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Report on Evidence for Validity for the Cutscores Derived from the Grades 3 – 8 and 11 Standard Setting

November 17, 2015

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There are two sources of validity evidence for the cutscores derived from the Grades 3 – 8 and 11 standard setting on the NCSC's Assessments in Mathematics and English Language Arts: 1) Measured Progress' Standard Setting Report (November, 2015) and 2) my August 18, 2015 report from the observation of the standard setting process, Synopsis of Validity Evidence for the Cutscores Derived from the Grades 3 – 8 and 11 Standard Setting for NCSC ELA and Mathematics Assessments.

Based on the validity evidence provided in these documents, the following evidence supports the validity of the interpretations and uses of the cutscores:

- The panelists selected to participate in the standard setting process matched the targeted characteristics for panel composition (representing the partner states, appropriate range of educational experiences, experience with special needs students)
- Facilitators were trained to facilitate the standard setting panels
- Panelists were adequately trained in the process (they took the test, familiarized themselves with the PLDs, completed a item map to identify the competencies measured by the test questions, developed Borderline Performance Level Descriptors (BPLDs), completed a practice task and indicated that they felt ready to make their item ratings)
- Panelists indicated that they understood the feedback presented between rounds of ratings
- Panelists indicated that they considered the BPLDs in making their item ratings
- Panelists indicated that had sufficient time to make their item ratings
- Panelists indicated they felt confident in making their item ratings
- Panelists Mean Absolute Deviations showed cohesion in their item ratings
- Panelists Mean Absolute Deviations narrowed over rounds of ratings
- Cross-grade articulations were based on a "reasonableness" criterion, indicating that external criteria were used in making these adjustments
- Policy adjustments were based on a "reasonableness" criterion, indicating that external criteria were used in making any adjustments

Together these sources of validity evidence provide a strong case for supporting the overall validity for the interpretation and use of the cutscores derived from the standard setting for NCSC's assessments in Mathematics and ELA for Grades 3 – 8 and 11.