

Nebraska Department of Education Summative Assessment Administration and Reporting Plan

The Nebraska Department of Education Assessment and Reporting Plan includes information on three years of assessments on pages three through five in order to reflect the transitions statewide summative assessments have been undergoing.

- Several major transitions are reflected in the plan.
 - NeSA-Reading transitioned to NeSA-English Language Arts in spring 2017
 - NeSA-Writing was last administered in spring 2016 as the writing assessment was incorporated into the English Language Arts assessment in spring 2017.
 - NeSA-Reading, Mathematics and Science general assessments at 11th grade were last administered in spring 2016 as the high school assessment transitioned to the ACT in spring 2017.
 - The vision of the State Board of Education is to provide a more balanced, student-centered system of assessment. The nomenclature Nebraska State Accountability (NeSA) has transitioned to Nebraska Student-Centered Assessment System (NSCAS). The 2017-2018 plan reflects this change in the naming of the statewide system.
- The State Board of Education has adopted Nebraska College and Career Ready 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 will transition 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 performance. However, as the assessments transition to measure Nebraska's College and Career Ready standards, the names of the performance levels are renamed to avoid comparison of assessments that are measures of different standards.
 - Statewide 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 11 report three performance levels:
 - 3
 - 2
 - 1
 - Students who score in the 1 and 2 levels are identified as proficient.
 - NDE is currently in the process of naming the levels to replace the use of numerical nomenclature.

Pages six and seven 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 extremely high participation rates, easily meeting the 95% federal requirement with many schools at 100%.

At the top of page eight is a link to the Statewide Summative Assessment Technical Reports. These reports include thousands 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 2017 reports included at this link, but also past years’ reports.

Pages eight and nine 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 2017-2018**

Name of Summative Assessment	Grades Tested	Administration Dates	Performance Levels Reported	Released on Nebraska Education Profile
English Language Proficiency Assessment for the 21st Century [ELPA 21]	Kindergarten-12	February 5-March 16, 2018	Proficient Progressing Emerging	Fall 2018
Nebraska Student-Centered Assessment System (NSCAS)-English Language Arts and Mathematics	3-8	March 19-May 4, 2018	Level 1 Level 2 Level 3	Fall 2018
Nebraska Student-Centered Assessment System (NSCAS)-English Language Arts and Mathematics Alternate Assessment	3-8 and 11	March 19-May 4, 2018	Level 1 Level 2 Level 3	Fall 2018
Nebraska Student-Centered Assessment System (NSCAS)-Science	5 and 8	March 19-May 4, 2018	Exceeds Meets Below	Fall 2018
Nebraska Student-Centered Assessment System (NSCAS)-Science Alternate Assessment	5, 8, and 11	March 19-May 4, 2018	Exceeds Meets Below	Fall 2018
ACT English Language Arts Mathematics Science	11	Paper Dates April 3 and April 24, 2018	ACT Benchmark On Track Developing	Fall 2018
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 2018

**Nebraska Department of Education
 Summative Assessment Administration and Reporting Schedule 2016-2017**

Name of Summative Assessment	Grades Tested	Administration Dates	Performance Levels Reported	Released on Nebraska Education Profile
English Language Proficiency Assessment for the 21st Century [ELPA 21]	Kindergarten-12	February 6-March 17, 2017	Proficient Progressing Emerging	Not Released
NeSA-English Language Arts and Math	3-8	March 20-May 5, 2017	ELA: Level 1 Level 2 Level 3 Mathematics: Exceeds Meets Below	Fall 2017
NeSA-English Language Arts and Mathematics Alternate Assessment	3-8 and 11	March 20-May 5, 2017	ELA: Level 1 Level 2 Level 3 Mathematics: Exceeds Meets Below	Fall 2017
NeSA-Science	5 and 8	March 20-May 5, 2017	Exceeds Meets Below	Fall 2017
NeSA-Science Alternate Assessment	5, 8, and 11	March 20-May 5, 2017	Exceeds Meets Below	Fall 2017
ACT English Language Arts Mathematics Science	11	Paper Dates April 19 and May 3, 2017	ACT Benchmark On Track Developing	Fall 2017
Nationally Norm-Referenced Assessment	At least one grade in each of the following two levels: grades 2-5; grades 6-8; and administered at least once in the high school grades.	Varies- Dependent on Assessment Used	Percentiles	Fall 2017

**Nebraska Department of Education
 Summative Assessment Administration and Reporting Schedule 2015-2016**

Name of Summative Assessment	Grades Tested	Administration Dates	Performance Levels Reported	Released on State of the Schools Report
NeSA-Writing	4, 8, and 11	January 18, 2016-February 5, 2016	Exceeds Meets Below	Fall 2016
English Language Proficiency Assessment for the 21st Century [ELPA 21]	Kindergarten-12	February 8-March 18, 2016	Proficient Progressing Emerging	Not Released
NeSA-Reading and Math	3-8 and 11	March 21-April 29, 2016	Exceeds Meets Below	Fall 2016
NeSA-Reading and Math Alternate Assessment	3-8 and 11	March 21-April 29, 2016	Exceeds Meets Below	Fall 2016
NeSA-Science	5, 8, and 11	March 21-April 29, 2016	Exceeds Meets Below	Fall 2016
NeSA-Science Alternate Assessment	5, 8, and 11	March 21-April 29, 2016	Exceeds Meets Below	Fall 2016
Nationally Norm-Referenced Assessment	At least one grade in each of the following two levels: grades 2-5; grades 6-8; and administered at least once in the high school grades.	Varies-Dependent on Assessment Used	Percentiles	Fall 2016

Nebraska Department of Education Summative Assessment Administration and Reporting

- **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 ELL students.
 - In determining appropriate accommodations for students in the NeSA system, 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

- 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 NeSA-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/nesa-technical-reports/>

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

Correlation of National Assessment Instruments (NAI) and Nebraska State Accountability (NeSA-ELA)-2017

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 NeSA 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.

GRADE	National Assessment Instrument (NAI)							
	Iowa Test of Basic Skills		Aspire		Terra Nova		Measures of Academic Progress	
	Corr.	St #	Corr.	St #	Corr.	St #	Corr.	St #
3	.773**	3113			.808**	66	.765**	1883
4	.723**	652	.730	37	.530**	84	.778**	8935
5	.713**	150			.760**	251	.796**	2045
6	.751**	246			.745**	240	.819**	1716
7	.810**	288			.827**	50	.834**	5881
8	.815**	3012	.730	2731	.684**	259	.783**	8212

** 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 NeSA-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. For example, grade 4 had only 84 students who participated in the Terra Nova. Values indicated with ** are significant at the 0.01 level (2-tailed), while values with * indicate significant at the .05 level (2-tailed).

Correlation of National Assessment Instruments (NAI) and Nebraska State Accountability (NeSA-Mathematics)-2017

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 NeSA 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.

GRADE	National Assessment Instrument (NAI)							
	Iowa Test of Basic Skills		Aspire		Terra Nova		Measures of Academic Progress	
	Corr.	St #	Corr.	St #	Corr.	St #	Corr.	St #
3	.805**	3370			.805**	66	.796**	6224
4	.723**	444	.770**	84	.670**	84	.808**	8681
5	.694**	137			.815**	251	.821**	3166
6	.760**	627			.774**	240	.816**	2457
7	.856**	3099			.793**	50	.862**	9469
8	.768**	83	.756**	249	.761**	259	.812**	9891

** 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 NeSA-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. For example, grade 4 had only 84 students who participated in the Terra Nova. Values indicated with ** are significant at the 0.01 level (2-tailed), while values with * indicate significant at the .05 level (2-tailed).