

# School-based **T**eacher led **A**ssessment and **R**ecording **S**ystem

## BANNER COUNTY SCHOOL DISTRICT ASSESSMENT PLAN



County District Number 04-0001

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## **SECTION A: Purposes of the Local Assessment Program**

### **Examinations and Testing**

The school district's testing program shall include administering a battery of achievement tests each year to grades 2 through 10. Test results shall provide a comparison to national averages, stanines, and personal achievements. Students will take college, vocational, and other tests which may be required by the Nebraska Department of Education or which may be recommended for admission to the University of Nebraska or other post high school instruction. The school district's program testing will lend itself to the following:

- 1) A qualitative assessment of educational program of the school district for purposes of reporting the overall status of the district and charting the growth of pupils, grades, schools and subject-matter areas from year to year.
- 2) As standardized scores become available that will be presented to the Board of Education with five-year comparisons at the next regular board meeting as set forth by Nebraska Department of Education, Title 92 of the Nebraska Administrative Code, Chapter 10.
- 3) Interpretation and use by the teachers, counselors, and administration so that the findings will influence the guidance and counseling of individual children and the development of a high-quality curriculum.

The program will reflect the academic growth of pupils according to their own mental capacities and to local and national norms; be adequate and financially feasible; and access the growth of pupils in the basic skills and subjects in the elementary and secondary grades.

### **Participation in Assessments (Policy)**

Banner County Public Schools ensures that children with disabilities are included in district wide assessment programs with appropriate accommodations where necessary. The school district develops guidelines for the participation of children with disabilities and alternative assessments and for those children who cannot participate in district wide assessments.

Banner County public schools will make available to the Nebraska Department of Education information necessary to carrying out its duties relating to the reporting of children with disabilities participation and assessments.

Assessment is the process of collecting, synthesizing and interpreting information to aid in decision-making. Banner County Public Schools recognizes that there is much more to assessment than administering tests to pupils and so has designed a comprehensive assessment system which is coordinated across the various levels and uses multiple sources of information when important decisions are to be made about students, schools, or instructional programs.

This district concurs with the Mathematical Science Education Board on the three fundamental principles of assessment:

- 1) The Content Principle: Assessment should reflect the content that is most important for students to learn.
- 2) The Learning Principle: Assessment should enhance learning and support instructional practice.
- 3) The Equity Principle: Assessment should support every student's opportunity to learn important content.

### **Purposes of Assessment Systems (Policy)**

Student performance assessment using a variety of measures is utilized for the following purposes:

Monitoring academic learning and progress assessments should provide a comprehensive and continuous growth record of student achievement. Teachers collect information that will be used to grade pupils or to provide information about their academic progress. All students are expected to show continuous growth. Progress can be for individual students, grade levels, content areas, or subgroups of students.

- 1) Monitoring progress toward standard's assessments provides information on attainment of the academic standards required by State or locally developed standards.

- 2) Providing feedback and incentives and improving student performance. Students need frequent input, or feedback, in order to adjust their learning. Sometimes it also serves as motivation to continue to put forth such effort to learn. Assisting students to understand their own strengths and weaknesses and helping them learn to make their own educational decisions as part of the role of the educational assessment. Teachers use data to individualize instruction to improve learning.

## SECTION B: Explanation of How Assessments Address State Standards

Table 1: Scope of Formal Testing Program

NRT	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>CAT</b>													
<b>Reading</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Language</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Math</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Spelling</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Study skills</b>					X	X	X	X	X	X	X	X	X
<b>Social studies</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Science</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Word Analysis</b>			X	X									
<b>PSAT</b>													
<b>Verbal</b>													X
<b>Math</b>													X
<b>Writing Skills</b>													X

### Norm- referenced assessments

Historically, the district has attained national comparison data from a survey of basic skills (SRA). At this time, the district uses the California achievement test (CAT/5) to serve as a state approved norm referenced assessment.

- 1) Standards to be assessed: The norm referenced testing was utilized to assess achievement on standards established by the Buros Institute in their state sanctioned alignment documents. As approved assessment components are charted in EXHIBIT 3 in Section “G” of this document.
- 2) Grade levels to be assessed: This district will assess grades 2,3,4,5,6,7,8 in the elementary middle grades, and will assess grades 9 through 11 at high school level utilizing this norm referenced test.
- 3) Timeline for implementation: the CAT/5 will be administered in the spring of each academic year.
- 4) Test to be used: the norm referenced assessment utilized by the Banner County Public Schools are:
  - a) elementary grades 2 -4 (CAT/5)
  - b) middle grades 5 through 8 (CAT/5)
  - c) high school grades 9 through 11 (CAT/5)
- 5) How the assessment was selected: a committee of teachers, administrators and counselors

selected CAT/5 to be administered for the first time in 1993. The selection is based, in part, using the following methods and criteria:

- a) Compatibility between CAT/5 in current assessment being used (SRA).
- b) The comparison between two recognized and established published assessments
- c) Recommendations from other local school districts
- d) A review of complementary cognitive assessments
- e) A close review and comparison of format reports that include the following:
  - i) Content Scores (Mastery, Partial Mastery and Non-Mastery)
  - ii) Narrative Reports
  - iii) Norman Scores
  - iv) National Percentile Scores
  - v) Anticipated Scores
  - vi) Student, District, Counselor’s Reports

CRT	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>NWEA (MAP)</b>													
<b>Reading</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Language Arts</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Math</b>			X	X	X	X	X	X	X	X	X	X	X
<b>Science</b>			X	X	X	X	X	X	X	X	X	X	X
<b>STARS/ESU 13</b>													
<b>Reading</b>	X		X	X				X	X		X		
<b>Math</b>	X	X	X	X	X	X	X	X	X		X		
<b>Science</b>	X	X	X	X	X		X		X		X		
<b>Social Studies</b>	X			X				X	X			X	
<b>State Writing</b>													
				X				X			X		
<b>College Entrance Assessments</b>													
<b>ASSET Writing</b>												X	X
<b>ASSET Reading</b>												X	X
<b>ASSET Numerical</b>												X	X
<b>PSAT</b>												X	
<b>ACT</b>												X	X

**Criterion referenced assessments**

The district utilizes several measures for student assessment that have been aligned with various standards. Needs assessments are designed to answer the question; "do the students achieve mastery level on our standards?"

- 1) Standards to be assessed: district or regional committees have reviewed the criterion referenced tests for alignment to standards. Those assessment components are charted in EXHIBIT 3 in section G of this document.
- 2) Grade levels to be assessed: this district will assess grades K through 8, and 10 through 12; utilizing NWEA’s MAP, ESU13/STARS and the State Writing Assessment..
- 3) Timeline for implementation: the MAP assessment will be administered in the fall and spring of each academic year. The STARS/ESU 13 assessments are ongoing beginning in February.
- 4) Test to be used: the criterion referenced assessments utilized by the Banner County Public Schools are:
  - a) NWEA MAP grades 3 through 12 that will assess areas of reading, language arts, math and science.
  - b) ESU No. 13 STARS which will assess the areas of reading, math, science and social studies.
  - c) State Writing Assessments
- 5) How assessments were developed and selected: The NWEA Levels Growth Criterion Referenced Tests were developed through a Consortium of

Schools with Educational Service Unit No. 13. They were developed by collaborative efforts of over 200 educators chosen for their experience, expertise and educational background including working with special-needs students. The team studied a standard in depth, was provided with current research, and developed performance tasks and selected response items to match the intent of the standards. The thematic subjects were selected to match local curriculum and science and social studies to continue support of learning while testing skills.

**Criterion Referenced Assessment Quality Criteria Indicator Checklist and Documentation**

**1) Quality Criterion One: the assessments reflect the state of local standards**

A panel of qualified teachers and educators from the district has judged assessments to be matched to the standards and are said to be adequate to cover the standards. The ESU consortium developed steering committees to create checklists of quality indicators of national research. After revision and approval by the team members, it was used as a guide for creating and evaluating the assessments. Facilitators taught team members how to “unpack” the standards to establish the meaning and criteria for each knowledge and applications skill. This interpretation was compared with the work of other schools across the state and needed changes in interpretation were made. When the state drafted new revisions for the standards, those additional interrelations were considered and included in the assessments. The assessment follows the criterion developed by the Buros Institute for selected response instruments. For example, the average number of test items per standard suggested by Buros was 5. The selected response items in the test have 5-10 and 15 items per standard. Validation studies are complete.

An outside group has judged the assessment to be matched to the standard and adequate to cover the standard. We used two different outside groups. A group of people who did not help write to the test and experts from outside our area. The NWEA levels growth criterion referenced tests were developed through the consortium schools with Educational Service Unit No. 13.

**2) Quality Criterion Two: Students Have an Opportunity to Learn the Content.**

A survey will be conducted of grade and content appropriate teachings to determine where the test content is addressed in lesson plans. Lesson plans will be examined to determine that test content has been taught.

**3) Quality Criterion Three: The Assessments Are Free from Bias**

A panel of educators representing various social economic, racial and ethnic groups has reviewed drafts of the assessments.

**4) Quality Criterion Four: The Level Is Appropriate for Students.**

Reliability analysis has been conducted on the assessments. Validation studies including readability and content excerpts have been done. The consortium did comparative result studies as part of the pilot year. Reading material was selected from grade level material in district curricula. The selections were subjected to the readability analysis for appropriateness of the grade levels clustered in the assessment area.

**5) Quality Criterion Five: There Is Consistency and Scoring**

Readability has been checked by the tests, alternate forms of the assessment, and internal consistency reliability process. The scorers have been trained through the use of “marker” papers pre-scored by qualified teachers

**6) Quality Criterion Six: Mastery Levels Are Appropriate**

Students were classified as “mastery”, “proficient”, “progressing”, “beginning” levels. The scores obtained by students in the various classifications are used to determine the scores needed for mastery. These classifications are decisions made by the local school district. We are about to enter the fourth year of validation studies. The consortium is currently performing comparative result studies. The method used is a modified borderline group method. All teachers and students who did the assessment make up the group.

**Accommodations for Students with Special-needs**

The District follows Nebraska Rule 51 and federal guidelines. The District follows procedures on testing diagnosis and reporting of students with disabilities. The IEP team determines which statement best describes the student’s curriculum (See Exhibit 1 below (Accommodations for Special-needs). If appropriate, the IEP Team determines the accommodations necessary for the students to participate in district wide assessment. Accommodations used and assessment must be consistent with accommodations outlined in the IEP for the Students Instructional Program. If an alternative assessment is used, the IEP will describe (1) why the district-wide assessment is not appropriate and (2) how the student will be assessed during an alternative assessment.

	General Description of Curriculum Presented	District Wide Assessment		Alternative assessment
		No Accommodations Needed	Accommodations needed	
A.	Student participates with no or only slight accommodation in general academic curriculum.			
B..	Student participates with significant accommodation to the general academic curriculum			
C.	Student does not participate in general academic curriculum. Student receives an alternative curriculum			

**EXHIBIT 1: Accommodations for Special Needs**

Many students with diverse learning needs will be able to work appropriately in classrooms where educators have an array of instruction and assessment options available for their students. If a student is experiencing difficulty learning, the state may benefit from a sampling of accommodations and modification options (SEE Section L, Appendix B). Instruction and assessment must be aligned and consistent. For example, if the student uses an adult or peer reader during instruction, the same accommodations would typically be appropriate when assessing the student.

## **English as a Second Language**

### ***District provisions for limited English, proficient in English and second language learner***

Policy for asking language spoken in the home, procedures for determining level of language acquisition, and assessment issues are under development

As a result of the Lau vs. Nicholas Supreme Court Case 1975, the office for Civil Rights has issued remedies requiring all school districts having enrollment of non English-speaking students, or students whose English is limited, to identify each student's primary language and level of proficiency in English so appropriate instruction can be provided.

The Banner County Public Schools, on an ongoing basis assesses the needs and numbers of students with non-English proficiency. Information obtained is used to determine which student's will be enrolled in the E.S.L. (English as a second language) program. The E.S.L. program is provided at grades K.-12. The program is based upon a transitional approach, the use of the first language to bring students to a proficiency in English. This direction was determined based upon a parent survey and concerns that the children learn to speak, understand, read, and write English.

### **E.S.L. ASSESSMENT**

Multicultural Special Assessment Team (MSAT)

Banner County School will evaluate each student on an individual basis. This area will be developed as the diagnostic tools arrive. Since the diagnostic tools vary in presentation, this area cannot be specified at this time.

- 1) Once the MSAT is completed and documented, a referral will be made to obtain diagnostic information about the student's native language and English language abilities.
- 2) A consent form will be sent to parents for signature and approval of testing
- 3) Testing procedures will be administered and documented (IPT/Idea Proficiency Test)

The assessment procedure begins with reference from the language history questionnaire. The Banner County School District uses an existing off-the-shelf test called IPT to determine language proficiency and program placement.

An 18 state consortium creating the English language development assessment (ELDA), have trained schools/ESU on how to administer the tests. A field test was given in May of 2004. Results will be used to establish new baseline data for language proficiency. A certain number of tests will be scored separately to establish validity and reliability. Assessment will be administered each spring to determine if the state has met the annual measurable achievement objectives. Results are reported as a state aggregate to the United States Department of Education. Our district is accountable locally.

The procedure will allow for options to occur, meeting the needs of each student. The options will be spelled out on the assessment procedure flowchart that will follow (SEE Table 2 below). The procedure insures potential E.S.L. students are tested for reading, writing, and understanding of English, as well as English language proficiency.

The assessment procedure is designed to prevent any delay in providing educational support needed by E.S.L. students.

**Table 2: Assessment and notification flow chart**

<i>Parental Notification</i>	<i>Annual Information</i>	<i>Biennial Information</i>
<p><i>Within 30 days after the beginning of the school year: (in a language that parents can understand)</i></p> <p><i>Reason for the identification of the student.</i></p> <p><i>Child's level of English proficiency and how it was assessed.</i></p> <p><i>Status of child's academic achievement.</i></p> <p><i>Method of language instruction and how it helps child meet needs.</i></p> <p><i>Specific exit requirements, expected rate of transition, expected rate of graduation (secondary students).</i></p> <p><i>For children with disabilities, how the program meets the IEP objectives.</i></p> <p><i>Right to have child removed from program, transferred to another available program, decline to enroll in a program. Failure by a district to meet the AMAO's for two consecutive years.</i></p> <p><i>For students arriving after the beginning of the year, notification should be within 2 weeks.</i></p>	<p>Measure English language proficiency.</p> <p>Number of children meeting state content standards (AYP)</p> <p>Number of students attaining English proficiency.</p> <p>Number of children meeting annual measurable achievement objectives (AMAOs) for English language proficiency</p>	<p>A description of the programs and activities conducted with Title III funds.</p> <p>Type of language instruction education program used to teach English.</p> <p>A description of the progress made by children in meeting State Standards for each of the 2 years after the child is no longer receiving services. (Include in AYP data for 2 years after exiting from program)</p>

## **DISTRICT POLICY AND HIGH ABILITY LEARNERS**

The CAT Test Scores Are Used to Automatically Qualify the Top Eight Percent of the students from high ability program. Other scores which might be used to identify students are Student Ability Index (California Achievement Test) and classroom grades.

Teachers are encouraged to pretest to assess knowledge prior to teaching a unit. A student who has mastered the material will then have a different curriculum for that unit. Within the high ability program portfolios, product assessment, and written work evaluations will be used to evaluate the student performance.

The Torrence creativity test might also be given for placement in the program. Other tests could be used to help identify students in the pool.

## **SECTION C: Procedures for Other Assessment/Information Sources**

- 1) Primary Grade Progress: The district assesses the progress of students relative to standards and reports individually to parents or guardians, with general information shared with school members and community. Assessment includes teacher observation, portfolio collections, and formal reading surveys and inventories, and teacher made checklists and Rubrics. STARS ESU consortium test for K.-1 used in conjunction with literacy.
  - a) Kindergarten home reports (40 performance objectives are measured)
  - b) First grade: chapter reviews in math and reading. Weekly spelling tests
- 2) Statewide writing assessment: the district participates in any statewide writing assessment that is recommended by the Nebraska Department of Education for the assessment of writing skills as related to state standards.
- 3) NAEP: the district will participate in the National Assessment of Educational Progress requested through random selection.
- 4) Voluntary and Other Assessment: secondary students are encouraged to participate in assessment such as the ACT and SAT. The Banner County School District schedules all eleventh grade students to take the PSAT. The school district schedules and requires all juniors and seniors to take the ASSET. All seniors are required, via career class, to take part in various interest, career and skills inventories.

## **SECTION D: Alignment of Assessments with standards**

- 1) Charts of Multiple Assessments to Measure Standards: The district had aligned the formal assessments administered to students to Nebraska L.E.A.R.N.S. Multiple assessments are utilized for some standards. The alignment for each assessment can be seen in exhibit 3 of section G (Assessment Measures Aligned to Standards).

Recognizing the need to know which subtest or composite test score was utilized for each standard; the district developed a list of such test scores at each grade level and aligned them with standards. The exhibit 4: (Alignment of Assessment by Subtest and Composite Score).

The district has begun the process of connecting other subject areas to the core standards in the Nebraska L.E.A.R.N.S. and to the Nebraska essential learning for each of those other disciplines. As assessments for other disciplines are developed, they will be added to the district assessment plan. See exhibit 5: Assessments For Other Subject Areas (Work in Progress).

## SECTION E: Alignment with School Improvement Plan

The implementation of standards, the assessment plan and accountability reporting does align with the district school improvement plan in the following ways:

- 1) School profile: the SIP process for State of Nebraska and North Central accreditation required development and continual enhancement of a school profile which includes demographics, achievement data, data over time, interpretation and findings. The SIP profile is updated yearly and is used to ascertain goal achievement. Our District has completed one cycle of the SIP process.
- 2) School Improvement goals beginning 2004 – 2005 (Cycle 2):
  - a) To improve the performance of students in the areas of reading and language arts across all curricular areas.
  - b) To improve student performance for those with disabilities in accordance to the Nebraska Department of Education special populations office, utilizing its technical assistance workbook "Improving Learning for Children with Disabilities".
- 3) Target Area Goals (From Cycle 1): At this time, some district target area goals are specifically related to standards, assessment and accountability as follows
  - a) Continue to develop teams to research and facilitate standards alignment and curricular revisions
  - b) Determine requirements for new state accountability reports
  - c) Continue to update curriculum to met or exceed standards
  - d) Integrated 4 Core Area Standards into Classes
  - e) Obtained and utilized a variety of assessment tools
  - f) Implement standards in classroom lessons
  - g) Track student progress on standards achievement
  - h) Report and share data for school community
  - i) Expect evidence of success
- 4) Action plans (From Cycle 1): in general, the district expects strategies selected for the action plans to be research based and continues to use ongoing data for adjustment and improvement
- 5) Review and Update (From Cycle 1): The SIP includes specific mention of utilizing data to determine goal attainment to update the school profile, and to report progress to its constituents.

## SECTION F: Reporting to the Public

This district provides reports on educational progress to stakeholders. Local board policy states: The Board of Education of Banner County School District No. 1 believes that an informed and actively involved public will be more supportive of the schools purposes and programs. To that end, superintendent of schools is directed through his or her personal action and through the delegation of his or her authority, to encourage patron attendance at all public meetings of the Board of Education, student events, another school programs, utilizing in a timely manner of local media and school newsletters, calendars, and mailed announcements. Moreover, the superintendent of schools, through his or her personal action and through the delegation of his or her authority, is directed to issue to the Board of Education and to make available to the patrons of the district the following reports:

- 1) A summary of the standardized or reference assessment instruments used by the school district as it has been administered to students and selected grades.
- 2) A summary of such criterion referenced assessment instruments as are used by the school district to show acquisition of competency in reading, writing, and mathematics and any other criterion referenced assessment instruments as the school district may from time to time elect to use.
- 3) The report pertaining to the school district including but not limited to students performance, school system demographics, and financial information.
- 4) The results of periodic follow-up studies of information as the superintendent of schools, subject to the approval of the Board of Education, may deem appropriate.
  - a) School officials shall report this information through publication and newspapers of general circulation, by school newsletters, radio, or by such other means as deemed appropriate by the Board of Education for the dissemination of the information and that such time that the information is appropriate for public dissemination.
  - b) A summary of these materials shall be available for public review in the office of the superintendent of schools during normal office hours.
  - c) Nothing herein shall be construed to mean the public shall have access to information which would violate any state or federal law or which would violate privacy of any student or any employee of the school district.

The district will provide the Nebraska Department of Education with request assessment data for school enrollment, programs, staff, financial resource allocation and expenditures and student progress on standards as requested.

District Use of Multiple Data Sources for Professional Judgment and Proficiency Levels

Achievement of educational goals can be shown on multiple assessments. This district expects classroom teachers to use their professional judgment to ascertain individual student proficiency levels on standards based upon multiple assessments, both formal and informal. Composite district data on such assessments is charted for grades 4, 8 and 11.

District Expectation of Student Gains

The norm referenced tests used by the district is based upon statistical normal distributive curves. A student’s status relative to the same grade norm group (i.e. percent rank) does not necessarily change from year to year. So, norm referenced scores are not helpful in determining actual student learning progress or growth.

Therefore the district administers the North West Evaluation Association MAP tests to students because they can plot student growth along a scale continuing (the RIT scale) from year to year. We expect the students RIT score to increase each year based upon a year’s growth and national normed growth expectations. Professional staff examines individual growth on the assessment to see if they have made the expected growth. As longitudinal data becomes available, we will also have district composite data to analyze for continuous gain. Expectations for growth are indicated below in exhibit 2: Sample “Chart Showing People Growth towards Proficiency”.

**EXHIBIT 2: SAMPLE CHART SHOWING EXPECTED PUPIL GROWTH TOWARDS PROFICIENCY**

Reading		Mathematics		Language Usage		Science Concepts		General Science	
Spring to Spring	Fall to Spring	Spring to Spring	Fall to Spring	Spring to Spring	Fall to Spring	Spring to Spring	Fall to Spring	Spring to Spring	Fall to Spring
12.6	9.8	12.5	11.9	12.9	8.9				
7.9	6.5	9.8	8.7	7.9	5.7				
6.6	5.4	7.9	8.0	5.6	4.8				
5.0	4.5	6.5	7.1	4.1	3.6				
3.9	3.5	7.5	6.6	2.8	2.7				
4.0	3.4	8.3	6.7	3.1	2.5				
2.9	3.2	8.5	7.6	1.4	1.9				
2.2	2.0	4.4	7.4	Not applicable	Not applicable				

**SECTION G Exhibit 3: Alignment of Assessments to Standards**

Reading/Writing Standards	Assessment Instruments									
	NRT (update No. 9) Criterion Referenced Skills Tests									
	Stanford	Met	Cat/5	Terra Nova	Iowa	NWEA paper/pencil	NWEA Maps	STARS EST 13	State Writing I. R. I.	ASSET
R 4.1.1 unfamiliar words/phrases	X					X	X	X		
R 4.1.2 advanced reading vocabulary	X	X	X	X	X	X	X	X		
R 4.1.3 comprehensive, main ideas and details	X	X	X	X	X	X	X	X		
R 4.1.4 research: identify located, use resources	X	X			X		X	X		
R 4.1.5 types of text						X	X	X		
R 4.1.6 elements/literary techniques fiction						X	X	X		
R 4.1.7 structure/organizing elements nonfiction	X	X				X	X	X		
R 4.1.8 similarities/differences across selections							X	X		
W 4.2.1 usage, punctuation, capitals, spelling						X	X	X	X	
W 4.2.2 focus and idea							X	X	X	
W 4.2.3 revise and edit	X	X	X	X	X	X	X	X	X	
W 4.2.4 audience and purpose							X	X	X	
W 4.2.5 note taking, questioning, summarizing								X		
SP 4.3.1 group discussion								X		
SP 4.3.2 oral presentations								X		
L 4.4.1 listening	X							X		
R 8.1.1 comprehension, main ideas, and details	X	X	X	X	X	X	X	X		
R 8.1.2 research: identify, locate, evaluate	X	X					X	X		
R 8.1.3 types of text						X	X	X		
R 8.1.4 elements/literary techniques fiction						X	X	X		
R 8.1.5 structure/organizing elements nonfiction						X	X	X		
R 8.1.6 similar ideas across narrative							X	X		
R 8.1.7 authors purpose						X	X	X		
W 8.2.1 usage, punctuation, capitals, spelling	X	X	X	X	X	X	X	X	X	
W 8.2.2 focus and idea							X	X	X	
W 8.2.3 revised and edit	X	X	X	X	X	X	X	X	X	
W 8.2.4 audience and purpose							X	X	X	
W 8.2.5 note taking, summarizing, outlining	X							X		
SP 8.3.1 group discussion								X		
SP 8.3.2 oral presentations								X		
L 8.4.1 listening	X							X		
R 12.1.1 comprehension, main ideas, and details	X	X	X	X	X		X	X		X
R 12.1.2 research: primary/secondary sources	X	X			X		X	X		
R 12.1.3 types of text							X	X		X
R 12.1.4 theme							X	X		
R 12.1.5 elements/literary techniques perfection							X	X		X
R 12.1.6 structure/organizing elements nonfiction	X						X	X		
R 12.1.7 read fiction, poetry, drama, non fiction, prose (dropped)								X		
R 12.1.8 authors purpose							X	X		
W 12.2.1 usage, punctuation, capitals, spelling	X	X	X	X	X		X	X	X	X
W 12.2.2 focus and idea	X						X	X	X	
W 12.2.3 revise and edit	X	X	X	X	X		X	X	X	X
W 12.2.4 audience and purpose							X	X	X	
W 12.2.5 note taking, summarizing outlining								X		
SP12.3.1 group discussion								X		
SP12.3.2 oral presentations								X		

Exhibit 3 Alignment of Assessments to Standards-NWEA maps- NDE#9.xls  
LOCAL CHART OF ASSESSMENT MEASURES - MATH STANDARDS

Math Standards GRADES 4, 8, AND 12	Assessment Instruments							
	NRT					Criterion-Referenced		Teacher
	Stanford	Met	CAT	Terra Nova	Iowa	NWEA MAPS	STARS ESU	
N 4.1.1 Place value, millions, hundredths	X	X	X	X	X	X	X	
N 4.1.2 Equivalent forms of numbers						X	X	
N 4.1.3 Comparison/relationship of op	X				X	X	X	
N 4.1.4 Positive, negative, zero						X	X	
N 4.1.5 Make change up to \$20						X	X	
C 4.2.1 + - / x with/without calculators	X	X	X	X	X	X	X	
C 4.2.2 Addition/subtraction of decimals			X			X	X	
C 4.2.3 Addition/subtraction of fractions			X			X	X	
M 4.3.1 Metric measurement						X	X	
M 4.3.2 Standard unit measurement	X				X	X	X	
M 4.3.3 Time to minute on analog clock						X	X	
M 4.3.4 Perimeter of many sided figures						X	X	
G 4.4.1 Two/three dimensional shapes						X	X	
G 4.4.2 Points, lines, rays, angles						X	X	
G 4.4.3 Solving problems with geometry				X		X	X	
D 4.5.1 Collect/analyze data	X	X	X	X	X	X	X	
A 4.6.1 Variables						X	X	
A 4.6.2 Extend Arithmetic patterns			X			X	X	
N 8.1.1 Real/whole/ rational no.						X	X	
N 8.1.2 Fractions, decimals, percents						X	X	
N 8.1.3 Use numbers variety of forms						X	X	
N 8.1.4 Number theory and properties			X	X		X	X	
C 8.2.1 + - / x decimals and fractions	X	X	X	X	X	X	X	
C 8.2.2 Solve word problems	X	X	X	X	X	X	X	
C 8.2.3 Problems using integers, rationals	X	X	X	X	X	X	X	
C 8.2.4 Order of operations			X			X	X	
C 8.2.5 Estimation	X	X			X	X	X	
M 8.3.1 Select tools, measure						X	X	
M 8.3.2 Conversion standard to metric						X	X	
G 8.4.1 Classify geometric figures/lines						X	X	
G 8.4.2 Apply geometric properties						X	X	
G 8.4.3 Area,perimeter,circum. formulas						X	X	
G 8.4.4 Volume, surface area						X	X	
G 8.4.5 Apply transformations, rotations						X	X	
G 8.4.6 Use geometry to solve problems						X	X	
D 8.5.1 Collect, analyze, interpret, data						X	X	
D 8.5.2 Interp. tables, charts, graphs	X	X	X	X	X	X	X	
D 8.5.3 Probability/frequency						X	X	
D 8.5.4 Use stats/probability for decisions						X	X	
A 8.6.1 One/two diminsional coordinates						X	X	
A 8.6.2 Algebraic concepts and op.						X	X	
A 8.6.3 Relations/charts,graphs,rules						X	X	

Exhibit 3 Alignment of Assessments to Standards-NWEA maps- NDE#9.xls LOCAL CHART OF ASSESSMENT MEASURES - MATH STANDARDS GRADES 4, 8, AND 12 (continued)

Math Standards GRADES 4, 8, AND 12 continued	Assessment Instruments										Teacher
	NRT CRITERION-REFERENCED TESTS										
	Stanford Met	CAT	Terra Nova	Iowa	NWEA Maps	NWEA Algebra	NWEA Geo.	ASSET	STARS ESU		
N 12.1.1 Subsets of real numbers					X	X		X	X		
N 12.1.2 Equiv. forms exponents, radicals		X			X	X		X	X		
C 12.2.1 Solve using equivalent forms	X	X	X	X	X	X		X	X		
C 12.2.2 Justify solutions					X			X	X		
C 12.2.3 Estim./comput. w/wo tech.	X	X	X	X	X			X	X		
M 12.3.1 Accurate measurement					X				X		
M 12.3.2 Convert metric and standard					X				X		
G 12.4.1 Calculate perimeter,area,volume	X	X			X		X		X		
G 12.4.2 Geometry terms									X		
G 12.4.3 Relationships/ geometric forms					X		X		X		
G 12.4.4 Coordinate geometry	X				X				X		
G 12.4.5 Right angle trigonometry	X				X			X*	X		
G 12.4.6 Solve problems using geometry					X		X	X*	X		
G 12.4.7 Deductive reasoning					X			X*	X		
D 12.5.1 Sampling techniques for data		X		X	X				X		
D 12.5.2 Inferences,predictions, equations			X	X	X			X**	X		
D 12.5.3 Interpret theoretical probability					X				X		
D 12.5.4 Central tendency, variability					X				X		
D 12.5.5 Interpret data, distribution					X				X		
D 12.5.6 Probabilities	X				X				X		
A 12.6.1 Interpret equations algebraically					X			X	X		
A 12.6.2 Prob. Solv. equations/inequalities	X	X			X	X		X	X		
A 12.6.3 Systems and matrices					X			X	X		
A 12.6.4 Patterns,functions,regression					X			X**	X		

<b>Exhibit 3 Alignment of Assessments to Standards-NWEA maps- NDE#9.xls</b>				
<b>LOCAL CHART OF ASSESSMENT MEASURES - SCIENCE STANDARDS GRADES 4, 8, AND 12</b>				
<b>Science</b>			<b>Assessment Instruments</b>	
<b>Standards</b>	<b>N R T</b>	<b>Criterion-Referenced Tests</b>	<b>Skills</b>	<b>Teacher Assessments</b>
		<b>NWEA</b>	<b>ASSET</b>	
C 4.1.1 Systems, order and organization		X		
C 4.1.2 Evidence, models and explanation		X		
C 4.1.3 Change, constancy and measurement		X		
C 4.1.4 Form and function				
I 4.2.1 Abilities needed to do scientific inquiry		X		
P 4.3.1 Characteristics of materials		X		
P 4.3.2 Position and motion of objects				
P 4.3.3 Light, heat, electricity and magnetism		X		
L 4.4.1 Characteristics of living things		X		
L 4.4.2 Life cycles of organisms				
L 4.4.3 Living things and environments		X		
E 4.5.1 Characteristics of earth materials				
E 4.5.2 Objects in the sky		X		
E 4.5.3 Changes in earth and sky		X		
T 4.6.1 Understand technological design				
T 4.6.2 Understand science and technology				
T 4.6.3 Between natural objects and made by humans				
S 4.7.1 Personal Health				
S 4.7.2 Resources				
S 4.7.3 Environmental changes				
S 4.7.4 How science and tech helps community problem solve				
H 4.8.1 Science as a human endeavor				
C 8.1.1 Systems, order and organization		X		
C 8.1.2 Evidence, models and explanation		X		
C 8.1.3 Change, constancy and measurement		X		
C 8.1.4 Form and function				
I 8.2.1 Abilities needed to do scientific inquiry		X		
P 8.3.1 Properties and changes of properties in matter		X		
P 8.3.2 Motion and forces				
P 8.3.3 Transfer of energy		X		
L 8.4.1 Structure and function of living systems		X		
L 8.4.2 Reproduction and heredity				
L 8.4.3 Regulation and behavior		X		
L 8.4.4 Populations and ecosystems				
L 8.4.5 Diversity and adaptation of organisms				
E 8.5.1 Structure of the earth				
E 8.5.2 Earth's history		X		
E 8.5.3 Earth in solar system		X		
T 8.6.1 Understand technological design				
T 8.6.2 Understand science and technology				
S 8.7.1 Personal Health				
S 8.7.2 Populations, resources, environments				
S 8.7.3 Natural hazards				
S 8.7.4 Risks and benefits				
S 8.7.5 Science and technology in society				
H 8.8.1 Science as a human endeavor				
H 8.8.2 Nature of science				
H 8.8.3 History of science				

<b>Exhibit 3 Alignment of Assessments to Standards-NWEA maps- NDE#9.xls</b>				
<b>LOCAL CHART OF ASSESSMENT MEASURES - SCIENCE STANDARDS GRADES 4, 8, AND 12</b>				
<b>(continued)</b>				
<b>Science</b>	<b>Assessment Instruments</b>			
<b>Standards</b>	<b>N R T</b>	<b>Criterion-Referenced Skills Tests</b>		<b>Teacher Assessments</b>
		<b>NWEA</b>	<b>ASSET</b>	
<b>C 12.1.1 Systems, order and organization</b>		X		
<b>C 12.1.2 Evidence, models and explanation</b>		X		
<b>C 12.1.3 Change, constancy and measurement</b>		X		
<b>C 12.1.4 Form and function</b>				
<b>C 12.1.5 Change over time</b>				
<b>I 12.2.1 Abilities needed to do scientific inquiry</b>		X		
<b>P 12.3.1 Structure of atom</b>				
<b>P 12.3.2 Structure and properties of matter</b>		X		
<b>P 12.3.3 Chemical reactions</b>				
<b>P 12.3.4 Motion and forces</b>				
<b>P 12.3.5 Conservation of energy/increase in disorder</b>		X		
<b>L 12.4.1 Understanding of the cell</b>		X		
<b>L 12.4.2 Molecular basis of heredity</b>				
<b>L 12.4.3 Theory of biological evolution</b>				
<b>L 12.4.4 Independence of organisms</b>				
<b>L 12.4.5 Matter, energy and organization of living systems</b>				
<b>L 12.4.6 Behavior of organisms</b>		X		
<b>E 12.5.1 Energy in the earth system</b>				
<b>E 12.5.2 Geochemical cycles</b>				
<b>E 12.5.3 Origin of earth system</b>		X		
<b>E 12.5.4 Origin of universe</b>		X		
<b>T 12.6.1 Understand technological design</b>				
<b>T 12.6.2 Understand science and technology</b>				
<b>S 12.7.1 Personal and Community Health</b>				
<b>S 12.7.2 Effects of population change</b>				
<b>S 12.7.3 Natural resources</b>				
<b>S 12.7.4 Environmental quality</b>				
<b>S 12.7.5 Natural and human induced hazards</b>				
<b>S 12.7.6 Sci/Tech in local, national and global challenges</b>				
<b>H 12.8.1 Science as a human endeavor</b>				
<b>H 12.8.2 Nature of scientific knowledge</b>				
<b>H 12.8.3 History of science</b>				
<b>Key to letters before standards:</b>				
<b>C = Concepts and Processes E = Earth Science</b>				
<b>I = Inquiry T = Science and Technology</b>				
<b>P = Physical Science S = Personal/Social Perspectives</b>				
<b>L = Life Science H = History and Nature of Science</b>				

<b>Exhibit 3 Alignment of Assessments to Standards-NWEA maps- NDE#9.xls</b>				
<b>LOCAL CHART OF ASSESSMENT MEASURES - SOCIAL STUDIES STANDARDS GRADES 4, 8, AND 12</b>				
<b>Social Studies</b>			<b>Assessment Instruments</b>	
<b>Standards</b>	<b>N R T</b>	<b>Criterion-Referenced Skills Tests</b>		<b>Teacher Assessments</b>
		<b>NWEA</b>	<b>ASSET</b>	
4.1 Local community demographic/physical changes over time				
4.2 Contrib.of Nat.Amer,Hispanic,African,Asian,European to NE				
4.3 Columbus,French,English discovery and settlements in NA				
4.4 Past/Present roles,jobs,communic,trans,schools,culture				
4.5 Historic/geographic factors affecting NE development				
4.6 Trace Nebraska's 20th century				
4.7 Nebraska's history territory to statehood				
4.8 Cultural events/holidays in community,NE, US				
4.9 Make historical map of Nebraska				
4.10 Analyze the migration patterns in Nebraska				
4.11 Significant events/individuals in community and NE				
4.12 Develop historical analytical skills				
4.13 Interdependence of producers and consumers				
4.14 Economic choices,barter and money, cash,checks,credit				
4.15 Specialization and interdependence in production				
4.16 Opportunity,cost,scarcity,supply & demand-making decis.				
4.17 Taxation and Governmental goods and services				
4.18 Trans. and Communic. effects on goods and services				
4.19 Map skills making NA map with title,scale,key,direc,date				
4.20 Ident.on US map-NE,KS,CO,IA,SD,WY,DC,rivers,lakes,mt				
4.21 Absolute location, grid systems,relative location				
4.22 Longitude,latitude,meridian,hemisphere				
4.23 Classify regions				
4.24 Citizenship, contributions of ethnic groups				
4.25 Laws, violation of laws				
4.26 Rights/responsibilities,				
4.27 Unicameral comparison with other states				
4.28 Representative leaders in government				

<b>Exhibit 3 Alignment of Assessments to Standards-NWEA maps- NDE#9.xls</b>				
<b>LOCAL CHART OF ASSESSMENT MEASURES - SOCIAL STUDIES STANDARDS GRADES 4, 8, AND 12</b>				
<b>(continued)</b>				
<b>Social Studies</b>			<b>Assessment Instruments</b>	
<b>Standards</b>	<b>N R T</b>	<b>Criterion-Referenced Tests</b>	<b>Skills</b>	<b>Teacher Assessments</b>
		<b>NWEA</b>	<b>ASSET</b>	
<b>8.1.1 Life in America before 17th century</b>				
<b>8.1.2 Trace routes and evaluate early explorations of Americas</b>				
<b>8.1.3 Describe colonial America</b>				
<b>8.1.4 Analyze Constitution and Bill of Rights</b>				
<b>8.1.5 Challenges faced by the new government</b>				
<b>8.1.6 Growth in US 1801-1861</b>				
<b>8.1.7 Cause/effect, events of Civil War and Reconstruction</b>				
<b>8.1.8 Interpret famous patriotic slogans and speeches</b>				
<b>8.1.9 Historical analysis</b>				
<b>8.1.10 Discuss/debate/writing skills on historical events</b>				
<b>8.2.1 Immigration and rise of business changed America</b>				
<b>8.2.2 Role of US 1899-1930</b>				
<b>8.2.3 Ideas and events in 1920-1930's</b>				
<b>8.2.4 Great Depression and effects</b>				
<b>8.2.5 Economic, social, political since WW II</b>				
<b>8.2.6 Interp famous patriotic slogans and speeches of this era</b>				
<b>8.2.7 Historical analysis</b>				
<b>8.2.8 Discuss/debate/write recent American history</b>				
<b>8.3.1 National, state and local governments</b>				
<b>8.3.2 Election processes at different levels</b>				
<b>8.3.3 Policy process at different levels</b>				
<b>8.3.4 Differences in judicial system in US and NE</b>				
<b>8.3.5 Structure and operation of US economy</b>				
<b>8.3.6 Role of government in US economy</b>				
<b>8.3.7 US economics vs other countries</b>				
<b>8.3.8 Rights and responsibilities of citizens</b>				
<b>8.3.9 Ideals and principles of our form of government</b>				
<b>8.3.10 Use maps, charts, cartoons, graphs to interpret S. Stud.</b>				
<b>8.4.1 Paleolithic Era to Revolution of agriculture</b>				
<b>8.4.2 Ancient river civilizations</b>				
<b>8.4.3 Ancient Greece and impact on western civilization</b>				
<b>8.4.4 Ancient Rome and impact on western civilization</b>				
<b>8.4.5 Conflict Muslim and Christiandom in ancient times</b>				
<b>8.4.6 Byzantine and Russian history</b>				
<b>8.4.7 Middle Ages in Europe</b>				
<b>8.4.8 Compare civilizations in Americas, Africa and Asia</b>				
<b>8.4.9 Research and geography analysis skills</b>				

<b>Exhibit 3 Alignment of Assessments to Standards-NWEA maps- NDE#9.xls</b>				
<b>LOCAL CHART OF ASSESSMENT MEASURES - SOCIAL STUDIES STANDARDS GRADES 4, 8, AND 12</b>				
<b>(continued)</b>				
<b>Social Studies</b>			<b>Assessment Instruments</b>	
<b>Standards</b>	<b>N R T</b>	<b>Criterion-Referenced Skills Tests</b>		<b>Teacher Assessments</b>
		<b>NWEA</b>	<b>ASSET</b>	
12.1.1 State of world 1000AD				
12.1.2 Late medieval period				
12.1.3 Renaissance				
12.1.4 Reformation				
12.1.5 European expansion into Americas, Africa, Asia				
12.1.6 Comparative religions				
12.1.7 16th,17th,18th centuries				
12.1.8 112th century political development in Europe				
12.1.9 Industrial Revolution				
12.1.10 20th Century				
12.1.11 Historical research and geographical skills				
12.2.1 Analyze maps, globes, photos				
12.2.2 Processes shaped earth's surface				
12.2.3 Regions				
12.2.4 Cultural characteristics link and divide regions				
12.2.5 Population,settlement,resources				
12.2.6 Migration, cultural interaction				
12.2.7 Countries, rivers, mountains, bodies of water				
12.2.8 Natural hazards and impact				
12.2.9 Resources, distribution, significance				
12.2.10 Urban development				
12.2.11Development of Asia,Africa,Mid-east,Latin,Caribbean				
12.2.12 Economic interdependence				
12.2.13 Developed and developing countries				
12.2.14 Conflict and cooperation				
12.2.15 Apply geography to interpret, understand, plan				
12.3.1 Contacts between Native Americans and European sett.				
12.3.2 Colonization of America				
12.3.3 Revolutionary period				
12.3.4 Constitutional era				
12.3.5 Early national period				
12.3.6 Civil war and reconstruction				
12.3.7 Impact of immigration				
12.3.8 Industrial Revolution				
12.3.9 World War I				
12.3.10 Great Depression				
12.3.11 World War II				
12.3.12 Foreign policy since WW II				
12.3.13 Civil rights since 1950's				
12.3.14 Contemporary domestic policy				
12.3.15 Relationship geography to development of US				
12.3.16 Famous spechcs and documents				
12.3.17 Historical analysis				
12.3.18 Discussion, debate divergent viewpoints				

<b>Exhibit 3 Alignment of Assessments to Standards-NWEA maps- NDE#9.xls</b>				
<b>LOCAL CHART OF ASSESSMENT MEASURES - SOCIAL STUDIES STANDARDS GRADES 4, 8, AND 12</b>				
<b>(continued)</b>				
<b>Social Studies</b>			<b>Assessment Instruments</b>	
<b>Standards</b>	<b>N R T</b>	<b>Criterion-Referenced Skills Tests</b>		<b>Teacher Assessments</b>
		<b>NWEA</b>	<b>ASSET</b>	
<b>12.4.1 Compare US system with other democracies</b>				
<b>12.4.2 Constitution, Articles, Declaration</b>				
<b>12.4.3 Identify fundamental principles in US documents</b>				
<b>12.4.4 Amendments to constitution</b>				
<b>12.4.5 Landmark Supreme Court interpretation of Constitution</b>				
<b>12.4.6 Concepts of democracy</b>				
<b>12.4.7 Debate current issues</b>				
<b>12.4.8 Compare national and state government</b>				
<b>12.4.9 Legislative, Executive, Judicial policy making</b>				
<b>12.4.10 Units of local government</b>				
<b>12.4.11 Compare unicameral and bicameral</b>				
<b>12.4.12 Current examples of interest groups, media</b>				
<b>12.4.13 Campaign for office</b>				
<b>12.4.14 Benefits of citizenship</b>				
<b>12.4.15 Informed participation in public affairs</b>				
<b>12.4.16 Compare US systems with others</b>				
<b>12.4.17 US market economy</b>				
<b>12.4.18 Role of government in economy</b>				
<b>12.4.19 Scarcity, opportunity, economic systems</b>				
<b>12.4.20 Economic goals</b>				
<b>12.4.21 Supply and demand</b>				
<b>12.4.22 Economic indicators</b>				
<b>12.4.23 Fundamentals of international trade</b>				
<b>12.4.24 Producers and consumers</b>				
<b>12.4.25 Impact of fiscal policy</b>				
<b>12.4.26 Role of entrepreneurship</b>				
<b>12.4.27 Personal economic decisions</b>				

## SECTION H Exhibit 4: Alignment of Assessments by Subtest/Composite Score

### GRADE 4 MATHEMATICS STANDARDS

#### Coverage by Achievement Test Subtests and Composite Scores

As listed in NDE STARS Update #6 and provided by Buros Institute

Type Achievement Test Nebraska Mathematics Standards Assessed

#### NRT Iowa Tests of Basic Skills

Math Concepts and Estimation	4.2.1	4.6.1 Problem Solving and
Data Interpretation	4.2.1	4.5.1 Math Computation
	4.2.1 Maps and Diagrams	4.5.1

\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln

#### NRT Terra Nova

Math	4.2.1	4.3.2 4.5.1 Math Computation
	4.2.1	4.2.2

\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln Administered in grade:

#### NRT California Achievement Test 6 (aka Terra Nova II)

Math	4.2.1	4.3.2 4.5.1 Math Computation	4.2.1
	4.2.2	*Students scoring at or above the 50th percentile are	

considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln Administered in grade:

#### NRT Metropolitan Achievement Test 8

Math Concepts & Problem Solving	4.2.1	4.5.1 Math Computation
	4.2.1	4.2.3

\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln Administered in grade:

#### NRT Stanford Achievement Test 9

Math Problem Solving	4.2.1	4.5.1 4.6.2 Math Procedures	4.2.1
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\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln Administered in grade:

## GRADE 4 MATHEMATICS STANDARDS

### Coverage by Achievement Test Subtests and Composite Scores

(continued)

<b>CRT</b>	<b>NWEA Levels Growth Mathematics</b>	
	Number	4.1.3
	Computation (including Fractions)	4.2.3
	Measurement	4.3.1
	Geometry, Spatial Concepts	4.4.3
	Data Analysis, Probability and Statistics	4.5.1
	Algebraic Concepts	4.6.1

\*Students scoring up to the 24th percentile are rated Beginners, 25-49 percentile = Progressing, 50-74 percentile = Proficient, 75th percentile and up = Advanced.

Provided by the ESU#13 Goals 2000 Consortium

<b>CRT</b>	<b>STARS Mathematics Assessments Grade 4</b>	state report		
	Grade 4 Part I			
	Numeration/computation cluster w/like fractions	4.1.2	4.2.3	
	Numeration/computation cluster - money	4.1.5	4.2.2	
	Measurement cluster - metric and standard	4.3.1	4.3.2	4.1.4
	Measurement - time	4.3.3		
	Geometry - shapes	4.4.1	4.3.4	
	Geometry - rays, angles	4.4.2		
	Geometry - congruence-transformations	4.4.3		
	Grade 4 Part II			
	Numeration - place value	4.1.1		
	Numeration - relationships	4.1.3		
	Computation - whole numbers	4.2.1		
	Algebra - variables	4.6.1		
	Algebra - pattern extension	4.6.2		
	Data - collection, interpretation	4.5.1		
	Data - probability	4.5.2		

considered proficient in the standards

STARS Math Test for grade 8. Initial mastery levels were determined by the panel.

Beginning = 0-39% correct, Progressing=40-59% correct, Proficient = 60-79%

Provided by the ESU#13 Goals 2000 Consortium

Exhibit 4

**Coverage by Achievement Test Subtests and Composite Scores**

(continued)

<b>CRT</b>	<b>STARS Mathematics Assessments Grade 3</b>	local report		
	Grade 3 Part I			
	Data - collecting, organizing	4.5.1		
	Geometry-shapes, measure figures cluster	4.4.1	4.3.4	
	Geometry- points, lines, rays, angles	4.4.2		
	Measurement cluster - metric, standard	4.3.1	4.3.2	4.1.4
	Measurement - time to minute	4.3.3		
	Measurement cluster - estimate, metric, standard	4.3.1	4.3.2	
	Grade 3 Part II			
	Numeration - thousands, tenths	4.1.1		
	Numeration - expanded forms	4.1.2		
	Algebra - variables, symbols	4.6.1		
	Algebra - extend add/subtract patterns	4.6.2		
	Computation - estimate, calculate	4.2.1		
	considered proficient in the standards			
	STARS Math Test for grade 8. Initial mastery levels were determined by the panel.			
	Beginning = 0-39% correct, Progressing=40-59% correct, Proficient = 60-79%			
	Provided by the ESU#13 Goals 2000 Consortium			

<b>CRT</b>	<b>STARS Mathematics Assessments Grade 2</b>	local report		
	Grade 2 Part I			

considered proficient in the standards  
 STARS Math Test for grade 8. Initial mastery levels were determined by the panel.  
 Beginning = 0-39% correct, Progressing=40-59% correct, Proficient = 60-79%  
 Provided by the ESU#13 Goals 2000 Consortium



Exhibit 4 GRADE 8 MATHEMATICS STANDARDS

<b>Coverage by Achievement Test Subtests and Composite Scores</b>			
	(continued)		
<b>CRT</b>	<b>NWEA Levels Growth Mathematics</b>		
	Number		
	Computation (including Fractions)	8.2.1	8.1.2
	Measurement	8.3.1	
	Geometry, Spatial Concepts	8.4.3	
	Data Analysis, Probability and Statistics	8.5.2	
	Algebraic Concepts	8.6.2	
	*Students scoring up to the 24th percentile are rated		
	Beginners,		
	25-49 percentile = Progressing, 50-74 percentile = Proficient		
	and 75th		
	percentile and up = Advanced.		
	Provided by the ESU#13 Goals 2000 Consortium		
			state
<b>CRT</b>	<b>STARS Mathematics Assessments Grade 8</b>		report
	<b>Grade 8 Part I</b>		
	Numeration - exponential, scientific, expanded	<b>8.1.3</b>	
	Computation - order of operations, expressions	<b>8.2.4</b>	
	Measurement - conversion linear, area, volume	<b>8.3.2</b>	
	Algebra - graph ordered pairs, inequalities, function tables	<b>8.6.1</b>	
	Algebra - multi-step equations, variables	<b>8.6.2</b>	
	Algebra - relationships with tables, graphs, rules	<b>8.6.3</b>	
	Numeration - prime factorization, divisibility, multiples	<b>8.1.4</b>	
	<b>Grade 8 Part II</b>		
	Numeration - ratios, proportions, equivalencies	<b>8.1.2</b>	
	Geometry - construction	<b>8.4.1</b>	
	Geometry - properties	<b>8.4.2</b>	
	Geometry - surface area, volume, cones, cylinders	<b>8.4.4</b>	
	Geometry - translations, flips, slides, turns	<b>8.4.5</b>	
	Data - central tendency, construct data	<b>8.5.1</b>	
	Data - relative frequency	<b>8.5.3</b>	
	Data - sampling	<b>8.5.4</b>	

proficient in the standards  
 STARS Math Test for grade 8. Initial mastery levels were determined by the panel.  
 Beginning = 0-39% correct, Progressing=40-59% correct,  
 Proficient = 60-79%  
 Provided by the ESU#13 Goals 2000 Consortium

Exhibit 4

**GRADE 8 MATHEMATICS STANDARDS**

<b>Coverage by Achievement Test Subtests and Composite Scores</b>				
	(continued)			
		state report		local report
<b>CRT</b>	<b>STARS Mathematics Assessments Grade 7</b>			
	<b>Grade 7 Part I</b>			
	Computation - fractions, decimals	<b>8.2.1</b>		
	Measurement - angles, perimeter, weight	<b>8.3.1</b>		
	Geometry - Circumference, Area, Perimeter	<b>8.4.3</b>		
	Geometry - Scale	<b>8.4.6</b>		
	Geometry - Circle Graphs	<b>8.5.2</b>		
	<i>Measurement - conversion linear</i>			8.3.2
	<i>Measurement - area, volume, rectangular prisms</i>			8.4.4
	<i>Geometry - construction circle graph</i>			8.5.1
	<b>Grade 7 Part II</b>			
	Numeration - percent, decimals, square root	<b>8.1.1</b>		
	Numeration - equivalencies, percent, fraction, decimals	<b>8.1.2</b>	<b>8.2.3</b>	
	Computation/algebra cluster	<b>8.2.2</b>	<b>8.2.4</b>	<b>8.6.2</b>
	Computation - estimation, front end, compatible	<b>8.2.5</b>		
	<i>Numeration - scientific Notation, powers of ten</i>			8.1.3
	<i>Algebra - variables to patterns</i>			8.2.5
	proficient in the standards			
	STARS Math Test for grade 7. Initial mastery levels were determined by the panel.			
	Beginning = 0-39% correct, Progressing=40-59% correct, Proficient = 60-79%			
	Provided by the ESU#13 Goals 2000 Consortium			
		local report		
<b>CRT</b>	<b>STARS Mathematics Assessments Grade 6</b>			
	<b>Grade 6 Part I</b>			
	Numeration cluster - whole and integer numbers	<b>8.1.1</b>		
	Measurement - weight/mass metric, standard	<b>8.3.1</b>		
	Geometry - describe, compare lines, angles, solids	<b>8.4.1</b>		
	Geometry - formulas, perimeter, area, 3-4 sided figures	<b>8.4.3</b>		
	Data cluster - read/interpret tables, charts, graphs	<b>8.5.1</b>	<b>8.5.2</b>	
	<b>Grade 6 Part II</b>			
	Numeration - fraction, decimal equivalencies	<b>8.1.2</b>		
	Numeration - multiply, divide with powers of ten	<b>8.1.3</b>		
	Numeration - prime, composite, common denominators	<b>8.1.4</b>		
	Computation - proper, improper, mixed fractions	<b>8.2.1</b>		
	Computation cluster - order of operations, word problems	<b>8.2.2</b>	<b>8.2.4</b>	
	Computation cluster - real-life problems, equations	<b>8.2.3</b>	<b>8.6.2</b>	
	Computation cluster - Estimate front end, compatible	<b>8.2.5</b>		
	proficient in the standards			
	STARS Math Test for grade 7. Initial mastery levels were determined by the panel.			
	Beginning = 0-39% correct, Progressing=40-59% correct, Proficient = 60-79%			
	Provided by the ESU#13 Goals 2000 Consortium			

Exhibit 4

**Coverage by Achievement Test Subtests and Composite Scores**

(continued)

<b>CRT</b>	<b>STARS Mathematics Assessments Grade 5</b>	local report		
	<b>Grade 5 Part I</b>			
	Numeration - place value, decimals to thousandths	8.1.1		
	Computation - +, -, decimals, fractions w/like denominators	8.2.1		
	Computation cluster - operations, one unknown variable	8.2.2	8.2.3	8.6.2
	Computation - estimation, rounding	8.2.5		
	<b>Grade 5 Part II</b>			
	Geometry - identify, compare/classify polygons, circles	8.4.1		
	Geometry - formulas, squares, rectangles-area, perimeter	8.4.3		
	Measurement - area, metric and standard units	8.3.1		
	Data cluster - bar, line graphs- tables, charts, graphs	8.5.1	8.5.2	
	proficient in the standards			
	STARS Math Test for grade 7. Initial mastery levels were determined by the panel.			
	Beginning = 0-39% correct, Progressing=40-59% correct, Proficient = 60-79%			
	Provided by the ESU#13 Goals 2000 Consortium			

Exhibit 4

**HIGH SCHOOL MATHEMATICS STANDARDS**

**Coverage by Achievement Test Subtests and Composite Scores**

**As listed in NDE STARS Update #6 and provided by Buros Institute**

Type Achievement Test Nebraska Mathematics Standards Assessed

**NRT Iowa Tests of Basic Skills**

Math Concepts and Problem Solving 12.2.1 12.2.3 12.4.1 12.5.1

Math Computation 12.2.1 12.2.3

\*Students scoring at or above the 50th percentile are considered to be meeting the standards.

Provided by the Buros Institute, University of Nebraska-Lincoln

Administered in grade:

**NRT Terra Nova**

Math 12.2.1 12.2.3 12.5.1

Math Computation 12.2.1 12.2.3

\*Students scoring at or above the 50th percentile are considered to be meeting the standards.

Provided by the Buros Institute, University of Nebraska-Lincoln

Administered in grade:

**NRT California Achievement Test 6 (aka Terra Nova II)**

Math 12.2.1 12.2.3 12.5.1

Math Computation 12.2.1 12.2.3

\*Students scoring at or above the 50th percentile are considered to be meeting the standards.

Provided by the Buros Institute, University of Nebraska-Lincoln

Administered in grade:

**NRT Metropolitan Achievement Test 8**

Math 12.1.2 12.2.1 12.2.3 12.5.1 12.5.3

\*Students scoring at or above the 50th percentile are considered to be meeting the standards.

Provided by the Buros Institute, University of Nebraska-Lincoln

Administered in grade:

**NRT Stanford Achievement Test 9**

Math 12.2.1 12.2.3 12.4.1 12.4.4 12.4.6

\*Students scoring at or above the 50th percentile are considered to be meeting the standards.

Provided by the Buros Institute, University of Nebraska-Lincoln

Administered in grade:

## HIGH SCHOOL MATHEMATICS STANDARDS

### Coverage by Achievement Test Subtests and Composite Scores

(continued)

#### Exhibit 4

#### **CRT NWEA Levels Growth for Grade 9-10 Mathematics**

Number  
Computation (including Fractions)  
Measurement  
Geometry, Spacial Concepts  
Data Analysis, Probability and Statistics  
Algebraic Concepts

\*Students scoring up to the 24th percentile are rated Beginners,  
25-49 percentile = Progressing, 50-74 percentile = Proficient and 75th  
percentile and up = Advanced.

Provided by the ESU#13 Goals 2000 Consortium

#### **CRT NWEA Levels Growth for Algebra**

Algebra Total 12.1.1 12.1.2 12.2.1

\*Students scoring up to the 24th percentile are rated Beginners,  
25-49 percentile = Progressing, 50-74 percentile = Proficient and 75th  
percentile and up = Advanced.  
Provided by the ESU#13 Goals 2000 Consortium

#### **CRT NWEA Levels Growth for Geometry**

Geometry Total 12.4.1 12.4.3 12.4.6

\*Students scoring up to the 24th percentile are rated Beginners,  
25-49 percentile = Progressing, 50-74 percentile = Proficient and 75th  
percentile and up = Advanced.  
Provided by the ESU#13 Goals 2000 Consortium

## HIGH SCHOOL MATHEMATICS STANDARDS

### Coverage by Achievement Test Subtests and Composite Scores

(continued)

#### Exhibit 4

<b>CRT</b>	<b>ASSET</b>	Numerical Math	12.1.1	12.1.2	12.2.1	12.2.3	12.4.7	
			Scale score range Beginning	23-36				
			Scale score range Progressing	36-38				
			Scale score range Proficient	39-42				
		Elementary Algebra	12.2.1	12.2.3	12.4.7	12.6.2		
			Scale score range Beginning	23-36				
			Scale score range Progressing	36-38				
			Scale score range Proficient	39-42				
		Intermediate Algebra	12.6.1	12.6.2	12.6.3			
			Scale score range Beginning	23-36				
			Scale score range Progressing	36-38				
			Scale score range Proficient	39-42				
		Geometry*	12.4.6	12.4.5	12.5.4			
			Scale score range Beginning	23-40				
		College Algebra	12.6.4	12.6.3	12.5.2	12.4.7	12.4.5	
			Scale score range Progressing	41-46				
			Scale score range Proficient	47-53				
Scale score range Advanced	54-55							

\* not currently administered

\*Provided by ESU#13 & WNCC Alignment Committee

<b>CRT</b>	<b>STARS Mathematics Assessments Grade 11</b>		<b>state report</b>
		<b>High School Part I</b>	
		Computation - justify solutions	<b>12.2.2</b>
		Computation - estimations, computations real numbers	<b>12.2.3</b>
		Measurement - accuracy and precision	<b>12.3.1</b>
		Measurement - convert between metric & standard	<b>12.3.2</b>
		Data - sampling technique, analyze data, inferences	<b>12.5.1</b>
		Data - equations and predictions from data sets	<b>12.5.2</b>
		Data - theoretical probability, make decisions	<b>12.5.4</b>
		Data - central tendency and variability	<b>12.5.5</b>
		Algebra - problems using equations and inequalities	<b>12.6.2</b>
		Algebra - systems of two equations and/or inequalities	<b>12.6.3</b>
		<b>High School Part II</b>	
		Numeration - relationships between subsets real numbers	<b>12.1.1</b>
		Numeration - equivalent forms of numbers	<b>12.1.2</b>
		Computation - theoretical and applied problems	<b>12.2.1</b>
		Geometry - perimeter, area, surface area, volume	<b>12.4.1</b>
		Geometry - geometric models describe physical world	<b>12.4.2</b>
		Geometry - characteristics and properties 2/3 dimensions	<b>12.4.3</b>
		Geometry - coordinate geometry, describing algebraically	<b>12.4.4</b>
		Geometry - right triangle trigonometry, length, angle measures	<b>12.4.5</b>
		Geometry - solve problems with geometric properties	<b>12.4.6</b>

\*Students scoring 60% and above correct are considered proficient in the standards STARS Math Test for grade 8. Initial mastery levels were determined by the panel. Beginning = 0-39% correct, Progressing=40-59% correct, Proficient = 60-79% correct, Ad Provided by the ESU#13 Goals 2000 Consortium

Exhibit 4

**GRADE 4 READING/WRITING STANDARDS**

**Coverage by Achievement Test Subtests and Composite Scores**

**As listed in NDE STARS Update #6 and provided by Buros Institute**

Type	Achievement Test	Nebraska Reading/Writing Standards Assessed
------	------------------	---

**NRT Iowa Tests of Basic Skills**

Vocabulary	4.1.2
Reading Comprehension	
Spelling/Punctuation/Capitalization	4.2.3
Usage and Expression	4.2.3
Maps and Diagrams	4.1.3
Reference Materials	4.1.4

\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln

**CRT NWEA Levels Growth Reading**

Vocabulary	4.1.2
Comprehension	4.1.3
Structures	4.1.7
Elements of fiction and purpose	4.1.6

\*Students scoring a RIT scale score of 205 in the Spring Assessment are considered to be in standards level test for grade 4. Each scoring section is then assigned a proficiency level to determine if standards were reached. Provided by the ESU#13 Goals 2000 Consortium

**CRT NWEA Levels Growth Language Arts**

Six Traits Analytical	4.2.3
Conventions: Grammar	4.2.1
Conventions: Mechanics	4.2.1

\*Students scoring a RIT scale score of 207 in the Spring Assessment are considered to be in standards level test for grade 4. Each scoring section is then assigned a proficiency level to determine if standards were reached.

**CRT STAR/ESU ASSESSMENT "Oceans grade 3"**

Task 1 -Listening		
1a - listening	4.4.1	
1b - group discussion - poster	4.3.1	
Task 2 - Related Readings		
vocabulary	4.1.1	4.1.2
comprehension	4.1.3	
text type	4.1.5	
research resources (record in 3a*)	4.1.4*	
elements of fiction	4.1.6	
structures of non-fiction	4.1.7	
note-taking (record in 3b**)	4.2.5*	
similar ideas	4.1.8	
Task 3 - Research		

Continued

Exhibit 4

## GRADE 4 READING/WRITING STANDARDS

3a - Research on wildlife issue	4.1.4*
3b - Note-taking during research	4.2.5**
3c - Oral presentation of research	4.3.2
Task 4 - Writing Sample (optional)	
conventions	4.2.1
focus	4.2.2
revision	4.2.3
audience and purpose	4.2.4

Exhibit 4

## GRADE 8 READING/WRITING STANDARDS

### Coverage by Achievement Test Subtests and Composite Scores As listed in NDE STARS Update #6 and provided by Buros Institute

Type	Achievement Test	Nebraska Reading/Writing Standards Assessed
------	------------------	---

**NRT Iowa Tests of Basic Skills**

Vocabulary	8.2.3	
Reading Comprehension	8.1.1	
Spelling, Punctuation, Capitalization, Usage and Expression	8.2.1	8.2.3
Maps and Diagrams	8.2.1	8.2.3
Reference Materials	8.1.1	
	8.1.2	

\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln

**CRT NWEA Levels Growth Reading**

Vocabulary	8.1	
Comprehension	8.1.1	
Structures	8.1.5	
Elements of fiction/purpose	8.1.4	8.1.7

\*Students scoring a RIT scale score of 225 in the Spring Assessment are considered to be in standards level test for grade 8. Each scoring section is then assigned a proficiency level to determine if standards were reached. Provided by the ESU#13 Goals 2000 Consortium

**CRT NWEA Levels Growth Language Arts**

Six Traits Analytical	8.2.3
Conventions: Grammar	8.2.1
Conventions: Mechanics	8.2.1

\*Students scoring a RIT scale score of 223 in the Spring Assessment are considered to be in standards level test for grade 8. Each scoring section is then assigned a proficiency level to determine if standards were reached.

**CRT STAR/ESU ASSESSMENT "Call of the Wild grade 7"**

Task 1 -Listening	8.4.1
Task 2 - Related Readings	
vocabulary	8.1
comprehension	8.1.1
text type	8.1.3
purpose	8.1.7
research resources (record in 4a*)	8.1.2*
elements of fiction	8.1.4
structures of non-fiction	8.1.5
note-taking (record in 4b**)	8.2.5*
similar ideas	8.1.6
Task 3 - Group decision making-simulation	8.3.1
Task 4 - Research	
4a - Research on wildlife issue	8.1.2*
4b - Note-taking during research	8.2.5**

Continued

## GRADE 8 READING/WRITING STANDARDS

4c - Oral presentation of research	8.3.2
Task 5 - Writing Sample (optional)	
conventions	8.2.1
focus	8.2.2
revision	8.2.3
audience and purpose	8.2.4

### CRT

#### **STAR/ESU ASSESSMENT "Makers of the Millennium grade 5"**

Task 1 -Listening	8.4.1
Task 2 - Related Readings	
vocabulary	8.1
comprehension	8.1.1
text type	8.1.3
purpose	8.1.7
research resources (record in 3a*)	8.1.2*
elements of fiction	8.1.4
structures of non-fiction	8.1.5
note-taking (record in 3b**)	8.2.5**
similar ideas	8.1.6
Task 3 - Research	
3a - Research on wildlife issue	8.1.2*
3b - Note-taking during research	8.2.5**
3c - Oral presentation of research	8.3.2
Task 4 - Group decision making	8.3.1
Task 5 - Writing Sample (optional)	
conventions	8.2.1
focus	8.2.2
revision	8.2.3
audience and purpose	8.2.4

### CRT

**State Assessment**  
to be announced

Exhibit  
4

**HIGH SCHOOL READING/WRITING STANDARDS**

**Coverage by Achievement Test Subtests and Composite Scores**

**As listed in NDE STARS Update #6 and provided by Buros Institute**

Type Achievement Test Nebraska Reading/Writing Standards Assessed

**NRT Iowa Tests of Basic Skills**

Vocabulary	12.2.3		
Reading Comprehension	12.1.1		
Language: Revising Written Materials	12.2.1	12.2.3	
Spelling	12.2.1		
Sources of Information	12.1.2		

\*Students scoring at or above the 50th percentile are considered to be meeting the standards.  
Provided by the Buros Institute, University of Nebraska-Lincoln  
Administered in Grade:

**CRT STAR/ESU ASSESSMENT "Rebels with a Cause grade 10"**

Task 1 - Related Readings comprehension	12.1.1		
text type	12.1.3		
purpose	12.1.8		
research resources (record in 4a*)	12.1.2*		
elements of fiction	12.1.5		
structures of non-fiction	12.1.6		
similar ideas	12.1.7		
Task 2 - Listening	12.4.1		
Task 3 - Group decision making-role play	12.3.1		
Task 4 - Research			
4a - Research on societal issue	12.1.2*		
4b - Note-taking during research	12.2.5		
4c - Oral presentation of research	12.3.2		
Task 5 - Writing Sample (optional)			
conventions	12.2.1		
focus	12.2.2		
revision	12.2.3		
audience and purpose	12.2.4		

**CRT State Assessment to be announced**

**CRT ASSET**

Reading	12.1.1	12.1.3	12.1.6	12.1.5
Scale score range Beginning	23-32			
Scale score range Progressing	33-39			

## HIGH SCHOOL READING/WRITING STANDARDS

Continued

### Exhibit 4

Writing	Scale score range Proficient	40-43	12.2.1	12.2.3
	Scale score range Advanced	44-53		
	Scale score range Beginning	23-35		
	Scale score range Progressing	36-41		
	Scale score range Proficient	42-44		
	Scale score range Advanced	45-54		

\*Provided by ESU#13 & WNCC Alignment Committee

Exhibit 4

## GRADE 4 SCIENCE STANDARDS

### Coverage by Achievement Test Subtests and Composite Scores

Type	Achievement Test	Nebraska Science Standards Assessed		
<b>NRT</b>	<b>Iowa Tests of Basic Skills</b>	4.3.1	4.4	4.4.3

\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln

<b>CRT</b>	<b>NWEA Levels Growth Tests - General Science</b>	
	Matter	4.3.1
	Energy	4.3.3
	Life Structure	4.4.1
	Living Things/Ecology	4.4.3
	Earth/Solar System	4.5.2
	Earth History/Change	4.5.3
	(total)	

\*Students scoring a RIT scale score of 200 in the Spring Assessment are considered to be in standards level test for grade 4. Each scoring section is then assigned a proficiency level to determine if standards were reached. Provided by the ESU#13 Goals 2000 Consortium

<b>CRT</b>	<b>NWEA Levels Growth Concepts and Processes of Science</b>	
	Systems	4.1.1
	Models	4.1.2
	Measurement	4.1.3
	Science Inquiry	4.2.1

\*Students scoring a RIT scale score of 199 in the Spring Assessment are considered to be in standards level test for grade 4. Each scoring section is then assigned a proficiency level to determine if standards were reached. Provided by the ESU#13 Goals 2000 Consortium

Exhibit 4

## GRADE 8 SCIENCE STANDARDS

### Coverage by Achievement Test Subtests and Composite Scores

Type	Achievement Test	Nebraska Science Standards Assessed
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**NRT**

\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln

**CRT**

**NWEA Levels Growth Tests - General Science**

Matter	8.3.1
Energy	8.3.3
Life Structure	8.4.1
Living Things/Ecology	8.4.3
Earth/Solar System	8.5.3
Earth History/Change	8.5.2
(total)	

\*Students scoring a RIT scale score of 216 in the Spring Assessment are considered to be in standards level test for grade 8. Each scoring section is then assigned a proficiency level to determine if standards were reached. Provided by the ESU#13 Goals 2000 Consortium

**CRT**

**NWEA Levels Growth Concepts and Processes of Science**

Systems	8.1.1
Models	8.1.2
Measurement	8.1.3
Science Inquiry	8.2.1

\*Students scoring a RIT scale score of 212 in the Spring Assessment are considered to be in standards level test for grade 8. Each scoring section is then assigned a proficiency level to determine if standards were reached. Provided by the ESU#13 Goals 2000 Consortium

Exhibit 4

## HIGH SCHOOL SCIENCE STANDARDS

### Coverage by Achievement Test Subtests and Composite Scores

Type	Achievement Test	Nebraska Science Standards Assessed
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**NRT**      **not yet available**

\*Students scoring at or above the 50th percentile are considered to be meeting the standards. Provided by the Buros Institute, University of Nebraska-Lincoln

**CRT**      **NWEA Levels Growth for Grades 9-10 General Science**

Matter	12.3.2
Energy	12.3.5
Life Structure	12.4.1
Living Things/Ecology	12.4.6
Earth/Solar System	12.5.4
Earth History/Change	12.5.3

\*Students scoring a RIT scale score of 227 in the Spring Assessment are considered to be in standards level test for grade 11. Each scoring section is then assigned a proficiency level to determine if standards were reached. Provided by the ESU#13 Goals 2000 Consortium

**CRT**      **NWEA Levels Growth for Grades 9-10 Concepts and Processes**

Systems	12.1.1
Models	12.1.2
Measurement	12.1.3
Science Inquiry	12.2.1

\*Students scoring a RIT scale score of 226 in the Spring Assessment are considered to be in standards level test for grade 11. Each scoring section is then assigned a proficiency level to determine if standards were reached. Provided by the ESU#13 Goals 2000 Consortium

## SECTION I Appendix

### A: Definitions

**Accountability:** providing reports of data (findings, analysis and implications), which summarize progress towards achieving learning goals to stakeholders including students, parents, board, professional staff and patrons.

**Anchors:** representative products used to show each point on a scoring scale. The top anchor is sometimes called an exemplar.

**Assessment:** the process of gathering data on the attainment of whatever is being measured.

**Benchmark:** interpret the description of what is understood or can be done into developmentally appropriate levels.

**Criteria:** essential guidelines, principles, grades or qualities by which a successful performance is judged.

**Criterion Referenced Tests:** a test in which the scores of students may be compared directly to the pre-established curricular or instructional objectives of the teacher, the school, the district or the state.

**Demonstrations:** sub-skills related to the standards. If a child can demonstrate the task, they have the skill for the standard. These demonstrations may be divided among the grade levels and expected to be learned at a specific grade. Then they might be called a benchmark.

**Evaluation:** judgment regarding quality, value, or worth based upon assessment data. Evaluations are usually based upon multiple sources of information.

**Formative Assessment:** ongoing diagnostic assessment providing information to guide instruction.

**Generalizability:** the extent to which the performance samples by a set of assessment items are representative of the broader domain being assessed.

**Norm referenced tests:** a test in which the individual scores of students may be compared to the scores on the same test administered earlier today to a representative sample group of students. For such tests to be valid, they must be administered under standardized conditions. The purpose of such tests is to compare the achievement of local students to that of other students on a national or statewide basis.

**Portfolio:** a purposeful, integrated collection of student work effort, progress or achievement in one or more areas.

**Performance Assessment:** assessment tasks that require students to construct a response, create a product, or perform a demonstration.

**Performance Levels:** level of mastery, achievement, and quality of performance or degree of proficiency required. This may be listed by name (advanced, proficient, progressing, and beginning) that is defined by example or by a score required on an assessment.

**Reliability:** the degree to which assessment yields consistent results.

**RIT Scores:** Equally Equivalent Scores Used in NWEA Levels Tests.

**Rubric:** definition of the measurement scale used to evaluate a student performance. Rubrics consistently fixed scale, interested characteristics that describe criteria at each score for a particular outcome and sample responses (anchors) for the various score points on the scale.

**Standard:** that state defined academic content outcome of student learning.

**Standardized:** a set of consistent procedures for constructing, administering, and scoring of assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions, that interpretation of their performance is comparable and not influenced by differing conditions.

**Summative Assessment:** culminating assessment for a grade level, or course of study providing a status report on mastery or degree of proficiency according to identified learning outcomes.

**Task/Strategy:** an activity that can showcase a skill required in a standard. A task is usually a complex assessment activity requiring multiple responses to a challenging question or problem.

**Teacher (Classroom) Assessment:** assessments developed by teachers for use in many instructionally related decisions such as identifying what students have learned from the curriculum, making diagnosis regarding student strengths and weaknesses, providing feedback to students regarding the academic performance, assigning grades denoting student learning, and planning instruction. Assessments include paper pencil tests, demonstrations, observations, performance, and portfolio assessments.

**Test:** a set of questions or situation designed to permit and inference about what an examinee knows or can do in an area.

**Trait:** essential characteristics or quality of successful performance.

**Validity:** whether or not an assessment measures what it is supposed to measure.

## B: Accommodations

**Difficulty with Reading:** students who are experiencing difficulty with reading may benefit from one or more of these suggestions. Some of the suggestions may need to be combined to be effective for individual students. This list is not exhaustive. Teachers can

- Provide an adult or peer reader
- Extend time requirements for the student to complete tasks
- Provide directions and assessments with important words underlined.
- Tape-record questions and allow oral response.
- Provide oral review.
- Identify and assess only essential learning.
- Allow students to quietly read out loud.
- Summarize key points.
- Facilitate the discussion of the main ideas in small groups.
- Check comparison through discussion.
- Natural reading ability to the text being used.
- State purpose for the assigned reading.
- Provide books on tape.
- Provide a model for note taking (i.e. outlining).
- Provide highlighted text.
- Provide study guides.
- Teach new vocabulary by modeling use of context clues.
- To provide or post useful strategies for decoding, vocabulary, or comprehension.

**Difficulty with Written Expression:** students who are experiencing difficulty with written expression may benefit from one or more of these suggestions. Some of the suggestions may need to be combined to be effective for individual students. This list is not exhaustive. Teachers can:

- Allow dictated test answers to a scribe.
- Allow students to audiotape responses.
- Discuss the individual's written answer.
- Use samples of finished products as models.
- Provide note taking by other students.
- Teach guided note taking strategies.
- Use picture diagrams to replace essay responses.
- Clarify the format and criteria when given written assignments.
- Provide opportunity for group work and written assignments.
- Develop a dictionary for difficult or misspelled words.
- Allow notes with an oral report.
- Provide selected response testing formats (i.e. multiple-choice, true/false, matching).