

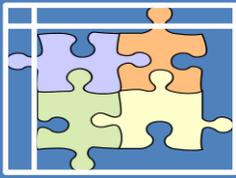


NEBRASKA
DEPARTMENT OF
EDUCATION

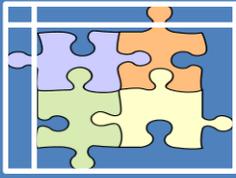
Update: Standards, Assessment, and Accountability (SAA-6) Policies, Practices, Procedures

Volume 6

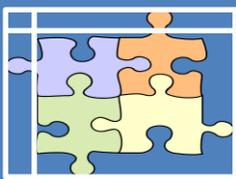
September 2010



STANDARDS



ASSESSMENT



ACCOUNTABILITY

Purpose of the Standards, Assessment, and Accountability SAA Update 6

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

- I. Standards, Assessment, and Accountability – What’s Ahead – 2010-2011?
- II. The Statewide Writing Assessment – NeSA-W – The New Era
- III. Including All Students in Assessment and Accountability
- IV. State and Federal Accountability
- V. The Continuous Improvement Process (CIP)
- VI. Attachments

Updates began with the Toolkit in 1999 and have continued through a series of 26 STARS Updates. In August of 2008 the name of the STARS Updates changed to SAA (Standards, Assessment and Accountability) Updates. Districts can anticipate the next Update in March of 2011.

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

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

Overall Timeline: Standards, Assessment, Accountability 2010-2011

When?	What?
September 2010	<ul style="list-style-type: none"> • Submit Student Data to Nebraska School and Staff Record System (NSSRS)
October 2010	<ul style="list-style-type: none"> • NeSA-M practice test – online – October 18 • eDirect Training – October 5, 6, 7 • eDirect Submission – October 12-22 • Decisions about online or paper/pencil test administration, booklets for Braille, large print, alternate assessment, and Spanish testing
December 2010	<ul style="list-style-type: none"> • Student data moved to testing vendors for writing and ELDA
January 2011	<ul style="list-style-type: none"> • NeSA Writing materials mailed to districts – January 6, 7 • WebEx training for writing – January 5, 6 (paper/pencil), January 10, 11 (online) • NeSA – Software with new updates available for installation-January 24 • WebEx technical training for IT staff – January 18, 19, 20
January 24-February 11, 2011 January 31-February 18 February 7, 2011	<ul style="list-style-type: none"> • NeSA-Writing Testing Window (Gr 4, 8) • NeSA-Writing 11th grade online pilot • Student data transfer from NSSRS to NeSA testing vendors for reading, mathematics and science
February 18, 2011	<ul style="list-style-type: none"> • NeSA-W Papers Due at Scoring site (Gr 4, 8)
February 14-March 25, 2011 February 28- March 2, 2011	<ul style="list-style-type: none"> • ELDA Testing Window • NeSA Administration Workshops: February 28 – Lincoln March 1 – Kearney March 2 – Scottsbluff
March 28 – May 6, 2011	<ul style="list-style-type: none"> • Testing Window – reading, mathematics, science NeSA-R, NeSA-AAR NeSA-M, NeSA-AAM NeSA-S, NeSA-AAS (field testing)
April 2011	<ul style="list-style-type: none"> • Reporting Web Ex for Writing – April 12, 13
May 2011	<ul style="list-style-type: none"> • Preliminary NeSA-Writing Results (Gr 4, 8)
By June 2011	<ul style="list-style-type: none"> • Districts report local STARS science results – grades 4 or 5, 8 and 11
June 2011	<ul style="list-style-type: none"> • Cut Scores Set – NeSA-Mathematics
August 2011	<ul style="list-style-type: none"> • First NeSA-M results reported by NDE to districts

**Assessment and Reporting Schedule
2010-2013**

Year	Subject	Grade level
2010-2011	STARS Science – districts report NeSA-Science (Field testing) NeSA-AA Science (Field testing) NeSA-Reading NeSA-AA Reading NeSA-Mathematics NeSA-AA Mathematics NeSA Paper/Pencil Writing NeSA Online Writing (Pilot Study) English Language Development Assessment (ELDA)	4 or 5, 8, 11 5, 8, HS * 5, 8, HS 3-8, HS 3-8, HS 3-8, HS 3-8, HS 4 and 8 HS K-12
2011-2012	NeSA-Reading NeSA-AA Reading NeSA-Mathematics NeSA-AA Mathematics NeSA-Science NeSA-AA Science NeSA Online Writing NeSA Paper/Pencil Writing English Language Development Assessment (ELDA)	3-8, HS * 3-8, HS 3-8, HS 3-8, HS 5, 8, HS 5, 8, HS 8, HS 4 K-12
2012-2013	NeSA-Reading NeSA-AA Reading NeSA-Mathematics NeSA-AA Mathematics NeSA-Science NeSA-AA Science NeSA Online Writing English Language Development Assessment (ELDA)	3-8, HS * 3-8, HS 3-8, HS 3-8, HS 5, 8, HS 5, 8, HS 4, 8, HS K-12

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

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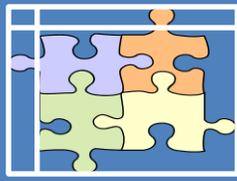
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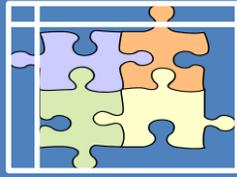
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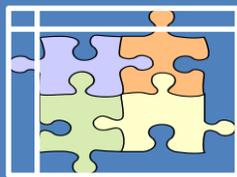
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STANDARDS



ASSESSMENT



ACCOUNTABILITY

I. Standards, Assessment, and Accountability: What's Ahead: 2010-2011?

A. Standards Revision Update and The Common Core

B. Nebraska State Accountability – NeSA



C. NeSA Implementation Details



D. NeSA-Science – What Do We Know?

E. Keeping a Balance in Assessment

F. The Technical Advisory Committee

G. National Assessment of Educational Progress (NAEP)

A. Standards Revision Update

As outlined in recent legislation, the State Board of Education is responsible for development of a plan to review and update standards in the areas of reading/writing (language arts), mathematics, science, and social studies every five years. The legislation required that the State Board of Education review and update the standards in reading by July 2009, the standards in mathematics by 2010, and the standards in all other subject areas by July 1, 2013. The NDE is on track with all dates.

In accordance with the timelines adopted by the State Board of Education, but not later than one year following the adoption or modification of state standards, each school district must adopt the state standards or locally developed standards. Locally developed standards must be measurable quality standards that are the same as, equal to, or more rigorous than the state academic content standards. This action, regardless if a district chooses to adopt the state standards or local standards, needs to be reflected in the official school board minutes. NDE approval is no longer required for local standards. If a district chooses to maintain its own standards, the student results on local standards may not be used for state reporting. Student achievement on standards will be measured by the NeSA results. The deadline dates for state standards adoption are as follows:

December 11, 2009.....Language Arts

October 6, 2010.....Mathematics

Science standards are scheduled to be adopted by the State Board of Education in 2010. Revision of social studies standards is scheduled for later in 2011. Content standards may be found by going to the NDE home page and clicking on <http://www.education.ne.gov/ndestandards/AcademicStandards>

Common Core Standards

The National Governors Association and the National Council of Chief State School Officers co- led an effort to develop and adopt a set of Common Core State Standards, referred to as the Common Core, in English, language arts and mathematics. The intent of the Common Core is to provide a consistent, clear understanding of student expectations across the country. The Common Core reading standards were released in June of 2010 and may be accessed at <http://www.corestandards.org/> Nebraska was fortunate enough to have three staff members from the Curriculum, Instruction, and Innovation team involved in the development and review of the Common Core.

In July of 2010, a formal alignment was conducted between the newly revised Nebraska Standards and the Common Core. Alignment was strong. At times the Common Core Standards were found to be more specific but the rigor is the same. All districts are strongly encouraged to continue to align their local curriculum to the Nebraska State Academic Content Standards. Nebraska schools aligning their local curriculum to the newly revised Nebraska Standards can be assured they are preparing students for the expectations of the Common Core.

The Common Core Assessment

The Common Core Assessment process is also underway. Two assessment consortia involving large numbers of states have collaborated and developed grant applications to build common core assessments to measure the Common Core reading and mathematics standards. The grant awards were announced in September, and both consortia were funded.

The two consortia are called the Smarter Balance Consortium and PARCC Consortium. Both consortia are proposing assessments to include full measurement of the Common Core Standards, computer delivery and performance assessment. The primary differences are that the Smarter Balance Consortium proposes computer adaptive testing and significant teacher involvement where the PARCC Consortium does not include either of those. The tests are scheduled for full operational testing in 2014-2015.

Involvement in both the Common Core Standards and Assessment processes will be a decision to be made by the State Board of Education. At this point no decision has been made.



B. Nebraska State Accountability - NeSA

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

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

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

As required in the amended Quality Education Accountability Act, 79-760, the Nebraska Department of Education has been building new state tests for the purposes of comparative accountability with the help of their partners, Data Recognition Corporation (DRC) out of Maple Grove, Minnesota, and Computer Assisted Learning (CAL) from the University of Kansas in Lawrence, Kansas.



a. District Assessment Contacts

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

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



The contacts for the 2010-11 school year will be the same as those used in 2010 unless the superintendent changes the assignment. If a change in the DAC is needed, Superintendents need to make that change. The contact form for making this change is Attachment A.

New for DAC



Beginning on August 1 a new site called “NeSA-SECURE” was added to the Portal in the “Data Collections” section. This site, specifically for DACs will require a new activation code and was used to transfer secure documents to DACs beginning with the 2010 NeSA-AAR reports on August 16. Other secure materials may be posted in this site.



Also new for DAC is a DAC confidentiality agreement. More information is found in the security section of this Update.

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

b. The eDirect System and Enrollment Verification

The DRC eDirect System will be used for implementation again in 2010-11 to obtain enrollment information from districts and information about testing decisions. The first of those submissions is scheduled for October 12-22, 2010. Data that will be collected in the eDirect system include decisions about whether or not a building is testing paper/pencil or online, the number of paper/pencil booklets needed, the number of Braille or large print booklets needed, and the number of Spanish mathematics assessments. Access to the eDirect system will be provided to the official assessment contact who will submit the district's decisions to the Statewide Assessment office and DRC.

Districts will have the opportunity to learn about the eDirect system and Enrollment Verification in October at several WebEx trainings. The dates for the training have been set as follows:

Tuesday, Oct 5	10:00 - 11:30 AM	Tuesday, Oct 5	2:00 - 3:30 PM
Wednesday, Oct 6	10:00 - 11:30 AM	Wednesday, Oct 6	2:00 - 3:30 PM
Thursday, Oct 7	10:00 - 11:30 AM		

Access information is posted on our website: www.education.ne.gov/assessment/

c. NeSA Testing Window

The NeSA Testing Window for operational reading and mathematics with science field testing is March 28 – May 6, 2011.

This is a six-week window. During this window the following tests will be administered:

- NeSA-Reading
- NeSA-AAR – Alternate Reading
- NeSA-Mathematics
- NeSA-AAM – Alternate Mathematics
- NeSA-Science (Field testing)
- NeSA-AA Science (Field testing)

Scheduling

The reading and mathematics tests are to be administered in two independent sessions. The recommended time scheduled for each session, even though this is not a timed test and students are to be allowed as much time as necessary to complete, doesn't generally exceed 90 minutes.

However, the two-session administration may be scheduled during the testing window in any of several ways:

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

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

Scheduling Considerations:

- 1) Younger students will be more likely to need the two-day schedule than older students.
- 2) Districts should not wait 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. This is true for both online and paper/pencil testing.
- 5) Student benefit should be considered first with regard to scheduling, not adult convenience or logistical issues.
- 6) Make-up sessions for operational testing 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.

d. NeSA Security, Ethics and Training

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures and fairness to students 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.



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

Additionally, a new confidentiality agreement (Attachment E) is required from each District Assessment Contact. The DAC are responsible for overall oversight of the testing process in the district. Both forms are to be sent back to the NDE Assessment office prior to the opening of the NeSA testing window which will begin with the writing window: January 24, 2011.

Districts should maintain a set of district policies that includes a reference to Nebraska's NeSA Security Procedures. Included in this Update is Attachment F, 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 principals and teachers need to be familiar with appropriate testing ethics and security practices related to testing. Professionalism, common sense, and practical procedures will provide the right framework for testing ethics. It is also important to note that school districts are bound to hold all certificated staff members in school districts accountable for following the Regulations and *Standards for Professional Practice Criteria* as outlined in Rule 27. The NeSA Testing Security Procedures are intended to outline clear practice for appropriate security.



Training for Test Administration

DACs and principals share the responsibility for assuring that all teachers administering NeSA are trained in appropriate procedures, security and ethics. The NDE will provide a set of tools for preparing test administration training. This will include a PowerPoint hand out and other materials. The training tools will be distributed during the "Chats" and posted on the web by early December.

C. NeSA Implementation Details



a. Embargoed Data

Another transition in the culture of testing in Nebraska is the understanding of embargoed data and how it applies to the new Nebraska State Accountability assessments under development. Current embargoes seem strict, but they are necessary because centralized state test data are new, formal, and never before released.

Data are considered “embargoed” when they are not to be shared. Established processes, state averages and the establishment of board-approved cut scores determine the extent to which state data can be shared and with whom. As each new NeSA assessment is introduced, the results are embargoed from external stakeholders until the cut scores have been set. Before the cut scores are established, the results are preliminary and essentially meaningless. Only internal administrators should have access to raw scores. After each cut score has been established, and the state public release of state averages occur, then the data can be shared.

In 2010-2011 the embargo on NeSA data (including results from NeSA-Alternate tests) will be applied as follows:

- NeSA-Writing – Grades 4 and 8 will have the same cut score applied as was used in 2010; therefore, scores may be shared with students, staff and parents when received in May 2011. State averages will be released after that time at a date yet to be determined.

There will be no scores for the 11th grade online writing pilot.

- NeSA-Reading – The NeSA-Reading results will be based upon the same process as in 2010, and the cut score set in June of 2010 will be applied in 2011. Therefore, since the cut score process has been finalized, when districts receive preliminary online results, they may share the results internally with students, teachers, and administrators, but the results should not be released to the public in newsletters, media releases, or formal publications until after a formal public release of state averages by NDE.



NeSA-AAR

The alternate assessment for reading, the NeSA-AAR will undergo another standard setting process in 2011. The reason for another standard setting is that the sample size is very small with the NeSA-AAR, and the NDE intends to build a stability and validation into the cut scores applied.

- NeSA-Mathematics – The NeSA-Mathematics assessment will be newly operational in the spring of 2011 and the cut scores set in June of 2011. Therefore, in 2011, just as with reading in 2010, districts may **not** share the results internally or externally. This means those data are not shared with students, teachers, or the public. As they were in 2010 with reading, the data

are embargoed fully until formal cut scores are set and approved and the NDE publically releases the data and state averages in the summer of 2011.

- NeSA-Science – Since the NeSA-S assessments are field-tested only, no student results will be returned to school districts. The purpose of the field test is to test the items.

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



b. Lessons Learned from NeSA 2010

The first year of operational reading NeSA went very well, and both NDE and school districts learned many lessons. Survey data were collected, and the NDE conducted visitations to 64 school districts. Among the many things learned were the following important points:

- Test administrators need to read the administrative manuals prior to testing. There are specific procedures to follow to assure equity in the testing experience. NDE will be providing training tools to assist with this by December 1.
- The security agreement procedure can be handled more efficiently by going through the District Assessment Contacts with fewer security agreements. That process is explained in this Update and on the Security Agreement sheets, Attachments D and E.
- Scripted directions must be read as a necessary part of standardized testing procedures. This is true whether the assessments are administered paper/pencil or online. The directions are provided in the administrative manuals and are expected to be read **verbatim. It is not appropriate to deviate from them. It is not appropriate to ignore them. They have been streamlined from 2010.**
- Although scripted directions are read to the group, the testing itself is not a group activity. Students are to have individualized opportunities to take the tests at their own pace.
- Duplicating any of the test materials in any content area is a security violation. This is very clear in the administrative manuals and in all NDE testing materials. Districts are not to make copies of the tests, the prompts, or the items. All booklets, all student tickets and accompanying materials are to be kept secure.
- Examining the items, discussing the test content, or “taking” the test is a security violation.
- Decorations on the wall or within classrooms that provide hints or direction to test content need to be removed.
- Headphones, cell phones, or electronic devices are to be removed from the testing setting.
- Districts are to follow the approved accommodations and practices on the Nebraska State Accountability (NeSA) Approved Accommodations document. Deviations from that

document are not appropriate, i.e. **Whisper Phones** are not listed as an appropriate testing practice administration for all students.

- Districts must keep the NSSRS updated appropriately so that when the data files are shipped to the vendors – December 1 for writing and ELDA and February 7 for reading, mathematics, and science, they are as accurate as they can be at that time.
- Every test booklet and every answer sheet, each Spanish translations document or CD must be accounted for. A district is held responsible for the return of all test materials. Districts are not to keep materials. All must be returned per the explicit directions or the situation is considered a security risk.
- Alternate test materials and original Spanish translations are to be returned according to the NDE provided prescriptive directions for the test material return.
- If a district experiences a computer “freeze” a district needs to contact DRC/CAL to report the computer operating system and version.



c. Score Invalidation and Waivers

Throughout the first 2010 NeSA process, the NDE has studied, written and applied business rules for zero scores, invalidations and waivers. Each situation was weighed individually and carefully. In general, the following rules were applied:

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

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

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

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

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

Other - In situations where emergencies or unforeseen circumstances occurred, a waived score was applied. These circumstances needed to be explained in the appeals process that was offered to districts from May 19-May 28, 2010.



d. Testing 11th Graders

The administration of NeSA tests to students in 11th grade has been problematic and has generated questions in Nebraska high schools. High school students, when earning credit, may be classified in more than one grade level in any given year. For example, students could be enrolled as 10th graders in September, and by the time the NeSA assessment window arrived, they might be classified as 12th graders and miss the assessments designated for 11th grade. So for that reason in 2011 the requirements for students taking high school NeSA tests will be the following:

Starting in the 2010-11 testing administration of NeSA assessments, high school students will be tested in their third year of high school. Testing will occur in the year prior to their expected graduation year rather than their assigned grade level. A student's "expected graduation year" or cohort is determined by adding four years to the school year in which the student enters grade nine for the first time. For example, a student with a Cohort Year of 2012 will take his/her assessment tests in 2011.



If a student has already been tested, but he or she is in the cohort year, he or she is to be re-tested in 2011.

e. Testing Modes: Paper/Pencil or Online

Districts will have the opportunity to test students in either the paper/pencil or online modes. Districts will be asked to commit to one mode or the other by submitting building decisions in October of 2010 via the eDirect System. The official District Assessment Contact will be the person who communicates the decisions to NDE/DRC through the eDirect system.

- A district may choose to test reading or mathematics online in some buildings and to test with paper / pencil booklets in other buildings within the same district.
- Buildings may select to test one subject area (reading or mathematics) in the online mode and the other subject area in the paper/pencil mode.
- In making the mode decision, districts are encouraged to use the *Preparing for the NeSA Online Assessments & Evaluating School Capacity Instrument* that was prepared by DRC/CAL. This instrument was first released in March of 2009 before field testing and may now be

found on our Standards and Assessment web site at:

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

- All buildings will have some students, who because of accommodations, will need to be tested in a mode appropriate to their IEPs or 504 plans. This mode may be different from the decision made for testing the majority in the building.
- It is expected that the District Assessment Contact will gather the building decisions and communicate them to NDE/DRC through the eDirect System; it should not be individual building principals or contacts who communicate these decisions to NDE/DRC.
- In addition to the online or paper/pencil booklet decision, the official District Assessment Contact will need to communicate the number of large print booklets needed in each building as well as the number of Braille booklets and Spanish mathematics materials. NDE will, through a separate collection, be asking districts to communicate the number of alternate tests (NeSA-AAR) the need for Spanish writing prompts and Spanish translation of the reading directions and items.

2010-2011 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 2010-11 school year.

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

g. NeSA Practice Tests

Districts can anticipate practice tests in 2010-11 for reading, mathematics, and online 11th grade writing. The online practice tests are accessed through the CAL software. If the software has not yet been loaded on school computers, it may be accessed by going to this website:

<http://nesa.caltesting.org/>

- The reading tutorials and mini tests currently posted at <http://www.education.ne.gov/assessment/> will remain throughout the year.
- The reading practice test will remain available through the NeSA software.
- On October 18, 2010 a new mathematics practice test comprised of Nebraska items will be made available through the NeSA software. Districts will need to have downloaded the NeSA software to access the practice tests. The software may be downloaded from the CAL site or the NDE site above. There will be a paper/pencil copy of the math practice test available on the Assessment website. <http://www.education.ne.gov/assessment/>
- Districts that choose to administer the practice tests online will have access to immediate results from the computer's correct answers. Districts that choose to run hard copies of practice tests and administer paper/pencil will have access to the correct answers posted on the web.
- In January of 2011, a new tutorial will be available for science. The purpose of the tutorial is for students to become familiar with the technology and not to judge the content of the science test.
- On January 24, 2011, an online 11th grade writing practice test will be available. It is recommended for those students participating in the 11th grade online writing pilot.



h. NeSA-Mathematics
The NeSA-M Testing Window – March 28 – May 6, 2011

Grades Tested:	3-8, 11
Concepts Tested:	Number Sense Geometric/Measurement Algebraic Data Analysis/Probability
Scheduling Options:	Two consecutive days Two days in the same week One day with scheduled break Make-up tests must be administered
Items:	50 multiple choice items Plus embedded items: total 60-70 items
Mode:	Online or paper/pencil (Decision to be communicated in October via eDirect System)
Calculators?	No – Reference sheet provided either in the online tools or an insert in the test booklet. This is part of the test material and must be returned.
Proficiency Levels:	Three
Cut Scores/Reporting	Summer 2011 Students not tested in the testing window cannot be considered participants and will receive zero scores. At the end of each testing day, the DAC or designee can generate score report for the students tested.

i. 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 DRC.
- 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 district lap top 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.

j. NeSA Online Reactivations

Guidelines for reactivation:

- Once the test session has begun, the session must be completed in the same day.
- If the session is discontinued within 90 minutes of login, the student can use her/his 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.

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 This is an e-mail address designed for this purpose. 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 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

k. NeSA Accommodations and New Translations

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

The Nebraska Student and Staff Record System, the NSSRS, will be seeking test scores for all students in grades 3-8 and 11. Because of the inclusionary testing requirements in a state system, any student not tested will receive a zero state score. The only exception will be emergency medical waivers approved through the Statewide Assessment Office, the newly arrived ELL students in their first year in a Nebraska school district, and those who move.

After thorough research with internal and external groups, the NDE team built and has reviewed the Nebraska State Accountability Approved Accommodations Document. (Attachment H) It is expected that a student's IEP and/or 504 plan will include the appropriate accommodations for inclusion in NeSA and for regular instruction. Districts need to have all teachers review the allowable accommodations in this document. If an accommodation should be added that is currently not on the list, districts are encouraged to contact the Statewide Assessment office at (402) 471-2495, and speak with Pat Roschewski or Carla Osberg within the Special Education Office (402) 471-4322.

What's New for Accommodations in 2011?



Spanish Translations: In 2010 for the first time the NDE provided the NeSA-W prompt booklet in Spanish. Additional Spanish options will be added in 2011:

NeSA-Writing Spanish translations will be available in grades 4 and 8 only. Eleventh graders will not be required to be tested on the NeSA-W in 2011. The only 11th graders to be tested with the NeSA-W in 2011 will be those participating in the 11th grade NeSA-W online pilot. NDE is strongly encouraging participation in the pilot.

NeSA-Reading Students who need Spanish translations of reading directions and items (passages in English only) may request an NDE-provided Spanish translation from the Statewide Assessment Office. The translations will be sent in both written and audio formats. Only one copy will be provided to each DAC who requests them.

Students who need these translations will need to use the paper/pencil version of the NeSA-R.



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

Translations in languages other than Spanish for the NeSA-Reading directions and items will need to be provided by local districts.

NeSA-Mathematics The NeSA-Mathematics test in its entirety will be available in Spanish – both paper/pencil versions and online. These tests are requested through eDirect.



To request NeSA-W Spanish Writing Prompts and Spanish translations for reading directions and items, complete and submit the NeSA Spanish Request Form (Attachment G) to the NDE by November 1, 2010.

A note about Braille and Large Print Booklets – Teachers will need to transcribe student answers onto the regular test booklet or answer sheet.

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



1. NeSA Software Installation

CAL Version 6.x Software Installation – January 24, 2011

1. Districts that receive the automatic CAL Version 6.x software update available on January 24, 2011, will be ready for reading, mathematics and science. They will be ready for the online writing assessment pilot for grade 11 should they choose to participate because the dictionary still needs to be downloaded.
2. Districts that receive the automatic update of CAL Version 6.x and want to participate in the 11th grade online writing test will need to manually download a dictionary database to all workstations. That dictionary database patch will also be available on January 24 on the NeSA website:
<http://nesa.caltesting.org/download/index.html>
3. Districts may choose to do a completely new installation of the CAL Version 6.x software. A fresh installation of the software WILL include the database dictionary and no extra download will

be required. CAL Version 6.x software will be available for download on the NeSA website: <http://nesa.caltesting.org/download/index.html> on January 24th.

4. Districts that are new to online testing must do a complete installation as described in #3 above.



D. NeSA-Science - What Do We Know?

As the science testing process unfolds for the 2011 field test, many decisions remain to be made, but many decisions have been finalized. The following quick facts will provide some information about NeSA-S:

- 2011 Testing Window - March 28 – May 6, 2011 - Science field test
- Three concepts will be measured in NeSA-S: physical science, earth science, and life science. Many items are written from an inquiry-based perspective.
- The science items will be multiple choice and will test grades 5, 8 and 11.
- Approximately 50-60 items will appear on each test. After the 2011 field test, some items will be embedded as field-tested items each year.
- As with other NeSA tests, these assessments will be built for two administrative sessions.
- Districts may use the same scheduling options as are used in the other subjects:
 - Two sessions on two consecutive days
 - Two sessions within the same week, preferably not Friday or Monday
 - Two sessions on one day with an appropriate break between sessions
 - Other schedules may be specified in a student's IEP
- The answer documents for the paper/pencil math, reading, and science booklets will be combined, but the test booklets will be separate.
- There will be three proficiency levels: Below the Standards, Meets the Standards, and Exceeds the Standards.
- No student results will be reported in the field test process.
- Cut scores for the NeSA Science test will be set in June of 2012, and the first student performance reports will be issued in August of 2012.

E. Keeping a Balance in Assessment

Nebraska's focus must remain on student learning as the state adds new testing tools. Although the legislation has initiated change by adding accountability tests, there are several important points that

districts must keep in mind as Nebraska moves forward with implementation changes. Among the important points for consideration are the following:

- The new state tests in reading, mathematics, and science are summative snapshots, administered under standardized conditions.
- The new state tests, like all large-scale tests, have a purpose different from the locally-based classroom assessments.
- The state tests will provide scores and sub-scores but a minimum of information at the instructional indicator level.
- Local classroom-based assessment, used in a formative manner, will be needed to provide the instructional information important to the continuous improvement process.
- Districts will need to maintain and make decisions about an appropriate balance of the multiple tools, all of which have different purposes and provide different information.

Each tool provides different information:

Multiple Tools, Different Purposes	
Tools	Purpose
National Tests	National Comparison Summative Snapshot
NeSA	State Comparison State Accountability Summative Snapshot
Classroom-based Local Assessment	Instructional Information Learning Improvement Formative Uses

F. The Technical Advisory Committee

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

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

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

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

Dr. Brian Gong, Chair	Center for the Improvement of Educational Assessment – New Hampshire
Dr. Wayne Camara	College Board (SAT) – New York
Dr. Richard Sawyer	ACT – Iowa City, Iowa
Linda Poole	Teacher, Papillion-LaVista Public Schools Board Member, Millard Public Schools
Dr. Dallas Watkins	Superintendent, Dundy County-Stratton Schools

G. National Assessment of Educational Progress (NAEP)

During the 2010-2011 school year, the National Assessment of Educational Progress (NAEP) will sample student performance in schools identified by the National Center for Educational Statistics (NCES.) Superintendents of selected schools were notified in May 2010 if their schools had been selected. Letters were sent to principals in selected districts and District Assessment Contacts as well as Superintendents were copied. The letters identified the date chosen for the assessment to be administered. More information will be mailed to principals in the fall of 2010, with specific information about the school's responsibilities.

Approximately 300 buildings have been asked to administer NAEP and in some buildings TIMSS (Trends in International Mathematics and Science Study). In NAEP, the subjects of reading and mathematics are being tested. The TIMSS subjects are mathematics and science. The testing windows are as follows:

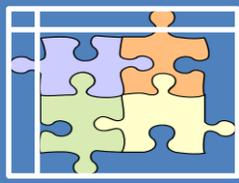
NAEP – January 24 - March 4, 2011

TIMSS – April 4 - May 7, 2011

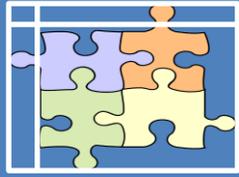
Participation and selection is totally determined in Washington, D.C. The NDE has no say in the school selections and Nebraska schools are expected to participate as a condition of funding. The NDE is appreciative of Nebraska's support of this additional requirement.

Please visit the NAEP web site at <http://nces.ed.gov/nationsreportcard> for complete information about the assessment, previous NAEP results, and other NAEP publications. If you have specific questions about NAEP, please contact the Statewide Assessment Office:

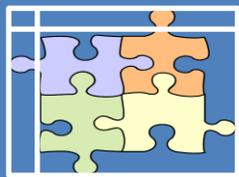
Dr. Ted A. Larson, Nebraska NAEP Coordinator
Statewide Assessment Office
P. O. Box 94987, Lincoln, NE 68509-4987
Phone: 402-471-2495; E-mail: red.larson@nebraska.gov



STANDARDS



ASSESSMENT



ACCOUNTABILITY

II. The Statewide Writing Assessment – NeSA-W



- A. NeSA-W Implementation 2011 – The New Era
- B. Six Traits of Writing
- C. Including All Students in the Statewide Writing Assessment
- D. Statewide Writing Assessment Scoring Guides and Scoring Process



II. The Statewide Writing Assessment – NeSA-W

As the Nebraska State Accountability System continues to unfold, a new era for the NeSA-W begins in 2010-2011 as well. Many factors have influenced a change in administration of statewide writing most especially the newly revised reading/writing standards, desire of the State Board to provide more information to teachers through trait-based scoring, and the movement toward online test administration.

The changes that are being planned for 2010-2011 include the following:

Change One: Grade Levels Assessed

The Quality Education Act requires that...*“The state board shall prescribe statewide assessments of writing that rely on writing samples beginning in the spring of 2001 with students in each of three grades selected by the state board. For each academic year thereafter, one of the three selected grades shall participate in the statewide writing assessment.”* Only one grade level of writing is required to be assessed. In 2003 the decision was made to assess three grades so that the writing data could be used in AYP. **For 2011, the testing requirement for 11th grade will be relaxed and only grades 4 and 8 will be tested. Beginning again in 2012, all three grades: 4, 8, and 11 will be tested.**

Change Two: Transition to Online Writing Administration

The transition to online NeSA-Writing is being encouraged by school districts, Nebraska business communities, and the fact that NeSA reading, mathematics, and science assessments are being delivered electronically. The first online pilot NeSA-W administration will begin in 2011 with a sample of Nebraska eleventh grade students. All districts may choose to participate in the pilot.

In 2011, only 4th and 8th grade will administer the paper/pencil NeSA-W, and it will be scored holistically as it has been in the past.

In 2012 both grades 8 and 11 will be administered the NeSA-W online, and in 2013 grade 4 will be tested electronically, so that by 2013, all three grades will receive the NeSA-W through online administration.



In all years, a paper/pencil option will be available for those students with disabilities whose Individual Education Plans (IEPs) or 504 Plans specify the need for paper/pencil accommodations. Additionally, paper/pencil test booklets will be available in Spanish for those students who need them.

Change Three: Analytic, not Holistic Scoring

The newly revised state reading/writing standards places a greater emphasis on certain aspects of the writing process. In order to more appropriately match and measure the revised standards, Nebraska will move to an analytic scoring approach, rather than the holistic scoring approach that has been in practice for the last ten years. Providing trait-based scores to school districts is one way to provide additional information to teachers from the statewide writing process.

A new rubric, additional professional development, and supporting materials will need to be provided statewide in 2010-2011.

NeSA-W Testing Window:

January 6, 7, 2011	Districts receive writing materials
January 24 – February 11, 2011	NeSA-W testing window. (Note, this a three-week window, not two weeks)
January 31 – February 18, 2011	NeSA-W 11 th grade online pilot
February 18, 2011	Writing materials due to scoring center
May 2011	Preliminary results

A. NeSA-W Implementation 2011 - The New Era

What Can Districts Expect in 2011?

Grades 4, 8

- Most of the writing process remains the same as in previous years.
 - One prompt – narrative (gr. 4) and descriptive (gr.8)
 - The rubric will be the same.
 - The testing window will be as announced: January 24 – February 18.
 - Materials will arrive at approximately the same time: January 6-7.
 - Student data will be shipped from NDE to DRC on December 1st.
 - The cut scores will remain the same as in previous years. DRC will be integrating 2010 papers into the training, the practice, and the scoring sets.
 - An analysis and calibration of scoring across years will be conducted to assure the appropriateness of using the same cut scores for 2011.

- Several changes will be applied to the gr. 4 and 8 writing process in 2011.
 - The materials will arrive from Data Recognition Corporation, not the NDE.
 - The materials will be in booklets with scannable paper. Students may only write in the paper provided. If sheets of paper are added to the booklets, they will not be scored.
 - Students may only write in #2 pencil.
 - The scoring will take place in Minnesota.
 - Nebraska staff will participate in the rater training and contribute to the training materials.

- All writing materials will be returned to DRC including the Spanish NeSA-W so that all scores may be entered into the DRC data system.
- The electronic results will be made public before school is out, hopefully before the end of April.

Grade 11 NeSA-W 11th Grade Online Pilot

- 11th graders will not be required to take the NeSA-W in 2011.
- Districts may elect to have their 11th graders participate in the pilot of the NeSA-W in 2011. Pilot districts will be recruited in October.
- No scores will be returned for 11th grade NeSA-W in 2011.
- No cut score process will be conducted for 11th grade in 2011.
- Students in Grade 11 will write in the persuasive mode.
- If Districts plan to participate in the 11th grade pilot of the NeSA-W, they can expect the following:
 - The rubric will be transitioned to an analytic rubric in the fall of 2010 and shared across the state.
 - The content of the rubric will be tightened and although most of the current criteria will remain, they will be redistributed into fewer domains.
 - The domains will be weighted.
 - A score will be provided (1-4) for each of the domains as well as a total score.
 - The following domains have been proposed but are not final:
 - Content/ideas – 35 %
 - Organization – 25%
 - Word choice/Voice – 20%
 - Conventions – 20%
 - The testing window will be January 31 – February 18. The reason the testing window begins one week later than the testing window for grades 4 and 8 is because of software installation.
 - The testing time will be recommended (not required) at 90 minutes on one day.
 - NeSA-W for grade 11 will not be a timed test, but NDE is recommending 90 minutes for scheduling.
 - If students need more time than 90 minutes, that is allowable as it is for reading.
 - The prompt is delivered electronically via the NeSA CAL software.
 - Pre-writing may be done on paper as it has been in the past.
 - Editing tools (including thesaurus, dictionary, cut/paste, spell check, and basic formatting tools) will be available for editing the final copy before submission.

- Students will have electronic access to a “Writing Checklist” that will be used in self assessment of their writing. The “Writing Checklist” will include the criteria from the scoring rubric.
- A practice test for writing will be available on January 24th. It is recommended that students take the practice test before taking the pilot test.

Students in Grades 4 and 8 will participate in the Statewide Writing Assessment in 2010-2011. Each grade will use a specific mode* or form of writing.

- Students in Grade 4 will write in the narrative mode.
- Students in Grade 8 will write in the descriptive mode.

* Other modes or forms for writing which may also be a part of any classroom writing curriculum could include expository, technical and business writing. Students should have opportunities to learn and practice writing in a variety of modes.

Students in High School (3rd year students-grade 11) who are participating in the online NeSA-W pilot will receive separate instructions.

B. Six Traits of Writing

These six traits of writing are the qualities that characterize good writing.

The rubric used to score the NeSA-W includes the Six Traits of Writing as the scoring criteria. The chart included as Attachment I identifies the traits of writing used in the scoring.

Writing exemplars and samples of student writing are found on the web site by clicking on <http://www.education.ne.gov/assessment/statewidewriting.htm>

Characteristics of Writing Modes		
Mode	Purpose	Common Examples
Narrative	Tells a story and provides important facts and details.	Novels, short stories, narrative picture books, plays, diaries, news stories, biographies, histories.
Descriptive	Creates a word picture in the reader’s mind, using sensory details to describe an object, person or place.	Catalogs, travel brochures, personality sketches, essays.

Persuasive	Intended to convince the reader that a certain point of view is the right one, or that some action should be taken.	Reviews of books, theater, film, etc.; editorials, political position papers, advertisements.
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Students in grades 4 and 8 will be provided writing prompts in scannable testing booklets from Data Recognition Corporation (DRC); students will write on one prompt at each grade level. Students will complete the writing assessment during timed sessions on two consecutive days:

- Day 1 40 minutes is for pre-writing activities (note taking, outlining, clustering, mapping, etc.) and for generating preliminary drafts.
- Day 2 40 minutes is for revising, editing, and writing the final draft.



Students must write their final copies with a #2 pencil, and only three scannable pages will be included for the final copy. If sheets of regular paper are added to the booklets, they will not be scored.

C. Including All Students in the Statewide Writing Assessment (Except Grade 11 in 2011)

Beginning in 2010-11, all students in grades 4 and 8 are expected to participate in the statewide writing process. Districts should note the following:

- All students (except those who qualify for the NeSA-AA alternate assessment) are expected to participate in the statewide writing assessment.
- Districts may provide accommodations per the Nebraska State Accountability Approved Accommodations Document (Attachment H).
- No option exists for local scoring of writing except in the case of students who qualify for and are administered the NeSA-AA alternate assessment.
- A Spanish version of the test will be provided upon request to the NDE, and it will be state scored.
- Students in Rule 18 or Interim Program Schools will participate. Test booklets will be sent to the contracting district who is responsible for arranging appropriate administration and security of the test.
- Students with disabilities, including those performing below grade level will be provided test booklets on grade level.
- The 2010-11 NeSA Scoring Rules apply to the NeSA-W.



Suggestions for Scheduling Assessment Dates for Grades 4 and 8 in 2011

- Administer the assessment on two consecutive days. Avoid scheduling Day 1 on Fridays or Mondays.
- Schedule grade 4 and 8 assessment dates early in the January 24–February 11 time frame in order to provide opportunities to reschedule in case of school closings or dismissals and to administer make-up tests. Administration of the assessment outside this time frame is not permitted.
- Avoid scheduling assessment on days when special events or activities are planned.
- Develop a plan for administering the assessment to students who may be absent on one or both of the scheduled assessment dates. Make-up of the assessment for these students must be completed both days of the assessment within the time frame, or zero grades will be assigned per the scoring rules.
- The three weeks of the testing window should be adequate to schedule and administer make-up tests.
- Make sure all assessments in grades 4 and 8 reach the designated scoring site by **February 18, 2011**.

Accommodations

It is expected that the accommodations used with the statewide writing assessment will follow the procedures outlined in Attachment H, Nebraska State Accountability Approved Accommodations Document.

Questions regarding appropriate writing accommodations may be directed to Dr. Edward Foy, Statewide Assessment Coordinator at the Statewide Assessment Office: (402) 471-2947. Dr. Foy may also be reached at edward.foy@nebraska.gov



Lessons Learned from NeSA-Writing in 2010

- NeSA-Writing prompts are not to be used in any grade level other than the required tested grade level. Example: 8th grade prompts are not to be administered to 7th graders.
- Graphic organizers, story starters, and story frames are not to be provided to students as part of the state testing process.
- Teachers are not to provide editing assistance to students on the NeSA-W.
- Administrators are responsible for overseeing the training of test administrators and for providing adequate proctoring of the NeSA-W.
- Districts should be sure to make copies of the completed NeSA-Writing assessments so that if an appeal is filed, a copy of the paper is attached.

Test Security and Ethics

The NeSA Security Procedures outlined in this Update apply to the administration of the NeSA-W. This includes the building principal's signature on the NeSA Security Agreement and the DAC Confidentiality Agreement. Each building principal and DAC will be expected to sign the agreements and fax or send them to the following address:

Dr. Ted Larson
Statewide Assessment Office
301 Centennial Mall South
Lincoln, Nebraska 68509-4987

(402) 471-2959 (phone)

(402) 471-4311 (fax)

D. Statewide Writing Assessment Scoring Guides and Scoring Process

Content of the Scoring Guides -- The scoring guides found on <http://www.education.ne.gov/assessment/statewidewriting.htm> are the actual guides that will be used for scoring the 4th and 8th grade 2011 NeSA-W. Teachers should find them helpful for classroom writing instruction and assessment. The scoring guides are similar to those often used in teaching and assessing student writing. These scoring guides were developed through extensive research and refined with the input of Nebraska teachers.

- The scoring guides are grade level specific and mode specific.
- The scoring guides contain:
 - The scoring criteria - based upon six traits of writing (ideas, organization, voice, word choice, sentence fluency, and conventions.)
 - Four levels of performance, ranging from 1 to 4 (including plus and minus score points), with 1 being the lowest and 4 being the highest.
 - Indicators of the traits for each of the four main performance levels.

Scoring Process

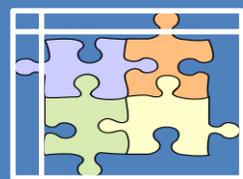
- Writing in grades 4 and 8 will be scored holistically. Student performance will be evaluated based on how well the writing meets the overall criteria of the six traits of writing.
- Each student's writing will be read and scored by two raters, with each rater assigning a single holistic score, from 1 to 4, with 4 being the highest score.
- The two scores will be added together to determine the final score. The range of possible scores is 2.00 to 8.00.

- Scores of 0.00 may be assigned for the following reasons:
 - The writing is too short; it contains insufficient content to be scored.
 - The writing is off the topic and not scorable; it does not address the topic of the writing prompt OR is written in the wrong mode.
 - The writing is characterized by any of a variety of unscorable responses, such as objectionable content, illegibility, or plagiarized content.
 - Assessment blank or marked “Absent/Unable to Participate.”

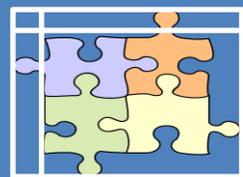
Statewide Writing Appeals Process – Grades 4 and 8

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

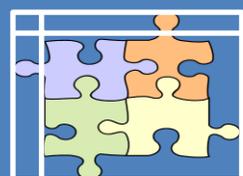
This appeals process is appropriate only for very specific, not general, scoring issues in grades 4 and 8. The appeals process is designed for student scores that fall below the state cut score. Districts will need to complete the appeals form, Attachment J in this Update. In addition, districts must provide a written explanation indicating the reason for the appeal and a copy of each paper in question. Papers submitted for an appeal will be examined by a panel of trained reviewers to be completed in May 2011. Districts must fax the appeal materials to the Statewide Assessment office at (402) 471-4311. Contact Dr. Ed Foy at (402) 471-2947.



STANDARDS



ASSESSMENT



ACCOUNTABILITY

III. Including All Students in Assessment and Accountability

A. Students with Disabilities



B. The Alternate Assessments: NeSA-AAR, NeSA-AAM, and NeSA-AAS

C. Students Learning the English Language

D. Early Childhood Assessment

III. Including All Students in Assessment and Accountability

A. Students with Disabilities and Scoring Rules

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

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

- Students may be tested at grade level on the NeSA tests without accommodations. This may be either paper/pencil or online.
- Students may be tested at grade level on the NeSA tests with accommodations specified in the student’s Individual Education Plan. Accommodations appropriate for the NeSA are found in the Nebraska State Accountability Approved Accommodations Document (Attachment H.) Accommodations provided to students must be specified in the student’s IEP and used during instruction throughout the year.

Please Note



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

Accommodations provide adjustments and adaptations to the testing process that do not change the expectation, the grade level, the construct, or content being measured. Accommodations should only be used if appropriate for the student 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 who qualify 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 is a separate, paper/pencil test that appropriately measures skills tied to the academic content standards as required by NCLB. Further discussion of the NeSA-AA is found later in this section.



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



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

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

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

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

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

Nebraska Rule 51 regulations state:

007.07A – “The IEP shall include:”

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

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

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

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



1% Rule on the NeSA-AAR

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

Further information on the 1% rule for alternate assessments may be found at <http://www.education.ne.gov/sped/assessment.html> or by contacting Carla Osberg at 402-471-4322 or by email at carla.osberg@nebraska.gov



Instructional Guides for Alternate Assessments

Instructional examples and clarifications for both Reading and Math extended standards are now available for teachers working with students taking the NeSA alternate assessments. The "Reading Standards with Extended Indicators and Instructional Clarifications, 2010" and the "Reading Standards with Extended Indicators and Instructional Clarification, draft" are available at <http://www.education.ne.gov/sped/assessment.html>

B. The Alternate Assessments: Nebraska State Accountability



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

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

The NeSA-AAR, NeSA-AAM and NeSA-AAS (to be field-tested in 2011) are tests of appropriate tasks, summative in nature that provide a single snapshot of performance. The tests have gone through the same processes as the NeSA tests for general education. The tests are a requirement for students with severe cognitive disabilities or multi-handicapping conditions and must be specified as requirements in a student's IEP.

Districts may access the NeSA-AA mini tests, Tables of Specifications, and Performance Level Descriptors by clicking on <http://www.education.ne.gov/assessment/>

Like the NeSA tests, the alternate assessment will be administered between **March 28-May 6, 2011**. This is a six-week administration window. Various trainings on the alternate assessment will be provided in the 2010-11 school year. Specific training will be provided in conjunction with the “Chats”, scheduled as follows:

Thursday, December 2 - Beatrice - ESU 5
Wednesday, December 15 - Kearney - ESU 10
Thursday, December 16 - Ainsworth - ESU 17
Tuesday, January 4 - Norfolk - Life Long Learning Center
Wednesday, January 5 - Omaha - ESU 3
Wednesday, January 19 - Scottsbluff - ESU 13
Thursday, January 20 - North Platte - ESU 16



The NeSA-AA (alternate testing process) was new in 2010, and the testing process went very smoothly. There were lessons learned in this process as well, and these lessons have caused us to make some adjustments to the NeSA-AA process for 2011. Important information for 2011 includes the following considerations:

- Both the NeSA-AAR (reading) and the NeSA-AAM (mathematics) will be required in 2011.
- The NeSA-AAS (science) will be field tested in 2011. Districts will be asked to volunteer their participation.
- Districts will report Alternate Assessment status in the fall NSSRS submission before the last Friday in September. If students are flagged in the NSSRS as taking the alternate assessment, they will be sent both the NeSA-AAR and the NeSA-AAM.
- Students may be administered the alternate assessment in one subject but not in another, and if that is the case districts will need to contact the Statewide Assessment Office.
- Districts are reminded that the alternate assessment results are entered by the teacher into the CAL system, following the specific directions.
- Districts are reminded that teachers are to use CAL’s student tickets for entering the student answers in the CAL system.
- Emails sent to the District Assessment Contacts regarding the alternate assessment process from the assessment office will also be sent to the Directors of Special Education. The data base for Directors of Special Education is kept by Carla Osberg on the Special Education team. Be certain your name is on the list.
- The secure test materials for the NeSA-AA tests are to be returned according to the directions in the administration manual **to the NDE, not to DRC.**

- As is true for the NeSA test materials, all NeSA-AA materials are secure, and districts are responsible for returning them appropriately.
- All security procedures outlined in this Update apply also to the NeSA-AA testing process.



In 2011 all students who have been flagged in the NSSRS as students eligible for the alternate testing will receive NeSA-AAR and NeSA-AAM test booklets and administration manuals.

If districts have students who are eligible for the NeSA-AAR but not the NeSA-AAM (or vice versa) they should “unflag” that subject area in the CAL system and a general education test will be provided.

A geographic and statistically appropriate sample of districts will be identified for field testing the NeSA-AA Science test in grades 5, 8 and 11.

For questions about these processes, you may contact John Moon in the Statewide Assessment Office at 402-471-2495 or email him at john.moon@nebraska.gov

C. Students Learning the English Language

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 operational 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 state assessment process.

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

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

- NCLB requirements allow appropriate testing accommodations for all ELL Students.
- In determining appropriate accommodations for students in the NeSA system, districts should use the newly developed Nebraska State Accountability Approved Accommodations Document, included as Attachment H in this Update. The document may also be accessed at the following web site:
<http://www.education.ne.gov/assessment/AssessmentAtoZ.htm>

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



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



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

Spanish Translations: In 2010 for the first time the NDE provided the NeSA-W prompt booklet in Spanish. Additional Spanish options will be added in 2011. Districts must use NDE provided translations for Spanish.

NeSA-Writing – Spanish translations will be available in grades 4 and 8 only. These are requested through the NDE. Eleventh graders will not be required to be tested on the NeSA-W. The only 11th graders to be tested with the NeSA-W will be those participating in the 11th grade NeSA-W online pilot.

NeSA-Reading – Students who need Spanish translations of reading directions and items may request an NDE-provided Spanish translation from the Statewide Assessment Office. The translations will be in written and audio format. Passages will remain in English.

Students who need these translated directions must use the paper/pencil version of the NeSA-R. Students have the option of using the audio and/or written translation of the directions and items on the paper/pencil test.

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

Translations in languages other than Spanish for the NeSA-Reading directions and items will need to be provided by local districts.

NeSA-Mathematics – The NeSA-Mathematics test in its entirety will be available in Spanish – both paper/pencil versions and online.

To request NeSA-W Spanish Writing Prompts and Spanish Translations for NeSA-R, complete and submit the NeSA Spanish Request Form (Attachment G).

- If in a review of the accommodations document, districts identify an accommodation that should be considered for addition for ELL students, the district should contact Nancy Rowch, Director of Equal Educational Opportunity Programs, (402) 472-2477, or Pat Roschewski at the Statewide Assessment Office (402) 471-2495, at the Nebraska Department of Education.

Guidance for Recently Arrived Limited English Proficient Students (formerly referred to as New Immigrant Students)

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

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

Language Acquisition Testing

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

The test provided by the Nebraska Department of Education to test language proficiency is the English Language Development Assessment, ELDA. Developed by a consortium of states in the nation, the test, given in the spring, is administered through the services of Measurement, Inc. The 2011 testing window is **February 14 to March 25**.

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

The NeSA Security agreements – Attachments D and E apply to the ELDA as well as other NeSA tests. Principals and District Assessment Contacts (DAC) are expected to sign as indicated in the directions on the agreements.

AMAOs (Academic Measurable Achievement Objectives)

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

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

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

Nancy Rowch, Director of Equal Opportunity Programs

Phone: (402) 471-2477 E-mail: nancy.rowch@nebraska.gov

D. Early Childhood Assessment: Results Matter

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

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

The system is administered through the Nebraska Department of Education (NDE) including the Early Childhood Training Center, Department of Health and Human Services, and Munroe-Meyer Institute at the University of Nebraska Medical Center. A state *Results Matter* Child Measurement Task Force comprised of state and local stakeholder representatives serves in an advisory role for the system.

The child and program assessment tools selected by the Results Matter are congruent with Nebraska's Early Learning Guidelines (Birth to Three and Three to Five) www.education.ne.gov/ech/ELGuidelines/index.htm); and the requirements of NDE Rule 11, Regulations for Early Childhood Education Programs www.education.ne.gov/LEGAL/RULE11.html; the Individuals with Disabilities Education Act (IDEA) Part C (Birth to Three) and Part B (Three to Five); and NDE Rule 51, Regulations and Standards for Special Education Programs www.education.ne.gov/LEGAL/cover51.html.

Rule 11, Regulations for Early Childhood Programs, applies to all pre-kindergarten programs operated through public schools or ESUs. This includes programs which receive, or have received Early Childhood Education Grant Funds, or have State Aid calculated for 4-year-olds. The 2010-2011 school year will be the second year in which any schools which have not received an early childhood education grant will have calculated state aid for the 4-year-olds that they have served. These schools will be required to assess child progress using one of the three online assessment tools for each child served in a classroom for which State Aid is calculated.

Child Assessment. *Results Matter* in Nebraska calls for child outcome assessment that:

- is based on ongoing observation of children engaged in real activities, with people they know, in natural settings.
- reflects evidence-based practices.
- engages families and primary care providers as active participants.
- integrates information gathered across settings.
- is individualized to address each child's unique ways of learning.
- informs decisions about day-to-day learning opportunities for children.
- reflects the belief that development and learning are rooted in culture supported by the family.

All school districts have selected one of NDE-required assessment tools. Districts enter ongoing child progress data in the online system selected. The three assessment systems are: The High/Scope Child Observation Record (COR) OnlineCOR.net

- Assessment, Evaluation and Programming System (AEPS) AEPSinteractive.com
- Creative Curriculum Developmental Continuum creativecurriculum.net

Beginning in school year 2011-2012, districts using Creative Curriculum will convert to Teaching Strategies GOLD, a new tool from the publishers of Creative Curriculum Developmental Continuum.

As the 2009-2010, school districts will continue to directly purchase annual online subscriptions from the selected publishers equal to the number of children birth to five projected to be served by their district. Districts pay the discounted state rate under the NDE license umbrella.

Districts began entering child data in Spring 2006, with the first statewide data reported to the Federal Office of Special Education Programs (OSEP) in February 2008. Annual reporting of *Results Matter* child progress data is required by OSEP, the State Board of Education and the Nebraska Legislature. The use of these assessment tools, supported through the online data system, provides the state with unprecedented opportunities to compile needed data, not only for the required state and local reporting functions, but also for ongoing program improvement and curriculum planning.

Program Quality Assessment

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

Information about completing ECERS assessments and a schedule of Environment Rating Scale Training can be found at <http://ectc.education.ne.gov/train/ers/ers.htm>

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

Professional Development

Programs receive continuous support to assure that their participation in *Results Matter* provides the highest quality data and knowledge about how to use the data to improve program quality and child and family outcomes. The state's Early Childhood Training Center ectc.education.ne.gov, in cooperation with the organizations which provide the program and child assessment tools, regularly offer training in their use. The state maintains a cadre of professionals who have achieved reliability in the use of the Environment Rating Scales.

Fidelity Process and Reliability Check

In Spring 2007 the Nebraska Department of Education (NDE) *Results Matter* Child Measurement Task Force recommended that a fidelity process be established to maximize the validity and reliability of the observational assessment data collected for *Results Matter*. Two annual processes were first implemented statewide in 2007-08 to assure and support the reliability and validity of child data:

- 1) Local school district/ESU Fidelity Plan
- 2) Individual teacher/practitioner Reliability Check

Each school district or ESU is required annually to submit a Fidelity Plan which addresses how the reliability and validity of the child observational data in the district will be locally monitored and collected. These annual plans describe initial training and subsequent activities to strengthen the validity of the data.

The web-based *Reliability Check* applies to all teachers/practitioners who are responsible for administering and scoring assessments for children birth to five. This includes children in early childhood grant-funded programs or programs in which State Aid was calculated for 4-year-olds, birth to three endowment programs, the early development network, early childhood special education, and participating Head Start programs.

To access the Reliability Check, an individual internet Angel account is set up for each teacher/practitioner registered by their district, with a username/password e-mailed to each provider. Registered teachers/practitioners can access the *Reliability Check* at any time during the specified posting dates, and must be completed annually. The *Reliability Check* dates for 2010-11 will be posted and open January 10 - February 28, 2011.

For contact information, resources, and updates related to *Results Matter*, including the new Results Matter Technical Assistance Document, visit the Early Childhood Training Center website at: http://ectc.education.ne.gov/special_projects/results_matter/results_matter.htm

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

Melody Hobson, Administrator, Early Childhood

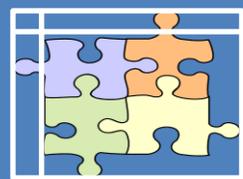
Phone: (402) 471-0263

E-mail: melody.hobson@nebraska.gov

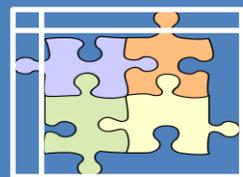
Jan Thelen, Coordinator, Early Childhood Special Education

Phone: (402) 471-4319

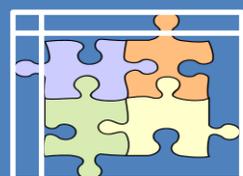
Email: jan.thelen@nebraska.gov



STANDARDS



ASSESSMENT



ACCOUNTABILITY

IV. State and Federal Accountability

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

B. Transitions in State and Federal Accountability



C. New AYP Goals

D. The State of the Schools Report - Fall 2010



E. The New State Accountability System

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

- The Consolidated Data Collection (CDC) will continue to collect non-student level data as it did last year.
- Reporting student performance on reading, mathematics and science data in 2011 will change. Individual student results will be reported only in **science**. In science only, districts will report on one of the following:
 - o State STAR Science Standards
 - o State Science Standards – full set
 - o Local STAR Science Standards
 - o Local Science Standards – full set.
- In 2011 NeSA Test results will be used for reading and for mathematics.
- Science and national assessment data may be submitted throughout the year beginning in January, but data can NOT be accepted after June 30, 2011.
- National assessment (NRT) data are not required for non-public students.
- Business rules for assessment data have been posted on the NDE website at <http://www.education.ne.gov/assessment/>
- Districts need to access the verification and validation reports from the NSSRS web site to determine the accuracy of the data being submitted. Directions for writing, reading and mathematics for accessing reports are provided on the NSSRS web site.
- Districts must check assessment rosters before December 1 for NeSA-W and ELDA and February 1 for NeSA-R, NeSA-M and NeSA-S.



Checking the NeSA Assessment Rosters:

- ✓ Go to the NDE Website: <http://www.education.ne.gov>
- ✓ Click on “NDE Portal” on the left side
- ✓ Enter your User Name and Password
- ✓ Click on “Student and Staff” (NSSRS) tab at the top
- ✓ Click on NSSRS Validation
- ✓ Click on “Verification Reports”
- ✓ Click on “View Reports” next to the report you want to display

- 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

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 2011-06-30. To view 2010-06-30 school year, 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.education.ne.gov/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 2010-11 disaggregated information for AYP and STARS for all grades by building and district for School Year 2011-06-30. 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.



A new site, NeSA-Secure was added in the summer of 2010. The site is found behind the “Data Collections” link on the NSSRS and is used for the posting of secure reports. An activation code is required for authorized users.

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.

Districts are expected to report – by June 30th – the assessment results for science that students have achieved while the student was 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 and mathematics results will be supplied by the NDE from the state NeSA assessments.

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 the 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 amended Quality Education Act, districts need to submit individual student scores and sub scores on national tests for public school students only. Scores for non-public school students are not to be included in these reports.

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

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

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

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

Districts need 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.

National Assessment Instrument Scores and Sub Scores

Districts are required to report individual student composite or total scores and the sub scores for reading and for mathematics for public school students. 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 2010-11. 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.

Example of Terra Nova

TestMate	CTB/McGraw-Hill	Student Subtest & Objective Report	Degree of Mastery Key
Student Name Student ID Special Codes			<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 Stanjope
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	6
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	8					
Reading Comprehension	155	2.1	1	10	3					
Reading Total	158	2.2	1	7	2					
Spelling	174	3.1	2	23	10					
Capitalization	150	1.8	2	16	5					
Punctuation	176	3.2	3	31	18					
Usage and Expression	153	2.0	2	17	6					
Language Total	163	2.5	2	16	5					
Concepts & Estimation	164	2.6	1	13	4					
Prob. Solv. & Data Interp.	163	2.5	2	18	6					
Math Computation	184	3.8	3	30	18					
Math Total	170	2.9	2	16	5					
CORE TOTAL	164	2.5	1	7	2					
Social Studies	165	2.6	2	18	6					
Science	172	3.0	3	26	12					
Maps and Diagrams	167	2.7	2	23	10					
Reference Materials	174	3.1	2	22	9					
Sources of Information Total	170	2.9	2	19	7					
COMPOSITE	166	2.7	1	10	3					

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 Reading in NCE
 Total Mathematics in NCE
 Basic Battery in NCE

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	8	8	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	6			✓
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			✓
Functional	18	18	13		✓		Science	40	40	30		✓		Functional	10	10	5			✓
Data, Statistics & Probability	8	8	4		✓		Life	11	11	9		✓		Thinking Skills	22	22	13			✓
Geometry & Measurement	10	10	4		✓		Physical	11	11	6		✓		Thinking Skills	190	190	122			✓
Communication & Representation	6	6	2	✓	✓		Earth	11	11	10		✓		Thinking Skills	190	190	122			✓
Estimation	8	8	5		✓		Nature of Science	7	7	5		✓		Thinking Skills	190	190	122			✓
Mathematical Connections	21	21	13		✓		Models	14	14	11		✓		Thinking Skills	190	190	122			✓
Reasoning & Problem Solving	13	13	10		✓		Constasy	13	13	10		✓		Thinking Skills	190	190	122			✓
Thinking Skills	40	40	26		✓															

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. 00000000-00000000-0000-0000-00

Public Schools

Student Progress Report for _____

School _____

Growth is measured from Fall to Spring

Student ID: _____

Mathematics

Season/Year	Grade	Student Score Range	Dist. Avg RIT	Norm Group Avg.	Student Growth	Typical Growth	Student %ile Range
W09	6	232-235-238		221			75-82-87
F08	6	216-219-222	219	218	19	8	49-51-59
S08	5	227-230-233	223	219			71-79-85
W08	5	218-221-224	218	216			58-67-75
F07	5	208-211-214	212	212			48-50-59
S07	4	211-214-217	214	211	7	9	62-61-69
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			86-95-98
S08	5	227-230-233	215	211	10	4	90-95-97
W08	5	223-226-229	212	210			88-93-96
F07	5	217-220-223	208	207			80-87-93
S07	4	225-228-231	208	206	22	6	94-97-98
W07	4	210-213-216	206	204			66-78-85
F06	4	203-206-209	202	200			57-66-78

Reading Score-Percentile Rank

Mathematics Goals Performance - Winter 2009

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

Reading Goals Performance - Winter 2009

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

Lexile Range: 1011-1161

Explanatory Notes:

Language Usage

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

Language Usage Goals Performance - Winter 2009

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

- Season/Year**
The season (F=fall, S=spring, W=winter, U=summer) and the year the test was administered.
- Student Score Range**
The middle number is the RIT score your child received. The numbers on either side of the RIT score define the score range. If retested, your child would score within this range most of the time.
- District Average RIT**
The average score for all students in the school district in the grade who were tested at the same time as your child.
- Norm Group Avg.**
The average score observed for students in the most recent NWEA RIT Scale Norms study, who were in the same grade and tested in the same portion of the instructional year (e.g., fall or spring).
- Student Growth**
Presents the growth in RITs your child made from the previous fall to the spring of the year in which growth is reported.
- Typical Growth**
The average growth of students in the most recent NWEA RIT Scale Norms study who were in the same grade and began the growth comparison period at a similar achievement level.
- Student %ile Range**
The number in the middle is your child's percentile rank - the percentage of students in the most recent NWEA RIT Scale Norms study that had a RIT score less than or equal to your child's score. The numbers on either side of the percentile rank define the percentile range. If retested, your child's percentile rank would be within this range most of the time.
- Goal Performance**
Each goal area included in the test is listed along with a descriptive adjective of your child's score. The possible descriptors are Low (<21 percentile), LoAvg (21-40 percentile), Avg (41-60 percentile), HiAvg (61-80 percentile), and High (>80 percentile).
- Lexile Range**
The difficulty range of text that can be understood by the student 75% of the time.



PLAN[®]

Your Score Report

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

GRADE: 10
SORT CODE: 5

Composite Percent Score

SCHOOL NAME: EXAMPLE HIGH SCHOOL

SCHOOL CODE: 000000

TEST FORM: 00A

TEST DATE: OCTOBER 23, 2008

Your Scores

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

Your High School Course Plans Compared to Core

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

	0 Years	1 Year	2 Years	3 Years	4 Years	5+ Years
English	[Progress bar showing 4 years]					
Mathematics	[Progress bar showing 3 years]					
Social Studies	[Progress bar showing 3 years]					
Science	[Progress bar showing 2 years]					

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. Transitions in State and Federal Accountability

Adequate Yearly Progress (AYP)

A report of Adequate Yearly Progress is an annual measure of progress against state AYP goals. The annual report is done as a federal requirement to determine whether or not buildings are providing for the achievement of all students. Over time, the expectation is that all buildings will show improvement in the data elements examined so that all students will be successful.

Since the 1980's all buildings receiving Title I funds have been examined annually for adequate progress, but the No Child Left Behind Act requires the examination of all school buildings in the state for AYP, not just those who accept Title I funds. There are three levels of accountability: building AYP, state AYP, and district AYP. All buildings, regardless of size, will report all student performance and will be included in district and state AYP reports.

In 2011, the data elements to be examined annually for accountability and AYP in grades 3 through 8 and one grade in high school include the following:

- Student performance and participation rate in reading (NeSA-R)
- Student performance and participation rate in mathematics (NeSA-M – 2011)
- Statewide writing assessment (grades 4 and 8)
- Graduation rate (high school)

The 2010-11 AYP reports and decisions will use the data submitted via the NSSRS, the CDC, and the NeSA reading and mathematics results. This includes demographic and assessment results at the student level and district decisions in the CDC. Reporting for the AYP is completed by disaggregated student groups: race, gender, ethnicity, socio-economic status, migrant status, special education, and for those students learning the English language.



C. New AYP Goals

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



New AYP Reading Goals			
	Elementary	Middle School	High School
2009-2010	56%	60%	57%
2010-2011	67%	70%	68%
2011-2012	78%	80%	79%
2012-2013	89%	90%	89%
2013-2014	100%	100%	100%



The mathematics goal will remain the same as the old STARS goal for 2010, but will be recalculated in 2011 with the results from NeSA-M.

2010: Elementary grades - 83%
 Middle school grades - 79%
 High School grades - 81 %



SMALL Schools AYP Goals - Reading

Also new this year is a different process for applying AYP decisions to very small schools.

Very small schools with fewer than 30 in a group will have AYP decisions applied using the same reading goal as all other schools. If a grade span (elementary, middle or high school) has no group of 30, the data will be aggregated across grades 3-8, 11 and the state reading goal applied.



2010 – AYP – Small Schools Mathematics Goal

In 2010 the small schools mathematics goal will be 81%, the average of their grade span goals.

In 2011, new AYP small schools mathematics goals will be calculated based on the NeSA-M results.

The new calculations for Small Schools AYP are explained on page 11 of the Title I Guidance found at <http://www.education.ne.gov/Assessment/AssessmentReporting.htm>

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

Diane Stuehmer Phone: 402-471-1740

Email: diane.stuehmer@nebraska.gov

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

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

The AYP status was available for auditing throughout the summer on a State of the School's Preview window. Districts have reviewed their data to ensure its accuracy. The formula and process for determining AYP decisions are provided in the AYP Guidance, available at http://www.education.ne.gov/Assessment/documents/AYP_Guidance_2009-10_August_17_2010.pdf. The AYP status should be reviewed and the Department should be notified if there are questions or concerns.

Persistently Lowest Achieving Schools (PLAS)

Persistently lowest achieving schools are those who have been identified as ranking in the lowest five percent of the state's schools. The identification in 2010 was determined by the combination of several data sources: combined reading and mathematics proficiency levels from 2008-09 graduation rates, and a growth calculation based on three years of data.

A new PLAS identification using the NeSA-Reading scores was completed in September and will be released in October with the State of the Schools Report.

D. 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.education.ne.gov>



The State of the Schools Report will be released in October 13, 2010 at 10:00 CST.

School District and Building Information

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

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

- Reports of student performance on NeSA-Reading and STARS mathematics and science standards in the elementary, middle and high school grades in 2009-10: (state, district and building).
- NeSA results will be reported both in average scale scores and proficiency levels.
- Percentage of students included in both NeSA and local tests.
- Student scores and sub scores on national assessment instruments.
- Reports of student results on the statewide writing assessment at the district and individual building levels.
- Adequate Yearly Progress determinations.
- Persistently Low Achieving Schools (PLAS).
- 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 (including NeSA-Reading), 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.

E. The New State Accountability Model

Under the old assessment and accountability system, districts were rated on the quality of their local assessment processes and the performance of their students in the STARS system. With the development of NeSA, the old system is gone, and a new accountability system is under development.

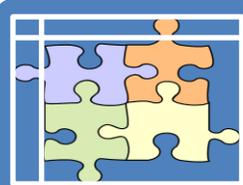
Without a state accountability system, the only accountability decisions applied to schools and districts have been the federal decisions of AYP and PLAS. The State Board of Education intends to develop an accountability system that will match state goals.

An Accountability Sub Committee was developed in late 2009 and has been working for most of 2010 in the development of a new system. It is the intent of the committee to bring an accountability proposal to the November state board meeting for approval and implementation beginning in 2011.

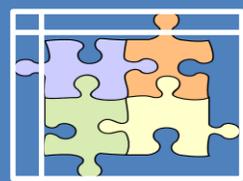
The new Nebraska Accountability System will classify schools and buildings from low to high performing based upon multiple performance indicators. As each new NeSA test transitions into the system, it will be added to the accountability system. The following performance indicators are currently being considered for inclusion in the State Accountability System:

- NeSA scores in reading, writing, mathematics, and science
- NeSA participation rates
- High school graduation rate based upon the new four year cohort rate
- Growth in scale scores over time

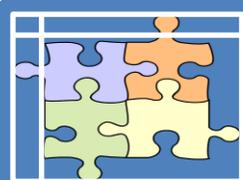
As the finishing touches are being placed on the proposed accountability model throughout the fall, the plan will be shared across the state.



STANDARDS



ASSESSMENT



ACCOUNTABILITY

V. The Continuous Improvement Process

- A. Continuous Improvement Integrated Visits (CIIV)
- B. Leadership for Continuous Improvement
- C. Chats with Pat, Jan and Ed
- D. 2010-2011 Nebraska State Accountability (NeSA) Trainings



The Continuous Improvement Process (CIP)

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

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

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



A. Continuous Improvement Integrated Visits (CIIV)

NDE, like school districts, is working to integrate and consolidate processes working toward the same goal – continuous improvement. Therefore, for the last several years, NDE offered options for school districts to consolidate and integrate some visits conducted by the Department. For example, these visits included the federal programs visit, the special education visit, and the school improvement team visit. The visit options would be selected by the districts and the NDE are responsible for the coordination of the visit.

School districts interested in participating in this process should contact Freida Lange, Administrator, Accreditation and School Improvement, expressing their interest. You may call Freida at 402-471-2444 or e-mail her at freida.lange@nebraska.gov

B. School Improvement Workshops

In 2011 the School Improvement Workshops have been combined with the Nebraska Leadership Initiative sponsored by NCSA.

Date	Event	Location
September 23-24, 2010	School Improvement Workshop	Thompson Alumni Center University of Nebraska-Omaha 6705 Dodge Street Omaha, NE 68182
October 18-19, 2010	School Improvement Workshop	Lifelong Learning Center Northeast Community College 801 East Benjamin Norfolk, NE 68702
October 21-22, 2010	School Improvement Workshop	Quality Inn & Suites Convention Center 2101 South Jeffers North Platte, NE 69101
October 28-29, 2010	School Improvement Workshop	ESU 10 76 Plaza Blvd Kearney, NE 68845

**Quality Assurance Review Training
is available at no charge for:**

- NCA schools who have reviews in 2010-11
- People interested in becoming Quality Assurance Review Team Chairs
- Those interested in North Central Accreditation

To register for QAR training, contact Nebraska NCA at 866-415-7367, 402-471-0955, or nc13156@windstream.net, or register online at www.education.ne.gov/nca/sipworkshops.htm

Date	Event	Location
October 13-14	North Central Association's Quality Assurance Review Training	Holiday Inn Downtown 141 North 9 th Street Lincoln, NE 68508

For additional information, contact:

Freida Lange, Administrator
Nebraska Department of Education
Accreditation and School Improvement
Phone: (402) 471-2444
E-mail: freida.lange@nebraska.gov

C. “Chats with Pat, Jan, and Ed”

“Chats” with the assessment office are annually scheduled interactive sessions where new information is shared and participants have the opportunity for clarification of assessment issues and the chance to have questions answered.

The “Chats with Pat, Jan and Ed” in the 2010-11 school year will include two parts. From 9:00 AM - 12:00 PM will be the Chat. **In the afternoon of the Chat, Carla Osberg will be doing training on the alternate assessment.** Registrations will be handled directly by the hosting Educational Service Unit. Teams are encouraged to attend.

Chats with Pat, Jan and Ed

<u>Date</u>		<u>Location</u>
Thursday, December 2, 2010	Beatrice	ESU 5
Wednesday, December 15, 2010	Kearney	ESU 10
Thursday, December 16, 2010	Ainsworth	ESU 17
Tuesday, January 4, 2011	Norfolk	Life Long Learning Center
Wednesday, January 5, 2011	Omaha	ESU 3
Wednesday, January 19, 2011	Scottsbluff	ESU 13
Thursday, January 20, 2011	North Platte	ESU 16

Please make reservations with the ESU staff to confirm your attendance at the Chat and the alternate training. For the training held at the Lifelong Learning Center, please contact [Amy Hill](#) at ESU 1.

Alternate Assessment Training

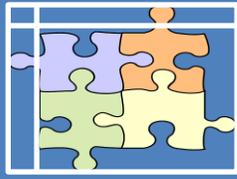
Alternate Assessment Training by Carla Osberg and Jan Hoegh will be held in the afternoons at these same locations. For more information, contact:

Carla Osberg, Office of Special Education
402-471-4322; E-mail: carla.osberg@nebraska.gov

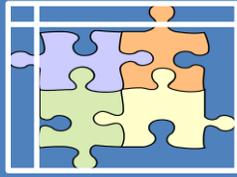
D. 2010-2011 Nebraska State Accountability (NeSA) Trainings

Purpose: These trainings are for the District Assessment Contact and the Team

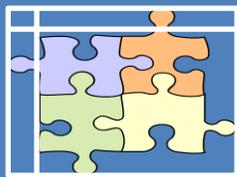
What?	When?	Who Should Attend?
eDirect Training WebEx and Enrollment Verification	October 5, 6, 7 10:00 – 11:00 AM 1:30 - 2:30 PM	DAC and persons responsible for data verification
Chats and Alternate Training Chats: 9:00 – 12:00 Alternate Assessment: 1:00 – 3:30	Thursday, Dec 2 – ESU #5 Wednesday, Dec 15 – ESU #10 Thursday, Dec 16 – ESU #17 Tuesday, Jan 4 – Norfolk Wednesday, Jan 5 – ESU #3 Wednesday, Jan 19 – ESU #13 Thursday, Jan 20 – ESU #16	DAC and Team
IT Training-WebEx-Reading, Mathematics, Science	January 18, 19, 20 10:00 – 11:00 AM 1:30 – 2:30 PM	DAC and Tech staff
NeSA-Writing WebEx Training	Wednesday, Jan 5 – Gr 4, 8 Thursday, Jan 6 – Gr 4, 8 Monday, Jan 10 – Online-Gr 11 Tuesday, Jan 11 – Online Gr 11 Tuesday, April 12 – Writing Reporting Wednesday, April 13 - Writing Reporting	DAC and Team DAC and Team in pilot high schools DAC and Team
NeSA Administration Workshop-Reading, Mathematics, Science	Monday, Feb 28 – Lincoln Tuesday, March 1 – Kearney Wednesday, March 2 – Scottsbluff	DAC and Team that oversees testing
Contrasting Group WebEx	March 9, 10, 11 Various times	Reading and Math Teachers (Voluntary)



STANDARDS



ASSESSMENT



ACCOUNTABILITY

IV. Attachments

- A. DAC – Contact Change Form
- B. Suggestions for a Smooth Testing Process
- C. NeSA Security Procedures
- D. NeSA Security Agreement - Principals
- E. DAC Confidentiality Agreement
- F. Sample District Security Policy
- G. NeSA Spanish Request Form
- H. Nebraska State Accountability Approved Testing Accommodations
- I. Six Traits of Writing Rubric
- J. Statewide Writing Appeals Form

August 2010

Nebraska Department of Education

Nebraska State Accountability Official Contact



TO: Superintendent

FROM: Pat Roschewski, Director of Statewide Assessment

In 2009-10, the Nebraska Department of Education established a list of District Assessment Contacts. Each district was able to designate one official contact for the purpose of receiving passwords and official documents provided to and from the Statewide Assessment office. **No change will be made to the contact name unless you indicate below that a different person should become the DAC for your district.** This form is used to either change name of the person who is your district's assessment contact, or to update NDE if your email account or address has changed.

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

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

Update District Assessment Contact information: If your district's email account or address has changed please complete this section (only if address or email has changed):

District Assessment Contact Name: _____

Address Change: _____
Address City Zip

Email account change: _____

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

District: _____

Name _____ Email: _____

Address: _____ City _____ Zip _____

Phone: _____ Title: _____

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

Superintendent Signature

Date

Superintendent is new this year to this district

Please return this completed form using one of the methods below by September 1 to:

Mail to:

**Nebraska Department of Education – Statewide Assessment,
PO Box 94987, Lincoln, NE 68509-4987**

or

FAX to: 402 471-4311

or,

Scan and send to: nde.stateassessment.nebraska.gov

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 return to their District Assessment Contacts. The DAC will return the agreements to DRC.
- Attend training. Prepare to train all test administrators and proctors.
- Examine student lists for accuracy and building assignments. Verify all NSSRS testing rosters. (See Section IV)
- Take advantage of all practice test opportunities.
- Develop scheduling plan for testing window: March 28—May 6, 2011.
- 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.

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



- Follow the scripted directions for all testing, both online and paper/pencil.
- Use common sense.

Nebraska Department of Education



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.

2011 Nebraska State Accountability Tests Building Principal Security Agreement

The school Principal must sign, and return this Test Security Agreement to his/her District Assessment Contact before administering the 2011 Nebraska State Accountability Tests. The Test Security Agreement may be faxed or emailed to the Statewide Assessment Office at 402.471.4311 after the principal's signature has been obtained by January 24, 2011.

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

- 1 I will protect the contents of the test from any improper access.
- 2 I will handle test items or test booklets and answer sheets in accordance with security instructions. Copying or taking notes about any part of the test is not allowed.
- 3 I will carefully restrict access to the test materials to authorized persons.
- 4 I will assure students' responses are accurate reflections of their own work.
- 5 I will assure that students' answers to test items are their own and that no one offers any improper assistance to students.
- 6 I acknowledge that discussing with teachers or students, examining items, or answering any test questions contained in the assessment before, during, or after the administration of the test is a violation of test security.
- 7 If my school is taking the NeSA online, I understand the usernames and passwords assigned to school personnel for the NeSA afford access to confidential student information and are secure and must remain confidential.

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

District: _____

Building Name: _____ Grades in building: _____

Building Name: _____ Grades in building: _____

Building Name: _____ Grades in building: _____

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

Check all that apply

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

By my signature below, I certify that I have read the test security procedures and the procedures will be followed for the 2011 Nebraska State Tests.

Print Name: _____

Signed: _____ Date: _____

Position: _____

This page may be photocopied.

2011 Nebraska State Accountability Tests

District Assessment Contact Confidentiality of Information Agreement

The District Assessment Contact (DAC) must sign, and FAX or email this NeSA Confidentiality of Information Agreement to the Statewide Assessment Office prior to the distribution of testing materials to schools within the DAC's district. The form is due by January 24, 2011.

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

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

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

District: _____

Signature of District Assessment Contact

Date

Email

Phone Number

Print Name

Please FAX, email, or mail this signed document by January 24, 2011 to:

Ted Larson, Ph.D.
Statewide Assessment Office
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
FAX: 402.471.4311
ted.larson@nebraska.gov

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

NeSA Spanish Request Form

Due November 1, 2010

This form is a request for materials that will support districts in administering the NeSA System to Spanish-speaking students.

Contact Information

SCHOOL DISTRICT:	COUNTY DISTRICT NUMBER:
DISTRICT ASSESSMENT CONTACT:	
E-MAIL: (Please write address clearly)	
SCHOOL ADDRESS:	CITY, ZIP:
PHONE NUMBER:	FAX:

Spanish Writing Prompt

Grade Level(s) Requested:

<i>Grade Level</i>	<i>Number of Prompts Requested</i>
4	
8	

NeSA-R Translation of Reading Directions and Items

Translations of reading directions and items will be sent to districts in both written and audio formats. Only one copy of each mode will be provided per grade level. Districts may copy the written version or reproduce the translations onto other technology such as iPods or audio tapes. The CD may **not** be loaded to any system that is networked. The NDE-provided Spanish translations must be returned to NDE by **May 13, 2011**. All electronic and paper copies made in districts are to be destroyed. Check the grade level where you will need the translations.

<i>Grade Level</i>	<i>Yes/No</i>
3	
4	
5	
6	
7	
8	
11	

Send requests to the Assessment Office by faxing no later than November 1, 2010 to (402) 471-4311.

You may print and scan this form and email it back to us: nde.stateassessment@nebraska.gov by November 1, 2010.

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.	Test administrator provides commercial dictionary (English or bilingual) for NeSA-W test.			
8.	Student rereads and/or restates directions in his/her own words.			
9.	Test administrator provides graph paper for NeSA-M.			
10.	Student uses page marker (e.g., bookmark or straight edge) to maintain place.			
11.	Student marks test booklet (e.g., highlight, annotate, strike-through).			
12.	Student reads aloud to self in quiet manner.			
13.	Student takes test at home or in care facility (e.g., hospital) with district supervision.			
14.	<p>*These tools are available on the Computerized Assessment and Learning (CAL) online system.</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Chooser – an arrow to mark an answer • Highlighter – a tool to highlight a passage or item • Striker – a red line to cross out options • Eraser -- a tool to erase the highlights or striker masks • Magnifier </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Mark for Review – a tool that turns items to yellow to be a reminder to return • Pause/Resume – a button to pause and begin again • Guideline – a tan bar to keep one’s place when reading • Color overlay </td> </tr> </table>		<ul style="list-style-type: none"> • Chooser – an arrow to mark an answer • Highlighter – a tool to highlight a passage or item • Striker – a red line to cross out options • Eraser -- a tool to erase the highlights or striker masks • Magnifier 	<ul style="list-style-type: none"> • Mark for Review – a tool that turns items to yellow to be a reminder to return • Pause/Resume – a button to pause and begin again • Guideline – a tan bar to keep one’s place when reading • Color overlay
<ul style="list-style-type: none"> • Chooser – an arrow to mark an answer • Highlighter – a tool to highlight a passage or item • Striker – a red line to cross out options • Eraser -- a tool to erase the highlights or striker masks • Magnifier 	<ul style="list-style-type: none"> • Mark for Review – a tool that turns items to yellow to be a reminder to return • Pause/Resume – a button to pause and begin again • Guideline – a tan bar to keep one’s place when reading • Color overlay 			

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

II. Content Presentation	
15.	Test administrator turns pages for student.
16.	Audio presentation of directions, content, and test items to student (for NeSA-R test, only directions and test items may be read). <ul style="list-style-type: none"> • Test administrator pronounces individual words in directions or test items upon student request. • Test administrator reads test aloud verbatim and rereads as needed. • Test materials are provided on audiotapes, iPods, CDs, etc. (to be used in conjunction with the paper/pencil test) • Audio is computer generated (i.e., screen reader with/without a speech synthesizer).
17.	Student uses specialized presentation of test (e.g., color overlay, colored paper, visual magnification device, large print, tactile graphics, Braille). For NeSA-W, if colored paper is used, please call Statewide Assessment Office for additional information.
18.	Student uses audio amplification device (e.g., audio trainer, hearing aids, classroom amplification).
19.	Student uses acoustical voice feedback device (e.g., WhisperPhone).
20.	Interpreter signs directions, content, and test items to student (for NeSA-R test, only directions and test items may be signed).
21.	Test administrator increases white space on the page (e.g., less print on a page, increased space between items, use of a template to reduce visible print).
22.	Test administrator provides manipulatives to support student understanding of items/response options.
III. Response	
23.	Student responds directly in the test booklet or with a Braille. Test administrator transfers student responses to the answer sheet.
24.	Student uses primary mode of communication (e.g., communication device, pointing).
25.	Student uses computer, word processor, Braille, or specialized writing materials to respond to the NeSA-W test prompt.
26.	Student responds orally to test items or writing prompt OR uses sign language to indicate responses. <ul style="list-style-type: none"> • Test administrator records student responses. For NeSA-W test, student must indicate the placement of punctuation, capital letters, indentations, etc. • Student uses speech-to-text conversion or voice recognition technology.
27.	Student uses material/devices to problem solve or organize thoughts/responses. <ul style="list-style-type: none"> • Computation supports (e.g., calculator, addition/multiplication chart, number line) • Spelling/grammar device • Visual organizer (e.g., graph paper, graphic organizer, semantic mapping software, place marker) • Commercial dictionary (NeSA-M, NeSA-S, NeSA-W)
IV. Timing/Scheduling/Setting	
28.	Test administrator provides extra time for the NeSA-W test.
29.	Test administrator provides multiple and frequent breaks during testing time.
30.	Test administrator provides a flexible testing schedule (if testing schedule exceeds two online test sessions, paper/pencil mode should be used).
31.	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) Participation in the Alternate assessment is determined by the IEP team and based on “Decision-Making Guidelines.”
- 3) All accommodations should be specified in the student’s IEP.

Test Accommodations for English Language Learners

(includes NeSA reading, writing, mathematics, science)

NDE is providing the following Spanish translations in 2010-11:

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

All Spanish translations are state scored.

V. Direct Linguistic Support with Test Directions

- | | |
|-----|---|
| 32. | Test administrator reads directions aloud in English and rereads as needed. |
| 33. | Test administrator reads directions aloud in native language and rereads as needed. |
| 34. | Test administrator provides written directions in native language. |
| 35. | Test administrator provides translated audio recording of directions in English or native language. |
| 36. | Test administrator simplifies, explains, or clarifies directions in English or native language. |

VI. Direct Linguistic Support with Content and Test Items

- | | |
|-----|--|
| 37. | Test administrator reads verbatim content and test items to student in English and rereads as needed (for NeSA-R test, only test items may be read). |
| 38. | Test administrator provides a translator to orally translate content and test items in native language and reads/rereads verbatim as needed. For NeSA-R test, this applies only to test items. |
| 39. | Test administrator provides translated audio recording (e.g., audiotape/CD/iPod) of content and test items in English or native language. For NeSA-R test, this only applies to test items and should be used in conjunction with the paper/pencil test. |
| 40. | Test administrator provides a translator to translate content and test items into written native language (for NeSA-R test, this applies only to test items). |
| 41. | Test administrator provides bilingual word list (allowed on NeSA-M and NeSA-S). |
| 42. | Test administrator provides word-to word bilingual dictionary (allowed on NeSA-M, NeSA-S, and NeSA-W). |
| 43. | Test administrator provides commercial dictionary (English or bilingual) for NeSA-W test. |
| 44. | Student responds orally in his/her native language. A translator records student responses into online system or regular test booklet in English (not allowed on NeSA-W test). |
| 45. | Student responds to NeSA-W prompt in native language (NDE provides writing prompts in Spanish for grades 4, 8, and 11). |

VII. Indirect Linguistic Support

- | | |
|-----|---|
| 46. | Test administrator provides extra time for the NeSA-W test. Other NeSA tests are untimed. |
| 47. | Test administrator provides multiple and frequent breaks during testing time. |
| 48. | Test administrator provides a flexible testing schedule (if testing schedule exceeds two online test sessions, paper/pencil mode should be used). |

IMPORTANT INFORMATION

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

Six Traits of Writing Rubric	
IDEAS	Writing has clarity, fresh perspective, important details that go beyond the obvious
ORGANIZATION	Writing has order and logic, clear connections to the main idea, inviting, attention-getting lead, graceful ending
VOICE	Writing is appropriate for the topic, audience and purpose; brings topic to life, has the mark of a particular writer
WORD CHOICE	Writing creates word pictures, relies on strong verbs, precise nouns, and descriptive adjectives and adverbs; avoids jargon or clichés; avoids redundancy
SENTENCE FLUENCY	Writing is easy to read aloud, inviting; has varied sentence length and structure; purposeful sentence beginnings
CONVENTIONS	<p>Writing looks clean, edited, proofread; has no glaring errors that distract the reader, specifically:</p> <ul style="list-style-type: none"> ▪ spelling correct on simple words, correct or close on difficult words ▪ ending pronunciation correct; internal punctuation not misleading ▪ paragraphs for new topics, new speakers ▪ quotation marks to denote dialogue ▪ capital letters to begin all proper nouns and all sentences ▪ noun-verb agreement ▪ no arbitrary shifts in tense

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 2011. The deadline for submitting appeals is May 13, 2011.

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 13th 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)

