2016-17 TESTING PRACTICES AND PROCEDURES
TO ENSURE VALID AND RELIABLE ASSESSMENT RESULTS

Assessment Information for Decision Making

The Board of Education of the Omaha Public Schools (OPS) believes that the district’s assessment program must serve as a source of information to support effective decision making related to individual student achievement and learning, classroom organization and planning, school management and improvement planning, district management and planning, and Policymaking at the district, state, and federal levels.

Purposes of Assessment

To promote effective decision making, the district’s assessment program serves three major purposes: 1) to measure students’ achievement of basic and advanced skills to meet rigorous curriculum standards and to communicate this information to parents or guardians, 2) to provide information to staff to improve instructional practices and to meet student needs, and 3) to evaluate and to monitor the effectiveness of district curriculum and instructional programs.

Security Procedures

Because of the importance placed upon assessment results to accurately inform student, school, district, state, and federal level decision making, it is imperative that assessments yield valid and reliable results. Therefore, conscientious administration of any assessment is a professional responsibility. When the integrity of testing is compromised, the credibility of our district and its schools are called into question and students, our most valuable resource, are unjustly served.

So that all staff is aware of ethical and admissible test administration activities, testing practices and procedures to ensure valid and reliable assessment results are provided on the following pages. Acceptable and Unacceptable Practices for both norm-referenced tests and the district’s assessments are described.

A security breach related to assessment is considered conduct involving dishonesty, fraud, deceit or misrepresentation in the performance of professional duties. In the event that a security breach related to assessment occurs, the school principal should be notified immediately. The principal must report the security breach to the Chief Human Resource Officer at 531-299-9779. Faculty involvement in a security breach will be investigated to determine if further actions are necessary. Confirmation of a security breach is considered serious misconduct resulting in disciplinary action up to and including termination.
OPS Guiding Principles for Assessment

- Develop and sustain educators—teachers and administrators—who are assessment literate.
- Implement a district assessment system that includes not only required state and national tests, but classroom assessments as well.
- Incorporate assessments that inform the teaching-learning process at multiple organizational levels—parent, student, classroom, school, and district.
- Understand that all assessments may be used to monitor classroom and school progress.
- Assure that communication of assessment results is systematic, timely, and appropriate to the audience.
- Develop and/or adopt quality assessments
  - Aligned to grade level expectations—standards and, more specifically, curriculum indicators
  - That have a clear purpose—formative, interim, summative
  - Utilize a variety of assessment methods that “match” the knowledge or skills being evaluated
  - That yield valid, reliable results
  - Are free from bias or distortion
  - Are grade-level appropriate
  - Inform the ongoing teaching/learning process
  - Provide accurate, timely, and easily accessible results

Test Security

OPS Process:

The district administers assessments to provide a variety of sources supporting effective decision making. Teachers should enter district collected information in a timely manner within the entry window using the Assessment Entry System (AES). The timely entry of student data will facilitate the transfer of student data for our more mobile students.

The district holds school personnel accountable for the standardized administration of the norm-referenced tests (NRTs), district assessments, and state assessments. The assessment program serves to communicate accurate information to families, informs staff to improve instructional practices and serves as an evaluation tool for the effectiveness of curriculum and programs. It is through the standardized implementation of our balanced assessment system that effective decisions can be made to improve student achievement. The district expects building principals to implement standardized NeSA test administration that meets the terms of the NeSA Security Agreement and provides a standardized testing schedule. This standardized NeSA testing schedule ensures students from a class test within the same general time period so as not to unfairly advantage or disadvantage students by providing additional instruction for a portion of the group.

Nebraska Department of Education (NDE) Process:

Principals, 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. Tests are to be administered by professional staff members who have been oriented in the proper test administration procedures.
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.

Standardized NeSA tests rely on consistent measurements 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 NeSA 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 NeSA test items aloud, silently, to themselves, or to another individual or student group unless the student qualifies for an NDE approve accommodation. Parents/guardians may not read NeSA test items under any circumstances.

**NeSA Security Procedures**

Adapted from Nebraska Department of Education: *Standards, Assessment, and Accountability* [SAA # 16](#)

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**

1. *Do* eliminate all cell phones and electronic devices.
2. *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.
3. *Do* move around the testing site to ensure students are adhering to the instructions given.
4. *Do* collect scratch paper and return it to the District Test Coordinator for secure destruction.
5. *Do* follow appropriate accommodation procedures as found in the “Nebraska NeSA Approved Accommodations Document.”
6. *Do* make students feel comfortable and relaxed.
7. *Do* escort all students and carry all secured testing materials to alternate site for extended time, etc.
8. *Do* have test booklets or test tickets/online set-up ready for students ahead of time.
9. *Do* remove from the wall all curriculum materials that relate to the tested content.
10. *Do* maintain standardized testing procedures.
Don’t s

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

2. *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.

3. *Do not* leave students unattended with testing materials.

4. *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.

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

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

7. *Do not* coach or provide feedback in any way, which includes answering any questions relating to the contents.

8. *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 an extended time should be escorted and school personnel should carry all secure testing materials to the new testing location.

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

10. *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 an 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.)

11. Do not place students in situations in which they can discuss test items or answers.

Suggestions for a Smooth Testing Process

Adapted from Nebraska Department of Education: *Standards, Assessment, and Accountability (SAA # 16)*

1. Start testing preparations early and plan ahead. Assign a building coordinator.

2. Gather testing materials as soon as online tools/booklets are available. Keep secure and in a locked room.

3. Read all security requirements; building principals need to electronically sign the Principal Security Agreement and return the agreement to the Nebraska Department of Education.

4. Attend training. Prepare to train all test administrators and proctors.

5. Examine student lists for accuracy and building assignments. Verify all testing rosters.

6. Take advantage of all practice test opportunities.

7. Develop scheduling plan for testing window.

8. 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.)

9. Protect instructional time as much as possible.

10. Do not wait until the end of the testing window to begin testing.

11. Avoid Mondays as a test day.

12. Communicate the testing plan with all staff.
Suggestions for a Smooth Testing Process (cont’d)

13. Communicate the importance of the test with staff and with students.
14. If testing online, prepare the computer room setting or the laptops ahead of time.
15. Prepare signs for the doors, “Testing in Progress.”
16. Assign one proctor for every 12 students being tested.
17. Encourage students to do their best.
18. Develop a consistent building plan for what students are to do when they are done with the test.
19. Follow the scripted directions for all testing, both online and paper/pencil.
20. Use common sense.
21. If you have questions, contact the NDE Assessment Office at 402.471.2495 or by email at nde.stateassessment@nebraska.gov or DRC at 866.342.6280 or by email at necustomerservice@datarecognitioncorp.com

Accommodations

Teachers 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. 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.

In determining appropriate accommodations for students in the NeSA system, teachers should use the most current Nebraska State Accountability Approved Accommodations Document. The Nebraska Department of Education periodically updates the accommodations and posts the updated accommodations. The following web site should be reviewed as updates will likely occur prior to the test administration window. http://www.education.ne.gov/Assessment/pdfs//Approved_Accommodtions.pdf

The attached accommodations document reflects the current version of the guidance provided by the Nebraska Department of Education. The document provides a quick reference about:

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: Accommodations should only be used if appropriate for the student and used during instruction throughout the school year. All accommodations should be specified in the student’s IEP.
3. Test Accommodations - - - For English Language Learners (ELLs): Changes to testing procedures, testing materials, or the testing situation in order to allow the student meaningful participation in an assessment. ELL accommodations may be determined appropriate without prior use during instruction throughout the year.

See attached NEBRASKA STATE ACCOUNTABILITY (NeSA) APPROVED ACCOMMODATIONS Document

The following web site should be reviewed as updates will likely occur prior to the test administration window. https://www.education.ne.gov/Assessment/NeSA_Accommodations.htm
TESTING PRACTICES AND PROCEDURES

TO ENSURE VALID AND RELIABLE ASSESSMENT RESULTS

Frequently Asked Questions (FAQs)

2016-17

In an effort to support the standardized testing process, the following responses are provided to frequently asked questions (FAQs). Questions and responses have been sorted and placed into categories. If additional questions related to testing arise, staff members are asked to work with their principals to resolve these assessment questions and, if necessary, to contact the Research Division for situations that are not easily resolved at the building level.

It is important to note that documents addressing specifics for each assessment have been, and will continue to be provided at the time of testing. Assessment that have individual administration directions and processes include ACT, InView, K-1 Reading and Mathematics, MAP, and NeSA. These documents should be reviewed and adhered to for individual testing details.

Data Security

Once data is released, it is imperative to maintain confidentiality of student information and results. FERPA (Family Educational Rights and Privacy Act of 1974) is federal legislation in the United States that protects the privacy of students' personally identifiable information. As web based reports are easy to access from a variety of locations both in and out of the school setting, we need to remind ourselves to guard against the inappropriate display/sharing of student information. Data should not be shared with non-OPS staff. In addition, student information should not be shared with OPS staff members unless that information is required for the staff members to fulfill their job responsibilities. If you have questions about who is considered OPS staff, please contact the Research Division.

Important Assessment Guidelines: Once the assessment procedure begins, all teaching including clues, cues and assistance must end unless otherwise allowed for in the directions of the assessment.

- Teaching specific items or tasks included on an assessment is inappropriate and unethical.
- It is not allowed to send district and/or state testing materials home.

Test Administration

1. **What should a teacher do when a student refuses to take a test?** It is expected that all students participate in testing. Schools are asked to develop strategies to ensure student participation. Students, who are not willing to take any part of the test, should be marked as “Untested.” “Untested students on state examinations will be considered in the “Below the Standards" performance level when scores are calculated for their school and/or district.” A student who begins to take a test but does not finish, should be given the score he/she earns.

2. **Can you teach specific vocabulary words on an assessment?** It is an acceptable practice to teach specific vocabulary words that represent concepts in the curriculum being tested for understanding (i.e., defining photosynthesis, summarize, or estimate). On the other hand, it is not an acceptable practice to teach the specific vocabulary words from a test measuring vocabulary and comprehension prior to administration of a test. The vocabulary and comprehension tests are designed to measure word recognition and acquisition.
3. **Can teachers copy the K-1 Mathematics Assessment and give the mathematics assessment at the beginning of the year?** No, the K-1 Mathematics Assessment is an end of year test and should not be administered prior to the test administration window. The math running records may be used as a formative assessment to inform instruction. It is recommended that Form A be given in September and Form B be given in January.

4. **Can teachers share the K-1 Reading and/or Mathematics Assessment booklet with parents at conferences?** Teachers can share results of the test with parents; however, test booklets are to remain at school and should not be sent home. During third grade, at the Spring Parent Teacher Conferences, the K-1 Reading and Mathematics Student Books may be given to parents to take home.

5. **Is there a place in the Assessment Entry System (AES) to record off-grade level results for the K-1 Assessments?** It has been determined that for the purpose of the district collection of scores, on grade level assessment information will be collected electronically. We encourage the use of the student booklet to record additional information/documentation that teachers would like to share that may be in addition to the on grade level results that are recorded in the AES.

6. **Is our school required to take the NAEP test?** NAEP (National Assessment of Educational Progress) test participation is a federal requirement. Each year, Nebraska schools are randomly selected to participate. NAEP results are reported for each state on a national report card.

7. **May number lines on desks or other mathematics manipulatives be used during a mathematics test?** K-1 Mathematics Assessment directions specify which mathematical manipulatives are to be utilized during testing. NeSA-Mathematics test administration provides for the use of manipulatives only for those students who have the accommodation included in their IEP or 504 Plan. Unless the district or state directions for the mathematics test specifically state that computational aides or manipulatives may be available for student use during testing, these tools may not be used during the assessment. This means no number lines should be visible on desks or walls nor should other mathematical manipulatives be utilized.

8. **Can calculators be used on mathematics assessments?** Refer to specific directions for state and district test administration procedures and accommodations.

**Documentation of Assessment Results**

9. **Will the proficiency level language in the K-1 Reading and Mathematics Assessments be changed to match the grading language?** No. The purpose of the K-1 Assessment is to inform instruction. The language used for proficiency levels in the K-1 Reading and Mathematics Assessments should not affect how teachers use the K-1 Reading Assessment data to inform their instruction. Fall data is baseline data that should be used to inform instruction. The spring data can be considered when determining the students' overall proficiency and be used to inform instruction in the subsequent grade level.

10. **What is the Assessment Entry System?** The Assessment Entry System (AES) is the area on myOPS used to record student results on district created assessments. Teachers are able to enter scores for the current school year and view reports for the students’ results. Results for the K-1 Reading and Mathematics Assessments and the Fountas & Pinnell Benchmarking Levels are to be entered. Teachers should enter students’ scores online in the AES within 5 days of administration to ensure results are available as students move between buildings.

11. **Where should I record the K-1 Reading and Mathematics Assessment scores?** All K-1 Assessment scores should be entered electronically into the Assessment Entry System (AES) within the specified entry window indicated on the district’s annual Testing Calendar.

12. **What should I do with the K-1 Reading Student Assessment book at the end of the year?** The K-1 Reading student assessment book should be placed inside the Literacy Folder (yellow) and placed in the District Assessment Folder (green) so that teachers are able to utilize the information for instruction. During third grade, K-1 student booklets can be sent home with parents at Spring Parent Teacher Conferences.
13. **What should I do with the K-1 Mathematics Assessment student books at the end of the year?** The K-1 Mathematics Assessment Books should be placed in the District Assessment Folder (green) so that teachers are able to utilize the information for instruction. During third grade, K-1 Mathematics Assessment student booklets can be sent home with parents at Spring Parent Teacher Conferences.

14. **What should be placed in the green District Assessment Folder that is located inside the cum folder?** The District Assessment Folder (green) should contain student assessment reports (i.e., NeSA/NRT/CBA, which includes the K-2/K-1 Reading and Mathematics student reports). The K-1 Reading and Mathematics test booklets will be included until third grade Spring Parent Teacher Conferences. For the K-1 Mathematics Assessment, attach the student record form to the student test booklet and place in the District Assessment Folder. The K-6 Literacy Assessment Folder (yellow) should be completed and placed inside the Assessment Folder (green). The K-1 Reading student assessment book and Fountas and Pinnell Benchmarking records should be placed inside the Literacy Folder (yellow) in the District Assessment Folder so that teachers are able to utilize the information for instruction.

15. **Should each school designate individuals to check test materials (e.g., scan sheets, class lists, AES entry, etc.) from teachers to assure each student took each test?** Yes. Building designated individuals should check the test materials for completeness before submitting them to the Research Division. In many schools, the designated person is the Academic Data Representative (ADR).

**NeSA Testing (Please refer to NeSA manuals for more specific information)**

16. **Is there a cut-off date prior to the end of the NeSA testing window where students are “exempt” from testing?** No. The NeSA testing window runs through all days of the published timeline provided by the Nebraska Department of Education (NDE). This means that NDE will expect a score for all students enrolled during the testing window.

17. **May the NeSA-Math student reference sheet be enlarged and posted in the classroom?** No. The Nebraska Department of Education has stated that this is not an acceptable practice. Students may have access to individual copies.

18. **Do rubrics, posters, word walls, charts, etc. displayed in the room need to be removed/covered before testing?** Yes. The Nebraska Department of Education has directed districts to ensure that decorations on the wall or within classrooms that provide hints or directions to test content need to be removed.

19. **In one classroom, is it appropriate to schedule testing early in the window for some students in the class and delay testing other students in the class until later in the testing window?** Classroom testing schedules should reflect that all students in the classroom are testing during the classroom’s designated time period unless an appropriate accommodation is listed for a student. This standardized NeSA testing schedule ensures students from a class test within the same general time period so as not to unfairly advantage or disadvantage students by providing additional instruction for a portion of the group.

20. **What does the NeSA accommodation “frequent breaks” during testing mean for a student who qualifies to use this accommodation?** When a student has “frequent breaks” listed as an accommodation on his/her IEP or 504 plan, this accommodation should also be the practice throughout the school year. ELLs may also have “frequent breaks” as an accommodation. The goal for ELLs is to complete the testing session in one day but in some cases a student’s paper pencil testing sessions may be extended to a second day. Even when “frequent breaks” is an appropriate accommodation, a NeSA testing session should be completed with minimal break time. One testing session should not stretch over multiple days except in extreme cases. As a reminder, students in the general population who do not have this test accommodation should complete a NeSA testing session the same day it is started.

21. **May a student use the same scratch paper for NeSA for test session 1 and test session 2?** Yes, but all scratch paper must have students’ names on the papers so the right scratch paper is returned to
the right student *and* must be secured after session 1 for redistribution when test session 2 begins. Please read guidance provided in the NeSA Paper/Pencil manual for more detailed information.

22. **When special education and ELLs qualify to have items read to them, can the reading passages be read to the student?** No. Only test items (test questions and answer choices) may be read to the student. If the test item contains a small portion of content from the passage it is allowable to read the answer choice as it is stated. It is never appropriate to read a NeSA passage to a student under any circumstances.

**Special Education Reminders**

- Routinely using the special education resource teacher for activities like subbing, test prep and administration of practice tests prevents him/her from providing the amount of services the student is to receive based upon the IEP. While it is understandable that the building may need to use a special education resource teacher to do something else once in a while, please be aware that it should not be done routinely or for any length of time.
- The special education resource teacher should not be administering district assessments to every student with an IEP. Only those students with an accommodation requiring assessment in a smaller setting should be assessed by the resource teacher. If we can be sensitive to these two issues, we can avoid interruption of IEP services that the student should be receiving.

**Non-Discrimination Statement**

Omaha Public Schools does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), marital status, sexual orientation, disability, age, genetic information, gender identity, gender expression, citizenship status, veteran status, political affiliation or economic status in its programs, activities and employment and provides equal access to the Boy Scouts and other designated youth groups. The following individual has been designated to accept allegations regarding non-discrimination policies: Superintendent of Schools, 3215 Cuming Street, Omaha, NE 68131 (531 299-9822). The following persons have been designated to handle inquiries regarding the non-discrimination policies: Director for the Office of Equity and Diversity, 3215 Cuming St, Omaha, NE 68131 (531 299-0307).
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. **Some accommodations, such as native language assessment, may be appropriate without prior use during instruction.**
   - A student who has an IEP and is identified as an English language learner is allowed accommodations as appropriate for both designations.

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)

| 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. |
| 5. Test administrator provides distraction-free space or alternate, supervised location for student (e.g., study carrel, front of room, alternate room). |
| 6. Test administrator provides blank scratch paper or graph paper. |
| 7. Test administrator directs/redirects student focus on test as needed. |
| 8. Student rereads and/or restates directions in his/her own words. |
| 9. Student uses page marker (e.g., bookmark or straight edge) to maintain place. |
| 10. Student marks test booklet (e.g., highlight, annotate, strike-through.) (Use no highlighters on ELA/M/S paper/pencil answer sheets.) |
| 11. Student reads aloud to self in quiet manner. |
| 12. These tools are available for all students on the DRC INSIGHT online system or may be made available to students taking a paper/pencil test as appropriate. |
| 13. Pointer – an arrow to select or de-select answers to multiple-choice questions |
| 14. Cross-Off – a red X to cross out answer options |
| 15. Flag – a tool to mark an item for review later |
| 16. Highlighter – a tool to highlight parts of a passage or item |
| 17. Magnifier – a tool to enlarge the screen image by 1.5 or 2.0 orders of magnitude |
| 18. Line Guide – a blue line to keep one’s place when reading |
| 19. Pause/Resume – a button to pause and begin again |
| 20. Sticky Note – adds notes that can be used for future reference anywhere on the screen |
| 21. Color Chooser – a tool to change the color of the background screen, including behind passages, items, directions, graphics, and formulas |
# Test Accommodations for Students with IEP or 504 Plan

(includes NeSA English Language Arts, Mathematics, and Science)

## IMPORTANT INFORMATION

A. 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.

B. Participation in the Alternate Assessment is determined by the IEP team and based on “Decision-Making Guidelines” and “Alternate Assessment Criteria/Checklist.”

C. All accommodations must be specified in the student’s IEP.

D. Best practice is to communicate with students concerning testing mode decisions.

## II. Content Presentation

14. Test administrator turns pages for student.

15. Audio presentation of directions, content, and test items to student. For NeSA-ELA, passages may not be read aloud.
   - 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).
   - Text-to-Speech is available for online NeSA-ELA/M/S, provided by INSIGHT software.

16. Student uses specialized presentation of test (e.g., colored paper, visual magnification device, large print, tactile graphics, Braille).

17. Student uses audio amplification device (e.g., audio trainer, hearing aids, classroom amplification).

18. Student uses acoustical voice feedback device (e.g., WhisperPhone).

19. Interpreter signs directions, content, and test items to student. For NeSA-ELA, passages may not be signed.

20. 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).

21. Test administrator provides manipulatives to support student understanding of items/response options.

## III. Response

22. Student responds directly in the NeSA ELA/M/S test booklet or with a Braille Production Device (e.g. Brailler, Electronic Braillewriter, Electronic Notetaker). Test administrator transfers student responses to the answer sheet.

23. Student uses primary mode of communication (e.g., communication device, pointing). Test administrator records student answers.

24. Student uses Braille Production Device, speech-to-text, or specialized writing materials/technology to respond to the NeSA-ELA text-dependent analysis prompt. The test administrator transcribes response to paper/pencil booklet or on-line system. The student response is to be transcribed exactly as it is written—i.e. with spelling, punctuation, and spacing replicated. The original student response will be sent to DRC with returned testing materials. See Transcription Protocol for Text-Dependent Analysis.

25. Student responds orally to test items or text-dependent analysis prompt OR uses sign language to indicate responses. Test administrator records student responses. For NeSA-ELA text-dependent analysis, student must indicate the placement of punctuation, capital letters, indentations, etc. See Scribing Protocol for Text-Dependent Analysis.

26. Student uses material/devices to problem solve or organize thoughts/responses.
   - Computation supports (e.g., abacus, calculator, addition/multiplication chart, number line) on NeSA-M
   - Spelling/word prediction device on NeSA-ELA text-dependent analysis
   - Commercial dictionary—NeSA-M, NeSA-S only. No commercial dictionary allowed on NeSA-ELA

## IV. Timing/Scheduling/Setting

27. Test administrator provides a flexible testing schedule for NeSA ELA/M/S. Students may have one additional day for each session of online tests. Day two of each session will require an unlock. Students needing more than two days per session will require a paper/pencil test.

28. Test administrator provides multiple and frequent individual breaks during testing time.

29. Test administrator changes testing location to increase physical access or use of special equipment (e.g., appropriate lighting or specialized desk).
### Test Accommodations for English Language Learners
*(includes NeSA English Language Arts, Mathematics, and Science)*

**NDE is providing the following Spanish translations in 2016-2017:**
- NeSA-ELA – Spanish-translated directions (not items or passages) available in both paper/pencil and online.
- NeSA-M and S – Spanish-translated assessment available in both paper/pencil and online.
- The text-to-speech online test function is available only in English for online NeSA-ELA (not passages) and NeSA-M/S provided by INSIGHT software.
- Districts MUST use NDE provided translations for Spanish.

**IMPORTANT INFORMATION**

A. Districts may exempt a recently arrived limited English proficient student from the NeSA-ELA assessment for 12 months or one reporting period. A district must administer the state mathematics, and science tests to recently arrived limited English proficient students.

B. For NeSA (M/S only), testing in native language is allowable for up to three years (only for students indicated as Limited English Proficient on NSSRS). On a case-by-case basis, a district can test in native language for two additional years if the academic assessment in the native language would likely yield more accurate results.

C. Former ELL (redesignated) students are allowed the use of accommodations on state assessments during the two-year monitoring period. They are not, however, allowed native language assessments (translated tests).

D. Districts should determine the NeSA testing mode (online or paper/pencil) most appropriate for the child for each assessment. This decision should be conveyed to the District Assessment Contact (DAC) for communication through eDirect.

E. Paper/pencil and on-line modes cannot be used on the same assessment. (e.g. Students may not have a paper/pencil version while responding online. Students cannot respond online for ELA and then respond to the TDA paper/pencil.)

F. For additional clarification see [Guide for Including and Accommodating English Language Learners in Nebraska State Accountability](#).

#### V. Direct Linguistic Support with Test Directions

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<thead>
<tr>
<th>30.</th>
<th>Test administrator reads directions aloud in English or native language and rereads as needed. (Paper/pencil or on-line) Text-to-speech available in English provided by INSIGHT software.</th>
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</thead>
<tbody>
<tr>
<td>31.</td>
<td>Test administrator provides written directions in native language.</td>
</tr>
<tr>
<td>32.</td>
<td>Test administrator provides audio recording of directions in English or native language.</td>
</tr>
<tr>
<td>33.</td>
<td>Test administrator simplifies, explains, or clarifies directions in English or native language.</td>
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#### VI. Direct Linguistic Support with Content and Test Items

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<thead>
<tr>
<th>34.</th>
<th>Audio presentation of content and test items to student in English. For NeSA-ELA, passages may not be read aloud.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Test administrator reads test aloud verbatim and rereads as needed.</td>
</tr>
<tr>
<td></td>
<td>- Test materials are provided on audiotapes, iPods, CDs, etc. (to be used in conjunction with the paper/pencil test).</td>
</tr>
<tr>
<td></td>
<td>- Text-to-Speech is available for online NeSA-ELA/M/S, provided by INSIGHT software.</td>
</tr>
<tr>
<td>35.</td>
<td>Audio presentation of content and test items to student in native language on NeSA-M/S only.</td>
</tr>
<tr>
<td></td>
<td>- Test administrator provides a translator to translate content and test items into written native language.</td>
</tr>
<tr>
<td></td>
<td>- Test administrator provides a translator to orally translate content and test items verbatim and rereads as needed. Student is able to respond orally in his/her native language. A translator records student responses into online system or regular answer sheet.</td>
</tr>
<tr>
<td></td>
<td>- Test materials are provided on audiotapes, iPods, CDs, etc. (to be used in conjunction with the paper/pencil test).</td>
</tr>
<tr>
<td>36.</td>
<td>Test administrator provides district-developed bilingual word list, allowed on NeSA-M and NeSA-S only.</td>
</tr>
<tr>
<td>37.</td>
<td>Test administrator provides word-to-word bilingual dictionary allowed on NeSA-M and NeSA-S only.</td>
</tr>
</tbody>
</table>

#### VII. Indirect Linguistic Support

| 38. | Test administrator provides a flexible testing schedule for NeSA ELA/M/S. Students may have one additional day for each session of online tests. Day two of each session will require an unlock. Students needing more than two days per session will require a paper/pencil test. |
| 39. | Test administrator provides multiple and frequent individual breaks within a session during testing time.                                                                              |