

**Technical Advisory Committee
Nebraska Department of Education
August 11, 2016
Cornhusker Marriott Hotel Lincoln, NE 8:30 am-3:00 pm**

8:00-8:30: Check-in- Breakfast

8:30-8:40 **Welcome and Introductions- Valorie** Introductions

8:40 **Approve Minutes- Chair- Brian Gong**
Document 1

8:40-9:25 **NeSA-Writing at Grades 8 and 11; Public Release of Scores**
Document 2

The NeSA-Writing window for the 2015-2016 year took place January 18-February 5, 2016. Students in grades 8 and 11 encountered three technology interruptions to Data Recognition Corporation's INSIGHT system over the course of the three-week window. Districts have received scores of individual students along with summary information for schools and districts through Data Recognition Corporation's eDIRECT. Due to the technology issues, Nebraska Department of Education is making a determination about the release of scores.

Based on the information presented, are the NeSA-Writing Scores for grades 8 and 11 valid and reliable for release? Based on the information presented, are the NeSA-Writing Scores for grades 8 and 11 valid and reliable for inclusion in the Raw Classification of AQuESTT accountability system? If publically released, must any comment be included, such as the comment included with the release of the NeSA-Writing scores in 2012-2013? "Students at grades 8 and 11 experienced formatting issues with the NeSA-Writing online test administration. While research into the score results does not indicate an effect on student results, it also does not assure there was no effect. Scores should be interpreted with caution and are not included in Nebraska Performance Accountability System [NePAS]."

9:25- 10:00: **NeSA-Writing Scoring Validity**
Document 3

Nebraska school districts questioned the validity of NeSA-Writing scoring for grades 4, 8, and 11 for 2015-2016. Districts claimed the scoring was inconsistent and sent NDE student essays from the NeSA-Writing test that they believes demonstrated less skillfully written essays receiving higher

scores than essays written at a higher level. NDE advised districts to submit all essays they considered miss-scored for NeSA-Writing verification.

In addition, adding to the perception that essays were not scored correctly, district personnel contacted NDE to report that scores across domains were the same for many essays, resulting in students essentially being awarded a holistic score and not rewarding students for excelling in discrete domains.

Based on the research presented, are the NeSA-Writing Scores for grades 4, 8 and 11 valid and reliable for public release? Are the NeSA-Writing Scores for grades 4, 8, and 11 valid and reliable for inclusion in the Raw Classification of AQuESTT accountability system? Is any research available that might inform NDE about the possible effect of scoring analytically over years that might cause domain scores to become more highly correlated?

10:00-10:15 Break

10:15-10:50: Text-Dependent Analysis scoring: Holistic as compared to Analytic Document 4

NDE included on the 2015-2016 English Language Arts field test a text-dependent analysis on each form for grades 5-8 and 11, five at each grade level.

Holistic Scoring

Holistic rangefinders were established by Nebraska educators. Nebraska educators scored the TDAs for grades 3 and 4. Data Recognition Corporation scored the essays for grades 5-8.

Analytic Scoring

NDE and Education Service Unit 3 partnered to lead analytic rangefinding and scoring by Nebraska educators.

The same rubric was used for both holistic and analytic scoring.

Based on the research comparing holistic scoring to analytic scoring, what are the advantages to each type of scoring? Based on the research conducted to determine the correlation of domain scores, do the elements of the scoring rubric allow differentiation across domain scores to justify analytic scoring that may inform instruction?

10:50-11:30 Research on Text-Dependent Analysis at Grades 3 and 4, online Document 5

NDE piloted a text-dependent analysis at grades 3 and 4, one prompt at each grade. A sample of 1500 essays for each prompt was scored holistically by a selected group of Nebraska educators, using rangefinders developed through a rangefinding process conducted by NDE and DRC with the same Nebraska educators serving as scorers to establish the range.

In addition, working in partnership with ACS Ventures, LLC, NDE conducted cognitive labs at grades 3 and 4 to research students' interaction with an online text-dependent analysis.

Does the research indicate that students in grades 3 and 4 are able to successfully complete an online text-dependent analysis? Is there further research NDE should conduct to determine students' ability to respond successfully to an online text-dependent analysis item?

11:30-12:15 Working Lunch -Discussion: Every Student Succeeds Act

12:15-1:30 NeSA-English Language Arts Standard Setting Document 6

Standard setting for grades 3-8 NeSA-English Language Arts will be conducted by NDE in partnership with Data Recognition Corporation using the process described in Document 6.

Does TAC have any suggestions to give concerning the process?

Items 7 and 8 will both include discussion of the Nebraska Accountability system: A Quality Education for Every Student Today and Tomorrow (AQuESTT) Raw Classification

1:30-2:00 A Quality Education for Every Student Today and Tomorrow (AQuESTT) Raw Classification Stability Document 7

The Raw Classification calculation of AQuESTT will be affected by the transition of assessments in Nebraska. The NeSA-Reading test will transition to NeSA-English Language Arts at grades 3-8. The NeSA exams in all subjects at the high school level will transition to a college entrance exam.

The transition of NeSA-Reading to NeSA-English Language Arts is based on revision of Nebraska state standards to measure College and Career Readiness.

The transition to a College Entrance Exam will occur due to Nebraska Legislation that established a college entrance exam to be administered as the statewide accountability test at the 11th grade level to all public school students.

Since the two assessment changes may result in lower proficiency scores and/or may be measured by different scales than in former years, what processes should be in place to stabilize the Raw Classification within AQuESTT.

2:00-3:00

**Nebraska State Accountability considered within ESSA
Document 8**

Nebraska state accountability system is encompassed by AQuESTT.

The United State Department of Education has released its draft rules and regulations for federal accountability.

When considering the potential accountability requirements of Every Student Succeeds Act (ESSA) as suggested by the draft Rules and Regulations released by the US Department of Education, can TAC suggest areas of the Nebraska accountability system, AQuESTT, that should be reviewed or considered in developing the state accountability plan?