

NSCAS Growth Assessment Coordinator Guide

**2024–2025 NSCAS Growth
English Language Arts, Mathematics, and Science**

Contributors

Nebraska Student-Centered Assessment System (NSCAS) Growth Assessments are administered by the Nebraska Department of Education (NDE):

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Part 1—General information

About NSCAS Growth and NSCAS Science assessments

The Nebraska Student-Centered Assessment System (NSCAS) Growth assessments are administered in English Language Arts and Mathematics. These assessments were developed specifically for Nebraska to provide teachers, students, and parents with information on student learning, including strengths and needs, throughout the year, as well as student progress in mastering college and career-ready skills based on Nebraska's Academic Standards. The NSCAS Science assessment also assesses student progress in mastering college and career-ready skills but is a summative test rather than a growth test.

The NSCAS Growth assessments are comprised of items written or reviewed by Nebraska educators. The items were field tested during previous administration years, and additional items are field tested in each operational year to expand the number of available items for subsequent assessments. Students in grades 3–8 may be administered assessments in English Language Arts (ELA) and Mathematics. For the 2024–2025 academic year, fall and winter administrations are optional and spring is required. Students in grades 5 and 8 are also administered Science assessments in the spring term only. Paper/pencil tests are available for students with a qualifying documented need.

NWEA is the provider of the online and printed versions of the NSCAS Growth and NSCAS Science assessments through NWEA's testing platform, Acacia. The assessments are available both online and in paper/pencil format. Paper forms are assigned via the student registration process and entered into the online platform by a scribe. NWEA provides electronic copies of paper forms for districts to download and print, and ships braille forms requested via student registration. Paper forms are available for all content areas and in both English and Spanish. For more information on assigning paper forms, refer to the [NSCAS Growth User and Student Management Guide](#).

Who should read this guide?

The NSCAS Growth Assessment Coordinator Guide is intended for use by District Assessment Contacts and School Assessment Coordinators. District Assessment Contacts and School Assessment Coordinators should become familiar with the contents of this guide. A brief description of the responsibilities of each role follows.

District Assessment Contacts are responsible for coordinating the testing activities of all schools in their districts. Responsibilities include but are not limited to coordinating the test schedules of the schools in the district and setting up test sessions.

School Assessment Coordinators serve as single points of contact at the schools for the District Assessment Contacts and are responsible for coordinating the testing activities in their schools. Responsibilities include but are not limited to secure handling of assessment materials such as test tickets, and coordination of Proctors. In some districts, the School Assessment Coordinator and a District Assessment Contact may be the same person.

Test administration window dates

For 2024–2025, the fall and winter test administrations are optional, while the spring administration is required. Refer to the Important Dates reference on the [Assessment Portal](#) for other key deadlines.

Table 1: Test administration window dates

Season	Content area and grade	Date
Fall administration (optional)	ELA & Math: Grades 3–8	August 19, 2024–September 27, 2024
Winter administration (optional)	ELA & Math: Grades 3–8	December 2, 2024–January 24, 2025 Tests are unavailable for the holidays from December 25, 2024–January 1, 2025
Spring administration (required)	ELA & Math: Grades 3–8 Science: Grades 5 & 8	March 24, 2025–May 2, 2025

District Assessment Contact and School Assessment Coordinator responsibilities

District Assessment Contact

Schedule the assessments

The District Assessment Contact is typically responsible for scheduling the test for all schools in the district and for coordinating the efficient distribution and collection of test materials.

Assign accommodations, test languages, and NTCs

The District Assessment Contact may be responsible for updating student registrations to include necessary accommodations and supports (such as paper/pencil tests or text-to-speech), test languages, and not-tested codes (NTCs). You may also delegate this responsibility to School Assessment Coordinators.

District Assessment Contacts are also responsible for downloading, printing, and distributing print-on-demand paper/pencil materials, and receiving and distributing braille paper/pencil materials. Allow at least 2 business days to receive requested print-on-demand materials. Refer to [District Assessment Contact responsibilities for paper/pencil testing](#) on page 27 for more details.

School Assessment Coordinator orientation

District Assessment Contacts should conduct an orientation session for School Assessment Coordinators prior to their meetings with Proctors. Meet to review and discuss the following topics:

- District assessment schedule
- [General information](#) on page 5 in this manual
- Procedures for the distribution of test materials, including paper/pencil tests
- Procedures for returning test materials to the District Assessment Contact for secure destruction
- Procedures for distribution and collection of test materials, including paper/pencil tests. It is the District Assessment Contact's responsibility to coordinate the return of test materials
- Procedures for maintaining security, outlined in [NSCAS Growth security procedures](#) on page 35 and the NSCAS [Security Manual](#)
- Proctor orientation

School Assessment Coordinators should be given ample time to distribute copies of the [NSCAS Growth Proctor Guide](#) to Proctors and to schedule a Proctor orientation session prior to the testing window.

School Assessment Coordinator

School Assessment Coordinators are responsible for providing secure test materials—including printed test tickets for online assessments—to Proctors. Do not distribute any test materials except the NSCAS Growth Proctor Guide until the day of each session. On the day of the test, the School Assessment Coordinator should distribute the correct test tickets for that day's test to each Proctor.

Collect all materials, including test tickets and scratch paper, from Proctors after each day of testing is complete. Store materials securely until testing is complete if there are two or more sessions.

Proctor orientation

Prior to the scheduled assessment dates, School Assessment Coordinators should conduct an orientation session for Proctors. Any teachers, counselors, administrators, or other qualified education personnel may act as Proctors.

In this orientation session, discuss the following topics:

- **Assessment schedule**—Review the assessment schedule and what to do when students need more time.
- **Administration preparation**—Proctors should have reviewed the NSCAS Growth Proctor Guide prior to orientation.

- **Test selection**—Proctors should verify students are accessing the NSCAS Growth and NSCAS Science assessments and not another test such as MAP Growth or the Item Type Sampler.
- **Accessibility supports and accommodations**—Explain that students with a 504 plan, IEP, or EL plan may take the test with accommodations, including paper/pencil forms, if they have a documented need on the 504, IEP, or EL plan. Proctors should verify that students are assigned the correct accommodations in the online test session before students begin the assessment. If students are missing accommodations, the Proctor should contact the School Assessment Coordinator. If a student tests without the correct accommodations, the District Assessment Contact must contact NWEA to reset the test.
- **For paper/pencil tests:** Paper/pencil tests are available for students with a documented need on the 504, IEP, or EL plan. If students are missing the correct paper/pencil accommodation, Proctors should contact the School Assessment Coordinator. Print-on-demand paper/pencil tests are provided electronically to the District Assessment Contact via secure FTP. Allow at least 2 business days for the files to be provided.
- **Assessment conditions**—Emphasize the importance of good testing conditions such as a comfortable, quiet room and a positive approach to the test.
- **Scratch paper and reference sheets:** Proctors may provide scratch paper (blank or lined) or blank graph paper students for use during the test. All paper must be collected and returned to the School Assessment Coordinator for secure destruction. For Mathematics, the Universal Math Reference Sheet is embedded in the online assessment. Proctors can also provide printed copies of the Universal Math Reference Sheet, located on the [Assessment Portal](#). After students taking the paper/pencil test are finished, remove all scratch paper from the completed booklets.
- **Security:** Secure all test materials at all times prior to and during the test. Keep completed answer sheets for paper/pencil forms confidential. Review required security procedures. Refer to [NSCAS Growth security procedures](#) on page 35.

Recommended scheduled test-taking time

The NSCAS Growth and NSCAS Science assessments do not have time limits. While students should be provided with as much time as needed to complete each content area, the typical test-taking time is no more than 90 minutes. [Table 2: Test Duration Details](#) on the next page lists the number of test questions per content area and the amount of time recommended to schedule a test session. Some students may require more time than others. The recommended scheduled test-taking time does not include test ticket distribution or student log-in time. When scheduling test sessions, these factors should be considered.

Students who do not complete the test in one sitting can complete the test later during a make-up session; their progress will be saved.

Proctors should not pace students. If individual students finish testing early, they may read or work on other assignments, but not on their computers.

Table 2: Test Duration Details

Grade Level	Content Area	Approximate Number of Test Questions*	Recommended Scheduled Test-Taking Time
3–8	Mathematics	Fall and winter: 45	90 minutes
		Spring (online): 45	
		Spring (paper/pencil): 40	
3–8	English Language Arts	Fall and winter: 45	90 minutes
		Spring (online): 45	
		Spring (paper/pencil): 40	
5 & 8	Science	Spring: 36–37	60 minutes
*All students in the same grade given the same test will receive the same number of test items.			

Scheduling the test

There is flexibility in test scheduling. Schools should prioritize student needs and not adult convenience when building a schedule. Proctors should not pace students. All schedules need to account for students who may need additional time to complete the test.

With the design of the NSCAS Growth assessments, schools may opt to plan one test session for each test; however, schools may schedule two sessions for students to complete the test. This is considered a local decision. For more information on scheduling guidance, a guide is available for download on the Nebraska [Assessment Portal](#).

Note: Due to the adaptive nature of the online assessment, students will not be able to go back to previous items. Students will begin where they left off when they resume testing after logging out.

Here are some guidelines for scheduling:

- The test may be scheduled on any day, Monday through Friday, but preferably not on a Monday
- The final week of the test window is a makeup week. No regular sessions should be scheduled during the makeup week
- Other schedules may be used, such as those specified in a student's IEP or 504, or those used for English learners
- All testing must be scheduled within the testing window
- Younger students are more likely to need multiple sittings to complete the test
- Since districts know their students best, they should consider student needs as well as these scheduling guidelines when creating a testing schedule. Students who finish the test early may read or work on other assignments, but not on their computers

- Regardless of the schedule used, the test administration must be consistent and standardized, and the scripted directions must be followed
- Since students transferred between districts are updated in the daily sync with MAP, they can be included in your testing schedule if needed. Refer to [Student withdrawal or enrollment during testing window](#) below for details on transferred students
- Student benefit should always be considered first with regard to scheduling

Preparing for unforeseen rescheduling

Whenever possible, it is recommended that the first half of the testing window be used for administering tests, leaving the remainder of the testing window open for unforeseen rescheduling.

It may be advisable to postpone the test if a large percentage of the school population is absent on any selected day or days, or if an event causes a level of disruption or distress that could result in students performing below their capabilities. District personnel are urged to keep the best interests of the students in mind when deciding to reschedule test dates. Early administration of the test should eliminate most scheduling problems.

Student participation and NTCs

The purpose of the NSCAS Growth and NSCAS Science assessments is to provide information on student learning strengths and needs throughout the year as well as student progress in mastering college and career-ready skills based on Nebraska's Academic Standards in English Language Arts, Mathematics, and Science.

If any student is not tested, the reason should be recorded in Acacia. Refer to [Assign not tested codes](#) on page 25 for instructions and a list of available NTCs.

Student withdrawal or enrollment during testing window

Note: Refer to the NSCAS Growth User and Student Management Guide for detailed instructions on transferring students. Students must be removed from the originating school's MAP Growth roster and added to the destination school's MAP Growth roster for the transfer to occur.

If a student transfers between schools in the state before the enrollment date cut-off, it is the new school's responsibility to determine whether the student was tested at their previous school. If the new student has not yet taken, or partially completed, the NSCAS Growth assessment for a required subject, it is the new school's responsibility to administer the test in its entirety to the student before the last day of the testing window. If the school has not yet completed testing, the newly enrolled student should participate in the regularly scheduled test sessions with the rest of the student population.

If a student transfers between schools after starting but not completing part of the NSCAS Growth assessment for a required subject, the student's test ticket will not be available to the new school. The new school must contact the previous school or NWEA Partner Support for a copy of the student's test ticket. The student can use the test ticket to log back in and continue their test.

If the student was already administered the NSCAS Growth assessment for a required subject in its entirety at their previous school but the new school has not completed its scheduled testing, it is appropriate to make other educational arrangements for the student while the rest of the student's classmates are testing. It is the new school's responsibility to complete the necessary research to avoid retesting a student who has already completed the test.

If a student completes the paper/pencil NSCAS Growth assessments during the scheduled test sessions but withdraws prior to the end of the established testing window, the testing district should have a scribe enter the responses into the platform for scoring as intended. If the tests were not completed before the student left (either unstated or unfinished), the not tested code **NCE** should be added to the student's test session.

Internal and external programs

Districts are responsible for assessing and reporting student results for students who are in an intra-district program, Educational Service Unit program, or Approved Contract Service Provider program. Districts must have a plan for the assessment of and reporting of those students' results. Options include:

- **Paper/pencil tests:** Programs servicing public school district students can submit requests for paper materials through the student's accountable district. If indicated as the testing location, braille materials are shipped directly to the program. However, standard and large print English and Spanish forms must be printed and distributed to the testing location by the student's accountable district. Do not email the test or the secure download instructions as tests are secure materials. Refer to [Managing paper/pencil assessment and materials](#) on page 27 for instructions. The district is responsible for working with the program to monitor the security of the test administration.
- **Online test administration:** Districts are responsible for working with these programs to ensure the software on computers is properly downloaded, for obtaining and distributing the student tickets, and for the security and monitoring of the test-taking process.

Participation with accommodations

All students with disabilities are expected to participate in state testing. No student, including students with disabilities, may be excluded from the state assessment and accountability system. All students are required to have access to grade-level content, instruction, and assessment. For guidelines on accommodations, refer to the [NSCAS Accessibility Manual](#).

Students with disabilities who need accommodations may be included in state assessment and accountability in the following ways:

- Students may be tested on the NSCAS Growth and NSCAS Science assessments with approved accommodations specified in the student's IEP. Accommodations provided to students must be specified in the student's IEP and used during instruction throughout the year. Accommodations may require paper/pencil testing.

For additional information, refer to the [NSCAS Accessibility Manual](#).

- Students may be tested with the NSCAS Alternate Assessment if they qualify for these assessments. Only students with the most significant cognitive disabilities (typically less than 1% of students) may take these tests. The NSCAS Alternate Assessment—along with relevant instructions and manuals—is distributed and administered by DRC.

Accommodations are assigned when students are registered. For more information on registering students and assigning accommodations, such as text-to-speech, refer to the [NSCAS Growth User and Student Management Guide](#).

Students may also use approved non-embedded resources, such as approved multiplication charts or noise buffers, as specified by NDE policy. A complete list of non-embedded universal tools, linguistic supports, and accommodations is included in the [NSCAS Accessibility Manual](#).

Accommodations and modifications

Accommodations and modifications are not the same. Accommodations provide adjustments and adaptations to the testing process that do not change the expectation, the grade level, the construct, or the content being measured. Accommodations should only be used if they are appropriate for the student and used during instruction throughout the year.

Modifications are adjustments or changes in the test that affect test expectations, the grade level, the construct, or the content being measured. **Modifications are not acceptable in the NSCAS Growth and NSCAS Science assessments.**

Participation of English learners

According to the Elementary and Secondary Education Act (ESEA), English learners (ELs) are students who have a native language other than English (or students who come from an environment where a language other than English has had a significant impact on their level of English proficiency) and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the state's proficient level of achievement on state assessments, (ii) the ability to successfully achieve in classrooms where the language of instruction is English, or (iii) the opportunity to participate fully in society. (For full text of the definition, refer to Public Law 107-110, Title IX, Part A, Sec. 9101, (25) of the No Child Left Behind Act of 2001.) For guidelines on English learners, refer to the [NSCAS Accessibility Manual](#).

Each district with EL students should have a written operational definition used for determining services and meeting Office of Civil Rights requirements.

Both state and federal laws require the inclusion of all students in the state testing process. EL students must be tested in the NSCAS Growth assessments. Districts should:

- Understand the difference between linguistic supports (accommodations for ELs) and modifications:
 - **Linguistic supports:** For students learning the English language, linguistic supports are changes to testing procedures, testing materials, or the testing situation that allow the students meaningful participation in the assessment. Effective linguistic supports for EL students address their unique linguistic and socio-cultural needs. Linguistic supports for EL students may be determined to be appropriate without prior use during instruction throughout the year.
 - **Modifications:** Modifications are adjustments or changes in the test or testing process that change the test expectation, the grade level, the construct, or the content being measured. **Modifications are not acceptable in the NSCAS Growth and NSCAS Science assessments.**
- Use the [NSCAS Accessibility Manual](https://www.education.ne.gov/Assessment), found on the NDE Assessment website: <https://www.education.ne.gov/Assessment>, to determine appropriate linguistic supports for students.

Participation of Recently Arrived English Learner students

Recently Arrived English Learner (RAEL) students are defined by the U.S. Department of Education as students with limited English proficiency who attended schools in the United States for fewer than 12 months. The phrase “schools in the United States” includes only schools in the 50 states and the District of Columbia. The term “schools in the United States” does not include Puerto Rico.

Districts must assess all RAEL students on all NSCAS Growth and NSCAS Science assessments each year based on the grade level of the student using linguistic supports.

NSCAS Growth and NSCAS Science assessments security

In a centralized testing process, it is critical that equity of opportunity, standardization of procedures, and fairness to students is maintained. Therefore, all administrators and teachers—especially those who are administering the assessment—must familiarize themselves with NSCAS security procedures. Breaches in security are taken very seriously and must be quickly identified and reported to the NDE Statewide Assessment Office. From there the determination is made as to whether a professional practices complaint will be filed. Review and follow the information [NSCAS Growth security procedures](#) on page 35 carefully to understand the security procedures and how to report breaches in security.

Districts should also maintain a set of policies that includes a reference to the NSCAS [Security Manual](#). A sample policy for testing and security is included in Nebraska’s Standards,

Assessment, and Accountability Updates posted on the NDE website at <https://www.education.ne.gov/Assessment>. Whether districts use this sample, the procedures offered by the State School Boards Association, or policies drafted by other law firms, the local district's policy should address the NSCAS [Security Manual](#). NDE encourages all districts with questions to contact their own local school attorney to customize their security policy.

Test security agreement

The principal of each school participating in the NSCAS Growth assessments should have completed and signed a “Building Principal Security Agreement” and returned it to the Statewide Assessment Office in August. District Assessment Contacts should have completed and signed the “District Assessment Contact Confidentiality of Information Agreement” and returned it to the NDE Statewide Assessment Office in August. Sample copies of the “Building Principal Security Agreement” and “District Assessment Contact Confidentiality of Information Agreement” are posted on the NDE website.

Testing ethics and appropriate practice

All teachers need to be familiar with appropriate testing ethics and security practices related to testing. Professionalism, common sense, and practical procedures will provide the right framework for testing ethics. School districts are required to hold all certificated staff members in school districts accountable for following the *Regulations and Standards for Professional Practice Criteria* as outlined in Rule 27. The NSCAS [Security Manual](#) includes clear practices for appropriate security.

Online security

Student test tickets contain student-level password information for accessing the tests and must be kept secure. On the day of testing, Proctors should print or be given the student test tickets with ample time to review and organize the tickets for distribution before the test begins. Once a test session is started, only the student taking the test is allowed to view the student's screen. No one is allowed to view or copy test content while a student is testing.

This *NSCAS Growth Assessment Coordinator Guide* is not considered a secure test material.

Student test security

Students should look only at their own computers. For further security, folders may be set up around each computer screen to eliminate any possibility of students looking at other computer screens. For larger groups, make sure a sufficient number of Proctors are available to monitor the room. Assessment Coordinators and para-educators under the supervision of a certified teacher may be used as Proctors.

Returning or destroying secure materials

Proctors must collect all student test tickets, copies of the Mathematics Reference Sheet, scratch paper, and test booklets (where applicable) from students after testing and return them to the School Assessment Coordinator so that those materials can be securely stored until testing is complete and then securely destroyed.

General test settings

There are supports available to students, such as linguistic supports and aids for English learners, both universally or according to need (504 and IEP). Students may also use approved non-embedded resources as specified by NDE policy. A complete list of non-embedded universal tools, linguistic supports, and accommodations is included in the [NSCAS Accessibility Manual](#) on the Nebraska Department of Education Assessment and Accountability website: <https://www.education.ne.gov/Assessment>.

Take note of the following important test settings:

- **Visual Display Settings**—All students testing online have access to the magnification feature to adjust their visual display.
- **Audio Accommodation**—A text-to-speech (TTS) tool is available in English and Spanish. Audio is provided for directions, questions, and answer choices, but is not provided for passages in the ELA test. TTS is available as an accommodation for ELA, Mathematics, and Science for students with documented needs such as IEPs or 504 plans that allow test content to be read to them. It is also available as a designated feature for Math and Science.

NOTE: There are writing items and reading comprehension items in the ELA assessment. When TTS is enabled for students with a documented need, only writing items will be read using TTS.

- **Spanish**—Spanish assessments are available both online and in paper form.

Assigning test settings

Accommodations are assigned when students are registered. For more information on registering students and adjusting assigned accommodations, refer to the [NSCAS Growth User and Student Management Guide](#).

Students should use the Item Type Samplers to familiarize themselves with test aids, such as the Notepad and Highlighter.

Part 2—Navigating the Acacia platform

Acacia management and reporting system requirements

The management and reporting insights platform, known as Acacia, is supported on the latest versions of the following browsers:

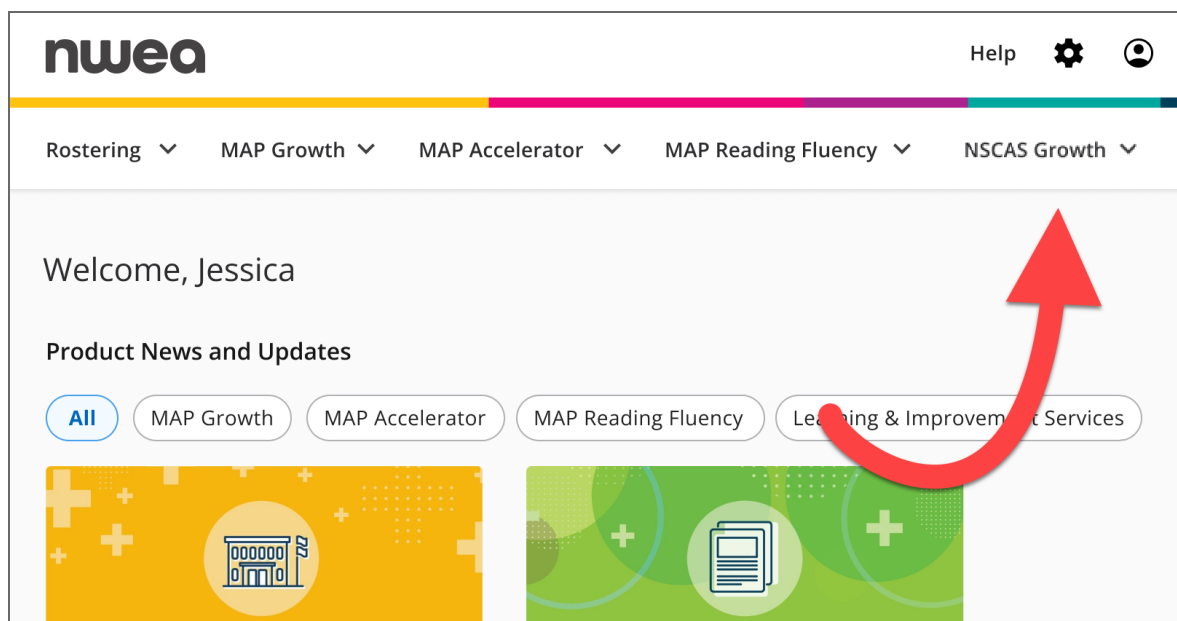
- Google Chrome™
- Mozilla® Firefox®
- Mozilla Firefox LTS
- Microsoft® Edge™
- Safari®
- Safari on iPad®

The website is optimally viewed using a 1280 x 1024-pixel screen resolution. System functionality and screens may display, operate, or appear differently in different browsers and operating systems.

Access Acacia

To access the Acacia management platform:

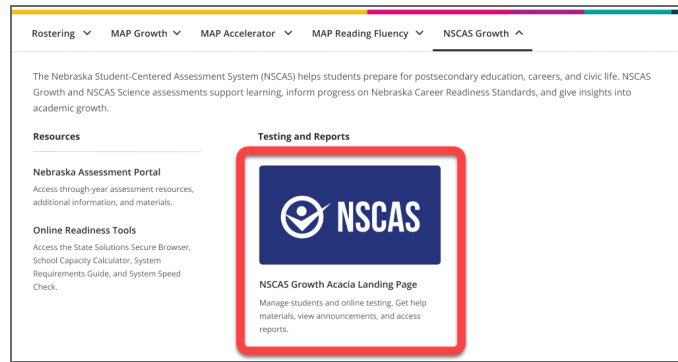
1. Log in to MAP (also known as the Comprehensive Assessment Platform or CAP) at <https://start.mapnwea.org> using your MAP login credentials.
2. Select the **NSCAS Growth** link in the top navigation menu.



- Alternatively, if you are already logged in to MAP, the NSCAS Growth link may be in the left navigation menu.

3. Select **NSCAS Growth Acacia Landing Page**.

You will be automatically directed to Acacia.



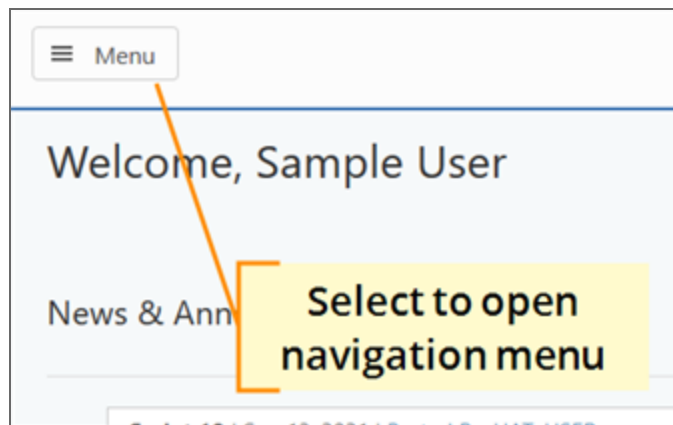
Acacia home

Access the Acacia home page at any time by selecting **Home** at the top of the main menu on the left. The following information is available on the home page:

1. **Announcements:** The Announcements section contains announcements from the state or district.
2. **Test Windows:** A list of test window dates for this academic year.
3. **Shortcuts:** A set of links to commonly used functions in Acacia such as Add Student, Monitor Test, or View Reports. The links available vary by user role.

Navigation menu

To show or hide the menu, select the **Menu** button at the top left. Menu options will vary for users based on their assigned user role.




Profile, help, and logout

At the top right of the Acacia home page are the Profile, Help, and Logout icons. Use the **Profile** icon to view your profile. Use the **Help** icon to access help documentation. Use **Logout** icon to close your current session and return to the login page.

View organization information

Each district and school is categorized as an organization and has information associated to it, such as the organization name, code, mailing address, and a list of users associated with the organization. Permission to view this information is based on your role.

To view the organizations you have permission to access:

- 1. In the main menu, select **Organizations > View & Edit Orgs.**
- 2. On the **View & Edit Organizations** page, enter the search criteria (organization type, name, or code).
- 3. Select **Search** to view the results.
- 4. To view organization information, select the View & Edit icon  in the **Actions** column. A profile page for the organization appears.

View & Edit Organizations

To view or edit an organization, complete the selections below and click the Search button. The matching results will display in the table below. To view or edit the organization, click the organization name or the edit icon. To add a new organization below the one that you are viewing, click the Add Organization icon. Please note that most users will not have edit access.

Find Organization

Organization Type *


Organization Name

Organization Code

City

Search

Results: 1

#	Organization Name ↑	Organization Code	Organization Type	# of Users	Active Status	Actions
1	SAMPLE SCHOOL	123456	School	4	Active	

Rows per page: 25 1-1 of 1

- 5. In the top right, four tabs are available: **General Info**, **Addresses**, **Users**, and **Structure**. Select the tab containing the information you want to view. Functionality varies based on your user role.

- **General Info:** View the organization name, code, type, and responsible organization (for example, the “responsible organization” for a school is a district).

Home / Organization / Organization Profile

View & Edit Organizations

Organization addresses and users

School, TEST SCHOOL (0001)

General Info | Addresses | Users | Structure

Edit the fields below, then click the **Save** button to update information about the organizations you have privileges for.



Organization Name *
TEST SCHOOL 1

Organization Code
0001

Organization Type
School

Responsible Organization
SCHOOL DISTRICT II

Save

- **Addresses:** View the mailing address and billing address.
- **Users:** View a list of users at the organization, including their email, role, and status. Select the View & Edit icon  in the **Actions** column to view more information about the user. User accounts can be edited in MAP Growth.
- **Structure:** View a list of child organizations (for example, a school is a “child organization” of a district). Select the View & Edit icon  in the **Actions** column to view a child organization.

Part 3—Manage student groups

Create or edit student groups in MAP

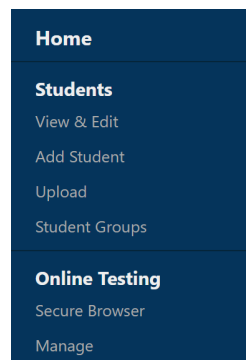
Student groups are imported into Acacia from classes in MAP. To adjust student groups, you must adjust classes in MAP. Changes are imported into Acacia nightly.

Visit [Import Your Roster](#) in the MAP Help Center for instructions.

View online testing groups

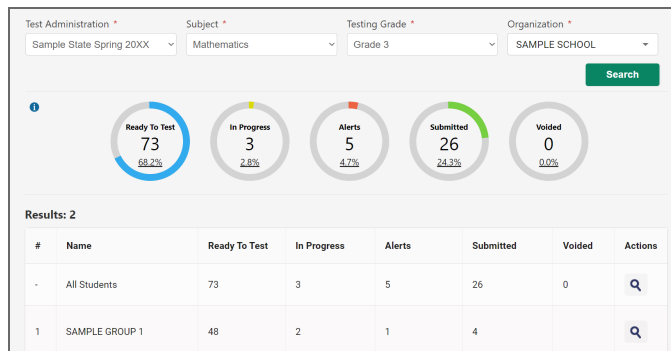
To view and manage a testing group, complete the following steps.

1. In the main menu, select **Online Testing > Manage**.
2. From the drop-down lists, select the **Test Administration**, **Subject**, **Testing Grade**, and **School**.
3. Select **Search**.




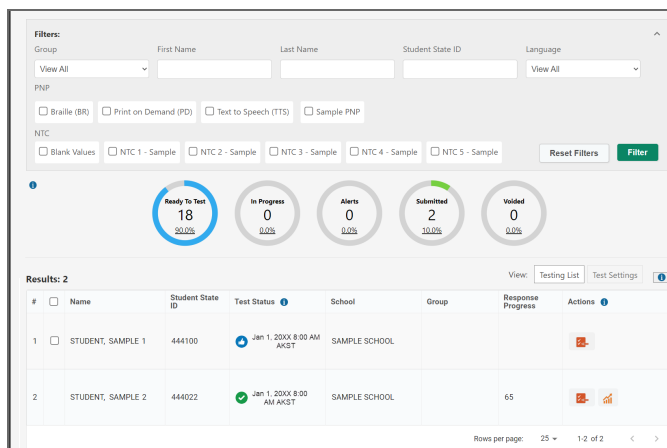
4. An overview of testing progress for the criteria you selected appears.

5. Below the test status icons, all students matching the search criteria are listed, or, if you've created groups, the available groups are listed with the number of students in each status. Refer to [Monitor test status](#) on the next page for a definition of each test status icon.



6. To view a student group, select the View Students icon in the **Actions** column.

7. To view all students, select the View Students icon  in the **Actions** column for the **All Students** entry at the top of the results list.
8. A list of students in the group appears below the search filters.
9. Select filters to view students meeting specific criteria, or select one of the test status icons, such as **Ready to Test**, to view all students in that status.



Filters:

Group: First Name: Last Name: Student State ID: Language:







PNP: ☐ Braille (BR) ☐ Print on Demand (PD) ☐ Text to Speech (TTS) ☐ Sample PNP

NTC: ☐ Blank Values ☐ NTC 1 - Sample ☐ NTC 2 - Sample ☐ NTC 3 - Sample ☐ NTC 4 - Sample ☐ NTC 5 - Sample

Summary:

- Ready To Test: 18 (90.0%)
- In Progress: 0 (0.0%)
- Alerts: 0 (0.0%)
- Submitted: 2 (10.0%)
- Voided: 0 (0.0%)

Results: 2

#	Name	Student State ID	Test Status	School	Group	Response Progress	Actions
1	STUDENT, SAMPLE 1	444100	 Jan 1, 20XX 8:00 AM AKST	SAMPLE SCHOOL			 
2	STUDENT, SAMPLE 2	444022	 Jan 1, 20XX 8:00 AM AKST	SAMPLE SCHOOL		65	 

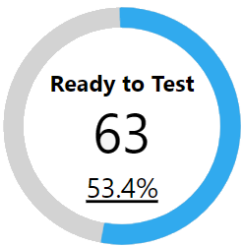
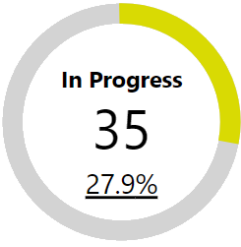
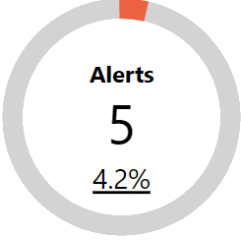
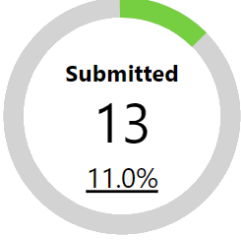
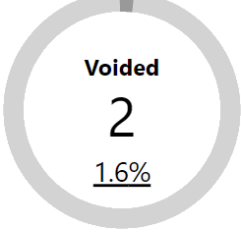
Rows per page: 25 1/2 of 2

Monitor test status

Status monitor icons

When viewing a list of sessions or an individual session, the status monitor icons summarize the testing progress of students in that session or sessions. The available statuses are listed in [Table 3: Status Monitor Icons](#) on the next page.










Table 3: Status Monitor Icons

Icon	Test Status Icon Description
	<p>The Ready to Test icon displays the number and percentage of students who are enrolled and ready to take the test. It includes tests in the Ready to Test and Registration Initiated statuses.</p>
	<p>The In Progress icon displays the number and percentage of students actively testing. It includes tests in the In Progress status only.</p>
	<p>The Alerts icon displays the number and percentage of students who have logged out and have not completed a test or have an enrollment hold. These students need test ticket login information to log back in and complete a test. This count includes tests in the Inactive and Registration Hold statuses. Any tests in the Inactive status when the test window ends will change to the Submitted status.</p> <p>Note: If any test registrations are in the Registration Hold status during the week before testing starts, contact NWEA Partner Support to resolve the hold.</p>
	<p>The Submitted icon displays the number and percentage of students who completed and submitted tests. It includes tests in the Finished, Saved, and Expired statuses.</p>
	<p>The Voided displays the number and percentage of voided tests. It includes tests in the Voided status.</p>

Student test status

When viewing a list of students in a group or other set of search results under **Online Testing > Manage**, the status of each student's test is shown in the **Test Status** column. The available statuses are listed in [Table 4: Student Test Status](#) below.

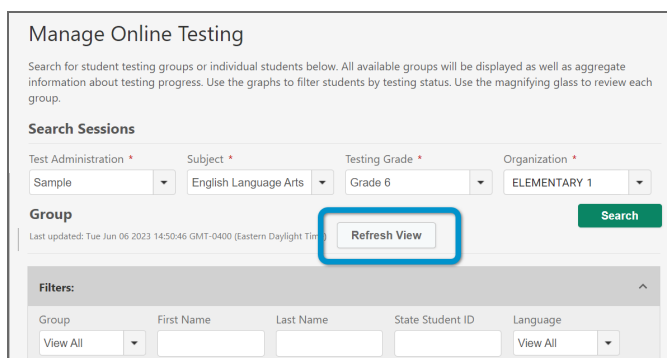
Table 4: Student Test Status

Icon	Status	Description
	In Progress	Test session is currently active
	Inactive	Test session has become inactive
	Saved	Score is saved and ready to view
	Deactivated	Registration has been deactivated and replaced
	Registration Initiated	Registration with testing platform has been initiated
	Expired	Test session was submitted at end of testing window
	Processing reset	Test session is being reset
	Ready to test	Test session is ready for student
	Finished	Test has been submitted by student

Incomplete tests when test window ends: Tests that have been started but not completed by the end of the testing window will be scored as-is.

Refresh status

When viewing a specific testing group, you can refresh the status of the group with the **Refresh View** button, located above the list of available filters and below the search criteria.



The screenshot shows the 'Manage Online Testing' interface. At the top, there is a search bar with the text 'Search for student testing groups or individual students below. All available groups will be displayed as well as aggregate information about testing progress. Use the graphs to filter students by testing status. Use the magnifying glass to review each group.' Below this is a 'Search Sessions' section with four dropdown menus: 'Test Administration *' (Sample), 'Subject *' (English Language Arts), 'Testing Grade *' (Grade 6), and 'Organization *' (ELEMENTARY 1). A green 'Search' button is to the right. Below the search criteria is a 'Group' section with a 'Refresh View' button highlighted by a blue box. Below the 'Refresh View' button is a 'Filters' section with five dropdown menus: 'Group' (View All), 'First Name', 'Last Name', 'State Student ID', and 'Language' (View All).


Download and print test tickets

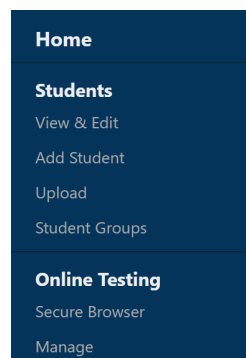
Proctors, School Assessment Coordinators, District Assessment Contacts, Data Administrators, and External Program Coordinators can print student test tickets. Consult your school's policy to determine who is primarily responsible for printing student test tickets prior to testing.

To download and print student test tickets, follow these instructions:

1. In the main menu, go to **Online Testing > Manage** and find the group you want to print tickets for. Refer to [View online testing groups](#) on page 20 for detailed instructions.
2. To check student accommodations, select **Test Settings** and confirm accommodations for all students have been assigned as needed. If accommodations are not assigned as needed, update the student record before moving on to the next step.
3. To print tickets for all eligible students, select **Generate All Tickets** at the top of the student list. Select **PDF: One Ticket Per Page**, **PDF: Four Tickets per Page**, or **CSV**.
4. To print test tickets for a set of students, select the checkbox next to the students you want to print tickets for, then select **Generate All Tickets** at the top of the student list. Select **PDF: One Ticket Per Page**, **PDF: Four Tickets per Page**, or **CSV**.

Note: If test tickets are printed before accommodations are assigned, a new test ticket will be needed after necessary accommodations are assigned.

5. To print a ticket for a single student, select the PDF icon  in the **Actions** column for that student.



Generate All Tickets | Generate Selected Tickets

View: Testing List | Test Settings

Results: 7

#	<input type="checkbox"/>	Name	State Student ID	Test Status	Language	ES	BR	TTS	PD	ASL	NE	NFA	TT	NTC	Actions
1	<input type="checkbox"/>	ALPHA, B JIMAN	229802	Jan 1, 20XX 12:00 PM AKST	EN	-	-	✓	-	-	-	-	-	-	
2	<input type="checkbox"/>	ALPHA, B TY-LOU	229829	Jan 1, 20XX 12:00 PM AKST	EN	-	-	-	✓	-	-	-	-	-	
3	<input type="checkbox"/>	DELTA, B Y	229805	Jan 1, 20XX 12:00 PM AKST	EN	-	-	-	✓	-	-	-	-	-	
4	<input type="checkbox"/>	HOTEL, B	229809	Jan 1, 20XX 12:00 PM AKST	EN	-	-	-	-	-	-	-	-	-	

Options to print multiple tickets

Switch to Test Settings view to see the currently-assigned accommodations

Print a single student's ticket

Rows per page: 25 | 1-7 of 7

6. A printable PDF document appears, which includes a roster and test tickets for the student or students selected.

Assign not tested codes

For any students who are not tested, a not tested code (NTC) must be assigned to their registration. NTCs can be assigned manually, either in the student's profile or a testing group, or via an import file. NTCs must be applied before the end of the test administration window.

Note: For the fall and winter test administrations, NTCs are optional but highly encouraged for historical purposes. NTCs are required for the spring administration.

The available NTCs are listed in [Table 5: Descriptions of Available NTCs](#) below.

Table 5: Descriptions of Available NTCs

Code	Description	Explanation of use
ALT	Alternate Assessment	Student took the NSCAS Alternate Assessment and is not included in results from this testing vendor. Excluded from reporting.
EMW	Emergency Medical Waiver	Student was not tested because of a medical emergency. NDE-approved waiver required.
EXP	Exempt	Student exempt from testing due to certain circumstances, such as student requiring an unprovided accommodation, or student is attending an out-of-state facility. Excluded from reporting. Requires NDE approval.
FTE	Full-Time Equivalency	Full-time equivalency is less than 51% so the student is excluded from testing. Excluded from reporting. ADVISER FTE data must support coding.
INV	Invalid	Student's assessment was invalidated due to circumstances such as a testing irregularity or security breach. Student receives the lowest scale score for that grade and content area. Requires NDE approval.
LBW	Left Before Window	Student withdrew from the district or school before the test window began. Excluded from reporting. ADVISER enrollment data must support coding.
NCE	Not Currently Enrolled	Student started or withdrew enrollment in the district or school during the testing window.
OTH	Other	Student was not tested for reasons not covered by other descriptions. For example, occurrence of a natural disaster. Requires NDE approval.
PAR	Parent Refusal	Student was not tested because of a formal request from parent or guardian. District should have written documentation on file from the parent at the district. Student receives the lowest scale score for that grade and content area.
RMV	Remove	Used by NDE and vendors only. Excluded from reporting.
STR	Student Refusal	Student was not tested due to student refusal to start or participate in testing. Student receives the lowest scale score for that grade and content area.
UTT	Unable to Test	District was unable to test the student during the testing window due to excessive absences, suspension, or expulsion. Student receives the lowest scale score for that grade and content area.

Assigning NTCs in the student profile


To add NTCs:

1. Search for and view the student profile. Refer to the [NSCAS Growth User and Student Management Guide](#) for detailed instructions.
2. On the **Student Profile** page, select the **Accessibility Supports** tab in the upper right.
3. Select the applicable test administration from the drop-down list then select **View Supports**.
4. Locate the **Test Administration Test Attributes** section at the bottom and select the NTC from the drop-down lists for the appropriate test.
5. Select **Save Updates**. A confirmation window appears.

Profile Manage student demographics	Accessibility Supports Manage PNP accommodations	Tests Manage test registrations
---	--	---

Assigning NTCs in the online test session

To assign an NTC to a student in the online test session:

1. In the main menu, go to **Online Testing > Manage** and find the test session. Refer to [View online testing groups](#) on page 20 for detailed instructions.
2. Locate the student you want to assign an NTC to and select the **Test Attributes** icon  in the **Actions** column.
3. The **Update Test Attributes** window appears. Select the NTC from the NTC drop-down list. You may need to scroll past the lists of accommodations.
4. Select **Update Selected Supports** to apply the NTC.

Assigning NTCs via file upload

This method is useful if you need to assign NTCs in bulk.

Refer to the [NSCAS Growth User and Student Management Guide](#) for detailed instructions.

Part 4—Managing paper/pencil assessment and materials

District Assessment Contact responsibilities for paper/pencil testing

Requesting paper/pencil assessments

For students who need a paper/pencil assessment, verify that the student is assigned **Paper Pencil**, **Braille**, or **Large Print** as appropriate in the **Accessibility Supports** section of the student's profile. Refer to the [NSCAS Growth User and Student Management Guide](#) for details.

Note: Allow 2 business days for NWEA to provide the secure download for paper/pencil materials.

Plain paper and large print assessments: Download, print, and distribute test materials

1. NWEA provides the District Assessment Contact (DAC) with secure download instructions and login credentials for paper/pencil materials to be printed locally at the district. Do not email the download instructions or the test materials as these are considered secure materials.
2. Download the forms at the secure download site: <https://download.nwea.org>.
3. Use the Material Orders report to confirm how many students at which schools need standard size forms and large print forms. Refer to [Materials Order Report](#) on page 31 for instructions.
4. Print the test materials. Do not distribute tests via email. This is a test security violation.
5. To print large print forms, use 11x17 sized paper and 125% scale.
6. Distribute the materials to schools.

Braille assessments: Receive, inventory, and distribute test materials

All materials for braille NSCAS Growth assessments are shipped to districts and programs from NWEA. Orders are mailed to the District Assessment Contact at the district mailing address on file with NDE. Materials for each school are packed separately and marked clearly. Follow these steps to ensure that the district and schools have all the materials needed for testing:

1. **Count all school and district packages immediately upon receipt.**

Verify that all packages were received. Immediately report any missing packages or receipt of packages intended for other districts to customer support.

2. Inventory the materials.

Open the packages and inventory the contents. If not inventoried at the district level, distribute the school packages and allow enough time for the School Assessment Coordinator to inventory the materials.

3. Distribute materials to schools.

Send the test materials to the School Assessment Coordinators.

4. Immediately report any shortages or the incorrect receipt of test materials.

After School Assessment Coordinators inventory their materials and report back to you, report any issues to NWEA Partner Support.

After testing: Receive and securely destroy returned materials

Once testing is complete and scribes have entered student responses into the online platform, School Assessment Coordinators will confirm that the test has been scored, then return paper/pencil test materials to the District Assessment Contact. Securely destroy all materials, including both locally printed paper/pencil forms and braille forms provided by NWEA. No materials should be shipped back to NWEA.

School Assessment Coordinator responsibilities for paper/pencil testing

Receive and take inventory of school materials

Immediately upon receiving paper/pencil assessments, open them immediately to verify and inventory the contents. Return materials to the District Assessment Contact when testing is finished.

Provide test booklets to Proctors

School Assessment Coordinators are responsible for providing secure test materials to Proctors. Do not distribute any test materials except the NSCAS Growth Proctor Guide until the day of each session.

On the day of the test, the School Assessment Coordinator should distribute the correct test booklets needed for that day's test to each Proctor. Distribute the test booklets early enough on the day of the test to give Proctor ample time to review directions prior to testing.

After each day of testing is complete, Proctors should return all test materials, including used and unused test booklets and scrap paper, to the School Assessment Coordinator for secure storage.

Process materials after testing

A—Review scorable documents

Check student response sections to ensure the following:

- Marks are neat and made by a No. 2 pencil
- Test booklet pages are not damaged or soiled. If a scribe wouldn't be able to accurately view the student responses due to damage, transfer student responses to an unused test booklet exactly as written, and have a second person review the transcription for accuracy. Then securely destroy the original document.

B—Provide test documents to scribe for entry into the online system

If scribes have not already transcribed paper/pencil tests into the online system, provide the returned test documents to the scribe for transcription. Refer to the *NSCAS Growth Proctor Guide* for instructions on transcribing tests.

C—Box documents and send to the District Assessment Contact

Send all materials to the District Assessment Contact. Securely ship, deliver, or courier packages to the attention of the District Assessment Contact. Keep a record of what you send.

It is the responsibility of the District Assessment Contact to consolidate your school's packages with packages from other schools and securely destroy them after confirming the tests have been scored.


Part 5—Operational reports

About operational reports

These reports are designed to help District Assessment Contacts and School Assessment Coordinators monitor testing status and the status of materials orders.

For information on reports showing student test results, refer to the *NSCAS Growth Reports Interpretive Guide*.

To access operational reports:

1. In the main menu, select **Reports > Operational**.
2. Select the **Organization** and **Report Type** from the drop-down lists. You can select multiple reports at once.
 - **Note:** Begin typing the organization name in the Organization menu to filter the menu options.
3. Select **Find**.
4. Information about the report appears below. Select the Download icon  to download the report. If you do not see the Download icon, use the **Refresh** button.

List of available reports

Materials Order Report

This report lists each school that needs paper/pencil, braille, or large print forms, and how many of each kind of form were requested for each grade. It also includes the shipping contact and shipping address for each school.

Braille test materials are printed and shipped to districts by NWEA. Plain paper and large print forms are printed by the district; NWEA will give District Assessment Contacts information on how to securely download the test materials.

Use this report to determine how many of each standard or large print paper/pencil form to print, and to keep track of how many braille forms you should receive from NWEA.

Student Mobility Report

This report lists each student transferred between organizations during the assessment window, including information such as the student's previous district and school, current district and school, the date and time the student was transferred, the user who initiated the transfer, and the reason provided for the transfer.

NTC Usage Report

This report shows each test registration to which an NTC was applied. It shows information about the student, the test registration, including content area, and any assigned accommodations, the district and school of attendance and accountability, the online testing group name, and the NTC assigned.

Organization Report

This report shows each organization to which you have access, including the name, type (such as school or district), code, shipping information, phone number, and the code for the organization's parent organization.

Registration Report

This report lists students and the tests that students are registered for, including any accommodations, assigned NTCs, and group names. This report shows one line for each content area. This report is in the same format as the roster file used for student registration, so users can generate this report, make changes to student registration, and upload the file. This can be useful to assign NTCs or groups in bulk.

Refer to the [NSCAS Growth User and Student Management Guide](#) for instructions.

Student Score Data File

The Student Score Data File lists students and the tests they are registered for, and includes score data such as the scale score, RIT score, RIT achievement percentile, and any NTCs applied. It also contains information about reporting categories, such as reporting category scale score, RIT score, and the number of items attempted in each reporting category.

Summary Testing Status Report

This report shows how many students are in each testing status (such as Ready to Test, In Progress, Inactive, or Submitted) at each school, grade, language, and content area combination.

Testing Status Report

This report contains the same data as the Registrations report, with additional columns listing the student's current testing status and the date and time the status was last updated.

Part 6—Additional questions

If you have any additional questions about topics not covered in this guide, contact NWEA Nebraska Partner Support by phone at 855.225.9926 or by email at NWEANebraska@nwea.org.

Partner Support representatives will make every attempt to answer your questions and escalate issues when appropriate. All contacts to the support team are tracked and documented.

Representatives are available from 7:00 a.m. to 5:00 p.m. Central Time, Monday through Friday.

Appendix A—Suggestions for a smooth testing process

- Start testing preparations early, plan ahead, and assign a building coordinator.
- Gather testing materials as soon as online tools and booklets are available. Keep testing materials secure and in a locked room.
- Read all security requirements; building principals must sign the Building Principal Security Agreement, and District Assessment Contacts must sign the DAC Confidentiality agreement. These documents should be returned to NDE each August.
- Read all applicable test administration guides.
- Attend training. Prepare to train all test administrators and Proctors.
- Examine student lists for accuracy and building assignments. Verify all state testing rosters.
- Take advantage of all Item Type Sampler opportunities.
- Develop a scheduling plan for the testing window, including a plan for students who do not finish tests during the scheduled testing session.
- Establish a testing setting that matches the instructional setting as much as possible (for example, an auditorium setting for testing is not like a classroom setting).
- Protect instructional time as much as possible.
- Do not wait until the end of the testing window to begin testing.
- Avoid Mondays as test days.
- Organize and communicate decisions about accessibility supports and accommodations.
- Communicate the testing plan with all staff.
- Communicate the importance of the test with staff and with students.
- For online testing, prepare the computer room setting or the laptops ahead of time. Launch the NWEA State Solutions Secure Browser on each machine ensure that each device meets minimum requirements.
- Prepare “Testing in Progress” signs for the doors.
- Encourage students to do their best.
- Develop a consistent building plan for what students are to do when they are done with the test.
- Follow the scripted directions for all testing, both online and paper/pencil.

Appendix B—NSCAS Growth security procedures

Introduction

The security of state-administered assessments is of the utmost importance to NDE. This document outlines the state's expectations and procedures on test booklet and online security, test administration security, and the identification and reporting of test security violations. Breaches in test security must be quickly identified and reported to NDE. This document explains to participants at the school, district, and state levels how to identify breaches in test security and what actions should be taken in response to those breaches.

Test security

District Assessment Contacts, School Assessment Coordinators, and Proctors share the responsibility for ensuring that all test materials and student responses are handled securely and confidentially in accordance with security procedures. The NSCAS Growth and NSCAS Science assessments are to be administered by professional staff members who have been oriented in the proper test administration procedures.

The NSCAS Growth and NSCAS Science assessments are confidential and proprietary and are owned by NDE. The test content is not to be viewed by anyone prior to the test administration. Only students being tested are allowed access to the test at the time of testing. Once a test is started during test administration, only the student taking the test is allowed to view that student's booklet or screen. No testing materials are to be reproduced. No test materials are to be accessed outside the school building except under conditions approved by NDE.

The NSCAS Growth and NSCAS Science assessments rely on the measurement of individual achievement. Any deviation from testing procedures meant to ensure validity and security (group work, teacher coaching, pre-teaching or pre-release of the test items, etc.) would be a violation of test security. District and school personnel with access to the test materials must not discuss, disseminate, or otherwise reveal the contents of the tests to anyone. Teachers, Proctors, or other district or school personnel may not read test items aloud, silently, to themselves, or to another individual or student group. Parents and guardians may not read test items under any circumstances.

While some of the guidelines below apply mainly to Proctors, all personnel involved in testing should be aware of these procedures.

The dos and don'ts of security

Do	Don't
<ul style="list-style-type: none"> Control access to all cell phones and personal electronic devices. Attend any district or school training for the administration of the test in order to be properly informed of the procedures to follow, including securing test materials. Move around the testing site to ensure students are adhering to the instructions given. Collect scratch paper and test tickets and return them to the School Assessment Coordinator. Follow appropriate accommodation procedures in the NSCAS Accessibility Manual. Make students feel comfortable and relaxed. Escort all students and carry all secure testing materials to alternate sites for extended time, etc. Have test tickets and online setup ready for students before the test. For paper/pencil tests have test booklets ready for students before the test. Remove all curriculum materials that relate to the tested content from the wall. Maintain standardized testing procedures. Read the NSCAS Security Manual and all applicable test administration guides before testing. Report problem items. Refer to the NSCAS Growth Proctor Guide for instructions. 	<ul style="list-style-type: none"> Discuss, disseminate, or otherwise reveal the contents of the test to anyone. Keep, copy, reproduce, or use any reading, mathematics, or science test, test item, any specific test content, or examine responses to an item or any section of a secured test in any manner inconsistent with the instructions provided by and through NDE. Leave students unattended with testing materials. Possess any secure test materials at any time other than during the actual administration of the test. Proctors should be given their secure materials the morning of the administration of the test, and materials must be counted and collected at the end of each day of testing. Discard of test items such as test tickets or scratch paper in the trash. The School Assessment Coordinator should properly destroy material after testing is complete. Allow students to leave the testing site with test materials for any reason. Coach or provide feedback in any way, which includes answering any questions relating to the contents. Alter, influence, or interfere with a test response in any way or instruct the student to do so. Students who move to alternate testing sites for extended time should be escorted, and school personnel should carry all secure testing materials to the new testing location. Place students in situations in which they can discuss test items or answers, such as during breaks. Return any paper/pencil test booklets or answer sheets to any students after they have been completed and turned in to the Proctor, unless the student is going to another testing site for an extended time. Allow students to look ahead to other content areas before being instructed to do so. Complete any unanswered item or provide actual answers to students.

Test security agreement

The *Building Principal Security Agreement and District Assessment Contact (DAC) Confidentiality of Information Agreement* was sent by email. Every principal and DAC must have signed a security agreement to participate in NSCAS Growth testing. The NDE Statewide Assessment Office processes agreements in August each year.

Breaches in test security

The Test Security Procedure for the NSCAS Growth assessments establishes guidelines for dealing with breaches in test security. Breaches may include student impropriety, test violations, educator misconduct, or the mishandling of test materials. In order to maintain the integrity of the test, there must be strict adherence to the rules and procedures for administering the test.

Reporting and investigating test security violations

Any identification or suspected violation of defined testing procedures must be reported immediately. If a student suspects a breach in test security, the student should report the alleged incident to a teacher or administrator. If a teacher, family member, caregiver, assessment administrator, or school administrator suspects a breach in test security, they should report the alleged incident in writing to the district's superintendent or the Nebraska Statewide Assessment Office.

In the case of a test contractor suspecting a breach in test security, the suspected tests should be "flagged." The contractor's scoring director and project manager will then review the flagged tests and determine whether a test security breach has occurred. The test contractor should immediately notify the Nebraska Statewide Assessment Office of any test security breach and send them a summary file of the flagged student work.

As soon as a suspected test security breach has been verified, either by the test contractor or NDE, a district superintendent or designee of the investigation will have 45 days to complete a report. The report will be sent to the Nebraska Statewide Assessment Office indicating the following:

- The details of the investigation
- The findings
- The action taken by the school, administrators, or district, if any

Upon completion of the report, the district should return any student answer sheets involved in the incident to the contractor along with the other student answer sheets.

Consequences of test security violations

School districts are responsible for conducting the investigation and taking appropriate actions in response to breaches in test security. NDE may, at the discretion of the Statewide Assessment Director, initiate a formal educator misconduct investigation that may result in disciplinary action. In addition, test scores involved in the investigation may be invalidated.

