

# ELA Standard Setting Process

## Following Standard Setting Committee Recommendations

- The following is a description of the process used to review and formally adopt NeSA-ELA cut scores by the Nebraska State Board of Education.
  1. Standard Setting Committee recommendations were reviewed by internal NDE staff. The staff did not make any adjustments to the recommendations before recommending that the Commissioner carry those recommendations forward.
  2. The Commissioner's recommendations were presented to the Teaching & Learning Subcommittee. The Subcommittee decided to move the recommendations to the full board with the following changes.
    - The names of the levels were adjusted to be the generic Level 1 through Level 3. These names were described as temporary and would be revisited at a later date.
  3. The full board adopted the recommendation from the subcommittee. The following slides were presented to the full board prior to the vote.

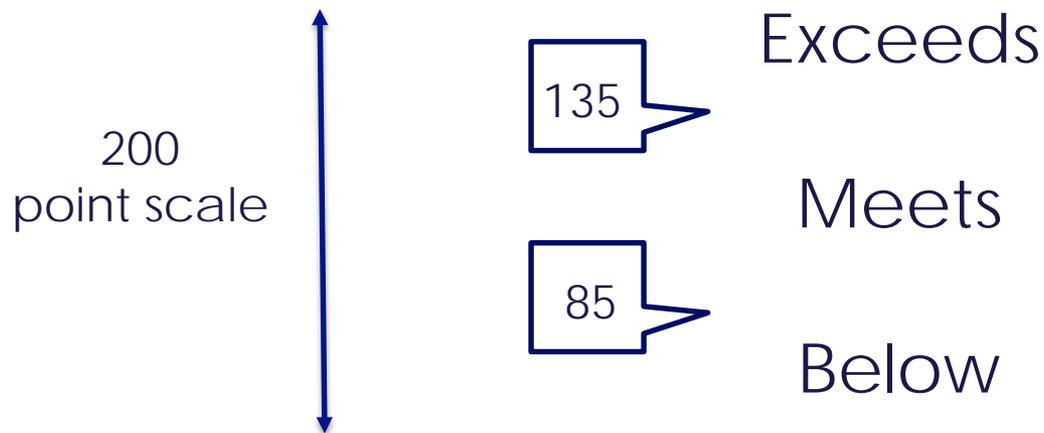


# Commissioner's Recommendation for Statewide Assessment

CCR English Language Arts (ELA) Grades 3-8  
CCR ELA-Alternate Grades 3-8 & 11

# Standard Setting

- Process of describing levels of performance and identifying ranges of test scores associated with those levels



- What does a “barely proficient” student need to know?

# Standard Setting

- When?
  - The first year of assessment
  - A test changes significantly
  - Policy makers want to adjust expectations

# Standard Setting

- Precipitating Event
  - ELA
    - Adoption of new College & Career Ready State Standards
    - Change in rigor
    - Expansion of item types

# ELA Process

- Included approximately 75 content area experts over 7 days
- Panelists used Performance Level Descriptions (PLD) and test content to recommend cut scores
- Multiple rounds and discussions
- Included access to impact data to inform decisions
- Included process to look at consistency across grades

# ELA Performance Level Descriptions

- **Level 1** learners **demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student **will likely be ready** for academic success at the next grade level.
- **Level 2** learners **demonstrate proficiency** in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student **will likely be ready** for academic success at the next grade level.
- **Level 3** learners **do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student **may need additional support** for academic success at the next grade level.

# ELA Cut Score Recommendations

- Performance Level Names

- Level 1

- Level 2

- Level 3



Proficient



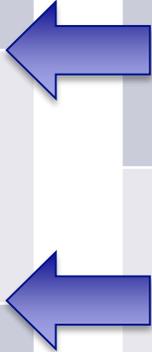
Non-Proficient

# ELA Cut Score Recommendations

- ELA General 3-8 & ELA Alternate 3-8 & 11
- 2 cuts for each grade level (26 cuts total)
- Temporary scales
  - Move to common scale
- What does a student that is “college & career ready” need to know and be able to demonstrate?

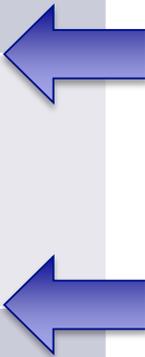
# ELA General Cut Score Recommendations

Performance Level	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Level 1						
Level 2	747	751	746	743	744	754
Level 3	710	710	715	714	710	723



# ELA Alternate Cut Score Recommendations

Performance Level	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	11 <sup>th</sup> Grade
Level 1	22	22	21	21	22	22	21
Level 2	15	15	15	15	16	16	16
Level 3							



# ACT Discussion

- ACT College Readiness Benchmarks
  - Based on research by ACT and based on probabilities of success
- Access
  - What score do post-secondary institutions use for entrance and placement decisions?

# ACT College Readiness Benchmarks

Equipped to...

Enroll and succeed (without remediation) in a credit-bearing first-year course

...at a two-year or four-year institution, trade school, or technical school

**B** or **C**  
or better or better  
50% 75%

## First-Year Courses

- English Composition
- Social Science
- College Algebra
- Biology

# ACT COURSE PLACEMENT SCORES

- Some postsecondary institutions in Nebraska use ACT scores for course placement.
- ACT Math is used more commonly than ACT English or Reading.
- In Math, College Algebra placement scores were close to the ACT College Readiness Benchmark (22), but lower scores (17–19) could place a student into credit-bearing courses.
- In English, placement scores for credit-bearing courses were close to the ACT College Readiness Benchmark (18).

# ACT COURSE PLACEMENT SCORES IN NEBRASKA

Type	Name	ACT Math	ACT English and Reading
2-year	Central CC, Southeast CC (3 campuses each, Associate degree only)	17–18 for 100-level math 22–23 for College Algebra	18 on ACT English 14 on ACT Reading
4-year	College of Saint Mary (Bachelor's degree only)	19 (or pass a placement test)	21 on ACT English for automatic exemption 18–20, recommend taking placement test
4-year	Wayne State College (Bachelor's & Master's)	19 for minimum gen. ed. requirement course 21 for College Algebra	
4-year	University of Nebraska at Omaha (Bachelor's, Master's, & Ph.D.)	19 for Intermediate Algebra 23 for College Algebra	

Note: This is a sample of Nebraska's 8 CCs and 23 four-year institutions.