The original student essay will be sent to DRC with returned testing materials.
26.	Student responds orally to test items or writing prompt OR uses sign language to indicate responses. <ul style="list-style-type: none"> • Test administrator records student responses. For NeSA-W test, student must indicate the placement of punctuation, capital letters, indentations, etc. • Student uses speech-to-text conversion or voice recognition technology.
27.	Student uses material/devices to problem solve or organize thoughts/responses. <ul style="list-style-type: none"> • Computation supports (e.g., abacus, calculator, addition/multiplication chart, number line) • Spelling/grammar device • Visual organizer (e.g., graphic organizer, semantic mapping software) • Commercial dictionary (NeSA-M, NeSA-S)
IV.	Timing/Scheduling/Setting
28.	Test administrator provides extra time for the 4 th grade NeSA-W test. NeSA-W 8 and 11 are untimed but if testing session will exceed one day, a paper/pencil test will be needed.
29.	Test administrator provides multiple and frequent breaks during testing time.
30.	Test administrator provides a flexible testing schedule for NeSA R/M/S. If either of the two testing sessions will exceed one day, paper/pencil test will be needed.
31.	Test administrator changes testing location to increase physical access or use of special equipment (e.g., appropriate lighting, standing work station, wheelchair accessible space, special desks).

IMPORTANT INFORMATION

- 1) Each student's IEP or 504 team should determine the NeSA testing mode (online or paper/pencil) most appropriate for the child. This decision should be conveyed to the District Assessment Contact (DAC) for communication through eDirect.
- 2) Participation in the Alternate Assessment is determined by the IEP team and based on "Decision-Making Guidelines."
- 3) All accommodations must be specified in the student's IEP.
- 4) Best practice is to communicate with students concerning testing mode decisions.

Test Accommodations for English Language Learners

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

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

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

All Spanish translations are state scored.

V.	<i>Direct Linguistic Support with Test Directions</i>
32.	Test administrator reads directions aloud in English or native language and rereads as needed.
33.	Test administrator provides written directions in native language.
34.	Test administrator provides audio recording of directions in English or native language.
35.	Test administrator simplifies, explains, or clarifies directions in English or native language.
VI.	<i>Direct Linguistic Support with Content and Test Items</i>
36.	Test administrator reads content and test items verbatim to student in English and rereads as needed (for NeSA-R test, only test items may be read).
37.	Test administrator provides a translator to orally translate content and test items verbatim in native language and reads/rereads as needed. For NeSA-R test, this applies only to test items.
38.	Test administrator provides translated audio recording (e.g., audiotape/CD/iPod) of content and test items in English or native language to be used in conjunction with paper/pencil test. For NeSA-R test, this only applies to test items.
39.	Test administrator provides a translator to translate content and test items into written native language (for NeSA-R test, this applies only to test items).
40.	Test administrator provides bilingual word list (allowed on NeSA-M and NeSA-S).
41.	Test administrator provides word-to word bilingual dictionary (allowed on NeSA-M, NeSA-S, and NeSA-W).
42.	Test administrator provides commercial dictionary (English or bilingual) for NeSA-W test.
43.	Student responds orally in his/her native language. A translator records student responses into online system or regular test booklet in English (not allowed on NeSA-W test).
44.	Student responds to NeSA-W prompt in native language. Writing prompts are provided in Spanish for grades 4, 8, and 11 in paper/pencil.
VII.	<i>Indirect Linguistic Support</i>
45.	Test administrator provides extra time for the 4 th grade NeSA-W test. NeSA-W 8 and 11 are untimed but if the testing session will exceed one day, a paper/pencil test will be needed.
46.	Test administrator provides multiple and frequent breaks during testing time.
47.	Test administrator provides a flexible testing schedule for NeSA R/M/S. If either of the two testing sessions will exceed one day, paper/pencil test will be needed.

IMPORTANT INFORMATION

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

Nebraska Department of Education

NeSA Writing Assessment**SCORE VERIFICATION FORM****(Complete this form for each review requested.)**

This form is a request for a reconsideration of a NeSA-Writing Assessment student score. Only the total score may be verified. Please attach a written explanation of the request for reconsideration and a copy of the essay in question. The verification process is appropriate **only** for very specific, not general, scoring issues. In addition, verifications are designed **only** for scores that fall below the cut score.

The verification process will occur only during the preliminary data audit window in the spring of 2013.

The deadline for submission is May 13, 2013.

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

STUDENT INFORMATION:**OR:**

Student name
 Student NSSRS ID
 Grade Level
 School building name and identification number

 County district number
 Student's composite NeSA-W score

COPY OF STUDENT LABEL

DISTRICT INFORMATION:

Verification submitted by:

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

Send score verification form and documentation by May 13, 2013 (must arrive to NDE office by May 13):

Dr. Ed Foy, Statewide Assessment
 Nebraska Department of Education
 P O Box 94987
 Lincoln, NE 68509-4987
 Phone: 402.471.2947
 Fax: 402.471.4311 *(if an email address is included above, we will confirm receipt of your fax.)*

