

Summative Assessment Administration and Reporting Plan

The Nebraska Department of Education Summative Assessment Administration and Reporting Plan includes information for the Nebraska Student-Centered Assessment System (NSCAS) for the 2018-2019 school year.

- The State Board of Education has adopted Nebraska College and Career Ready (CCR) standards for English Language Arts, Mathematics, and Science over the last four years. The assessment plan reflects the transition of the statewide summative assessments to measure Nebraska's College and Career Ready Standards.
 - English Language Arts assessments transitioned to measure CCR in spring 2017.
 - Mathematics assessments transitioned to measure CCR in spring 2018.
 - Science assessments will transition to measure CCR in spring 2021.
- All Nebraska statewide assessments are reported in three categories of achievement. However, as the assessments transition to measure Nebraska's College and Career Ready standards, the names of the achievement levels have been renamed to avoid comparison of assessments that measure different standards.
 - Assessments that measured the legacy Nebraska content standards reported three performance levels:
 - Below
 - Meets
 - Exceeds
 - Students who score in the Meets and Exceeds levels are identified as proficient.
 - Assessments that are measured with the ACT, report three performance levels:
 - Developing
 - On Track
 - ACT Benchmark
 - Students who score in the On Track and ACT Benchmark levels are identified as meeting expectations.
 - Assessments that have transitioned to measure Nebraska's College and Career Ready Standards for general assessment at grades 3-8 and for alternate assessment at grades 3-8 and High School report three performance levels:
 - Developing
 - On Track
 - College and Career Ready Benchmark (CCR Benchmark)
 - Students who score in the CCR Benchmark and On Track levels are identified as proficient.
- Pages three and four cover two items:
 - NDE protects the confidentiality of student information.
 - NDE assures inclusion of all students in statewide summative assessment, including students with disabilities and English learners. Nebraska schools have high participation rates, easily meeting the 95% federal requirement with many schools at 100%.
- At the top of page five is a link to the Statewide Summative Assessment Technical Reports.

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These reports include hundreds of pages explaining item validity, reliability of scoring, use of universal design, and hundreds of other technical requirements of large scale testing. Not only are the 2018 reports included at this link, but also past years' reports.

- Pages five and seven include the tables showing how the results of the statewide summative assessments correlate to the results on the national standardized assessments in which students participate.

Nebraska Department of Education Summative Assessment Administration and Reporting Schedule 2018-2019				
Name of Summative Assessment	Grades Tested	Administration Dates	Performance Levels Reported	Released on Nebraska Education Profile
English Language Proficiency Assessment for the 21 st Century (ELPA21)	Kindergarten-12	February 4-March 15, 2019	Proficient Progressing Emerging	Fall 2019
NSCAS General English Language Arts and Mathematics	3-8	March 18-May 3, 2019	CCR Benchmark On Track Developing	Fall 2019
NSCAS Alternate English Language Arts and Mathematics	3-8 and 11 (third-year cohort)	March 18-May 3, 2019	CCR Benchmark On Track Developing	Fall 2019
NSCAS General Science	5 and 8	March 18-May 3, 2019	Exceeds Meets Below	Fall 2019
NSCAS Alternate Science	5, 8, and 11 (third-year cohort)	March 18-May 3, 2019	Exceeds Meets Below	Fall 2019
NSCAS ACT English Language Arts Mathematics Science	11 (third-year cohort)	Paper Dates April 2 and April 24, 2019	ACT Benchmark On Track Developing	Fall 2019
Nationally Norm-Referenced Assessment	At least one grade in each of the following two levels: grades 2-5; grades 6-8	Varies-Dependent on Assessment Used	Percentiles	Fall 2019

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

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

 - A unique student identification number (NDE Student ID) is assigned to each Nebraska student. The NDE Student ID is computer-generated and contains no embedded meaning. After being checked for duplicates, it becomes permanently assigned.
 - Security protocols shall be designed and implemented by NDE. They shall limit who may have access to the data and for what purposes.
 - NDE has adopted masking rules to ensure that confidentiality is maintained in all public reporting of personally identifiable student information from educational records.
 - All NDE personnel collecting or using personally-identifiable student information shall be provided instruction regarding procedures adopted in accordance with this policy.
 - NDE shall maintain a current listing of agency personnel who have access to personally-identifiable student information through authentication and internal links.

- **Nebraska Department of Education provides measures to assure inclusion of students with disabilities, students who are English Learners, and students entering school for the first time.**
 - Students with Disabilities
 - All students with disabilities are expected to participate in the statewide summative assessments. No student, including students with disabilities, may be excluded from the state assessment and accountability system. All students are required to have access to grade-level content, instruction, and assessment.
 - Students with disabilities may be included in state assessment and accountability in the following ways:
 - Students may be tested on the statewide tests without accommodations.
 - Students may be tested on the statewide tests with accommodations specified in the student's IEP. Accommodations appropriate for the statewide tests are found in the *Nebraska Student-Centered Assessment System Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*
 - Students may be tested on alternate statewide summative assessment measures.
 - Students Learning the English Language
 - Both state and federal laws require the inclusion of all students in the statewide summative assessments; therefore, English Learner students must be tested on statewide summative assessments.
 - ESEA requirements allow appropriate testing accommodations for all EL students.
 - In determining appropriate accommodations for students, districts should use the *Nebraska Student-Centered Assessment System Accessibility Manual: How to Select, Administer, and Evaluate Use of Accessibility Supports for Instruction and Assessment of All Students*

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

Technical Reports for Administration of Statewide Summative Assessment

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

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

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

- The department shall conduct studies to demonstrate the comparability of assessment instrument results.

Correlation of National Assessment Instruments (NAI) and Nebraska Student-Centered Assessment System (NSCAS) NSCAS-ELA-2018

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

National Assessment Instrument (NAI) Correlation with NSCAS-ELA				
	Iowa Test of Basic Skills (ITBS)		MAP Growth	
GRADE	Corr.	Number of Tests	Corr.	Number of Tests
3			0.796**	9831
4	0.058	262	0.772**	9680
5			0.669**	2794
6			0.694**	2933
7	0.077	258	0.815**	12735
8			0.764**	10893

** Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the .05 level (2-tailed).

The results in the table represent a positive relationship between the NAI and NSCAS-ELA scores. Most of these correlations (values greater than 0.7) would be characterized as strong correlations. If correlations are less than .7, the small sample size of students who participated in that grade need to be taken into account. Sample size likely impacted the correlations with ITBS and the correlations are not significant.

**Correlation of National Assessment Instruments (NAI) and
 Nebraska Student-Centered Assessment System (NSCAS)
 NSCAS-Mathematics-2018**

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

National Assessment Instrument (NAI) Correlation with NSCAS-M				
	Iowa Test of Basic Skills (ITBS)		MAP Growth	
GRADE	Corr.	Number of Tests	Corr.	Number of Tests
3			0.814**	9823
4	0.035	262	0.783**	9663
5			0.69**	2892
6			0.703**	2957
7	0.095	258	0.823**	12674
8			0.789**	10909

** Correlation is significant at the 0.01 level (2-tailed). *Correlation is significant at the .05 level (2-tailed).

The results in the table represent a positive relationship between the NAI and NSCAS-M scores. Most of these correlations (values greater than 0.7) would be characterized as strong correlations. If correlations are less than .7, the small sample size of students who participated in that grade need to be taken into account. Sample size likely impacted the correlations with ITBS and the correlations are not significant.