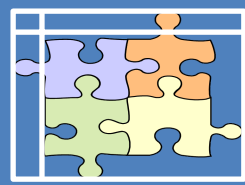# NEBRASKA
DEPARTMENT OF
EDUCATION

Update: Standards, Assessment, and Accountability (SAA)

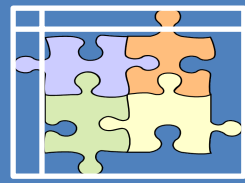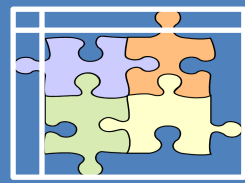## Beginning the School Year 2013-2014

Volume 12

ALL Updated

STANDARDS

ASSESSMENT

ACCOUNTABILITY

Purpose of the Standards, Assessment, and Accountability SAA Update 12

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

I.   Standards, Assessment, and Accountability – What's Ahead – 2013-2014?

II. The Statewide Writing Assessment – NeSA-Writing

III. Inclusion All Students in Assessment and Accountability

IV. State and Federal Accountability

V.   The Continuous Improvement Process

VI. Links

Updates began with the Toolkit in 1999 and have continued through a series of 26 STARS Updates. In August of 2008 the name of the STARS Updates changed to SAA (Standards, Assessment and Accountability) Updates. Districts can anticipate the next Update in March of 2014.

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

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

Assessment and Reporting Schedule
2012-2014

Year	Subject	Grade level
2013-2014	NeSA-Reading NeSA-AA Reading NeSA-Mathematics NeSA-AA Mathematics NeSA-Science NeSA-AA Science NeSA Online Writing NeSA Paper/Pencil Writing English Language Development Assessment (ELDA)	3-8, HS * 3-8, HS 3-8, HS 3-8, HS 5, 8, HS 5, 8, HS 8, HS 4 K-12
2014-2015	NeSA-Reading NeSA-AA Reading NeSA-Mathematics NeSA-AA Mathematics NeSA-Science NeSA-AA Science NeSA Online Writing NeSA Paper/Pencil Writing English Language Development Assessment (ELDA)	3-8, HS * 3-8, HS 3-8, HS 3-8, HS 5, 8, HS 5, 8, HS 8, HS 4 K-12

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

Table of Contents

STANDARDS

ASSESSMENT

ACCOUNTABILITY

I.   **Standards, Assessment, and Accountability: What's Ahead: 2013-2014?**

A. Curriculum Update

a. College and Career Ready Standards

The Nebraska State Board of Education's Number One Goal is to "Improve achievement outcomes for all students." One way to do this is to ensure that all Nebraska students graduate from high school being fully prepared for college and career. To accomplish this it is imperative that Nebraska has rigorous K-12 academic standards in place that prepare students to do just that. In addition, State Statute Section 79.760.01 requires that academic content standards be reviewed every five years. It is now time to begin looking at Nebraska's Language Arts and Mathematics standards which were adopted in 2009. Since the development of the Nebraska Standards, the National Governor's Association and the Council of Chief State School Officers released a set of Common Core State Standards in Language Arts and Mathematics. These standards have been adopted by a majority of the states around the country.

The State Board has no plans at this time to adopt the Common Core Standards for Nebraska. However, as a part of Nebraska's review process the State Board authorized an alignment study between the Common Core State Standards and the Nebraska Standards for each grade level in March of 2013. The results of this study will be used to assist the Board in the upcoming review of Nebraska standards. Representatives from Nebraska's postsecondary institutions will also be called upon to ensure that the final language arts and mathematics standards will prepare students for successful completion of initial coursework in their respective postsecondary institutions without need for remediation.

b. Alignment of Nebraska's Standards to the Common Core State Standards

The Mid-continent Research for Education and Learning group (McREL) conducted the alignment study between the Nebraska Academic Standards in Language Arts and Mathematics and the Common Core State Standards. McREL has conducted validation studies on Nebraska's Language Arts, Mathematics and Social Studies Standards in the past. Their work has always been of the highest caliber. They provided national experts in the specific content areas for this work. They have conducted similar studies for several other states including North Dakota and Wyoming.

The results of the study can be found on the NDE website at http://www.education.ne.gov Each content area has an Executive Summary followed by the full report. The Executive Summary highlights the key points in the study and also gives specific information for each grade level. The report notes the

degree of match that exists: strong, partial, or weak. Where a partial match is identified, the nature of the difference is defined: specificity, scope, emphasis, phrasing. These results are exemplified in a series of charts followed by a brief narrative explaining the differences. Note: The Nebraska Standards and the Common Core standards are organized differently, resulting in a high number of partial matches (i.e., it may take three Common Core Standards to exemplify what is listed in one Nebraska standard or vice versa. The results of the full study are shown in two different ways: Nebraska standards as the anchor showing how the Common Core Standards compare; Common Core Standards as the anchor showing how Nebraska standards compare. The comparisons are done at the "example indicator level" level of specificity in the Nebraska Standards. Again, because the two sets of standards are organized differently the results will differ between the two.

c. Nebraska Social Studies Standards

The State Board of Education approved new Social Studies Standards on December 7, 2012. The standards development followed the same process used in all standards development calling upon the expertise of Nebraska educational professionals at all levels along with ample opportunity for public input. The standards were validated by McREL against standards from other states and other national documents. **As a reminder -** Districts must have for their local boards of education adopt the state social studies standards within one year following the State Board adoption of standards or adopt measurable quality local standards that are equal to or more rigorous than the state academic content standards**.**

d. The Nebraska Standards Instructional Tool

NDE launched a website designed to assist schools in implementing the Nebraska Academic Content standards in language arts, mathematics, and soon to be added, science. This site is designed to provide teachers with a deeper understanding of the intent of the standards and indicators, to share common language surrounding the standards, and to provide instructional examples to assist students in mastering the standards.

The 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.

e. The Nebraska Teacher and Principal Performance Framework and Evaluation Models

In November of 2011, the State Board of Education adopted the Nebraska [Teacher and Principal Performance Framework](). The Framework is designed to identify a set of effective practices that characterize Nebraska's best teachers and principals. The Framework was developed by Nebraska educations Pre K-16, including teacher preparation programs, representing all sizes of school districts and geographic regions.

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.

February 2012, the State Board of Education approved the development of models for teacher and principal evaluations based on *The Teacher and Principal Performance Framework*. The Board reaffirmed that these models would be voluntary and that districts would have the option to adopt or adapt them. A leadership committee, representing all facets of Nebraska education, met for several months and made recommendations on specific components and processes to be included in such models. In the spring of 2013, seventeen pilot schools, representing all sizes of schools and all regions of the state, began a two year process of designing and testing the models. Project completion for statewide implementation is currently stated for the fall of 2015.

For questions about the material covered in this section please contact:

Donlynn Rice, Office of Curriculum & Instruction
402.471.3240   E-mail: donlynn.rice@nebraska.gov

B. Nebraska State Accountability - NeSA

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

NeSA-W (Writing)
NeSA-R (Reading)
NeSA-M (Mathematics)
NeSA-S (Science)
NeSA-AA (Alternate Assessments in Reading, Mathematics, and Science)
ELDA (English Language Development Assessment)

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

As required in the amended Quality Education Accountability Act, 79-760, the Nebraska Department of Education has built state tests for the purposes of comparative accountability with the help of its partner, Data Recognition Corporation (DRC), Maple Grove, Minnesota.

a. District Assessment Contacts

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

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

The contacts for the 2013-2014 school year will be the same as those used in 2012-2013 unless the superintendent changed the assignment. If a change in the DAC is needed, Superintendents need to make that change. The contact form for making this change is available on the assessment website. Or the superintendent may send an email directly to nde.stateassessment@nebraska.gov and request a change in the DAC.

Beginning in the 2013-2014 school year, superintendents have been asked to designate a NeSA Technology Assessment Contact, who will serve as the contact for information concerning technology used for the Nebraska State Accountability tests. DACs will also receive official information N-TACs receive.

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

b. The eDirect System and Enrollment Verification

The DRC eDirect System will be used for implementation in 2013-2014 to obtain enrollment information from districts and information about testing decisions. The first of those submissions is scheduled for October 7-18. Data that will be collected in the eDirect system include decisions about the number of paper/pencil booklets needed for students with IEP, 504, or ELL accommodations, the number of Braille or Spanish-translated booklets needed. Access to the eDirect system will be provided to the DAC who will submit the district's decisions to DRC.

Districts will have the opportunity to learn about the eDirect system and Enrollment Verification at several WebEx trainings to take place in October. The dates for the training are included on the NeSA Timeline.

c. NeSA-Reading, Math, Science Testing Window

> The NeSA Testing Window for operational reading, mathematics, and science is March 24 – May 2, 2014. This window includes the alternate tests as well.

Scheduling

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

However, the two-session administration may be scheduled during the testing window in any of several ways:
1. Two consecutive days.
2. Two days within the same week, preferably not Monday.
3. Two sessions within the same day with a break in between.
4. Other schedules may be specified in a student's IEP or used for English Language Learners.

Districts are asked to review the following scheduling considerations and to read [Suggestions for a Smooth Testing Process](#).

Scheduling Considerations:

1) Younger students will be more likely to need the two-day schedule than older students.

2) Districts should not wait until the end of the testing window. Mondays are not the best testing days.

3) The 90-minute scheduling guidance is not required for everyone. Students who finish early should have other work or reading to do just as they would in norm-referenced test settings.

4) Regardless of the schedule used, the test administration must be consistent, standardized, and the scripted directions must be followed. This is true for both online and paper/pencil testing.

5) Student benefit should be considered first with regard to scheduling, not adult convenience or logistical issues.

6) Make-up sessions for operational testing must be scheduled within the testing window as students will be scored on the items completed and will receive no credit for blank, incomplete, or missing items.

7) Planning ahead and coordinating within the district and building is critical for successful testing.

d. NeSA Security, Ethics and Training

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures and fairness to students are maintained. Therefore, the Nebraska Department of Education asks all school districts to review the NeSA [Security Procedures](#) . 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.

The Principal Security Agreement requires each principal to sign for each testing session in his or her building(s). Principals need to understand that signing this security agreement means they will oversee the appropriate testing procedures and training for all teachers administering the tests in the building. A DAC Confidentiality Agreement is required from each District Assessment Contact. The DAC is responsible for overall oversight of the testing process in the district. Principals and DACs will submit their security agreements directly to the NDE assessment office through Echo sign email by November 1, 2013. Each principal and DAC will receive an email and instructions for return of the security/confidentiality agreement.

Districts should maintain a set of district policies that includes a reference to Nebraska's NeSA Security Procedures. The Sample District Security Policy was drafted by a local legal firm and was distributed across the state to the Educational Service Units. Whether districts use this sample, the procedures offered by the State School Boards Association, or policies drafted by other law firms, local district policy should address the NeSA Security document. The Department would encourage all districts with questions to contact their own local school attornies for customization of such a policy.

Testing Ethics and Appropriate Practice

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

All school personnel who administer NeSA tests must receive complete training in test administration and are responsible for appropriate test ethics and security practices.

Beginning in the 2013-2014 school year, a Nebraska State Accountability Security Manual will be distributed to provide an overview of the facets of test security in place in Nebraska, test security practices required in districts, and links to all forms needed for NeSA test security (also included in this Update).

Training for Test Administration

DACs and principals share the responsibility for assuring that all teachers and school personnel administering NeSA are trained in appropriate procedures, security and ethics. NDE provides a set of tools on our website for test administration training.

C. NeSA Implementation Details

a. NeSA-Reading Math & Science Cut Scores

The cut scores for the NeSA-Reading, Math, and Science and NeSA-Alternate Assessment-Reading, Math, and Science have been set over the last four years.

Nebraska State Board of Education considered a range of "cut scores" for each grade level in each content area and made final decisions about the exact scores that determined the percentages of students who score in one of three performance levels on the tests:

- Below the Standards
- Meets the Standards
- Exceeds the Standards

The scale score ranges for NeSA-Reading, Math, and Science were set as follows:

Scale Score Ranges	Performance Level
135-200	Exceeds the Standards
85-134	Meets the Standards
0-84	Below the Standards

It should be noted that cut scores will not change unless the tests themselves change. Details of the processes used to set scale score ranges are included in the Technical Reports, available on the NDE-Assessment website for each subject area.

b. Release of NeSA Results in 2013

Through DRC's eDirect system, districts received NeSA-Reading, NeSA-Mathematics, and NeSA-Science results in July 2013. The NeSA-AAR, NeSA-AAM and NeSA-AAS alternate assessment results were also available in July through the eDirect system.

The Nebraska State of the Schools Report is released each year in the fall and is available on the Nebraska Department of Education website. State of the Schools Reports have been provided since 2001.

c. The State Testing Environment and the Instructional Environment

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

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

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

- Playing music during the testing.
- Providing food, candy, or drinks during the tests.
- Requiring pauses and stretch breaks for all students during the tests.
- Placing check lists of testing protocol on students' desks during testing.
- Requiring students to raise their hands at completion of the tests to assure the test is finished. The online test has a summary sheet built in for students to use for that very purpose.
- Not reading the scripted directions verbatim.

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

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

d. Embargoed Data

Another aspect of the culture of NeSA testing is the understanding of embargoed data. Embargoes may seem strict, but they are necessary because centralized state test data are new, formal, and never before released.

Data are considered "embargoed" when they are not to be shared. Established processes determine the extent to which state data can be shared and with whom. Only internal administrators should have access to raw scores. After the Conversion Tables are posted on the NDE-Assessment website each year, the raw scores can be converted to scale scores. When the state public releases of the state averages occur, then the data can be fully shared.

- NeSA-Reading, Mathematics, Science – Since the cut score process has been finalized, when districts receive preliminary online results, they may share the results internally with school personnel. Individual scores may be released to students and parents, but the results should not be released to the public through award ceremonies, newsletters, media releases, or formal publications until after a formal public release of state averages by NDE. NDE will announce the public release dates.

The NDE is very appreciative of your efforts to provide data in an appropriate and timely manner to all of the stakeholders, respecting and honoring the procedures that we must all follow.

e. NeSA administration details

In general, the 2013 NeSA administration went extremely well. Credit is due to all of the partners: districts, DRC, CAL, and the NDE team for their good planning, hard work, and collaborative partnership.

Most students tested online, for NeSA-RMS 96% and for NeSA-W at grades 8 and 11, 97%. Online testing is required for all districts and students in the 2013-2014 school year, except NeSA-W at grade 4 and NeSA-RMS Alternate Assessments. Students who will be exempted include those on 504 or IEP Plans, English Language Learners, and those who are contracted to institutions that do not allow internet access.

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

Observations about NeSA Testing in 2013:

Scheduling:

- Scheduling of NeSA testing should NOT wait until the last few days of the window. If that is the case, districts run the risk of not getting everyone scheduled because of illness, weather, breaks, or other disruptions.

- The testing window runs through all days of the published timeline. That means the NSSRS system will expect a score for all students enrolled during the testing window. There is NOT a cutoff date prior to the end of the window where students are "exempt."

- When students arrive at a new school, the receiving school should contact the previous school to determine what NeSA tests were completed for the current school. Students are to be enrolled at the time of their arrival. There is no "waiting" for the testing process to be over. It is not ethical or fair to delay or adjust an enrollment based upon the arrival of the student and testing schedule. That is absolutely not fair to the student and family.

Online Testing:

- Parents should be reminded of the school's testing schedule so that doctor's appointments are not scheduled during the testing time.

- Teachers should provide only ONE ticket at a time to students testing online. When both tickets are provided to the students, students may log into a different

session of the tests. This practice requires unnecessary unlocking. It is acceptable for students to take session #2 before session #1.

- For younger students, districts need to allow more time for log in to the test and need to be sure that students have had an opportunity to practice logging in prior to testing. <u>Students are to log in themselves.</u>

- Students need to have access to the tutorials, online tools training and practice tests prior to the testing, so they do not have trouble with their own log in. Test administrators are not to log in for students.

Administration:

- Standardized testing environments and protocols must always be followed.
- Only operating systems supported for the Web-Based Testing Engine should be used for NeSA online testing. These system requirements are specified in the "[Web-Based Testing Engine System Requirements](#)" document, posted on the NDE-Assessment website.
- INSIGHT operates in a secure browser, which does not allow students to access the Internet or other software during testing.
- Decorations on the wall or within classrooms that provide hints or direction to test content need to be removed.

- Headphones, cell phones, or electronic devices are to be removed from the testing setting.

- Districts are to follow the approved accommodations and practices on the [Nebraska State Accountability (NeSA) Approved Accommodations document](#). Deviations from that document are not appropriate, i.e. Whisper Phones are not listed as an appropriate testing practice administration for all students.

- Districts must keep the NSSRS updated appropriately so that when the data files are shipped to the vendors, they are correct. Due dates for NSSRS downloads are listed on the [NeSA timeline](#).

- It is important that your request for materials in eDirect in October is as accurate as possible. If you need more materials, you may order them from DRC, but the DAC should attempt to coordinate the additional requests.

- For districts experiencing technical difficulties that cannot be locally resolved, the district N-TAC should contact DRC.

- Districts who wish to determine their computer capacity will have access to a Load Simulation Tool through INSIGHT, available February 17, 2014.

Security:

- Duplicating any secure test material in any content area is a security violation. Taking pictures of said material constitutes duplication. This expectation is clear in the administrative manuals and in all NDE testing materials. Districts are not to make copies of the tests, the prompts, or the items. All booklets, all student tickets and accompanying materials are to be kept secure.

- Examining the items, discussing the test content, or "taking" the test is a security violation.

Materials Return:

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

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

f. Score Invalidation and Waivers

Throughout the NeSA process, the NDE has written and applies business rules for zero scores, invalidations and waivers. Each situation is weighed individually. The following rules are applied:

Emergency Medical Waivers (EMW) are granted if the situation is a medical emergency and the emergency situation prevents testing. The EMW needs to be approved by the Statewide Assessment Office during the testing window. Emergency Medical Waivers

are not granted for pregnancy or for situations where the school could have tested the student. Districts applying for emergency medical waivers will have to provide a physician's statement. The complete [medical waiver form](#) is available on the Statewide Assessment website in NeSA Forms during the testing window. Students are exempt from testing.

Invalidations (INV) are applied in situations where the construct of the NeSA test was violated. An example of invalidation occurrs when the reading test passages are read to a student or where cheating is documented. Students receiving score invalidations receive zero scores. Participation in AYP may or may not have been affected, depending upon the circumstances of the invalidation.

No Longer Enrolled (NLE) is flagged for any student pre-registered for testing who withdraws from a district or school prior to being tested. NLE can be indicated in eDIRECT Test Setup (for students pre-registered to test online) or on the student's answer sheet (for student's pre-registered to test paper/pencil). Please note that this does not update the student's NSSRS information. NLE codes were applied in circumstances where a student only took the first half of the test and then left the district. All NLE codes result in waived scores.

Other (OTH) designation is used for situations where emergencies or drastic unforeseen circumstances occur and adequate documentation is provided, a waived score is applied. Zero score removal from for such situations is available on the Statewide Assessment website in NeSA Forms.

Parent Refusal (PAR) is used for any student removed from testing due to a formal request from the parent or guardian. These students receive a zero score.

Recently Arrived LEP (RAL) is used for any student who meets the requirement for recently arrived classification. These students are exempt from testing. [Guidance for Recently Arrived Limited English Proficient Students](#).

Student Absent for Entire Testing Window (SAE) is for any student who was not assessed, because the student was absent from the beginning of testing until the end of testing. All SAE codes result in zero scores.

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

g. Testing 11th Graders

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

> High school students are expected to be tested in their third year of high school. Testing occurs in the year prior to their expected graduation year rather than their assigned grade level. A student's "expected graduation year" or cohort is determined by adding four years to the school year in which the student enters grade nine for the first time. For example, a student with a Cohort Year of 2015 will take his/her assessment tests in 2014.

h. Testing Modes: Paper/Pencil or Online and placing orders

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

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

Districts will be required to submit paper/pencil needs in October of 2013 via the eDirect System. Districts will be required to place orders for accommodations that are provided in online testing, which include only audio and Spanish-translation, March 3-7, 2014.

It is expected that the District Assessment Contact will gather the building decisions and communicate them to DRC through the eDirect System; it should not be individual building principals or contacts who communicate these decisions to DRC.

Districts need to research the needs of individual students to determine his/her needs.

- School personnel should review the Accommodations Document.

- Classroom teachers should provide input concerning students' mode of testing.

- As appropriate, school personnel may consult with individual students concerning mode of testing decisions.

- Paper/pencil tests should be ordered for accommodated students according to their individual needs. Do not assume a student who needs accommodations will perform best on a paper/pencil test. Students should be informed whether they will be tested online or paper/pencil before they are administered the tests.

- The individual needs of English Language Learners should inform the district decisions, and students should know whether they will be tested in English or Spanish before they are administered the tests.

- Accommodated students may need paper/pencil in one subject area but not all.

- See Guide for Including and Accommodating English Language Learners in the NeSA Tests 2013-14 to inform decisions for ELL students.

- See NeSA Accommodations Guidelines: How to Select, Administer, and Evaluate Accommodations for Instruction of Students with Disabilities to inform decisions for students with disabilities.

Any student who needs NeSA-AAR, NeSA-AAM or NeSA-AAS must be flagged in the NSSRS system, from which DRC will compile alternate test orders. Districts may use the Alternate Assessment Participation Criteria to inform decisions on identification of students who require alternate assessment.

i. Nebraska State Accountability [NeSA] Scoring Rules

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

NeSA is a system of state tests, which are scored by vendors. The scores are inserted by NDE into the NSSRS for statewide calculations.

It is a requirement of NDE that any student in the Nebraska Student and Staff Record System (NSSRS) in tested grades is required to participate in NeSA tests. Test scores will be reported to parents in Individual Student Reports [ISR].

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

1.   All enrolled students in required grade levels are to be included in Nebraska State Accountability in one of three ways:

- NeSA – General education tests
- NeSA – General education tests with approved accommodations
- NeSA – Alternate Assessment

2.   If enrolled students are not tested, the district must account for the reason why a student is not tested.

3.   All students will be tested at grade level. 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.

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 teachers modify the test, all resulting scores are zeros.

7.   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.

8.   Students will be able to receive accommodations as outlined in their IEPs and as allowed by the Nebraska State Accountability Approved Accommodations Document.

j. Tables of Specification and NeSA Practice Tests

The Tables of Specifications [TOS] and NeSA practice tests provide guidance for classroom instruction on tested Nebraska standards.

On November 4th districts can anticipate the release of all software for all NeSA testing, including 8th and 11th grades online writing field testing. The online practice tests are accessed through the DRC software, INSIGHT. If the software has not yet been loaded on school computers, it may be accessed by personnel with appropriate permissions in eDIRECT.

- The reading, mathematics, and science practice tests and Tables of Specification are posted at http://www.education.ne.gov/assessment/.

- Online practice and tools training are available in the INSIGHT software, provided by DRC
  - Video Tutorials
  - Online Tools Training
  - Practice Tests-NeSA-R, M, S (New NeSA-R)
  - Guided Practice Tests-NeSA-R,M,S
  - NeSA-W Practice Tests-Grades 8 and 11
  - NeSA-W Field Test-Grades 8 and 11

- Districts who administer the NeSA-W online practice test will have access to the student results via eDIRECT. Student online practice test results are replaced each time a student takes a NeSA-W practice test.

- Districts that choose to administer paper/pencil practice tests for NeSA-RMS will have access to the answer keys posted on the web.

k. Testing contracted students and students in programs outside of the school district

Districts maintain the responsibility for assessing and reporting student results for students who are in Rule 18 schools or in contracted programs. See Who Reports What Districts must have a plan for the assessment of and the reporting of those students' results.

Options include:
- Paper/pencil tests - districts are responsible for ordering test booklets for students outside their buildings, for the monitoring of the security of the test administration, and for the return of the test booklets to DRC.

- Online test administration - access to online test administration is controlled by the school district. Therefore, if districts choose to have students outside

their buildings take the tests online, districts will be responsible for monitoring the downloading of software, for obtaining and distributing the student tickets, and for the security and monitoring of the test taking process.

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

l. NeSA Online Unlocking

Guidelines for unlocking:

- Once the test session has begun, the session must be completed in the same day.
- If the session is discontinued within 15 minutes of login (pause/inactivity), the student will have to log back in using their student test ticket (same day only).
- If a test session was not completed on the day of the initial login, the student's test session will lock overnight. If a student has ended their test through the End Test screen, it will become locked. If a DAC believes circumstances merit a test session being unlocked, the DAC must obtain approval from NDE.

If for some reason a student needs second day unlocking, it 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 unlocking, 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, session 1 or 2, and the reason for unlocking the ticket.
- Request by email: Please include student state ID number, name of district, name of building, grade level, subject area, session 1 or 2, and the reason for unlocking the ticket. 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 unlocking is complete.

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

- Technical difficulties
- Power failure / loss of connectivity
- Student logged out incorrectly
- Illness

- Emergencies
- Log in using incorrect student ticket type (Spanish, visually impaired, etc.)

Unlocking student tickets would not be appropriate for the following reasons:

- Students rushing through the tests
- Students not answering all of the questions
- Students misbehaving
- Schools not scheduling adequate test time

m. NeSA Accommodations

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

Test scores for all students in grades 3-8 and 11 are expected in the Nebraska Student and Staff Record System, the NSSRS. Because of the inclusionary testing requirements in a state system, any student not tested will receive a zero state score unless granted an allowable exception.

After thorough research with internal and external groups, the NDE team developed and has annually reviewed the [Nebraska State Accountability Approved Accommodations Document](#). It is expected that a student's IEP and/or 504 plan will include the appropriate accommodations for inclusion in NeSA and for regular instruction. Districts need to have all teachers review the allowable accommodations in this document. For future consideration of an accommodation currently not on the list, districts are encouraged to contact Valorie Foy within the Statewide Assessment office at 402.471.2495, or Sharon Heater within the Special Education Office at 402.471.4322.

If the student is unable to respond directly in the standard answer sheet or online, a Test Administrator must transcribe the student responses into the answer sheet, answer booklet or the online system.

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

n. Spanish Translations

All Spanish-translated testing materials are requested through eDirect enrollment system, paper/pencil in October and online mode in March.

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

NeSA-Reading, Mathematics and Science   The NeSA-Reading test is available in Spanish; however, translation of reading passages is not allowed. NeSA-R is available both paper/pencil and online. NeSA-Mathematics and NeSA-Science tests in their entirety will be available in Spanish – both paper/pencil versions and online. These tests are requested through eDirect, paper/pencil mode in October 2013 and online in March 2014.

DRC provides Spanish-translated audio directions and items that may be copied or transferred to I-Pods or audiotapes but not to any networked device. The original DRC-provided Spanish translations will need to be returned to the DRC after testing. All electronic and paper copies made in districts are to be destroyed.

Note: Translations in languages other than Spanish for the NeSA-Math, Science, and Writing and for NeSA-Reading directions and items will need to be provided by local districts. All electronic and paper translations made in districts are to be destroyed.

o. NeSA Software Update

For the 2013-2014 school year, the INSIGHT software will be available for download on November 4. The download of this software will provide the applications for all subjects: reading, mathematics, science, writing (grades 8 and 11). On November 4th, a C4L Java download will also be available to participating districts. On February 17, a second download of INSIGHT software may be required to administer the NeSA-Reading, Math, and Science for 2013-2014. The Java C4L software should be uninstalled once C4L becomes available through the web-based test engine.

The dates of technology training for the WebEx INSIGHT software are included on the NeSA Timeline located on the NDE-Assessment website.

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

>   Dr. Valorie Foy, Director Statewide Assessment
>   Phone: 402.471.6469   E-mail: valorie.foy@nebraska.gov

D. Check4Learning (C4L)

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

For that reason the Nebraska Department of Education has joined with DRC, with school districts, and with service units to build a state system of assessment to "wrap around" the summative NeSA tests given in the spring. The system, Check4Learning (C4L), is based upon a state-level item bank of locally-developed multiple choice questions in reading, mathematics and science. Participation is strictly voluntary and left to the district to decide. Districts choosing to participate will be able to select items that match the tested indicators and build interim assessments that may be given at point of instruction at any time in the year. The purpose of the interim assessments will be to determine whether or not students are "on track" with the important skills measured in the summative NeSA tests.

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

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

NDE will provide additional training in using the C4L system upon completion of the system updates. The C4L WebExes are listed in the NeSA timeline available on the NDE-Assessment website.

C4L – Memorandum of Understanding

Districts that signed a Memorandum of Understanding (spring 2013) are 2013-2014 participants. Districts will have the opportunity to be members of C4L on a year-by-year basis as determined by completion of the Memorandum of Understanding and required test items and/or peer review of items.

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

Jeremy Heneger, Assistant Director Statewide Assessment
Phone: 402.471.2818   E-mail: jeremy.heneger@nebraska.gov

E. The Technical Advisory Committee

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

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

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

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

Dr. Brian Gong, Chair	Center for the Improvement of Educational Assessment – New Hampshire
Dr. Richard Sawyer	ACT – Iowa City, Iowa
Linda Poole	Teacher, Papillion-LaVista Public Schools Board Member, Millard Public School

Dr. Frank Harwood   Superintendent, Bellevue Public Schools

F. National Assessment of Educational Progress (NAEP)

During the 2013-2014 school year, the National Assessment of Educational Progress (NAEP) will sample student performance in schools identified by the National Center for Educational Statistics (NCES.) Superintendents of selected schools were notified in June 2013 if their schools had been selected. Letters are sent to principals in selected schools and District Assessment Contacts as well as Superintendents. The letters identify the date chosen for the assessment, administration information, and specific information about the school's responsibilities.

For 2013-2014 nine buildings have been asked to administer NAEP assessments in reading and mathematics at the 8th grade. The NAEP testing window runs from January 27th to March 7th.

Thank you to all of the schools and students who take part in NAEP. Without your support, the NAEP process in Nebraska would be unachievable. The national NAEP 2014 results will be available in the fall of 2014, and will be posted on the NDE website. No state-level results are available for NAEP 2014 assessments.

Please visit the NAEP web site at http://nces.ed.gov/nationsreportcard (site not open during Federal Shutdown) for complete information about NAEP, including previous NAEP results, and other NAEP publications. If you have specific questions about NAEP, please contact the Statewide Assessment Office:

> Nebraska NAEP Coordinator
> Statewide Assessment Office
> P. O. Box 94987, Lincoln, NE 68509-4987
> Phone: 402.471.2959
> Fax: 402.742.8302
> E-mail: nde.NAEP@nebraska.gov
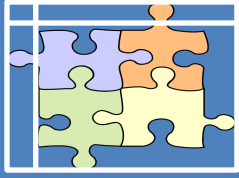
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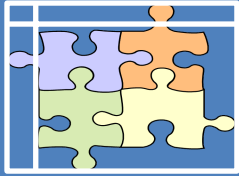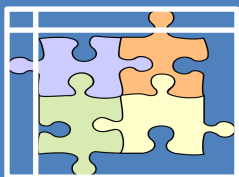
ASSESSMENT

ACCOUNTABILITY

II. The Statewide Writing Assessment – NeSA-Writing

II. The Statewide Writing Assessment – NeSA-Writing

A. NeSA-W Implementation 2014

As the Nebraska State Accountability System continues to evolve, the next steps for the transition of the NeSA-Writing test take place in 2013-2014. Districts may anticipate the following:

Grade 4:

- Will continue to be in the narrative mode.
- Will continue to be tested in two timed 40-minute sessions.
- Will be scored analytically.
- Will include an <u>updated</u> Self-assessment Rubric Tool in the student test.
- Will continue to be tested in paper/pencil formats. (No online administration planned)
- Will have test results released publicly in the spring of 2014.
- Will have access to commercial published dictionary and thesaurus.

Grades 8 and 11:

- Will participate in online test administration and analytic scoring.
- Will allow paper/pencil tests only to those students with IEPs, and 504 plans, that specify a student need for paper/pencil testing. (Paper/pencil tests requested through eDirect in October).
- Students requesting a Spanish translation will need to respond in a paper/pencil test booklet ordered through eDirect.
- Will participate in an untimed (but recommended) 90-minute online testing session.
- Will be tested in the same mode as in previous years: 8th grade – descriptive, 11th grade – persuasive.
- Will have test results released publicly in the spring of 2014.
- Will have access to an online dictionary and thesaurus.
- Will have access to commercial published dictionary and thesaurus.
- Will NOT have access to spell check.

a. Analytic Scoring Training

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

Analytic scoring training for 4th, 8th, and 11th grade teachers is provided in October of 2014. The specifics of the training dates, time and location are provided on the NeSA-Timeline

b. 2013-2014 NeSA-Writing Schedule

November 4, 2013	Preliminary Pre-ID Information to Test System Programs
November 8, 2013	Determine Paper/Pencil and On-line Test Quantities
November 13, 2013	Tickets Available for Writing Field Test Grades 8 and 11 On-line
November 13 – December 20	Writing Field Test Window
January 6, 2014	Districts Receive Paper/Pencil 4th Grade Writing Materials.
January 6-8, 2014	WebEx – Writing Administration
January 8, 2014	Grades 8 and 11 Writing Session Tickets Available to Districts
January 20 – February 7, 2014	NeSA-Writing Testing Window
February 12, 2014	Writing Paper/Pencil Materials Returned to Scoring Center
May 2014	Release of NeSA-Writing Scores – All grades

c. Lessons Learned from NeSA-W 2013:

- In paper/pencil testing, students must write in #2 PENCIL. Papers written in ink will not be scored and will result in zero scores.

- If students are provided with a transcription accommodation, the student response to the writing prompt must be written in the actual test booklet at Grade 4 or entered into the online system at Grades 8 and 11. 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 at Grade 4 and entered into the online INSIGHT system at Grades 8 and 11.

- Originals of transcribed papers will be sent to DRC in an envelope provided with the shipping materials. Each student essay included in the envelope must be accompanied by a [Transcription Submission form](#).

- Students using Spanish translated prompts will respond in a paper/pencil test booklet or in the online INSIGHT system. Students writing their responses in Spanish must use paper/pencil booklets. Spanish translations for writing are ordered through eDirect in October.

- Students are not to be provided "story starters."

- Students are not to be provided graphic organizers unless the accommodation is allowed by an IEP or 504 plan. If graphic organizers are provided for special education students, the organizers are not to include more than a skeletal guide. Graphic organizers with suggested wording, specific instructions, and suggested inclusion of specific details are not allowed. Word lists are not allowed.

- 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 districts to make copies of the student essays (do not take the booklets apart) for local scoring and for possible Score Verification. All student essays will be available in eDIRECT. At Grades 8 and 11, the online test essays are available upon their completion. Grade 8 and 11, paper/pencil essays will be available in eDirect upon completion of DRC scoring. At Grade 4, the student essays will be scanned and placed in eDIRECT upon completion of the DRC scoring. Date of availability will be provided in NeSA-Timeline. No student essays may be shared or discussed prior to the close of the NeSA-W testing window.

- All writing materials (including Spanish papers) must be returned to DRC, not NDE.

- In online testing students will be notifiedwhen they have reached the 2/3 mark and again when they have reached the character limit. (6,000 characters = approximately three pages). Students will be able to continue revising.

- Online thesaurus and dictionary are provided.

- Students may select their font size, spacing between paragraphs, etc. Their selections do NOT impact the scoring. The NDE does not prescribe requirements for these choices.

- Students in grades 8 and 11 may continue to pre-write on paper or compose at the computer. Students should be provided with blank paper for pre-writing.

- Spell check will not be available to students testing in the online mode.

- Students in grades 8 and 11 may use hard copies of commercially published dictionaries and thesauruses.

- The 90-minutes testing time is a **recommendation,** not a requirement as the NeSA-W in grades 8 and 11 is <u>not</u> a timed test. The majority of students in grades 8 and 11 used a time span between 60 and 90 minutes in 2013.

- The NeSA-W in grade 4 <u>is</u> a timed test – two 40-minutes sessions on two days.

- The modes of writing will remain the same for all three grades:

    o Grade 4 – Narrative
    o Grade 8 – Descriptive
    o Grade 11 – Persuasive

- Information about the modes of writing and student writing samples are found on the assessment website on the NeSA-Writing page.

B. NeSA Writing – Statewide Field Testing –2014 – Grades 4, 8, 11

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

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

On November 13, grades 8 and 11 tickets are available in eDirect. The NeSA-W field testing will be provided through INSIGHT software.

The field testing window will be November 13, 2013 to December 20, 2013.

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

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

NDE appreciates schools supporting this project as NDE wants to keep prompt writing in the hands of Nebraska educators and to continue to set rangefinders using Nebraska student writing samples.

C. NeSA Writing – Statewide Analytic Scoring

Beginning in 2012 for students in grades 8 and 11 and in 2013 for students in grade 4, 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.

Cut scores for the three levels of performance were established through a process that involved Nebraska educators with the final decision based on informed decisions by the Nebraska State Board of Education.

The cut scores for NeSA-Writing were set as follows:

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

The 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 NeSA-Writing page.

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

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

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

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

- If the third score is an exact match to one of the originals, the two matching scores will be used.

- If the third score is adjacent to one of the originals, but not the other, the third score and the adjacent score will be used.

- If the third score is adjacent to both scores (e.g. A=2, B=4, and C=3), the third score will be used twice.

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

The Analytic Scoring Model explains how the composite score is obtained and how the scale score is determined.

a. **Suggestions for Scheduling NeSA Writing:**

Grade 4:

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

- Avoid scheduling toward the end of the testing window. Allow time for make-up tests within the three-week window.

- Make sure all of the assessments reach DRC by February 12, 2014.

Grades 8 and 11:

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

- Avoid scheduling toward the end of the testing window. Allow time for make-up tests within the three-week window.

- Allow for the recommended 90-minute block of testing time. In 2013, the majority of students in grades 8 and 11 used a time span between 60 and

90 minutes with 10 to 15 percent of the students going beyond the 90 minute period.

b. Printing the online tests

Both the online practice tests and the operational tests may be printed. Directions for printing NeSA-W online responses will be available through the NeSA-W administration training. Essays may be printed for local scoring and are required for the verification process.

D. Including All Students in the Statewide Writing Assessment

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

- All students (except those who qualify for the NeSA-AA alternate assessment) are expected to participate in the statewide writing assessment.
- Districts may provide accommodations per the [Nebraska State Accountability Approved Accommodations Document](#).
- 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 with essay written in Spanish or English. At Grades 8 and 11, the student may respond online in English only.
- Booklets for students responding in a language other than English or Spanish will be sent to DRC and be counted as participants.
- Students in Rule 18 or Interim Program Schools will participate. The contracting district that is responsible for arranging appropriate administration and security of the test.
- Students with disabilities, including those performing below grade level will be provided test booklets on grade level.
- All NeSA Scoring Rules apply to the NeSA-W.

a. Test Security and Ethics

The NeSA Security Procedures outlined in this Update apply to the administration of the NeSA-W. This includes the building principal's signature on the NeSA Security Agreement and the DAC Confidentiality Agreement. Each building principal and DAC will be expected to sign the agreements with Echosign when they receive the agreements in their email.

b. Statewide Writing Verification Process

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

This score verification process is appropriate only for very specific, not general, scoring issues in all grades. Only the total score can be appealed. The score verification process is designed for student scores that fall below the state cut score. Districts will need to complete the score verification form. In addition, districts must provide a written explanation indicating specific reasons for the score verification and a copy of each paper in question. Papers submitted for score verification will be examined by a panel of trained reviewers who are Nebraska educators. The verification process will be completed in June 2014. Districts may fax the score verification materials to the Statewide Assessment office at 402.742.2319. Score verifications may be shipped to NDE but must arrive by the deadline set.

For questions about the information in this section please contact:
    Dr. Edward Foy, Statewide Writing Coordinator
    402.471.2947 Email: edward.foy@nebraska.gov
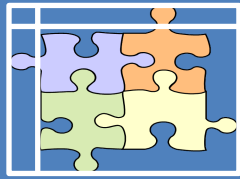
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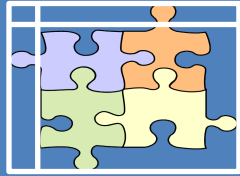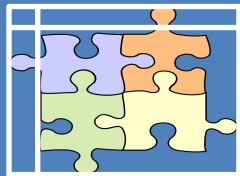
ASSESSMENT

ACCOUNTABILITY

III. Including All Students in Assessment and Accountability

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A. Students with Disabilities and Scoring Rules

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

Students with disabilities may be included in state assessment and accountability in the following ways:

- Students may be tested at grade level on the NeSA tests without accommodations. This testing will be on-line except for 4th grade writing.
- Students may be tested at grade level on the NeSA tests with accommodations specified in the student's Individual Education Plan. Accommodations appropriate for the NeSA are found in the Nebraska State Accountability Approved Accommodations Document.Accommodations provided to students must be specified in the student's IEP and used during instruction throughout the year. Accommodations may require paper/pencil testing.

- Accommodations that are NOT approved and Not listed as approved on the Accommodations document – Attachment I – if implemented – may invalidate the student's score. Non-approved accommodations used in state testing result in both a zero score and no participation credit.

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

Please note:

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

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

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

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

The [Alternate Assessment Participation Criteria](#) for determining which students are to take the alternate assessment must be followed by the IEP team.

If the IEP team determines that a student is to take an alternate assessment, the NeSA-AA, a statement of why the student cannot participate in the regular NeSA and the rationale for selecting the NeSA alternate shall be included in the IEP (Rule 51 007.07A6).

a. **Guidelines for Participation in the Nebraska State Accountability [NeSA] Alternate Assessments**

The U.S. Department of Education and the State of Nebraska do not currently define "significantly cognitively disabled students." This determination will continue to be made at the local level. It is expected that the local IEP team will carefully consider each

of the following guidelines before determining participation in an alternate assessment: The student...

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

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

Nebraska Rule 51 regulations state: 007.07A – "The IEP shall include:"
007.07A3 – For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
007.07A7 – A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state and district-wide assessments; and if the IEP team determines that the child must take an alternate assessment instead of a particular regular state of district-wide assessment of student achievement, a statement of why:
007.07A7a – the child cannot participate in the regular assessment; and
007.07A7b – the particular alternate assessment selected is appropriate for the child..."

c. 1% Rule on the NeSA-AAR

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

Further information on the 1% rule for alternate assessments may be found at School Age NeSA Tests for Students with Disabilities 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 available for teachers working with students taking the NeSA alternate assessments. The "Reading Standards with Extended Indicators and Instructional Clarifications," the "Math Standards with Extended Indicators and Instructional Clarifications," and the "Science Standards with Extended Indicators and Instructional Clarifications" are available at http://www.education.ne.gov/sped/instruction.html.

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

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

The NeSA-AAR, NeSA-AAM and NeSA-AAS are tests of appropriate tasks, summative in nature that provide a single snapshot of a student's performance. The tests have gone through the same processes as the NeSA tests for general education. Students with severe cognitive disabilities or multi-handicapping conditions are required to participate in statewide testing. The alternate assessment can be administered as specified in a student's IEP.

Districts may access the NeSA-AA practice tests, Tables of Specification, Performance Level Descriptors, and Extended Indicators by clicking on 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. Various trainings on the alternate assessment will be provided in the 2012-13 school year.

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.**

- All security procedures outlined in this Update also apply to the NeSA-AA testing process.

- All students who have been flagged in the NSSRS as students eligible for the alternate testing will receive NeSA-AAR, NeSA-AAM, and NeSA-AAS test booklets and administration manuals.

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

C. Students Learning the English Language

a. Who are English Language Learners?

According to NCLB, English Language Learners (ELL) are those students who have a native language other than English, **OR** who come from an environment where a language other than English has had a significant impact on their level of English

proficiency, **AND** whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on state assessments, (ii) the ability to successfully achieve in classrooms where the language of instruction is English, or, (iii) the opportunity to participate fully in society.

Each district with ELL students should have a plan for identifying and serving these students that meets the requirements of the Office for Civil Rights, Title III and Rule 15. The requirements can be found in the The Nebraska ELL Program Guide, Guide for Administrators.

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

b. Including ELL Students in the Nebraska State Accountability [NeSA] Process

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

- NCLB requirements allow appropriate testing accommodations for all ELL Students.
- In determining appropriate accommodations for students in the NeSA system, districts should use the newly developed Nebraska State Accountability Approved Accommodations Document.

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

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

"[Guide for Including and Accommodating English Language Learners (ELLs) in the Nebraska State Accountability (NeSA) Tests](#)."

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

c. ELL Students Exiting Program and AYP

Students who are coded as "redesignated as English fluent two years or less" on NSSRS will have their assessment scores included for AYP calculations. There will not be an option to exclude the scores for the two years following program exit.

d. Spanish Translations:

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

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

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

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

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

NeSA-Mathematics and NeSA Science – The NeSA-Mathematics and NeSA-Science tests in their entirety will be available in Spanish – both paper/pencil versions and online. If a student requires side-by-side tests, the NeSA paper/pencil tests may be used. Student responses are entered on a student answer document.

e. Guidance for Recently Arrived Limited English Proficient Students

Recently Arrived Limited English Proficient Students are defined by the U.S. Department of Education as a student with limited English proficiency who attended schools in the United States for less than twelve months. The phrase "schools in the United States" includes only schools in the 50 states and the District of Columbia. The term "schools in the United States" does NOT include Puerto Rico.

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

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

f. Language Acquisition Testing

As required by NCLB and Rule 15, districts must annually assess the English language proficiency of all limited-English proficient students.

The test provided by the Nebraska Department of Education to test language proficiency is the English Language Development Assessment, ELDA. Developed by a consortium of states, the test, given in the spring, is administered through the services of Measurement, Inc. All students designated as Limited English Proficient (LEP) on NSSRS, must participate in ELDA testing. The ELDA 2014 testing window is **February 10 to March 21, 2014.**

It is important to note that the purpose of this test is to determine language proficiency, not the proficiency on reading standards.

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

g. AMAOs (Annual Measurable Achievement Objectives)

NCLB requires that an additional accountability decision be applied to the performance and progress of those students learning the English language. This required Title III decision known as meeting the Annual Measurable Achievement Objectives (AMAOs) 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 meet AYP.

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

> Terri Schuster
> 402.471.4694 E-mail: terri.schuster@nebraska.gov

> Nancy Rowch
> 402.471.2477 E-mail: nancy.rawch@nebraska.gov

D. Early Childhood Assessment: Results Matter B-5

Results Matter in Nebraska is a child and family outcomes and program improvement system designed and implemented to improve programs and supports for all young children birth to age five, served through school districts, Educational Service Units (ESUs), the Early Development Network, and community partners. The system grew out of earlier efforts to monitor and evaluate grant funded early childhood education programs. Its broader application came as a result of Federal Office of Special Education Program (OSEP) requirements for reporting outcomes for children with disabilities and requirements for monitoring programs funded through a range of state funds. The system employs both child outcomes assessment and program quality assessment to accomplish these purposes:

- improve experiences, learning, development, and lives of young children (birth to age five) and their families
- inform program practices
- demonstrate program effectiveness
- guide the development of local and state policies and procedures
- provide data to demonstrate results

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

The child and program assessment tools implemented for *Results Matter* are congruent with:
- Nebraska Early Learning Guidelines (Birth to Three and Three to Five) www.education.ne.gov/OEC/elg.html;

- NDE Rule 11, Regulations for Early Childhood Education Programs www.education.ne.gov/legal/webrulespdf/CLEANrule112007.pdf;

- NDE Rule 51, Regulations and Standards for Special Education Programs www.education.ne.gov/legal/webrulespdf/CLEAN51_2010.pdf; and

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

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

a. Measuring Child Outcomes

Results Matter in Nebraska calls for measuring child outcomes through an assessment system that:
- is based on ongoing observation of children engaged in real activities, with people they know, in natural settings.
- reflects evidence-based practices.
- engages families and primary care providers as active participants.
- integrates information gathered across settings.
- is individualized to address each child's unique ways of learning.
- informs decisions about day-to-day learning opportunities for children.

- reflects the belief that development and learning are rooted in culture supported by the family.

NDE requires that all school districts use a single, statewide child assessment system, Teaching Strategies GOLD. This comprehensive system measures individual child progress across six domains of development and learning for all children birth to age 5 who are served by school districts and ESUs. Districts enter ongoing observational data in the GOLD online system to document progress towards narrowing the gap in meeting research-based widely-held expectations for young children birth to age five. District outcomes are compared to state targets related to three outcomes most highly associated with success in school and in life:
1. Positive social-emotional skills, including social relationships
2. Acquisition and use of knowledge and skills, including early language, communication and early literacy; and
3. Use of appropriate behaviors to meet their needs.

Annual reporting of *Results Matter* child progress data is required by OSEP, the State Board of Education and the Nebraska Legislature. The use of a single online assessment system provides the state with unprecedented opportunities to compile needed data, not only for the required state and local reporting functions, but most importantly for ongoing curriculum planning, differentiated instruction, program improvement, and improved child outcomes.

b. Program Quality Assessment

Results Matter also includes evaluation of program quality to assure that early childhood classrooms achieve and maintain overall high quality, employ qualified staff, and operate in compliance with federal and state guidelines. School district and ESU programs are required to conduct an annual evaluation using one of Environment Rating Scales: the Early Childhood Environment Rating Scale, (ECERS-R) or the Infant/Toddler Environment Rating Scale (ITERS-R)]. Data obtained from these tools are used to develop improvement plans.

Information about completing ECERS assessments and a schedule of Environment Rating Scale Training are provided by the Office of Early Childhood.

All school districts and Educational Service Units are required to submit the NDE annual Early Childhood Program Report to be in compliance with Rule 11 approval processes. In addition, programs are highly encouraged to participate in the NAEYC Accreditation process, and NDE provides technical and financial assistance for that process.

c. Professional Development

School districts and programs receive continuous support to assure that their participation in *Results Matter* provides the highest quality data and knowledge about how to use data to improve program quality and child and family outcomes. The state's [Early Childhood Training Center](#), and statewide network of early childhood professional development (Early Learning Connection), in collaboration with the organizations which provide the program and child assessment tools, regularly offer training in their use. NDE maintains a cadre of professionals who have achieved reliability in the use of the Environment Rating Scales.

d. Results Matter Fidelity Process

The Results Matter Fidelity Process is designed to assure the reliability and validity of GOLD assessment data. The process consists of two parts:

1. <u>District Fidelity Plan</u>. Each district, ESU and special education cooperative is responsible for completing a Fidelity Plan for child outcomes annually. The one-page Fidelity Plan describes and documents how the district, ESU, or agency will support and supervise teachers/practitioners in maintaining the reliability and validity of child observation data collected. The Fidelity Plan must be kept on file for review by NDE staff.

2. <u>Gold Inter-Rater Reliability (IRR) Certification.</u> This certification is required to be completed online by each teacher/practitioner responsible for scoring child observations and documentation for children birth to age five. Individual Inter-Rater Reliability (IRR) must be completed online by December 31, 2013. Teachers must have on year of GOLD experience prior to being eligible for IRR certification.

For information, resources, and updates related to *Results Matter*, see the [Results Matter Technical Assistance Document](#) (July 2013).

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

> Melody Hobson, Administrator, Early Childhood
> Phone: 402.471.0263   E-mail: melody.hobson@nebraska.gov
>
> Jan Thelen, Coordinator, Early Childhood Special Education
> Phone: 402.471.4319   Email: jan.thelen@nebraska.gov
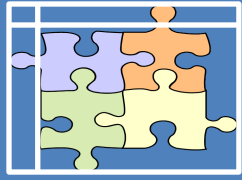
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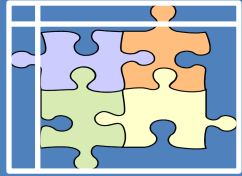
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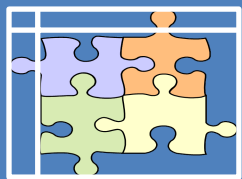
ACCOUNTABILITY

IV. State and Federal Accountability

A. NeSA Data – Release and Use

a. NeSA Reports and Use of NeSA Data

NeSA reports are available to districts through the DRC eDirect System. Reports include building, district, and state level information about the NeSA-Reading, Mathematics, Science, and Writing. Districts have opportunity to review the data before it is made public. Sample reports and full explantions of all reports are available in the current NeSA Reports Interpretive Guide. The guides include explanations of testing terms that may be unfamiliar to educators and parents. The Interpretive Guide will be available in Spanish.

DRC provides copies of the Individual Student Reports (ISR) to the districts. NDE provides a letter directing districts to send each ISR home to parents and to retain a copy of the ISR in the student's file. It is the district's responsibility to send the score reports to parents in a timely manner. The individual student reports are also available electronically through eDirect.

b. NeSA proficiency levels

Important Note: The NeSA scale score proficiency levels will not change.

Reading – Math – Science

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

Writing

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

The Raw Score/Scale Conversion tables will be different for reading, mathematics, and science in 2013 than they were in 2012 because although the test items are comparable,

they are different. The 2013 conversion tables for reading, mathematics, and science that convert raw scores to scale sores will be posted as soon as they are available. During the embargo, the conversion tables will be posted on the NDE website.

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

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

Differences
- Norm Referenced Tests are built to compare student performance across the country. NeSA tests compare student performance within Nebraska.
- Criterion Reference Tests like like NeSA are built to measure state standards; Norm Referenced Tests do not measure the state's standards.
- Norm Referenced tests usually result in bell curve distribution. NeSA is built to measure student proficiency on standards and results in skewed distribution.

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

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

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

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

- The Consolidated Data Collection (CDC) will continue to collect non-student level data as it did last year.

- In 2014 NeSA test results will be used for reporting reading, mathematics, science, and writing.

- National assessment data may be submitted throughout the year beginning in January, but data can NOT be accepted after June 30, 2013.

- National assessment (NRT) data are not collected for non-public students.

- [SOSR Guidance for Assessment Calculations](#) provides guidance on how the student assessment data collected through the Nebraska State Accountability Reading, Math, Science, and Writing assessments (NeSA-RMSW) are compiled for the SOSR.

- Districts need to access the verification and validation reports from the NSSRS web site to determine the accuracy of the data.

a. **Checking assessment labels**

- Districts must check <u>assessment labels</u> before December 2 for NeSA-W and ELDA and January 31 for NeSA-R, NeSA-M and NeSA-S. This report reflects the student demographic data submitted to DRC for the test administrations.
- Additional help with NSSRS data submission may be obtained from the HELP Desk at 1.888.285.0556.

  Checking the NeSA Assessment Labels:

  ✓ Go to the [NDE Website](#)
  ✓ Click on "NDE Portal" on the left side
  ✓ Enter your User Name and Password
  ✓ Click on "Student and Staff" (NSSRS) tab at the top
  ✓ Click on NSSRS Validation
  ✓ Click on "Verification Reports"
  ✓ Click on "Student" to display the verification reports
  ✓ Click on Assessment
  ✓ Select appropriate labels report to view student information uploaded to the assessment vendor

- Additional help with NSSRS data submission may be obtained from the HELP Desk at 1.888.285.0556.

b. Validating NeSA data in the NSSRS

- Districts need to ensure data quality by accessing the Accountability Count Verification reports from the NSSRS web site to determine the accuracy of the assessment data for reporting on the State of the Schools Report (SOSR). Use the steps below to audit school and student results in NSSRS for NeSA groups:

    - ✓ Go to the NDE Website
    - ✓ Click on "NDE Portal" on the left side
    - ✓ Enter your User Name and Password
    - ✓ Click on "Student and Staff" (NSSRS) tab at the top
    - ✓ Click on NSSRS Validation
    - ✓ Click on "System Lookups"
    - ✓ Click on "Accountability Count Verification" to display the assessment reports
    - ✓ Select reading, math, science, or writing as the subject
    - ✓ Select Assessment Details – NeSA
    - ✓ Select school and grade, then click on submit
    - ✓ Select the audit link on the right side to review individual student results by performance level and scale score. There are audit links for all students and various subgroups to include gender, racial/ethnicity, SPED, ELL, and FRL.

c. Verifying demographic indicators for tested students

- Districts must check NeSA Roster Review Reports for students with NeSA results to verify student demographic indicators. To check the NeSA Assessment Rosters:

    - ✓ Go to the NDE Website
    - ✓ Click on "NDE Portal" on the left side
    - ✓ Enter your User Name and Password
    - ✓ Click on "Student and Staff" (NSSRS) tab at the top
    - ✓ Click on NSSRS Validation
    - ✓ Click on "Verification Reports"
    - ✓ Click on "Student" to display the verification reports

      ✓ Click on Assessment
      ✓ Select appropriate **Labels** reports to view student information uploaded to the assessment vendor

Questions about assessment data in NSSRS may be directed to:

      Dr. John Moon, NeSA Project Manager
      Phone: 402.471.2495   E-mail: john.moon@nebraska.gov

d. Validating AYP data in the NSSRS

AYP Verification reports are available on the NSSRS Validation Home page as well. To review these reports click on the "System Lookups" and then the "Accountability Count Verification" link. This link provides 2013-14 district aggregated information for AYP details for all grades by subject and building. Note that data for AYP is consolidated into grade levels-elementary, middle and high.

To review individual student data, use the audit link on the right side of the NSSRS Data report. Here results for grade level, performance level, full academic year, participant and enrolled are displayed for each student number.

e. Reporting Contracted Students and Students Who Move

The Nebraska Student and Staff Record System requires clarifications regarding who owns the assessment results of contracted public school students. Most students will be assessed in the district and reported in the district where they are enrolled. This is true whether students move between or within districts.

There are three categories for the ownership 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.

- Assume assessment results.

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

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

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

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

Category Three: 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.

f. 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.

g. 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 <u>foster</u> <u>home</u>, 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.

h. 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. National assessment data may be submitted throughout the year beginning in January, but data can NOT be accepted after June 30, 2014. National assessment (NRT) data are not required for non-public students.

After the district has entered its NAI/NRT results into the NSSRS system, districts can review the results using the NSSRS Validation in the portal. On the NSSRS Validation page, the default School Year is to 2014-06-30. To view other school years, use the "change years" function. To review NAI/NRT results in NSSRS:

- ✓ Go to the NDE Website: http://www.education.ne.gov
- ✓ Click on "NDE Portal" on the left side
- ✓ Enter your User Name and Password
- ✓ Click on "Student and Staff" (NSSRS) tab at the top
- ✓ Click on NSSRS Validation
- ✓ Click on "Verification Reports"
- ✓ Click on "Student" to display the verification reports
- ✓ Click on Assessment
- ✓ Select National Assessment Instrument Reports to display NAI/NRT results.

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 a district chooses to administer different tests or administer tests in grades other than those recommended, they may do so.

Districts must collect and report total individual scores and subscores for math and reading. 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.

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

Dr. John Moon, NeSA Project Manager
Phone: 402.471.2495   E-mail: john.moon@nebraska.gov

CTB/McGraw-Hill TestMate

Student Subtest & Objective Report

Degree of Mastery Key
○ Low Mastery
◒ Moderate Mastery
● High Mastery
N Not all items attempted

Student Name
Student ID
Special Codes

Grade
Birth Date

District
School
Teacher

Test Name	TN3-CB
Level/Form	15 G
Test Date	11-03-2008
Template	Student Subtest & Objective
Report Date	02-04-2009

Reading Composite

Math Composite

Total Score NCE

Scores By Subtest

Subtest	Scale Score	Grade Equiv	National Percentile	Normal Curve Eq	National Stanine
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	6
Spelling	638	5.3	53	51	5

Scores By Subtest / Objective

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

PERFORMANCE PROFILE FOR

Iowa Tests of Basic Skills® (ITBS®)

THE IOWA TESTS

Student:
Class:
Building:
System:

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

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.

Scores / Percentile Rank

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

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

Tests and Skills (Column 1)

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
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 (Column 2)

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
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 (Column 3)

Tests and Skills	Total Items	No. Att.	%C Stu.	%C Nat.	Diff.
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

Student Report | HFIRSTNAME M LASTNAME

National Comparison

Total Reading in NCE

TEACHER: SAMPLE TEACHER
SCHOOL: SAMPLE SCHOOL - 0000000000
DISTRICT: SAMPLE DISTRICT
9 Yrs 08 Mos
GRADE: 04 **STUDENT NO.:** 0000000000
TEST DATE: 04/08

STANFORD
ACHIEVEMENT TEST SERIES TENTH EDITION
KNOWLEDGE • EXCELLENCE • POWER

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.

Subtests and Totals	Number Possible	Number Correct	Scaled Score	National PR-S	National NCE	AAC Range
Total Reading	114	82	639	59-5	54.8	MIDDLE
Word Study Skills	30	25	664	76-6	64.9	HIGH
Reading Vocabulary	30	22	627	46-5	47.9	MIDDLE
Reading Comprehension	54	35	634	53-5	51.6	MIDDLE
Total Mathematics	80	56	633	64-6	57.5	MIDDLE
Mathematics Problem Solving	48	30	623	54-5	52.1	MIDDLE
Mathematics Procedures	32	26	650	74-6	63.5	HIGH
Language	48	28	610	39-4	44.1	MIDDLE
Language Mechanics	24	15	617	46-5	47.9	MIDDLE
Language Expression	24	13	603	36-4	42.5	MIDDLE
Spelling	40	30	647	73-6	62.9	HIGH
Science	40	30	643	69-6	60.4	MIDDLE
Social Science	40	22	607	40-5	44.7	MIDDLE
Listening	40	22	608	35-4	41.9	MIDDLE
Thinking Skills	190	122	623	56-5	53.2	MIDDLE
Basic Battery	322	218	NA	57-5	53.6	MIDDLE
Complete Battery	402	270	NA	56-5	53.4	MIDDLE

Total Mathematics in NCE

Basic Battery in NCE

National Grade Percentile Bands: 1 10 30 50 70 90 99

Otis-Lennon School Ability Test®	Number Possible	Number Correct	SAI	Age PR-S	Age NCE	Scaled Score
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

National Grade Percentile Bands: 1 10 30 50 70 90 99

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Word Study Skills	30	30	25		✔	
C Structural Analysis	12	12	10		✔	
C Phonetic Analysis-Consonants	9	9	8			✔
C Phonetic Analysis-Vowels	9	9	7		✔	
Reading Vocabulary	30	30	22		✔	
C Synonyms	12	12	9		✔	
C Multiple Meaning Words	9	9	5	✔		
C Context Clues	9	9	8		✔	
P Thinking Skills	18	18	13		✔	
Reading Comprehension	54	54	35		✔	
C Literary	18	18	12		✔	
C Informational	18	18	10		✔	
C Functional	18	18	13		✔	
P Initial Understanding	12	12	11		✔	
P Interpretation	20	20	12		✔	
P Critical Analysis	12	12	8		✔	
P Strategies	10	10	4		✔	
P Thinking Skills	42	42	24		✔	
Mathematics Problem Solving	48	48	30		✔	
C Number Sense & Operations	24	24	16		✔	
C Patterns/Relationships/Algebra	6	6	6			✔
C Data, Statistics & Probability	8	8	4		✔	
C Geometry & Measurement	10	10	4		✔	
P Communication & Representation	6	6	2	✔		
P Estimation	8	8	5		✔	
P Mathematical Connections	21	21	13		✔	
P Reasoning & Problem Solving	13	13	10			✔
P Thinking Skills	40	40	26		✔	

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Mathematics Procedures	32	32	26		✔	
C Computation w/Whole Numbers	18	18	14		✔	
C Computation with Decimals	8	8	6		✔	
P Computation with Fractions	6	6	6			✔
C Computation in Context	16	16	13		✔	
C Computation/Symbolic Notation	16	16	13		✔	
P Thinking Skills	16	16	13		✔	
Language Mechanics	24	24	15		✔	
C Capitalization	8	8	7		✔	
C Usage	8	8	3	✔		
C Punctuation	8	8	5		✔	
Language Expression	24	24	13		✔	
C Sentence Structure	8	8	4		✔	
C Prewriting	5	5	3		✔	
C Content and Organization	11	11	6		✔	
P Thinking Skills	12	12	6		✔	
Spelling	40	40	30		✔	
C Phonetic Principles	18	18	14			✔
C Structural Principles	10	10	7		✔	
C No Mistake	7	7	7			✔
C Homophones	5	5	2		✔	
Science	40	40	30		✔	
C Life	11	11	9		✔	
C Physical	11	11	6		✔	
C Earth	11	11	10			✔
C Nature of Science	7	7	5		✔	
P Models	14	14	11		✔	
P Constancy	13	13	10		✔	

Clusters	NP	NA	NC	Below Avg	Avg	Above Avg
Science (cont.)						
P Form & Function	13	13	9		✔	
P Thinking Skills	20	20	16			✔
Social Science	40	40	22		✔	
C History	10	10	6		✔	
C Geography	10	10	8			✔
C Political Science	10	10	6		✔	
C Economics	10	10	2	✔		
P App. of Knowledge/Comp.	14	14	7		✔	
P Org., Summ. & Interp. of Info.	15	15	7		✔	
P Determination of Cause/Effect	11	11	8		✔	
P Thinking Skills	20	20	11		✔	
Listening	40	40	22		✔	
C Vocabulary	10	10	3	✔		
C Comprehension	30	30	19		✔	
P Initial Understanding	8	8	6		✔	
P Interpretation	12	12	7		✔	
P Analysis	7	7	4		✔	
P Strategies	3	3	2		✔	
C Literary	10	10	7		✔	
C Informational	10	10	7		✔	
C Functional	10	10	5		✔	
P Thinking Skills	22	22	13		✔	
Thinking Skills	190	190	122		✔	

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

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

C = Content Cluster   P = Process Cluster

COPY 01
PROCESS NO. 00000000-0000000-0000-00000-0

Public Schools
Student Progress Report for _____
_____ School

NWEA — Northwest Evaluation Association
Partnering to help all kids learn

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			44- **51** -59
S08	5	227- **230** -233	223	219	19	8	72- **79** -85
W08	5	218- **221** -224	218	216			59- **67** -75
F07	5	208- **211** -214	212	212			42- **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

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

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

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			96- **96** -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

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:

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.

NEBRASKA DEPARTMENT OF EDUCATION
Statewide Assessment

PLAN®
Your Score Report

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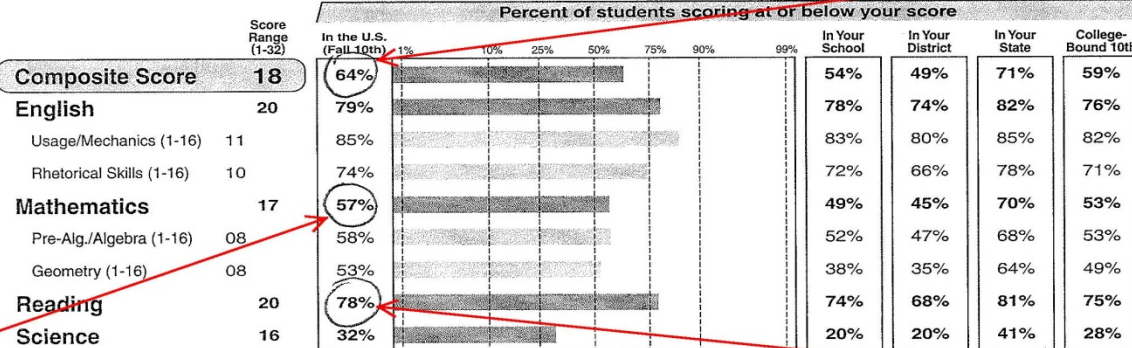ANYTOWN, USA 00000

GRADE: 10
SORT CODE: 5

Composite Percent Score

SCHOOL NAME: EXAMPLE HIGH SCHOOL   **SCHOOL CODE:** 000000   **TEST FORM:** 00A   **TEST DATE:** OCTOBER 23, 2008

ACT®

Your Scores

Percent of students scoring at or below your score

	Score Range (1-32)	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 Score	18	64%								54%	49%	71%	59%
English	20	79%								78%	74%	82%	76%
Usage/Mechanics (1-16)	11	85%								83%	80%	85%	82%
Rhetorical Skills (1-16)	10	74%								72%	66%	78%	71%
Mathematics	17	57%								49%	45%	70%	53%
Pre-Alg./Algebra (1-16)	08	58%								52%	47%	68%	53%
Geometry (1-16)	08	53%								38%	35%	64%	49%
Reading	20	78%								74%	68%	81%	75%
Science	16	32%								20%	20%	41%	28%

Mathematics Percent Score

Reading Percent Score

More Info at www.planstudent.org

Your Estimated ACT Composite Score Range
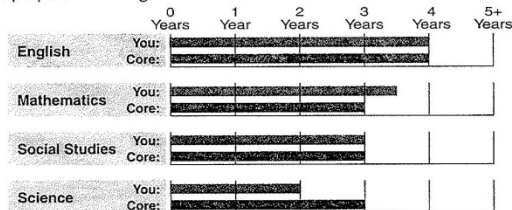
19-23

Use this score range to help plan for college.

Your Educational Plans for After High School

4-Year College or University

Your Plans

Your High School Course Plans Compared to Core

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

	0 Years	1 Year	2 Years	3 Years	4 Years	5+ Years
English	You: Core:					
Mathematics	You: Core:					
Social Studies	You: Core:					
Science	You: Core:					

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 benchmarks taking college prep courses throughout high school ready for first-year college courses. How do you

	PLAN Benchmark Scores	Below	At	Above
English	15			✓
Mathematics	19	✓		
Reading	17			✓
Science	21	✓		

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

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

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

Profile for Success

Your Career Area Preference
Management

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

21-25

See *Using Your PLAN Results.*

Your reported needs	✓ • Making plans for my education, career, and work after high school	• Improving my writing skills ✓ • Improving my reading speed and comprehension	✓ • Improving my study skills ✓ • Improving my mathematical skills	• Improving my computer skills ✓ • Improving my public speaking skills

C. New AYP Goals

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

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

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

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

AYP Reading Goals			
	Elementary	**Middle School**	**High School**
2012-2013	89%	90%	89%
2013-2014	**100%**	**100%**	**100%**

a. SMALL Schools AYP Goals – Reading and Mathematics

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

The calculations for Small Schools AYP are explained, beginning on page 11 of the Title I AYP Guidance.

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

Diane Stuehmer
Phone: 402.471.1740
Email: diane.stuehmer@nebraska.gov

Randy McIntyre
Phone: 402.471.1749
Email: randy.mcintyre@nebraska.gov

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

The State of the Schools Report will display the AYP decisions for each school and district.

The AYP status is available for auditing during August and September on a State of the School's Preview window. Districts have reviewed their data to ensure its accuracy. The formula and process for determining AYP decisions are provided in the AYP Guidance.

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

c. Persistently Lowest Achieving Schools (PLAS)

All schools identified as being in need of improvement under AYP are considered PLAS. High schools with graduation rates below 75 percent over a period of three years are considered PLAS. Secondary schools that are eligible for Title 1 funds but not served that are the lowest ranked among all the schools in the state are also considered PLAS. The identification in 2013 is determined by the combination of several data sources: combined reading and mathematics proficiency levels from 2010-11 through 2012-13, graduation rates, and a growth calculation based on three years of data.

D. 2012-13 State of the Schools Report – Fall 2013

The State of the Schools Report [SOSR] was released in September 2013 and includes a summary of statewide information, individual district and building profiles, disaggregated data, and accountability decisions. The State of the Schools Report is available on the Nebraska Department of Education website.

a. School District and Building Information on SOSR

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

- Narrative description of districts and buildings.

- District and building improvement goals.

- Student characteristics including students who move frequently (mobility), students who receive special education services, students who are learning the English language, and students who receive free and reduced lunch.

- Reports of student performance on NeSA-Reading, NeSA-Mathematics, NeSA-Science, and NeSA-Writing (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 subscores on national assessment instruments

- Reports of student results on the statewide writing assessment at the district and individual building levels

- 2013 State Accountability Charts – building and district level

- Adequate Yearly Progress determinations

- Persistently Lowest Achieving Schools (PLAS)

- Language Arts and Mathematics graduation requirements

- Graduation rate (available November 2013)

- ACT information (available November 2013)

- School finance

- Teacher qualifications

- Teacher salaries

- Student attendance

- Special Education Improving Learning for Children with Disabilities (ILCD) data

E. The State Accountability System

The state accountability system is Nebraska Performance Accountability System [NePAS].

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

An Accountability Sub-Committee was developed in late 2009 and worked throughout 2010-2012 in the development of a new system. In 2010 the State Board agreed upon the Beliefs, Purposes, and Values of a new state accountability system. In September 2012, the State Board of Education adopted the [Nebraska Performance Accountability System](#) [NePAS].

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.
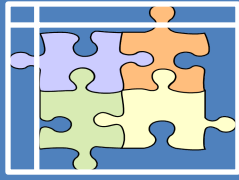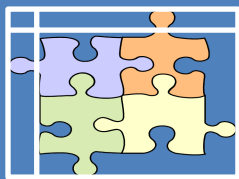
STANDARDS
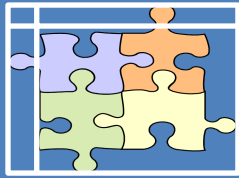
ASSESSMENT

ACCOUNTABILITY

V. The Continuous Improvement Process

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

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

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

A. School Improvement Workshops

In 2013 the School Improvement Workshops have been collaboratively developed and sponsored by NCSA, AdvancED, the Nebraska Educational Service Units, and NDE accreditation and data research and evaluation teams.

Date	Event	Location
September 19-20, 2013	School Improvement Workshop	Lifelong Learning Center Northeast Community college 801 East Benjamin Norfolk, NE 68702
October 7-8, 2013	School Improvement Workshop	ESU 10 76 Plaza Blvd Kearney, NE 68845
October 23-24, 2013	School Improvement Workshop	Gering Civic Center 1050 M Street Gering, NE 69341
October 29-30, 2013	School Improvement Workshop	Country Inn & Suites 5363 N. 27th Street Lincoln, NE 68521

External Review Training
is available for:

- AdvancED schools who have reviews in 2013-14
- People interested in becoming External Review Team Chairs
- Those interested in AdvancED/North Central Accreditation

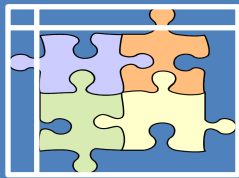For additional information regarding External Review Training or School Improvement, contact:

Freida Lange, Administrator
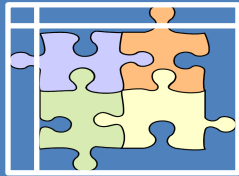Nebraska Department of Education, Accreditation and School Improvement
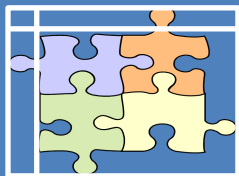Phone: 402.471.2444   E-mail: freida.lange@nebraska.gov

STANDARDS

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IV. Links to Statewide Assessment Documents

   A. Nebraska State Accountability Official Contact Form
   B. Suggestions for a Smooth Testing Process
   C. NeSA Security Procedures
   D. Report of Security Breach
   E. 2013 NeSA Building Principals Security Agreement
   F. 2013 NeSA Confidentiality Agreement - DAC
   G. Sample District Security Policy
   H. District Response to Missing NeSA Materials
   I. Nebraska State Accountability Approved Testing Accommodations
   J. Transcription Submission
   K. Analytic Scoring Model – NeSA-Writing
   L. NeSA Writing Score Verification Form
   M. Sources of NeSA Assessment Data