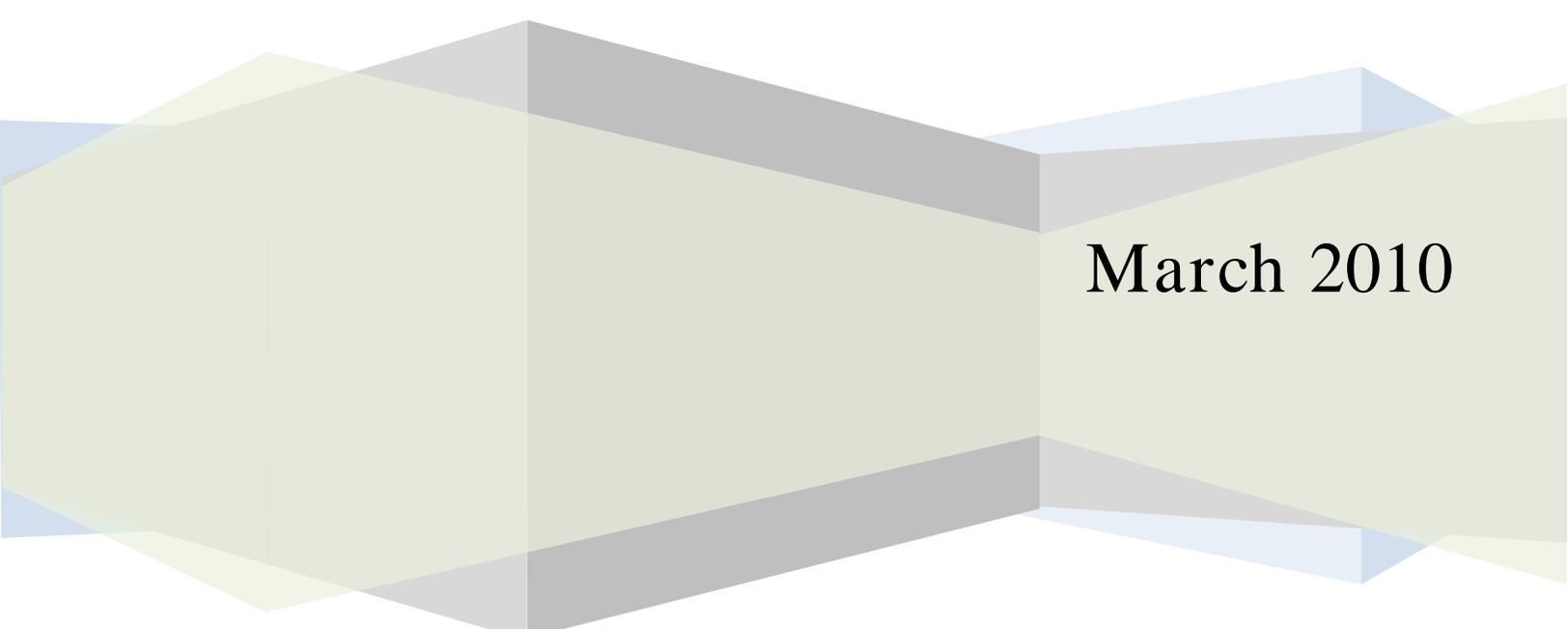


Nebraska Department of Education

**Update:
Standards, Assessment,
and Accountability
(SAA-5)**

The Transition Continues - 2010

Volume 5



March 2010

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**I. Standards, Assessment, and Accountability:
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I. Standards, Assessment, and Accountability: The Transition Continues – 2010

Many transitions are underway in Nebraska and across the nation with standards, assessment, and the accountability that follows. While Nebraska and most other states are working to implement new or revised legislation, conversations are occurring across the nation as Common Core Standards in reading and mathematics are being developed and finalized. Additionally the discussions across the states about common core assessment are also underway. In this section the NDE will provide the latest information regarding standards revision, NeSA test development, and the Common Core Discussions.



A. The Overall NeSA Timeline - 2010

January 2010	<ul style="list-style-type: none"> • NeSA writing materials mailed to districts • NeSA mathematics practice test – January 15 • NeSA – Software with new updates available for installation • WebEx technical training
February 1-19, 2010 February 22,23,24, 2010	<ul style="list-style-type: none"> • NeSA-Writing Testing Window • NeSA Administration Workshops (22nd-Scottsbluff, 23rd – Kearney, 24th – Lincoln)
February 24, 2010	<ul style="list-style-type: none"> • NeSA-W Papers Due at Scoring Site (ESU 3)
February 15- March 26, 2010 March 10-26	<ul style="list-style-type: none"> • ELDA Testing Window • Contrasting Groups Training and Survey
March 2010	<ul style="list-style-type: none"> • Scoring NeSA-Writing (English and Spanish)
March 29-April 30, 2010	<ul style="list-style-type: none"> • Testing Window: NeSA-R NeSA-R (make up tests) NeSA-M (field testing) NeSA-AAR (Alternate Reading) NeSA-AAM (Alternate Mathematics Field Testing)
May 2010	<ul style="list-style-type: none"> • Preliminary NeSA-Writing Results to schools
By June 30, 2010	<ul style="list-style-type: none"> • Districts report local mathematics results – grades 3-8, HS • Districts report local science results – grades 4 or 5, 8 and 11
June 2010	<ul style="list-style-type: none"> • Cut Scores set – NeSA-Reading
August 2010	<ul style="list-style-type: none"> • First NeSA-R results reported by NDE to districts

B. Academic Standards

a. Standards Revision

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

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

Local adoption of state standards for language arts should have occurred by December 11, 2009, and adoption of state mathematics standards will need to occur by October 8, 2010. If districts maintain local standards, no NDE approval is required as reading performance will be measured on the state standards by NeSA-R in 2010 and by NeSA-M in 2011.

The revision of science standards began in December 2009 and will continue through the winter and spring of 2010 in hopes that an initial draft of revised science standards will be available in the late spring of 2010.

The final versions of both the language arts and mathematics standards may be found by going to the NDE home page, www.nde.state.ne.us, clicking on the A to Z list and clicking on “Academic Standards.”

b. The Common Core Standards

Nebraska is among the vast majority of states who have participated in the discussion of the Common Core Standards for reading and for mathematics. In fact, individuals from the NDE have been contributing to the development of the Common Core Standards. As part of the process of standards revision in Nebraska, the Nebraska standards are being aligned with the Common Core Standards. Districts are encouraged to continue with their local curriculum alignment, assuring that the Nebraska standards, aligned with the Common Core Standards, are available as learning

opportunities for each Nebraska student. Should Nebraska be selected and funded for a Race to the Top Grant, Nebraska school districts will be required to adopt the Common Core Standards and to assure alignment with their local curriculum. Districts will be notified in the next few months if that should happen, but districts should be assured that alignment with the newly revised Nebraska reading and mathematics standards are a necessary first step as NeSA assessments were built directly from Nebraska standards.



C. Graduation Requirements

At the December 2009 meeting of the State Board of Education, the State Board approved new graduation requirements. These requirements were approved by the Attorney General and signed by the Governor in January. They will be in effect for the students who will graduate in 2015, students who are 7th graders in this school year, 2009-2010. Districts will note that although specific courses are not named, the intent of the new requirements is that each district's courses include content reflecting the highest level of rigor of the newly revised state standards.

Revisions to Rule 10 Graduation Requirements

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

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

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

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

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

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

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

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



D. Graduation Rate

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



E. Race to the Top and State Consortiums

In January of 2010 the Nebraska Department of Education submitted a grant application for "Race to the Top" federal funds. The grant was based upon policy conversations that had occurred in partnership with the Governor's Office, the State Legislature, Building Bright Futures, the Bright Futures Foundation and other policy partners including the NSEA and NCSA. The application addressed four assurances including the following:

Effective Teachers and Leaders
High Quality Standards and Assessment
A PreK-20 Data System
Turning around Low-Performing Schools

Nebraska school districts were asked to sign a Memorandum of Understanding (MOU) indicating their support of the RTTT application and their willingness to participate in the state’s proposed actions.

In the section of the grant addressing standards and assessment, Nebraska has proposed a consortium approach with other states to build a technology-based formative and benchmark assessment system to be used across multiple states. The name of the system is: Multiple Opportunities (for) Student Assessment (and) Instruction Consortium – MOSAIC. The lead states: Wisconsin, Missouri, Nebraska and Iowa have secured the partnership of 24 additional states for a total of 27 partners.

Based upon all assessments built around the Common Core Standards, Nebraska districts would have access to an online engine for the delivery of local formative assessment. Nebraska would join other states in the building of a shared item bank to generate quarterly benchmark adaptive common tests across the consortium of states, and a reporting system to provide students and parents with the latest information.

The MOSAIC group has merged with other consortia to add a summative, computer-delivered component based upon the Common Core Standards. As soon as information regarding these developments is available, the NDE will be sharing it with school districts.

F. Nebraska State Accountability – NeSA Tests

The building of NeSA testing is progressing nicely according to the anticipated timeline. The NeSA testing window(s) will proceed as follows:

February 1-19, 2010	NeSA-W – Statewide Writing
February 15-March 26, 2010	ELDA – English Language Development Assessment
March 29-April 30, 2010	NeSA-R – Operational Reading NeSA-M – Mathematics Field Testing NeSA-AAR – Alternate Reading NeSA-AAM- Mathematics Field Testing



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

a. Overall Reporting Schedule

As the transition years continue, districts are reminded that reporting of local assessment continues in mathematics and science in 2010 and in 2011, only science. The reporting schedule is as follows:

Reporting Schedule 2010-2012

Year	Total	Grade Levels
2010	NeSA-Reading * STARS Mathematics STARS Science Statewide Writing Assessment – NeSA-W Pilot – NeSA-Mathematics *	3-8, 11 3-8, High School 4 or 5, 8, 11 4, 8, 11
2010-2011	STARS Science NeSA-Reading * NeSA-Mathematics * NeSA-Writing (4, 8) Pilot – NeSA-Science *	4 or 5, 8, 11 3-8, 11 3-8, 11 4, 8, 11 5, 8, 11
2011-2012	NeSA-Reading * NeSA-Mathematics * NeSA-Science * NeSA-Writing (4, 8)	3-8, High School 3-8, High School 5, 8, 11 4, 8, 11

* Includes alternate assessment



b. District Assessment Contacts

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

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

c. NeSA Protocols, Practices, and Security

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

www.nde.state.ne.us/assessment

Scheduling for the NeSA-R and NeSA-M

Scheduling is left to each district, but planning ahead must be done to ensure that each student experiences an appropriate testing experience within the testing window. Specifically, districts are asked to allow 90 minutes for each subject's test administration even though NeSA-R and NeSA-M are not timed tests. The writing test, NeSA-W, is timed and administrative procedures are outlined in the NeSA-W Administration Manual. The scheduling may be scheduled for reading and mathematics in the following ways:

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

Districts are asked to read and review the following scheduling considerations and to review Attachment A, "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 and Fridays are not the best testing days.
- 3) The 90 minute scheduling guidance is not required for everyone. Students who finish early should have other work or reading to do just as they would in norm-referenced test settings.
- 4) Regardless of the schedule used, the test administration must be consistent and the scripted directions must be followed.
- 5) Student benefit should be considered first with regard to scheduling, not adult convenience or logistical issues.
- 6) Make-up sessions for operational testing will be required within the testing window as students will be scored on the items completed and will receive no credit for blank, incomplete, or missing items.
- 7) Planning ahead and coordinating within the district and building is critical for successful testing.

As indicated, included as Attachment A is a set of “Suggestions for a Smooth Testing Process.”

NeSA Scoring

A specific section is included in this Update that outlines the business rules that will be applied to all tests in the Nebraska State Accountability System – NeSA: (NeSA-R, NeSA-W, NeSA-M, NeSA-AAR, NeSA-AAM, ELDA.) Included as Attachment B is a quick reference to NeSA Scoring Rules beginning in 2009-2010.

NeSA Security

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



Each building principal is required to sign the testing security agreement for each test subject. These security agreements are found in the back of each testing administration manual. The security agreements are to be emailed or faxed back to the appropriate office **before the testing window begins**. NDE will follow up with the principals who have not returned the Security Agreements within the appropriate time frame.

Security Agreement Due	To Whom	Information
NeSA Reading	DRC	Fax: 763.268.3007 Email: necustomerservice@datarecognitioncorp.com
NeSA Mathematics Field Test	DRC	Fax: 763.268.3007 Email: necustomerservice@datarecognitioncorp.com
ELDA (mail in with tests)	Measurement Inc	Fax: 919.688.0938 Email: mjfroelich@measinc.com
NeSA Writing <i>Completed for 2010</i>	NDE	Fax: 402.471.4311 Email: nde.stateassessment@nebraska.gov
NeSA-AAR (alternate reading)	NDE	Fax: 402.471.4311 Email: nde.stateassessment@nebraska.gov
NeSA-AAM (alternate math) Field Test	NDE	Fax: 402.471.4311 Email: nde.stateassessment@nebraska.gov

Districts should maintain a set of district policies that includes a reference to Nebraska's NeSA Security Procedures. Included in this Update is Attachment D, a sample district testing and security policy. This sample was drafted by a local legal firm and has been 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 attorney for customization of such a policy.

Testing Ethics and Appropriate Practice

It is important to note that all 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.

d. NeSA Practice Tests, Software Download

In October 2009 a new online practice test was posted for reading. Districts may access it through the NeSA software on their computers. This practice test included Nebraska passages and items. The practice tests and mini-tests currently posted will remain throughout the year at www.nde.state.ne.us/assessment/



On January 15, 2010 the first mathematics practice test was posted. It is available through the NeSA software. If districts downloaded the NeSA software last year on their computers, then they can access both the reading and mathematics practice tests. If districts did not download the NeSA software last year, they may do so through the NDE website www.nde.state.ne.us/assessment/ and download it to access the practice tests.

The content on the January mathematics practice test, like the first practice test for reading in 2009, does not consist of Nebraska items; therefore, districts should not judge the rigor of the content of either the NeSA-M field test items or the NeSA-M operational test based upon the content of the practice tests. The purpose of the first mathematics test is for students to practice the technology and available tools for online mathematics testing.

As was done for the NeSA-R, a new practice test consisting of field-tested mathematics items will be posted in the fall of 2010.

CAL Software Download

Districts will not need to reload the CAL software onto the computers used for testing if their 2009 software download allowed for automatic software updates. The CAL software updates in 2010 included a magnifier tool and a background color changer that can be used for students with IEPs who require these accommodations.



e. NeSA Tables of Specifications and NeSA Test Content

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

The NeSA-R Reading Tables of Specifications have undergone a natural evolution from item development, forms construction, field testing and finally to operational testing. The NeSA-R Table of Specifications for the assessments found in grades 3-8, and 11 are found on the assessment website: www.nde.state.ne.us/assessment/

The Tables of Specifications for the NeSA-M were posted in January as well, but districts should consider them to be preliminary. Just as with reading, the TOS will change as the testing development processes go through the next steps: field testing, alignment, and forms development all on the way to operational mathematics testing in the spring of 2011.

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

NeSA-R Operational Test	
Grades Tested:	3-8, 11
Concepts Tested:	Vocabulary Comprehension
Scheduling:	Two administrative sessions Make-up tests required
Items:	Up to 50 scorable multiple-choice items plus embedded field test items
Proficiency Levels:	Three – Cut Scores Set – June 2010
Final Reports Available:	Summer of 2010 *Raw score reports for online testing available during testing window.

NeSA-M (Field Testing)	
Grades Tested:	3-8, 11
Concepts Tested:	Number sense Geometric/ Measurement Algebraic Data Analysis/ Probability
Scheduling:	Two administrative sessions
Items:	48-60 multiple-choice items
Proficiency Levels:	To be set in June 2011
Final Reports Available:	Summer of 2011

No calculators are allowed on the mathematics test. The reason for not allowing calculators is one of equity. NDE cannot assure that each student would have access to the same calculator. A reference sheet including all appropriate formulas will be provided for students to assure equity. For students testing online, the reference sheet will be accessible with an icon in the tool box. **It cannot be printed.** For students testing paper/ pencil, the reference sheet will be an insert in the back of the booklet. Students whose IEPs specify that calculators are required are allowed to use a calculator.

f. NeSA Administration

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

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

- Paper/ pencil tests – districts are responsible for ordering test booklets for students outside their buildings, for the monitoring of the security of the test administration, and for the return of the test booklets to the vendor.
- Online test administration – access to online test administration is available only to public school districts. Therefore, if districts choose to have students outside

their buildings take the tests online, districts will be responsible for monitoring the downloading of software on computers, 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.

NeSA Online Reactivations

Guidelines for reactivations:

- Once the test session has begun, the session must be completed in the same day.
- If the session is discontinued within 90 minutes of the login, the student can use his/ her test session ticket to restart the session.
- If it has been more than 90 minutes since login and the student is not finished, the student may be reactivated to continue the session.
- **If the test items have been completed, reactivation of the session is not allowed.**
- Students must complete Session 1 prior to starting Session 2.

District Level Reactivation

The District Assessment Contact (or the district/ building designee) may reactivate the test session during the same school day in which the test session was started.

State Level Reactivation

Second day reactivation will need to be requested from NDE by e-mail at nde.stateassessment@nebraska.gov. Please include the student name, State ID number, county/ district/ building number, grade level, and the reason for reactivation in the request. Districts will receive a return e-mail indicating when the reactivation is complete. If NDE has questions about the circumstances of the reactivation, the district will be contacted.

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

- Technical difficulties
- Power failure / loss of connectivity

- Student logged out incorrectly
- Illness
- Emergencies

Reactivation would not be appropriate for the following reasons:

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

g. NeSA Cut Score Processes

The standard setting or cut scores processes will occur in 2010, with the final methods occurring in late June 2010. The State Board of Education will act upon recommended cut scores at a July 2010 board meeting so that districts will receive finalized NeSA-R scores in August 2010.

The standard setting will consist of three processes, with the final process, the Bookmark method in June of 2010 serving as the process of record.

Process One: February 2010

Invited Policy Makers/ Business Community Members.

Overview of Cut Score Processes

Presentation of NAEP, ACT, National Test Data and Cut Score Processes

Process Two: March 2010

Contrasting Group Method – Inviting all Nebraska teachers of reading in Grades 3-8, and 11 to participate in webinar training and online survey.

Process Three: June 28-30, 2010

Bookmark method – NeSA-R

Modified Angoff method – NeSA-AAR

Expert panelists across the state

Through these three processes, NDE is hoping to be comprehensive in its standard setting, including all stakeholders with appropriate and accurate informative data, fully informing appropriate cut scores.



The Contrasting Group Method

This is a method to fully engage the professional expertise of Nebraska teachers. In December, the District Assessment Contacts received an email from DRC that requested participation of the district's teaching in the Contrasting Group Standard Setting Process. Many Nebraska teachers are already familiar with this method as it was used in some districts' local assessment processes.

The NDE has encouraged as many teachers as are able, to participate in the training and the survey process itself. The survey will be fully explained in the March WebEx training, but in general, teachers familiarize themselves with the Performance Level Descriptors (PLDs) for basic, proficient, and advanced performance. Then teachers are asked to make a professional judgment about how each of their students will perform. The data collected from the actual NeSA-R results will validate the teacher professional judgment and become an important step in informing the June cut score process.

The Bookmark Standard Setting is another cut score process familiar to some Nebraska districts who used this method with their local assessments. This method will be used for the NeSA-R in June. Panelists of experienced teachers will make professional judgments about how their students will perform on the items that are arranged in order of difficulty. Then, after becoming familiar with the Proficiency Level Descriptors, teachers will be offering professional judgments about the items students would answer correctly if they were performing at basic, proficient, or advanced levels. The actual test impact data will validate the professional judgment on the content.

The Modified Angoff Method of Standard Setting will be used for the NeSA-AAR (alternate reading test). This test based method will also call upon experienced teachers to make judgments about test items and student performance on those items.

NDE will be inviting panelists from across the state to participate in both the Bookmark and Angoff processes to take place the last week in June of 2010. The NDE is encouraging teachers to participate and would appreciate teacher nominations by March 15.

h. NeSA Business Rules

As outlined in August, the business rules for scoring, calculation, and accountability decisions are changing as the state transitions to full NeSA administration. Complete sets of business rules are found at www.nde.state.ne.us/assessment/. At that link, districts will find calculation rules for NeSA as well as the calculation rule for STARS and AYP that will provide guidance for the State of the Schools Report (SOSR).

NeSA Codes

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

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

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

PAR – Parent refusal in writing (zero score)

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

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

EMW – Emergency Medical Waiver



Emergency Medical Waivers may only be granted through the NDE Assessment Office using the Emergency Medical Waiver Form – Attachment E. **The form must be submitted by the end of the testing window for approval.** According to federal requirements, Emergency Medical Waivers may be granted only on the basis of the following definition:

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

Business Rules for Students Who Move During the Testing Window:

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

i. NeSA Appeals Process - NeSA Writing

As in previous years, districts may file an appeal with statewide writing. The appeals process is appropriate only for very specific, not general, scoring issues. Districts may file an appeal by completing the appeals form, Attachment F in this Update. In addition, districts will provide a written explanation indicating the reason for the appeal and a copy of the paper in question. Schools need to provide explanation of the reason(s) for the appeal for each paper submitted. A paper submitted for an appeal will be re-reviewed by a panel of trained reviewers.

Any statewide writing appeal must be submitted to the Statewide Assessment Office by Friday, May 14, 2010. A copy of the paper in question must be included with the appeals form in order for the paper to be re-reviewed.

NeSA-W appeals are to be sent to:

Dr. Ed Foy
Statewide Assessment Office
301 Centennial Mall South
Lincoln, NE 68509-4987
Email: edward.foy@nebraska.gov
Phone: 402.471.2947
Fax: 402.471.4311

Summer Data Appeals

The same process will be followed in the summer of 2010 as was followed in 2009. Districts will be able to see their NSSRS web site data all summer long. If after receiving NeSA-R and AYP results in August, districts discover needed data changes, they are to contact the Statewide Assessment Office for assessment-related issues or the Title I office with AYP issues.

j. NeSA Reports

Final reports of NeSA results will be available to districts in August 2010. It should be noted that districts who are testing online will have access to raw scores during the testing window, but those results are preliminary and not final.

Accessibility to the final results provided in August will be made available to the District Assessment Contact who is responsible for assigning appropriate user accessibility inside the district. All reports will be provided electronically except the individual student report that will be in a hard copy format. **These hard copies will be sent to districts, and districts will be required to mail a copy to the parents of each tested student.**



Final reports will be provided at the building and district level and will include the following:

- Raw scores
- Scale scores
- Proficiency Levels (Basic, Proficient, Advanced)
- Indicators with highest scores
- Indicators with lowest scores

Copies of the draft reports are found on the website:

<http://www.nde.state.ne.us/assessment/> under the link on the left side, “Assessment” and click on “Reporting Samples – NeSA”.

k. NeSA Training Opportunities

All training opportunities are found on the Standards and Assessment website:

www.nde.state.ne.us/assessment along the right side calendar.

District Assessment Contacts are provided the training dates and times for all learning opportunities. It is their responsibility for sharing this within districts with appropriate personnel.





II. Including All Students in Assessment and Accountability

- A. Students With Disabilities
- B. NeSA-AAR – Alternate Assessment
- C. English Language Learners

II. Including All Students in Assessment and Accountability

A. Students with Disabilities

a. Participation

All students with disabilities are expected to participate in the Nebraska State Accountability System, NeSA. No student, including students with Individual Education Plans (IEPs), may be excluded from the state assessment and accountability system. All students are required to have access to grade-level content, instruction, and assessment (Individuals with Disabilities Education Act, 1997 and No Child Left Behind, 2001).

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

- Students participate in grade level NeSA tests without accommodations.
- Students participate in grade-level NeSA test with accommodations specified in the student's IEP and used during instruction throughout the year. Accommodations appropriate for the NeSA are found in the "Nebraska State Accountability Approved Accommodations Document" (Attachment G).
- Students may be tested using an alternate assessment, the NeSA-AA. The alternate assessment, 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 paper/ pencil test appropriately measures knowledge and skills tied to the grade-level academic content standards as required by NCLB.

The technical assistance document, IEP Team Decision Making Guidelines-Nebraska State Accountability (NeSA) Tests for Students with Disabilities provides additional information to help in the selection of appropriate tests for students with disabilities. This document can be found as Attachment H in this document and on the web at:

<http://www.nde.state.ne.us/sped/assessment.html>



Accommodations vs. Modifications

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 and used during instruction throughout the year.

Modifications are adjustments or changes in the test that affect test expectations, the grade level, or the construct of content being measured. **Modifications are not acceptable in the state testing process.**

- Students with disabilities may take the NeSA tests either in the paper/ pencil mode or online, depending upon the needed accommodation.
- Appropriate testing accommodations are defined in the newly developed Nebraska State Accountability Approved Accommodations Document, included in this Update as Attachment G or found on the web at <http://www.nde.state.ne.us/assessment/>

Please note that accommodations do not change the level of difficulty, content, or construct of the test.

- If the IEP determines that the student shall take an alternate assessment, NeSA-AA, a statement of why the student cannot participate in the regular NeSA and the rationale for selecting the NeSA alternate assessment for the student shall be included in the IEP (Rule 51 007.07B6).

b. Nebraska State Accountability – NeSA Approved Accommodations Document

Developed by a team of Nebraska educators and validated with the input of national experts, the “Nebraska State Accountability (NeSA) Approved Accommodations” was developed in 2009-10 for use with the NeSA. It is included as Attachment G and found on the Standards and Assessment website: www.nde.state.ne.us/assessment as well as the website of the team that serves students with disabilities:

www.nde.state.ne.us/sped/assessment.html

The document consists of three pages. The first page outlines administration practices appropriate for all students. The second page specifies the approved accommodations for students with disabilities and 504 plans, and the third page outlines the approved accommodations for students who are learning the English language.



Additionally, the team who serves students with disabilities has developed a new accommodations document entitled “Accommodations Guidelines – How to Select, Administer, and Evaluate Accommodations for Instruction of Students with Disabilities”. This document is found on the following link:

<http://www.nde.state.ne.us/Assessment/documents/AccommodationsGuidelinesStudents.Disabilities.pdf> This document is critical to the understanding of how accommodations are to be integrated into instruction. Students with disabilities should experience the same accommodations for testing as they receive in daily instruction.

B. The Alternate Assessment: Nebraska State Accountability Alternate for Reading (NeSA-AAR)

In order to be consistent with the NeSA-R test for general education students and to meet federal requirements, an alternate assessment for reading was developed and field tested in 2009. This test has been designed for students with severe cognitive disabilities or multi-handicapping conditions, generally less than 1% of the overall student population.

The NeSA-AAR is a test of appropriate tasks, summative in nature and provides a single snapshot of performance. The test was field tested during the same spring field test window in 2009 as was the NeSA-R for general education. The test will be a requirement for students with severe cognitive disabilities or multi-handicapping conditions beginning in the spring of 2010, and needs to be specified as a requirement in a student’s IEP.

Districts may access the NeSA-AAR practice items, Tables of Specifications, Extended Standards Documents and the Performance Level Descriptors by clicking on

<http://www.nde.state.ne.us/assessment/> or
<http://www.nde.state.ne.us/assessment/ReadingTest2009-10.htm>

a. Determination for the NeSA-AA-R Alternate Test – Who should take it?

IEP teams make the decisions about which students are eligible for and should be administered the NeSA-AAR based upon the guidelines outlined in the IEP Team Decision Making guidelines – Nebraska State Accountability (NeSA) Tests for Students with Disabilities.

IEP teams are to appropriately make the decisions about which students should be administered the NeSA-AAR test. If a student qualifies for the alternate test, the test should be administered to the student.

If more than 1% of the students taking an alternate test score proficient or advanced and exceed 1% of the total assessed district population, the district will be contacted by the NDE Assessment Office to determine if they qualify for an exemption.

Additional information and details will be made available later this year.

Alternate Assessment Determination Guidelines

The student taking a NeSA Alternate Assessment is characterized by significant limitations both in intellectual functioning and adaptive behavior which is expressed in conceptual, social, and practical adaptive skills and that originates before age 18. (American Association of Intellectual and Developmental Disabilities, 2009)

The IEP team should also consider the following guidelines:

- **The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.**
- **The student’s demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.**
- **The student’s curriculum and instruction is closely aligned to the Nebraska Reading Standards with extended indicators.**
- **The student may have accompanying communication, motor sensory, or other impairments.**

b. What does the NeSA-AAR look like?

NeSA-AAR Alternate Test for Reading
--

Grades Tested:	3-8, 11
Concepts Tested:	Vocabulary Comprehension
Scheduling:	Flexible: As appropriate (may do 1-2 items at a time) but must be completed during NeSA testing window of March 29-April 30, 2010.
Items:	25 multiple choice items plus 5 embedded field test items. Teacher records answer on score sheet. Teacher enters answers into database.
Proficiency Levels:	Three Cut Scores Set – June 2010.
Final Reports Available:	August 2010.

c. NeSA-AAR Administration

The NeSA-AAR Alternate test for reading is being handled through the NDE Statewide Assessment Office in collaboration with the NDE Special Education Office. Additional points to consider are the following:

- Students eligible who will be administered the NeSA-AAR have already been recorded in the computer data base as taking the NeSA-AAR.
- Students taking the alternate test will receive an online student ticket as will all student testing online, but the NeSA-AAR ticket will provide access for the teacher to enter student answers into the electronic data system.
- Principals whose buildings are administering the NeSA-AAR will need to provide training to teachers administering the NeSA-AAR.

- Principals whose buildings are administering the NeSA-AAR will need to sign and send the security agreement in the back of the Test Administration Manual to NDE **before the testing window begins by March 25, 2010.**

The signed NeSA-AAR security agreement should be sent to:

Statewide Assessment Office
Fax: 402.471.4311
Email: nde.stateassessment@nebraska.gov

Additional questions about the alternate assessment may be addressed to Jan, John, or Pat at the Statewide Assessment Office at 402.471.2495 or Carla Osberg at 402.471.4322.

d. NeSA-AAM – The Alternate Mathematics Test

In 2010 the alternate mathematics assessment, NeSA-AAM will be field tested. Districts elected in October whether or not they would participate in the field testing.

Districts are reminded that the purpose of the NeSA-AAM field test is to test the items. Therefore, no student performance results will be calculated from the results.

C. English Language Learners

Who are English Language Learners?

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

Each district with ELL students should have a written definition used for determining services and meeting Office of Civil Rights requirements.

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

a. 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:

- ESEA (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, included as Attachment G in this Update. The document may also be accessed at the following website:
<http://www.nde.state.ne.us/assessment/AssessmentAtoZ.htm>

b. Accommodations for ELL Students

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



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

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



- A new and longer document, entitled “Guide for Including and Accommodating English Language Learners (ELLs) in the Nebraska State Accountability (NeSA) Tests” has been developed through a collaborative effort inside the NDE with validation from outside national experts. This document is found at
<http://www.education.ne.gov/NATLORIGIN/>

c. Recently Arrived Students

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

The district may exempt a recently arrived limited English proficient student from the **NeSA-R Reading test** (only) during his/ her first 12 months or **one reporting period**. A district **must** assess the writing, mathematics, and science achievement of a recently arrived limited English proficient student.

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

**d. English Language Development Assessment (ELDA) Testing Window:
February 15-March 26, 2010**

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

The required test provided by the Nebraska Department of Education to test language proficiency is the English Language Development Assessment, ELDA. Developed by a consortium of states, the test, given in the spring, is administered through the services of Measurement, Inc. The 2010 testing window is February 15-March 26, 2010.

It is important to note that the purpose of this test is to determine language proficiency, not the proficiency on reading standards. It is important to note that the Scoring Rules referenced in Attachment B apply to the ELDA in 2009-2010.



Security Agreement

Principals in buildings where the ELDA is being administered are reminded to sign the security agreement included in the test administration materials to insure that all proper testing procedures are being followed. The security agreement is to be sent to Measurement Inc.

e. Annual Measurable Achievement Objectives (AMAOs)

ESEA requires that an additional level of accountability decision be applied to the performance and progress of those students learning the English language. This required Title III decision known as Annual Measurable Achievement Objectives (AMAO) is applied to all districts and Title III consortia. This accountability decision is based upon three factors. Those factors are outlined as follows:

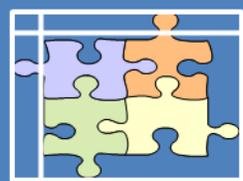
AMAO 1: The progress ELL students are making in learning English, as measured by the ELDA.

AMAO 2: The number of students becoming proficient in English, as measured by ELDA.

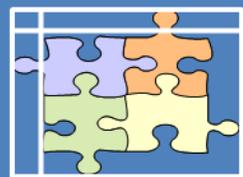
AMAO 3: Whether or not the ELL students met AYP.

School districts have been notified by the Title III office regarding their AMAO decisions. Additional questions should be directed to:

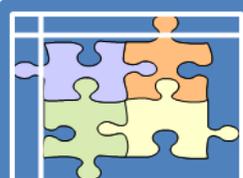
Nancy Rowch, Director of Equal Educational Opportunity Programs
Phone: 402.471.2477; E-mail: nancy.rowch@nebraska.gov



STANDARDS



ASSESSMENT



ACCOUNTABILITY

III. State and Federal Reporting and Accountability

- A. The Nebraska Student and Staff Record System (NSSRS)
- B. Display of AYP Results – Summer 2010
- C. The State of the Schools Report – Fall 2010
- D. Transitions in State and Federal Accountability

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

The Nebraska Student and Staff Record System, the NSSRS, has been operating fully as the state's record system for several years. Districts are to be congratulated for their successful completion of data submission.

As the spring approaches and assessment results are due by June 30, 2010, districts should be aware of several important reporting considerations.

- The Consolidated Data Collection (CDC) will continue to collect non-student level data as it did last year.
- Reporting student performance 2010 will change. Individual local student results will be reported only in mathematics and science. In mathematics and science only, districts will report on one of the following:
 - State STAR Standards
 - State Standards – full set
 - Local STAR Standards
 - Local Standards – full set
- NeSA-R test results will be used for reading.
- Assessment data may be submitted throughout the year beginning in January; but data can NOT be accepted after June 30, 2010.
- Business rules for assessment data have been posted on the NDE website at [http:// www.nde.state.ne.us/ Assessment/ AssessmentReporting.htm](http://www.nde.state.ne.us/Assessment/AssessmentReporting.htm)
- Districts need to access the verification and validation reports from the NSSRS website to determine the accuracy of the data being submitted. Directions for accessing reports are provided on the NSSRS website.
[http:// www.nde.state.ne.us/ nssrs/](http://www.nde.state.ne.us/nssrs/)
- Additional help with NSSRS data submission may be obtained from the HELP Desk at 1.888.285.0556.
- For help specifically with the submission of assessment data you may contact:

John Moon, Statewide Assessment Office
402.471.2495; E-mail: john.moon@nebraska.gov

a. Validating Data in the NSSRS

After the district has entered its student assessment results into the NSSRS system, districts can review the results using the NSSRS Validation Home page. The NSSRS Validation link is accessed through the NDE portal by clicking on the “Student & Staff” (NSSRS) tab. An activation code is necessary to enter the NSSRS Validation link.

- On the NSSRS Validation page, the default School Year is to 2010-06-30. To view previous school years, use the ‘change years’ function.
- On the NSSRS Validation Home page review the errors for the “Assessment Fact” and “Assessment Response” templates. To navigate the site, use the document “NSSRS Validation Website Reference Guide,” available at <http://www.nde.state.ne.us/nssrs/Documents.htm> Make corrections as needed and submit new template files via NSSRS Data Manager to address errors.
- Select “Verification Reports” link. In the “Reports” window select the State of the Schools Report-Student Performance (Assessment) either “By School” or “District-wide.” This report will display the aggregated data from the submitted assessment templates in a format similar to SOSR.
- Compare the NSSRS results with results calculated in the district.
- AYP Verification reports are available on the NSSRS Validation Home page for review by clicking on the “AYP Count Verification” link. This link provides 2009-10 disaggregated information for AYP and STARS for all grades by building and district for School Year 2010-06-30. Note that data for AYP is consolidated into grade levels-elementary, middle and high.
- To review individual student data, the audit link on the right side of the NSSRS Data report will open to a list of individual student results. Here results are displayed by student number.

Reporting Students Who Move

Most students will be assessed in the district and reported by the district where they are enrolled. This is true whether students move between or within districts. Students who move out of the district/ school before the end of the year are included in the Student Template but not the Year-end Student Snapshot. Additionally, in Assessment Response a code of “N” (Not Assessed) indicates the student was not assessed while enrolled at the time of the assessment. A code of “M” (Moved) indicates the student moved into the district after the assessment or moved out before the assessment. This applies only to local assessment in mathematics and science (STARS).

Districts are expected to report – by June 30th – the assessment results (mathematics and science) students have achieved while the student is enrolled. There is no requirement to “go back” and “catch up” on previously assessed standards for students who move in during the course of the school year. Districts will be expected to obtain those records from previous districts as they have in the past. Reading results will be supplied by the NDE from the state reading test, NeSA-R.

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

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

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

- Enroll the student, adding or verifying the NDE Student ID number, adding it to the district.
- Report attendance, demographics and all NSSRS requirements.
- Report 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 assessment.
- Report the assessment results obtained from the education agency.

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

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.

Ward of the Court

If a student is a ward of the court, or a ward of the state, and there is a question about who reports assessment results, the student remains a resident of the district where he or she became a ward of the court, and that district is responsible for all student and assessment reporting. (Section 7 of 79-215).

It is also the responsibility of that district to assign the student to the appropriate building and report all student data.

Reporting Individual Scores on National Assessment Instruments

As required by the Quality Education Act, beginning in the **2009-10** reporting year districts will need to submit individual student scores and sub scores on national tests.

In August 2008, the State Board of Education, as required by LB# 1157, **recommended** the national tests that should be used and in which grades they should be reported.

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

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

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

What districts do need to do is to be sure they collect individual scores and sub scores. Each test provides results differently, and therefore each test state average will be calculated and displayed separately on the State of the Schools Report.

b. Reporting National Assessment Instrument Scores and Sub Scores

In the spring of 2010, districts will be asked to report individual student composite or total scores and the sub scores for reading and for mathematics. Because each test is different, the total scores are named differently by different test makers and may even include different subject areas. Districts should prepare to report the scores and sub scores of national assessment instruments in 2009-10. The following pages illustrate the scores and sub scores of the five recommended tests, the Terra Nova, the ITBS, the Stanford, the NWEA and PLAN.

If districts choose tests other than the recommended five, they should report the composite scores, reading and mathematics total scores that approximate the samples provided.



The reporting template for reporting scores and sub scores on National Assessment Instruments is available on the Standards and Assessment website: www.nde.state.ne.us/nssrs/Documents.htm. Scroll to nearly the bottom, in the section title Blank Template-formatted Files, there is an Assessment Fact for NAI.

Example of Terra Nova

 CTB/McGraw-Hill	
Student Subtest & Objective Report	
Student Name Student ID Special Codes	Degree of Mastery Key <input type="radio"/> Low Mastery <input checked="" type="radio"/> Moderate Mastery <input type="radio"/> High Mastery <input type="radio"/> Not all items attempted
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	

Scores By Subtest

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

Reading Composite

Math Composite

Total Score NCE

Scores By Subtest / Objective

Subtest / Objective	Degree of Mastery
Reading	
Basic Understanding	●
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®)

Reading Total in NCE

Student:
Class:
Building:
System:

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

Grade: 5

Tests	Scores					PERCENTILE RANK				
	SS	GE	NS	NCE	NPR	Low	25	50	75	High
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	18	5					
CORE TOTAL	164	2.5	1	7	2					
Social Studies	165	2.6	2	18	6					
Science	172	3.0	3	26	12					
Maps and Diagrams	167	2.7	2	23	10					
Reference Materials	174	3.1	2	22	9					
Sources of Information Total	170	2.9	2	19	7					
COMPOSITE	166	2.7	1	10	3					

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

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

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

Math Total in NCE

Core Total in NCE

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

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

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

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

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



with Otis-Lennon School Ability Test®, Eighth Edition

About This Student's Performance:

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

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

Lexile measure = 730L

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

Student Report | HFIRSTNAME M LASTNAME

National Comparison



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

GRADE: 04
TEST DATE: 04/08

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

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

Total Mathematics in NCE

Basic Battery in NCE

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

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

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

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

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

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

Public Schools

Student Progress Report for _____

School _____

Growth is measured from Fall to Spring

Student ID: _____

Mathematics

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
W09	6	232-235-238		221			75-82-87
F08	6	216-219-222	219	218			49-51-59
S08	5	227-230-233	223	219	19	8	72-79-85
W08	5	218-221-224	218	216			58-63-75
F07	5	208-211-214	212	212			48-50-59
S07	4	211-214-217	214	211	7	9	52-61-69
W07	4	210-213-216	209	208			64-69-77
F06	4	204-207-210	204	203			53-64-74

Most recent

No Composite Score

Mathematics Score -Percentile Rank

Reading

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
W09	6	225-228-231		214			80-86-92
F08	6	230-233-236	214	212			86-96-98
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

Mathematics Goals Performance - Winter 2009

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

Reading Goals Performance - Winter 2009

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

Lexile Range: 1011-1161

Explanatory Notes:

Language Usage

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

Language Usage Goals Performance - Winter 2009

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

Season/Year

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

Student Score Range

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

District Average RIT

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

Norm Group Avg.

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

Student Growth

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

Typical Growth

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

Student %ile Range

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

Goal Performance

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

Lexile Range

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



PLAN[®]

Your Score Report

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

GRADE: 10
SORT CODE: 5

Composite Percent Score

SCHOOL NAME: EXAMPLE HIGH SCHOOL

SCHOOL CODE: 000000

TEST FORM: 00A

TEST DATE: OCTOBER 23, 2008

Your Scores

Score Range (1-32)	Score	Percent of students scoring at or below your score											
		In the U.S. (Fall-10th)	1%	10%	25%	50%	75%	90%	99%	In Your School	In Your District	In Your State	College-Bound 10th
Composite 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%	



More Info at
www.planstudent.org

Your Estimated ACT Composite Score Range

19-23

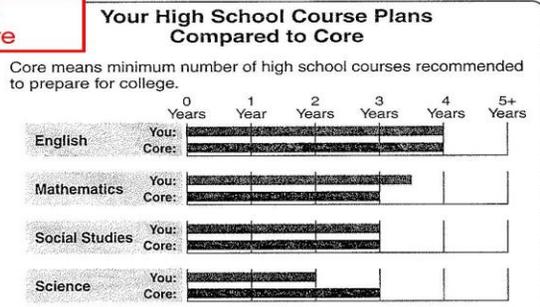
Use this score range to help plan for college.

Your Educational Plans for After High School

4-Year College or University

Mathematics Percent Score

Your Plans



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

College Readiness

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

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

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.

Reading Percent Score

Admission Standards

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

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

Profile for Success

Your Career Area Preference
Management

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

21-25

See *Using Your PLAN Results*.

Your reported needs

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

B. Display of AYP Results – Summer 2010

Districts will again in the summer of 2010 have the opportunity to view and audit their data throughout the summer as they did in 2009. This proved to be an effective way for districts to make necessary data changes, correct data errors, and insure the quality of their data.

AYP decisions will be calculated and can be viewed by districts as the data are made available; districts will report mathematics and science data (not included in AYP) by June 30; statewide writing data (NeSA-W) will be available by mid-June, and graduation data can be calculated and included in accountability decisions. Districts will note, however, that AYP calculations cannot be completed until the NeSA-Reading results are added which will not occur until August of 2010.

AYP questions should be directed to the Title I consultants or:

Marilyn Peterson, Director, Federal Programs
Phone: 402.471.3504 or Email: marilyn.peterson@nebraska.gov

C. State of the Schools Report – Fall 2010

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

[http:// www.nde.state.ne.us](http://www.nde.state.ne.us)

The State of the Schools Report will be released in October of 2010.
--

School District and Building Information

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

- Narrative description of districts and buildings.
- District and building improvement goals.
- Student characteristics including students who move frequently (mobility), students who receive special education services, students who are learning the English language, and students who receive free and reduced lunch.

- Reports of student scores and sub scores on NeSA-Reading and National Assessment Instruments (Reading and Mathematics).
- Local student results on reading and mathematics.
- Percentage of students included in the assessment, both local tests and NeSA.
- Reports of student results on the statewide writing assessment at the district and individual building levels.
- Adequate Yearly Progress determinations.
- English/ Reading/ Language Arts and Mathematics graduation requirements.
- Graduation rate and follow-up.
- ACT information.
- School finance.
- Teacher qualifications.
- Teacher salaries.
- Student attendance.
- High school curriculum.
- Special Education Improving Learning for Children with Disabilities (ILCD) data.

State of the Schools Report Functions

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

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

- 3) A State Profile – will be available including the same features as those in the District Page.

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

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

D. Transitions in State and Federal Accountability

Changing the state assessment system automatically impacts and changes both the state and federal accountability systems.

Beginning in 2001 Nebraska school districts were accountable for the results of two district ratings in the state accountability system. The first rating was based on the quality of their local assessment processes used in each district. The second rating was based upon the performance of students on the reading and mathematics standards as measured by locally developed assessments. Each local district assessment process was reviewed by nationally-known assessment experts and rated in classifications of unacceptable, needs improvement, good, very good, and exemplary. In order to meet state accountability requirements, districts had to earn at least a rating of “good” or higher.

State cut scores for performance in reading and mathematics were established in 2001, and districts were assigned ratings based upon the performance of their students on locally developed assessments. The classifications, ranging from unacceptable to exemplary were published on the State of the Schools Report.

The ratings on both assessment quality and student performance improved dramatically through the years. Nebraska Department of Education staff spent considerable time working with local district staff in improving both local assessment quality and student performance. As a result both ratings improved significantly. Data collected from 2001-2006 across grades 3-8 and 11 showed the following improvement:

Assessment Quality Ratings:

2001 – 83.29% of the districts met assessment quality in reading

2006 – 100% of the districts met assessment quality in reading.

2001– 66.30% of the districts met assessment quality in mathematics.

2006 – 100% of the districts met assessment quality in mathematics.

Student Performance Ratings:

2001–72.25% of the districts met student performance ratings in reading.

2006 – 95.64% of the districts met student performance ratings in reading.

2001– 65.96% of the districts met student performance ratings in mathematics.

2006 – 92.36% of the districts met student performance ratings in mathematics.

State Transitions

The new state legislation finalized in Nebraska state statute 79-760 in 2007-08, moved Nebraska to a new state testing system, the Nebraska State Accountability – NeSA. The first operational test for reading will occur in 2010, mathematics in 2011, and science in 2012. As a result of the new assessment system, a new accountability system is under development. It is anticipated that this new accountability system, built upon individual student scores generated through centralized state testing will significantly change the way accountability is viewed in the state.

The new accountability system under discussion by the State Board of Education will use NeSA testing results as well as a measurement of growth of individual students. The State Board of Education will select multiple indicators to determine how much growth actually occurs for each individual student from year to year. It is hoped that the new accountability system will transition over the next three years.

Federal Transitions – AYP Target Goals

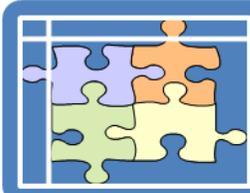
The federal accountability system, Adequate Yearly Progress, AYP, will also change. Impacted both by the new NeSA testing system and the reauthorization of ESEA, it is hard to determine at this time what exact changes will occur. The one thing that is known is that the AYP targets for 2010 determined back in the 2002-03 school year will **remain the same for mathematics in 2010** but will change for reading after the new cut scores for NeSA-R have been determined in June of 2010. That means that districts can anticipate **AYP mathematics 2010** targets to be as follows:

Elementary – 83%

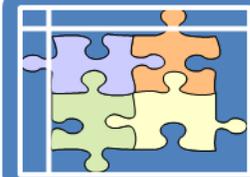
Middle School – 79%

High School – 81%

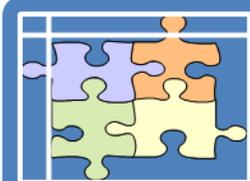
The NDE will communicate to districts any changes that have been finalized and determined either by the State Board of Education or by the United States Department of Education.



STANDARDS



ASSESSMENT



ACCOUNTABILITY

IV. Attachments

- A. Suggestions for a Smooth Testing Process
- B. NeSA Scoring Rules
- C. Nebraska State Accountability – NeSA Security Procedures
- D. Sample District Security Policy
- E. Emergency Medical Waiver
- F. NeSA-Writing Appeals Form
- G. Nebraska State Accountability (NeSA) Approved
Accommodations
- H. IEP Team Decision Making Guidelines

The logo for Nebraska Statewide Assessment (NeSA) features the letters "NeSA" in a white, serif font, set against a red background that is shaped like the outline of the state of Nebraska.A horizontal red banner with a white border containing the text "STATEWIDE ASSESSMENT" in white, uppercase, sans-serif font.

STATEWIDE ASSESSMENT

Suggestions for a Smooth Testing Process

- Start testing preparations early and plan ahead, and assign a building coordinator.
- Gather testing materials as soon as online tools/booklets are available. Keep secure and in a locked room.
- Read all security requirements; building principals need to sign the security agreement and send back to DRC.
- Attend training. Prepare to train all test administrators and proctors.
- Examine student lists for accuracy and building assignments.
- Take advantage of all practice test opportunities.
- Develop scheduling plan for testing window: Mar 29--Apr 30, 2010.
- Establish a testing setting that matches the instructional setting as much as possible (For example, an auditorium setting for testing is not like a classroom setting)
- Protect instructional time as much as possible.
- Do not wait until the end of the testing window to begin testing.
- Avoid Mondays and Fridays as test days.
- Communicate the testing plan with all staff.
- Communicate the importance of the test with staff and with students.
- Schedule for the operational reading tests, make up reading tests, and the field tests in mathematics.

- If testing online, prepare the computer room setting or the laptops ahead of time.
- Prepare signs for the doors, "Testing in Progress."
- Assign one proctor for every 12 students being tested.
- Encourage students to do their best.
- Develop a consistent building plan for what students are to do when they are done with the test.
- Follow the scripted directions.
- Use common sense.

2009-2010 Attachment B
Nebraska State Accountability (NeSA) Scoring Rules

These rules apply to NeSA-Reading, NeSA-Writing, NeSA-AA (Alternate), English Language Development Assessment (ELDA), NeSA-Mathematics (in 2011) and NeSA-Science (in 2012).

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

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

The following scoring rules apply to all students, including those with disabilities or those learning the English language. The scoring rules will be applied during the 2009-10 school year.

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



Security Procedures

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

Introduction

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

Test Security

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

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

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

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

Do's

Do eliminate all cell phones and electronic devices.

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

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

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

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

Do make students feel comfortable and relaxed.

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

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

Don'ts

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

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

Do not leave students unattended with testing materials.

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

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

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

Do not coach or provide feedback in any way, which includes answering any questions relating to the contents of the test, before, during, or after the test.

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

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

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

Test Security Agreement

The principal of each school participating in the NeSA Tests must complete a Test Security Agreement. The Test Security Agreement is found on the inside back cover of the testing manuals. This form may be reproduced as necessary for each district/school. It is the School Test Coordinator's responsibility to collect the school principal's signature and to disseminate the test security information to school personnel as appropriate. The Test Security Agreements for each building should be faxed to DRC at 763 268-3007 after the principal's signature has been obtained.

Breaches in Test Security

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

Reporting and Investigating Test Security Violations

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

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

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

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

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

Consequences of Test Security Violations

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

Article 6

INSTRUCTION

Policy No. _____

InstructionCurriculum - Assessments1. State Assessments.

[Name] Public Schools has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

Teachers are to clearly articulate the learning targets and align instruction to the learning targets within each of the content standards. Teachers are to give students instruction on the content prior to students being assessed on each content standard in order to provide learning opportunities for all students.

The assessments are to be conducted in accordance with the assessment plan schedule. Teachers are to conduct the assessments in a manner that assures it accurately assesses whether or not students are meeting the targets outlined by the content standards.

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data is to be used to meet state standards, to provide students and parents with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data is to be evaluated by teachers to monitor student learning and to improve instruction or terminate ineffective teaching practices to ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments.

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
 - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the

assessment. The assessment instrument is to be maintained in a secure manner.

- ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
- ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who

finish early so such students do not cause a distraction to other students still taking the assessment.

- iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
- d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.
- e. Assistance During Assessments.
 - i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints," giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
 - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

Violations of the rules and expectations set forth in this policy will be considered to be a breach of the District's standard of ethics and may result in disciplinary consequences. Educators are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Legal Reference: NDE Rule 10.05; NDE Rule 27.004.02H and 004.03D

Date of Adoption: _____, 2006

Nebraska Department of Education
STATEWIDE ASSESSMENT

EMERGENCY MEDICAL WAIVER

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

District Information

District Name _____

Building Name _____

9 digit County District Number (including building #) _____
(Ex: 01-0001-002)

Waiver Requested by: _____

Position: _____ Phone Number: _____

Email: _____

(Notification of approval or denial of waiver will be sent via email.)

Student Information (or attach a list of student with the following information)

First Name _____ Last Name _____

10-digit State Student ID number _____ Grade _____

Request Waiver for the following tests: ___ NeSA-W ___ NeSA-R ___ NeSA-AAR ___ ELDA

Brief Description of Reason for Emergency Medical Waiver request:

Send to the Nebraska Department of Education using one of the following methods:

1. Fax: 402 471-4311
2. Mail: Statewide Assessment, PO Box 94987, Lincoln NE 68509-4987
3. Scan/email to: nde.stateassessment@nebraska.gov

Statewide Assessment office approval: _____

Date: _____

Nebraska Department of Education
STATEWIDE WRITING ASSESSMENT
APPEAL FORM

(Complete this form for each re-review requested.)

This form is a request for a reconsideration of a Statewide Writing Assessment issue or student score. Please attach a written explanation of the request for reconsideration and a copy of the paper in question.

The appeals process will occur only during the preliminary data audit window in the spring of 2009. The deadline for submitting appeals is May 14, 2010.

If submitting a student paper, the following information **MUST** accompany the student paper. This information is contained on the bottom portion of the student information label that is provided for each assessment booklet. Schools are encouraged to keep this portion of the label for future reference. You may affix a copy of the student label here or complete the information:

STUDENT INFORMATION: **OR:**

Student Name _____
Student System ID Number _____
Student Identification Number _____
Grade Level _____
School building name and identification number _____
County district number _____

COPY OF STUDENT LABEL HERE

DISTRICT INFORMATION:

Appeal submitted by:

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

Send appeal documentation by May 15th to:

Dr. Ed Foy, Statewide Assessment
Nebraska Dept. of Education
PO Box 94987
Lincoln NE 68509-4987
Phone: 402 471-2495

or fax to: 402 471-4311 *(if an email address is included above, we will confirm receipt of your faxed appeal)*

NEBRASKA STATE ACCOUNTABILITY (NeSA) APPROVED ACCOMMODATIONS

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

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

Test Administration Practices (appropriate for all students)

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

Test Accommodations for Students with IEP or 504 Plan
(includes NeSA reading, writing, mathematics, science)

II. Content Presentation

13. Test administrator turns pages for student.
14. Audio presentation of directions, content, and test items to student (for NeSA reading test, only directions and test items may be read).
 - Test administrator reads test aloud and rereads as needed.
 - Test materials are provided on audiotapes, iPods, CDs, etc.
 - Audio is computer generated (i.e., screen reader with/without a speech synthesizer).
15. Student uses specialized presentation of test (e.g. color overlay, visual magnification device, large print, tactile graphics, Braille).
16. Student uses audio amplification device (e.g., audio trainer, hearing aids, classroom amplification).
17. Interpreter signs directions, content, and test items to student (for NeSA reading test, only directions and test items may be signed).
18. Test administrator increases white space on the page (e.g., less print on a page, increased space between items, use of a template to reduce visible print).
19. Test administrator provides manipulatives to support student understanding of items/response options.

III. Response

20. Student responds directly in the test booklet or with a Braille. Test administrator transfers student responses to the answer sheet.
21. Student uses primary mode of communication (e.g., communication device, pointing).
22. Student uses computer, word processor, Braille, or specialized writing materials to respond to the NeSA writing test prompt.
23. Student responds orally to test items or writing prompt OR uses sign language to indicate responses.
 - Test administrator records student responses. For NeSA writing test, student must indicate the placement of punctuation, capital letters, indentations, etc.
 - Student uses speech-to-text conversion or voice recognition technology.
24. Student uses material/devices to problem solve or organize thoughts/responses.
 - Calculator, table(s)
 - Written formula(s)
 - Spelling/grammar device
 - Visual organizer (e.g., graph paper, graphic organizer, semantic mapping software, place marker)
 - Student made personal dictionaries

IV. Timing/Scheduling/Setting

25. Test administrator provides extra time for the NeSA writing test.
26. Test administrator provides multiple and frequent breaks during testing time.
27. Test administrator provides a flexible testing schedule (if testing schedule exceeds two online test sessions, paper/pencil mode should be used).
28. Test administrator changes testing location to increase physical access or use of special equipment (e.g., standing work station, wheelchair accessible space, special desks).

IMPORTANT INFORMATION

- 1) Each student’s IEP or 504 team should determine the NeSA testing mode (online or paper/pencil) most appropriate for the child. This decision should be conveyed to the District Assessment Contact (DAC) for communication through eDirect.
- 2) Alternate test administration should be based on student IEP.
- 3) No testing materials will be provided prior to opening of the testing window. All recorded/written translations must be deleted/destroyed at the end of the testing window.

Test Accommodations for English Language Learners
(includes NeSA reading, writing, mathematics, science)

V.	<i>Direct Linguistic Support with Test Directions</i>
29.	Test administrator reads directions aloud in English and rereads as needed.
30.	Test administrator reads directions aloud in native language and rereads as needed.
31.	Test administrator provides written directions in native language.
32.	Test administrator provides translated audio recording of directions in native language.
33.	Test administrator simplifies, explains, or clarifies directions in English or native language.
VI.	<i>Direct Linguistic Support with Content and Test Items</i>
34.	Test administrator reads content and test items to student in English and rereads as needed (for NeSA reading test, only test items may be read).
35.	Test administrator provides a translator to orally translate content and test items in native language and rereads as needed (for NeSA reading test, this applies only to test items).
36.	Test administrator provides translated audio recording (e.g. audiotape/CD/iPod) of content and test items in native language (for NeSA reading test, this only applies to test items).
37.	Test administrator provides a translator to translate content and test items into written native language (for NeSA reading test, this applies only to test items).
38.	Test administrator provides bilingual word list, word-to-word translations, or customized glossary (not allowed on NeSA reading test). Commercial dictionaries may be used for NeSA-Writing only.
39.	Student responds orally in his/her native language. A translator records student responses into online system or regular test booklet in English (not allowed on NeSA writing test).*
40.	Student responds to NeSA writing prompt in native language (NDE provides writing prompts in Spanish for grades 4, 8, and 11).
VII.	<i>Indirect Linguistic Support</i>
41.	Test administrator provides extra time for the NeSA writing test. Other NeSA tests are untimed.

IMPORTANT INFORMATION

1. Districts may exempt a recently arrived limited English proficient student from the NeSA reading assessment for 12 months or one reporting period. A district must administer the state mathematics, science, and writing tests to recently arrived limited English proficient students.
2. For NeSA, testing in native language is allowable for up to three years.
3. For NeSA writing responses in languages other than English or Spanish, answer documents should be returned to the writing scoring site. The student will be counted as a participant.
4. No testing materials will be provided for the purpose of recording translation prior to the opening of the testing window. All recorded/written translations must be deleted/destroyed at the end of the testing window.

IEP Team Decision Making Guidelines

Nebraska State Accountability (NeSA) Tests For Students with Disabilities

