

# APPENDIX A—DEVELOPMENT OF GRADE- LEVEL PERFORMANCE LEVEL DESCRIPTORS

## Development of Grade-Level Performance Level Descriptors

### ***PHASE 1: DEVELOPMENT OF INITIAL DRAFT PLDS***

NCSC developed the PLDs for mathematics and ELA at grades 3–8 and 11 through an iterative process involving multiple stakeholder groups (see Exhibit 1). The grade-level PLDs were developed to summarize the KSAs prioritized for the NCSC assessments that students need to attain at each level of achievement (Level 1–Level 4). A committee of NCSC partners holding content, measurement, and/or significant disabilities expertise drafted the initial PLDs as described by Sireci, Hambleton, and Bahry (2013). Their report documents the development process for the initial grade-level PLD drafts as well as the literature base used for PLD development.

After initial development of the PLDs, state and organizational partners reviewed the draft grade-level PLDs with a focus on: congruence with NCSC prioritized grade-level academic content; progression across performance levels; progression across grades; and consistency across mathematics and ELA. The synthesized feedback for both the mathematics and ELA PLD review focused on

- simplifying and clarifying the PLD descriptors; reducing the amount of text; breaking apart complex descriptors;
- revising terminology and levels of complexity to ensure consistency with prioritized content and consistency across the PLDs;
- checking horizontal and vertical articulation;
- ensuring understanding of the purpose and use of the different types of PLDs;
- providing context for interpreting the descriptors in the PLDs;
- creating supplementary materials to support interpretation and use of the grade-level PLDs; and
- providing examples that demonstrate changes in, e.g., complexity or DOK level.

### ***PHASE 2: REVISION AND REFINEMENT OF INITIAL DRAFT PLDS***

NCSC shared drafts of the revised grade-level PLDs with the NCSC TAC. Key feedback from the TAC review emphasized

- describing the relationships among assessment claims, policy PLDs, and grade-level PLDs;
- clarifying how content changes across grade levels and performance levels within grade levels;
- clarifying how the PLDs reflect college and career readiness;
- describing how passage complexity changes across performance levels and grade levels for ELA reading PLDs;
- considering using vertical progressions and item mapping to help parents/guardians understand their child’s performance; and

- examining the dimensionality of the PLDs through future research to determine how the content and supports interact.

Subsequent to the TAC review, NCSC content leads and measurement experts updated all NCSC state and organizational partners about feedback from the previous reviews and suggestions for changes to the grade-level PLDs. Additional feedback from this presentation focused on the following four areas:

- Purpose and Use
  - Streamline the documents for ease of use.
  - Write descriptors in a language applicable to the intended audiences (e.g., documentation for parents/guardians and teachers).
  - Keep in mind user background, experiences, and knowledge base.
- Language Use
  - Reduce repetition.
  - Clarify or remove ambiguous terms such as “occasional use,” “moderate complexity,” “low complexity,” etc.
- Suggestions for Revising PLDs
  - Build a framework that gives a context to student performance.
  - Provide an introduction that describes students at each grade.
  - Provide an overview describing the impact of complexity and provide examples of content to clarify user understanding.
  - Be clear about what is changing and how change shows up within and across grades.
  - Operationalize terms to ensure accurate interpretation.
- Develop Supporting Documents and a User Guide
  - Support in interpreting and applying the information.
  - Help users integrate information from the assessment and the PLDs to support student achievement and growth.

Based on the comprehensive input received across reviews, NCSC content and measurement experts implemented a three-step process to inform the next stage of refinement and revision of the draft grade-level PLDs. State and organizational partners approved the process prior to its implementation. In the first step of the PLD revision process, NCSC content and measurement experts analyzed the degree to which the assessment characteristics impacted the student performance descriptors. The item characteristics included DOK, overall difficulty of content and concepts, item features, item supports, and passage complexity (ELA reading only). The goal of this review was to ensure that the four levels of graduated complexity resulting from the use of a principled design approach, did not, by default, define the four performance levels. The project determined that student performance levels should have descriptors based on an understanding of expected student progress within and across years.

The second step in the process focused on articulating three types of expectations vertically across grades 3–8 and 11:

- Student Learning Expectations based on grade-specific learning outcomes—these expectations focus on instructional content and described end-of-year learning expectations for mathematics and ELA at each grade level.
- Measurement Expectations based on the knowledge and skills defined through the academic content prioritized for assessment at each grade level.
- Measurement Targets based more narrowly, when applicable, on the subset of prioritized expectations used to develop items for the spring 2015 operational assessment. In some cases the Measurement Targets represented all aspects of the Measurement Expectations.

NCSC content, measurement, and significant disabilities experts collaborated to create clear, concise descriptions of expectations for student learning in mathematics and ELA. These descriptions flowed from the project’s academic grade-level learning targets as well as the learning outcomes identified in the Learning Progressions Frameworks (Hess & Kearns, 2010). In addition, experts checked the student learning expectations against grade-level expectations from the Common Core State Standards. This team also clarified language in the expectations for measurement (i.e., the Measurement Expectations and the Measurement Targets) drawn from the prioritized academic grade-level targets.

The three sets of specifications resulting from this work showed NCSC’s progression of expectations for learning and assessment within and across grade levels. The Student Learning and Measurement Expectations provided a context for interpreting student performance using the PLDs while the Measurement Targets provided a direct tool for refining and/or revising the grade-level PLDs.

The final step focused on using the information from the first two steps to update the grade-level PLDs. NCSC content and measurement experts used, in particular, the Measurement Targets to examine the draft grade-level PLDs within and across grades and to refine the descriptors at each performance level. More specifically, this focused on ensuring: representation of intended expectations; differentiation across performance levels; and representation of the impact of graduated complexity on a student’s ability to demonstrate KSAs.

NCSC content and measurement experts provided information to the NCSC TAC including a brief review of the ongoing development of the grade-level PLDs; an example of the revised grade-level PLDs at grade 4 for mathematics and ELA reading; and an overview of the work completed to create Student Learning Expectations and Measurement Expectations.

The TAC members were in support of the approach taken to revise the grade-level PLDs. They provided the following overall suggestions for next steps:

- Use some of the more precise skills that students are able to do or are working toward in each of the PLD levels.

- Keep the end and end user(s) in mind to ensure the end product is both interpretable and useful.
- Display the PLDs to show more clearly how the descriptors progress across levels.
- Ensure the end user is clear and understands that what is in a lower level of a particular PLD is presumed in the higher level but with more challenging content and/or greater complexity.

NCSC content and measurement experts, with input from the Assessment Steering Committee state partners, revised the PLDs to address the TAC feedback and recommendations in preparation for a NCSC Mathematics and ELA PLD Review Meeting with State Education Agency (SEA) and Local Education Agency (LEA) special educators and content experts. NCSC convened this team to compare descriptors across performance levels at each grade level within a content area, compare descriptors across grade spans within a content area, and evaluate the PLDs against the Students Learning and Measurement Expectations. Participants within a grade level considered how complexity, knowledge, skills, and supports were integrated into the PLDs. Participants across grade spans compared the KSAs embedded in the descriptors at a given level (e.g., proficient) across a grade span to understand comparability, complexity, and reasonableness of progressions across grades. The input from the SEA-LEA team review provided guidance to improve the clarity and interpretability of the PLD language. For example, they recommended:

- Provide degrees of differentiated complexity and support across the PLD levels; have no more than two degrees of complexity describing performance at given level of the PLDs.
- Make the connection between the PLD descriptors and the Measurement Targets more explicit and easier to track.
- Develop the Front Matter for ELA and Mathematics PLDs that provide a definition, purpose, and description of the content of the PLDs and the item supports.

In early 2015, the TAC and the NCSC Steering Committee provided specific feedback regarding the inclusion of writing in the ELA PLDs given the exclusion of the constructed-response writing prompts from scoring for the 2015 operational assessment. Based on input at this meeting, NCSC partners decided to exclude statements about higher achievement levels in writing from the 2015 ELA PLDs. The TAC recommended that NCSC continue work on scoring of the writing prompts to provide evidence for the higher achievement levels in the future.

### ***PHASE 3: FINALIZING THE PLDS***

NCSC content and measurement experts continued iterations to apply feedback from the SEA-LEA team and the NCSC TAC as well as data from the Pilot 1 test conducted in spring 2014 and the Pilot 2 test conducted in fall 2014. NCSC experts considered how the Pilot data influenced the placement of each PLD descriptor in a particular complexity category and performance level. Use of these data also resulted in some individual PLD statements being excluded from a particular PLD level (e.g., some Essential Understanding language appears in PLD level 2 but not in level 1).

In the spring of 2015, NCSC content and measurement experts provided updated versions of the grade-level PLDs, incorporating all feedback previously described, to NCSC state and organizational partners for review. Reviewers used historical documentation from the development process, with the updated draft grade-level PLDs, to evaluate and provide feedback with regard to the most recently drafted PLDs for each content area within a grade and across grades for grades 3–8 and 11. NCSC content and measurement experts compiled reviewer feedback and presented updated versions of the PLDs to the NCSC Assessment Steering Committee and the TAC for a final round of feedback. Input from these reviews was compiled and applied to prepare the final draft grade-level PLDs and front matter for presentation to all NCSC state partners. NCSC organizational partners presented the state partner group with the following basic assumptions regarding the structure and content of the PLDs:

- All prioritized grade-level academic KSAs were addressed within the Level 3 descriptor in all grades for mathematics and for the reading portion of ELA. The other performance levels contained varying degrees of representation of the assessed skills, as related to difficulty and relevance to the level of performance.
- The layout of the PLDs was based on the premise that students performing at a higher level can demonstrate the skills at a lower level.
- Skills were placed in one of three degrees of support or text complexity across the four performance levels at a given grade.
- The same skills were not placed within the same degree of support or text complexity across two adjacent PLD levels.

State partners provided feedback to specific questions that addressed descriptions of text and task complexity, inclusion of foundational skills in reading, language used for the ELA writing descriptors, and the format of the PLDs for use in standard setting. Content and measurement experts applied this feedback to finalize the front matter and drafts of the grade-level PLDs for mathematics and ELA for use at standard setting (Appendix B).

## ***SUMMARY***

NCSC’s iterative and comprehensive development process resulted in clarity with respect to how content and performance expectations, as well as complexity and support, change within and across grade levels; explication of the dimensionality embedded in the grade-level PLDs and how components of that dimensionality interact; development of a framework around the PLDs that provides a context for interpreting student performance; creation of an overall description of student learning expectations at each grade level; and streamlining the PLDs while ensuring the language is interpretable to the intended audiences. In addition, NCSC’s in-depth examination of the grade-level PLDs within and across grade levels and content areas focused on ensuring the PLDs provided progressive descriptions of what students with the most significant cognitive disabilities are expected to know and be able to do as an outcome of progress across grades toward

the end goal of college, career, and community readiness. The descriptors aligned with the KSAs prioritized for the NCSC assessments. NCSC's development process resulted in a context for interpretation and use of the grade-level PLDs that ensured clarity and supported the connection between the measurement and instructional contexts developed within the NCSC system.

# **APPENDIX B— PERFORMANCE LEVEL DESCRIPTOR FRONT MATTER AND PERFORMANCE LEVEL DESCRIPTORS**

## Front Matter for Performance Level Descriptors for ELA

### **General Description**

Performance Level Descriptors (PLDs) describe how well a student has learned the content and skills measured by the NCSC Alternate Assessment based on Alternate Achievement Standards (AA-AAS). Four performance categories describe the NCSC assessment results. The assessments measure what a student knows and is able to do in the tested subjects of English Language Arts (ELA) and mathematics in grades 3 – 8 and grade 11. The PLDs indicate whether a student’s performance is on target to meet academic expectations or if there are gaps in learning. The test results are one way teachers find out what a student has learned and in what areas a student needs more help; the test results help teachers, schools, parents and guardians build a path to student learning.

NCSC developed the AA-AAS items in reading, writing, and mathematics to present a range of complexity and difficulty. All items, passages, and response options can be read aloud and reread to the student. Most of the assessment items ask the student to select the correct response (e.g., selected-response). Some items ask the student to construct a response using materials provided through the assessment. Each item addresses grade-specific academic content targets and provides students with the opportunity to respond independently and show what they know and can do.

### **Reading Text Complexity**

The PLDs for reading include references to text complexity. All literary and informational reading items are passage-based for which all topics are grade- and age-appropriate. All reading passages are to be read aloud to a student or signed if the student is deaf.

The table below describes some of the general characteristics included in the low to high text complexity used in the NCSC AA-AAS. For example, the length of the passages increases from low to high complexity text.

<b>Low Text Complexity</b>	<b>Moderate Text Complexity</b>	<b>High Text Complexity</b>
<ul style="list-style-type: none"><li>• Brief text with straightforward ideas and relationships</li><li>• Short, simple sentences</li></ul>	<ul style="list-style-type: none"><li>• Text with clear, complex ideas and relationships</li><li>• Simple and compound sentences</li></ul>	<ul style="list-style-type: none"><li>• Text with detailed and implied complex ideas and relationships</li><li>• A variety of sentence types including phrases and transition words</li></ul>

### **Low Text Complexity**

These texts present grade- and age-appropriate narratives or information. The text is presented in a clearly sequenced and organized manner and includes text features such as illustrations, headings, and diagrams to support comprehension. Vocabulary used in these texts and items includes commonly used words. Low complexity texts

## **Front Matter for Performance Level Descriptors for ELA**

support those students gaining meaning from text. These students require teacher support, during instruction, to comprehend text at a moderate complexity level.

### **Moderate Text Complexity**

These texts present narratives or information in a straightforward text structure. However, texts include more information and more complex ideas and relationships than the low complexity texts. Narrative texts include both literal and interpretive meanings. Informational texts use clear formats, illustrations, and graphics to convey information. Vocabulary used in these texts and items includes varied and descriptive language. Moderately complex texts support those students that require teacher support, during instruction, to comprehend text at a high complexity level.

### **High Text Complexity**

These texts present narratives or information in a text structure that requires students to comprehend what is stated or implied and make connections between ideas. These texts require students to make judgments about what they read and demonstrate an understanding of the content. The texts are of greater length than the low and moderate complexity texts and include abstract language and challenging vocabulary.

## Front Matter for Performance Level Descriptors for Mathematics

### **General Description**

Performance Level Descriptors (PLDs) describe how well a student has learned the content and skills measured by the NCSC Alternate Assessment based on Alternate Achievement Standards (AA-AAS). Four performance categories describe the NCSC assessment results. The assessments measure what a student knows and is able to do in the tested subjects of English Language Arts (ELA) and mathematics in grades 3 – 8 and grade 11. The PLDs indicate whether a student’s performance is on target to meet academic expectations or if there are gaps in learning. The test results are one way teachers find out what a student has learned and in what areas a student needs more help; the test results help teachers, schools, parents and guardians build a path to student learning.

NCSC developed the AA-AAS items in reading, writing, and mathematics to present a range of complexity and difficulty. All items, passages, and response options can be read aloud and reread to the student. Most of the assessment items ask the student to select the correct response (e.g., selected-response). Some items ask the student to construct a response using materials provided through the assessment. Each item addresses grade-specific academic content targets and provides students with the opportunity to respond independently and show what they know and can do.

### **Mathematics Task Complexity**

The PLDs for mathematics include references to task complexity. All mathematics items are grade- and age-appropriate. All items are to be read aloud to a student or signed if the student is deaf.

The table below describes some of the general characteristics included in the low to high task complexity used in the NCSC AA-AAS. For example, the complexity increases in the low to high complexity tasks from the application of basic arithmetic facts with various concrete materials to problem solving using the conventions of written mathematics notation and operations.

<b>Low Task Complexity</b>	<b>Moderate Task Complexity</b>	<b>High Task Complexity</b>
<ul style="list-style-type: none"><li>• Simple problems</li><li>• Use of common mathematical terms and symbols</li></ul>	<ul style="list-style-type: none"><li>• Common problems presented in mathematical context</li><li>• Use of various mathematical terms and symbols</li></ul>	<ul style="list-style-type: none"><li>• Multiple mathematical ideas presented in problems</li><li>• Use of various mathematical terms and symbolic representations of numbers, variables, and other item elements</li></ul>

## **Front Matter for Performance Level Descriptors for Mathematics**

### **Low Task Complexity**

These tasks present mathematical problems in a clear and organized manner with simple arrangements of numerals and symbols. These types of tasks address present grade- and age-appropriate content using common terms to support a student's application of basic number facts and computation. These tasks include pictorial representations paired with standardized verbal descriptions of each quantity. Low complexity tasks support those students developing comprehension of mathematical concepts and problem solving. These students require teacher support, during instruction, to demonstrate skills at a moderate task complexity level.

### **Moderate Task Complexity**

These tasks present mathematical problems in the context of the language and symbolic notation system of mathematics. Mathematical language and symbolic representations (e.g.,  $<$ ,  $>$ ,  $=$ ) are incorporated into a sequence of steps, to make explicit the application of the quantities and operations required to solve problems. These tasks provide basic fact references. Moderate complexity tasks support those students that may require teacher support, during instruction, to demonstrate application and problem solving skills on high complexity tasks.

### **High Task Complexity**

These tasks present mathematical problems which require students to analyze mathematical situations and apply appropriate concepts of quantities and operations to demonstrate an understanding of how to solve problems. Students must make connections between mathematical concepts, the language of mathematics, and mathematical symbols. These tasks are generally harder than the low and moderate complexity tasks.

## Grade 3 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify the topic of a literary text</li> <li>• identify a detail from a literary text</li> <li>• identify a character or setting in a literary text</li> <li>• identify the topic of an informational text</li> <li>• identify a title, caption, or heading in an informational text</li> <li>• identify an illustration related to a given topic</li> <li>• identify a topic presented by an illustration</li> <li>• identify the meaning of words (i.e., nouns)</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• determine the central idea and supporting details in literary text</li> <li>• determine the main idea and identify supporting details in informational text</li> <li>• determine the main idea of visually presented information</li> <li>• identify the purpose of text features in informational text</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• determine the central idea and supporting details in literary text</li> <li>• determine the main idea and identify supporting details in informational text</li> <li>• determine the main idea of visually presented information</li> <li>• identify the purpose of text features in informational text</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• determine the central idea and supporting details in literary text</li> <li>• determine the main idea and identify supporting details in informational text</li> <li>• determine the main idea of visually presented information</li> <li>• identify the purpose of text features in informational text</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>
	<p><b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> <li>• use details from a literary text to answer specific questions</li> <li>• describe the relationship between characters, and character and setting in literary text</li> </ul> <p><b>AND with accuracy, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</li> </ul>	<ul style="list-style-type: none"> <li>• use details from a literary text to answer specific questions</li> <li>• describe the relationship between characters, and character and setting in literary text</li> </ul> <p><b>AND with accuracy, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify grade level words</li> </ul>	
<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a statement related to an everyday topic</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify elements of a narrative text to include beginning, middle, and end</li> <li>• identify the category related to a set of facts</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text</li> </ul>	

## Grade 4 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a topic of a literary text</li> <li>• identify a detail from a literary text</li> <li>• identify a character in a literary text</li> <li>• identify charts, graphs, diagrams, or timelines in an informational text</li> <li>• identify a topic of an informational text</li> <li>• use context to identify the meaning of multiple meaning words</li> <li>• identify general academic words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• determine the theme of literary text and identify supportive details</li> <li>• describe character traits using text-based details in literary text</li> <li>• determine the main idea of informational text</li> <li>• locate information in charts, graphs, diagrams, or timelines</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use general academic words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• determine the theme of literary text and identify supportive details</li> <li>• determine the main idea of informational text</li> <li>• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use general academic words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• determine the theme of literary text and identify supportive details</li> <li>• determine the main idea of informational text</li> <li>• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use general academic words</li> </ul>
	<p><b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> <li>• use details from a literary text to answer specific questions</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>	<ul style="list-style-type: none"> <li>• use details from a literary text to answer specific questions</li> <li>• describe character traits using text-based details in literary text</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>	
	<p><b>AND with accuracy, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</li> </ul>	<p><b>AND with accuracy, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify grade level words</li> </ul>	
<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify the concluding sentence in a short explanatory text</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify elements of a narrative text to include beginning, middle, and end</li> <li>• identify a concluding sentence related to information in explanatory text</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text</li> </ul>	

## Grade 5 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>identify an event from the beginning of a literary text</li> <li>identify a detail from a literary text</li> <li>identify a character, setting and event in a literary text</li> <li>identify the topic of an informational text</li> <li>identify the main idea of an informational text</li> <li>identify the difference in how information is presented in two sentences</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>compare characters, settings, and events in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>use details from the text to support an author's point in informational text</li> <li>compare and contrast how information and events are presented in two informational texts</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>compare characters, settings, and events in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>use details from the text to support an author's point in informational text</li> <li>compare and contrast how information and events are presented in two informational texts</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>compare characters, settings, and events in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>use details from the text to support an author's point in informational text</li> <li>compare and contrast how information and events are presented in two informational texts</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>
	<p><b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> <li>summarize a literary text from beginning to end</li> <li>use details from a literary text to answer specific questions</li> </ul>	<ul style="list-style-type: none"> <li>summarize a literary text from beginning to end</li> <li>use details from a literary text to answer specific questions</li> </ul>	
<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>identify the category related to a set of common nouns</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>identify elements of a narrative text to include beginning, middle, and end</li> <li>identify a sentence that is organized for a text structure such as comparison/contrast</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>support an explanatory text topic with relevant information</li> </ul>	

## Grade 6 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify an event from the beginning or end of a literary text</li> <li>• identify a detail from a literary text</li> <li>• identify a character in a literary text</li> <li>• identify the topic of an informational text</li> <li>• identify the main idea of an informational text</li> <li>• identify a fact from an informational text</li> <li>• identify a description of an individual or event in an informational text</li> <li>• use context to identify the meaning of multiple meaning words</li> <li>• identify the meaning of general academic words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• summarize a literary text from beginning to end without including personal opinions</li> <li>• support inferences about characters using details in literary text</li> <li>• use details from the text to elaborate a key idea in informational text</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• summarize a literary text from beginning to end without including personal opinions</li> <li>• support inferences about characters using details in literary text</li> <li>• summarize an informational text without including personal opinions</li> <li>• use details from the text to elaborate a key idea in informational text</li> <li>• use evidence from the text to support an author's claim in informational text</li> <li>• summarize information presented in two informational texts</li> <li>• use domain specific words accurately</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• summarize a literary text from beginning to end without including personal opinions</li> <li>• use details from a literary text to answer specific questions</li> <li>• support inferences about characters using details in literary text</li> <li>• use details from the text to elaborate a key idea in an informational text</li> <li>• use evidence from the text to support an author's claim in informational text</li> <li>• use domain specific words accurately</li> </ul>
	<p><b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> <li>• use details from a literary text to answer specific questions</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>	<ul style="list-style-type: none"> <li>• use details from a literary text to answer specific questions</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>	
<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify an everyday order of events</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>• identify the next event in a brief narrative</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify transition words and phrases to convey a sequence of events in narrative text</li> </ul>	

## Grade 7 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a theme from a literary text</li> <li>• identify an inference from a literary text</li> <li>• identify a conclusion from an informational text</li> <li>• identify a claim the author makes in an informational text</li> <li>• compare and contrast two statements related to the same topic</li> <li>• use context to identify the meaning of words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify the relationship between individuals or events in an informational text</li> <li>• use evidence from the text to support an author's claim in informational text in informational text</li> </ul> <p><b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p> <ul style="list-style-type: none"> <li>• use details to support themes from literary text</li> <li>• use details to support inferences from literary text</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• use details to support a conclusion from informational text</li> <li>• use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</li> <li>• use evidence from the text to support an author's claim in informational text</li> <li>• compare and contrast how two authors write about the same topic in informational texts</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul> <p><b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p> <ul style="list-style-type: none"> <li>• use details to support themes from literary text</li> <li>• use details to support inferences from literary text</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• use details to support a conclusion from informational text</li> <li>• use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</li> <li>• use evidence from the text to support an author's claim in informational text</li> <li>• compare and contrast how two authors write about the same topic in informational texts</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul>
<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a graphic that includes an event as described in a text</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>• identify the next event in a brief narrative</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a sentence that provides a conclusion in narrative text</li> </ul>	

## Grade 8 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p><b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a theme from a literary text</li> <li>• identify an inference from a literary text</li> <li>• identify a fact related to a presented argument in informational text</li> <li>• identify a similar topic in two informational texts</li> <li>• use context to identify the meaning of multiple meaning words</li> <li>• identify the meaning of general academic words</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• use details to support a conclusion from literary text</li> <li>• identify an inference drawn from an informational text</li> <li>• identify the portion of text which contains specific information</li> <li>• identify an argument the author makes in informational text</li> <li>• examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>• use domain specific words or phrases accurately</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• use details to support a conclusion from literary text</li> <li>• use details to support an inference from informational text</li> <li>• identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</li> <li>• identify an argument the author makes in informational text</li> <li>• examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>• use domain specific words and phrases accurately</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• use details to support a conclusion from literary text</li> <li>• use details to support an inference from informational text</li> <li>• identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</li> <li>• identify an argument the author makes in informational text</li> <li>• examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>• use domain specific words and phrases accurately</li> </ul>
	<p><b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p><b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>	
	<ul style="list-style-type: none"> <li>• analyze the development of a theme including the relationship between a character and an event in literary text</li> <li>• use context to identify the meaning of grade-level words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• analyze the development of a theme including the relationship between a character and an event in literary text</li> <li>• use context to identify the meaning of grade-level words and phrases</li> </ul>	
<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a writer’s opinion</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>• identify an idea relevant to a claim</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify relevant information to support a claim</li> </ul>	

## Grade 11 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low text complexity -</b> Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p><b>Low text complexity -</b> Brief text with straightforward ideas and relationships; short, simple sentences.</p>	<p><b>Moderate text complexity -</b> Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p><b>High text complexity -</b> Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>
<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a summary of a literary text</li> <li>• identify an event from a literary text</li> <li>• identify the central idea of an informational text</li> <li>• identify facts from an informational text</li> <li>• identify what an author tells about a topic in informational text</li> <li>• use context to identify the meaning of multiple meaning words</li> <li>• identify a word used to describe a person, place, thing, action or event</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• use details to support a summary of literary text</li> <li>• identify a conclusion from an informational text</li> <li>• identify key details that support the development of a central idea of an informational text</li> <li>• use details presented in two informational texts to answer a question</li> <li>• explain why an author uses specific word choices within texts</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• use details to support a summary of literary text</li> <li>• use details to support a conclusion presented in informational text</li> <li>• identify key details that support the development of a central idea of an informational text</li> <li>• use details presented in two informational texts to answer a question</li> <li>• explain why an author uses specific word choices within texts</li> </ul>	<p><b>In reading, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• use details to support a summary of literary text</li> <li>• use details to support a conclusion presented in informational text</li> <li>• identify key details that support the development of a central idea of an informational text</li> <li>• use details presented in two informational texts to answer a question</li> <li>• explain why an author uses specific word choices within texts</li> </ul>
	<p><b>AND with Moderate text complexity -</b> Text with clear, complex ideas and relationships and simple; compound sentences.</p>	<p><b>AND with High text complexity -</b> Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p>	
<ul style="list-style-type: none"> <li>• evaluate how the author’s use of specific details in literary text contributes to the text</li> <li>• determine an author's point of view about a topic in informational text</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how the author’s use of specific details in literary text contributes to the text</li> <li>• determine an author's point of view about a topic in informational text</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how the author’s use of specific details in literary text contributes to the text</li> <li>• determine an author's point of view about a topic in informational text</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul>	
<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify information which is unrelated to a given topic</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify elements of an argument to include introduction, claim, evidence, and conclusion</li> <li>• identify how to group information for a specific text structure</li> </ul>	<p><b>AND in writing, he/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify relevant information to address a given topic and support the purpose of a text</li> </ul>	

# Grade 3 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition problems</li> <li>• identify growing number patterns</li> <li>• identify an object showing a specified number of parts shaded</li> <li>• identify which object has the greater number of parts shaded</li> <li>• identify an object equally divided in two parts</li> <li>• identify the number of objects to be represented in a pictograph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• identify an arrangement of objects which represents factors in a problem</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• identify a set of objects as nearer to 1 or 10</li> <li>• identify a representation of the area of a rectangle</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• match fraction models to unitary fractions</li> <li>• compare fractions with different numerators and the same denominator</li> <li>• transfer data from an organized list to a bar graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• match fraction models to unitary fractions</li> <li>• compare fractions with different numerators and the same denominator</li> <li>• transfer data from an organized list to a bar graph</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• identify geometric figures which are divided into equal parts</li> </ul>	<ul style="list-style-type: none"> <li>• round numbers to nearest 10</li> <li>• identify geometric figures which are divided into equal parts</li> <li>• count unit squares to compute the area of a rectangle</li> </ul>	

# Grade 4 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify an array with the same number of objects in each row</li> <li>• identify values rounded to nearest tens place</li> <li>• identify equivalent representations of a fraction (e.g., shaded diagram)</li> <li>• compare representations of a fraction (e.g., shaded diagram)</li> <li>• identify a rectangle with the larger or smaller perimeter</li> <li>• identify a given attribute of a shape</li> <li>• identify the data drawn in a bar graph that represents the greatest value</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• match a model to an multiplication expression using two single digit numbers</li> <li>• identify a model of a multiplicative comparison</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100 or 1000</li> <li>• differentiate parts and wholes</li> <li>• compute the perimeter of a rectangle</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication word problems</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100, or 1000</li> <li>• compare two fractions with different denominators</li> <li>• sort a set of 2-dimensional shapes</li> <li>• compute the perimeter of a rectangle</li> <li>• transfer data to a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication word problems</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100 or 1000</li> <li>• compare two fractions with different denominators</li> <li>• sort a set of 2-dimensional shapes</li> <li>• compute the perimeter of a rectangle</li> <li>• transfer data to a graph</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• identify equivalent fractions</li> <li>• select a 2-dimensional shape with a given attribute</li> </ul>	<ul style="list-style-type: none"> <li>• solve a multiplicative comparison word problem using up to two-digit numbers</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• identify equivalent fractions</li> </ul>	

# Grade 5 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve one-step subtraction word problems</li> <li>• divide sets (no greater than 6) into two equal parts</li> <li>• identify values in the tenths place</li> <li>• identify a number in the ones, tens or hundreds place</li> <li>• identify a given axis of a coordinate plan</li> <li>• match the conversion of 3 feet to 1 yard to a model</li> <li>• calculate elapsed time (i.e., hours)</li> <li>• identify whether the values increase or decrease in a line graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify if the total will increase or decrease when combining sets</li> <li>• perform operations with decimals</li> <li>• identify a symbolic representation of the addition of two fractions</li> <li>• identify place values to the hundredths place</li> <li>• convert standard measurements</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication and division word problems</li> <li>• perform operations with decimals</li> <li>• solve word problems involving fractions</li> <li>• identify place values to the hundredths place</li> <li>• locate a given point on a coordinate plane when given an ordered pair</li> <li>• convert standard measurements</li> <li>• convert between minutes and hours</li> <li>• make quantitative comparisons between data sets shown as line graphs</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication and division word problems</li> <li>• perform operations with decimals</li> <li>• solve word problems involving fractions</li> <li>• identify place values to the hundredths place</li> <li>• locate a given point on a coordinate plane when given an ordered pair</li> <li>• convert standard measurements</li> <li>• convert between minutes and hours</li> <li>• make quantitative comparisons between data sets shown as line graphs</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• compare the values of two products based upon multipliers</li> <li>• round decimals to nearest whole number</li> </ul>	<ul style="list-style-type: none"> <li>• compare the values of two products based upon multipliers</li> <li>• round decimals to nearest whole number</li> </ul>	

# Grade 6 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a model of a given percent</li> <li>• match a given unit rate to a model</li> <li>• identify a representation of two equal sets</li> <li>• identify a number less than zero on a number line</li> <li>• identify the meaning of an unknown in a modeled equation</li> <li>• count the number of grids or tiles inside a rectangle to find the area of a rectangle</li> <li>• identify the object that appears most frequently in a set of data (mode)</li> <li>• identify a representation of a set of data arranged into even groups (mean)</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• match a given ratio to a model</li> <li>• recognize a representation of the sum of two halves</li> <li>• solve real world measurement problems involving unit rates</li> <li>• identify a representation of a value less than zero</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• perform operations using up to three-digit numbers</li> <li>• solve real world measurement problems involving unit rates</li> <li>• identify positive and negative values on a number line</li> <li>• determine the meaning of a value from a set of positive and negative integers</li> <li>• solve word problems with expressions including variables</li> <li>• compute the area of a parallelogram</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve real world measurement problems involving unit rates</li> <li>• identify positive and negative values on a number line</li> <li>• solve word problems with expressions including variables</li> <li>• compute the area of a parallelogram</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• perform one-step operations with two decimal numbers</li> <li>• solve word problems using a percent</li> </ul>	<ul style="list-style-type: none"> <li>• perform one-step operations with two decimal numbers</li> <li>• solve word problems using a percent</li> <li>• solve word problems using ratios and rates</li> </ul>	

# Grade 7 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify a representation which represents a negative number and its multiplication or division by a positive number</li> <li>• identify representations of area and circumference of a circle</li> <li>• identify representations of surface area</li> <li>• make qualitative comparisons when interpreting a data set presented on a bar graph or in a table</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• match a given ratio to a model</li> <li>• identify the meaning of an unknown in a modeled equation</li> <li>• describe a directly proportional relationship (i.e., increases or decreases)</li> <li>• find the surface area of three-dimensional right prism</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve division problems with positive/negative whole numbers</li> <li>• solve word problems involving ratios</li> <li>• use a proportional relationship to solve a percentage problem</li> <li>• identify proportional relationships between quantities represented in a table</li> <li>• identify unit rate (constant of proportionality) in tables and graphs of proportional relationships</li> <li>• compute the area of a circle</li> <li>• find the surface area of a three-dimensional right prism</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve division problems with positive/negative whole numbers</li> <li>• solve word problems involving ratios</li> <li>• identify proportional relationships between quantities represented in a table</li> <li>• compute the area of a circle</li> <li>• find the surface area of a three-dimensional right prism</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• solve multiplication problems with positive/negative whole numbers</li> <li>• interpret graphs to qualitatively contrast data sets</li> </ul>	<ul style="list-style-type: none"> <li>• solve multiplication problems with positive/negative whole numbers</li> <li>• evaluate variable expressions that represent word problems</li> <li>• interpret graphs to qualitatively contrast data sets</li> </ul>	

# Grade 8 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>locate a given decimal number on a number line</li> <li>identify the relatively larger data set when given two data sets presented in a graph</li> <li>identify congruent rectangles</li> <li>identify similar rectangles</li> <li>identify an attribute of a cylinder</li> <li>identify a rectangle with the larger or smaller area as compared to another rectangle</li> <li>identify an ordered pair and its point on a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>identify the solution to an equation which contains a variable</li> <li>identify the y-intercept of a linear graph</li> <li>match a given relationship between two variables to a model</li> <li>identify a data display that represents a given situation</li> <li>interpret data presented in graphs to identify associations between variables</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>locate approximate placement of an irrational number on a number line</li> <li>solve a linear equation which contains a variable</li> <li>identify the relationship shown on a linear graph</li> <li>calculate slope of a positive linear graph</li> <li>compute the change in area of a figure when its dimensions are changed</li> <li>solve for the volume of a cylinder</li> <li>plot provided data on a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>locate approximate placement of an irrational number on a number line</li> <li>solve a linear equation which contains a variable</li> <li>identify the relationship shown on a linear graph</li> <li>compute the change in area of a figure when its dimensions are changed</li> <li>plot provided data on a graph</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>identify congruent figures</li> <li>use properties of similarity to identify similar figures</li> <li>interpret data tables to identify the relationship between variables</li> </ul>	<ul style="list-style-type: none"> <li>interpret data presented in graphs to identify associations between variables</li> <li>interpret data tables to identify the relationship between variables</li> <li>use properties of similarity to identify similar figures</li> <li>identify congruent figures</li> </ul>	

# Grade 11 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• arrange a given number of objects into two sets in multiple combinations</li> <li>• match an equation with a variable to a provided real world situation</li> <li>• determine whether a given point is or is not part of a data set shown on a graph</li> <li>• identify an extension of a linear graph</li> <li>• use a table to match a unit conversion</li> <li>• complete the formula for area of a figure</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify the model that represents a square number</li> <li>• identify variable expressions which represent word problems</li> <li>• identify the hypotenuse of a right triangle</li> <li>• identify the greatest or least value in a set of data shown on a number line</li> <li>• identify the missing label on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• compute the value of an expression that includes an exponent</li> <li>• identify variable expressions which represent word problems</li> <li>• solve real world measurement problems that require unit conversions</li> <li>• find the missing attribute of a three-dimensional figure</li> <li>• determine two similar right triangles when a scale factor is given</li> <li>• make predictions from data tables and graphs to solve problems</li> <li>• plot data on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify variable expressions which represent word problems</li> <li>• solve real world measurement problems that require unit conversions</li> <li>• determine two similar right triangles when a scale factor is given</li> <li>• make predictions from data tables and graphs to solve problems</li> <li>• plot data on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• identify the linear representation of a provided real world situation</li> <li>• use an equation or a linear graphical representation to solve a word problem</li> </ul>	<ul style="list-style-type: none"> <li>• identify the linear representation of a provided real world situation</li> <li>• use an equation or a linear graphical representation to solve a word problem</li> <li>• identify a histogram which represents a provided data set</li> </ul>	

# APPENDIX C— MEETING AGENDA

**National Center and State Collaborative**  
 Alternate Assessment Based on Alternate Achievement Standards (AA-AAS)

**Standard Setting**

**State Partners**

August 10-13, 2015  
 Indianapolis, Indiana

**Day 1\* (August 10)**

Activity/Presentation	Location	Presenter
Sign in and continental breakfast (8:00 am – 8:30 am)	General Session Room	
Welcome, Introductions, and Thank You	General Session Room	Measured Progress, EdCount
Review Agenda and Materials Role of Panelists	General Session Room	Susan Izard, Measured Progress
General Orientation to the NCSC AA-AAS	General Session Room	Phyllis Lynch, Rhode Island
Standard-Setting Process Overview	General Session Room	Psychometrician, Measured Progress
Break (transition to break-out rooms)		
Individual Group Introductions Review Alternate Performance Level Descriptors (for first grade level [3, 5, 7, or 11]) Performance Level Discussions	Break-out Rooms	Measured Progress Facilitator
Lunch (12:00 pm – 12:50 pm)	General Session Room	
Standard-Setting Process (for first grade level [3, 5, 7, or 11])	Break-out Rooms	Measured Progress Facilitator

Adjourn: by 5:00 PM

*\*Morning and afternoon breaks taken as needed.*

## Day 2\* (August 11)

Activity/Presentation	Location	Presenter
Breakfast (8:00 am – 8:30 am)	General Session Room	
Standard-Setting Process (for first grade level [3, 5, 7, or 11])	Break-out Rooms	Measured Progress Facilitator
Lunch (12:00 pm – 12:50 pm)	General Session Room	
Standard-Setting Process (for next grade level [4, 6, or 8])	Break-out Rooms	Measured Progress Facilitator

Adjourn: by 5:00 PM

## Day 3\* (August 12)

Activity/Presentation	Location	Presenter
Sign in and breakfast 8:00 am – 8:30 am	General Session Room	
Standard-Setting Process (for next grade level [4, 6, or 8])	Break-out Rooms	Measured Progress Facilitator
Lunch (12:00 pm – 12:50 pm)	General Session Room	
Standard-Setting Process (for next grade level [4, 6, or 8])	Break-out Rooms	Measured Progress Facilitator

Adjourn: by 5:00 PM

## Day 4\* (August 13)

Activity/Presentation	Location	Presenter
Sign in and breakfast 8:00 am – 8:30 am	General Session Room	
Welcome Overview of Cross-Grade Articulation Process	General Session Room	Susan Izard, Measured Progress
Math articulation process	General Session Room	Jennifer Dunn, Measured Progress
Lunch (12:00 pm – 12:50 pm)	General Session Room	
ELA articulation process	General Session Room	Jennifer Dunn, Measured Progress
State Review & Approval of Cut Scores	General Session Room	Representatives from NCSC Member States

Adjourn: by 4:00 PM

*\*Morning and afternoon breaks taken as needed.*

# APPENDIX D—NON-DISCLOSURE AGREEMENT FORM



National Center and State Collaborative

## **NONDISCLOSURE AGREEMENT**

### **STANDARD SETTING**

The NCSC Alternate Assessment Based on Alternate Achievement Standards is a program of the National Center and State Collaborative. The design of the program requires that the test materials remain secure. To maintain the security of the test, only authorized persons are permitted to view the assessment materials.

**I understand that it is my professional responsibility to maintain the security of the test materials and student responses. I will never reproduce, discuss, or in any way release, share, or distribute the assessment materials to unauthorized personnel.**

The undersigned is an employee, contractor, consultant or committee member for the National Center and State Collaborative, or person otherwise authorized to view secure NCSC materials and hereby agrees to be bound to the terms of this agreement restricting the disclosure of said materials.

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Position/Affiliation

\_\_\_\_\_  
Date

# APPENDIX E—SAMPLE ITEM MAP FORM

# NCSC ELA Grade 3

## Item Map

<b>Item Order</b>	<b>Item Number</b>	<b>What knowledge and skills does this item measure?</b>	<b>Why is this item more difficult than the preceding item?</b>
1	120967A		
2	114958A		
3	124168A		
4	114957A		
5	124175A		
6	117673A		
7	125947B		
8	115988A		
9	125942A		
10	125949B		
11	120912A		
12	117670A		
13	113685A		
14	125943A		
15	113681A		
16	115985A		

# NCSC ELA Grade 3

## Item Map

<b>Item Order</b>	<b>Item Number</b>	<b>What knowledge and skills does this item measure?</b>	<b>Why is this item more difficult than the preceding item?</b>
17	125945A		
18	121184A		
19	113682A		
20	114960A		
21	115986A		
22	125948A		
23	115987A		
24	124181A		
25	300007		
26	113683A		
27	300005		
28	124170A		
29	120914A		
30	120879A		
31	120880A		
32	117671B		
33	122067A		

# APPENDIX F—SAMPLE RATING FORM

# NCSC Rating Form

ID: \_\_\_\_\_ Content: \_\_\_\_\_ Grade: \_\_\_\_\_

## Round 1

Level 1	Level 2	Level 3	Level 4
Ordered Item Numbers	Ordered Item Numbers	Ordered Item Numbers	Ordered Item Numbers
First 1	First	First	First
Last _____	Last _____	Last _____	Last _____

## Round 2

Level 1	Level 2	Level 3	Level 4
Ordered Item Numbers	Ordered Item Numbers	Ordered Item Numbers	Ordered Item Numbers
First 1	First	First	First
Last _____	Last _____	Last _____	Last _____

## Round 3

Level 1	Level 2	Level 3	Level 4
Ordered Item Numbers	Ordered Item Numbers	Ordered Item Numbers	Ordered Item Numbers
First 1	First	First	First
Last _____	Last _____	Last _____	Last _____

**Directions:** Please enter the range of ordered item numbers that fall into each performance level category according to where you placed your bookmarks.

**Note:** The ranges must be adjacent to each other. For example: Level 1: 1-8, Level 2: 9-15, Level 3: 16-24, Level 4: 25-35.

# APPENDIX G—SAMPLE EVALUATION FORMS

Content Area: \_\_\_\_\_

Grade: \_\_\_\_\_

### Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be confidential.

Gender: Male  Female

Race/ethnicity: White  Black  Hispanic  Asian  Pacific Islander  American Indian

Years of experience in education: 0-5  6-10  11-15  More than 15

Area of Expertise (Check all that apply):

Students with Disabilities	<input type="checkbox"/>
Students with Limited English Proficiency	<input type="checkbox"/>
Economically Disadvantaged Students	<input type="checkbox"/>
Gifted and Talented Students	<input type="checkbox"/>
General Education	<input type="checkbox"/>

**Please rate the usefulness of each of the following:**

	Not at all useful			Extremely useful	
The opening session.	<input type="checkbox"/>				
The small group activities.	<input type="checkbox"/>				
Becoming familiar with the assessment.	<input type="checkbox"/>				
Completing the Item Map Form.	<input type="checkbox"/>				
Articulating the borderline differences between the performance levels.	<input type="checkbox"/>				
Discussions with other participants.	<input type="checkbox"/>				
Impact data.	<input type="checkbox"/>				

**Please mark the appropriate box for each statement.**

	Strongly Disagree	Disagree	Agree	Strongly Agree
I understood the goals of the standard setting meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood the procedures we used to set standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator helped me understand the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials contained the information needed to set standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to use the materials provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The borderline performance level definitions were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to make the cut score judgments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to use the feedback provided after each round.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to use the impact data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how the cut scores were calculated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator was able to get answers to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient time was allotted for training on the standard setting tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient time was allotted to complete the standard setting tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitator helped the standard setting process run smoothly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall the standard setting process produced credible results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.

Content Area: \_\_\_\_\_

Grade: \_\_\_\_\_

## Standard Setting Procedural Evaluation

**Please rate the usefulness of each of the following:**

	Strongly Disagree	Disagree	Agree	Strongly Agree
I understood how to make the cut score judgments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to use the materials provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how to record my judgments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the procedures make sense.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am sufficiently familiar with the assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the differences between the performance levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please rate the influence of the following when setting standards:**

	Not at all influential				Extremely influential
The performance level descriptors.	<input type="checkbox"/>				
The borderline performance level details.	<input type="checkbox"/>				
My expectations of students.	<input type="checkbox"/>				
The difficulty of the test materials.	<input type="checkbox"/>				
My experience in the field.	<input type="checkbox"/>				
Discussions with other participants.	<input type="checkbox"/>				
Cut scores of other participants.	<input type="checkbox"/>				
Impact data.	<input type="checkbox"/>				

What materials, information, or procedures were most influential in your placement of the cut scores?  
Why?

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	Somewhat Low	About Right	Somewhat High	Too High
Level 4/Level 3	<input type="checkbox"/>				
Level 3/Level 2	<input type="checkbox"/>				
Level 2/Level 1	<input type="checkbox"/>				

## Standard Setting Training Evaluation

The purpose of this evaluation form is to obtain your feedback about the training you have received. Please complete the information below. **Do not put your name on the form.** We want your feedback to be confidential.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I understand the goals of the standard setting meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the procedures we are using to set standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to use the standard setting materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the differences between the performance levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how to make the cut score judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in my conceptualization of 50% of the borderline students answering questions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know what tasks to expect for the remainder of the meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in my understanding of the standard setting task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am ready to proceed with the standard setting process.	<input type="checkbox"/> Yes		<input type="checkbox"/> No	

Please indicate any areas in which you would like more information before you continue.

Please indicate any questions you may have about the remainder of the standard setting meeting.

# APPENDIX H—STANDARD SETTING SLIDE PRESENTATION



# National Center and State Collaborative

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Standard Setting Overview

**Mathematics and ELA**

**Grades 3-8, and 11**

# What is Standard Setting?

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## Content Standards vs. Performance Standards

### Content standards = “What”

- Describe the knowledge and skills students expected to demonstrate by content area and grade span

### Performance standards = “How well”

- Describe attributes of student performance based on performance level descriptors

# Panelist Selection

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- Represent all of the states that participated in the operational assessment
- Represent a variety of expertise
  - Special education and students with significant cognitive disabilities
  - Content expertise- mathematics and ELA
  - Low incidence expertise- vision and hearing

# What is Your Role?

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To recommend cut scores for each of the performance levels that will be used to report results:

- Level 4
- Level 3
- Level 2
- Level 1

# We are Trying to Determine

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- What knowledge, skills, and abilities (KSAs) need to be demonstrated to be classified in each performance level?
- How much is enough?
- What test performance corresponds to Level 1 performance?
  - Level 2
  - Level 3
  - Level 4

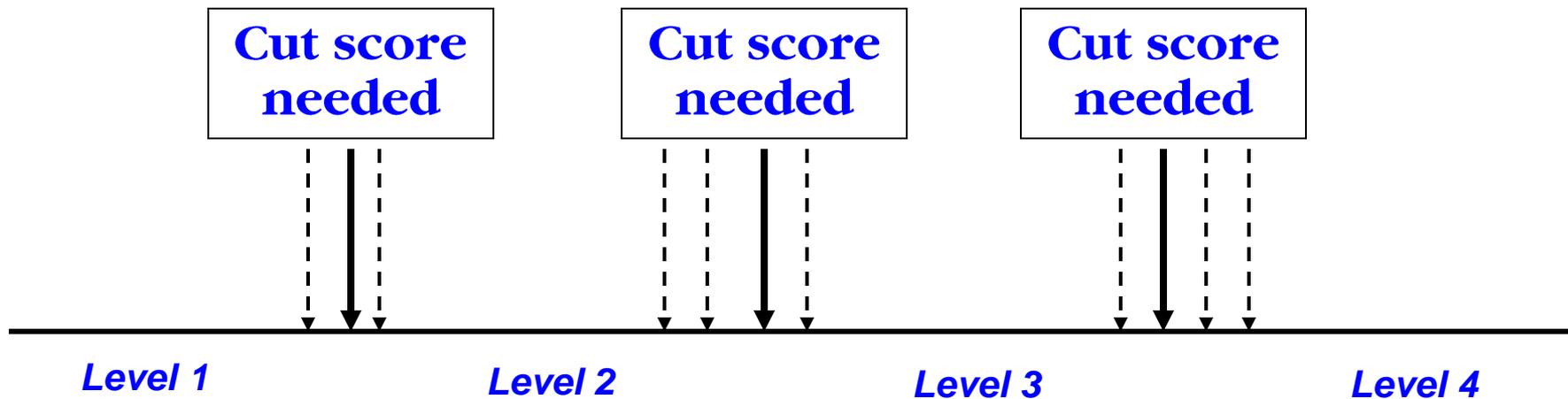
# Performance Continuum

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# Based on Performance Level Descriptors, You Will Recommend Cut Scores...

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Performance Continuum

# General Phases of Standard Setting

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Data-collection 

Policy-making/Decision-making

# Final Recommendations

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- Your recommendations will be reviewed and presented to the policy makers, responsible for final adoption of the cut scores.
- The recommendations may be accepted, rejected, or modified by the State Partners.



# Overview of the Bookmark Standard Setting Method

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# Today's Training

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We will cover

- Implementation of the Bookmark procedure

Note

- This session is intended to be an overview
- Your facilitator will give you more details and guide you through the process step by step

# Cut Score Recommendations

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- *Level 1*  
← Cut Score
- *Level 2*  
← Cut Score
- *Level 3*  
← Cut Score
- *Level 4*

# Factors that Influence Selection of Standard-Setting Method

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- Prior usage/history
- Recommendation/requirement by policy-making authority
- Type of assessment



Bookmark method chosen

# Important Terms to Know

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- Test items
- Performance Level Descriptors
- Knowledge, skills, and abilities (KSAs) needed to answer each test question
- “Borderline” students
- Cut scores

# What is the Bookmark Method and How Does It Work?

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- A collection of test items is ordered from easiest to most difficult in an Ordered Item Book.
- Panelists place one or more “bookmarks” in that book of items to delineate the different performance levels.
- For the NCSC assessments there will be 3 bookmarks/cuts placed.

# The Process: Before You Place the Bookmarks

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- **Take the test** to familiarize yourself with the test taking experience.
- Review and discuss the **Performance Level Descriptors**.
- Review the Ordered Item Book.
- Complete an **Item Map Form**, which involves identifying the knowledge, skills, and abilities specific to each item.
- Using the Performance Level Descriptors provided, develop the **definition of “borderline”** for each performance level.

# Review PLDs and Develop Borderline Descriptions

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- Individual review of Performance Level Descriptors.
- Group Discussion of what student performance in each performance level looks like.
  - Focus on the “borderline” students, i.e., students who just barely make it into Level 4, Level 3, and Level 2.

# Review PLDs and Develop Borderline Descriptions

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Create bulleted lists of

- The **knowledge, skills, and abilities** a student must demonstrate to **just barely** be classified in each performance level.
- The **knowledge, skills, and abilities** that distinguish one performance level from another.

You must reach consensus as a group about the KSAs that define borderline student performance at each performance level.

# Bookmarking the Ordered Item Booklet: Practice Round

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You will be given an ordered item book with approximately 5 items to **practice** the bookmark placement for the cut point between Level 2 and Level 3 PLDs.

# Materials

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Your facilitator will review the use of all materials during the practice round, including:

- Ordered Item Book/Key
- Item Map Form
- Rating Sheet
- Performance Level Descriptors and Borderline Descriptors
- Training Evaluation Form

# How to Place a Bookmark

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- Start at the beginning of the ordered item booklet.
- You will be setting the bookmark between Levels 2 and 3 first as this is the cut that delineates non-proficient and proficient.
- Evaluate whether students who demonstrate knowledge and skills at the borderline of Level 3 would correctly answer the item: If Yes move on to the next item.
- Place the bookmark where you think Level 3 “borderline” students would no longer correctly answer the item.
- Proceed through the Ordered Item Book and make this evaluation for each performance level (3, 2, 4).

# How to Place a Bookmark

Item Number	Would students who demonstrate skills at the <i>Level 2–Level 3</i> “borderline” correctly answer this item?
...	Yes
12	Yes
13	Yes
14	Yes
15	Yes
16	Yes
17	Yes
18	Yes
19	No
20	Yes
21	Yes
22	No
23	No
24	No
25	No
...	No

# How to Place a Bookmark

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- In this example, the bookmark would go between items 21 and 22.
- You will have opportunities to discuss your bookmark placements and change them, if desired.
- Place one bookmark for each of the cut scores (between each performance level).

# Check for Understanding

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- Your facilitator will check with you for understanding and answer any questions you may have during and after the practice round.
- You will then complete a training evaluation form.

# Bookmarking: Three Rounds

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## Round 1 (Individual Work)

- The first cut that will be set will be the Borderline Performance Level 3 cut.
- For this round, you will work individually, without consulting with your colleagues.
- Beginning with the first ordered item in the OIB evaluate each item in turn.

# Bookmarking: Three Rounds

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## Round 1 (Individual Work)

- Gauge the level of difficulty of each of the items for those students who barely meet the definition of Performance Level 3.
- Would students performing at the borderline of Performance Level 3 answer the question correctly?
- Place the bookmark where you believe the answer of 'yes' turns to 'no'.

# Bookmarking: Three Rounds

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## Round 1 (Individual Work)

- The same process is then repeated for the Performance Level 1/Performance Level 2 and Performance Level 3/Performance Level 4 cuts.

# Bookmarking: Three Rounds

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## Round 2 (With Table Discussion)

- Discuss the first-round bookmark placements (focus on the KSAs and borderline descriptions) at your table.
- Examine your cutpoints in relation to the table results.
- Review and revise placement of bookmarks as appropriate using the same process as described in Round 1.

# Bookmarking: Three Rounds

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## Round 3 (With Whole Group Discussion)

- Discuss the second-round bookmark placements (focus on the KSAs and borderline descriptions) as a whole group.
- Examine your cut points in relation to the table and whole group results and impact data.
- Review and revise placement of bookmarks as appropriate using the same process as described in Round 1.

# Role of the Facilitators

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- Lead and keep the group on track.
- Ensure that all panelists clearly understand the procedures.
- Ensure that the evaluation forms are completed.
- Table leaders will guide discussion during the 2<sup>nd</sup> round of ratings.

# A Few Reminders

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- It is **not** necessary for panelists to reach consensus as to how the items should be categorized.
- You should be open-minded when listening to your colleagues' rationales for their ratings.
- You may or may not change your mind as a result of the discussions.
- We want each panelist to use his or her own **best judgment** in each round of rating.

# After the Bookmark....

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Evaluation

Your honest feedback is important!

# Ground Rules

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- The process is focused solely on recommending performance standards (cut scores).
- Role of facilitator is to lead and keep the group on track.
- The performance levels and their definitions are not open for debate.
- Panelists' recommendations are vital, but final cut score decisions will be made by the Partner States.
- Each panelist must complete an evaluation form at the end of the process.
- Each panelist must participate in the entire process or his/her judgments will be discounted.
- No cell phone use except during breaks and outside of the panel room.
- Please be sure to arrive on time each day.

# What's Next?

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- Insert panel and room assignments here



## And That's It....

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**Please make sure to ask your facilitators any questions you may have about the Bookmark procedure.**



**Good Luck!**

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# NCSC Assessment Overview

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National Center and State Collaborative

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# NCSC Overview

- What is the Goal of NCSC?
- Who are the Students
- How was the Goal Accomplished?
- How was the Assessment Developed?
- What does the Assessment Look Like?

# NCSC Goal

*To ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.*

# Who are the Students?

~30,000 students tested in Spring 2015

- Significant cognitive disability
- Extensive direct individualized instruction
- Substantial supports

# Accomplishing the Goal

- Received funding from the Federal Government
- Reviewed the academic literature and best practices
- Investigated and understood student needs
- Made content **accessible**
  - Create rigorous curricular and instructional resources
  - Provide training for teachers
- Developed assessment

# Developing the NCSC Assessment



# The NCSC Assessments

## English-language Arts

- Literary Text
- Informational Text
- Reading Foundational (grades 3,4)
- Writing

## Mathematics

- Operations and Algebraic Thinking/Algebra and Functions/Expressions and Equations
- Number and Operations Base Ten/Number System
- Number and Operations Fractions/Ratio and Proportions
- Measurement and Data/Statistics and Probability
- Geometry

# NCSC Assessment Overview

## The NCSC Assessment

- Assessments in Math and ELA, which includes both reading and writing, for grades 3-8 and 11
- Around 30-35 items for each subject, mostly selected response
- Direct student interaction with online testing program or the teacher may print out testing materials and enter student responses into the computer.

# NCSC Assessment Overview

## The NCSC Assessment

- Is designed to be read to the student by the screen reader or the test administrator- all passages, items, and response options.
- Allows for student-level adaptations, such as assistive technology for student response modes, scribing, and sign language.

# NCSC Item Types

- Selected-Response: Reading, Writing, Mathematics
- Constructed response: Mathematics Completion
- Open-response: Reading

# NCSC Assessment Administration: ELA

NCSC ELA Test		
Session 1: Reading	Session 2: Reading	Session 3: Writing
Literary and informational reading passages and associated <b>Selected-Response Reading</b> items  <b>Open-Response Foundational Reading</b> items (Grades 3 and 4 only)	Literary and informational reading passages and associated <b>Selected-Response Reading</b> items  <b>Open-Response Foundational Reading</b> items (Grades 3 and 4 only)	<b>Selected-Response Writing</b> items

# NCSC Assessment Administration: Mathematics

NCSC Mathematics Test	
Mathematics Session 1	Mathematics Session 2
<b>Selected-Response Mathematics</b> items	<b>Selected-Response Mathematics</b> items
<b>Constructed-Response Mathematics Completion</b> items in selected grades	<b>Constructed-Response Mathematics Completion</b> items in selected grades

# Closing

Questions about developing the NCSC assessment?



# APPENDIX I—FACILITATOR SCRIPT

# GENERAL INSTRUCTIONS FOR NCSC STANDARD SETTING GROUP FACILITATORS

**ELA**

**Grades 3-8, and 11  
August 10-13, 2015**

## **Preliminaries**

### *Introductions:*

1. Make sure that panelists are sitting at the correct tables. Tables have been assigned to ensure the distribution of panelists' backgrounds and expertise at each table.
2. Welcome group, introduce yourself (name, affiliation, a little selected background information).
3. Identify the Table Leader at each table- Table Leaders will facilitate the discussion for Round 2.
4. Have each participant introduce him/herself.
5. Ask each participant to sign a nondisclosure form. Do not proceed until a signed nondisclosure form has been collected from each participant.

## **Review Panelist Folder Materials**

*Overview:* To help set the context for the meeting and the materials that will be used provide a brief review of what is in each panelist's folder.

### Left Side

Agenda  
Non-Disclosure Form  
Room Map  
Reimbursement Form  
Practice Round Evaluation  
Process Evaluation

### Right Side

Opening PowerPoint  
Performance Level Descriptor Front Matter  
Performance Level Descriptors  
Item Map Form  
Practice Round Rating Sheet

## **Take the Test**

*Overview:* In order to establish an understanding of the test items and for panelists to gain an understanding of the experience of the students who take the test, each participant will take the test for their grade level and content area. Panelists may wish to discuss or take issue with the items in the test. Tell them we will gladly take their feedback to NCSC. However, this is the actual assessment that students took and it is the set of items on which we must set standards.

### *Activities:*

1. Introduce the assessment :
  - a. Explain that there were 4 forms of the test, that Session 1 was the same for all students and that Session 2 differed based on the form of the test.
  - b. Also explain that Form 1 of the test was considered the most accessible for students with low vision and/or hearing impairments.

2. Tell panelists that they are about to take the actual NCSC assessment.
  - a. For the first grade level the test will be projected and you, the facilitator, will read each item aloud to the panelists from the Directions for Test Administration (DTA). This most closely mirrors the student experience.

At the start of the standard setting process for the second grade level you will project Session 1 of the test and read each item aloud from the DTA as you did for the first grade level. You will then pass out Session 2 of the test (DTA) and have panelists finish the test on their own. Once they are finished you will provide panelists with the Answer Key for Session 2.

For **grades 3 and 4 ELA only**, explain that there are a set of foundational items that students took individually, but which count as a set for scoring purposes. 3/3 or 4/5 items correct results in a score of 1 point.

Grade 3: Session 2, items 12-16, 4/5 = 1 point  
Grade 4: Session 2, items 13-17, 4/5 = 1 point
  - b. The purpose of the exercise is to help them establish a good understanding of the test items and to gain an understanding of the experience of the students who take the assessment.
  - c. The Answer Key for each item will be provided after each item is presented.
3. Tell panelists to try to take on the perspective of a student as they complete the test.

### **Review and Discuss Performance Level Descriptors (PLDs)**

*Overview:* The primary purpose of this activity is for panelists to familiarize themselves with the Performance Level Descriptors for the grade and content area. This will provide a level of context prior to reviewing the Ordered Item Booklets and filling out the Item Map Form.

#### ***Activities:***

1. Have panelists take out the PLD Front Matter and the PLDs from their folders.
2. Have panelists review the documents individually, taking notes and marking up the documents with any details and/or questions they may have.
3. After individually reviewing the descriptors, have panelists discuss each one as a whole group, starting with [Performance Level 2], and provide clarification. The goal here is for the panelists to have a collegial discussion in which to bring up/clarify any issues or questions, and to come to a common understanding of what it means to be in each performance level. It is not unusual for panelists to disagree with the Descriptors they will see; almost certainly there will be some panelists who will want to change them. However, the task at hand is for panelists to have a common understanding of what knowledge, skills, and abilities (KSAs) are described by each PLD.
4. Once panelists have a solid understanding of the PLDs, they will be ready to move to the next activity.

## **Fill Out Item Map Form**

*Overview:* The primary purpose of this activity is for panelists to think about what knowledge, skills and abilities (KSAs) are measured by each item as well as what makes one question harder or easier than another. The notes panelists take here will be useful in helping them place their bookmarks and in discussions during the rounds of ratings.

### *Activities:*

1. Pass out the Ordered Item Books and keys, and have panelists take out the Item Map Form
  - a. Have panelists record their book number on the sign out sheet and sign it
  - b. Have panelists write their standard setting ID (on their nametags) in the upper right corner of the form.
2. Review the Ordered Item Book and Item Map Form with the panelists. Explain what each is, and point out the correspondence of the ordered items between the two. Explain that the items are ordered from easiest to hardest, based on student performance from the most recent administration of the assessment.
3. Tell panelists they will work individually at first. After they have completed the Item Map Form, they will then discuss it as a whole group.
4. Starting with the first item, they will record for each item:
  - a. The knowledge, skills and abilities (KSAs) the item measures, and
  - b. their thoughts about what makes that question harder than the previous question.
5. Panelists should not agonize over these decisions. It may be that the second item is only slightly harder than the first. Panelists should keep in mind that the purpose of the task is to record notes that will be useful to them in completing their ratings and not necessarily to fill in every space on the form.
6. Once panelists have completed the Item Map Form, they should discuss them as a whole group.
7. Based on the whole group discussion, the panelists should modify their own Item Map Form (make additional notes, cross things out, etc...)

## **Discuss Performance Level Descriptors (PLDs) and Describe Characteristics of the "Borderline" Student**

*Overview:* In order to establish an understanding of the expected performance of borderline students on the test, panelists must have a clear understanding of:

- 1) The definition of the four performance levels, and
- 2) Characteristics of students who are "just able enough" to be classified into each level. These students will be referred to as borderline students, since they are right on the border between levels.

The purpose of this activity is for the panelists to obtain an understanding of the PLDs with an emphasis on characteristics that describe students at the borderline -- both what these students can and cannot do.

This activity is critical since the ratings panelists will be making will be based on these understandings.

**Preparation:**

1. Use 3 sheets of chart paper and label the top of each one: Borderline Level 2, Borderline Level 3 and Borderline Level 4.

**Activities:**

- 1) Introduce the task. In this activity they will:
  - a. individually review the Performance Level Descriptors again as needed;
  - b. generate whole group descriptions of borderline [Performance Level 2], [Performance Level 3] and [Performance Level 4] students.

The facilitator should compile the descriptions as bulleted lists on chart paper; the chart paper will then be posted so the panelists can refer to the lists as they go through the bookmark process.

- 2) Check to see if panelists want to discuss the performance levels again. Once they have a solid understanding of the PLDs, have them focus their discussion on the knowledge, skills, and abilities of students who are in the [Performance Level 2] category, but just barely. The focus should be on those characteristics and KSAs that best describe the lowest level of performance necessary to warrant [Performance Level 2] classification.
- 3) After discussing [Performance Level 2], have the panelists discuss characteristics of the borderline [Performance Level 3] student and then characteristics of the borderline [Performance Level 4] student. Panelists should be made aware of the importance of the [Performance Level 3] cut. This is the cut from non- proficient to just barely proficient.
- 4) Using chart paper, generate a bulleted list of characteristics for each of the levels. Post these on the wall of the room. Make sure that panelists agree on the bulleted characteristics and have a common understanding.

**Practice Round (First Grade only)**

**Overview of Practice Round:** The primary purpose of the Practice Round is for panelists to become familiar with the task of placing the bookmarks. The facilitator will walk the panelists through the [Performance Level 3] bookmark placement on the practice set, engage the panelists in a readiness discussion and check for understanding. If any of the panelists indicate an incomplete understanding of the practice rating task, then the facilitator will continue to work with the panelists to clarify any misconceptions before proceeding to Round 1.

**Activities:**

1. Make sure panelists have the following materials:
  - a. Practice ordered item set
  - b. Performance Level Descriptors
  - c. Item Map Form
2. Orient panelists to the practice ordered item set. Point out the following:
  - a. items are organized by difficulty from easiest to hardest;
  - b. the items represent the full range of difficulty included on the test.

3. Give the panelists time to read through the items.
4. The facilitator leads the group through a discussion of the [Performance Level 3] bookmark placement in the practice OIB.
  - a. Referring to the five ordered items in the practice set, the PLDs and the bulleted lists of characteristics posted on chart paper, the facilitator will lead a discussion about the placement of the [Performance Level 3] bookmark.
  - b. Panelists should consider the question:  
**Would at least 2/3<sup>rds</sup> of the students performing at the borderline of [Performance Level 3] answer the item correctly?**
  - c. Where the answer changes from yes to no is where the bookmark should be placed. Note that panelists may find that they have a yes, no, yes,... they should place the bookmark at the preponderance of no. They will need to make a judgment.

### **Readiness Discussion**

After the panelists have placed bookmarks in the practice ordered item set, lead a readiness discussion by posing the following five questions.

The purpose of this discussion is to determine how well each panelist understands the bookmark task, to correct any misunderstandings, and if necessary, to identify panelists whose ratings should be excluded from the standard setting if their understanding doesn't improve.

The "correct" answers for each of the questions are listed directly under each question. Some common misunderstandings are also listed for questions one and two. Please watch for these typical misunderstandings and if they arise, redirect the panelists to the correct responses. **Make sure any questions or concerns are resolved prior to moving on.**

1. What questions should you ask for each item?
  - Would 2/3<sup>rds</sup> of the borderline students get this item correct?
  - Would 2/3<sup>rds</sup> of the students who just barely fall in the performance level of interest get this item correct?

Please watch for and correct the following responses.

  - Omission of 2/3<sup>rds</sup> (50%, all students)
  - Omission of borderline (all students, all students in the performance level of interest)
2. What is meant by the 2/3<sup>rds</sup> rule?
  - 2/3<sup>rds</sup> of the borderline students would get items like this correct

Please watch for and correct the following responses.

  - All students falling in the performance level of interest have a 2/3<sup>rds</sup> chance of getting this item correct.
3. What population of students should you consider for each item?
  - Borderline students
  - Students who just barely fall in the performance level of interest
  - a. Does this population change as I progress through the items for the first bookmark? (NO)
  - b. Does this population change as I progress to the next bookmark? (YES)

4. As you approach a bookmark how do answers change?
  - The answer to “Would 2/3<sup>rds</sup> of the borderline students get this item correct” should change from a “yes” to a “no”
  - The confidence the panelist has in the yes/no answer will decrease as he/she approaches the bookmark placement
5. How should your confidence in the answers affect your bookmark placement?
  - As you become less confident in a “yes” answer, the bookmark placement should be approaching.
  - Where you are least confident in your answers is typically where the bookmark will be placed.

### **Training Evaluation (First Grade Only)**

After the panelists have placed the bookmark in the practice ordered item set and you’ve answered any questions, have panelists fill out the training evaluation form. Before you start the Round 1 activities, scan the completed evaluations to see if there are any problems, concerns, or questions that need to be addressed before proceeding. **Make sure any questions or concerns are resolved prior to moving on.** Return the completed evaluations to the data analysis work room at the next convenient opportunity.

### **Round 1**

*Overview of Round 1:* The primary purpose of Round 1 is to ask the panelists to make their initial judgments as to where the bookmark should be placed for each cut. The first cut that will be set will be the Borderline Performance Level 3 cut. For this round, panelists will work individually, without consulting with their colleagues. Beginning with the first ordered item in the OIB, panelists will evaluate each item in turn. The panelists will gauge the level of difficulty of each of the items for those students who barely meet the definition of [Performance Level 3]. The task that panelists are asked to do is to estimate whether a student performing at the borderline of [Performance Level 3], would answer each question correctly. More specifically, panelists should answer:

- Would *at least* 2/3<sup>rds</sup> of the students performing at the borderline of [Performance Level 3] answer the question correctly?

The same process is then repeated for the [Performance Level 1/Performance Level 2] and [Performance Level 3/Performance Level 4] cuts.

#### *Activities:*

1. Panelists should have their Ordered Item Books, Item Map Forms, and PLDs. Pass out one Rating Sheet to each panelist.
2. Have panelists write their ID number, content area, and grade on the Rating Sheet. The ID number is on the back of their name tags.
3. Provide an overview of Round 1, covering each of the following:
  - a. Orient panelists to the Ordered Item Book. Remind them that the items are presented in order of difficulty, from easiest to hardest.
  - b. The primary purpose of this activity is for the panelists to make their initial determination as to whether 2/3<sup>rds</sup> of students whose performance is barely [Performance Level 3] would correctly answer each item, and to place their bookmark where they believe the answer of

'yes' turns to 'no'. Remind panelists that they should be thinking about 2/3<sup>rd</sup>s of the borderline students. Once they have completed the process for the [Performance Level 2/Performance Level 3] cut, they will proceed to the remaining two cut points starting with [Performance Level 1/Performance Level 2] and then the [Performance Level 3/Performance Level 4] cut.

- i. For grades 3 and 4 ELA only, explain that there are a set of foundational items that students took individually, but which count as a set for scoring purposes. 3/3 or 4/5 items correct results in a score of 1 point. These items have been placed in the Ordered Item Booklet as a set and should be considered in this manner, asking the question would 2/3<sup>rd</sup>s of the students on the borderline get X out X correct in this set?
    1. Grade 3: OIB #25, 3/3 = 1 point and IOB #27, 4/5 = 1 point
    2. Grade 4: OIB #22, 4/5 = 1 point and OIB #25, 3/3 = 1 point
  - c. Each panelist needs to base his/her judgments on his/her experience with the content, understanding of students, and the definitions of the borderline students generated previously.
  - d. One bookmark will be placed for each cut point.
  - e. If panelists are struggling with placing a particular bookmark they should use their best judgment and move on. They will have an opportunity to discuss their ratings and make revisions in Rounds 2 and 3.
4. Tell panelists that they will be discussing each cut point with the other panelists but that they will be placing the bookmarks individually. **It is not necessary for the panelists to come to consensus about where the bookmarks should be placed.**
  5. Go over the rating form with panelists.
    - a. Lead panelists through a step-by-step demonstration of how to fill in the rating form.
    - b. Answer questions the panelists may have about the work in Round 1.
    - c. Once everyone understands what they are to do in Round 1, tell them to begin.
  6. Starting with the first ordered item in the OIB and the [Performance Level 2/Performance Level 3] cut, the panelists will work through the OIB item by item and make their initial bookmark placements.
  7. As panelists complete the task, ask them to carefully inspect their rating forms to ensure they are filled out properly.
    - a. **The content area, grade, and ID number must be filled in.**
    - b. **The item numbers identifying each cut score must be adjacent.**
    - c. Check each panelist's rating form before you allow them to leave for a short break.
    - d. When all the rating forms have been collected, the group will take a break. Immediately bring the rating forms to the data analysis work room for tabulation.

## **Tabulation of Round 1 Results**

Tabulation of Round 1 results will be completed by the data analysis team as quickly as possible after receipt of the rating forms.

## **Round 2**

*Overview of Round 2:* In Round 2, the panelists will discuss their Round 1 placements in table groups (facilitated by the Table Leader) and then revise their ratings on the basis of that discussion. They will discuss their ratings in the context of the ratings made by other members of their table group. The panelists with the highest and lowest ratings should comment on why they gave the ratings they did. The group should get a sense of how much variation there is in the ratings. Panelists should also consider the question, "How tough or easy a rater are you?" The purpose here is to allow panelists to examine their individual expectations (in terms of their experiences) and to share these expectations and experiences in order to attain a better understanding of how their experiences impact their decision-making.

To aid with the discussion, the panelists at each table will be provided with the median Round 1 bookmark placements for their table group.

Once panelists have reviewed and discussed their bookmark placements, they will be given the opportunity to change or revise their Round 1 ratings.

### ***Activities:***

1. Make sure the panelists have their ordered item booklets, item map forms, and PLDs. Return the rating form to each panelist.
2. A psychometrician will explain how the table group median cuts were calculated and talk about how the panelists will use that information as they complete the Round 2 discussions. Based on their Round 1 rating form, panelists will know where they fall relative to their table's median. This information is provided so panelists can get a sense if they are more stringent or more lenient than the other panelists in their table group.
3. Provide an overview of Round 2. Round 2 begins with a brief review of the PLDs and borderline descriptions. Panelists will be encouraged to seek clarifications from the facilitator. Remind panelists of the following:
  - a. As in Round 1, the primary purpose is to place bookmarks where you feel the performance levels are best distinguished, considering the additional information and discussion.
  - b. Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definitions of the borderline students generated previously, discussions with other panelists and the knowledge, skills, and abilities required to answer each item.
4. The panelists will discuss their Round 1 ratings as a table group, beginning with the 2/3 cut point and followed by the 1/2 and 3/4 cuts. The discussion will be facilitated by the Table Leader.
  - a. The discussion should focus on differences in where individual panelists in the table group placed their bookmarks.

- b. Panelists should be encouraged to listen to their colleagues as well as express their own points of view.
- c. Once the table level discussions have taken place, the facilitator will ask each Table Leader to share the overall discussion that took place with the larger group. In addition, any comments from stakeholder roles that are represented at the larger group level, but not at the table level (such as vision or hearing specialists) should be highlighted.
- d. If the panelists hear a logic/rationale/argument that they did not consider and that they feel is compelling, then they may adjust their ratings to incorporate that information.
- e. On the basis of the discussions, panelists should make a second round of ratings.
- f. When placing their Round 2 bookmarks, panelists should not feel compelled to change their ratings.
- g. The table groups do not have to achieve consensus. If panelists honestly disagree, that is fine. We are trying to get the best judgment of each panelist. Panelists should not feel compelled or coerced into making a rating they disagree with.

Encourage the panelists to use the discussion and feedback to assess how stringent or lenient a judge they are. If a panelist is consistently higher or lower than the group, they may have a different understanding of the borderline student than the rest of the group, or a different understanding of the Performance Level Descriptors, or both. **It is okay for panelists to disagree, but that disagreement should be based on a common understanding of the borderline Performance Level Descriptors.**

5. As the tables are conducting their discussions, circulate around the room to ensure that the discussions are staying on topic, the panelists understand the task, and that all panelists are participating appropriately in the discussion. Assist Table Leaders as needed.
6. When all panelists at each table group have completed their second ratings, collect the rating forms. When you collect the rating forms **carefully inspect them** to ensure they are filled out properly.
  - a. **The content area, grade, and ID number must be filled in.**
  - b. **The item numbers identifying each cut score must be adjacent.**
  - c. Check each panelist's rating form before you allow them to leave for a short break.
  - d. When all the rating forms have been collected, the group will take a break. Immediately bring the rating forms to the data analysis work room for tabulation.

### **Round 3**

*Overview of Round 3:* The primary purpose of Round 3 is to ask the panelists to discuss their Round 2 placements as a whole group and to give them one last opportunity to revise their ratings on the basis of that discussion. As in Round 2, they will discuss their ratings in the context of the ratings made by other members of the group.

To aid with the discussion, a psychometrician will present the following information to the panelists:

1. The table and group median Round 2 bookmark placements, and
2. impact data, showing the approximate percentage of students NCSC-wide that would be classified into each performance level category based on the room median bookmark placements from Round 2.

Once panelists have reviewed and discussed their bookmark placements and the impact data, they will be given the opportunity to change or revise their Round 2 ratings.

*Activities:*

1. Make sure the panelists have their ordered item booklets, item map forms, and Performance Level Descriptors. Return the rating form to each panelist.
2. A psychometrician will present and explain the following information to the panelists:
  - a. The median bookmark placements for the tables and whole group based on the Round 2 ratings. Based on their Round 2 rating form, panelists will know where they fall relative to the table and room median. This information is provided so panelists can get a sense if they are more stringent or more lenient than other panelists.
  - b. Impact data, showing the approximate percentage of students NCSC-wide that would be classified into each performance level category based on the room median bookmark placements. Panelists will use this information as a “reasonableness check.” In other words, they will discuss whether the percentages in each level seem reasonable, based on their knowledge of the test and the current status of students across the state relative to the Performance Level Descriptors. If the answer is no, panelists may choose to make adjustments to one or more of their bookmark placements.
3. Provide an overview of Round 3. Remind panelists of the following:
  - a. As in Round 2, the primary purpose is to place bookmarks where you feel the performance levels are best distinguished, considering the additional information and further discussion.
  - b. Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definitions of the borderline students generated previously, discussions with other panelists and the knowledge, skills, and abilities required to answer each item.
4. The panelists will discuss their Round 2 ratings as a whole group, beginning with the beginning with the 2/3 cut point and followed by the 1/2 and 3/4 cuts.
  - a. The discussion should focus on differences in where individual panelists placed their bookmarks.
  - b. Panelists should be encouraged to listen to their colleagues as well as express their own points of view.
  - c. If the panelists hear a logic/rationale/argument that they did not consider and that they feel is compelling, then they may adjust their ratings to incorporate that information.
  - d. On the basis of the discussions, panelists should make a final round of ratings.

- e. When placing their Round 3 bookmarks, panelists should not feel compelled to change their ratings.
  - f. The group does not have to achieve consensus. If panelists honestly disagree, that is fine. We are trying to get the best judgment of each panelist. Panelists should not feel compelled or coerced into making a rating they disagree with.
5. When the group has completed their final ratings, collect the rating forms. When you collect the rating forms **carefully inspect them** to ensure they are filled out properly.
- a. **The content area, grade, and ID number must be filled in.**
  - b. **The item numbers identifying each cut score must be adjacent.**
  - c. Immediately provide the completed rating forms to the data analysis team.

### **Complete Procedural Evaluation Form for the Grade**

Make sure panelists fill out the procedural evaluation for the grade. Emphasize that their honest feedback is important. Return the completed evaluations to the data analysis work room at the next convenient opportunity.

Collect the materials from the grade and mark them off on the Materials Tracking sheet.

### **Complete Second Grade Standard Setting Activities**

Begin the standard setting process for the second grade assigned to the panel. Follow the same steps with the exception of the Practice Round and Training Evaluation steps.

### **Complete Final Evaluation Form**

Make sure panelists fill out the final evaluation. Emphasize that their honest feedback is important. Return the completed evaluations to the data analysis work room at the next convenient opportunity.

### **Organization of Materials**

Collect and mark of materials on the tracking sheet. Please sort materials in the following fashion:

1. Place 9 OIBs/passage books/reference books for each grade level together- these will be used for the Articulation Activity.
2. Place 4 OIBs/passage books/reference books for each grade level together- these will be used for the edCount Mapping Activity.
3. Collect the Item Map Forms, make sure that the panelist ID is on each form. Place the forms from Articulation panelists with the Articulation OIBs. Place the rest of the forms with the Mapping Activity OIBs.
4. Collect the PLD Front Matter and PLDs, place them with the Mapping materials.
5. Collect the rest of the panelist materials and place them in a box for shredding.

# GENERAL INSTRUCTIONS FOR NCSC STANDARD SETTING GROUP FACILITATORS

**Mathematics**  
**Grades 3-8, and 11**  
**August 10-13, 2015**

## **Preliminaries**

### *Introductions:*

1. Make sure that panelists are sitting at the correct tables. Tables have been assigned to ensure the distribution of panelists' backgrounds and expertise at each table.
2. Welcome group, introduce yourself (name, affiliation, a little selected background information).
3. Identify the Table Leader at each table- Table Leaders will facilitate the discussion for Round 2.
4. Have each participant introduce him/herself.
5. Ask each participant to sign a nondisclosure form. Do not proceed until a signed nondisclosure form has been collected from each participant.

## **Review Panelist Folder Materials**

*Overview:* To help set the context for the meeting and the materials that will be used provide a brief review of what is in each panelist's folder.

### Left Side

Agenda  
Non-Disclosure Form  
Room Map  
Reimbursement Form  
Practice Round Evaluation  
Process Evaluation

### Right Side

Opening PowerPoint  
Performance Level Descriptor Front Matter  
Performance Level Descriptors  
Item Map Form  
Practice Round Rating Sheet

## **Take the Test**

*Overview:* In order to establish an understanding of the test items and for panelists to gain an understanding of the experience of the students who take the test, each participant will take the test for their grade level and content area. Panelists may wish to discuss or take issue with the items in the test. Tell them we will gladly take their feedback to NCSC. However, this is the actual assessment that students took and it is the set of items on which we must set standards.

### *Activities:*

1. Introduce the assessment :
  - a. Explain that there were 4 forms of the test, that Session 1 was the same for all students and that Session 2 differed based on the form of the test.
  - b. Also explain that Form 1 of the test was considered the most accessible for students with low vision and/or hearing impairments.

2. Tell panelists that they are about to take the actual NCSC assessment.
  - a. For the first grade level the test will be projected and you, the facilitator, will read each item aloud to the panelists from the Directions for Test Administration (DTA). This most closely mirrors the student experience.

At the start of the standard setting process for the second grade level you will project Session 1 of the test and read each item aloud from the DTA as you did for the first grade level. You will then pass out Session 2 of the test (DTA) and have panelists finish the test on their own. Once they are finished you will provide panelists with the Answer Key for Session 2.
  - b. The purpose of the exercise is to help them establish a good understanding of the test items and to gain an understanding of the experience of the students who take the assessment.
  - c. The Answer Key for each item will be provided after each item is presented.
3. Tell panelists to try to take on the perspective of a student as they complete the test.

### **Review and Discuss Performance Level Descriptors (PLDs)**

*Overview:* The primary purpose of this activity is for panelists to familiarize themselves with the Performance Level Descriptors for the grade and content area. This will provide a level of context prior to reviewing the Ordered Item Booklets and filling out the Item Map Form.

#### ***Activities:***

1. Have panelists take out the PLD Front Matter and the PLDs from their folders.
2. Have panelists review the documents individually, taking notes and marking up the documents with any details and/or questions they may have.
3. After individually reviewing the descriptors, have panelists discuss each one as a whole group, starting with [Performance Level 2], and provide clarification. The goal here is for the panelists to have a collegial discussion in which to bring up/clarify any issues or questions, and to come to a common understanding of what it means to be in each performance level. It is not unusual for panelists to disagree with the Descriptors they will see; almost certainly there will be some panelists who will want to change them. However, the task at hand is for panelists to have a common understanding of what knowledge, skills, and abilities (KSAs) are described by each PLD.
4. Once panelists have a solid understanding of the PLDs, they will be ready to move to the next activity.

### **Fill Out Item Map Form**

*Overview:* The primary purpose of this activity is for panelists to think about what knowledge, skills and abilities (KSAs) are measured by each item as well as what makes one question harder or easier than another. The notes panelists take here will be useful in helping them place their bookmarks and in discussions during the rounds of ratings.

**Activities:**

1. Pass out the Ordered Item Books and keys, and have panelists take out the Item Map Form
  - a. Have panelists record their book number on the sign out sheet and sign it
  - b. Have panelists write their standard setting ID (on their nametags) in the upper right corner of the form.
2. Review the Ordered Item Book and Item Map Form with the panelists. Explain what each is, and point out the correspondence of the ordered items between the two. Explain that the items are ordered from easiest to hardest, based on student performance from the most recent administration of the assessment.
3. Tell panelists they will work individually at first. After they have completed the Item Map Form, they will then discuss it as a whole group.
4. Starting with the first item, they will record for each item:
  - a. The knowledge, skills and abilities (KSAs) the item measures, and
  - b. their thoughts about what makes that question harder than the previous question.
5. Panelists should not agonize over these decisions. It may be that the second item is only slightly harder than the first. Panelists should keep in mind that the purpose of the task is to record notes that will be useful to them in completing their ratings and not necessarily to fill in every space on the form.
6. Once panelists have completed the Item Map Form, they should discuss them as a whole group.
7. Based on the whole group discussion, the panelists should modify their own Item Map Form (make additional notes, cross things out, etc...)

**Discuss Performance Level Descriptors (PLDs) and Describe Characteristics of the “Borderline” Student**

**Overview:** In order to establish an understanding of the expected performance of borderline students on the test, panelists must have a clear understanding of:

- 1) The definition of the four performance levels, and
- 2) Characteristics of students who are “just able enough” to be classified into each level. These students will be referred to as borderline students, since they are right on the border between levels.

The purpose of this activity is for the panelists to obtain an understanding of the PLDs with an emphasis on characteristics that describe students at the borderline -- both what these students can and cannot do.

This activity is critical since the ratings panelists will be making will be based on these understandings.

**Preparation:**

1. Use 3 sheets of chart paper and label the top of each one: Borderline Level 2, Borderline Level 3 and Borderline Level 4.

**Activities:**

- 1) Introduce the task. In this activity they will:
  - a. individually review the Performance Level Descriptors again as needed;
  - b. generate whole group descriptions of borderline [Performance Level 2], [Performance Level 3] and [Performance Level 4] students.

The facilitator should compile the descriptions as bulleted lists on chart paper; the chart paper will then be posted so the panelists can refer to the lists as they go through the bookmark process.

- 2) Check to see if panelists want to discuss the performance levels again. Once they have a solid understanding of the PLDs, have them focus their discussion on the knowledge, skills, and abilities of students who are in the [Performance Level 2] category, but just barely. The focus should be on those characteristics and KSAs that best describe the lowest level of performance necessary to warrant [Performance Level 2] classification.
- 3) After discussing [Performance Level 2], have the panelists discuss characteristics of the borderline [Performance Level 3] student and then characteristics of the borderline [Performance Level 4] student. Panelists should be made aware of the importance of the [Performance Level 3] cut. This is the cut from non- proficient to just barely proficient.
- 4) Using chart paper, generate a bulleted list of characteristics for each of the levels. Post these on the wall of the room. Make sure that panelists agree on the bulleted characteristics and have a common understanding.

### **Practice Round (First Grade only)**

*Overview of Practice Round:* The primary purpose of the Practice Round is for panelists to become familiar with the task of placing the bookmarks. The facilitator will walk the panelists through the [Performance Level 3] bookmark placement on the practice set, engage the panelists in a readiness discussion and check for understanding. If any of the panelists indicate an incomplete understanding of the practice rating task, then the facilitator will continue to work with the panelists to clarify any misconceptions before proceeding to Round 1.

#### *Activities:*

1. Make sure panelists have the following materials:
  - a. Practice ordered item set
  - b. Performance Level Descriptors
  - c. Item Map Form
2. Orient panelists to the practice ordered item set. Point out the following:
  - a. items are organized by difficulty from easiest to hardest;
  - b. the items represent the full range of difficulty included on the test.
3. Give the panelists time to read through the items.
4. The facilitator leads the group through a discussion of the [Performance Level 3] bookmark placement in the practice OIB.
  - a. Referring to the five ordered items in the practice set, the PLDs and the bulleted lists of characteristics posted on chart paper, the facilitator will lead a discussion about the placement of the [Performance Level 3] bookmark.

- b. Panelists should consider the question:  
**Would 50% of the students performing at the borderline of [Performance Level 3] answer the item correctly?**  
 Share with the panelists that the items at the beginning of the IOB will most likely only have 2 answer options, so that it is important when reviewing these items to consider whether better than 50% the students performing at the borderline will answer the item correctly.
- c. Where the answer changes from yes to no is where the bookmark should be placed. Note that panelists may find that they have a yes, no, yes,... they should place the bookmark at the preponderance of no. They will need to make a judgment.

## **Readiness Discussion**

After the panelists have placed bookmarks in the practice ordered item set, lead a readiness discussion by posing the following five questions.

The purpose of this discussion is to determine how well each panelist understands the bookmark task, to correct any misunderstandings, and if necessary, to identify panelists whose ratings should be excluded from the standard setting if their understanding doesn't improve.

The "correct" answers for each of the questions are listed directly under each question. Some common misunderstandings are also listed for questions one and two. Please watch for these typical misunderstandings and if they arise, redirect the panelists to the correct responses. **Make sure any questions or concerns are resolved prior to moving on.**

1. What questions should you ask for each item?
  - Would 50% of the borderline students get this item correct?
  - Would 50% of the students who just barely fall in the performance level of interest get this item correct?

Please watch for and correct the following responses.

  - Omission of 50% (<50%, all students)
  - Omission of borderline (all students, all students in the performance level of interest)
  
2. What is meant by the 50% rule?
  - 50% of the borderline students would get items like this correct

Please watch for and correct the following responses.

  - All students falling in the performance level of interest have a 50% chance of getting this item correct.
  
3. What population of students should you consider for each item?
  - Borderline students
  - Students who just barely fall in the performance level of interest
  - a. Does this population change as I progress through the items for the first bookmark? (NO)
  - b. Does this population change as I progress to the next bookmark? (YES)
  
4. As you approach a bookmark how do answers change?
  - The answer to "Would 50% of the borderline students get this item correct" should change from a "yes" to a "no"

- The confidence the panelist has in the yes/no answer will decrease as he/she approaches the bookmark placement
5. How should your confidence in the answers affect your bookmark placement?
- As you become less confident in a “yes” answer, the bookmark placement should be approaching.
  - Where you are least confident in your answers is typically where the bookmark will be placed.

### **Training Evaluation (First Grade Only)**

After the panelists have placed the bookmark in the practice ordered item set and you’ve answered any questions, have panelists fill out the training evaluation form. Before you start the Round 1 activities, scan the completed evaluations to see if there are any problems, concerns, or questions that need to be addressed before proceeding. **Make sure any questions or concerns are resolved prior to moving on.** Return the completed evaluations to the data analysis work room at the next convenient opportunity.

### **Round 1**

*Overview of Round 1:* The primary purpose of Round 1 is to ask the panelists to make their initial judgments as to where the bookmark should be placed for each cut. The first cut that will be set will be the Borderline Performance Level 3 cut. For this round, panelists will work individually, without consulting with their colleagues. Beginning with the first ordered item in the OIB, panelists will evaluate each item in turn. The panelists will gauge the level of difficulty of each of the items for those students who barely meet the definition of [Performance Level 3]. The task that panelists are asked to do is to estimate whether a student performing at the borderline of [Performance Level 3], would answer each question correctly. More specifically, panelists should answer:

- Would 50% of the students performing at the borderline of [Performance Level 3] answer the question correctly?

The same process is then repeated for the [Performance Level 1/Performance Level 2] and [Performance Level 3/Performance Level 4] cuts.

#### *Activities:*

1. Panelists should have their Ordered Item Books, Item Map Forms, and PLDs. Pass out one Rating Sheet to each panelist.
2. Have panelists write their ID number, content area, and grade on the Rating Sheet. The ID number is on the back of their name tags.
3. Provide an overview of Round 1, covering each of the following:
  - a. Orient panelists to the Ordered Item Book. Remind them that the items are presented in order of difficulty, from easiest to hardest.
  - b. The primary purpose of this activity is for the panelists to make their initial determination as to whether 50% of students whose performance is barely [Performance Level 3] would correctly answer each item, and to place their bookmark where they believe the answer of ‘yes’ turns to ‘no’. Remind panelists that they should be thinking about 50% of the borderline students. Once they have completed the process for the [Performance Level 2/Performance Level 3] cut, they will proceed to the remaining two cut points starting

with [Performance Level 1/Performance Level 2] and then the [Performance Level 3/Performance Level 4] cut.

- c. Each panelist needs to base his/her judgments on his/her experience with the content, understanding of students, and the definitions of the borderline students generated previously.
  - d. One bookmark will be placed for each cut point.
  - e. If panelists are struggling with placing a particular bookmark they should use their best judgment and move on. They will have an opportunity to discuss their ratings and make revisions in Rounds 2 and 3.
4. Tell panelists that they will be discussing each cut point with the other panelists but that they will be placing the bookmarks individually. **It is not necessary for the panelists to come to consensus about where the bookmarks should be placed.**
  5. Go over the rating form with panelists.
    - a. Lead panelists through a step-by-step demonstration of how to fill in the rating form.
    - b. Answer questions the panelists may have about the work in Round 1.
    - c. Once everyone understands what they are to do in Round 1, tell them to begin.
  6. Starting with the first ordered item in the OIB and the [Performance Level 2/Performance Level 3] cut, the panelists will work through the OIB item by item and make their initial bookmark placements.
  7. As panelists complete the task, ask them to carefully inspect their rating forms to ensure they are filled out properly.
    - a. **The content area, grade, and ID number must be filled in.**
    - b. **The item numbers identifying each cut score must be adjacent.**
    - c. Check each panelist's rating form before you allow them to leave for a short break.
    - d. When all the rating forms have been collected, the group will take a break. Immediately bring the rating forms to the data analysis work room for tabulation.

## **Tabulation of Round 1 Results**

Tabulation of Round 1 results will be completed by the data analysis team as quickly as possible after receipt of the rating forms.

## **Round 2**

*Overview of Round 2:* In Round 2, the panelists will discuss their Round 1 placements in table groups (facilitated by the Table Leader) and then revise their ratings on the basis of that discussion. They will discuss their ratings in the context of the ratings made by other members of their table group. The panelists with the highest and lowest ratings should comment on why they gave the ratings they did. The group should get a sense of how much variation there is in the ratings. Panelists should also

consider the question, “How tough or easy a rater are you?” The purpose here is to allow panelists to examine their individual expectations (in terms of their experiences) and to share these expectations and experiences in order to attain a better understanding of how their experiences impact their decision-making.

To aid with the discussion, the panelists at each table will be provided with the median Round 1 bookmark placements for their table group.

Once panelists have reviewed and discussed their bookmark placements, they will be given the opportunity to change or revise their Round 1 ratings.

**Activities:**

1. Make sure the panelists have their ordered item booklets, item map forms, and PLDs. Return the rating form to each panelist.
2. A psychometrician will explain how the table group median cuts were calculated and talk about how the panelists will use that information as they complete the Round 2 discussions. Based on their Round 1 rating form, panelists will know where they fall relative to their table’s median. This information is provided so panelists can get a sense if they are more stringent or more lenient than the other panelists in their table group.
3. Provide an overview of Round 2. Round 2 begins with a brief review of the PLDs and borderline descriptions. Panelists will be encouraged to seek clarifications from the facilitator. Remind panelists of the following:
  - a. As in Round 1, the primary purpose is to place bookmarks where you feel the performance levels are best distinguished, considering the additional information and discussion.
  - b. Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definitions of the borderline students generated previously, discussions with other panelists and the knowledge, skills, and abilities required to answer each item.
4. The panelists will discuss their Round 1 ratings as a table group, beginning with the 2/3 cut point and followed by the 1/2 and 3/4 cuts. The discussion will be facilitated by the Table Leader.
  - a. The discussion should focus on differences in where individual panelists in the table group placed their bookmarks.
  - b. Panelists should be encouraged to listen to their colleagues as well as express their own points of view.
  - c. Once the table level discussions have taken place, the facilitator will ask each Table Leader to share the overall discussion that took place with the larger group. In addition, any comments from stakeholder roles that are represented at the larger group level, but not at the table level (such as vision or hearing specialists) should be highlighted.
  - d. If the panelists hear a logic/rationale/argument that they did not consider and that they feel is compelling, then they may adjust their ratings to incorporate that information.
  - e. On the basis of the discussions, panelists should make a second round of ratings.

- f. When placing their Round 2 bookmarks, panelists should not feel compelled to change their ratings.
- g. The table groups do not have to achieve consensus. If panelists honestly disagree, that is fine. We are trying to get the best judgment of each panelist. Panelists should not feel compelled or coerced into making a rating they disagree with.

Encourage the panelists to use the discussion and feedback to assess how stringent or lenient a judge they are. If a panelist is consistently higher or lower than the group, they may have a different understanding of the borderline student than the rest of the group, or a different understanding of the Performance Level Descriptors, or both. **It is okay for panelists to disagree, but that disagreement should be based on a common understanding of the borderline Performance Level Descriptors.**

5. As the tables are conducting their discussions, circulate around the room to ensure that the discussions are staying on topic, the panelists understand the task, and that all panelists are participating appropriately in the discussion. Assist Table Leaders as needed.
6. When all panelists at each table group have completed their second ratings, collect the rating forms. When you collect the rating forms **carefully inspect them** to ensure they are filled out properly.
  - a. **The content area, grade, and ID number must be filled in.**
  - b. **The item numbers identifying each cut score must be adjacent.**
  - c. Check each panelist's rating form before you allow them to leave for a short break.
  - d. When all the rating forms have been collected, the group will take a break. Immediately bring the rating forms to the data analysis work room for tabulation.

### **Round 3**

*Overview of Round 3:* The primary purpose of Round 3 is to ask the panelists to discuss their Round 2 placements as a whole group and to give them one last opportunity to revise their ratings on the basis of that discussion. As in Round 2, they will discuss their ratings in the context of the ratings made by other members of the group.

To aid with the discussion, a psychometrician will present the following information to the panelists:

1. The table and group median Round 2 bookmark placements, and
2. impact data, showing the approximate percentage of students NCSC-wide that would be classified into each performance level category based on the room median bookmark placements from Round 2.

Once panelists have reviewed and discussed their bookmark placements and the impact data, they will be given the opportunity to change or revise their Round 2 ratings.

#### ***Activities:***

1. Make sure the panelists have their ordered item booklets, item map forms, and Performance Level Descriptors. Return the rating form to each panelist.

2. A psychometrician will present and explain the following information to the panelists:
  - a. The median bookmark placements for the tables and whole group based on the Round 2 ratings. Based on their Round 2 rating form, panelists will know where they fall relative to the table and room median. This information is provided so panelists can get a sense if they are more stringent or more lenient than other panelists.
  - b. Impact data, showing the approximate percentage of students NCSC-wide that would be classified into each performance level category based on the room median bookmark placements. Panelists will use this information as a “reasonableness check.” In other words, they will discuss whether the percentages in each level seem reasonable, based on their knowledge of the test and the current status of students across the state relative to the Performance Level Descriptors. If the answer is no, panelists may choose to make adjustments to one or more of their bookmark placements.
3. Provide an overview of Round 3. Remind panelists of the following:
  - a. As in Round 2, the primary purpose is to place bookmarks where you feel the performance levels are best distinguished, considering the additional information and further discussion.
  - b. Each panelist needs to base his/her judgments on his/her experience with the content area, understanding of students, the definitions of the borderline students generated previously, discussions with other panelists and the knowledge, skills, and abilities required to answer each item.
4. The panelists will discuss their Round 2 ratings as a whole group, beginning with the 2/3 cut point and followed by the 1/2 and 3/4 cuts.
  - a. The discussion should focus on differences in where individual panelists placed their bookmarks.
  - b. Panelists should be encouraged to listen to their colleagues as well as express their own points of view.
  - c. If the panelists hear a logic/rationale/argument that they did not consider and that they feel is compelling, then they may adjust their ratings to incorporate that information.
  - d. On the basis of the discussions, panelists should make a final round of ratings.
  - e. When placing their Round 3 bookmarks, panelists should not feel compelled to change their ratings.
  - f. The group does not have to achieve consensus. If panelists honestly disagree, that is fine. We are trying to get the best judgment of each panelist. Panelists should not feel compelled or coerced into making a rating they disagree with.
5. When the group has completed their final ratings, collect the rating forms. When you collect the rating forms **carefully inspect them** to ensure they are filled out properly.
  - a. **The content area, grade, and ID number must be filled in.**
  - b. **The item numbers identifying each cut score must be adjacent.**
  - c. Immediately provide the completed rating forms to the data analysis team.

## **Complete Procedural Evaluation Form for the Grade**

Make sure panelists fill out the procedural evaluation for the grade. Emphasize that their honest feedback is important. Return the completed evaluations to the data analysis work room at the next convenient opportunity.

Collect the materials from the grade and mark them off on the Materials Tracking sheet.

## **Complete Second Grade Standard Setting Activities**

Begin the standard setting process for the second grade assigned to the panel. Follow the same steps with the exception of the Practice Round and Training Evaluation steps.

## **Complete Final Evaluation Form**

Make sure panelists fill out the final evaluation. Emphasize that their honest feedback is important. Return the completed evaluations to the data analysis work room at the next convenient opportunity.

## **Organization of Materials**

Collect and mark of materials on the tracking sheet. Please sort materials in the following fashion:

1. Place 9 OIBs/ reference books for each grade level together- these will be used for the Articulation Activity.
2. Place 4 OIBs/ reference books for each grade level together- these will be used for the edCount Mapping Activity.
3. Collect the Item Map Forms, make sure that the panelist ID is on each form. Place the forms from Articulation panelists with the Articulation OIBs. Place the rest of the forms with the Mapping Activity OIBs.
4. Collect the PLD Front Matter and PLDs, place them with the Mapping materials.
5. Collect the rest of the panelist materials and place them in a box for shredding.

# APPENDIX J—PANELISTS

<b>Content</b>	<b>Grade</b>	<b>First Name</b>	<b>MI</b>	<b>Last Name</b>	<b>State</b>	<b>Articulation</b>
ELA	3-4	Allison		Babb	SC	
ELA	3-4	Alicia		Brigano	CT	
ELA	3-4	Daniel		Charns	AZ	
ELA	3-4	Elsbeth		Falk	SD	
ELA	3-4	Mechelle		Ganglfinger	ME	
ELA	3-4	Melissa		Lane	MT	
ELA	3-4	Carol		Loveless	ID	
ELA	3-4	Laura		Prullage	DC	Articulation
ELA	3-4	Katherine		Swart	RI	
ELA	3-4	Rachel		Underdown	AR	Articulation
ELA	5-6	Jill		Bahti	AZ	
ELA	5-6	Melanie		Chavez	DC	
ELA	5-6	Joan		Digaetano	AR	
ELA	5-6	Sara		Hoogheem	SD	
ELA	5-6	Cheryl		Howard	ID	
ELA	5-6	Amy		Howie	IN	
ELA	5-6	Teresa		Siewert	CNMI	
ELA	5-6	Kristen		Skwirz	RI	Articulation
ELA	5-6	Linda		Thigpen	SC	
ELA	5-6	Kristie		Toothman	ME	Articulation
ELA	7-8	Deborah		Burnett	NM	
ELA	7-8	Craig		Duchemin	DC	
ELA	7-8	Amy		Engel	SD	
ELA	7-8	Matthew		Ferguson	SC	
ELA	7-8	Pattie		Howse	AR	
ELA	7-8	Maura		McGuire	CT	
ELA	7-8	Mary		Robinson	ID	
ELA	7-8	Cecilia		Salcido	AZ	Articulation
ELA	7-8	Kacie		Vanderloos	MT	Articulation
ELA	7-8	Meredith		Verrill	ME	
ELA	7-8	Nicole		Weeks	RI	
ELA	11	Lisa		Birmingham	AR	
ELA	11	Jonathan		Budd	CT	
ELA	11	Traci		Doll	MT	
ELA	11	Joe		Fossett	ME	
ELA	11	Nikki		Fyffe	AZ	
ELA	11	Lucy		Jackson	VI	Articulation
ELA	11	Amanda		Lupien	RI	
ELA	11	Deanna		Parish	SC	Articulation
ELA	11	Casey		Walker	SD	
MA	3-4	Agripina		Alejo	NM	

Content	Grade	First Name	MI	Last Name	State	Articulation
MA	3-4	Jodi		Barber	ME	
MA	3-4	Mary		Carroll	CT	
MA	3-4	Tracey		Clark	SC	
MA	3-4	Dena		Decker	AR	Articulation
MA	3-4	Emily		Forde	DC	
MA	3-4	Heather		Hinners	SD	Articulation
MA	3-4	Lisa		Hughes	RI	
MA	3-4	Marcia		Karls	AZ	
MA	3-4	Connie		Mavity	ID	
MA	3-4	Christine		Quinn	MT	
MA	5-6	Ann		Anderson	ME	
MA	5-6	Kristin		Apuzzo	RI	
MA	5-6	Brenda		Bernard	SD	
MA	5-6	Paige		Croce	CT	
MA	5-6	Manuela		Medina	NM	
MA	5-6	Ashley		Mui	DC	
MA	5-6	Judy		Nvobielski-Muhs	ID	Articulation
MA	5-6	Jennifer		Richardson	AZ	
MA	5-6	Amy		Roberts	IN	Articulation
MA	5-6	Vanessa		Wilson	MT	
MA	7-8	Melesa		Butler	MT	
MA	7-8	Helene		Cruz	Guam	Articulation
MA	7-8	Pam		Kelk	AZ	Articulation
MA	7-8	Caitlyn		Miller	CT	
MA	7-8	Christina		Pimentel	RI	
MA	7-8	Saul		Santiago	VI	
MA	7-8	Pamela		St.John	AR	
MA	7-8	Jennifer		Wise	SC	
MA	7-8	Clarissa		Wright	DC	
MA	11	Katherine		Acciola-Chan	RI	
MA	11	Shirley		Ballard	SC	
MA	11	Kim		Beach	IN	
MA	11	Sue		Corrigan	MT	
MA	11	Kelly		Gaines-Vergamini	DC	
MA	11	Susan		Kemp	NM	Articulation
MA	11	Annette		Lutes	ID	
MA	11	Mary		McElroy	ME	
MA	11	Elizabeth		Rovetti	CT	Articulation
MA	11	Erin		Stabnow	SD	
MA	11	Loriann		Thompson	AZ	

# APPENDIX K—EVALUATION RESULTS

ELA Training Evaluation Results Grades 3-4						
	N	Mean	% SD	% D	% A	% SA
I understand the goals of the standard setting meeting.	11	3.27	0.00%	0.00%	72.73%	27.27%
I understand the procedures we are using to set standards.	11	3.55	0.00%	0.00%	45.45%	54.55%
I understand how to use the standard setting materials.	11	3.36	0.00%	0.00%	63.64%	36.36%
I understand the differences between the performance levels.	11	3.00	0.00%	9.09%	81.82%	9.09%
I understand how to make the cut score judgment.	11	3.18	0.00%	0.00%	81.82%	18.18%
I am confident in my conceptualization of better than 2/3rds of the borderline students answering questions correctly.	11	3.09	0.00%	0.00%	90.91%	9.09%
I know what tasks to expect for the remainder of the meeting.	11	3.00	0.00%	18.18%	63.64%	18.18%
I am confident in my understanding of the standard setting task.	11	3.27	0.00%	0.00%	72.73%	27.27%

	N	Yes	No
I am ready to proceed with the standard setting process.	11	100.00%	0.00%

**Please indicate any questions you may have about the remainder of the standard setting meeting.**

- Consensus building for this group is tedious; my suggestion is to implement a mechanism to ensure 1 person speaks at a time.

ELA Training Evaluation Results Grades 5-6						
	N	Mean	% SD	% D	% A	% SA
I understand the goals of the standard setting meeting.	10	3.90	0.00%	0.00%	10.00%	90.00%
I understand the procedures we are using to set standards.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understand how to use the standard setting materials.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understand the differences between the performance levels.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understand how to make the cut score judgment.	10	3.80	0.00%	0.00%	20.00%	80.00%
I am confident in my conceptualization of better than 2/3rds of the borderline students answering questions correctly.	10	3.80	0.00%	0.00%	20.00%	80.00%
I know what tasks to expect for the remainder of the meeting.	10	3.70	0.00%	0.00%	30.00%	70.00%
I am confident in my understanding of the standard setting task.	10	3.70	0.00%	0.00%	30.00%	70.00%

	N	Yes	No
I am ready to proceed with the standard setting process.	10	100.00%	0.00%

ELA Training Evaluation Results Grades 7-8						
	N	Mean	% SD	% D	% A	% SA
I understand the goals of the standard setting meeting.	10	3.90	0.00%	0.00%	10.00%	90.00%
I understand the procedures we are using to set standards.	10	3.90	0.00%	0.00%	10.00%	90.00%
I understand how to use the standard setting materials.	10	3.70	0.00%	0.00%	30.00%	70.00%
I understand the differences between the performance levels.	10	3.50	0.00%	0.00%	50.00%	50.00%
I understand how to make the cut score judgment.	10	3.60	0.00%	0.00%	40.00%	60.00%
I am confident in my conceptualization of better than 2/3rds of the borderline students answering questions correctly.	10	3.70	0.00%	0.00%	30.00%	70.00%
I know what tasks to expect for the remainder of the meeting.	10	3.70	0.00%	0.00%	30.00%	70.00%
I am confident in my understanding of the standard setting task.	10	3.70	0.00%	0.00%	30.00%	70.00%

	N	Yes	No
I am ready to proceed with the standard setting process.	10	100.00%	0.00%

**Please indicate any areas in which you would like more information before you continue.**

- Group discussions have been very helpful.
- I think I have to keep asking myself the question, Can at least 2/3 of the borderline group get this correct. It is not yet automatic for me.

ELA Training Evaluation Results Grade 11						
	N	Mean	% SD	% D	% A	% SA
I understand the goals of the standard setting meeting.	10	3.70	0.00%	0.00%	30.00%	70.00%
I understand the procedures we are using to set standards.	10	3.60	0.00%	0.00%	40.00%	60.00%
I understand how to use the standard setting materials.	10	3.50	0.00%	0.00%	50.00%	50.00%
I understand the differences between the performance levels.	10	3.30	0.00%	0.00%	70.00%	30.00%
I understand how to make the cut score judgment.	10	3.20	0.00%	0.00%	80.00%	20.00%
I am confident in my conceptualization of better than 2/3rds of the borderline students answering questions correctly.	10	3.30	0.00%	0.00%	70.00%	30.00%
I know what tasks to expect for the remainder of the meeting.	10	3.30	0.00%	0.00%	70.00%	30.00%
I am confident in my understanding of the standard setting task.	10	3.40	0.00%	0.00%	60.00%	40.00%

	N	Yes	No
I am ready to proceed with the standard setting process.	10	100.00%	0.00%

**Please indicate any questions you may have about the remainder of the standard setting meeting.**

- When will we get a schedule for Wednesday?

Math Training Evaluation Results Grades 3-4						
	N	Mean	% SD	% D	% A	% SA
I understand the goals of the standard setting meeting.	9	4.00	0.00%	0.00%	0.00%	100.00%
I understand the procedures we are using to set standards.	9	4.00	0.00%	0.00%	0.00%	100.00%
I understand how to use the standard setting materials.	9	4.00	0.00%	0.00%	0.00%	100.00%
I understand the differences between the performance levels.	9	3.89	0.00%	0.00%	11.11%	88.89%
I understand how to make the cut score judgment.	9	4.00	0.00%	0.00%	0.00%	100.00%
I am confident in my conceptualization of better than 50% of the borderline students answering questions correctly.	9	3.78	0.00%	0.00%	22.22%	77.78%
I know what tasks to expect for the remainder of the meeting.	9	3.78	0.00%	0.00%	22.22%	77.78%
I am confident in my understanding of the standard setting task.	9	4.00	0.00%	0.00%	0.00%	100.00%

	N	Yes	No
I am ready to proceed with the standard setting process.	9	100.00%	0.00%

Math Training Evaluation Results Grades 5-6						
	N	Mean	% SD	% D	% A	% SA
I understand the goals of the standard setting meeting.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understand the procedures we are using to set standards.	11	4.00	0.00%	0.00%	0.00%	100.00%
I understand how to use the standard setting materials.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understand the differences between the performance levels.	11	2.73	0.00%	27.27%	72.73%	0.00%
I understand how to make the cut score judgment.	11	3.27	0.00%	0.00%	72.73%	27.27%
I am confident in my conceptualization of better than 50% of the borderline students answering questions correctly.	11	3.00	0.00%	0.00%	100.00%	0.00%
I know what tasks to expect for the remainder of the meeting.	11	3.27	0.00%	0.00%	72.73%	27.27%
I am confident in my understanding of the standard setting task.	11	3.73	0.00%	0.00%	27.27%	72.73%

	N	Yes	No
I am ready to proceed with the standard setting process.	11	63.64%	36.36%

**Please indicate any questions you may have about the remainder of the standard setting meeting.**

- How many students that took the NCSC in the spring had to stop after 4 questions? These students wouldn't even be at level 1.

Math Training Evaluation Results Grades 7-8						
	N	Mean	% SD	% D	% A	% SA
I understand the goals of the standard setting meeting.	10	3.40	0.00%	0.00%	60.00%	40.00%
I understand the procedures we are using to set standards.	10	3.30	0.00%	0.00%	70.00%	30.00%
I understand how to use the standard setting materials.	10	3.20	0.00%	0.00%	80.00%	20.00%
I understand the differences between the performance levels.	10	3.30	0.00%	0.00%	70.00%	30.00%
I understand how to make the cut score judgment.	10	3.50	0.00%	0.00%	50.00%	50.00%
I am confident in my conceptualization of better than 50% of the borderline students answering questions correctly.	10	3.10	0.00%	10.00%	70.00%	20.00%
I know what tasks to expect for the remainder of the meeting.	10	3.50	0.00%	0.00%	50.00%	50.00%
I am confident in my understanding of the standard setting task.	10	3.10	0.00%	0.00%	90.00%	10.00%

	N	Yes	No
I am ready to proceed with the standard setting process.	10	100.00%	0.00%

**Please indicate any areas in which you would like more information before you continue.**

- I was a bit confused in the beginning, but after collaborating with the group I am better aware of the content.

**Please indicate any questions you may have about the remainder of the standard setting meeting.**

- I feel more comfortable now to proceed to the standard setting for Grade 8.

Math Training Evaluation Results Grade 11						
	N	Mean	% SD	% D	% A	% SA
I understand the goals of the standard setting meeting.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understand the procedures we are using to set standards.	11	3.45	0.00%	0.00%	54.55%	45.45%
I understand how to use the standard setting materials.	11	3.64	0.00%	0.00%	36.36%	63.64%
I understand the differences between the performance levels.	11	3.55	0.00%	0.00%	45.45%	54.55%
I understand how to make the cut score judgment.	11	3.45	0.00%	0.00%	54.55%	45.45%
I am confident in my conceptualization of better than 50% of the borderline students answering questions correctly.	11	3.27	0.00%	9.09%	54.55%	36.36%
I know what tasks to expect for the remainder of the meeting.	11	3.36	0.00%	9.09%	45.45%	45.45%
I am confident in my understanding of the standard setting task.	11	3.27	0.00%	9.09%	54.55%	36.36%

	N	Yes	No
I am ready to proceed with the standard setting process.	11	100.00%	0.00%

Procedural Evaluation Results- ELA Grade 3

<b>Please rate the usefulness of each of the following:</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	11	3.55	0.00%	0.00%	45.45%	54.55%
I understood how to use the materials provided.	11	3.64	0.00%	0.00%	36.36%	63.64%
I understood how to record my judgments.	11	3.73	0.00%	0.00%	27.27%	72.73%
I think the procedures make sense.	11	3.45	0.00%	0.00%	54.55%	45.45%
I am sufficiently familiar with the assessment.	11	3.64	0.00%	0.00%	36.36%	63.64%
I understand the differences between the performance levels.	11	3.27	0.00%	0.00%	72.73%	27.27%

<b>Please rate the influence of the following when setting standards.</b>	N	Mean	Not at all Influential- 1	2	3	4	Extremely Influential - 5
The performance level descriptors.	11	4.27	0.00%	0.00%	9.09%	54.55%	36.36%
The borderline performance level details.	11	4.45	0.00%	0.00%	9.09%	36.36%	54.55%
My expectations of students.	11	3.55	9.09%	9.09%	18.18%	45.45%	18.18%
The difficulty of the test materials.	11	3.82	9.09%	0.00%	18.18%	45.45%	27.27%
My experience in the field.	11	4.00	9.09%	0.00%	9.09%	45.45%	36.36%
Discussions with other participants.	11	4.45	0.00%	9.09%	0.00%	27.27%	63.64%
Cut scores of other participants.	11	3.27	0.00%	18.18%	45.45%	27.27%	9.09%
Impact data.	11	3.27	9.09%	0.00%	54.55%	27.27%	9.09%

<b>Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?</b>	N	Mean	Too Low -1	Somewhat Low	About Right	Somewhat High	Too High -5
Level 4/Level 3	11	3.09	0.00%	0.00%	90.91%	9.09%	0.00%
Level 3/Level 2	11	2.91	0.00%	18.18%	72.73%	9.09%	0.00%
Level 2/Level 1	11	3.09	0.00%	0.00%	90.91%	9.09%	0.00%

What materials, information, or procedures were most influential in your placement of the cut scores? Why?

- The borderline performance level details and the performance descriptors as primarily, they were non-negotiable, once developed/established. They provided a somewhat standardized visual.
- Test booklet stems - comparing item to borderline performance and level descriptors moved me to put cuts in certain places.
- Borderline info and details of expectations.
- The PLDs/borderline PLDs and the skills necessary to answer the questions along with my experience in SPED.
- The borderline student description because I placed the cut where I thought the 2/3 rule would apply.
- PLDs - it was my basis for deciding what students could do what questions.
- Coming up with the borderline performance level details as a group.
- The practice items, golden rod sheet, discussions, and PLD descriptors.
- Borderline descriptors.
- The borderline performance level details and 2/3 majority because it helped me determine what questions seemed appropriate for each level.
- The test questions themselves were the most influential. I analyzed the questions and considered level/borderline to make my cuts. Also, I feel that no level should be too small (too few questions) otherwise the student cannot show a range of skills that determine the level at proficiency.

Procedural Evaluation Results- ELA Grade 5

<b>Please rate the usefulness of each of the following:</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understood how to use the materials provided.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understood how to record my judgments.	10	3.80	0.00%	0.00%	20.00%	80.00%
I think the procedures make sense.	10	3.70	0.00%	10.00%	10.00%	80.00%
I am sufficiently familiar with the assessment.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understand the differences between the performance levels.	10	3.80	0.00%	0.00%	20.00%	80.00%

<b>Please rate the influence of the following when setting standards.</b>	N	Mean	Not at all Influential-1	2	3	4	Extremely Influential-5
The performance level descriptors.	10	4.70	0.00%	0.00%	0.00%	30.00%	70.00%
The borderline performance level details.	10	4.50	0.00%	0.00%	10.00%	30.00%	60.00%
My expectations of students.	10	4.20	0.00%	0.00%	0.00%	80.00%	20.00%
The difficulty of the test materials.	10	4.10	0.00%	0.00%	20.00%	50.00%	30.00%
My experience in the field.	10	4.40	0.00%	0.00%	0.00%	60.00%	40.00%
Discussions with other participants.	10	4.40	0.00%	0.00%	0.00%	60.00%	40.00%
Cut scores of other participants.	10	3.80	0.00%	0.00%	20.00%	80.00%	0.00%
Impact data.	10	4.20	0.00%	0.00%	10.00%	60.00%	30.00%

<b>Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?</b>	N	Mean	Too Low -1	Somewhat Low	About Right	Somewhat High	Too High -5
Level 4/Level 3	10	3.00	0.00%	0.00%	100.00%	0.00%	0.00%
Level 3/Level 2	10	3.10	0.00%	0.00%	90.00%	10.00%	0.00%
Level 2/Level 1	10	3.60	0.00%	0.00%	50.00%	40.00%	10.00%

What materials, information, or procedures were most influential in your placement of the cut scores? Why?

- Charts created by us with the guidelines that were provided to us. Talking to members of my table and members of the other table.
- PLDs and borderline performance level details and discussion.
- The impact data made me rethink my placements as I did not want roughly 40% of students to score at a level 1.
- The performance level descriptors because it made it more concrete.
- The consensus of the borderline characteristics.
- Performance level descriptors and borderline performance level.
- Knowing the PLD and borderline characteristics. Looking at text to see where text complexity fell from each of the passages.
- Difficulty of materials. Discussions.

Procedural Evaluation Results- ELA Grade 7

<b>Please rate the usefulness of each of the following:</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	10	3.40	0.00%	0.00%	60.00%	40.00%
I understood how to use the materials provided.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understood how to record my judgments.	10	3.80	0.00%	0.00%	20.00%	80.00%
I think the procedures make sense.	10	3.40	0.00%	0.00%	60.00%	40.00%
I am sufficiently familiar with the assessment.	10	3.50	0.00%	0.00%	50.00%	50.00%
I understand the differences between the performance levels.	10	3.30	0.00%	0.00%	70.00%	30.00%

<b>Please rate the influence of the following when setting standards.</b>	N	Mean	Not at all Influential-1	2	3	4	Extremely Influential -5
The performance level descriptors.	10	4.20	0.00%	0.00%	0.00%	80.00%	20.00%
The borderline performance level details.	10	4.20	0.00%	0.00%	10.00%	60.00%	30.00%
My expectations of students.	10	3.50	10.00%	10.00%	30.00%	20.00%	30.00%
The difficulty of the test materials.	10	3.90	0.00%	0.00%	40.00%	30.00%	30.00%
My experience in the field.	10	3.70	10.00%	0.00%	30.00%	30.00%	30.00%
Discussions with other participants.	10	4.50	0.00%	0.00%	0.00%	50.00%	50.00%
Cut scores of other participants.	10	3.50	0.00%	10.00%	40.00%	40.00%	10.00%
Impact data.	10	4.00	0.00%	0.00%	10.00%	80.00%	10.00%

<b>Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?</b>	N	Mean	Too Low -1	Somewhat Low	About Right	Somewhat High	Too High -5
Level 4/Level 3	10	3.10	0.00%	10.00%	70.00%	20.00%	0.00%
Level 3/Level 2	10	3.00	0.00%	10.00%	80.00%	10.00%	0.00%
Level 2/Level 1	10	3.00	0.00%	0.00%	100.00%	0.00%	0.00%

What materials, information, or procedures were most influential in your placement of the cut scores? Why?

- Borderline level descriptors. It gave me a visual of what was expected in each level.
- The KSAs for borderline students, 2/3 rule, discussions with other groups - helped me to think outside of my own experience.
- Discussion with other participants
- The borderline descriptors we created as a group were very helpful.
- Using our KSAs -- classified into border groups -- helped focus my judgements.
- The borderline data as well as the discussions. Difficulty with individual questions was helped with group discussions and overall data.
- My experience w/ items and students, comparing their performance to PLD characteristics.
- Data, test material, and borderline performance level details.
- The borderline performance levels combined with feedback & discussion from peers and my knowledge of the language.

Procedural Evaluation Results- ELA Grade 11

<b>Please rate the usefulness of each of the following:</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	10	3.60	0.00%	0.00%	40.00%	60.00%
I understood how to use the materials provided.	10	3.60	0.00%	0.00%	40.00%	60.00%
I understood how to record my judgments.	10	3.60	0.00%	0.00%	40.00%	60.00%
I think the procedures make sense.	9	3.56	0.00%	0.00%	44.44%	55.56%
I am sufficiently familiar with the assessment.	10	3.50	0.00%	0.00%	50.00%	50.00%
I understand the differences between the performance levels.	10	3.50	0.00%	0.00%	50.00%	50.00%

<b>Please rate the influence of the following when setting standards.</b>	N	Mean	Not at all Influential-1	2	3	4	Extremely Influential-5
The performance level descriptors.	10	4.60	0.00%	0.00%	0.00%	40.00%	60.00%
The borderline performance level details.	10	4.20	0.00%	0.00%	10.00%	60.00%	30.00%
My expectations of students.	10	4.20	0.00%	10.00%	0.00%	50.00%	40.00%
The difficulty of the test materials.	10	4.50	0.00%	0.00%	0.00%	50.00%	50.00%
My experience in the field.	10	4.60	0.00%	0.00%	0.00%	40.00%	60.00%
Discussions with other participants.	10	4.80	0.00%	0.00%	0.00%	20.00%	80.00%
Cut scores of other participants.	9	4.44	0.00%	0.00%	11.11%	33.33%	55.56%
Impact data.	10	4.10	0.00%	10.00%	10.00%	40.00%	40.00%

<b>Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?</b>	N	Mean	Too Low -1	Somewhat Low	About Right	Somewhat High	Too High -5
Level 4/Level 3	10	2.70	10.00%	10.00%	80.00%	0.00%	0.00%
Level 3/Level 2	10	2.80	10.00%	0.00%	90.00%	0.00%	0.00%
Level 2/Level 1	10	2.80	10.00%	0.00%	90.00%	0.00%	0.00%

What materials, information, or procedures were most influential in your placement of the cut scores?  
Why?

- Working with grade 11 performance level descriptors. Our borderline guidelines. What we came up as a group.
- PLD - text complexity chart. Going through the 2nd cut and talking with the table group about why they made that cut and what influenced them.
- Group discussions and doing the cutoff activity/chart.
- The PLD's were very helpful and very useful for working towards helping our students meet higher levels and develop growth in instruction.
- Table discussions - helped me see other perspectives and make best decision based on KSA tested. PLD's - help define levels and re-focus table/group discussions.
- PLDs
- Performance level descriptors - link to academic knowledge, skills, and abilities was essential to ground our conversations.
- The discussions with table and whole groups - being able to hear other points-of-view.

Procedural Evaluation Results- Math Grade 3

<b>Please rate the usefulness of each of the following:</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	9	4.00	0.00%	0.00%	0.00%	100.00%
I understood how to use the materials provided.	9	4.00	0.00%	0.00%	0.00%	100.00%
I understood how to record my judgments.	9	3.89	0.00%	0.00%	11.11%	88.89%
I think the procedures make sense.	9	4.00	0.00%	0.00%	0.00%	100.00%
I am sufficiently familiar with the assessment.	9	3.89	0.00%	0.00%	11.11%	88.89%
I understand the differences between the performance levels.	9	4.00	0.00%	0.00%	0.00%	100.00%

<b>Please rate the influence of the following when setting standards.</b>	N	Mean	Not at all Influential-1	2	3	4	Extremely Influential-5
The performance level descriptors.	9	4.67	0.00%	0.00%	0.00%	33.33%	66.67%
The borderline performance level details.	9	4.89	0.00%	0.00%	0.00%	11.11%	88.89%
My expectations of students.	9	4.44	0.00%	0.00%	11.11%	33.33%	55.56%
The difficulty of the test materials.	9	4.22	0.00%	0.00%	11.11%	55.56%	33.33%
My experience in the field.	9	4.67	0.00%	0.00%	11.11%	11.11%	77.78%
Discussions with other participants.	9	4.33	0.00%	0.00%	11.11%	44.44%	44.44%
Cut scores of other participants.	9	3.78	0.00%	0.00%	44.44%	33.33%	22.22%
Impact data.	9	3.44	11.11%	22.22%	11.11%	22.22%	33.33%

<b>Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?</b>	<b>N</b>	<b>Mean</b>	<b>Too Low -1</b>	<b>Somewhat Low</b>	<b>About Right</b>	<b>Somewhat High</b>	<b>Too High -5</b>
Level 4/Level 3	8	3.13	0.00%	12.50%	62.50%	25.00%	0.00%
Level 3/Level 2	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%
Level 2/Level 1	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%

What materials, information, or procedures were most influential in your placement of the cut scores? Why?

- Our borderline descriptions & open conversations and debate
- Using borderline performance level details and performance level descriptors allowed me to approach this task with a neutral viewpoint. My experience played a role when I was unsure of my answer.
- I felt like a good agreeance across the group on descriptors led to easier more in depth conversations
- Discussion helped, looking @ the front matter for performance level descriptors and the Grade 3 Math Performance level Descriptors; then charting out Borderline 2/3 characteristics helped greatly.
- The performance & borderline descriptors & my knowledge of mathematical conceptual understanding b/c they all create a clear picture of what students should know & be able to do.

Procedural Evaluation Results- Math Grade 5

<b>Please rate the usefulness of each of the following:</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	9	4.00	0.00%	0.00%	0.00%	100.00%
I understood how to use the materials provided.	9	4.00	0.00%	0.00%	0.00%	100.00%
I understood how to record my judgments.	9	3.89	0.00%	0.00%	11.11%	88.89%
I think the procedures make sense.	9	4.00	0.00%	0.00%	0.00%	100.00%
I am sufficiently familiar with the assessment.	9	3.89	0.00%	0.00%	11.11%	88.89%
I understand the differences between the performance levels.	9	4.00	0.00%	0.00%	0.00%	100.00%

<b>Please rate the influence of the following when setting standards.</b>	N	Mean	Not at all Influential-1	2	3	4	Extremely Influential-5
The performance level descriptors.	9	4.67	0.00%	0.00%	0.00%	33.33%	66.67%
The borderline performance level details.	9	4.89	0.00%	0.00%	0.00%	11.11%	88.89%
My expectations of students.	9	4.44	0.00%	0.00%	11.11%	33.33%	55.56%
The difficulty of the test materials.	9	4.22	0.00%	0.00%	11.11%	55.56%	33.33%
My experience in the field.	9	4.67	0.00%	0.00%	11.11%	11.11%	77.78%
Discussions with other participants.	9	4.33	0.00%	0.00%	11.11%	44.44%	44.44%
Cut scores of other participants.	9	3.78	0.00%	0.00%	44.44%	33.33%	22.22%
Impact data.	9	3.44	11.11%	22.22%	11.11%	22.22%	33.33%

<b>Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?</b>	N	Mean	Too Low -1	Somewhat Low	About Right	Somewhat High	Too High -5
Level 4/Level 3	8	3.13	0.00%	12.50%	62.50%	25.00%	0.00%
Level 3/Level 2	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%
Level 2/Level 1	8	3.00	0.00%	0.00%	100.00%	0.00%	0.00%

What materials, information, or procedures were most influential in your placement of the cut scores? Why?

- Our borderline descriptions and open conversations and debate.
- Using borderline performance level details and performance level descriptors allowed me to approach this task with a neutral view point. My experience played a role when I was unsure of my answer.
- I felt like a good agreeance across the group or descriptors led to easier more in depth conversations.
- Discussion helped, looking at the front matter for performance level descriptors and the Grade 3 math performance level descriptors; then charting out borderline 2/3 characteristics helped greatly.
- The performance and borderline descriptors and my knowledge of mathematical conceptual understanding because they all create a clear picture of what students should know and be able to do.

Procedural Evaluation Results- Math Grade 7

<b>Please rate the usefulness of each of the following:</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	10	3.40	0.00%	0.00%	60.00%	40.00%
I understood how to use the materials provided.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understood how to record my judgments.	10	3.80	0.00%	0.00%	20.00%	80.00%
I think the procedures make sense.	10	3.40	0.00%	0.00%	60.00%	40.00%
I am sufficiently familiar with the assessment.	10	3.50	0.00%	0.00%	50.00%	50.00%
I understand the differences between the performance levels.	10	3.30	0.00%	0.00%	70.00%	30.00%

<b>Please rate the influence of the following when setting standards.</b>	N	Mean	Not at all Influential-1	2	3	4	Extremely Influential -5
The performance level descriptors.	10	4.20	0.00%	0.00%	0.00%	80.00%	20.00%
The borderline performance level details.	10	4.20	0.00%	0.00%	10.00%	60.00%	30.00%
My expectations of students.	10	3.50	10.00%	10.00%	30.00%	20.00%	30.00%
The difficulty of the test materials.	10	3.90	0.00%	0.00%	40.00%	30.00%	30.00%
My experience in the field.	10	3.70	10.00%	0.00%	30.00%	30.00%	30.00%
Discussions with other participants.	10	4.50	0.00%	0.00%	0.00%	50.00%	50.00%
Cut scores of other participants.	10	3.50	0.00%	10.00%	40.00%	40.00%	10.00%
Impact data.	10	4.00	0.00%	0.00%	10.00%	80.00%	10.00%

<b>Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?</b>	N	Mean	Too Low -1	Somewhat Low	About Right	Somewhat High	Too High -5
Level 4/Level 3	10	3.10	0.00%	10.00%	70.00%	20.00%	0.00%
Level 3/Level 2	10	3.00	0.00%	10.00%	80.00%	10.00%	0.00%
Level 2/Level 1	10	3.00	0.00%	0.00%	100.00%	0.00%	0.00%

What materials, information, or procedures were most influential in your placement of the cut scores?  
Why?

- I felt that table and group discussions and the PLDs were the most influential because we could bounce ideas off each other.
- Our discussions during "item mapping", discussions during cuts but also having borderline / PLD to refer to.
- group discussions
- The performance level descriptors, how mu students responded to the test
- The PLDs as well as the consensus of the cut score borderlines.
- The performance level descriptors were very helpful
- The collaboration of the groups was the most helpful.
- PLDs and borderlines
- The performance level descriptors and definitions of the borderline students were the most impacting. They defined the target group we were considering for the level changes.

Procedural Evaluation Results- Math Grade 11

<b>Please rate the usefulness of each of the following:</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	11	3.55	0.00%	0.00%	45.45%	54.55%
I understood how to use the materials provided.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understood how to record my judgments.	11	3.73	0.00%	0.00%	27.27%	72.73%
I think the procedures make sense.	11	3.45	0.00%	0.00%	54.55%	45.45%
I am sufficiently familiar with the assessment.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understand the differences between the performance levels.	11	3.64	0.00%	0.00%	36.36%	63.64%

<b>Please rate the influence of the following when setting standards.</b>	N	Mean	Not at all Influential-1	2	3	4	Extremely Influential-5
The performance level descriptors.	11	4.55	0.00%	0.00%	0.00%	45.45%	54.55%
The borderline performance level details.	11	4.09	0.00%	0.00%	9.09%	72.73%	18.18%
My expectations of students.	11	3.82	0.00%	18.18%	9.09%	45.45%	27.27%
The difficulty of the test materials.	11	4.36	0.00%	0.00%	0.00%	63.64%	36.36%
My experience in the field.	11	3.91	0.00%	9.09%	9.09%	63.64%	18.18%
Discussions with other participants.	11	4.18	0.00%	0.00%	9.09%	63.64%	27.27%
Cut scores of other participants.	11	3.64	0.00%	0.00%	45.45%	45.45%	9.09%
Impact data.	11	3.82	0.00%	9.09%	18.18%	54.55%	18.18%

<b>Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?</b>	N	Mean	Too Low -1	Somewhat Low	About Right	Somewhat High	Too High -5
Level 4/Level 3	10	2.90	10.00%	0.00%	80.00%	10.00%	0.00%
Level 3/Level 2	10	3.00	10.00%	0.00%	70.00%	20.00%	0.00%
Level 2/Level 1	10	3.00	0.00%	10.00%	80.00%	10.00%	0.00%

What materials, information, or procedures were most influential in your placement of the cut scores? Why?

- The challenge of 11th grade math is high and I relied on the perf. Level descriptors in most cases.
- Discussions with colleagues - allowed me to check my thinking. PLD's - objectively gave me direction
- The performance level descriptors.
- Looking at would 50% of the students performing at the borderline of performance level. Thinking of the mathematics terminology + complexity of each level -> used as a guide.
- I feel confident with the cut off criteria I decided upon. The percentages in the impact data were somewhat concerning + (i.e. 25% of this population to achieve level 4 w/no support / instruction is too high of percentage based on my knowledge/experience.

ELA Final Evaluation Results

Grades 3-4

<b>Panelist Demographics</b>	<b>Count (N=11)</b>	<b>%</b>
<b>Gender:</b>		
Male	1	9.09%
Female	10	90.91%
<b>Race/Ethnicity:</b>		
Black	0	0.00%
Hispanic	2	18.18%
Asian	0	0.00%
Pacific Islander	0	0.00%
American Indian	2	18.18%
<b>Years of Experience:</b>		
0-5	2	18.18%
6-10	4	36.36%
11-15	3	27.27%
More than 15	2	18.18%
<b>Professional Experience:</b>		
Students with Disabilities	11	100.00%
Students with Limited English Proficiency	4	36.36%
Economically Disadvantaged Students	7	63.64%
Gifted and Talented Students	0	0.00%
General Education	3	27.27%

<b>Please rate the usefulness of each of the following:</b>	N	Mean	Not Useful at All 1	2	3	4	Extremely Useful 5
The opening session.	11	4.09	0.00%	0.00%	9.09%	63.64%	18.18%
The small group activities.	11	4.27	0.00%	9.09%	0.00%	36.36%	45.45%
Becoming familiar with the assessment.	11	4.00	0.00%	0.00%	27.27%	36.36%	27.27%
Completing the Item Map Form.	11	4.27	0.00%	0.00%	9.09%	45.45%	36.36%
Articulating the borderline differences between the performance levels	11	4.55	0.00%	0.00%	9.09%	18.18%	63.64%
Discussions with other participants.	11	4.36	0.00%	9.09%	0.00%	18.18%	54.55%
Impact data.	11	4.36	0.00%	0.00%	9.09%	18.18%	45.45%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood the goals of the standard setting meeting.	11	3.45	0.00%	0.00%	54.55%	45.45%
I understood the procedures we used to set standards.	11	3.36	0.00%	9.09%	45.45%	45.45%
The facilitator helped me understand the process.	11	2.73	9.09%	27.27%	45.45%	18.18%
The materials contained the information needed to set standards.	11	3.27	0.00%	0.00%	72.73%	27.27%
I understood how to use the materials provided.	11	3.45	0.00%	9.09%	36.36%	54.55%
The borderline performance level definitions were clear.	11	2.64	0.00%	36.36%	63.64%	0.00%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	11	3.45	0.00%	0.00%	54.55%	45.45%
I understood how to use the feedback provided after each round.	11	3.64	0.00%	0.00%	36.36%	63.64%
I understood how to use the impact data.	11	3.45	0.00%	0.00%	54.55%	45.45%
I understood how the cut scores were calculated.	11	3.64	0.00%	0.00%	36.36%	63.64%
The facilitator was able to get answers to my questions.	11	3.00	9.09%	0.00%	72.73%	18.18%
Sufficient time was allotted for training on the standard setting tasks.	11	2.91	0.00%	36.36%	36.36%	27.27%
Sufficient time was allotted to complete the standard setting tasks.	11	3.27	0.00%	18.18%	36.36%	45.45%
The facilitator helped the standard setting process run smoothly.	11	2.64	0.00%	45.45%	45.45%	9.09%
Overall the standard setting process produced credible results.	11	3.18	0.00%	18.18%	45.45%	36.36%

**Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.**

- Possibly providing a copy of Bloom's Taxonomy for reference. Training facilitator more familiar with process, more assertive as it will help keep process on track.
- The facilitator should have more time to become familiar with the materials prior to the training.

- Some instruction up front about committees delegate would have smoothed and facilitated more productive discussion. Our group spent far too much time interpreting each other and not listening to pertinent comments.
- Facilitator had difficulty maintaining group cohesiveness and a collaborative atmosphere. She seemed unfamiliar with the materials and in general lacked confidence. This was a frustrating experience throughout.
- To no fault of their own, facilitators were unclear of material and directions. It made it difficult for them to give clear tasks explanations without having seen the test. Needed more direction on creating borderline criteria - and clearer definitions of test levels (examples maybe).
- There seemed to be a lot of confusion about the materials; which ones and when needed. This caused delays.
- Need more clear direction and time about how to create borderline PLDs.
- More time for the facilitator to acclimate with the materials. More efficientness in de-esclating problematic conversations.

ELA Final Evaluation Results

Grades 5-6

<b>Panelist Demographics</b>	<b>Count (N=11)</b>	<b>%</b>
<b>Gender:</b>		
Male	3	27.27%
Female	8	72.73%
<b>Race/Ethnicity:</b>		
Black	1	9.09%
Hispanic	3	27.27%
Asian	3	27.27%
Pacific Islander	5	45.45%
American Indian	3	27.27%
<b>Years of Experience:</b>		
0-5	2	18.18%
6-10	2	18.18%
11-15	1	9.09%
More than 15	4	36.36%
<b>Professional Experience:</b>		
Students with Disabilities	7	63.64%
Students with Limited English Proficiency	7	63.64%
Economically Disadvantaged Students	5	45.45%
Gifted and Talented Students	2	18.18%
General Education	6	54.55%

<b>Please rate the usefulness of each of the following:</b>	N	Mean	Not Useful at All 1	2	3	4	Extremely Useful 5
The opening session.	11	3.64	0.00%	9.09%	36.36%	63.64%	18.18%
The small group activities.	11	4.27	0.00%	0.00%	18.18%	36.36%	45.45%
Becoming familiar with the assessment.	11	2.73	18.18%	0.00%	9.09%	36.36%	9.09%
Completing the Item Map Form.	11	4.00	0.00%	0.00%	36.36%	45.45%	36.36%
Articulating the borderline differences between the performance levels	11	3.64	0.00%	9.09%	45.45%	18.18%	27.27%
Discussions with other participants.	11	3.73	0.00%	9.09%	45.45%	18.18%	36.36%
Impact data.	11	3.73	9.09%	0.00%	27.27%	18.18%	27.27%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood the goals of the standard setting meeting.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understood the procedures we used to set standards.	11	3.91	0.00%	0.00%	9.09%	90.91%
The facilitator helped me understand the process.	11	3.82	0.00%	0.00%	18.18%	81.82%
The materials contained the information needed to set standards.	11	3.09	0.00%	9.09%	72.73%	18.18%
I understood how to use the materials provided.	11	3.36	0.00%	0.00%	63.64%	36.36%
The borderline performance level definitions were clear.	11	3.18	0.00%	0.00%	81.82%	18.18%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	11	3.82	0.00%	0.00%	18.18%	81.82%
I understood how to use the feedback provided after each round.	11	3.91	0.00%	0.00%	9.09%	90.91%
I understood how to use the impact data.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understood how the cut scores were calculated.	11	3.18	0.00%	9.09%	63.64%	27.27%
The facilitator was able to get answers to my questions.	11	3.27	0.00%	0.00%	72.73%	27.27%
Sufficient time was allotted for training on the standard setting tasks.	11	3.82	0.00%	0.00%	18.18%	81.82%
Sufficient time was allotted to complete the standard setting tasks.	11	3.91	0.00%	0.00%	9.09%	90.91%
The facilitator helped the standard setting process run smoothly.	11	3.82	0.00%	0.00%	18.18%	81.82%
Overall the standard setting process produced credible results.	11	3.00	0.00%	18.18%	63.64%	18.18%

**Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.**

- A few items from the test did not have corresponding handouts initially until facilitator was able to secure. Security for entering/leaving room a bit too rigid.
- While this was very informative, overall some of us expressed concern about the true value of our input. There were definite concerns about test items that had not changed or had minimal changes from the 1st to 3rd testing (e.g., passage lengths) to the inconsistencies of item

presentations (e.g., photo pictures in text vs. pencil drawings provided in answers). Some bias of text was also noted.

- It was well planned and it was easy to see the steps needed to complete the process.
- Grade 5 ELA was difficult/challenging to set cut scores as the text complexity levels were not as clear as in Grade 6. For example, we really struggled to find a level 2 text so our % of student in the level 2 cut score is very small.

ELA Final Evaluation Results

Grades 7-8

<b>Panelist Demographics</b>	<b>Count (N=11)</b>	<b>%</b>
<b>Gender:</b>		
Male	6	54.55%
Female	5	45.45%
<b>Race/Ethnicity:</b>		
Black	1	9.09%
Hispanic	2	18.18%
Asian	6	54.55%
Pacific Islander	6	54.55%
American Indian	2	18.18%
<b>Years of Experience:</b>		
0-5	4	36.36%
6-10	1	9.09%
11-15	1	9.09%
More than 15	2	18.18%
<b>Professional Experience:</b>		
Students with Disabilities	6	54.55%
Students with Limited English Proficiency	6	54.55%
Economically Disadvantaged Students	1	9.09%
Gifted and Talented Students	2	18.18%
General Education	6	54.55%

<b>Please rate the usefulness of each of the following:</b>	N	Mean	Not Useful at All 1	2	3	4	Extremely Useful 5
The opening session.	11	3.45	0.00%	0.00%	63.64%	63.64%	9.09%
The small group activities.	11	3.82	0.00%	0.00%	27.27%	36.36%	9.09%
Becoming familiar with the assessment.	11	1.45	36.36%	0.00%	9.09%	36.36%	9.09%
Completing the Item Map Form.	11	3.36	0.00%	9.09%	54.55%	45.45%	9.09%
Articulating the borderline differences between the performance levels	11	3.09	0.00%	9.09%	81.82%	18.18%	9.09%
Discussions with other participants.	11	3.18	0.00%	9.09%	72.73%	18.18%	9.09%
Impact data.	11	3.36	9.09%	0.00%	54.55%	18.18%	18.18%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood the goals of the standard setting meeting.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understood the procedures we used to set standards.	11	4.00	0.00%	0.00%	0.00%	100.00%
The facilitator helped me understand the process.	11	3.73	0.00%	0.00%	27.27%	72.73%
The materials contained the information needed to set standards.	11	2.73	0.00%	27.27%	72.73%	0.00%
I understood how to use the materials provided.	11	3.27	0.00%	0.00%	72.73%	27.27%
The borderline performance level definitions were clear.	11	3.00	0.00%	0.00%	100.00%	0.00%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understood how to use the feedback provided after each round.	11	4.00	0.00%	0.00%	0.00%	100.00%
I understood how to use the impact data.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understood how the cut scores were calculated.	11	2.73	0.00%	27.27%	72.73%	0.00%
The facilitator was able to get answers to my questions.	11	3.27	0.00%	0.00%	72.73%	27.27%
Sufficient time was allotted for training on the standard setting tasks.	11	3.73	0.00%	0.00%	27.27%	72.73%
Sufficient time was allotted to complete the standard setting tasks.	11	4.00	0.00%	0.00%	0.00%	100.00%
The facilitator helped the standard setting process run smoothly.	11	3.73	0.00%	0.00%	27.27%	72.73%
Overall the standard setting process produced credible results.	11	2.73	0.00%	27.27%	72.73%	0.00%

ELA Final Evaluation Results

Grade 11

<b>Panelist Demographics</b>	<b>Count (N=10)</b>	<b>%</b>
<b>Gender:</b>		
Male	2	20.00%
Female	8	80.00%
<b>Race/Ethnicity:</b>		
Black	1	10.00%
Hispanic	1	10.00%
Asian	0	0.00%
Pacific Islander	0	0.00%
American Indian	1	10.00%
<b>Years of Experience:</b>		
0-5	2	22.22%
6-10	1	11.11%
11-15	1	11.11%
More than 15	5	55.56%
<b>Professional Experience:</b>		
Students with Disabilities	9	90.00%
Students with Limited English Proficiency	2	20.00%
Economically Disadvantaged Students	7	70.00%
Gifted and Talented Students	1	10.00%
General Education	4	40.00%

<b>Please rate the usefulness of each of the following:</b>	N	Mean	Not Useful at All 1	2	3	4	Extremely Useful 5
The opening session.	10	4.10	0.00%	10.00%	10.00%	63.64%	40.00%
The small group activities.	10	4.80	0.00%	0.00%	0.00%	36.36%	80.00%
Becoming familiar with the assessment.	10	4.30	0.00%	10.00%	10.00%	36.36%	60.00%
Completing the Item Map Form.	9	4.44	0.00%	0.00%	11.11%	45.45%	55.56%
Articulating the borderline differences between the performance levels	10	4.30	0.00%	0.00%	10.00%	18.18%	40.00%
Discussions with other participants.	10	4.80	0.00%	0.00%	0.00%	18.18%	80.00%
Impact data.	10	4.30	0.00%	0.00%	10.00%	18.18%	40.00%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood the goals of the standard setting meeting.	10	3.70	0.00%	0.00%	30.00%	70.00%
I understood the procedures we used to set standards.	10	3.70	0.00%	0.00%	30.00%	70.00%
The facilitator helped me understand the process.	10	3.50	0.00%	0.00%	50.00%	50.00%
The materials contained the information needed to set standards.	10	3.60	0.00%	0.00%	40.00%	60.00%
I understood how to use the materials provided.	10	3.50	0.00%	0.00%	50.00%	50.00%
The borderline performance level definitions were clear.	10	3.20	0.00%	0.00%	80.00%	20.00%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	10	3.70	0.00%	0.00%	30.00%	70.00%
I understood how to use the feedback provided after each round.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understood how to use the impact data.	10	3.40	0.00%	10.00%	40.00%	50.00%
I understood how the cut scores were calculated.	10	3.80	0.00%	0.00%	20.00%	80.00%
The facilitator was able to get answers to my questions.	10	3.50	0.00%	0.00%	50.00%	50.00%
Sufficient time was allotted for training on the standard setting tasks.	10	3.60	0.00%	0.00%	40.00%	60.00%
Sufficient time was allotted to complete the standard setting tasks.	10	3.60	0.00%	0.00%	40.00%	60.00%
The facilitator helped the standard setting process run smoothly.	10	3.60	0.00%	0.00%	40.00%	60.00%
Overall the standard setting process produced credible results.	10	3.60	0.00%	0.00%	40.00%	60.00%

**Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.**

- Making sure that some of this information is shared with teachers giving test.
- I truly enjoyed this experience. I would have liked to see the Round 3 data. I hope this information gathered and determined in this standard setting is considered and used to make judgements about the scoring of the operational assessments. I would be interested in seeing the Math grade 11 impact data. Maybe a final blessing?? piece we are only assessing 1 grade level, we could see both set of data.

- Great process for setting standard. I felt very comfortable setting my cut scores and making cut scores. Doing the borderline differences was very helpful in understanding how the test changed levels.
- For those not familiar, may be helpful for separate session for these people where test is used. Not necessary for all. Table discussions were most beneficial!
- Very well - organized process - for, stimulating and a great way to get me geared up to start the school year! Incredible accommodations!! :) I loved going through the test as a group to become more familiar with it. It has been a few month. :)
- Because there were items on the first practice test we reviewed that were not on the test form for which we ultimately developed cut scores, I'm not fine that it was useful to do that whole practice test without additional context. Additionally, it was very hard to read so many pages of text on the projection screen; a hard copy would have significantly helped.

Math Final Evaluation Results  
Grades 3-4

<b>Panelist Demographics</b>	<b>Count (N=9)</b>	<b>%</b>
<b>Gender:</b>		
Male	0	0.00%
Female	9	100.00%
<b>Race/Ethnicity:</b>		
Black	2	22.22%
Hispanic	0	0.00%
Asian	0	0.00%
Pacific Islander	0	0.00%
American Indian	0	0.00%
<b>Years of Experience:</b>		
0-5	0	0.00%
6-10	3	33.33%
11-15	3	33.33%
More than 15	3	33.33%
<b>Professional Experience:</b>		
Students with Disabilities	8	88.89%
Students with Limited English Proficiency	0	0.00%
Economically Disadvantaged Students	4	44.44%
Gifted and Talented Students	0	0.00%
General Education	6	66.67%

<b>Please rate the usefulness of each of the following:</b>	N	Mean	Not Useful at All 1	2	3	4	Extremely Useful 5
The opening session.	11	3.73	0.00%	9.09%	18.18%	63.64%	9.09%
The small group activities.	11	4.45	0.00%	0.00%	9.09%	36.36%	54.55%
Becoming familiar with the assessment.	11	3.36	9.09%	9.09%	9.09%	36.36%	27.27%
Completing the Item Map Form.	11	3.64	0.00%	0.00%	45.45%	45.45%	9.09%
Articulating the borderline differences between the performance levels	11	4.45	0.00%	0.00%	18.18%	18.18%	63.64%
Discussions with other participants.	11	4.27	0.00%	0.00%	27.27%	18.18%	54.55%
Impact data.	11	3.55	0.00%	0.00%	63.64%	18.18%	18.18%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood the goals of the standard setting meeting.	11	3.73	0.00%	0.00%	27.27%	72.73%
I understood the procedures we used to set standards.	11	3.73	0.00%	0.00%	27.27%	72.73%
The facilitator helped me understand the process.	11	3.73	0.00%	0.00%	27.27%	72.73%
The materials contained the information needed to set standards.	11	3.55	0.00%	18.18%	9.09%	72.73%
I understood how to use the materials provided.	11	3.45	0.00%	18.18%	18.18%	63.64%
The borderline performance level definitions were clear.	11	3.27	0.00%	18.18%	36.36%	45.45%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	11	3.64	0.00%	0.00%	36.36%	63.64%
I understood how to use the feedback provided after each round.	11	3.55	0.00%	0.00%	45.45%	54.55%
I understood how to use the impact data.	11	3.45	9.09%	0.00%	27.27%	63.64%
I understood how the cut scores were calculated.	11	3.27	0.00%	27.27%	18.18%	54.55%
The facilitator was able to get answers to my questions.	11	3.36	0.00%	27.27%	9.09%	63.64%
Sufficient time was allotted for training on the standard setting tasks.	11	3.73	0.00%	0.00%	27.27%	72.73%
Sufficient time was allotted to complete the standard setting tasks.	11	3.64	0.00%	0.00%	36.36%	63.64%
The facilitator helped the standard setting process run smoothly.	11	3.73	0.00%	0.00%	27.27%	72.73%
Overall the standard setting process produced credible results.	11	3.55	0.00%	18.18%	9.09%	72.73%

**Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.**

- It went well, it was a good group. All were very polite.
- My facilitator was awesome! Very encouraging and supportive.
- Very well organized. Excellent facilitator!
- Excellent experience; earned tons! Great facilitator - she worked very hard alongside us!
- This was a great professional learning opportunity. I feel privileged to contribute my knowledge.

Math Final Evaluation Results  
Grades 5-6

<b>Panelist Demographics</b>	<b>Count (N=10)</b>	<b>%</b>
<b>Gender:</b>		
Male	0	0.00%
Female	10	100.00%
<b>Race/Ethnicity:</b>		
Black	0	0.00%
Hispanic	1	10.00%
Asian	1	10.00%
Pacific Islander	0	0.00%
American Indian	1	10.00%
<b>Years of Experience:</b>		
0-5	3	30.00%
6-10	1	10.00%
11-15	1	10.00%
More than 15	5	50.00%
<b>Professional Experience:</b>		
Students with Disabilities	10	100.00%
Students with Limited English Proficiency	3	30.00%
Economically Disadvantaged Students	6	60.00%
Gifted and Talented Students	0	0.00%
General Education	4	40.00%

<b>Please rate the usefulness of each of the following:</b>	N	Mean	Not Useful at All 1	2	3	4	Extremely Useful 5
The opening session.	10	3.80	0.00%	10.00%	10.00%	63.64%	10.00%
The small group activities.	10	4.80	0.00%	0.00%	0.00%	36.36%	80.00%
Becoming familiar with the assessment.	10	4.20	0.00%	10.00%	10.00%	36.36%	50.00%
Completing the Item Map Form.	10	4.70	0.00%	0.00%	0.00%	45.45%	70.00%
Articulating the borderline differences between the performance levels	10	4.50	0.00%	0.00%	20.00%	18.18%	70.00%
Discussions with other participants.	10	4.90	0.00%	0.00%	0.00%	18.18%	90.00%
Impact data.	10	4.10	0.00%	0.00%	20.00%	18.18%	30.00%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood the goals of the standard setting meeting.	10	3.60	0.00%	0.00%	40.00%	60.00%
I understood the procedures we used to set standards.	10	3.40	0.00%	0.00%	60.00%	40.00%
The facilitator helped me understand the process.	10	3.50	0.00%	0.00%	50.00%	50.00%
The materials contained the information needed to set standards.	10	3.70	0.00%	0.00%	30.00%	70.00%
I understood how to use the materials provided.	10	3.70	0.00%	0.00%	30.00%	70.00%
The borderline performance level definitions were clear.	10	3.50	0.00%	0.00%	50.00%	50.00%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	10	3.70	0.00%	0.00%	30.00%	70.00%
I understood how to use the feedback provided after each round.	10	3.80	0.00%	0.00%	20.00%	80.00%
I understood how to use the impact data.	10	3.60	0.00%	0.00%	40.00%	60.00%
I understood how the cut scores were calculated.	10	3.60	0.00%	0.00%	40.00%	60.00%
The facilitator was able to get answers to my questions.	10	3.30	0.00%	0.00%	70.00%	30.00%
Sufficient time was allotted for training on the standard setting tasks.	10	3.60	0.00%	0.00%	40.00%	60.00%
Sufficient time was allotted to complete the standard setting tasks.	10	3.70	0.00%	0.00%	30.00%	70.00%
The facilitator helped the standard setting process run smoothly.	10	3.50	0.00%	0.00%	50.00%	50.00%
Overall the standard setting process produced credible results.	10	3.40	0.00%	10.00%	40.00%	50.00%

**Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.**

- The cut score/standard setting processes were very organized. The progression of activities led to deeper understanding. The facilitator allowed and encouraged professional arguments to really clarify the borderline levels and discussions about the complexity level of the test questions individually.
- We need materials in Spanish because most of my students their primary language is Spanish.

- It was interesting to be a part of it. I loved collaborating with others in my field.
- I think the PLD's were clear, however the progression of PLD's between levels was not consistent. I think this was the potential to really impact how students score on the NCSC.
- My main concern with these students who finished the assessment and are a part of these scores, many of the students in a level 1 are students whose abilities do not make the level 1 performance descriptions. For example, my student who completed grade 5, completed the test, and is probably considered a level 1 student, but I know her skills do not even reads the KSAs for level 1. She completed the assessment because she understands that when I ask her to make a choice between 2 or 3 responses, that she must make a choice no matter what. You can ask her any question and provide her with choice responses, and she will respond even if the information is not relevant to her. I just worry about kiddos like this, but overall this was a great experience that I am so happy to be a part of! :)
- I think the full process should have been described in more detail at the very beginning of our group meetings. People still had questions about the purpose or outcome of our meetings until into the afternoon of the first day.

Math Final Evaluation Results  
Grades 7-8

<b>Panelist Demographics</b>	<b>Count (N=10)</b>	<b>%</b>
<b>Gender:</b>		
Male	1	10.00%
Female	9	90.00%
<b>Race/Ethnicity:</b>		
Black	1	10.00%
Hispanic	2	20.00%
Asian	1	10.00%
Pacific Islander	0	0.00%
American Indian	2	20.00%
<b>Years of Experience:</b>		
0-5	2	20.00%
6-10	3	30.00%
11-15	4	40.00%
More than 15	1	10.00%
<b>Professional Experience:</b>		
Students with Disabilities	8	80.00%
Students with Limited English Proficiency	6	60.00%
Economically Disadvantaged Students	9	90.00%
Gifted and Talented Students	3	30.00%
General Education	5	50.00%

<b>Please rate the usefulness of each of the following:</b>	N	Mean	Not Useful at All 1	2	3	4	Extremely Useful 5
The opening session.	10	3.60	0.00%	0.00%	50.00%	63.64%	10.00%
The small group activities.	10	4.60	0.00%	0.00%	0.00%	36.36%	60.00%
Becoming familiar with the assessment.	10	4.60	0.00%	0.00%	10.00%	36.36%	70.00%
Completing the Item Map Form.	10	4.50	0.00%	0.00%	0.00%	45.45%	50.00%
Articulating the borderline differences between the performance levels	10	4.40	0.00%	0.00%	20.00%	18.18%	60.00%
Discussions with other participants.	10	4.70	0.00%	0.00%	0.00%	18.18%	70.00%
Impact data.	10	4.20	0.00%	0.00%	0.00%	18.18%	20.00%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood the goals of the standard setting meeting.	10	3.50	0.00%	0.00%	50.00%	50.00%
I understood the procedures we used to set standards.	10	3.60	0.00%	0.00%	40.00%	60.00%
The facilitator helped me understand the process.	10	3.90	0.00%	0.00%	10.00%	90.00%
The materials contained the information needed to set standards.	9	3.67	0.00%	0.00%	33.33%	66.67%
I understood how to use the materials provided.	10	3.50	0.00%	0.00%	50.00%	50.00%
The borderline performance level definitions were clear.	10	3.30	0.00%	10.00%	50.00%	40.00%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	10	3.40	0.00%	0.00%	60.00%	40.00%
I understood how to use the feedback provided after each round.	10	3.30	0.00%	0.00%	70.00%	30.00%
I understood how to use the impact data.	10	3.40	0.00%	0.00%	60.00%	40.00%
I understood how the cut scores were calculated.	10	3.40	0.00%	0.00%	60.00%	40.00%
The facilitator was able to get answers to my questions.	10	3.50	0.00%	0.00%	50.00%	50.00%
Sufficient time was allotted for training on the standard setting tasks.	10	3.50	0.00%	0.00%	50.00%	50.00%
Sufficient time was allotted to complete the standard setting tasks.	10	3.60	0.00%	0.00%	40.00%	60.00%
The facilitator helped the standard setting process run smoothly.	10	3.90	0.00%	0.00%	10.00%	90.00%
Overall the standard setting process produced credible results.	10	3.70	0.00%	0.00%	30.00%	70.00%

**Please provide any additional comments about the standard setting process or suggestions as to how the training and process could be improved.**

- Some of the test items were confusing. Maybe another look over some of them would make them more effective.
- Our group worked so well together; Betsy did a wonderful job as our facilitator. I learned a great deal from this process and am so thankful to have taken part in the process.

- This was a great new experience to be a part of and gave me a great appreciation of standard setting. I believe that allowing more group discussions and feedback could improve, but overall the training ran very smoothly.
- Small group getting was beneficial. I had a great group to work with.

Math Final Evaluation Results

Grade 11

<b>Panelist Demographics</b>	<b>Count (N=11)</b>	<b>%</b>
<b>Gender:</b>		
Male	0	0.00%
Female	11	100.00%
<b>Race/Ethnicity:</b>		
Black	1	9.09%
Hispanic	0	0.00%
Asian	0	0.00%
Pacific Islander	0	0.00%
American Indian	0	0.00%
<b>Years of Experience:</b>		
0-5	0	0.00%
6-10	1	9.09%
11-15	2	18.18%
More than 15	8	72.73%
<b>Professional Experience:</b>		
Students with Disabilities	11	100.00%
Students with Limited English Proficiency	3	27.27%
Economically Disadvantaged Students	8	72.73%
Gifted and Talented Students	0	0.00%
General Education	4	36.36%

<b>Please rate the usefulness of each of the following:</b>	N	Mean	Not Useful at All 1	2	3	4	Extremely Useful 5
The opening session.	11	4.00	0.00%	0.00%	36.36%	63.64%	36.36%
The small group activities.	11	4.45	0.00%	0.00%	9.09%	36.36%	54.55%
Becoming familiar with the assessment.	11	4.18	9.09%	0.00%	9.09%	36.36%	54.55%
Completing the Item Map Form.	11	4.55	0.00%	0.00%	9.09%	45.45%	63.64%
Articulating the borderline differences between the performance levels	11	4.36	0.00%	0.00%	9.09%	18.18%	45.45%
Discussions with other participants.	11	4.55	0.00%	0.00%	9.09%	18.18%	63.64%
Impact data.	11	4.00	0.00%	9.09%	18.18%	18.18%	36.36%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood the goals of the standard setting meeting.	11	3.36	0.00%	0.00%	63.64%	36.36%
I understood the procedures we used to set standards.	11	3.45	0.00%	0.00%	54.55%	45.45%
The facilitator helped me understand the process.	11	3.64	0.00%	0.00%	36.36%	63.64%
The materials contained the information needed to set standards.	11	3.36	0.00%	0.00%	63.64%	36.36%
I understood how to use the materials provided.	11	3.36	0.00%	0.00%	63.64%	36.36%
The borderline performance level definitions were clear.	11	3.27	0.00%	0.00%	72.73%	27.27%

<b>Please mark the appropriate box for each statement.</b>	N	Mean	% SD	% D	% A	% SA
I understood how to make the cut score judgments.	11	3.36	0.00%	0.00%	63.64%	36.36%
I understood how to use the feedback provided after each round.	11	3.45	0.00%	0.00%	54.55%	45.45%
I understood how to use the impact data.	11	3.36	0.00%	9.09%	45.45%	45.45%
I understood how the cut scores were calculated.	11	3.45	0.00%	0.00%	54.55%	45.45%
The facilitator was able to get answers to my questions.	11	3.64	0.00%	0.00%	36.36%	63.64%
Sufficient time was allotted for training on the standard setting tasks.	11	3.64	0.00%	0.00%	36.36%	63.64%
Sufficient time was allotted to complete the standard setting tasks.	11	3.73	0.00%	0.00%	27.27%	72.73%
The facilitator helped the standard setting process run smoothly.	11	3.64	0.00%	0.00%	36.36%	63.64%
Overall the standard setting process produced credible results.	11	3.45	0.00%	0.00%	54.55%	45.45%

**2015 NCSC Standard Setting: Cross Grade Articulation Pre-Evaluation Results**

<i>Cuts</i>	<i>ELA</i>							<i>Mathematics</i>							
	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>11</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>11</i>	
Level 4/Level 3	Too High	0%	13%	0%	0%	0%	0%	13%	0%	0%	0%	13%	13%	0%	0%
	Somewhat High	25%	25%	29%	25%	0%	13%	0%	25%	13%	50%	0%	0%	13%	0%
	About Right	38%	38%	57%	63%	75%	63%	38%	75%	88%	50%	25%	50%	88%	88%
	Somewhat Low	0%	13%	0%	0%	13%	13%	13%	0%	0%	0%	50%	25%	0%	13%
	Too Low	38%	13%	14%	13%	13%	13%	38%	0%	0%	0%	13%	13%	0%	0%
Level 3/Level 2	Too High	0%	0%	0%	0%	0%	0%	0%	0%	0%	25%	0%	0%	0%	0%
	Somewhat High	50%	13%	0%	25%	0%	13%	0%	0%	38%	63%	38%	25%	0%	13%
	About Right	25%	63%	25%	75%	63%	88%	88%	13%	63%	0%	63%	63%	100%	88%
	Somewhat Low	13%	25%	38%	0%	38%	0%	13%	88%	0%	13%	0%	13%	0%	0%
	Too Low	13%	0%	38%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Level 2/Level 1	Too High	50%	13%	25%	0%	0%	0%	0%	0%	0%	0%	13%	0%	0%	0%
	Somewhat High	38%	13%	63%	13%	13%	13%	13%	13%	38%	13%	50%	0%	13%	0%
	About Right	13%	75%	13%	88%	88%	88%	88%	88%	63%	75%	38%	63%	88%	100%
	Somewhat Low	0%	0%	0%	0%	0%	0%	0%	0%	0%	13%	0%	38%	0%	0%
	Too Low	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

ELA Comments:

- The spread for proficient/not proficient in grade 3,5, 8 I feel is skewed meaning the cuts were too high
- I did my judgement based on that a lower percent made the cut too high
- Grade 5 has a significant amount of 1s and 3s it seems to me it should be more dispersed
- Grade 3 seems to have way too many students falling in level 1. Grades 7, 8 & 11 seem to have a more even distribution between levels and between proficient vs. non-proficient. Grade 5 has very little room for level 2

Math Comments:

- Proficiency is 50% for general education testing
- Level 4 - High task complexity with no support or instruction is challenging to achieve. PLD cut off points to determine are more important than impact data

**2015 NCSC Standard Setting: Cross Grade Articulation Post-Evaluation Results**

<i>Cuts</i>	<i>ELA</i>							<i>Mathematics</i>						
	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>11</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>11</i>
Level 4/Level 3	Too High	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Somewhat High	0%	13%	13%	0%	13%	0%	13%	0%	0%	0%	13%	13%	0%
	About Right	100%	88%	88%	100%	88%	100%	88%	100%	100%	88%	63%	88%	100%
	Somewhat Low	0%	0%	0%	0%	0%	0%	0%	0%	0%	13%	25%	0%	0%
	Too Low	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Level 3/Level 2	Too High	13%	0%	0%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Somewhat High	0%	0%	13%	13%	13%	0%	13%	13%	25%	38%	0%	0%	0%
	About Right	88%	100%	63%	75%	63%	100%	75%	50%	75%	63%	100%	100%	100%
	Somewhat Low	0%	0%	25%	0%	25%	0%	13%	38%	0%	0%	0%	0%	0%
	Too Low	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Level 2/Level 1	Too High	13%	13%	0%	13%	13%	0%	0%	0%	0%	0%	0%	0%	0%
	Somewhat High	13%	13%	0%	13%	25%	0%	13%	13%	13%	0%	13%	0%	0%
	About Right	75%	75%	88%	75%	63%	100%	88%	88%	88%	88%	88%	75%	100%
	Somewhat Low	0%	0%	13%	0%	0%	0%	0%	0%	0%	13%	0%	25%	0%
	Too Low	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

ELA Comments:

- I feel the panel has made best judgements with adjustments at each level
- Considering some grades at fewer with more items, I think the cuts are where they should. Text complexity seemed to be one of the biggest factors to consider when reviewing the items

Math Comments:

- None

# APPENDIX L—TABLE LEVEL RESULTS

**Table L-1.2015 NCSC Standard Setting: English Language Arts Results: Round 1**

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
3	1	Level 1					44.56
		Level 2	-0.57	0.03	16	17	14.01
		Level 3	-0.25	0.27	19	27	39.69
		Level 4	1.13	0.36	22	30	1.74
	2	Level 1					44.56
		Level 2	-0.57	0.02	16	17	25.63
		Level 3	-0.05	0.03	20	21	20.39
		Level 4	0.72	0.15	24	28	9.43
4	1	Level 1					41.75
		Level 2	-0.35	0.06	15	17	12.64
		Level 3	0.09	0.04	19	21	35.60
		Level 4	1.33	0.07	25	26	10.01
	2	Level 1					34.26
		Level 2	-0.53	0.01	15	15	15.90
		Level 3	-0.03	0.09	19	23	39.84
		Level 4	1.33	0.10	24	26	10.01
5	1	Level 1					39.75
		Level 2	-0.39	0.04	14	15	31.99
		Level 3	0.24	0.20	15	20	18.11
		Level 4	1.38	0.21	20	22	10.15
	2	Level 1					23.23
		Level 2	-0.89	0.12	11	15	24.17
		Level 3	-0.29	0.24	15	20	35.94
		Level 4	0.93	0.13	19	21	16.65
6	1	Level 1					33.00
		Level 2	-0.63	0.09	13	16	30.00
		Level 3	0.24	0.10	18	21	26.07
		Level 4	1.19	0.23	22	25	10.93
	2	Level 1					33.00
		Level 2	-0.63	0.11	14	17	36.72
		Level 3	0.52	0.10	19	21	25.53
		Level 4	2.16	0.26	22	25	4.74
7	1	Level 1					32.21
		Level 2	-0.59	0.03	15	16	16.97
		Level 3	-0.20	0.03	18	18	20.54
		Level 4	0.39	0.13	21	24	30.28
	2	Level 1					37.89
		Level 2	-0.47	0.03	15	16	11.30
		Level 3	-0.28	0.07	18	20	20.54
		Level 4	0.39	0.17	21	24	30.28

continued

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
8	1	Level 1					27.87
		Level 2	-0.75	0.08	13	16	35.02
		Level 3	0.17	0.09	19	21	23.59
		Level 4	1.19	0.15	22	24	13.52
	2	Level 1					27.87
		Level 2	-0.75	0.04	13	15	28.25
		Level 3	0.04	0.04	19	20	20.20
		Level 4	0.64	0.03	22	23	23.68
11	1	Level 1					23.02
		Level 2	-0.83	0.04	14	16	14.27
		Level 3	-0.57	0.05	17	19	34.80
		Level 4	0.42	0.16	19	24	27.91
	2	Level 1					23.02
		Level 2	-0.83	0.06	13	16	19.61
		Level 3	-0.45	0.08	14	19	6.31
		Level 4	-0.24	0.19	19	25	51.06

**Table L-2.2015 NCSC Standard Setting: English Language Arts Results: Round 2**

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
3	1	Level 1					44.56
		Level 2	-0.57	0.03	16	17	14.01
		Level 3	-0.25	0.19	19	25	32.01
		Level 4	0.72	0.10	25	27	9.43
	2	Level 1					44.56
		Level 2	-0.57	0.00	17	17	25.63
		Level 3	-0.05	0.02	21	21	20.39
		Level 4	0.72	0.07	25	27	9.43
4	1	Level 1					34.26
		Level 2	-0.53	0.05	15	17	20.13
		Level 3	0.09	0.04	19	20	29.54
		Level 4	1.10	0.00	25	25	16.06
	2	Level 1					34.26
		Level 2	-0.53	0.00	15	15	15.90
		Level 3	-0.05	0.03	19	20	39.84
		Level 4	1.43	0.02	26	26	10.01
5	1	Level 1					39.75
		Level 2	-0.51	0.00	14	14	7.66
		Level 3	-0.29	0.06	15	17	35.94
		Level 4	0.90	0.32	18	22	16.65
	2	Level 1					23.23
		Level 2	-0.89	0.07	11	14	24.17
		Level 3	-0.29	0.11	15	18	42.45
		Level 4	1.16	0.09	20	21	10.15
6	1	Level 1					33.00
		Level 2	-0.63	0.00	14	14	30.00
		Level 3	0.18	0.01	19	19	26.07
		Level 4	1.19	0.00	23	23	10.93
	2	Level 1					33.00
		Level 2	-0.63	0.03	14	15	36.72
		Level 3	0.52	0.05	19	20	25.53
		Level 4	2.16	0.19	23	25	4.74
7	1	Level 1					32.21
		Level 2	-0.59	0.03	15	16	16.97
		Level 3	-0.20	0.01	18	18	20.54
		Level 4	0.39	0.10	21	23	30.28
	2	Level 1					32.21
		Level 2	-0.59	0.00	15	15	16.97
		Level 3	-0.17	0.00	18	18	35.64
		Level 4	0.95	0.10	22	24	15.17

continued

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
8	1	Level 1					27.87
		Level 2	-0.75	0.00	14	14	35.02
		Level 3	0.17	0.02	20	21	18.85
		Level 4	0.68	0.05	23	24	18.27
	2	Level 1					27.87
		Level 2	-0.75	0.00	14	14	28.25
		Level 3	0.04	0.03	19	20	25.62
		Level 4	0.66	0.01	22	23	18.27
11	1	Level 1					27.96
		Level 2	-0.77	0.00	15	15	18.25
		Level 3	-0.37	0.01	19	19	25.88
		Level 4	0.52	0.00	24	24	27.91
	2	Level 1					27.96
		Level 2	-0.72	0.01	15	15	14.67
		Level 3	-0.42	0.03	17	19	24.86
		Level 4	0.22	0.13	20	24	32.51

**Table L-3.2015 NCSC Standard Setting: English Language Arts Results: Round 3**

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
3	1	Level 1					44.56
		Level 2	-0.57	0.03	16	17	25.63
		Level 3	0.06	0.10	19	22	20.39
		Level 4	0.72	0.00	25	25	9.43
	2	Level 1					44.56
		Level 2	-0.57	0.00	17	17	25.63
		Level 3	-0.05	0.00	21	21	20.39
		Level 4	0.72	0.00	25	25	9.43
4	1	Level 1					41.75
		Level 2	-0.35	0.06	15	17	12.64
		Level 3	0.09	0.03	19	20	29.54
		Level 4	1.10	0.06	25	26	16.06
	2	Level 1					34.26
		Level 2	-0.53	0.01	15	15	20.13
		Level 3	-0.01	0.07	19	22	35.60
		Level 4	1.43	0.00	26	26	10.01
5	1	Level 1					39.75
		Level 2	-0.51	0.07	11	14	7.66
		Level 3	-0.29	0.00	15	15	42.45
		Level 4	1.38	0.23	19	22	10.15
	2	Level 1					39.75
		Level 2	-0.51	0.07	11	14	7.66
		Level 3	-0.29	0.11	15	18	42.45
		Level 4	1.16	0.06	20	21	10.15
6	1	Level 1					33.00
		Level 2	-0.63	0.00	14	14	30.00
		Level 3	0.18	0.00	19	19	26.07
		Level 4	1.19	0.00	23	23	10.93
	2	Level 1					33.00
		Level 2	-0.63	0.00	14	14	30.00
		Level 3	0.24	0.04	19	20	26.07
		Level 4	1.47	0.20	23	25	10.93
7	1	Level 1					32.21
		Level 2	-0.59	0.03	15	16	16.97
		Level 3	-0.20	0.01	18	18	35.64
		Level 4	0.95	0.02	23	24	15.17
	2	Level 1					32.21
		Level 2	-0.59	0.00	15	15	16.97
		Level 3	-0.17	0.02	18	18	35.64
		Level 4	0.95	0.11	21	24	15.17

continued

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
8	1	Level 1					27.87
		Level 2	-0.75	0.00	14	14	28.25
		Level 3	0.04	0.00	19	19	25.62
		Level 4	0.66	0.00	23	23	18.27
	2	Level 1					27.87
		Level 2	-0.75	0.00	14	14	28.25
		Level 3	0.04	0.03	19	20	25.62
		Level 4	0.66	0.01	22	23	18.27
11	1	Level 1					27.96
		Level 2	-0.77	0.00	15	15	18.25
		Level 3	-0.37	0.01	19	19	25.88
		Level 4	0.52	0.00	24	24	27.91
	2	Level 1					27.96
		Level 2	-0.77	0.01	15	15	18.25
		Level 3	-0.37	0.02	18	19	25.88
		Level 4	0.52	0.00	24	24	27.91

**Table L-4.2015 NCSC Standard Setting: Mathematics Results: Round 1**

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
3	1	Level 1					24.82
		Level 2	-0.65	0.10	12	15	19.60
		Level 3	-0.30	0.05	18	20	29.81
		Level 4	0.52	0.15	24	28	25.77
	2	Level 1					24.82
		Level 2	-0.65	0.14	10	17	15.97
		Level 3	-0.37	0.03	18	20	26.25
		Level 4	0.28	0.17	20	29	32.96
4	1	Level 1					28.10
		Level 2	-0.59	0.08	12	15	26.68
		Level 3	-0.07	0.10	18	21	28.48
		Level 4	0.82	0.31	26	32	16.74
	2	Level 1					28.10
		Level 2	-0.59	0.08	12	15	26.68
		Level 3	-0.06	0.11	18	22	28.48
		Level 4	0.80	0.15	25	29	16.74
5	1	Level 1					45.17
		Level 2	-0.26	0.15	13	17	20.58
		Level 3	0.19	0.11	17	21	19.99
		Level 4	0.99	0.08	23	26	14.26
	2	Level 1					22.14
		Level 2	-0.84	0.12	13	16	43.62
		Level 3	0.14	0.04	20	21	22.85
		Level 4	1.11	0.05	25	27	11.40
6	1	Level 1					30.38
		Level 2	-0.61	0.06	17	19	28.60
		Level 3	-0.10	0.05	22	23	11.50
		Level 4	0.28	0.04	23	25	29.52
	2	Level 1					30.38
		Level 2	-0.61	0.02	16	17	28.60
		Level 3	-0.10	0.04	22	23	11.50
		Level 4	0.34	0.04	25	27	29.52
7	1	Level 1					16.49
		Level 2	-0.91	0.08	13	17	38.59
		Level 3	-0.15	0.10	17	23	15.33
		Level 4	0.23	0.04	24	26	29.59
	2	Level 1					8.37
		Level 2	-1.04	0.14	8	15	24.29
		Level 3	-0.53	0.17	11	20	34.29
		Level 4	0.17	0.26	14	29	33.04

continued

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
8	1	Level 1					25.15
		Level 2	-0.66	0.00	15	15	28.00
		Level 3	-0.11	0.00	20	20	21.36
		Level 4	0.44	0.07	23	25	25.49
	2	Level 1					12.81
		Level 2	-0.97	0.12	11	15	28.54
		Level 3	-0.37	0.06	16	20	33.15
		Level 4	0.44	0.09	23	27	25.49
11	1	Level 1					19.29
		Level 2	-0.70	0.07	12	16	42.63
		Level 3	0.04	0.05	18	20	13.65
		Level 4	0.45	0.06	21	24	24.43
	2	Level 1					19.29
		Level 2	-0.70	0.05	12	14	38.03
		Level 3	-0.08	0.04	18	19	16.52
		Level 4	0.38	0.07	22	25	26.16

**Table L-5.2015 NCSC Standard Setting: Mathematics Results: Round 2**

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
3	1	Level 1					24.82
		Level 2	-0.65	0.00	15	15	15.97
		Level 3	-0.37	0.00	18	18	39.61
		Level 4	0.77	0.05	27	28	19.60
	2	Level 1					24.82
		Level 2	-0.65	0.00	15	15	15.97
		Level 3	-0.37	0.01	18	18	39.61
		Level 4	0.77	0.11	24	29	19.60
4	1	Level 1					32.09
		Level 2	-0.55	0.00	15	15	22.68
		Level 3	-0.06	0.00	19	19	30.45
		Level 4	0.92	0.03	26	27	14.77
	2	Level 1					32.09
		Level 2	-0.55	0.01	14	15	22.68
		Level 3	0.00	0.09	19	22	28.48
		Level 4	0.80	0.03	25	27	16.74
5	1	Level 1					37.05
		Level 2	-0.45	0.13	13	17	28.70
		Level 3	0.14	0.02	20	20	22.85
		Level 4	1.11	0.09	23	26	11.40
	2	Level 1					22.14
		Level 2	-0.84	0.00	13	13	43.62
		Level 3	0.14	0.00	20	20	19.99
		Level 4	0.99	0.03	25	26	14.26
6	1	Level 1					30.38
		Level 2	-0.61	0.02	16	17	28.60
		Level 3	-0.10	0.00	22	22	11.50
		Level 4	0.28	0.02	24	25	29.52
	2	Level 1					26.90
		Level 2	-0.70	0.02	16	17	32.09
		Level 3	-0.10	0.03	22	23	11.50
		Level 4	0.34	0.04	25	27	29.52
7	1	Level 1					16.49
		Level 2	-0.91	0.03	12	14	32.60
		Level 3	-0.25	0.04	19	21	17.87
		Level 4	0.17	0.00	24	24	33.04
	2	Level 1					16.49
		Level 2	-0.91	0.03	12	14	32.60
		Level 3	-0.25	0.07	17	21	21.33
		Level 4	0.24	0.05	23	26	29.59

continued

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
8	1	Level 1					25.15
		Level 2	-0.66	0.00	15	15	23.12
		Level 3	-0.18	0.02	19	20	26.24
		Level 4	0.44	0.03	24	25	25.49
	2	Level 1					25.15
		Level 2	-0.66	0.01	14	15	23.12
		Level 3	-0.18	0.04	18	20	26.24
		Level 4	0.44	0.03	24	25	25.49
11	1	Level 1					19.29
		Level 2	-0.70	0.04	13	15	42.63
		Level 3	0.04	0.04	18	20	13.65
		Level 4	0.46	0.01	23	24	24.43
	2	Level 1					14.66
		Level 2	-0.86	0.06	12	14	35.63
		Level 3	-0.19	0.00	18	18	25.28
		Level 4	0.43	0.00	24	24	24.43

**Table L-6.2015 NCSC Standard Setting: Mathematics Results: Round 3**

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
3	1	Level 1					24.82
		Level 2	-0.65	0.00	15	15	15.97
		Level 3	-0.37	0.00	18	18	39.61
		Level 4	0.77	0.00	28	28	19.60
	2	Level 1					24.82
		Level 2	-0.65	0.00	15	15	15.97
		Level 3	-0.37	0.01	18	18	39.61
		Level 4	0.77	0.02	28	29	19.60
4	1	Level 1					32.09
		Level 2	-0.55	0.00	15	15	27.81
		Level 3	0.01	0.00	19	20	25.33
		Level 4	0.92	0.03	26	27	14.77
	2	Level 1					32.09
		Level 2	-0.55	0.01	14	15	27.81
		Level 3	0.05	0.03	19	20	23.36
		Level 4	0.80	0.03	25	27	16.74
5	1	Level 1					22.14
		Level 2	-0.82	0.08	13	16	43.62
		Level 3	0.14	0.01	20	20	19.99
		Level 4	0.99	0.06	24	26	14.26
	2	Level 1					22.14
		Level 2	-0.84	0.00	13	13	43.62
		Level 3	0.14	0.00	20	20	19.99
		Level 4	0.99	0.03	25	26	14.26
6	1	Level 1					30.38
		Level 2	-0.61	0.00	17	17	28.60
		Level 3	-0.10	0.00	22	22	8.44
		Level 4	0.19	0.02	24	25	32.58
	2	Level 1					30.38
		Level 2	-0.61	0.02	16	17	28.60
		Level 3	-0.10	0.03	22	23	11.50
		Level 4	0.34	0.04	25	27	29.52
7	1	Level 1					16.49
		Level 2	-0.91	0.00	14	14	32.60
		Level 3	-0.25	0.00	20	20	21.33
		Level 4	0.24	0.00	25	25	29.59
	2	Level 1					16.49
		Level 2	-0.91	0.00	14	14	32.60

continued

Grade	Table	Performance Levels	Median Theta Cut	Median Absolute Deviation	Raw Score Range		Percent of Students
					Minimum	Maximum	
7	2	Level 3	-0.25	0.06	17	20	21.33
		Level 4	0.24	0.04	23	25	29.59
8	1	Level 1					25.15
		Level 2	-0.66	0.01	14	15	23.12
		Level 3	-0.18	0.01	19	20	26.24
		Level 4	0.44	0.04	23	25	25.49
	2	Level 1					25.15
		Level 2	-0.66	0.01	14	15	23.12
		Level 3	-0.18	0.01	19	20	26.24
		Level 4	0.44	0.03	24	25	25.49
11	1	Level 1					19.29
		Level 2	-0.70	0.02	13	14	38.03
		Level 3	-0.09	0.05	18	20	18.25
		Level 4	0.45	0.01	23	24	24.43
	2	Level 1					14.66
		Level 2	-0.86	0.07	12	15	35.63
		Level 3	-0.19	0.00	18	18	25.28
		Level 4	0.44	0.00	24	24	24.43

# APPENDIX M—DISAGGREGATED IMPACT DATA

**Table M-1. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-ELA Grade 03**

English Language Arts - Grade 03	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
<b>Total</b>									
All	3,968	1,768	44.6	1,017	25.6	809	20.4	374	9.4
<b>Gender</b>									
Female	1,266	562	44.4	325	25.7	260	20.5	119	9.4
Male	2,523	1,124	44.6	646	25.6	514	20.4	239	9.5
Undefined	179	82	45.8	46	25.7	35	19.6	16	8.9
<b>Ethnicity</b>									
American Indian or Alaska Native	145	55	37.9	45	31.0	35	24.1	10	6.9
Asian	86	47	54.7	22	25.6	11	12.8	6	7.0
Black or African American	605	295	48.8	166	27.4	103	17.0	41	6.8
Hispanic or Latino	954	444	46.5	251	26.3	184	19.3	75	7.9
Native Hawaiian Or Other Pacific Islander	16	11	68.8	5	31.3	0	0.0	0	0.0
Two or More Races	64	25	39.1	19	29.7	14	21.9	6	9.4
White	1,809	758	41.9	435	24.1	405	22.4	211	11.7
Undefined	289	133	46.0	74	25.6	57	19.7	25	8.7
<b>LEP Status</b>									
Yes	338	154	45.6	91	26.9	65	19.2	28	8.3
No	3,069	1,418	46.2	789	25.7	586	19.1	276	9.0
Undefined	561	196	34.9	137	24.4	158	28.2	70	12.5
<b>Augmentative Communication Device</b>									
Yes	504	383	76.0	82	16.3	28	5.6	11	2.2
No	3,448	1,380	40.0	931	27.0	778	22.6	359	10.4
Undefined	16	5	31.3	4	25.0	3	18.8	4	25.0
<b>Hearing</b>									
Hearing Loss	88	56	63.6	20	22.7	9	10.2	3	3.4
Within Normal Limits	3,867	1,705	44.1	993	25.7	799	20.7	370	9.6
Undefined	13	7	53.9	4	30.8	1	7.7	1	7.7
<b>Vision</b>									
Visual Impairment	136	78	57.4	27	19.9	24	17.7	7	5.2
Within Normal Limits	3,813	1,676	44.0	990	26.0	782	20.5	365	9.6
Undefined	19	14	73.7	0	0.0	3	15.8	2	10.5
<b>Receptive Language</b>									
Sensory Stimuli Response	203	172	84.7	19	9.4	10	4.9	2	1.0
Follow Directions	3,765	1,596	42.4	998	26.5	799	21.2	372	9.9
<b>Classroom Setting</b>									
Special School	164	112	68.3	31	18.9	15	9.2	6	3.7
Regular school self-contained	2,506	1,263	50.4	649	25.9	418	16.7	176	7.0
Regular school resource room	452	105	23.2	125	27.7	149	33.0	73	16.2
Regular school primarily self-contained	644	231	35.9	158	24.5	171	26.6	84	13.0
Regular school general education	202	57	28.2	54	26.7	56	27.7	35	17.3

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
English Language Arts - Grade 03									
<b>Expressive Communication</b>									
Student communicates primarily through cries	157	138	87.9	12	7.6	6	3.8	1	0.6
Uses intentional communication	808	584	72.3	151	18.7	51	6.3	22	2.7
Uses symbolic language	3,003	1,046	34.8	854	28.4	752	25.0	351	11.7

**Table M-2. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-ELA Grade 04**

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
English Language Arts - Grade 04	N	N	%	N	%	N	%	N	%
<b>Total</b>									
All	4,177	1,431	34.3	841	20.1	1,487	35.6	418	10.0
<b>Gender</b>									
Female	1,316	484	36.8	253	19.2	444	33.7	135	10.3
Male	2,625	868	33.1	542	20.7	957	36.5	258	9.8
Undefined	236	79	33.5	46	19.5	86	36.4	25	10.6
<b>Ethnicity</b>									
American Indian or Alaska Native	172	39	22.7	46	26.7	73	42.4	14	8.1
Asian	70	35	50.0	13	18.6	18	25.7	4	5.7
Black or African American	658	239	36.3	142	21.6	230	35.0	47	7.1
Hispanic or Latino	980	339	34.6	195	19.9	348	35.5	98	10.0
Native Hawaiian Or Other Pacific Islander	28	16	57.1	5	17.9	6	21.4	1	3.6
Two or More Races	75	27	36.0	21	28.0	22	29.3	5	6.7
White	1,898	636	33.5	367	19.3	668	35.2	227	12.0
Undefined	296	100	33.8	52	17.6	122	41.2	22	7.4
<b>LEP Status</b>									
Yes	322	109	33.9	58	18.0	121	37.6	34	10.6
No	3,285	1,163	35.4	682	20.8	1,142	34.8	298	9.1
Undefined	570	159	27.9	101	17.7	224	39.3	86	15.1
<b>Augmentative Communication Device</b>									
Yes	496	342	69.0	94	19.0	52	10.5	8	1.6
No	3,660	1,083	29.6	742	20.3	1,427	39.0	408	11.2
Undefined	21	6	28.6	5	23.8	8	38.1	2	9.5
<b>Hearing</b>									
Hearing Loss	105	54	51.4	22	21.0	28	26.7	1	1.0
Within Normal Limits	4,057	1,370	33.8	817	20.1	1,453	35.8	417	10.3
Undefined	15	7	46.7	2	13.3	6	40.0	0	0.0
<b>Vision</b>									
Visual Impairment	141	84	59.6	24	17.0	26	18.4	7	5.0
Within Normal Limits	4,019	1,344	33.4	814	20.3	1,452	36.1	409	10.2
Undefined	17	3	17.7	3	17.7	9	52.9	2	11.8
<b>Receptive Language</b>									
Sensory Stimuli Response	202	161	79.7	24	11.9	13	6.4	4	2.0
Follow Directions	3,975	1,270	32.0	817	20.6	1,474	37.1	414	10.4
<b>Classroom Setting</b>									
Special School	242	140	57.9	48	19.8	44	18.2	10	4.1
Regular school self-contained	2,558	1,030	40.3	542	21.2	800	31.3	186	7.3
Regular school resource room	471	66	14.0	76	16.1	239	50.7	90	19.1
Regular school primarily self-contained	713	151	21.2	148	20.8	303	42.5	111	15.6
Regular school general education	193	44	22.8	27	14.0	101	52.3	21	10.9

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
English Language Arts - Grade 04									
<b>Expressive Communication</b>									
Student communicates primarily through cries	142	111	78.2	24	16.9	7	4.9	0	0.0
Uses intentional communication	697	462	66.3	123	17.7	95	13.6	17	2.4
Uses symbolic language	3,338	858	25.7	694	20.8	1,385	41.5	401	12.0

**Table M-3. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-ELA Grade 05**

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
English Language Arts - Grade 05	N	N	%	N	%	N	%	N	%
<b>Total</b>									
All	4,257	1,692	39.8	326	7.7	1,807	42.5	432	10.2
<b>Gender</b>									
Female	1,381	545	39.5	105	7.6	592	42.9	139	10.1
Male	2,630	1,042	39.6	198	7.5	1,113	42.3	277	10.5
Undefined	246	105	42.7	23	9.4	102	41.5	16	6.5
<b>Ethnicity</b>									
American Indian or Alaska Native	166	66	39.8	14	8.4	73	44.0	13	7.8
Asian	79	48	60.8	4	5.1	22	27.9	5	6.3
Black or African American	707	296	41.9	60	8.5	291	41.2	60	8.5
Hispanic or Latino	928	380	41.0	73	7.9	402	43.3	73	7.9
Native Hawaiian Or Other Pacific Islander	22	11	50.0	1	4.6	9	40.9	1	4.6
Two or More Races	73	29	39.7	6	8.2	31	42.5	7	9.6
White	1,956	730	37.3	139	7.1	837	42.8	250	12.8
Undefined	326	132	40.5	29	8.9	142	43.6	23	7.1
<b>LEP Status</b>									
Yes	277	100	36.1	25	9.0	128	46.2	24	8.7
No	3,397	1,411	41.5	259	7.6	1,417	41.7	310	9.1
Undefined	583	181	31.1	42	7.2	262	44.9	98	16.8
<b>Augmentative Communication Device</b>									
Yes	503	354	70.4	36	7.2	101	20.1	12	2.4
No	3,727	1,332	35.7	288	7.7	1,689	45.3	418	11.2
Undefined	27	6	22.2	2	7.4	17	63.0	2	7.4
<b>Hearing</b>									
Hearing Loss	116	53	45.7	9	7.8	52	44.8	2	1.7
Within Normal Limits	4,126	1,632	39.6	314	7.6	1,752	42.5	428	10.4
Undefined	15	7	46.7	3	20.0	3	20.0	2	13.3
<b>Vision</b>									
Visual Impairment	130	64	49.2	15	11.5	44	33.9	7	5.4
Within Normal Limits	4,105	1,619	39.4	308	7.5	1,756	42.8	422	10.3
Undefined	22	9	40.9	3	13.6	7	31.8	3	13.6
<b>Receptive Language</b>									
Sensory Stimuli Response	153	117	76.5	14	9.2	21	13.7	1	0.7
Follow Directions	4,104	1,575	38.4	312	7.6	1,786	43.5	431	10.5
<b>Classroom Setting</b>									
Special School	271	172	63.5	21	7.8	57	21.0	21	7.8
Regular school self-contained	2,603	1,161	44.6	206	7.9	1,020	39.2	216	8.3
Regular school resource room	478	91	19.0	34	7.1	272	56.9	81	17.0
Regular school primarily self-contained	695	207	29.8	50	7.2	353	50.8	85	12.2
Regular school general education	210	61	29.1	15	7.1	105	50.0	29	13.8

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
English Language Arts - Grade 05									
<b>Expressive Communication</b>									
Student communicates primarily through cries	138	113	81.9	3	2.2	22	15.9	0	0.0
Uses intentional communication	707	459	64.9	54	7.6	166	23.5	28	4.0
Uses symbolic language	3,412	1,120	32.8	269	7.9	1,619	47.5	404	11.8

**Table M-4. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-ELA Grade 06**

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
English Language Arts - Grade 06									
<b>Total</b>									
All	4,300	1,419	33.0	1,290	30.0	1,121	26.1	470	10.9
<b>Gender</b>									
Female	1,377	438	31.8	445	32.3	357	25.9	137	10.0
Male	2,688	888	33.0	777	28.9	712	26.5	311	11.6
Undefined	235	93	39.6	68	28.9	52	22.1	22	9.4
<b>Ethnicity</b>									
American Indian or Alaska Native	183	54	29.5	62	33.9	42	23.0	25	13.7
Asian	87	36	41.4	30	34.5	19	21.8	2	2.3
Black or African American	696	247	35.5	212	30.5	175	25.1	62	8.9
Hispanic or Latino	932	349	37.5	267	28.7	245	26.3	71	7.6
Native Hawaiian Or Other Pacific Islander	19	7	36.8	5	26.3	5	26.3	2	10.5
Two or More Races	67	20	29.9	23	34.3	17	25.4	7	10.5
White	1,977	600	30.4	594	30.1	520	26.3	263	13.3
Undefined	339	106	31.3	97	28.6	98	28.9	38	11.2
<b>LEP Status</b>									
Yes	316	112	35.4	101	32.0	77	24.4	26	8.2
No	3,365	1,137	33.8	1,025	30.5	854	25.4	349	10.4
Undefined	619	170	27.5	164	26.5	190	30.7	95	15.4
<b>Augmentative Communication Device</b>									
Yes	471	317	67.3	107	22.7	28	5.9	19	4.0
No	3,805	1,102	29.0	1,172	30.8	1,084	28.5	447	11.8
Undefined	24	0	0.0	11	45.8	9	37.5	4	16.7
<b>Hearing</b>									
Hearing Loss	100	51	51.0	32	32.0	12	12.0	5	5.0
Within Normal Limits	4,190	1,365	32.6	1,255	30.0	1,106	26.4	464	11.1
Undefined	10	3	30.0	3	30.0	3	30.0	1	10.0
<b>Vision</b>									
Visual Impairment	132	61	46.2	40	30.3	25	18.9	6	4.6
Within Normal Limits	4,153	1,354	32.6	1,244	30.0	1,094	26.3	461	11.1
Undefined	15	4	26.7	6	40.0	2	13.3	3	20.0
<b>Receptive Language</b>									
Sensory Stimuli Response	181	142	78.5	32	17.7	5	2.8	2	1.1
Follow Directions	4,119	1,277	31.0	1,258	30.5	1,116	27.1	468	11.4
<b>Classroom Setting</b>									
Special School	280	168	60.0	65	23.2	33	11.8	14	5.0
Regular school self-contained	2,781	1,004	36.1	854	30.7	681	24.5	242	8.7
Regular school resource room	412	69	16.8	123	29.9	143	34.7	77	18.7
Regular school primarily self-contained	662	148	22.4	202	30.5	211	31.9	101	15.3
Regular school general education	165	30	18.2	46	27.9	53	32.1	36	21.8

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
English Language Arts - Grade 06									
<b>Expressive Communication</b>									
Student communicates primarily through cries	155	130	83.9	22	14.2	3	1.9	0	0.0
Uses intentional communication	652	397	60.9	181	27.8	57	8.7	17	2.6
Uses symbolic language	3,493	892	25.5	1,087	31.1	1,061	30.4	453	13.0

**Table M-5. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-ELA Grade 07**

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
English Language Arts - Grade 07	N	N	%	N	%	N	%	N	%
<b>Total</b>									
All	4,284	1,380	32.2	727	17.0	1,527	35.6	650	15.2
<b>Gender</b>									
Female	1,448	480	33.2	241	16.6	520	35.9	207	14.3
Male	2,634	820	31.1	465	17.7	936	35.5	413	15.7
Undefined	202	80	39.6	21	10.4	71	35.2	30	14.9
<b>Ethnicity</b>									
American Indian or Alaska Native	143	39	27.3	20	14.0	66	46.2	18	12.6
Asian	79	34	43.0	15	19.0	24	30.4	6	7.6
Black or African American	717	241	33.6	141	19.7	231	32.2	104	14.5
Hispanic or Latino	888	314	35.4	149	16.8	310	34.9	115	13.0
Native Hawaiian Or Other Pacific Islander	23	8	34.8	7	30.4	5	21.7	3	13.0
Two or More Races	66	18	27.3	12	18.2	24	36.4	12	18.2
White	2,045	626	30.6	326	15.9	755	36.9	338	16.5
Undefined	323	100	31.0	57	17.7	112	34.7	54	16.7
<b>LEP Status</b>									
Yes	260	86	33.1	48	18.5	88	33.9	38	14.6
No	3,361	1,130	33.6	586	17.4	1,199	35.7	446	13.3
Undefined	663	164	24.7	93	14.0	240	36.2	166	25.0
<b>Augmentative Communication Device</b>									
Yes	400	256	64.0	67	16.8	57	14.3	20	5.0
No	3,858	1,118	29.0	656	17.0	1,457	37.8	627	16.3
Undefined	26	6	23.1	4	15.4	13	50.0	3	11.5
<b>Hearing</b>									
Hearing Loss	96	50	52.1	15	15.6	24	25.0	7	7.3
Within Normal Limits	4,181	1,328	31.8	709	17.0	1,501	35.9	643	15.4
Undefined	7	2	28.6	3	42.9	2	28.6	0	0.0
<b>Vision</b>									
Visual Impairment	124	59	47.6	15	12.1	36	29.0	14	11.3
Within Normal Limits	4,139	1,315	31.8	709	17.1	1,482	35.8	633	15.3
Undefined	21	6	28.6	3	14.3	9	42.9	3	14.3
<b>Receptive Language</b>									
Sensory Stimuli Response	180	140	77.8	20	11.1	18	10.0	2	1.1
Follow Directions	4,104	1,240	30.2	707	17.2	1,509	36.8	648	15.8
<b>Classroom Setting</b>									
Special School	301	163	54.2	43	14.3	71	23.6	24	8.0
Regular school self-contained	2,791	998	35.8	487	17.5	956	34.3	350	12.5
Regular school resource room	361	52	14.4	53	14.7	163	45.2	93	25.8
Regular school primarily self-contained	688	149	21.7	114	16.6	270	39.2	155	22.5
Regular school general education	143	18	12.6	30	21.0	67	46.9	28	19.6

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
English Language Arts - Grade 07									
<b>Expressive Communication</b>									
Student communicates primarily through cries	120	94	78.3	14	11.7	11	9.2	1	0.8
Uses intentional communication	664	406	61.1	114	17.2	119	17.9	25	3.8
Uses symbolic language	3,500	880	25.1	599	17.1	1,397	39.9	624	17.8

**Table M-6. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-ELA Grade 08**

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
English Language Arts - Grade 08	N	N	%	N	%	N	%	N	%
<b>Total</b>									
All	4,489	1,251	27.9	1,268	28.3	1,150	25.6	820	18.3
<b>Gender</b>									
Female	1,485	410	27.6	401	27.0	395	26.6	279	18.8
Male	2,779	764	27.5	803	28.9	707	25.4	505	18.2
Undefined	225	77	34.2	64	28.4	48	21.3	36	16.0
<b>Ethnicity</b>									
American Indian or Alaska Native	140	37	26.4	41	29.3	45	32.1	17	12.1
Asian	74	31	41.9	16	21.6	16	21.6	11	14.9
Black or African American	762	212	27.8	223	29.3	200	26.3	127	16.7
Hispanic or Latino	860	264	30.7	256	29.8	230	26.7	110	12.8
Native Hawaiian Or Other Pacific Islander	17	7	41.2	7	41.2	1	5.9	2	11.8
Two or More Races	74	27	36.5	22	29.7	15	20.3	10	13.5
White	2,247	604	26.9	608	27.1	556	24.7	479	21.3
Undefined	315	69	21.9	95	30.2	87	27.6	64	20.3
<b>LEP Status</b>									
Yes	265	96	36.2	71	26.8	73	27.6	25	9.4
No	3,634	1,027	28.3	1,054	29.0	912	25.1	641	17.6
Undefined	590	128	21.7	143	24.2	165	28.0	154	26.1
<b>Augmentative Communication Device</b>									
Yes	481	266	55.3	146	30.4	51	10.6	18	3.7
No	3,982	978	24.6	1,115	28.0	1,090	27.4	799	20.1
Undefined	26	7	26.9	7	26.9	9	34.6	3	11.5
<b>Hearing</b>									
Hearing Loss	139	57	41.0	40	28.8	29	20.9	13	9.4
Within Normal Limits	4,337	1,188	27.4	1,224	28.2	1,120	25.8	805	18.6
Undefined	13	6	46.2	4	30.8	1	7.7	2	15.4
<b>Vision</b>									
Visual Impairment	137	60	43.8	40	29.2	21	15.3	16	11.7
Within Normal Limits	4,334	1,189	27.4	1,222	28.2	1,121	25.9	802	18.5
Undefined	18	2	11.1	6	33.3	8	44.4	2	11.1
<b>Receptive Language</b>									
Sensory Stimuli Response	155	117	75.5	29	18.7	4	2.6	5	3.2
Follow Directions	4,334	1,134	26.2	1,239	28.6	1,146	26.4	815	18.8
<b>Classroom Setting</b>									
Special School	357	183	51.3	105	29.4	42	11.8	27	7.6
Regular school self-contained	2,919	877	30.0	875	30.0	739	25.3	428	14.7
Regular school resource room	367	39	10.6	79	21.5	127	34.6	122	33.2
Regular school primarily self-contained	735	132	18.0	177	24.1	215	29.3	211	28.7
Regular school general education	111	20	18.0	32	28.8	27	24.3	32	28.8

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
English Language Arts - Grade 08									
<b>Expressive Communication</b>									
Student communicates primarily through cries	114	91	79.8	17	14.9	5	4.4	1	0.9
Uses intentional communication	647	364	56.3	176	27.2	86	13.3	21	3.3
Uses symbolic language	3,728	796	21.4	1,075	28.8	1,059	28.4	798	21.4

**Table M-7. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-ELA Grade 11**

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
English Language Arts - Grade 11	N	N	%	N	%	N	%	N	%
<b>Total</b>									
All	4,023	1,125	28.0	734	18.3	1,041	25.9	1,123	27.9
<b>Gender</b>									
Female	1,431	399	27.9	273	19.1	375	26.2	384	26.8
Male	2,461	676	27.5	425	17.3	644	26.2	716	29.1
Undefined	131	50	38.2	36	27.5	22	16.8	23	17.6
<b>Ethnicity</b>									
American Indian or Alaska Native	130	32	24.6	35	26.9	38	29.2	25	19.2
Asian	71	28	39.4	13	18.3	15	21.1	15	21.1
Black or African American	634	186	29.3	130	20.5	187	29.5	131	20.7
Hispanic or Latino	653	202	30.9	128	19.6	178	27.3	145	22.2
Native Hawaiian Or Other Pacific Islander	24	9	37.5	5	20.8	7	29.2	3	12.5
Two or More Races	43	11	25.6	8	18.6	11	25.6	13	30.2
White	2,156	588	27.3	347	16.1	528	24.5	693	32.1
Undefined	312	69	22.1	68	21.8	77	24.7	98	31.4
<b>LEP Status</b>									
Yes	193	62	32.1	41	21.2	55	28.5	35	18.1
No	3,268	940	28.8	612	18.7	832	25.5	884	27.1
Undefined	562	123	21.9	81	14.4	154	27.4	204	36.3
<b>Augmentative Communication Device</b>									
Yes	337	204	60.5	65	19.3	42	12.5	26	7.7
No	3,663	915	25.0	664	18.1	995	27.2	1,089	29.7
Undefined	23	6	26.1	5	21.7	4	17.4	8	34.8
<b>Hearing</b>									
Hearing Loss	118	51	43.2	25	21.2	27	22.9	15	12.7
Within Normal Limits	3,888	1,072	27.6	706	18.2	1,009	26.0	1,101	28.3
Undefined	17	2	11.8	3	17.7	5	29.4	7	41.2
<b>Vision</b>									
Visual Impairment	116	48	41.4	19	16.4	26	22.4	23	19.8
Within Normal Limits	3,882	1,072	27.6	709	18.3	1,006	25.9	1,095	28.2
Undefined	25	5	20.0	6	24.0	9	36.0	5	20.0
<b>Receptive Language</b>									
Sensory Stimuli Response	111	88	79.3	16	14.4	6	5.4	1	0.9
Follow Directions	3,912	1,037	26.5	718	18.4	1,035	26.5	1,122	28.7
<b>Classroom Setting</b>									
Special School	400	189	47.3	72	18.0	76	19.0	63	15.8
Regular school self-contained	2,420	762	31.5	489	20.2	611	25.3	558	23.1
Regular school resource room	393	39	9.9	47	12.0	119	30.3	188	47.8
Regular school primarily self-contained	726	122	16.8	116	16.0	207	28.5	281	38.7
Regular school general education	84	13	15.5	10	11.9	28	33.3	33	39.3

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
English Language Arts - Grade 11									
<b>Expressive Communication</b>									
Student communicates primarily through cries	85	75	88.2	7	8.2	2	2.4	1	1.2
Uses intentional communication	453	279	61.6	97	21.4	42	9.3	35	7.7
Uses symbolic language	3,485	771	22.1	630	18.1	997	28.6	1,087	31.2

**Table M-8. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-Mathematics Grade 03**

Mathematics - Grade 03	Number and Percent in Each Performance Level									
	Total	Level 1		Level 2		Level 3		Level 4		
	N	N	%	N	%	N	%	N	%	
<b>Total</b>										
All	3,969	985	24.8	634	16.0	1,572	39.6	778	19.6	
<b>Gender</b>										
Female	1,272	321	25.2	228	17.9	470	37.0	253	19.9	
Male	2,522	620	24.6	383	15.2	1,027	40.7	492	19.5	
Undefined	175	44	25.1	23	13.1	75	42.9	33	18.9	
<b>Ethnicity</b>										
American Indian or Alaska Native	145	29	20.0	23	15.9	52	35.9	41	28.3	
Asian	87	29	33.3	10	11.5	33	37.9	15	17.2	
Black or African American	606	161	26.6	114	18.8	233	38.5	98	16.2	
Hispanic or Latino	955	243	25.5	139	14.6	390	40.8	183	19.2	
Native Hawaiian Or Other Pacific Islander	16	5	31.3	1	6.3	8	50.0	2	12.5	
Two or More Races	64	19	29.7	11	17.2	17	26.6	17	26.6	
White	1,813	430	23.7	289	15.9	729	40.2	365	20.1	
Undefined	283	69	24.4	47	16.6	110	38.9	57	20.1	
<b>LEP Status</b>										
Yes	339	81	23.9	41	12.1	132	38.9	85	25.1	
No	3,075	802	26.1	518	16.9	1,221	39.7	534	17.4	
Undefined	555	102	18.4	75	13.5	219	39.5	159	28.7	
<b>Augmentative Communication Device</b>										
Yes	506	242	47.8	115	22.7	126	24.9	23	4.6	
No	3,447	740	21.5	517	15.0	1,440	41.8	750	21.8	
Undefined	16	3	18.8	2	12.5	6	37.5	5	31.3	
<b>Hearing</b>										
Hearing Loss	86	38	44.2	7	8.1	29	33.7	12	14.0	
Within Normal Limits	3,870	945	24.4	621	16.1	1,540	39.8	764	19.7	
Undefined	13	2	15.4	6	46.2	3	23.1	2	15.4	
<b>Vision</b>										
Visual Impairment	135	60	44.4	15	11.1	42	31.1	18	13.3	
Within Normal Limits	3,815	920	24.1	613	16.1	1,525	40.0	757	19.8	
Undefined	19	5	26.3	6	31.6	5	26.3	3	15.8	
<b>Receptive Language</b>										
Sensory Stimuli Response	210	120	57.1	52	24.8	32	15.2	6	2.9	
Follow Directions	3,759	865	23.0	582	15.5	1,540	41.0	772	20.5	
<b>Classroom Setting</b>										
Special School	167	73	43.7	29	17.4	49	29.3	16	9.6	
Regular school self-contained	2,512	733	29.2	444	17.7	959	38.2	376	15.0	
Regular school resource room	452	38	8.4	47	10.4	209	46.2	158	35.0	
Regular school primarily self-contained	634	117	18.5	92	14.5	259	40.9	166	26.2	
Regular school general education	204	24	11.8	22	10.8	96	47.1	62	30.4	

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
Mathematics - Grade 03	N	N	%	N	%	N	%	N	%
<b>Expressive Communication</b>									
Student communicates primarily through cries	160	105	65.6	31	19.4	22	13.8	2	1.3
Uses intentional communication	815	359	44.1	177	21.7	226	27.7	53	6.5
Uses symbolic language	2,994	521	17.4	426	14.2	1,324	44.2	723	24.2

**Table M-9. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-Mathematics Grade 04**

Mathematics - Grade 04	Number and Percent in Each Performance Level									
	Total	Level 1		Level 2		Level 3		Level 4		
	N	N	%	N	%	N	%	N	%	
<b>Total</b>										
All	4,157	1,334	32.1	1,156	27.8	971	23.4	696	16.7	
<b>Gender</b>										
Female	1,305	458	35.1	367	28.1	294	22.5	186	14.3	
Male	2,620	803	30.7	722	27.6	619	23.6	476	18.2	
Undefined	232	73	31.5	67	28.9	58	25.0	34	14.7	
<b>Ethnicity</b>										
American Indian or Alaska Native	172	43	25.0	45	26.2	43	25.0	41	23.8	
Asian	71	25	35.2	20	28.2	18	25.4	8	11.3	
Black or African American	646	234	36.2	190	29.4	132	20.4	90	13.9	
Hispanic or Latino	988	307	31.1	279	28.2	239	24.2	163	16.5	
Native Hawaiian Or Other Pacific Islander	28	12	42.9	6	21.4	7	25.0	3	10.7	
Two or More Races	74	19	25.7	21	28.4	25	33.8	9	12.2	
White	1,885	598	31.7	504	26.7	445	23.6	338	17.9	
Undefined	293	96	32.8	91	31.1	62	21.2	44	15.0	
<b>LEP Status</b>										
Yes	323	90	27.9	91	28.2	78	24.2	64	19.8	
No	3,267	1,092	33.4	927	28.4	747	22.9	501	15.3	
Undefined	567	152	26.8	138	24.3	146	25.8	131	23.1	
<b>Augmentative Communication Device</b>										
Yes	497	285	57.3	126	25.4	59	11.9	27	5.4	
No	3,640	1,043	28.7	1,025	28.2	909	25.0	663	18.2	
Undefined	20	6	30.0	5	25.0	3	15.0	6	30.0	
<b>Hearing</b>										
Hearing Loss	106	51	48.1	27	25.5	18	17.0	10	9.4	
Within Normal Limits	4,036	1,276	31.6	1,126	27.9	950	23.5	684	17.0	
Undefined	15	7	46.7	3	20.0	3	20.0	2	13.3	
<b>Vision</b>										
Visual Impairment	141	71	50.4	33	23.4	24	17.0	13	9.2	
Within Normal Limits	4,000	1,261	31.5	1,117	27.9	943	23.6	679	17.0	
Undefined	16	2	12.5	6	37.5	4	25.0	4	25.0	
<b>Receptive Language</b>										
Sensory Stimuli Response	203	139	68.5	40	19.7	17	8.4	7	3.5	
Follow Directions	3,954	1,195	30.2	1,116	28.2	954	24.1	689	17.4	
<b>Classroom Setting</b>										
Special School	242	130	53.7	49	20.3	40	16.5	23	9.5	
Regular school self-contained	2,548	903	35.4	777	30.5	566	22.2	302	11.9	
Regular school resource room	469	88	18.8	95	20.3	131	27.9	155	33.1	
Regular school primarily self-contained	705	176	25.0	180	25.5	179	25.4	170	24.1	
Regular school general education	193	37	19.2	55	28.5	55	28.5	46	23.8	

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
Mathematics - Grade 04									
<b>Expressive Communication</b>									
Student communicates primarily through cries	147	112	76.2	23	15.7	8	5.4	4	2.7
Uses intentional communication	698	381	54.6	186	26.7	84	12.0	47	6.7
Uses symbolic language	3,312	841	25.4	947	28.6	879	26.5	645	19.5

**Table M-10. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-Mathematics Grade 05**

Mathematics - Grade 05	Number and Percent in Each Performance Level									
	Total	Level 1		Level 2		Level 3		Level 4		
	N	N	%	N	%	N	%	N	%	
<b>Total</b>										
All	4,237	938	22.1	1,848	43.6	847	20.0	604	14.3	
<b>Gender</b>										
Female	1,389	322	23.2	602	43.3	274	19.7	191	13.8	
Male	2,609	561	21.5	1,127	43.2	533	20.4	388	14.9	
Undefined	239	55	23.0	119	49.8	40	16.7	25	10.5	
<b>Ethnicity</b>										
American Indian or Alaska Native	164	28	17.1	75	45.7	40	24.4	21	12.8	
Asian	79	29	36.7	32	40.5	10	12.7	8	10.1	
Black or African American	695	164	23.6	311	44.8	134	19.3	86	12.4	
Hispanic or Latino	926	201	21.7	392	42.3	204	22.0	129	13.9	
Native Hawaiian Or Other Pacific Islander	23	3	13.0	14	60.9	4	17.4	2	8.7	
Two or More Races	71	12	16.9	34	47.9	16	22.5	9	12.7	
White	1,950	426	21.9	828	42.5	390	20.0	306	15.7	
Undefined	329	75	22.8	162	49.2	49	14.9	43	13.1	
<b>LEP Status</b>										
Yes	278	54	19.4	123	44.2	65	23.4	36	13.0	
No	3,379	803	23.8	1,500	44.4	650	19.2	426	12.6	
Undefined	580	81	14.0	225	38.8	132	22.8	142	24.5	
<b>Augmentative Communication Device</b>										
Yes	508	210	41.3	234	46.1	45	8.9	19	3.7	
No	3,702	721	19.5	1,606	43.4	793	21.4	582	15.7	
Undefined	27	7	25.9	8	29.6	9	33.3	3	11.1	
<b>Hearing</b>										
Hearing Loss	117	36	30.8	58	49.6	12	10.3	11	9.4	
Within Normal Limits	4,105	898	21.9	1,783	43.4	832	20.3	592	14.4	
Undefined	15	4	26.7	7	46.7	3	20.0	1	6.7	
<b>Vision</b>										
Visual Impairment	128	44	34.4	62	48.4	16	12.5	6	4.7	
Within Normal Limits	4,087	892	21.8	1,775	43.4	825	20.2	595	14.6	
Undefined	22	2	9.1	11	50.0	6	27.3	3	13.6	
<b>Receptive Language</b>										
Sensory Stimuli Response	161	103	64.0	50	31.1	6	3.7	2	1.2	
Follow Directions	4,076	835	20.5	1,798	44.1	841	20.6	602	14.8	
<b>Classroom Setting</b>										
Special School	273	103	37.7	107	39.2	36	13.2	27	9.9	
Regular school self-contained	2,590	655	25.3	1,174	45.3	470	18.2	291	11.2	
Regular school resource room	478	55	11.5	169	35.4	131	27.4	123	25.7	
Regular school primarily self-contained	687	98	14.3	310	45.1	156	22.7	123	17.9	
Regular school general education	209	27	12.9	88	42.1	54	25.8	40	19.1	

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
Mathematics - Grade 05									
<b>Expressive Communication</b>									
Student communicates primarily through cries	142	86	60.6	48	33.8	8	5.6	0	0.0
Uses intentional communication	709	269	37.9	335	47.3	71	10.0	34	4.8
Uses symbolic language	3,386	583	17.2	1,465	43.3	768	22.7	570	16.8

**Table M-11. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-Mathematics Grade 06**

Mathematics - Grade 06	Number and Percent in Each Performance Level									
	Total	Level 1		Level 2		Level 3		Level 4		
	N	N	%	N	%	N	%	N	%	
<b>Total</b>										
All	4,279	1,300	30.4	1,224	28.6	492	11.5	1,263	29.5	
<b>Gender</b>										
Female	1,367	421	30.8	417	30.5	157	11.5	372	27.2	
Male	2,674	797	29.8	743	27.8	314	11.7	820	30.7	
Undefined	238	82	34.5	64	26.9	21	8.8	71	29.8	
<b>Ethnicity</b>										
American Indian or Alaska Native	184	41	22.3	57	31.0	21	11.4	65	35.3	
Asian	89	31	34.8	24	27.0	14	15.7	20	22.5	
Black or African American	686	232	33.8	203	29.6	73	10.6	178	26.0	
Hispanic or Latino	939	312	33.2	282	30.0	96	10.2	249	26.5	
Native Hawaiian Or Other Pacific Islander	19	9	47.4	4	21.1	2	10.5	4	21.1	
Two or More Races	67	18	26.9	19	28.4	7	10.5	23	34.3	
White	1,959	565	28.8	539	27.5	234	11.9	621	31.7	
Undefined	336	92	27.4	96	28.6	45	13.4	103	30.7	
<b>LEP Status</b>										
Yes	321	107	33.3	93	29.0	36	11.2	85	26.5	
No	3,343	1,025	30.7	984	29.4	390	11.7	944	28.2	
Undefined	615	168	27.3	147	23.9	66	10.7	234	38.1	
<b>Augmentative Communication Device</b>										
Yes	471	249	52.9	136	28.9	36	7.6	50	10.6	
No	3,785	1,044	27.6	1,080	28.5	453	12.0	1,208	31.9	
Undefined	23	7	30.4	8	34.8	3	13.0	5	21.7	
<b>Hearing</b>										
Hearing Loss	99	41	41.4	30	30.3	7	7.1	21	21.2	
Within Normal Limits	4,170	1,258	30.2	1,190	28.5	484	11.6	1,238	29.7	
Undefined	10	1	10.0	4	40.0	1	10.0	4	40.0	
<b>Vision</b>										
Visual Impairment	132	61	46.2	32	24.2	15	11.4	24	18.2	
Within Normal Limits	4,132	1,234	29.9	1,188	28.8	473	11.5	1,237	29.9	
Undefined	15	5	33.3	4	26.7	4	26.7	2	13.3	
<b>Receptive Language</b>										
Sensory Stimuli Response	176	113	64.2	43	24.4	10	5.7	10	5.7	
Follow Directions	4,103	1,187	28.9	1,181	28.8	482	11.8	1,253	30.5	
<b>Classroom Setting</b>										
Special School	287	149	51.9	73	25.4	22	7.7	43	15.0	
Regular school self-contained	2,764	913	33.0	830	30.0	315	11.4	706	25.5	
Regular school resource room	415	72	17.4	126	30.4	46	11.1	171	41.2	
Regular school primarily self-contained	650	136	20.9	163	25.1	86	13.2	265	40.8	
Regular school general education	163	30	18.4	32	19.6	23	14.1	78	47.9	

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
Mathematics - Grade 06									
<b>Expressive Communication</b>									
Student communicates primarily through cries	153	103	67.3	39	25.5	7	4.6	4	2.6
Uses intentional communication	659	337	51.1	195	29.6	44	6.7	83	12.6
Uses symbolic language	3,467	860	24.8	990	28.6	441	12.7	1,176	33.9

**Table M-12. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-Mathematics Grade 07**

Mathematics - Grade 07	Number and Percent in Each Performance Level									
	Total	Level 1		Level 2		Level 3		Level 4		
	N	N	%	N	%	N	%	N	%	
<b>Total</b>										
All	4,252	701	16.5	1,386	32.6	907	21.3	1,258	29.6	
<b>Gender</b>										
Female	1,439	248	17.2	493	34.3	309	21.5	389	27.0	
Male	2,615	418	16.0	834	31.9	550	21.0	813	31.1	
Undefined	198	35	17.7	59	29.8	48	24.2	56	28.3	
<b>Ethnicity</b>										
American Indian or Alaska Native	141	19	13.5	40	28.4	42	29.8	40	28.4	
Asian	79	14	17.7	32	40.5	12	15.2	21	26.6	
Black or African American	702	125	17.8	258	36.8	130	18.5	189	26.9	
Hispanic or Latino	889	162	18.2	282	31.7	193	21.7	252	28.4	
Native Hawaiian Or Other Pacific Islander	24	7	29.2	9	37.5	6	25.0	2	8.3	
Two or More Races	66	6	9.1	23	34.9	11	16.7	26	39.4	
White	2,029	316	15.6	647	31.9	440	21.7	626	30.9	
Undefined	322	52	16.2	95	29.5	73	22.7	102	31.7	
<b>LEP Status</b>										
Yes	259	46	17.8	69	26.6	69	26.6	75	29.0	
No	3,333	571	17.1	1,146	34.4	721	21.6	895	26.9	
Undefined	660	84	12.7	171	25.9	117	17.7	288	43.6	
<b>Augmentative Communication Device</b>										
Yes	395	122	30.9	175	44.3	54	13.7	44	11.1	
No	3,831	576	15.0	1,204	31.4	845	22.1	1,206	31.5	
Undefined	26	3	11.5	7	26.9	8	30.8	8	30.8	
<b>Hearing</b>										
Hearing Loss	98	23	23.5	31	31.6	23	23.5	21	21.4	
Within Normal Limits	4,147	677	16.3	1,352	32.6	883	21.3	1,235	29.8	
Undefined	7	1	14.3	3	42.9	1	14.3	2	28.6	
<b>Vision</b>										
Visual Impairment	123	37	30.1	39	31.7	25	20.3	22	17.9	
Within Normal Limits	4,108	660	16.1	1,340	32.6	880	21.4	1,228	29.9	
Undefined	21	4	19.1	7	33.3	2	9.5	8	38.1	
<b>Receptive Language</b>										
Sensory Stimuli Response	188	82	43.6	85	45.2	10	5.3	11	5.9	
Follow Directions	4,064	619	15.2	1,301	32.0	897	22.1	1,247	30.7	
<b>Classroom Setting</b>										
Special School	296	98	33.1	115	38.9	41	13.9	42	14.2	
Regular school self-contained	2,763	479	17.3	992	35.9	586	21.2	706	25.6	
Regular school resource room	360	25	6.9	81	22.5	77	21.4	177	49.2	
Regular school primarily self-contained	685	88	12.9	171	25.0	165	24.1	261	38.1	
Regular school general education	148	11	7.4	27	18.2	38	25.7	72	48.7	

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
<b>Mathematics - Grade 07</b>									
<b>Expressive Communication</b>									
Student communicates primarily through cries	127	65	51.2	45	35.4	12	9.5	5	3.9
Uses intentional communication	656	194	29.6	301	45.9	90	13.7	71	10.8
Uses symbolic language	3,469	442	12.7	1,040	30.0	805	23.2	1,182	34.1

**Table M-13. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-Mathematics Grade 08**

Mathematics - Grade 08	Number and Percent in Each Performance Level									
	Total	Level 1		Level 2		Level 3		Level 4		
	N	N	%	N	%	N	%	N	%	
<b>Total</b>										
All	4,425	1,113	25.2	1,023	23.1	1,161	26.2	1,128	25.5	
<b>Gender</b>										
Female	1,468	368	25.1	374	25.5	399	27.2	327	22.3	
Male	2,739	678	24.8	596	21.8	712	26.0	753	27.5	
Undefined	218	67	30.7	53	24.3	50	22.9	48	22.0	
<b>Ethnicity</b>										
American Indian or Alaska Native	139	23	16.6	33	23.7	45	32.4	38	27.3	
Asian	73	19	26.0	21	28.8	20	27.4	13	17.8	
Black or African American	732	185	25.3	172	23.5	211	28.8	164	22.4	
Hispanic or Latino	860	228	26.5	225	26.2	207	24.1	200	23.3	
Native Hawaiian Or Other Pacific Islander	16	5	31.3	5	31.3	3	18.8	3	18.8	
Two or More Races	70	22	31.4	16	22.9	20	28.6	12	17.1	
White	2,223	555	25.0	484	21.8	583	26.2	601	27.0	
Undefined	312	76	24.4	67	21.5	72	23.1	97	31.1	
<b>LEP Status</b>										
Yes	263	67	25.5	71	27.0	66	25.1	59	22.4	
No	3,574	926	25.9	845	23.6	937	26.2	866	24.2	
Undefined	588	120	20.4	107	18.2	158	26.9	203	34.5	
<b>Augmentative Communication Device</b>										
Yes	472	193	40.9	132	28.0	107	22.7	40	8.5	
No	3,929	914	23.3	883	22.5	1,050	26.7	1,082	27.5	
Undefined	24	6	25.0	8	33.3	4	16.7	6	25.0	
<b>Hearing</b>										
Hearing Loss	139	45	32.4	26	18.7	37	26.6	31	22.3	
Within Normal Limits	4,273	1,062	24.9	996	23.3	1,121	26.2	1,094	25.6	
Undefined	13	6	46.2	1	7.7	3	23.1	3	23.1	
<b>Vision</b>										
Visual Impairment	134	62	46.3	30	22.4	26	19.4	16	11.9	
Within Normal Limits	4,273	1,047	24.5	988	23.1	1,130	26.5	1,108	25.9	
Undefined	18	4	22.2	5	27.8	5	27.8	4	22.2	
<b>Receptive Language</b>										
Sensory Stimuli Response	157	87	55.4	40	25.5	25	15.9	5	3.2	
Follow Directions	4,268	1,026	24.0	983	23.0	1,136	26.6	1,123	26.3	
<b>Classroom Setting</b>										
Special School	354	140	39.6	83	23.5	82	23.2	49	13.8	
Regular school self-contained	2,861	796	27.8	719	25.1	740	25.9	606	21.2	
Regular school resource room	367	42	11.4	69	18.8	91	24.8	165	45.0	
Regular school primarily self-contained	731	120	16.4	133	18.2	204	27.9	274	37.5	
Regular school general education	112	15	13.4	19	17.0	44	39.3	34	30.4	

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
	N	N	%	N	%	N	%	N	%
Mathematics - Grade 08									
<b>Expressive Communication</b>									
Student communicates primarily through cries	117	73	62.4	26	22.2	16	13.7	2	1.7
Uses intentional communication	639	268	41.9	179	28.0	129	20.2	63	9.9
Uses symbolic language	3,669	772	21.0	818	22.3	1,016	27.7	1,063	29.0

**Table M-14. 2015 NCSC Standard Setting: Round 3 Committee Impact Results-Mathematics Grade 11**

Mathematics - Grade 11	Number and Percent in Each Performance Level									
	Total	Level 1		Level 2		Level 3		Level 4		
	N	N	%	N	%	N	%	N	%	
<b>Total</b>										
All	3,758	725	19.3	1,165	31.0	950	25.3	918	24.4	
<b>Gender</b>										
Female	1,317	245	18.6	453	34.4	344	26.1	275	20.9	
Male	2,312	451	19.5	667	28.9	566	24.5	628	27.2	
Undefined	129	29	22.5	45	34.9	40	31.0	15	11.6	
<b>Ethnicity</b>										
American Indian or Alaska Native	129	23	17.8	43	33.3	34	26.4	29	22.5	
Asian	71	17	23.9	18	25.4	14	19.7	22	31.0	
Black or African American	565	117	20.7	197	34.9	140	24.8	111	19.7	
Hispanic or Latino	642	119	18.5	217	33.8	169	26.3	137	21.3	
Native Hawaiian Or Other Pacific Islander	23	5	21.7	5	21.7	8	34.8	5	21.7	
Two or More Races	43	5	11.6	17	39.5	11	25.6	10	23.3	
White	2,014	390	19.4	586	29.1	506	25.1	532	26.4	
Undefined	271	49	18.1	82	30.3	68	25.1	72	26.6	
<b>LEP Status</b>										
Yes	194	42	21.7	59	30.4	40	20.6	53	27.3	
No	3,259	651	20.0	1,009	31.0	838	25.7	761	23.4	
Undefined	305	32	10.5	97	31.8	72	23.6	104	34.1	
<b>Augmentative Communication Device</b>										
Yes	324	113	34.9	111	34.3	66	20.4	34	10.5	
No	3,411	607	17.8	1,044	30.6	880	25.8	880	25.8	
Undefined	23	5	21.7	10	43.5	4	17.4	4	17.4	
<b>Hearing</b>										
Hearing Loss	107	33	30.8	34	31.8	14	13.1	26	24.3	
Within Normal Limits	3,637	689	18.9	1,128	31.0	933	25.7	887	24.4	
Undefined	14	3	21.4	3	21.4	3	21.4	5	35.7	
<b>Vision</b>										
Visual Impairment	109	37	33.9	32	29.4	22	20.2	18	16.5	
Within Normal Limits	3,626	681	18.8	1,126	31.1	923	25.5	896	24.7	
Undefined	23	7	30.4	7	30.4	5	21.7	4	17.4	
<b>Receptive Language</b>										
Sensory Stimuli Response	103	59	57.3	25	24.3	17	16.5	2	1.9	
Follow Directions	3,655	666	18.2	1,140	31.2	933	25.5	916	25.1	
<b>Classroom Setting</b>										
Special School	390	123	31.5	134	34.4	75	19.2	58	14.9	
Regular school self-contained	2,244	499	22.2	743	33.1	556	24.8	446	19.9	
Regular school resource room	355	20	5.6	82	23.1	97	27.3	156	43.9	
Regular school primarily self-contained	686	78	11.4	187	27.3	198	28.9	223	32.5	
Regular school general education	83	5	6.0	19	22.9	24	28.9	35	42.2	

	Number and Percent in Each Performance Level								
	Total	Level 1		Level 2		Level 3		Level 4	
Mathematics - Grade 11	N	N	%	N	%	N	%	N	%
<b>Expressive Communication</b>									
Student communicates primarily through cries	82	48	58.5	19	23.2	12	14.6	3	3.7
Uses intentional communication	428	159	37.2	163	38.1	79	18.5	27	6.3
Uses symbolic language	3,248	518	16.0	983	30.3	859	26.5	888	27.3

# APPENDIX N— SAMPLE TABLES AND FIGURES SHOWN TO PANELISTS

National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 1 Committee Results

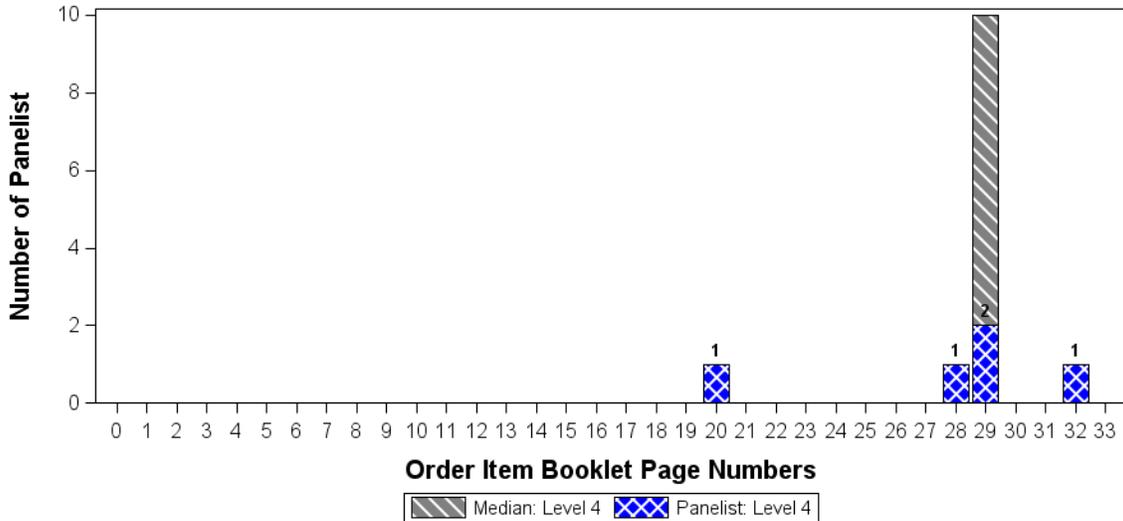
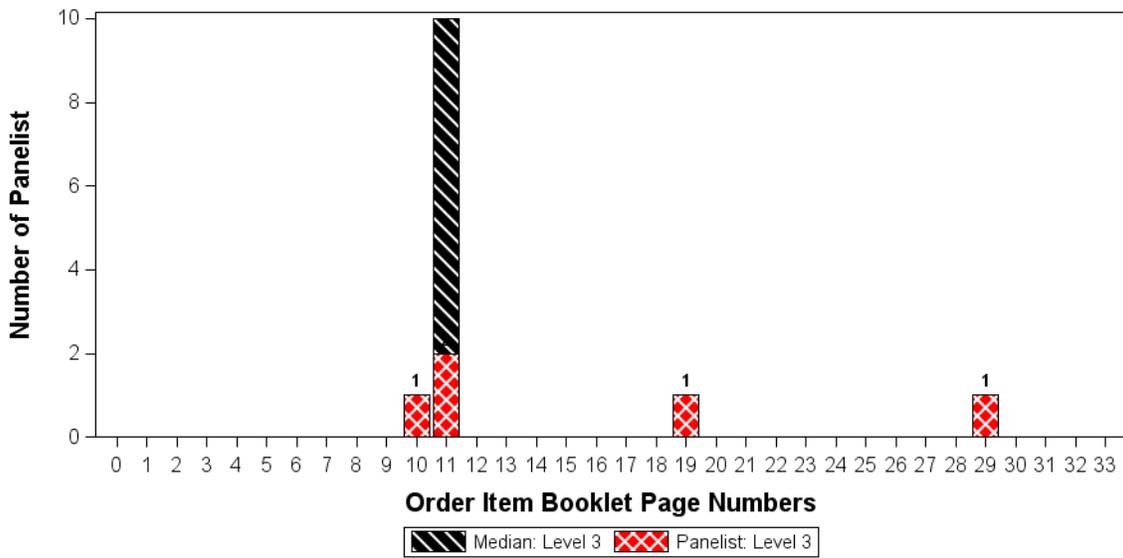
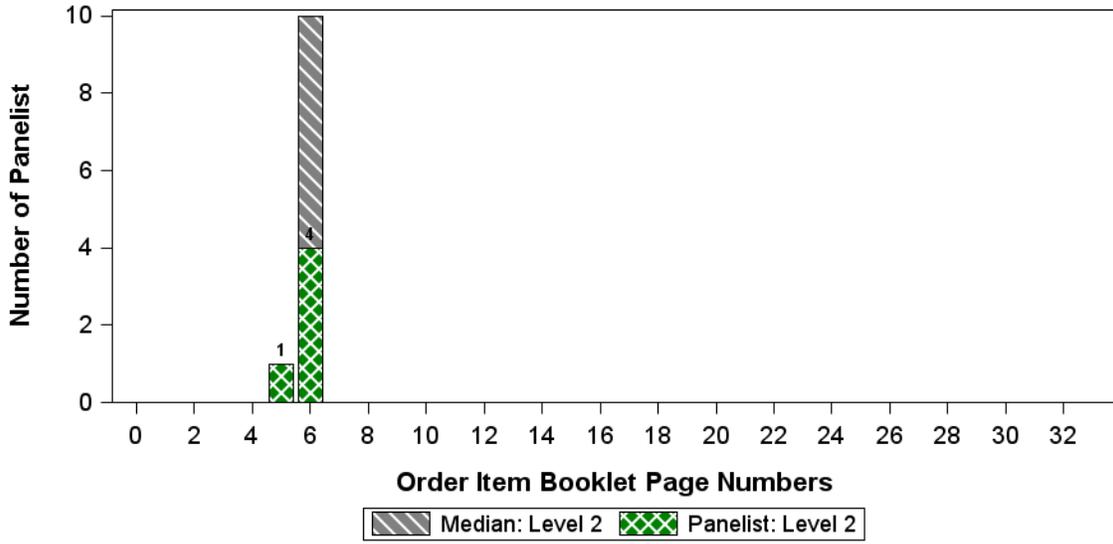
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Table Results

		Order Item Book Page	
Table Number	Level	Min	Max
1	Level 1	1	5
1	Level 2	6	10
1	Level 3	11	28
1	Level 4	29	33
2	Level 1	1	5
2	Level 2	6	16
2	Level 3	17	27
2	Level 4	28	33

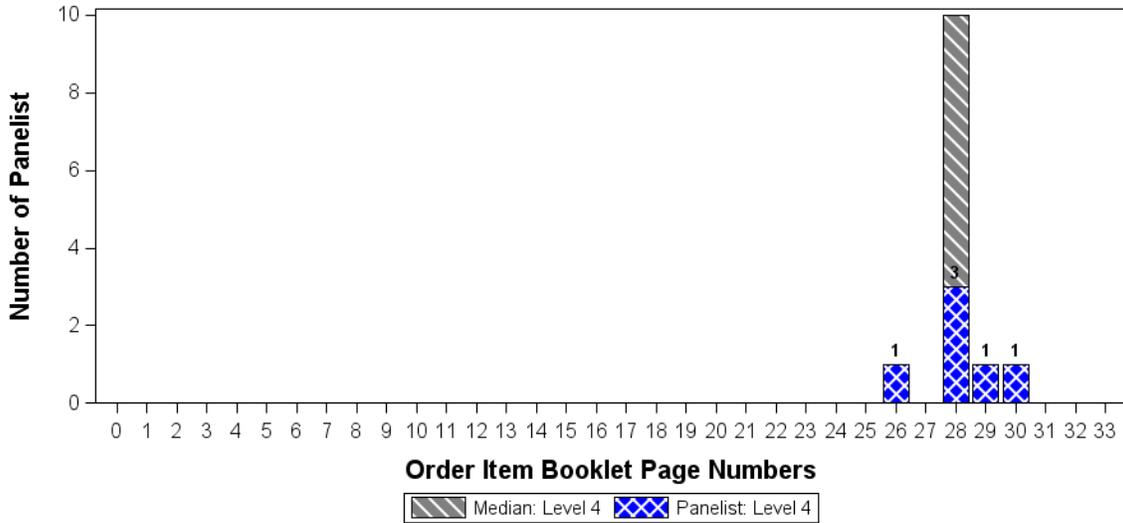
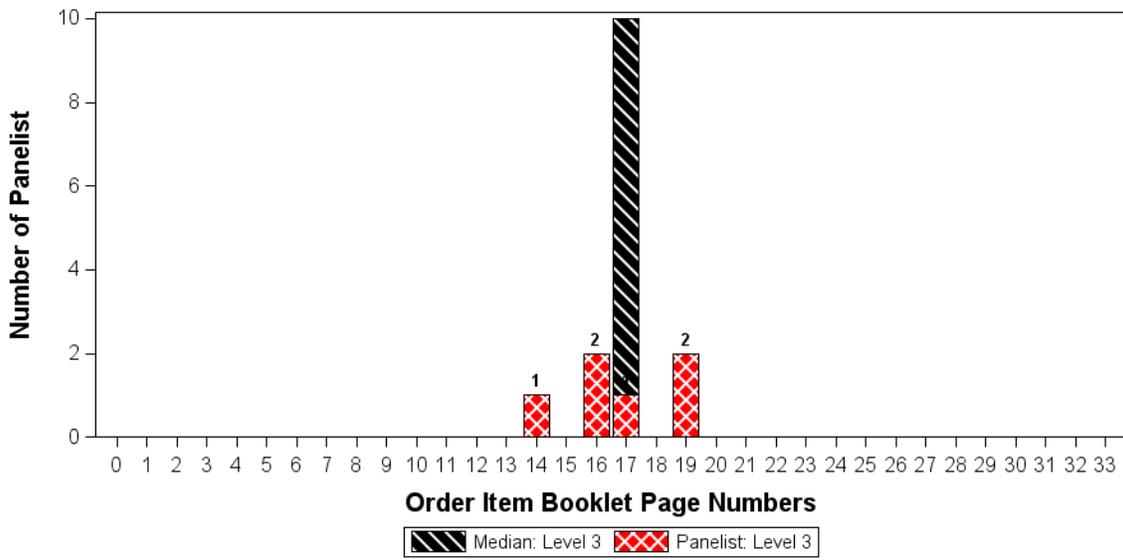
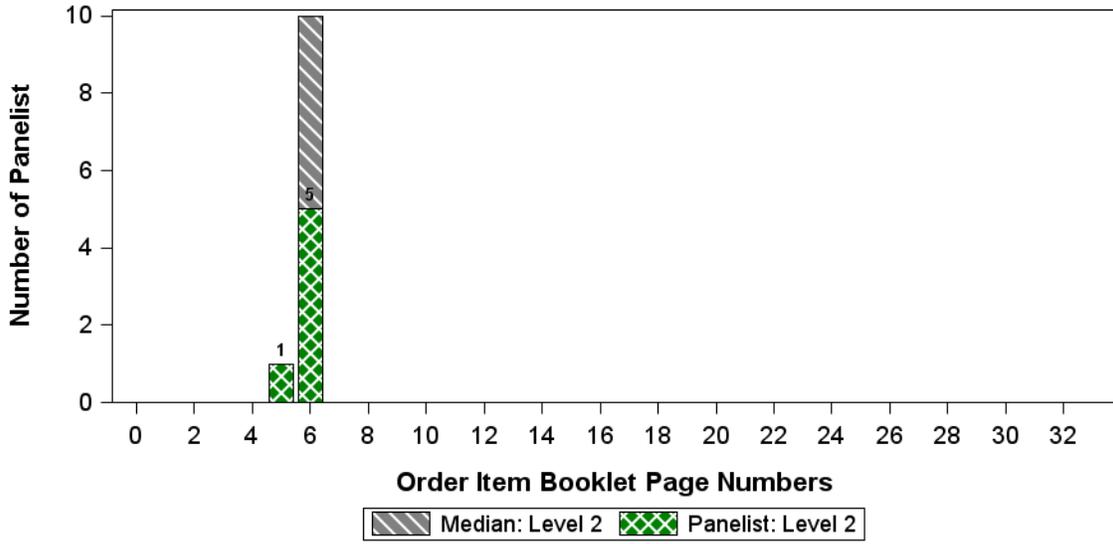
**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 1 Committee Results**

**Cut Frequencies  
Table 1**



**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 1 Committee Results**

**Cut Frequencies  
Table 2**



National Center and State Collaborative (NCSC)  
 English Language Arts Grade 03 - Standard Setting  
 Round 2 Committee Results

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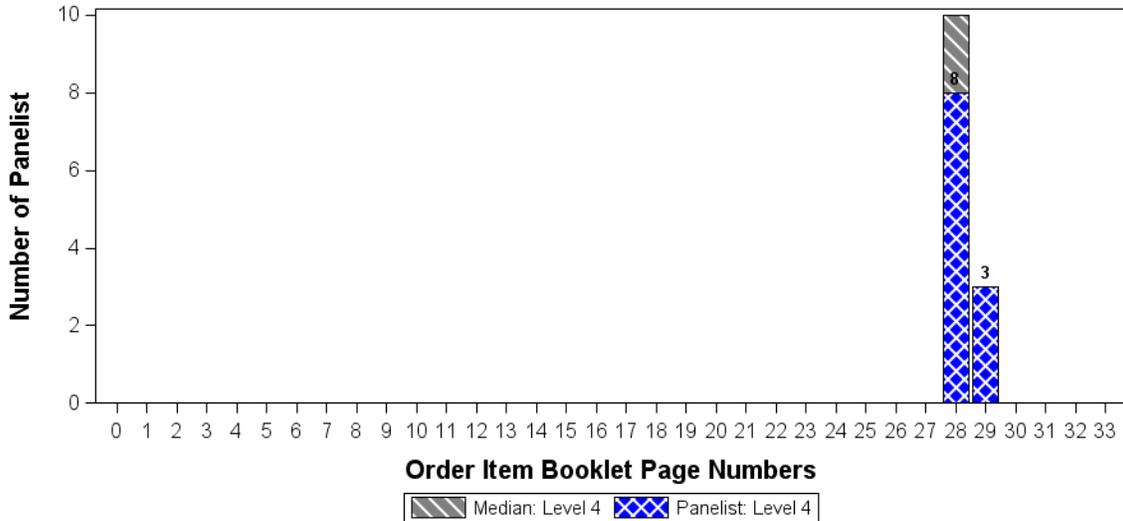
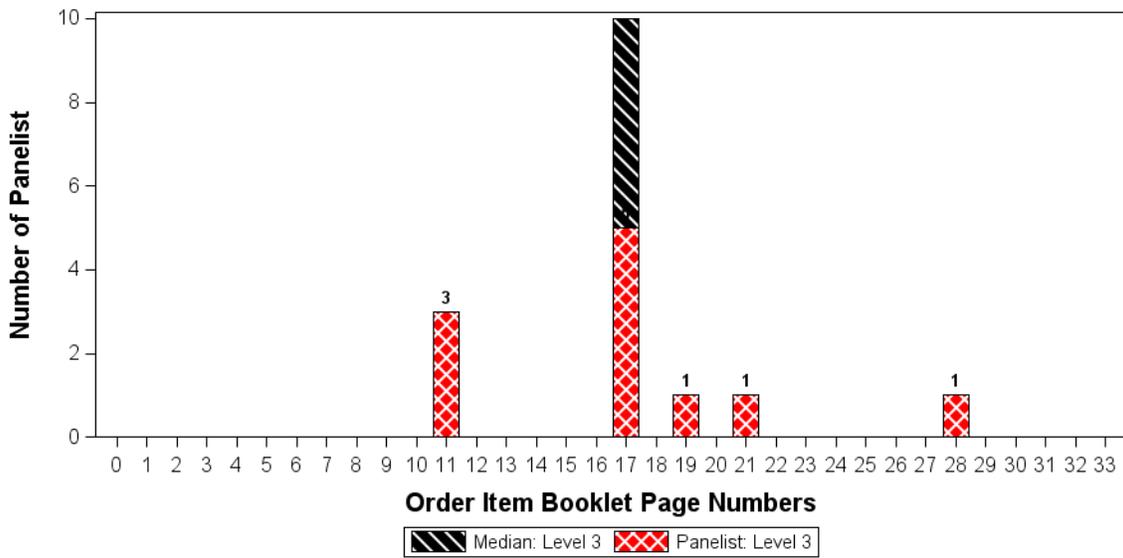
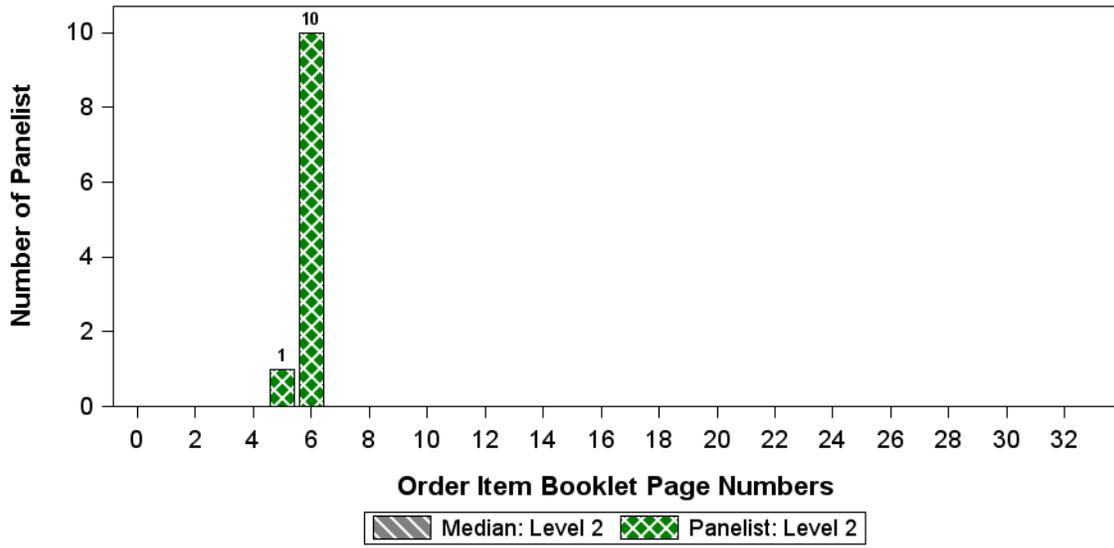
Cut Ranges  
 Full Committee Results

	Order Item Book Page	
Level	Min	Max
Level 1	1	5
Level 2	6	16
Level 3	17	27
Level 4	28	33

		Order Item Book Page	
Table Number	Level	Min	Max
1	Level 1	1	5
1	Level 2	6	10
1	Level 3	11	27
1	Level 4	28	33
2	Level 1	1	5
2	Level 2	6	16
2	Level 3	17	27
2	Level 4	28	33

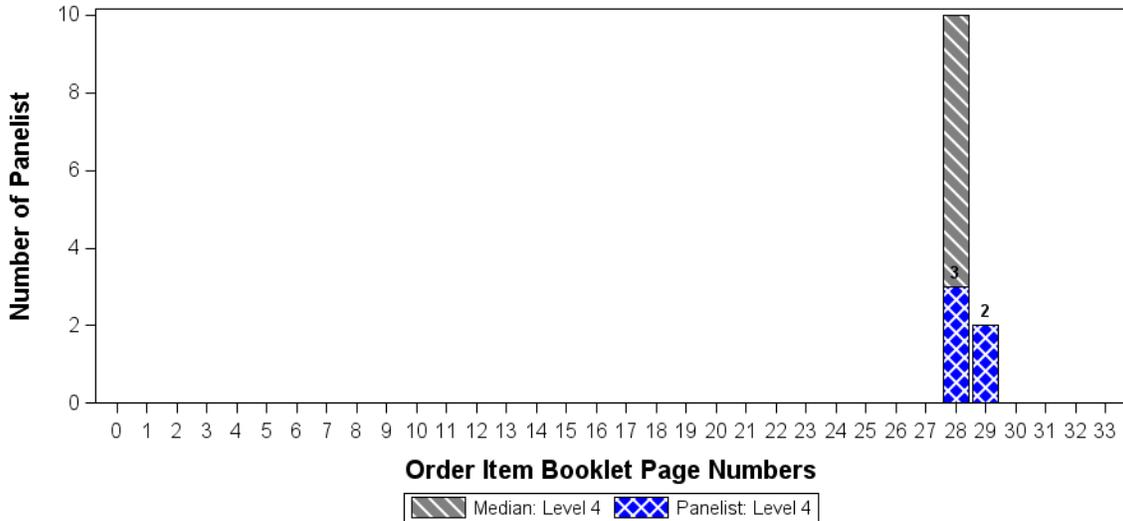
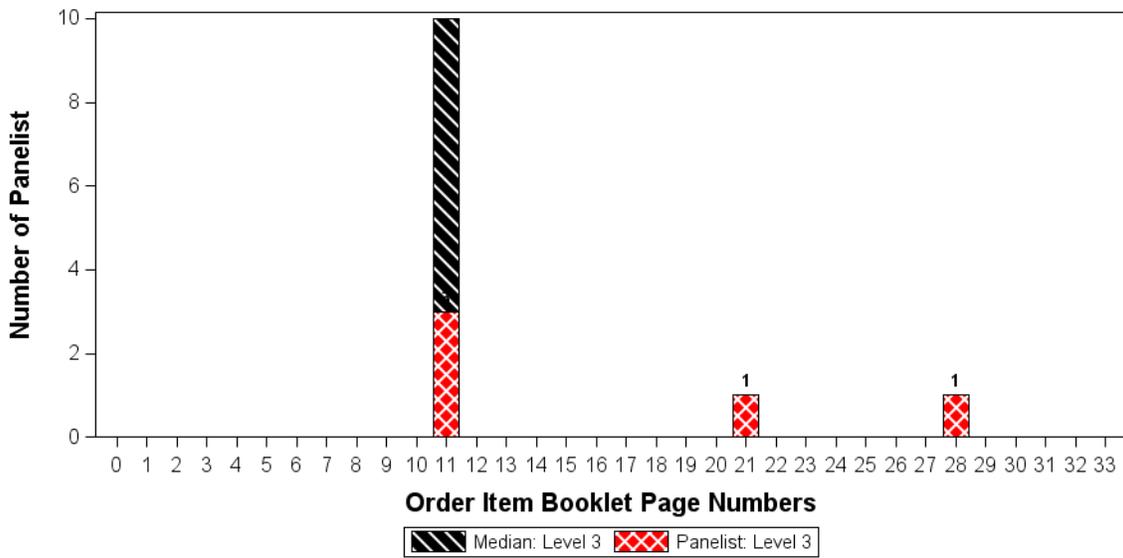
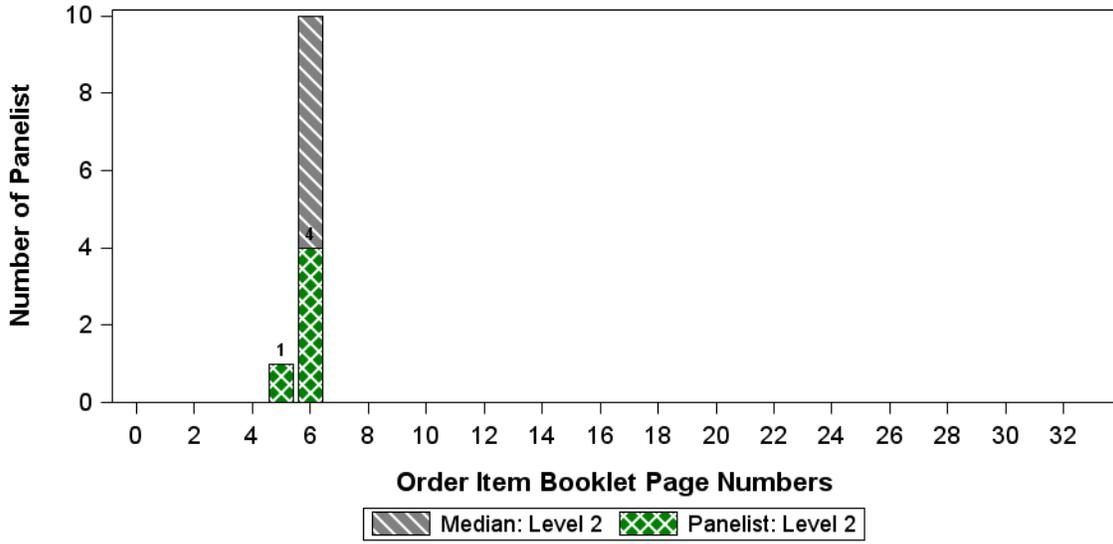
**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 2 Committee Results**

**Cut Frequencies  
Full Committee Results**



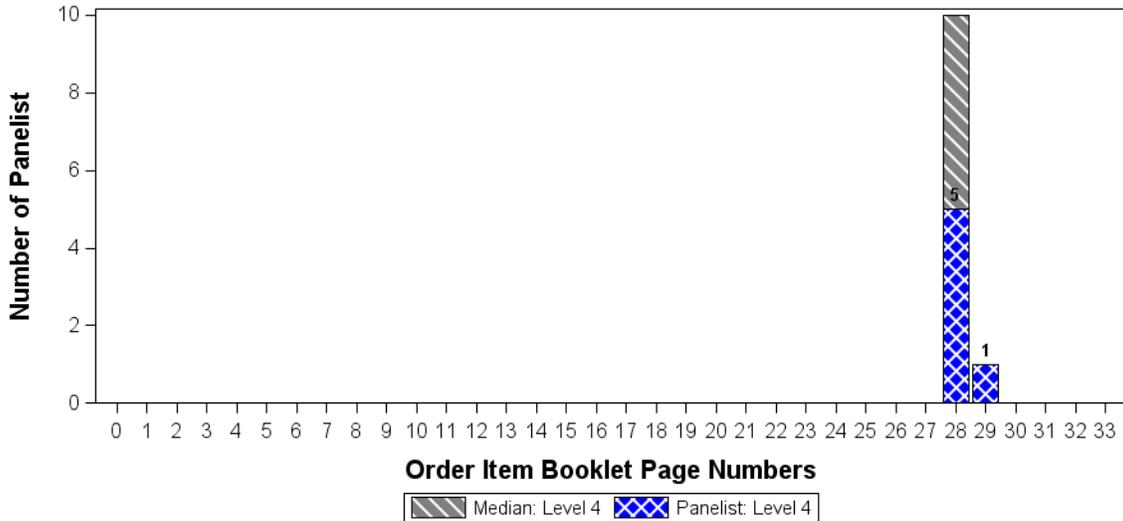
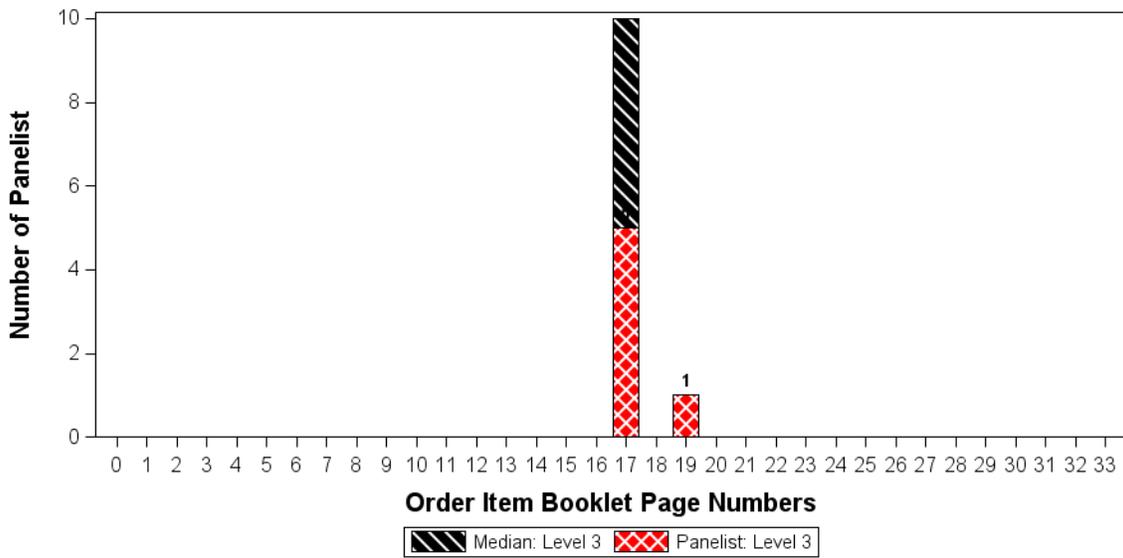
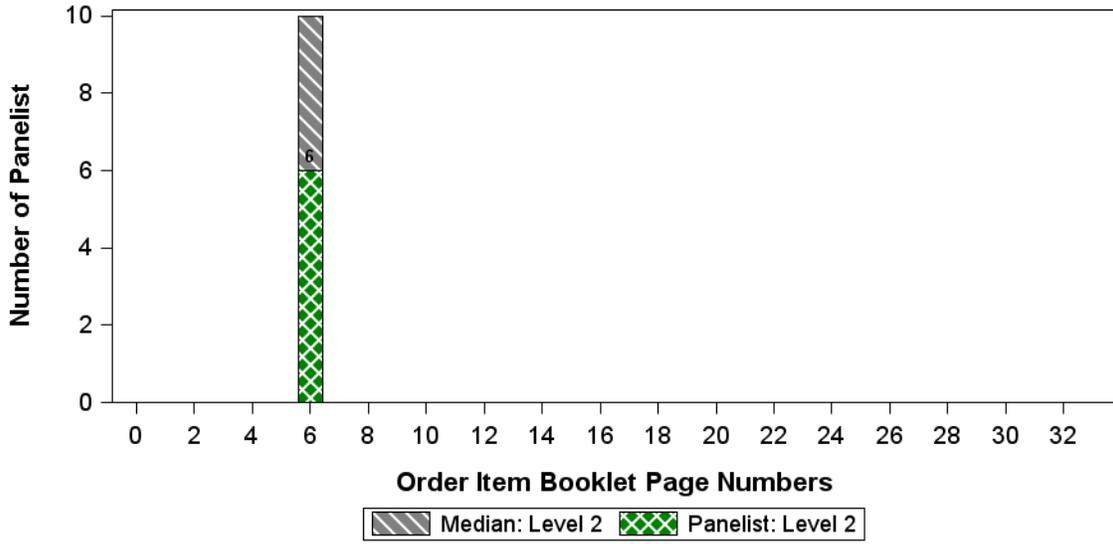
**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 2 Committee Results**

**Cut Frequencies  
Table 1**



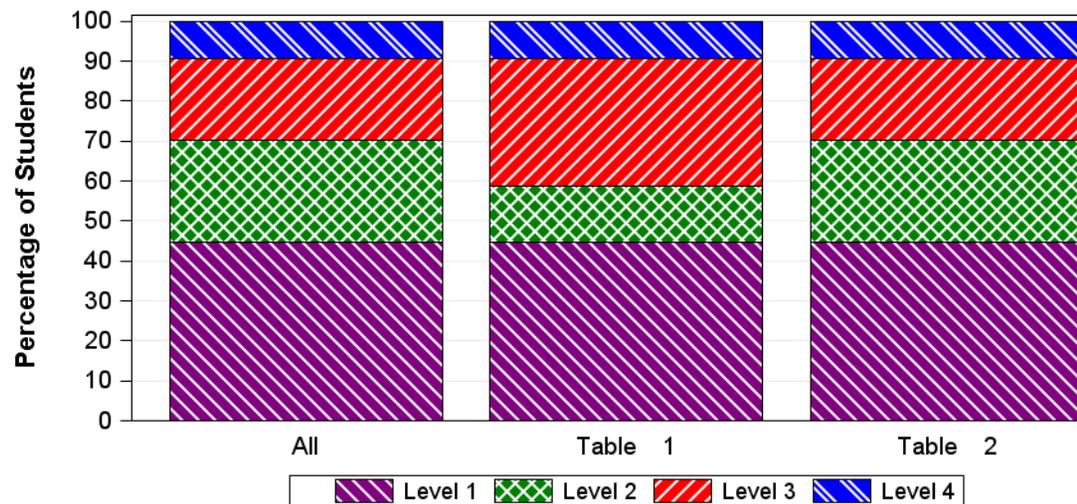
**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 2 Committee Results**

**Cut Frequencies  
Table 2**



**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 2 Committee Results**

**Impact Data  
Full Committee Results**



CONFIDENTIAL

Level	All	Table 1	Table 2
<b>Level 4</b>	9.4	9.4	9.4
<b>Level 3</b>	20.4	32.0	20.4
<b>Level 2</b>	25.6	14.0	25.6
<b>Level 1</b>	44.6	44.6	44.6

National Center and State Collaborative (NCSC)  
 English Language Arts Grade 03 - Standard Setting  
 Round 3 Committee Results

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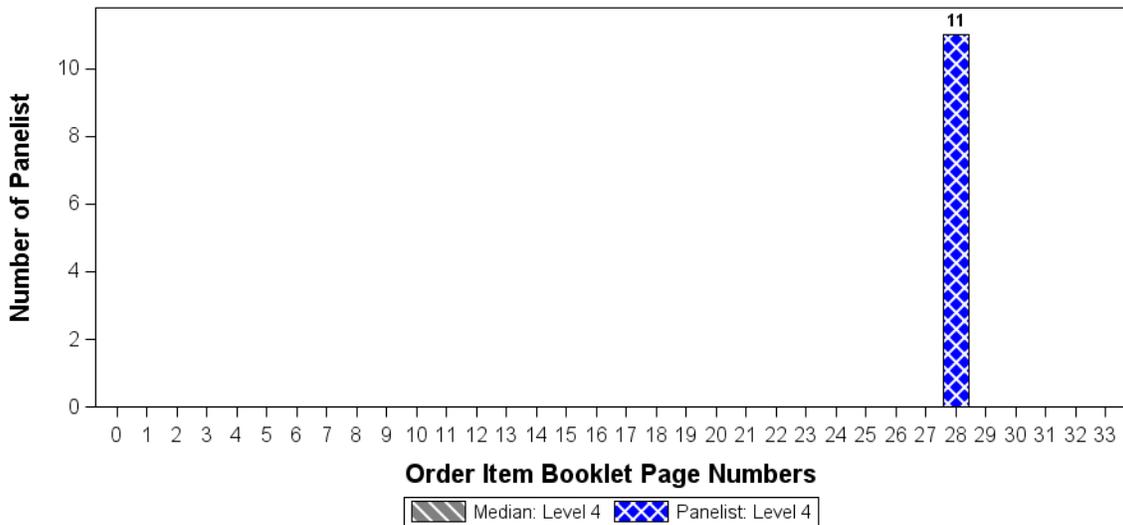
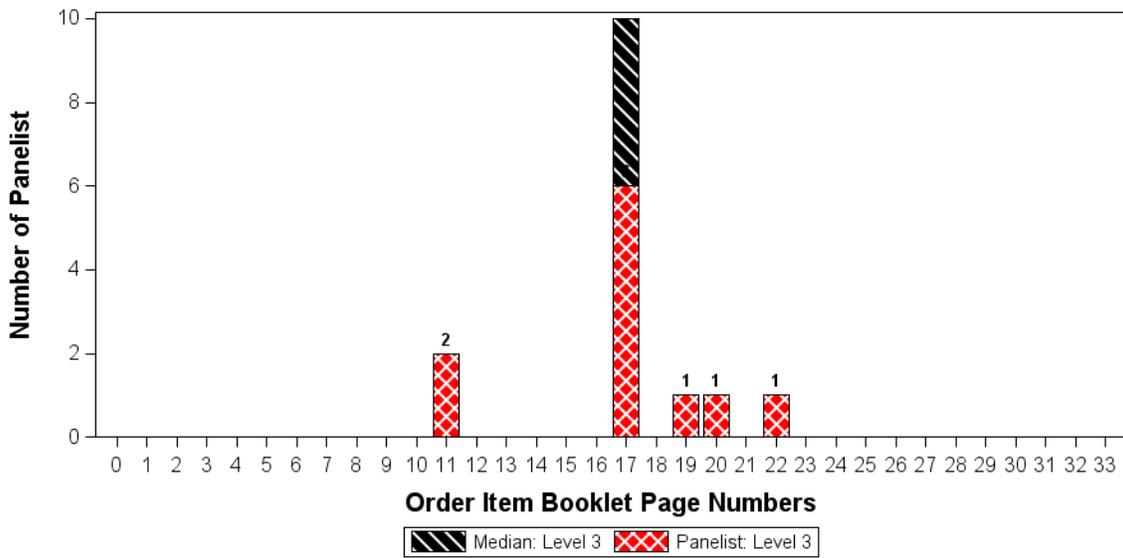
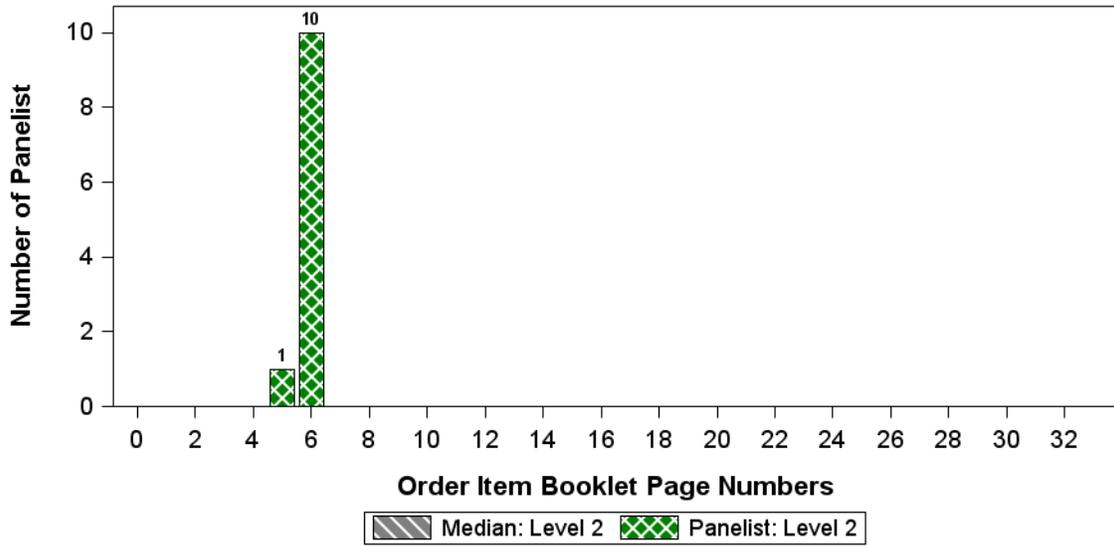
Cut Ranges  
 Full Committee Results

	Order Item Book Page	
Level	Min	Max
Level 1	1	5
Level 2	6	16
Level 3	17	27
Level 4	28	33

		Order Item Book Page	
Table Number	Level	Min	Max
1	Level 1	1	5
1	Level 2	6	18
1	Level 3	19	27
1	Level 4	28	33
2	Level 1	1	5
2	Level 2	6	16
2	Level 3	17	27
2	Level 4	28	33

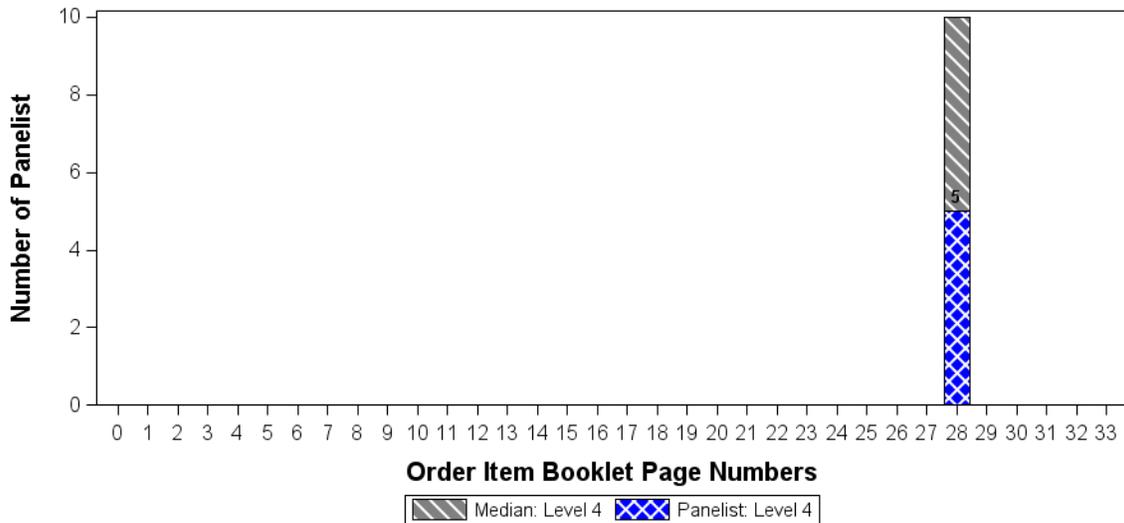
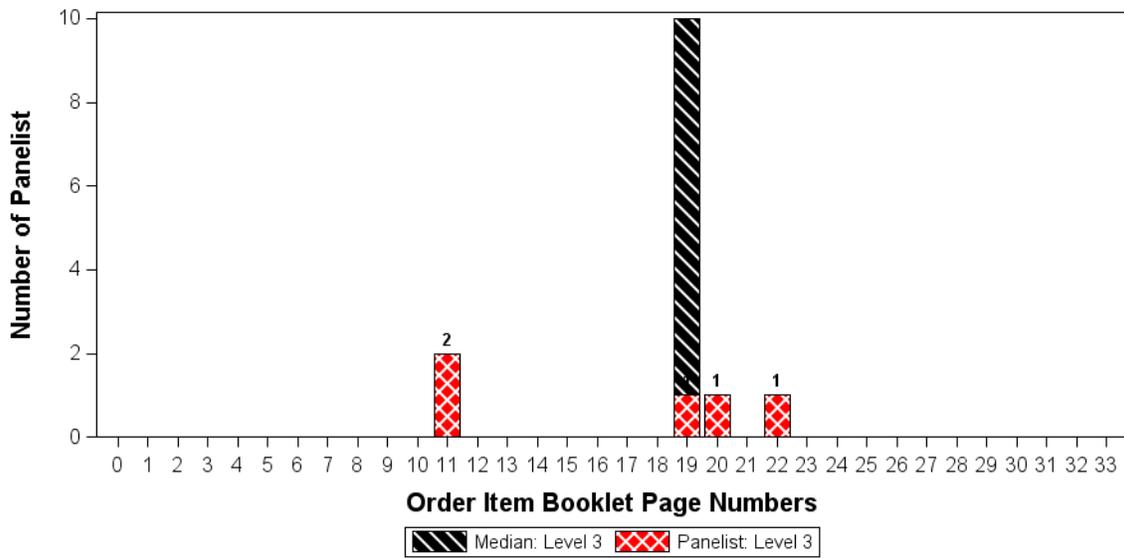
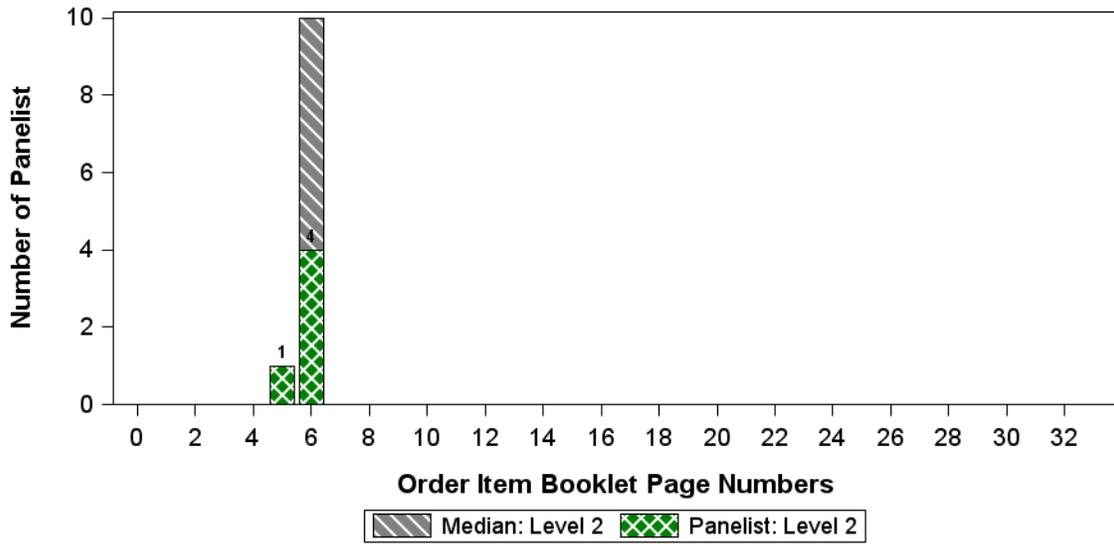
**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 3 Committee Results**

**Cut Frequencies  
Full Committee Results**



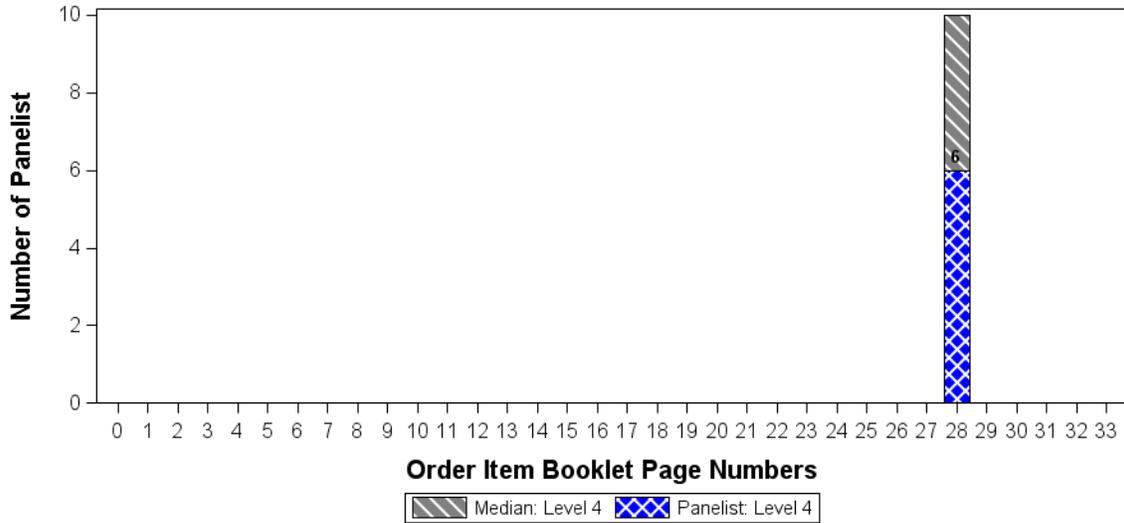
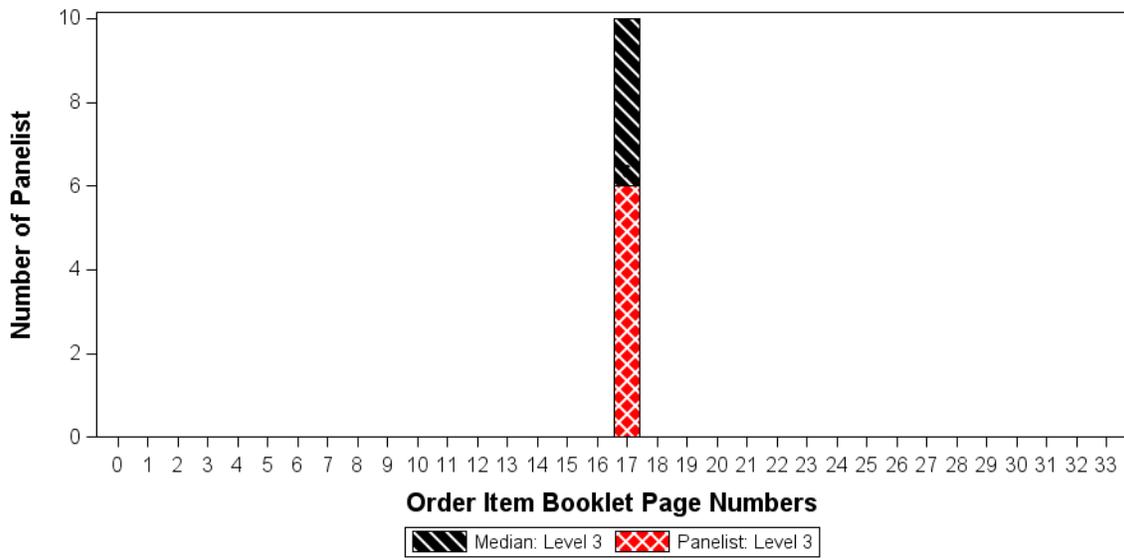
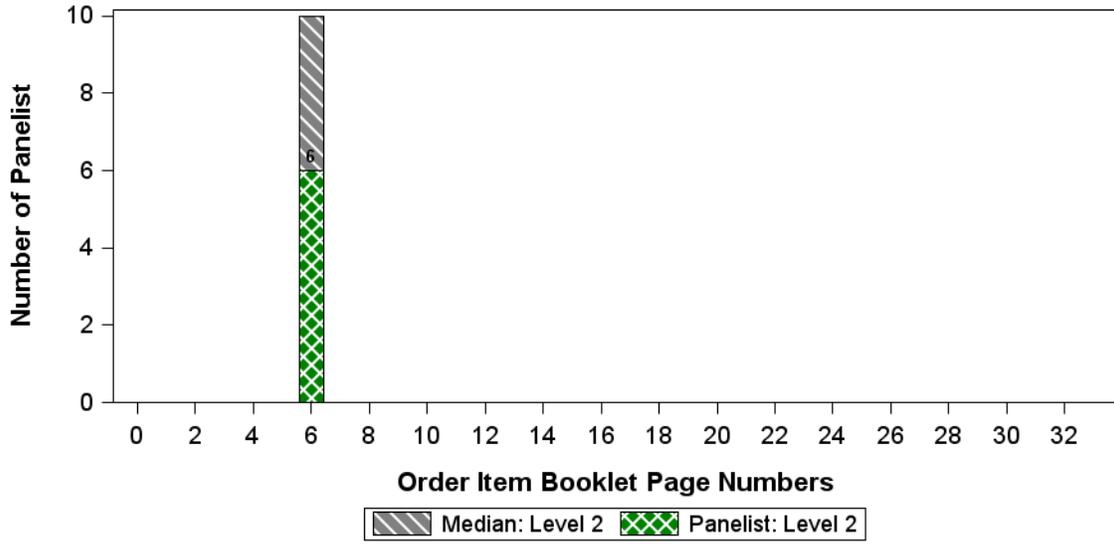
**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 3 Committee Results**

**Cut Frequencies  
Table 1**



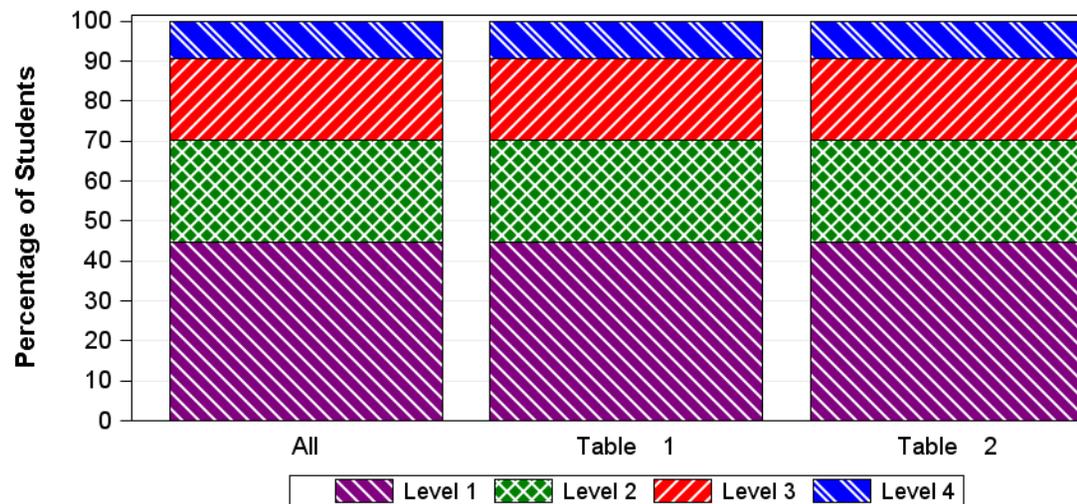
**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 3 Committee Results**

**Cut Frequencies  
Table 2**



**National Center and State Collaborative (NCSC)  
English Language Arts Grade 03 - Standard Setting  
Round 3 Committee Results**

**Impact Data  
Full Committee Results**



CONFIDENTIAL

Level	All	Table 1	Table 2
<b>Level 4</b>	9.4	9.4	9.4
<b>Level 3</b>	20.4	20.4	20.4
<b>Level 2</b>	25.6	25.6	25.6
<b>Level 1</b>	44.6	44.6	44.6