



NSCAS Alternate Assessments

2018

Reports Interpretation Guide

English Language Arts ● Mathematics ● Science



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INTRODUCTION

NSCAS ALTERNATE STANDARDS WITH EXTENDED INDICATORS

The Nebraska Student-Centered Assessment System (NSCAS) Alternate tests are developed specifically for Nebraska. For students with significant cognitive disabilities, achieving grade-level standards is not the same as meeting grade-level expectations. The Standards with Extended Indicators should be viewed only as access or entry points to the grade-level standards. They are not intended as the end goal, but rather a starting place for moving students forward to conventional English language arts, mathematics, and science concepts.

OVERVIEW OF THE NSCAS ALTERNATE ASSESSMENTS OF ENGLISH LANGUAGE ARTS (NSCAS-AAELA), MATHEMATICS (NSCAS-AAM), AND SCIENCE (NSCAS-AAS)

In order to be consistent with the NSCAS-English Language Arts, Mathematics, and Science tests for general education students and to meet federal requirements, alternate assessments for English language arts, mathematics, and science (NSCAS-AAELA, NSCAS-AAM, and NSCAS-AAS) were developed in conjunction with 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 NSCAS-AAELA and NSCAS-AAM were administered to all students in grades 3–8 and 11, and the NSCAS-AAS was administered to all students in grades 5, 8, and 11 who required an alternate assessment.

The NSCAS-AAELA, NSCAS-AAM, and NSCAS-AAS are tests of appropriate tasks, summative in nature, that provide a single snapshot of performance. Students with severe cognitive disabilities or multi-handicapping conditions are required to participate in statewide testing. The alternate assessment can be administered as specified in a student's IEP.

The NSCAS Alternate Assessments of English Language Arts and Mathematics, by law, are directly aligned with Nebraska College and Career Ready Standards with Extended Indicators. The NSCAS Alternate Assessments of Science, by law, are directly aligned with Nebraska's Academic Standards with Extended Indicators.

SETTING THE ACHIEVEMENT LEVEL STANDARDS FOR NSCAS ALTERNATE

Results for NSCAS Alternate Assessments of English Language Arts (NSCAS-AAELA), Mathematics (NSCAS-AAM), and Science (NSCAS-AAS) are reported in scale scores. In isolation, scale scores are difficult to interpret. Achievement Levels are often used to help make the scale scores meaningful.

The 2016–2017 administration of the NSCAS-AAELA was the first administration of the tests aligned with Nebraska College and Career Ready Standards for English Language Arts approved by the State Board of Education in 2015. 2017–2018 marked the first administration of NSCAS-AAM tests aligned with Nebraska College and Career Ready Standards for Mathematics approved by the State Board of Education in 2016. Students receive one of the following three Achievement Level Descriptors for NSCAS-AAELA and NSCAS-AAM tests:

College and Career Ready Benchmark: College and Career Ready Benchmark learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.

On Track: On Track learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.

Developing: Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.

The 2017–2018 NSCAS-AAS tests are aligned to Nebraska’s Academic Standards approved by the State Board of Education in 2011. Students receive one of the following three Achievement Level Descriptors for NSCAS-AAS tests:

Exceeds the Standards: Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level content area skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.

Meets the Standards: Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level content area skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.

Below the Standards: Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level content area skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.

There are three important reasons for establishing the Achievement Levels:

1. Satisfy the requirements of the U.S. Department of Education,
2. Connect the scale scores to the English language arts, mathematics, and science standards with extended indicators to assist Nebraska educators in helping students, and
3. Give meaning to the scale scores to help Nebraska students and parents use the results effectively.

Standard Setting workshops were conducted for the NSCAS-AAS in 2012, NSCAS-AAELA in 2017, and NSCAS-AAM in 2018. There were two goals for each of the workshops: to produce a set of recommended Achievement Level Descriptors (ALDs) that summarized the expected knowledge, skills, and abilities of students at each Achievement Level and to elicit recommended cut scores that define the expected performance for students within each Achievement Level consistent with the Achievement Level Descriptors.

To create the ALDs, panelists were divided into grade-specific groups and were tasked with creating a list of illustrative knowledge and skills that would be expected of Nebraska students with the most severe and profound disabilities at each Achievement Level within their respective grade. The groups then worked on draft ALDs and shared them with the other grade-span panels to ensure the set of ALDs represented a logical progression of skills from one grade to the next. After repeating the process for adjacent grades, panelists were given the opportunity to review the ALDs and make any final edits or revisions. These revisions were recorded, and the draft ALDs were approved by the panelists.

The teacher panelists used a procedure called the Angoff method to determine recommended cut scores for each of the Achievement Levels in each grade. Following a training session and practice activity in which the panelists were presented with the assessment (student and administrator materials) and were asked to make item-level judgments, the operational Standard Setting was conducted as follows: Panelists made their initial ratings independently using their professional item-level judgments guided by the Extended Indicators, ALDs, and the examination booklets (administrator and student materials). The facilitator used the forms to compute the panel-level statistics, returned them to the panelists with their initial recommended cut scores, and shared with the panelists the group median cut scores, the range of cut scores across the panel, the estimated impact if the median cut scores were used, and the percentage of students who answered each question correctly during the previous administration year. Panelists were then instructed to review their first round of ratings and make any modifications they felt necessary. A second round of judgments resulted in ratings which were submitted and used to compute the final recommended cut scores which were presented to the State Board of Education.

NSCAS ALTERNATE SCALE SCORE RANGES

NSCAS Alternate English Language Arts			
Grade	CCR Benchmark	On Track	Developing
3	246–300	200–245	Below 200
4	244–300	200–243	Below 200
5	238–300	200–237	Below 200
6	238–300	200–237	Below 200
7	249–300	200–248	Below 200
8	238–300	200–237	Below 200
11	232–300	200–231	Below 200

NSCAS Alternate Mathematics			
Grade	CCR Benchmark	On Track	Developing
3	252–300	200–251	Below 200
4	250–300	200–249	Below 200
5	252–300	200–251	Below 200
6	267–300	200–266	Below 200
7	283–300	200–282	Below 200
8	270–300	200–269	Below 200
11	256–300	200–255	Below 200

NSCAS Alternate Science Grades 5, 8, and 11	
Achievement Level	Scale Score Range
Exceeds the Standards	135 and above
Meets the Standards	85–134
Below the Standards	84 and below

READING AND INTERPRETING NSCAS ALTERNATE RESULTS

Sample NSCAS Alternate reports and explanations appear on the following pages to aid administrators and teachers in understanding test results. The data in these reports are simulated and do not reflect the current year results.

The following reports are described in this *Reports Interpretation Guide*:

Report for the Student

Individual Student Report (ISR)

Reports for the District

District Student Roster

District Achievement Level Summary

Each sample report includes circled numbers that are referenced in the interpretive information provided with the sample. Online reports are available to districts and schools via the eDIRECT system, <https://ne.drctdirect.com/>. Printed Individual Student Reports (ISRs) are also delivered to districts.

STUDENT REPORT

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)

(Page One)



NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM
NSCAS ALTERNATE
SPRING 2018

STUDENT NAME: [REDACTED]

BIRTH DATE: 08/30/2005

1

DISTRICT: [REDACTED]

SCHOOL: [REDACTED]

TESTED GRADE: 5

2 Student's Overall Performance

	Student's Scale Score	State Average Scale Score	Student's Achievement Level	Student's State Percentile Rank
English Language Arts	183	198	Developing	29
Mathematics	119	111	On Track	61
Science	096	106	Meets the Standards	40

3 This report provides a record of student results on the NSCAS Alternate tests.

A student's **scale score** is a transformed version of the raw score. It provides comparable meaning across grades and across years, but only within the same subject area. Scores should not be compared across content standards or years because the items vary in difficulty level. No score means the student did not test.

Refer to page 4 for more information related to the NSCAS achievement levels.

A student's **percentile rank** is the percentage of the peer group (e.g., grade) that the student surpassed.

Nebraska Student-Centered Assessment System (NSCAS) — the tests are intended to measure, report, and compare student performance on academic content standards in all Nebraska public school buildings.

More information about the NSCAS Alternate testing program including the curriculum standards can be found on the Nebraska Department of Education website at www.education.ne.gov/assessment/alternate-assessment

SAMPLE INDIVIDUAL STUDENT REPORT (ISR) (Page One): EXPLANATION OF RESULTS AND TERMS

Individual Student Reports (ISRs) are posted in PDF format and may be downloaded from the eDIRECT system by districts and schools. Additionally, two copies of each ISR are printed, sorted by school, and delivered to each district. Schools should separate the copies. One copy should be sent home with the student and the second copy filed in the student's cumulative folder. The sample report summarizes a student's performance in NSCAS Alternate Assessments of English Language Arts, Mathematics, and Science.

1 IDENTIFICATION INFORMATION

Student identification information is provided at the top of the report. The district and school indicate where the student is enrolled.

2 STUDENT'S OVERALL PERFORMANCE

The student's scale scores, Achievement Levels, and state percentile ranks for English language arts, mathematics, and science are reported in this table. An asterisk (*) next to a scale score indicates the student received one of the not tested codes. If the student received a not tested code of **INV** = Invalid, **PAR** = Parent Refusal, or **SAE** = Student Absent for the Entire Testing Window, the Achievement Level is reported as *Developing* or *Below the Standards*. If the student received a not tested code of **EMW** = Emergency Medical Waiver, **NLE** = No Longer Enrolled, or **OTH** = Other, the student was exempt from the 2018 NSCAS Alternate Assessment of English Language Arts, Mathematics, and/or Science.

3 STATUS

The area at the bottom of the report provides additional information for interpreting the student's results, lists the purpose of the NSCAS Alternate tests, and includes information regarding the Nebraska Department of Education website.

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)

(Pages Two and Three)

Student's Scale Score: 238

1 Developing On Track CCR Benchmark

Your student's scale score is 238.

ELA is composed of different content standards. The chart below shows how the student did on these content standards.

2 CONTENT STANDARDS	TOTAL POINTS POSSIBLE	PERCENT CORRECT	
		STUDENT	STATE
READING*			
Vocabulary	8	88	71
Comprehension	13	92	66
Reading Total	21	90	68
WRITING			
Writing Skills	4	50	54
Writing Skills Total	4	50	54

* Each reading question connects to a Reading content standard in the table above.

2018 marks the second year of assessments aligned to student learning of Nebraska's College and Career Ready Academic Standards for English Language Arts including Extended Indicators adopted in 2014. As rigor and expectations for students increase, scores may initially decrease. Student scores are expected to improve as more rigorous curricula are incorporated into daily classroom instruction.

Student's Scale Score: 232

1 Developing On Track CCR Benchmark

Your student's scale score is 232.

Mathematics is composed of different content standards. The chart below shows how the student did on these content standards.

2 CONTENT STANDARDS	TOTAL POINTS POSSIBLE	PERCENT CORRECT	
		STUDENT	STATE
Numbers	12	75	69
Algebra	8	100	76
Geometry	5	60	51
Data	5	100	66

2018 marks the first year of assessments aligned to student learning of Nebraska's College and Career Ready Academic Standards for Mathematics including Extended Indicators adopted in 2015. As rigor and expectations for students increase, scores may initially decrease. Student scores are expected to improve as more rigorous curricula are incorporated into daily classroom instruction.

Student's Scale Score: 200

1 Below the Standards Meets the Standards Exceeds the Standards

Your student's scale score is 200.

Science is composed of different content standards. The chart below shows how the student did on these content standards.

2 CONTENT STANDARDS	TOTAL POINTS POSSIBLE	PERCENT CORRECT	
		STUDENT	STATE
Inquiry, the Nature of Science and Technology	4	100	70
Physical Science	7	100	68
Life Science	7	86	68
Earth and Space Science	7	100	69

**SAMPLE INDIVIDUAL STUDENT REPORT (ISR)
(Pages Two and Three):
EXPLANATION OF RESULTS AND TERMS**

1 SCALE SCORE AND ACHIEVEMENT LEVEL CHART

The student's scale scores and Achievement Levels for English language arts, mathematics, and science are indicated in this chart.

2 CONTENT STANDARDS

The first column in this table lists the content standards tested for each subject.

3 TOTAL NUMBER OF POINTS POSSIBLE

The second column in the English language arts, mathematics, and science tables lists the total number of points possible for each content standard.

4 STUDENT PERCENT CORRECT

This column in the table shows the percent correct for each content standard in English language arts, mathematics, and science achieved by the student. If a student was assigned a not tested code, or if no attempt was made, this column is blank.

5 DISTRICT PERCENT CORRECT

This column in the table shows the percent correct at the district level for each content standard in English language arts, mathematics, and science. This allows the reader to compare how an individual student performed as measured against district performance for the same standard.

6 STATE PERCENT CORRECT

This column in the table shows the percent correct at the state level for each content standard in English language arts, mathematics, and science. This allows the reader to compare how an individual student performed as measured against state performance for the same standard.

SAMPLE INDIVIDUAL STUDENT REPORT (ISR)

(Page Four)

ACHIEVEMENT LEVEL DESCRIPTORS – GRADE 5

	1 DEVELOPING	ON TRACK	COLLEGE AND CAREER READY BENCHMARK
ENGLISH LANGUAGE ARTS (ELA)	2 SCALE SCORE RANGE: BELOW 200 3 STATE PERCENT: 40 Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.	SCALE SCORE RANGE: 200 - 237 STATE PERCENT: 43 On Track learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.	SCALE SCORE RANGE: 238 - 300 STATE PERCENT: 17 College and Career Ready Benchmark learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.
	2 SCALE SCORE RANGE: BELOW 200 3 STATE PERCENT: 30 Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.	SCALE SCORE RANGE: 200 - 243 STATE PERCENT: 32 On Track learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.	SCALE SCORE RANGE: 244 - 300 STATE PERCENT: 38 College and Career Ready Benchmark learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.
MATHEMATICS	2 SCALE SCORE RANGE: BELOW 200 3 STATE PERCENT: 30 Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.	SCALE SCORE RANGE: 200 - 243 STATE PERCENT: 32 On Track learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.	SCALE SCORE RANGE: 244 - 300 STATE PERCENT: 38 College and Career Ready Benchmark learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.
	2 SCALE SCORE RANGE: BELOW 200 3 STATE PERCENT: 30 Developing learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.	SCALE SCORE RANGE: 200 - 243 STATE PERCENT: 32 On Track learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.	SCALE SCORE RANGE: 244 - 300 STATE PERCENT: 38 College and Career Ready Benchmark learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College and Career Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.

SAMPLE DATA

	1 BELOW THE STANDARDS	MEETS THE STANDARDS	EXCEEDS THE STANDARDS
SCIENCE	2 SCALE SCORE RANGE: BELOW 085 3 STATE PERCENT: 28 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level science skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.	SCALE SCORE RANGE: 085 - 134 STATE PERCENT: 36 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level science skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.	SCALE SCORE RANGE: 135 - 200 STATE PERCENT: 36 Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level science skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.
	2 SCALE SCORE RANGE: BELOW 085 3 STATE PERCENT: 28 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a basic level of understanding of extended grade-level science skills and concepts. Inaccuracies may interfere with conceptual understanding. The student may require frequent prompting in order to complete a task.	SCALE SCORE RANGE: 085 - 134 STATE PERCENT: 36 Using their primary mode of communication, appropriate supports and accommodations, the student demonstrates a consistent understanding of extended grade-level science skills and concepts. The student may require minimal prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding may be present.	SCALE SCORE RANGE: 135 - 200 STATE PERCENT: 36 Using their primary mode of communication, appropriate supports and accommodations, the student exceeds the expectation by demonstrating independent and consistent understanding of extended grade-level science skills and concepts. The student typically requires minimal or no prompting in order to complete a task. Inaccuracies that do not interfere with conceptual understanding are rarely present.

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SAMPLE INDIVIDUAL STUDENT REPORT (ISR)
(Page Four):
EXPLANATION OF RESULTS AND TERMS

1 ACHIEVEMENT LEVEL DESCRIPTORS

The back page of the ISR contains the Achievement Level Descriptor Summary Statements for each of the three Achievement Levels for each NSCAS Alternate test. This text describes the student performance characteristics corresponding to each level. The full text of the Achievement Level Descriptors may be found at: <https://www.education.ne.gov/assessment/alternate-assessment/>.

The student is expected to perform the majority of what is described for his/her Achievement Level and even more of what is described for the levels below. The student may also be capable of performing some of what is described in the next level, but not enough to have reached that level.

2 SCALE SCORE RANGE

The NSCAS Alternate results are reported according to the three Achievement Levels. Each Achievement Level has a correlating scale score range.

3 STATE PERCENT

This number represents the percentage of students in the state at each Achievement Level for each content area.

SAMPLE DISTRICT STUDENT ROSTER



NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS) ALTERNATE
DISTRICT STUDENT ROSTER
SPRING 2018

GRADE 5

PAGE: 1 OF 5

DISTRICT: _____

1 Achievement Level Ranges	English Language Arts				Mathematics				Science								
	Achievement Level ¹	Scale Score ²	% Correct		Achievement Level ¹	Scale Score ²	% Correct		Achievement Level ¹	Scale Score ²	% Correct						
			Reading: Vocabulary	Reading: Comprehension	Writing Skills			Numbers	Algebra	Geometry	Data			Inquiry, the Nature of Science, and Technology	Physical Science	Life Science	Earth and Space Science
Total Points Possible			8	13	4			12	8	5	5			4	7	7	7
State Average		200	66 ⁴	57 ⁴	51 ⁴		205	60 ⁴	69 ⁴	51 ⁴	62 ⁴		110	62 ⁴	61 ⁴	61 ⁴	64 ⁴
District Average		210	71 ⁴	66 ⁴	54 ⁴		220	69 ⁴	76 ⁴	57 ⁴	66 ⁴		124	70 ⁴	68 ⁴	68 ⁴	69 ⁴
LAST NAME, FIRST NAME	O	223	75	85	50		252	92	100	60	80		129	75	86	71	71
SCHOOL NAME	D	195	50	46	100		235	67	75	20	100		121	75	71	71	71
LAST NAME, FIRST NAME	C	247	75	92	100		250	100	100	100	80		200	75	100	100	100
SCHOOL NAME	O	200	63	54	75		223	50	100	40	40		092	25	57	71	57
LAST NAME, FIRST NAME	D	190	50	46	75		200	50	75	60	60		099	75	71	57	43
SCHOOL NAME	D	180	50	38	50		247	75	100	80	60		099	75	57	57	57
LAST NAME, FIRST NAME	C	247	88	92	75		252	100	88	60	100		200	75	100	100	100
SCHOOL NAME	C	238	75	85	100		200	67	100	40	60		138	75	57	100	86
LAST NAME, FIRST NAME	D	101	0	0	0		100	0	0	0	0		001	0	0	0	0
SCHOOL NAME																	

¹D = Developing, **O** = On Track, **C** = College and Career Ready Benchmark
²E = Exceeds the Standards, **M** = Meets the Standards, **B** = Below the Standards
³EMW = Emergency Medical Waiver, **INV** = Invalid, **NLE** = No Longer Enrolled, **OTH** = Other, **PAR** = Parent Refusal, **SAE** = Student Absent for the Entire Testing Window
⁴These results include students with the following test codes: **INV**, **PAR** and **SAE**.

SAMPLE DISTRICT STUDENT ROSTER: EXPLANATION OF RESULTS AND TERMS

The District Student Roster is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts and schools. The report lists students who were administered NSCAS-AAELA, NSCAS-AAM, and NSCAS-AAS tests and presents a summary of their performance. For most districts this report has multiple pages.

1 ACHIEVEMENT LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each Achievement Level are displayed.

2 STATE AND DISTRICT AVERAGE

The state and district averages are presented for scale scores and percent correct.

3 ROSTER OF STUDENTS TESTED

In the far left column, a list of students who were administered an alternate assessment and the school in which the student is enrolled is printed alphabetically by last name and first name.

4 PERFORMANCE DATA

Each student's performance on the NSCAS-AAELA, NSCAS-AAM, and NSCAS-AAS tests is reported. Reading across the row, the student's Achievement Level and scale score are presented, followed by the percent correct for each of the content standards tested.



**NEBRASKA DEPARTMENT OF EDUCATION
NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM (NSCAS) ALTERNATE
DISTRICT ACHIEVEMENT LEVEL SUMMARY
SPRING 2018**

GRADE 5

****NOT FOR PUBLIC DISTRIBUTION**
THIS REPORT IS FOR INTERNAL DISTRICT USE ONLY AND FOR REQUIRED STATE AND FEDERAL REPORTING PURPOSES.
INFORMATION TO PROTECT SMALL NUMBERS OF STUDENTS HAS NOT BEEN SUPPRESSED.
RELEASE OF SUMMARY DATA TO THE PUBLIC MAY VIOLATE INDIVIDUAL STUDENT CONFIDENTIALITY (FERPA).**

DISTRICT: _____

1 Achievement Level Ranges	English Language Arts				Mathematics				Science										
	Average Score ¹	% Developing	% On Track	% CCR Benchmark	Number Tested	Number Not Tested ²	Average Score ¹	% Developing	% On Track	% CCR Benchmark	Number Tested	Number Not Tested ²	Average Score ¹	% Below the Standards	% Meets the Standards	% Exceeds the Standards	Number Tested	Number Not Tested ²	
ELA: CCR Benchmark 246 - 300 Math: CCR Benchmark 244 - 300 Science: Exceeds the Standards 135 - 200	210	33	38	28	39	0	125	18	34	47	38	0	124	16	45	39	38	0	
ELA: On Track 200 - 245 Math: On Track 200 - 243 Science: Meets the Standards 085 - 134	205	39	43	18	28	0	117	22	41	37	27	0	116	19	48	33	27	0	
ELA: Developing 199 and Below Math: Developing 199 and Below Science: Below the Standards 084 and Below	223	18	27	55	11	0	144	9	18	73	11	0	144	9	36	55	11	0	
All Students 2	000	0	0	0	0	0	000	0	0	0	0	0	000	0	0	0	0	0	
Male 3	201	50	50	0	2	0	128	0	50	50	2	0	096	0	100	0	2	0	
American Indian/Alaska Native	207	0	100	0	3	0	106	50	50	0	2	0	098	33	67	0	3	0	
Asian	000	0	0	0	0	0	000	0	0	0	0	0	000	0	0	0	0	0	
Black 4	211	34	34	31	29	0	126	21	28	52	29	0	128	14	39	46	28	0	
Native Hawaiian or Other Pacific Islander	216	25	25	50	4	0	133	0	50	50	4	0	141	25	25	50	4	0	
White	190	100	0	0	1	0	102	0	100	0	1	0	099	0	100	0	1	0	
Hispanic	213	33	42	25	24	0	134	17	30	52	23	0	124	17	50	33	24	0	
Two or More Races	205	33	33	33	15	0	111	20	40	40	15	0	125	14	36	50	14	0	
Free and Reduced	000	0	0	0	0	0	000	0	0	0	0	0	000	0	0	0	0	0	
Not Free and Reduced	210	33	38	28	39	0	125	18	34	47	38	0	124	16	45	39	38	0	
LEP/ELL Eligible 5	210	33	38	28	39	0	125	18	34	47	38	0	124	16	45	39	38	0	
Not LEP/ELL Eligible	210	33	38	28	39	0	125	18	34	47	38	0	124	16	45	39	38	0	
Special Education	000	0	0	0	0	0	000	0	0	0	0	0	000	0	0	0	0	0	
Not Special Education																			

03/19/2018

¹ Includes: zero scores for INV = Invalid, PAR = Parent Refusal, and SAE = Student Absent for the Entire Testing Window

² Includes: INV = Invalid, PAR = Parent Refusal, and SAE = Student Absent for the Entire Testing Window

With fewer than 10 students, inferences from the performance level percentages are not reliable.

SAMPLE DISTRICT ACHIEVEMENT LEVEL SUMMARY: EXPLANATION OF RESULTS AND TERMS

The District Achievement Level Summary is posted in PDF format and may be downloaded and printed from the eDIRECT system by districts. The summary report lists all students by different demographic information and presents a summary of their performance. This report is for internal district use only and is required for state and federal reporting purposes. Information to protect small numbers of students has not been suppressed. Release of summary data to the public may violate individual student confidentiality (FERPA).

1 ACHIEVEMENT LEVEL RANGES

In the upper left corner of this chart, the scale score ranges associated with each Achievement Level are reported.

2 ALL STUDENTS

All student performance on the NSCAS-AAELA, NSCAS-AAM, and NSCAS-AAS tests is reported. Reading across the row, the district's average scale score, percent of students in each Achievement Level, and the number of students tested and not tested are presented.

3 GENDER

All student performance on the NSCAS-AAELA, NSCAS-AAM, and NSCAS-AAS tests is reported. Reading across the row, the district's average scale score, percent of students in each Achievement Level, and the number of students tested and not tested are presented. This information is broken out by gender of all students.

4 RACE/ETHNICITY

All student performance on the NSCAS-AAELA, NSCAS-AAM, and NSCAS-AAS tests is reported. Reading across the row, the district's average scale score, percent of students in each Achievement Level, and the number of students tested and not tested are presented. This information is listed based on the ethnicity of each student: American Indian/Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, White, Hispanic, and Two or More Races.

5 SPECIAL PROGRAMS

All student performance on the NSCAS-AAELA, NSCAS-AAM, and NSCAS-AAS tests is reported. Reading across the row, the district's average scale score, percent of students in each Achievement Level, and the number of students tested and not tested are presented. This information is listed based on the students involved in special programs: Free and Reduced, Not Free and Reduced, LEP/ELL Eligible, Not LEP/ELL Eligible, Special Education, and Not Special Education.



**NSCAS Alternate Assessments
2018 Reports Interpretation Guide**