

## Summative Assessment Administration and Reporting Plan

**NOTE:** The COVID-19 pandemic continued to significantly impact The Nebraska Department of Education (NDE) Summative Assessment Administration and Reporting Plan for the 2020-2021 school year. The Nebraska Student-Centered Assessment System (NSCAS) Summative assessments were given as a Phase I Pilot and the Science test was a Field Test. As a result, NDE collected limited student proficiency data for ELA and Math, and there was no science proficiency data.

The Nebraska Department of Education Summative Assessment Administration and Reporting Plan includes information for the Nebraska Student-Centered Assessment System (NSCAS) for the 2021-2022 school year.

- The State Board of Education has adopted Nebraska College and Career Ready (CCR) standards for English Language Arts, Mathematics, and Science. The assessment plan reflects the transition of the statewide summative assessments to measure Nebraska’s College and Career Ready Standards.
  - English Language Arts assessments transitioned to measure CCR in spring 2017.
  - Mathematics assessments transitioned to measure CCR in spring 2018.
  - Science assessments will transition to measure CCR in spring 2022.
  
- All Nebraska statewide assessments are reported in three categories of achievement.
  - Content area assessments that are measured with the ACT, report three performance levels:
    - Developing
    - On Track
    - ACT Benchmark

Note: Students who score in the On Track and ACT Benchmark levels are identified as meeting expectations.
  - Assessments that have transitioned to measure Nebraska’s College and Career Ready Standards for general assessment, at grades 3-8 and for alternate assessment at grades 3-8 and High School, report three performance levels:
    - Developing
    - On Track
    - College and Career Ready Benchmark (CCR Benchmark)

Note: Students who score in the CCR Benchmark and On Track levels are identified as proficient.
  
- Pages three and four cover two items:
  - NDE protects the confidentiality of student information.
  - NDE assures inclusion of all students in statewide summative assessments, including students with disabilities and English learners. Nebraska schools have high participation rates, easily meeting the 95% federal requirement with many schools at 100%.
  - NDE expects participation rates to return to former levels as described in the previous bullet. Statewide assessment had a significant increase in the percentage of student’s

## **Summative Assessment Administration and Reporting Plan**

that did not participate due to COVID-19 Pandemic. Participation rates vary by grade and content level but about 6% of students statewide did not participate. The participation rates varied greatly by district and school.

- At the top of page six is a link to the Statewide Summative Assessment Technical Reports. These reports include hundreds of pages explaining item validity, reliability of scoring, use of universal design, and hundreds of other technical requirements of large-scale testing.
- Pages six and seven include tables showing how the statewide summative assessments correlate to the national standardized assessments in which students participate.

## Summative Assessment Administration and Reporting Plan

Nebraska Department of Education Summative Assessment Administration and Reporting Schedule 2021-2022				
Name of Summative Assessment	Grades Tested	Administration Dates	Performance Levels Reported	Released on Nebraska Education Profile
English Language Proficiency Assessment for the 21 <sup>st</sup> Century (ELPA21)	Kindergarten-12	February 7- March 18, 2022	Proficient Progressing Emerging	Fall 2022
NSCAS Growth English Language Arts and Mathematics	3-8	March 21 - May 6, 2022	CCR Benchmark On Track Developing	Fall 2022
NSCAS Alternate English Language Arts and Mathematics	3-8 and 11 (third-year cohort)	March 21 - May 6, 2022	CCR Benchmark On Track Developing	Fall 2022
NSCAS General Science	5 and 8	March 21 - May 6, 2022	CCR Benchmark On Track Developing	Fall 2022
NSCAS Alternate Science	5, 8, and 11 (third-year cohort)	March 21 - May 6, 2022	CCR Benchmark On Track Developing	Fall 2022
NSCAS ACT English Language Arts Mathematics Science	11 (third-year cohort)	March 22- April 29, 2020 Dependent on mode	ACT Benchmark On Track Developing	Fall 2022
Nationally Norm-Referenced Assessment	At least one grade in each of the following two levels: grades 2-5; grades 6-8	Varies- Dependent on Assessment Used	Percentiles	Fall 2022

## Summative Assessment Administration and Reporting Plan

- **Nebraska Department of Education provides measures to protect confidentiality of student information.**

NDE shall utilize various procedures and security measures to ensure the confidentiality of student records collected and maintained by the agency. These procedures shall include assignment of a unique identifier to each student, a system of restricted access to data, and statistical cutoff procedures.

  - A unique student identification number (Student State ID) is assigned to each Nebraska student. The Student State ID is computer-generated and contains no embedded meaning. After being checked for duplicates, it becomes permanently assigned.
  - Security protocols shall be designed and implemented by NDE. They shall limit who may have access to the data and for what purposes.
  - NDE has adopted masking rules to ensure that confidentiality is maintained in all public reporting of personally identifiable student information from educational records.
  - All NDE personnel collecting or using personally-identifiable student information shall be provided instruction regarding procedures adopted in accordance with this policy.
  - NDE shall maintain a current listing of agency personnel who have access to personally-identifiable student information through authentication and internal links.
  
- **Nebraska Department of Education provides measures to assure inclusion of students with disabilities, students who are English Learners, and students entering school for the first time.**
  - Students with Disabilities
    - All students with disabilities are expected to participate in the statewide summative assessments. 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 on the statewide tests without accommodations.
      - Students may be tested on the statewide tests with accommodations specified in the student's IEP. Accommodations appropriate for the statewide tests are found in the [Nebraska Student-Centered Assessment System Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students](#)
      - Students may be tested on alternate statewide summative assessment measures.
  - Students Learning the English Language
    - Both state and federal laws require the inclusion of all students in the statewide summative assessments; therefore, English Learner students must be tested on statewide summative assessments.
      - ESEA requirements allow appropriate testing accommodations for all EL students.
      - In determining appropriate accommodations for students, districts should use the [Nebraska Student-Centered Assessment System Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students](#)

## **Summative Assessment Administration and Reporting Plan**

- Recently Arrived Limited English Proficient Students
  - A Recently Arrived Limited English Proficient Student is defined by the U.S. Department of Education as a student with limited English proficiency who has attended schools in the United States for less than twelve months.
  - Under NCLB, students who had attended a U.S. school for less than 12 months could be granted a waiver from the NSCAS-ELA assessment. Under ESSA, all ELs in Nebraska must participate in all statewide summative assessments.

## Technical Reports for Administration of Statewide Summative Assessment

- The department shall conduct studies to verify the technical quality of assessment instruments.

All Technical Reports of summative statewide assessment are available on the Nebraska Department of Education website.

<https://www.education.ne.gov/assessment/technical-reports/>

- The department shall conduct studies to demonstrate the comparability of assessment instrument results.
  - The annual correlation study was a linking study between NSCAS Summative and MAP Growth.

**Correlation of National Assessment Instruments (NAI) and  
Nebraska Student-Centered Assessment System (NSCAS)  
NSCAS-ELA-2021**

**Correlation** measures the strength of the linear association between two quantitative variables. The table below shows the correlation between the scores on the various NAI instruments and the NSCAS assessments. The sign of correlation gives the direction of the correlation. A correlation is always between -1 and +1 with negative values representing inverse relationships and positive values representing direct relationships. The correlation value measures the strength of the linear association.

National Assessment Instrument (NAI) Correlation with NSCAS-ELA		
	MAP Growth Reading	
GRADE	Corr.	Number of Tests
3	0.85*	15,096
4	0.84*	15,228
5	0.84*	15,137
6	0.84*	14,167
7	0.84*	14,771
8	0.84*	14,223

\* Correlation is significant at the 0.01 level (2-tailed).

The results in the table represent a positive relationship between the NAI and NSCAS-ELA scores. All of these correlations (values greater than 0.7) would be characterized as strong correlations. All Nebraska districts are currently using MAP Growth as their NAI.

**Correlation of National Assessment Instruments (NAI) and  
 Nebraska Student-Centered Assessment System (NSCAS)  
 NSCAS-Mathematics-2021**

**Correlation** measures the strength of the linear association between two quantitative variables. The table below shows the correlation between the scores on the various NAI instruments and the NSCAS assessments. The sign of correlation gives the direction of the correlation. A correlation is always between -1 and +1 with negative values representing inverse relationships and positive values representing direct relationships. The correlation value measures the strength of the linear association.

<b>National Assessment Instrument (NAI) Correlation with NSCAS-M</b>		
	<b>MAP Growth Mathematics</b>	
<b>GRADE</b>	<b>Corr.</b>	<b>Number of Tests</b>
<b>3</b>	<b>0.89*</b>	<b>15,062</b>
<b>4</b>	<b>0.87*</b>	<b>15,077</b>
<b>5</b>	<b>0.88*</b>	<b>15,215</b>
<b>6</b>	<b>0.88*</b>	<b>14,288</b>
<b>7</b>	<b>0.87*</b>	<b>14,108</b>
<b>8</b>	<b>0.87*</b>	<b>13,829</b>

\* Correlation is significant at the 0.01 level (2-tailed).

The results in the table represent a positive relationship between the NAI and NSCAS-M scores. All of these correlations (values greater than 0.7) would be characterized as strong correlations. All Nebraska districts are currently using MAP Growth as their NAI.