



NEBRASKA
DEPARTMENT OF EDUCATION

**Nebraska Student Alternate Assessment
Grades 3 to 8, and 11 English Language Arts**

2017
Final Standard Setting Technical Report

Prepared for the
Nebraska Department of Education

Data Recognition Corporation
Maple Grove, MN 55311



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A

Standard Setting Methodology and Recommendations

Standard Setting Methodology

On July 17–21, 2017, staff members from Data Recognition Corporation (DRC) partnered with the Nebraska Department of Education (NDE) to conduct a standard setting for the Nebraska Student Alternate Assessment (NeSA-AA) tests of English Language Arts (ELA) in grades 3–8, and 11. Nebraska educators used the Angoff Yes/No procedure (Angoff, 1971) to make their cut score recommendations. A committee of 30 Nebraska educators examined the performance level descriptors (PLDs) and test items, and made content-based judgments about the test items that students in each achievement level would be expected to answer correctly.

Through this process, participants recommended cut scores that defined three achievement levels: *Developing*, *Established*, and *Distinguished*, where *Distinguished* represents the highest level of knowledge, skills, and abilities.

Table 1 shows the recommended raw cut scores and associated impact data from the workshop. Impact data are the percentages of students who would be classified in each achievement level on the spring 2017 administration of the NeSA-AA if the cut scores were implemented. A description of the standard setting process follows Table 1.

Table 1. Participant-Recommended Raw Cut Scores and Associated Impact Data for Grades 3–8, & 11 ELA-AA

Grade	Recommended Cut Scores		Impact Data from Spring 2017			
	Established	Distinguished	Developing	Established	Distinguished	Est. + Dist.
3	15	22	40.5%	41.3%	18.2%	59.5%
4	15	22	45.1%	38.4%	16.5%	54.9%
5	15	21	39.7%	43.0%	17.3%	60.3%
6	15	21	42.4%	35.2%	22.4%	57.6%
7	16	22	48.4%	40.5%	11.1%	51.6%
8	16	22	45.2%	33.4%	21.4%	54.8%
11	16	21	49.8%	29.6%	20.6%	50.2%

Background

The NeSA-AA tests are designed to assess Nebraska students' knowledge, skills, and abilities in grades 3–8, and 11 in English language arts (ELA), mathematics and science. In accordance with ~~NSR~~ 760.01, the Nebraska State Board of Education approved new academic standards for ELA on September 5, 2014, termed Nebraska's College and Career Ready Standards for English Language Arts (Nebraska Department of Education, 2017). These content standards were implemented in Nebraska schools in school year 2015–16. The NeSA tests of ELA were updated to measure these new content standards, and the updated NeSA ELA tests were administered to Nebraska students at the end of school year 2016–17.

The College and Career Ready Standards for English Language Arts were designed to “scaffold student learning by sequencing connected knowledge and skills across grades so that students

build and deepen understanding and ability over time” (Nebraska Department of Education, 2016a). Specifically, the content standards show a progression of knowledge, skills, and abilities in ELA from Kindergarten through high school.

Promoting Well-Articulated Achievement Standards

The achievement standards for the NeSA-AA were designed to mirror the progression found in the content standards, forming a set of *well-articulated* achievement standards from grade 3 through high school. To accomplish this, articulation was considered in two ways:

- The *performance level descriptors* (PLDs) were designed to mirror the content-based progression in the content standards. Accordingly, the content-based expectations for students in the *Established* level forms a progression across grades, as do the expectations for students in the *Distinguished* level.
- The *impact data*, or the proportions of students classified in each performance level, were expected to form a reasonable, explainable pattern across grades.

To promote well-articulated standards, the Nebraska educators worked together on grade 5 and then grade 6 the first two days of the standard setting meeting. The educators then split into two groups to complete the remaining grades. During these workshops, Nebraska educators actively considered the impact data across grades, making sure the proportions of students classified in each performance level was (a) commensurate with the content-based expectations found in the PLDs and (b) part of a reasonable pattern when viewed across grades.

Across-grade articulation was an essential component of the NeSA-AA ELA standard setting, and the steps taken to consider this articulation is described throughout this report.

Workshop Committees

NDE recruited participants from across the state of Nebraska for the standard setting. A total of 30 educators participated in the standard setting.

Two committees worked independently and in concert to recommend cut scores for the NeSA-AA ELA tests. These committees are summarized here:

- 1) *Grades 3–5 committee*. The committee for grades 3–5 convened on July 17–20 to recommend cut scores for grades 3–5. The committee consisted of 14 educators.
- 2) *Grades 6–8, and 11 committee*. The committee for grades 6–8, and 11 convened on July 17–21 to recommend cut scores for grades 6–8, and 11. The committee consisted of 16 educators.

The committees began their work together on July 17–18 to recommend cut scores for grades 5 and 6. After working together, the two committees split apart to repeat the Angoff Yes/No procedure and recommend cut scores for grades 3–4 or for grades 7–8. On July 20, participants from these

committees reconvened to inspect their recommendations across grades. On July 21, the grade 6 to 8, and 11 committee completed the workshop by providing recommendations for the grade 11 test.

Table 3 summarizes the self-reported demographic characteristics of standard setting. Most of the participants were classroom teachers, and most participants reported having more than 10 years of experience in education.

At the standard setting, participants were seated at tables of 4–6 participants each, as described later in this section. Each table was balanced in terms of gender, profession, and general location in the state.

Table 3. Self-reported demographics for participants in the three standard setting committees

Category	Type	Frequency	Percent
Total	Number of Participants	30	100.0
Gender	Female	29	96.7
	Male	1	3.3
Ethnicity	Caucasian	30	100.0
	Other	0	0.0
Special Population Experience	Taught special ed (self-contained)	21	70.0
	Taught special ed (mainstream)	21	70.0
	Taught English language learners	1	3.3
Current Assignment	Classroom Teacher	19	63.3
	Other	11	36.7
Years of Experience	10 or fewer	11	36.7
	11–20	14	46.7
	More than 20	5	16.7

Workshop Materials

DRC provided the materials for the standard setting. Participants studied these materials during the standard setting under the direction of workshop staff. These materials included the following.

- **Performance level descriptors (PLDs).** PLDs summarize the knowledge, skills, and understandings expected of students in each performance level. The PLDs were developed previously by NDE and were provided to participants for their study during the workshop.
- **Test items.** Participants were given copies of the operational tests. All test items were administered operationally in spring 2017.
- **Item map.** Information on each test item was provided on the item map, including the correct answers, and the standard to which each item was aligned.

- **Training materials.** To practice the Angoff Yes/No procedure, participants were given a set of training items. These items were used only for training in the standard setting process.

Standard Setting Procedure:

On July 17–21, a committee of 30 Nebraska educators convened to recommend cut scores for grades 3 to 8, and 11.

Opening Session and Participant Training

Jeremy Heneger, NDE Assistant Director of Statewide Assessment, welcomed participants to the standard setting worksho. NDE gave participants the background for the standard setting, including the recent changes to the testing program and why standard setting was needed for the NeSA-AA ELA tests. By the end of this session, participants understood the purpose of the standard setting.

Richard Smith, Sr. Research Director of DRC then conducted the standard setting training. Mr. Smith introduced the goals of the standard setting, summarized the roles of standard setting participants, and administered a training exercise using the training items. At the end of the training session, DRC handed out and collected a signed Readiness Form to confirm that they were comfortable to begin the standard setting process.

Angoff Yes/No Procedure for Grade 5 and 6

NDE then seated participants at six tables, checking to make sure the tables were balanced in terms of relevant demographic characteristics. Five participants were seated at each table.

Participants worked independently and in concert to recommend cut scores for the grade 5 test. Grade 5 was selected to begin the process because (a) focusing on a single grade with the entire committee would allow participants to gain a common understanding of what was expected generally of *Established* and *Distinguished* students, (b) the entire committee could master the Angoff Yes/No Procedure together before repeating it for additional grades, and (c) beginning with the center grade of the grades 3 to 8 sequence would allow the committee to consider the articulation of the cut scores across grades throughout the workshop.

Participants engaged in three rounds of the Angoff Yes/No Procedure. In Round 1, participants studied the PLDs and test items, and then participants made their yes/no judgments independently. In Round 2, participants discussed their Round 1 yes/no judgments at their tables, and then they made their Round 2 of yes/no judgments independently.

After Round 2, participants were shown a histogram of the number of yes decisions, along with a presentation of median number of yeses overall. Participants were also shown the impact data associated with their median number of Round 2 yeses. Participants discussed the impact data at their tables and as a large group. Participants then discussed their yes/no judgments. Finally the participants made their Round 3 yes/no judgments independently. After Round 3, participants were shown the impact data associated with their median Round 3 yeses. Participants were instructed that they would have an opportunity later in the workshop to revisit their recommendations as part of the

across-grade articulation discussion.

Bookmark Procedure for Grades 3, 4, 7, 8, and 11

The committee then divided into two pre-determined subcommittees. One committee was charged with repeating the Angoff Yes/No Procedure for grade 4 and then grade 3, working their way down from grades 5 and 6; the other for grade 7, then grade 8 and then grade 11, working their way up from grades 5 and 6. Each subcommittee met in a separate room.

The process used by each committee mirrored that used for grades 5 and 6. Participants engaged in three rounds of the Angoff Yes/No Procedure, and participants were shown impact data after Round 2. However, after Round 2 for each subsequent grade, participants were shown the impact data associated with their median number of Round 2 yeses, as well as the impact data associated with all the grades which had been completed to that point. For example, after Round 2 for grade 4, participants were shown the impact data associated with their Round 2 yeses, plus the impact data from Round 3 for grade 5 (which was completed earlier in the workshop by the whole committee), Round 2 for grade 6 (which was being completed by the other subcommittee). By examining the impact data from other grades throughout the process, participants could gain a rich understanding of the patterns emerging in the performance standards, and participants could inform their cut score recommendations with the impact data throughout the process.

Across-Grade Articulation Discussion

After participants made their recommendations for each of grades 3 to 8, the entire committee reconvened to inspect the cut score recommendations and associated impact data across grades. Participants were reminded of the importance of having well-articulated performance standards, and that the impact data should form a reasonable, explainable pattern across grades. Participants were instructed that, as a committee, they could make recommendations to adjust the cut score recommendations to promote better across-grade articulation, if needed.

Participants examined the impact data and made several recommendations to adjust cut scores to promote better articulation across grades. These recommendations, along with all of participants' recommendations from Round 3, are included later in this section.

Standard Setting Recommendations

Participants engaged in three rounds of the Angoff Yes/No Procedure for each of grades 3 to 8, and 11. As they worked, they were shown impact data associated with their recommendations.

After all grades were completed, participants considered their cut score recommendations. Specifically, participants considered the articulation of their recommendations across grades. Participants were instructed that performance standards were considered *well articulated* if the impact data associated with the cut scores formed a reasonable, explainable pattern across grades.

The committee was instructed to write down which cut scores they would like to see adjustments made if any, and by how much of an adjustment they felt would be appropriate, all to promote better articulation across grades. Those adjustment recommendations were analyzed by Mr. Smith, and within ± 1 standard error of the cut score, adjustments were applied to become the participants final recommendation. The participants' adjusted cut scores can be considered to be consistent with their content-based expectations for students that they made throughout the Bookmark Procedure.

Participants working on grade 11 during the final day were shown the impact data associated with their final recommendations before they left the workshop. The group's final recommended cut scores, as well as the associated impact data, are shown in Table 4.

Table 4. Participant-Recommended Cut Scores and Associated Impact Data for the 2017 NeSA ELA-AA

Grade	Recommended Cut Scores			Impact Data from Spring 2017		
	Established	Distinguished	Developing	Established	Distinguished	<i>Est. + Dist.</i>
3	15	22	40.5%	41.3%	18.2%	59.5%
4	15	22	45.1%	38.4%	16.5%	54.9%
5	15	21	39.7%	43.0%	17.3%	60.3%
6	15	21	42.4%	35.2%	22.4%	57.6%
7	16	22	48.4%	40.5%	11.1%	51.6%
8	16	22	45.2%	33.4%	21.4%	54.8%
11	15	21	44.9%	34.5%	20.6%	55.1%

Standard Errors Associated with Participants' Final Recommendations

After the workshop, DRC found the scale location associated with participants' final recommended cut scores. As future forms of the NeSA-AA ELA tests are expected to be parallel to the form used in spring 2017, these cut scores (on the scale score metric) are generalizable to these future forms.

The conditional standard error of measurement (CSEM) expresses the amount of statistical uncertainty that surrounds any given point on the test scale, including the cut scores. If a student were to earn a given score on the test, it would be expected that the student would have approximately a two-thirds chance of earning that same score, plus or minus one CSEM, if he or she were tested again.

Table 5 shows the cut scores from the across-grade articulation discussion, as well as the CSEM associated with each cut score. The CSEM values are expressed on the scale score metric. The test scale for each test is independent.

Table 5. Recommended cut scores and conditional standard errors of measurement (CSEM) for the NeSA-AA ELA

Grade	Recommended Cut Scores		Conditional Standard Error of Measurement	
	Established	Distinguished	Established	Distinguished
3	200	246	11	17
4	200	244	11	16
5	200	238	12	15
6	200	238	12	16
7	200	249	14	20
8	200	238	11	15
11	200	232	12	15

Final Approval of Cut Scores by NDE

After the workshop, NDE considered the participants’ recommended cut scores, as shown in Table 4. NDE noted that participants considered the content-based expectations for students, the proportions of students in each performance level, and the items on the operational test forms.

As part of its approval process, NDE made one policy-based adjustment to the cut scores. In grade 11, NDE adjusted the *Established* cut score from 15 to 16. This adjustment was implemented to make the percentage of students classified as *Established and Distinguished* in grade 11 (50.2% after adjustment). Accordingly, the adjusted cut score still reflected the content-based expectations of students enumerated by the PLDs, still honored the voices of Nebraska educators who took part in the standard setting, and considered the policy-based needs of the testing program as a whole.

After deliberation, NDE approved the final set of cut scores on August 4, 2017 (Nebraska State Board of Education, 2017). The final, approved cut scores (shown here and in Table 1) were used for operational score reporting soon thereafter.

Table 6. Approved Cut Scores and Associated Impact Data for Grades 3–8 ELA

Grade	Recommended Cut Scores		Impact Data from Spring 2017			
	Established	Distinguished	Developing	Established	Distinguished	<i>Est. + Dist.</i>
3	15	22	40.5%	41.3%	18.2%	59.5%
4	15	22	45.1%	38.4%	16.5%	54.9%
5	15	21	39.7%	43.0%	17.3%	60.3%
6	15	21	42.4%	35.2%	22.4%	57.6%
7	16	22	48.4%	40.5%	11.1%	51.6%
8	16	22	45.2%	33.4%	21.4%	54.8%
11	16	21	49.8%	29.6%	20.6%	50.2%

References

- Angoff, W. H. (1971). Scales, norms, and equivalent scores. In R. L. Thorndike (Ed.), *Educational Measurement* (pp. 508-600). Washington, DC: American Council on Education.
- Nebraska Department of Education. (2016a). Content area standards reference guide. Available at https://www.education.ne.gov/AcademicStandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf.
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- Nebraska State Board of Education. (2017). State Board of Education Meeting Minutes: August 3–4, 2017. Retrieved on September 21, 2017, from https://www.education.ne.gov/stateboard/Minutes/2017/August_3_4_FINAL_Minutes.pdf.

B

Agendas



**Nebraska Student Assessment (NeSA)
English Language Arts Alternate Assessment
Standard Setting Agenda**

Monday, July 17, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 8:45	Welcome (NDE), introduction of staff, forms review
8:45 – 10:15	Standard setting training
10:30 – 11:30	Performance level descriptors (PLDs) and standards review: Grade 5
11:30 – 12:30	Lunch <i>Table leaders meet during lunch for a review of roles and responsibilities</i>
12:30 – 1:00	Panelists take the operational test: Grade 5
1:00 – 2:30	Complete Round 1 of standard setting process: Grade 5
2:30 – 3:00	Presentation of Round 1 results and table discussion: Grade 5
3:00 – 4:00	Complete Round 2 of standard setting process: Grade 5



Tuesday, July 18, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 9:00 discussion	Presentation of Round 2 results, impact data, and room
9:00 – 9:45	Complete Round 3 of standard setting process: Grade 5
9:45 – 10:15	Revision of PLDs: Grade 5
10:30 – 11:30	PLDs and standards review: Grade 6
11:30 – 12:30	Lunch
12:30 – 1:00	Panelists take the operational test: Grade 6
1:00 – 2:00	Complete Round 1 of standard setting process: Grade 6
2:00 – 2:30	Presentation of Round 1 results and table discussion: Grade 6
2:30 – 3:00	Complete Round 2 of standard setting process: Grade 6
3:00 – 3:15	Presentation of Round 2 results, impact data, and room discussion
3:15 – 3:45	Complete Round 3 of standard setting process: Grade 6
3:45 – 4:00	Revision of PLDs: Grade 6

Wednesday, July 19, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 9:30	PLDs and standards review: Grades 4 & 7
9:30 – 10:30	Panelists take the operational test: Grades 4 & 7
10:30 – 11:30	Complete Round 1 of standard setting process: Grades 4 & 7
11:30 – 12:30	Lunch
1:00 – 1:15	Presentation of Round 1 results and table discussion: Grades 4 & 7
1:15 – 2:00	Complete Round 2 of standard setting process: Grades 4 & 7
2:00 – 2:30	Presentation of Round 2 results, impact data, and room discussion
2:30 – 3:30	Complete Round 3 of standard setting process: Grades 4 & 7
3:30 – 4:00	Revision of PLDs: Grades 4 & 7

Thursday, July 20, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 9:15	PLDs and standards review: Grades 3 & 8
9:15 – 10:00	Panelists take the operational test: Grades 3 & 8
10:00 – 11:00	Complete Round 1 of standard setting process: Grades 3 & 8
11:00 – 11:30	Presentation of Round 1 results and table discussion: Grades 3 & 8
11:30 – 12:30	Lunch
12:30 – 1:45	Complete Round 2 of standard setting process: Grades 3 & 8
1:45 – 2:15	Presentation of Round 2 results, impact data, and room discussion
2:15 – 3:30	Complete Round 3 of standard setting process: Grades 3 & 8
3:30 – 4:00	Revision of PLDs: Grades 3 & 8

Note: Participants focused on lower grades (i.e., grades 3 and 4) will complete their work on Thursday, July 20. After Thursday’s session, these participants will be dismissed with the thanks of NDE and DRC.

Participants focused on upper grades (i.e., grades 7 and 8) will continue their work on Friday, July 21, by recommending cut scores for grade 11.

Friday, June 21, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 9:15	PLDs and standards review: Grade 11
9:15 – 10:00	Panelists take the operational test: Grade 11
10:00 – 11:00	Complete Round 1 of standard setting process: Grade 11
11:00 – 11:30	Presentation of Round 1 results and table discussion: Grade 11
11:30 – 12:30	Lunch
12:30 – 1:45	Complete Round 2 of standard setting process: Grade 11
1:45 – 2:15	Presentation of Round 2 results, impact data, and room discussion
2:00 - 2:45	Complete Round 3 of standard setting process: Grade 11
2:45 – 3:15	Revision of PLDs: Grade 11
3:15 – 4:00	Vertical articulation discussion (if necessary)

C

Training Presentation and Materials



NEBRASKA
DEPARTMENT OF EDUCATION

NeSA - AA
Standard Setting Training

July 17, 2017 • Lincoln, NE

Welcome

- Nebraska Department of Education
 - Jeremy Heneger



2



Introductions

- NDE Staff
- Participants



3



Introductions

- DRC Staff
 - Bonnie Wright, Content Specialist
 - Patrick Martin, Content Specialist
 - Lee McKenna, Room Lead
 - Alassane Savadogo, Statistical Analyst
 - Richard Smith, Training and Room Lead



4



Important Forms

- Complete and sign the **Confidentiality Form** and **Participant Survey**.
 - Forms will be collected at the end of this session.
 - Complete and return the other forms in your folder during or after this meeting.



5



Workshop Goal

- To recommend cut scores that categorize students into one of three performance levels:
 - *Developing*
 - *Established*
 - *Distinguished*

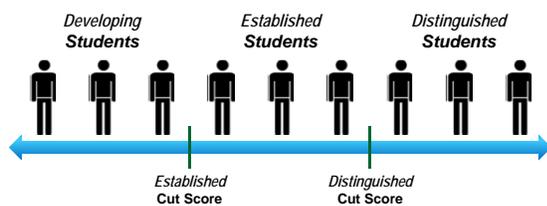


6



Cut Scores & Performance Levels

- Two cut scores classify students into three achievement levels.



7



Angoff Yes/No Procedure



Item-centered method

Content-based decisions

Iterative process



8



Take the Test

- By taking the test, you will better understand students' testing experience on test day.



9



Performance Level Descriptors

- PLDs describe the knowledge, skills, and abilities expected of students in each achievement level.
 - They are linked to the state content standards.
 - PLDs describe students in the middle of each level, not on the borderlines.

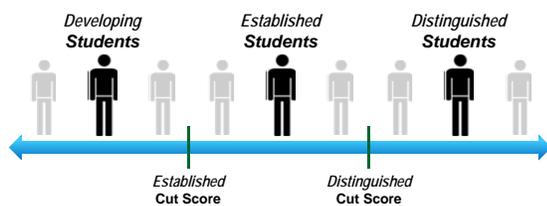


10



PLDs and Performance Levels

- PLDs describe the student in the middle of each performance level.

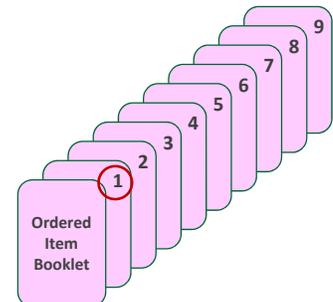


11



Ordered Item Booklet (OIB)

- The OIB comprises items from the spring test.
 - One item per page
 - Easiest item first
 - Hardest item last
 - Items ascend in difficulty as based on student performance



12



Two Borderline Students

- Borderline students are those just barely leaving one level and entering the next level.
 - The PLDs do *not* describe these students directly.
 - There are two borderline students.

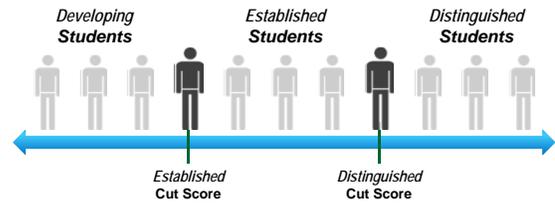


13



Two Borderline Students

- Angoff Yes/No ratings and cut scores are linked to the student *just* in each level.

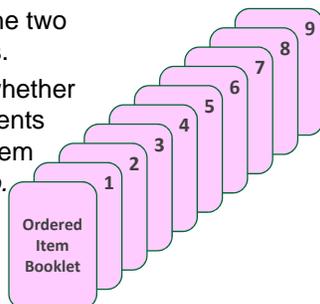


14



Borderline Students and the OIB

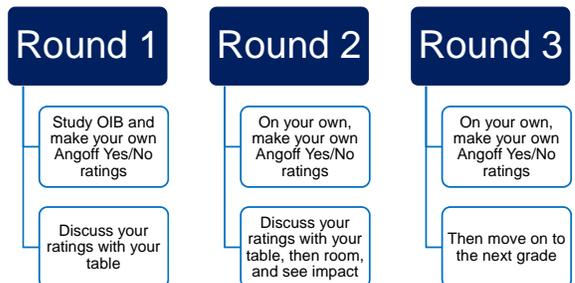
- You will consider the two borderline students.
- You will consider whether the borderline students can answer each item correctly, *yes or no*.
- Cut scores will be calculated from your ratings.



15



Three Rounds



16



Roles and Responsibilities

- You will make recommendations to NDE regarding the achievement standards.
- During the workshop, remember to:
 - Contribute to discussions at your table
 - Participate in group-wide discussions
 - Make your Angoff ratings independently
 - Ask a member of staff any questions
 - Use workshop materials only in meeting rooms
 - Keep workshop conversations confidential



17



Security

- Your facilitators will collect your materials each afternoon.
- Please leave the workshop materials in the meeting rooms at all times.
- Do *not* discuss the contents of the materials outside your meeting room.
- You are welcome to use phones, tablets, and laptops in the lunchroom and hallways.
- Please do *not* use these items in the meeting rooms at any time.



18



Training Materials

- Performance Level Descriptors (PLDs)
- Sample Ordered Item Booklet (OIB)
- Item Information Sheet
- Item Separation Chart
- Angoff Ratings Sheet



19



Item Information Sheet

ELA Alternate - Training Session
Item Information

Name: _____

OIB Number: _____

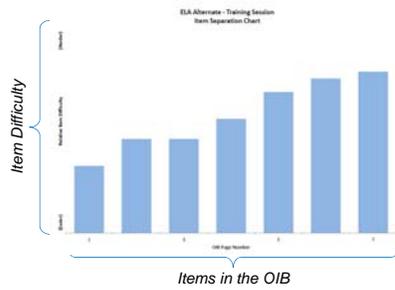
OIB Page	Type	Key	Training Round		Round 2		Round 3		Notes
			Dev/Est	Est/Dist	Dev/Est	Est/Dist	Dev/Est	Est/Dist	
1	MC	A							
2	MC	B							
3	MC	A							
4	MC	A							
5	MC	C							
6	MC	B							
7	MC	C							



20



Example: Item Separation Chart



21



Examining an Item



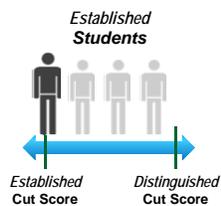
- Make a brief note to yourself about what the item measures.
- Ask yourself if the borderline student would be expected to answer the item correctly.
- Record your “Yes” or “No” judgment on your Item Information Sheet.



22



Items and the Borderline Student



- Remember to consider the borderline student, not the student in the middle of the achievement level.
 - For example, would the just *Established* student be expected to answer the question correctly?

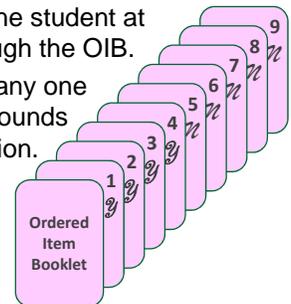


23



Tips on Studying the OIB

- Consider one borderline student at a time as you go through the OIB.
- Don't get hung up on any one item: you have three rounds of ratings and discussion.
- Students in a higher level are expected to answer items from lower levels.



24



Recording Your Angoff Ratings

OIB Page	Type	Key	Training Round	
			Dev/ Est	Est/ Dist
1	MC	A	Yes	Yes
2	MC	B	Yes	Yes
3	MC	A	No	Yes
4	MC	A	Yes	Yes
5	MC	C	No	Yes
6	MC	B	No	No
7	MC	C	No	Yes

- For each item, indicate whether *each borderline student* would be expected to answer the item correctly.

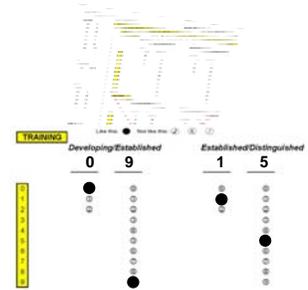


25



Transferring Your Angoff Ratings

- Then add up your “Yes” ratings for each borderline student.
- Record these sums on the rating form.



26



Pacing

- Some people will take longer than others to study the test items and make their Angoff ratings.
 - During conversations, please be considerate of others at your table and in the room.
 - If you finish earlier than your neighbors, you may wish to check-in with your facilitator, leave your materials at your table, and take a short break.



27



NeSA - AA 2017 Standard Setting

PRACTICE EXERCISE



28



Focus on the First Borderline Student

- Review the PLDs for *Developing* and *Established*.
 - Consider the student who is just barely *Established*.
 - What knowledge, skills, and abilities would you expect of this borderline student?
- Then review the sample test items.



29



Examine Items Using Item Info Sheet

- For each item...
 - Consider what the item measures.
 - Ask yourself if the borderline *Established* student would be expected to answer the item correctly.
 - Write "Yes" or "No" in the *Dev/Est* column of the Item Info Sheet.

OIB Page	Type	Key	Training Round	
			Dev/Est	Est/Dist
1	MC	A	Yes	Yes
2	MC	B	Yes	Yes
3	MC	A	No	Yes
4	MC	A	Yes	Yes
5	MC	C	No	Yes
6	MC	B	No	No
7	MC	C	No	Yes



30



Repeat the Process Twice

- Now complete the *Dev/Est* decision for all seven items:
 - Then go back to the first item and repeat the process for the student who is just barely *Distinguished*
- Remember the steps:
 1. Review the PLDs
 2. Consider the expectations for the borderline student
 3. Review the test items
 4. Ask yourself whether the borderline student would be expected to answer the item correctly
 5. Write "Yes" and "No" judgments on the Item Information Sheet



31



Review Your Item Info Sheet

- After you have studied the items, look over your ratings.
 - If you expect the *Dev/Est* borderline student to answer an item correctly, you should also expect the *Est/Dist* to answer the item correctly.
 - It's okay if you don't expect any borderline students to answer some items correctly.

Training Round	
Dev/Est	Est/Dist
Yes	Yes
Yes	Yes
No	Yes
Yes	Yes
No	Yes
No	No
No	Yes
3	6



32



Transfer Your Angoff Ratings

- Add up the number of “Yes” ratings you made for:
 - The *Dev/Est* borderline student
 - The *Est/Dist* borderline student
- Transfer these sums to the Rating Form.



33



Practice Exercise

Questions??

If not, please complete the training exercise



34



Feedback Following Rounds

- You will receive feedback following Rounds 1 and 2.
- You will discuss the results at your table following Rounds 1 and 2.
- You will present table results to the room and discuss results as a room.



35



Example: Round 1 Feedback

Participant Number	Established	Distinguished
1	12	18
2	12	19
3	14	18
4	13	17
5	11	18
6	12	18
7	14	18
Median	12	18



36



Discussion of Round 1 Ratings

- In the actual workshop, you will discuss your Round 1 ratings at your table.
- Feel free to discuss:
 - Your Angoff Yes/No ratings
 - Items where you had a hard time making a rating
- After discussion, you will have a second opportunity to make Angoff ratings.
 - You can change any, all, or none of your ratings.
 - Making Angoff ratings is always an individual activity.



37



Suggestions for Discussions

- Practice active listening.
- Be open to changing your mind.
- Work to understand your colleagues' rationales for their Angoff ratings.
- In a respectful manner, feel free to ask questions of your colleagues.
- Do *not* discuss your ratings until everyone at the table has made theirs.
- Keep the contents of your discussions private.



38



Example: Round 2 Feedback

Participant Number	Established	Distinguished
1	12	18
2	12	19
3	12	18
4	13	18
5	11	17
6	12	18
7	14	18
Median	12	18
Developing	Established	Distinguished
0.0%	0.0%	0.0%



39



Workshop Structure

1. Study PLDs and Standards
2. Take the test
3. Study OIB and make Round 1 ratings
4. Discuss Round 1 at tables
5. Study OIB Make Round 2 ratings
6. Discuss Round 2 at table and as a group
7. Study OIB Make Round 3 ratings
8. Move on to next grade



40



Order of Grades to be Considered

Day	Lower-grade Group	Upper-grade Group
First	Everyone works on Grade 5	
Second	Everyone works on Grade 6	
Third	Work on Grade 4	Work on Grade 7
Fourth	Work on Grade 3	Work on Grade 8
Fifth	---	Work on Grade 11



41



Readiness Form

- Please take a few moments to complete the Readiness Form.
- When complete, please hand in to a Facilitator.
- We will address any questions you have before we move on to the Standards and PLD review.



42



NeSA - AA Standard Setting

ANY QUESTIONS?

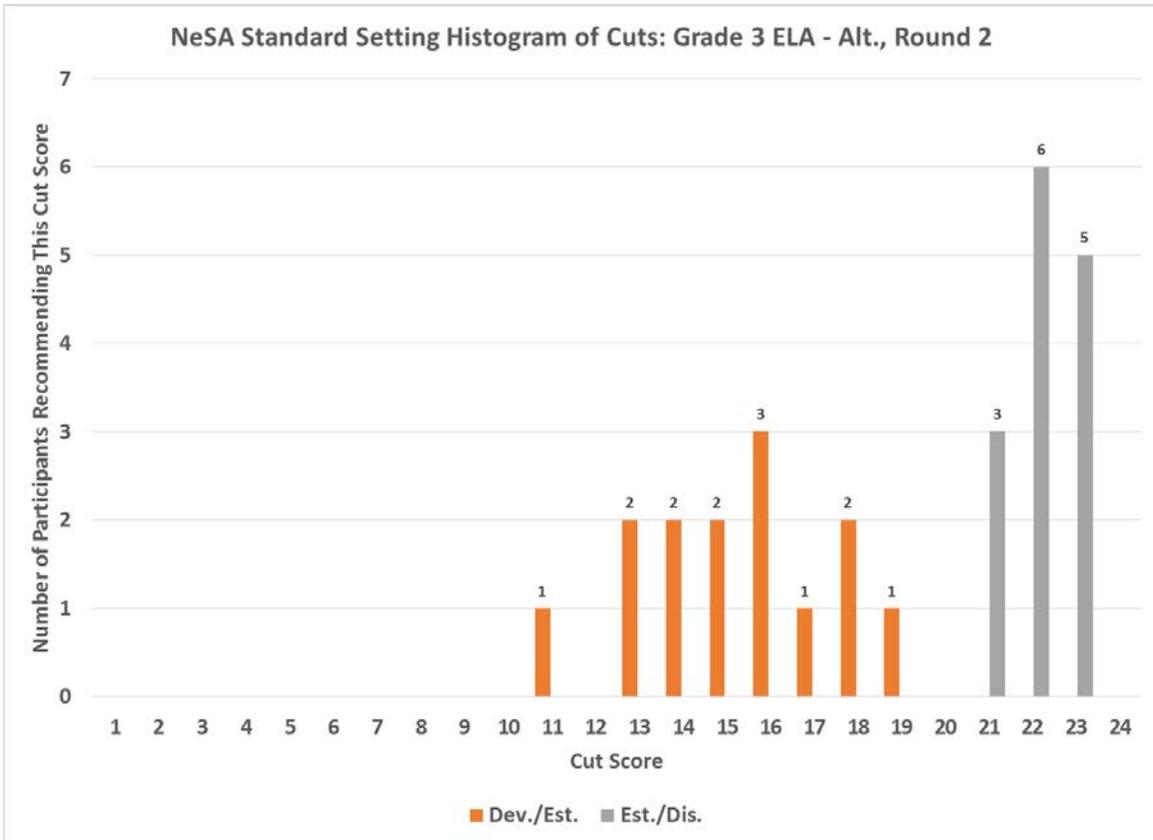
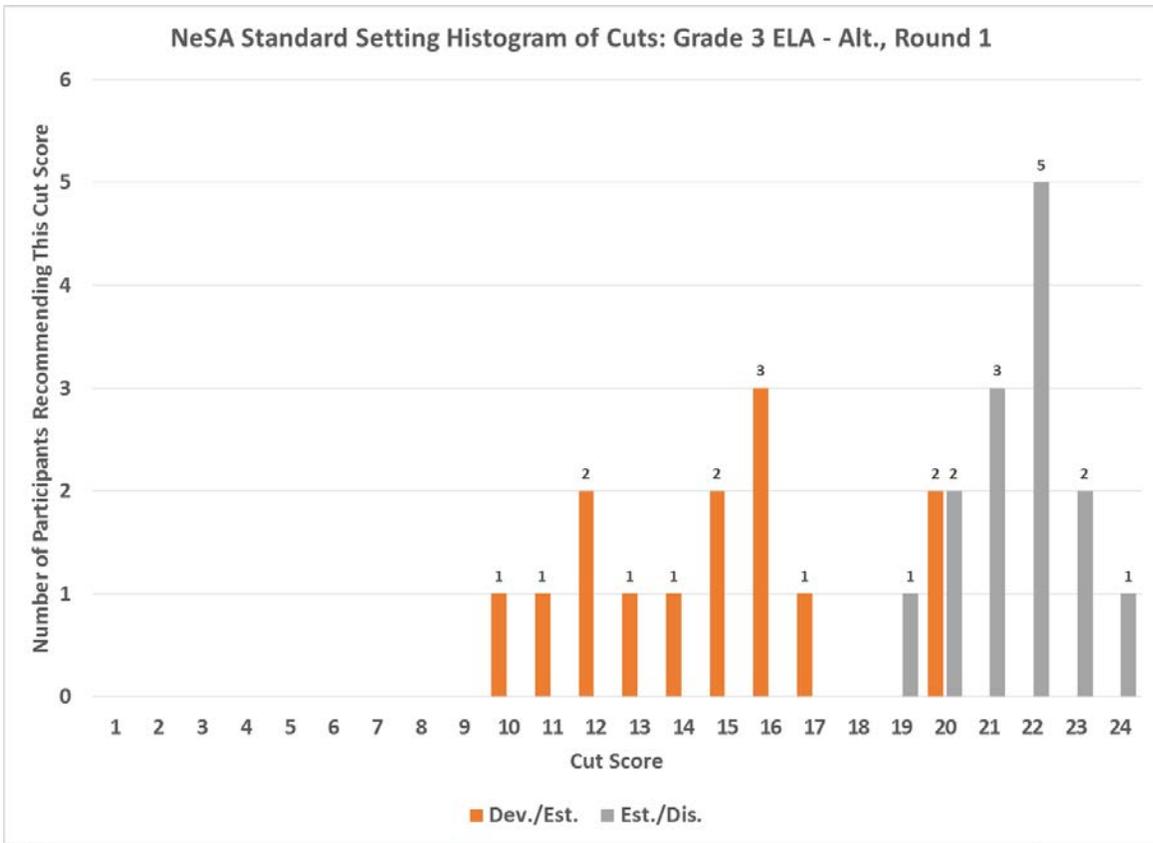


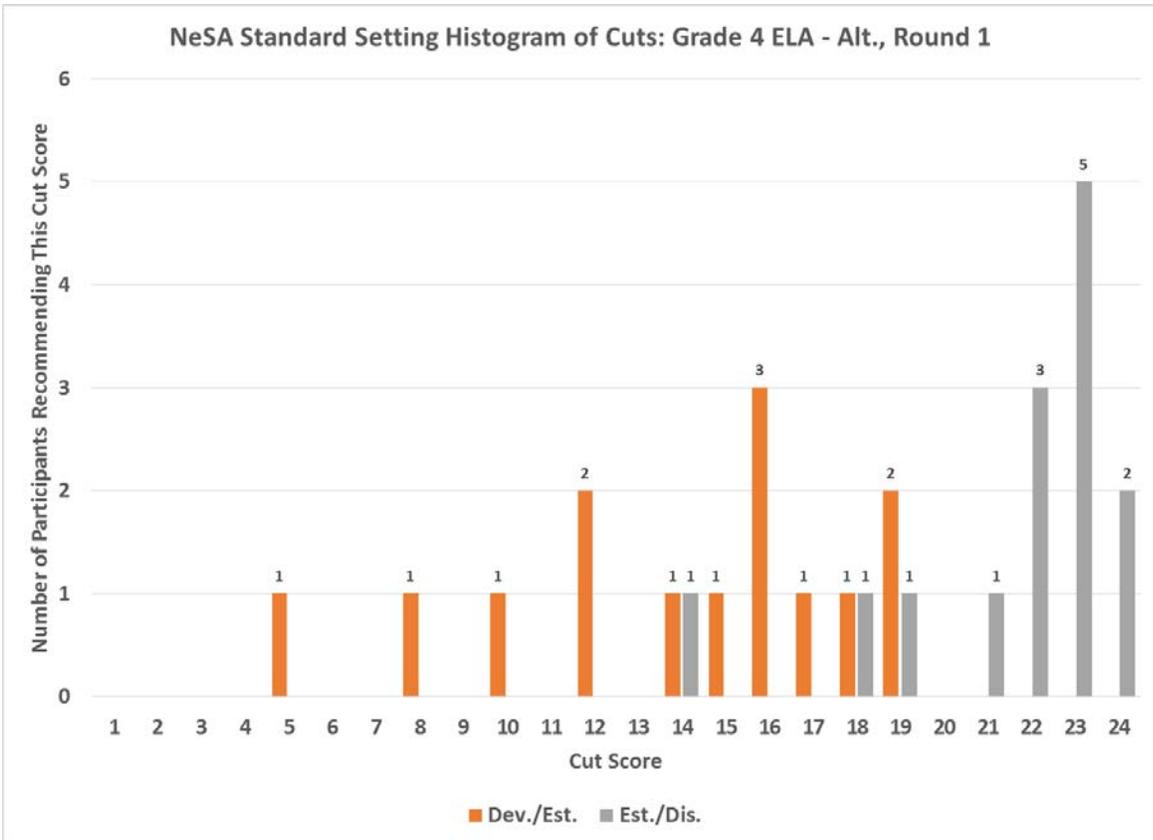
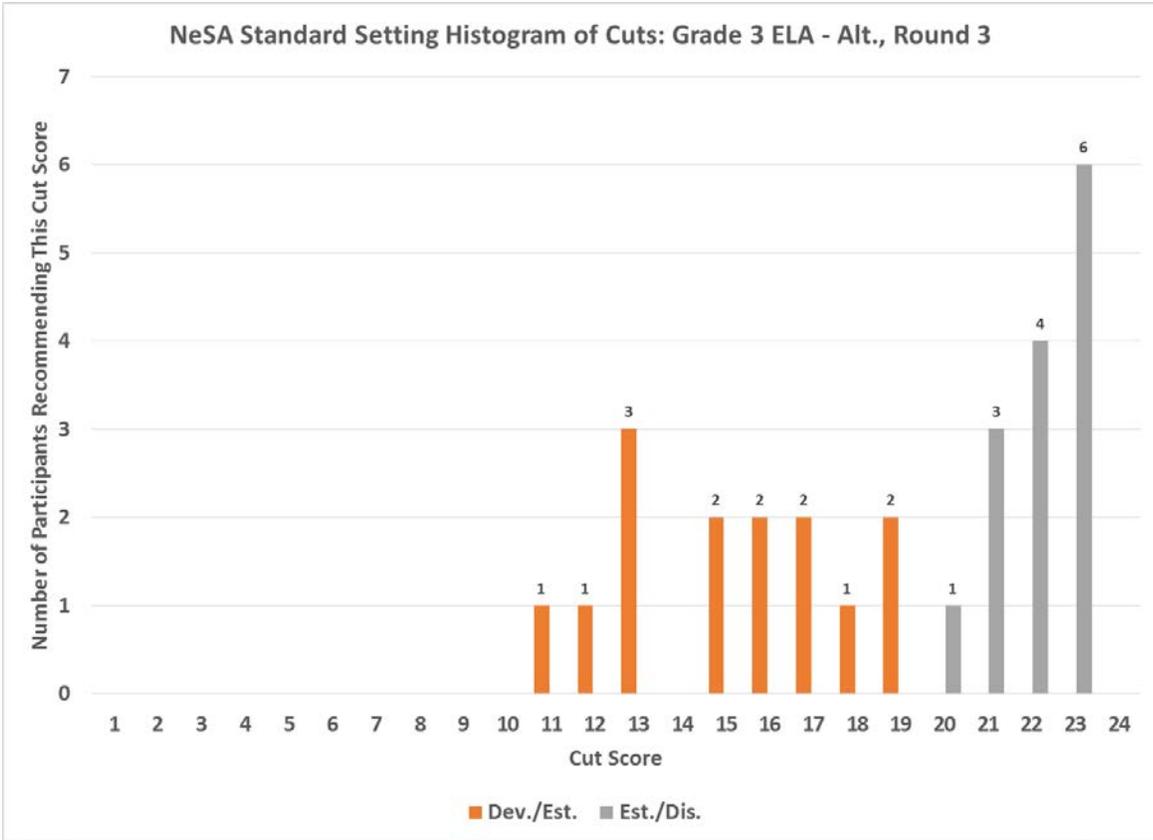
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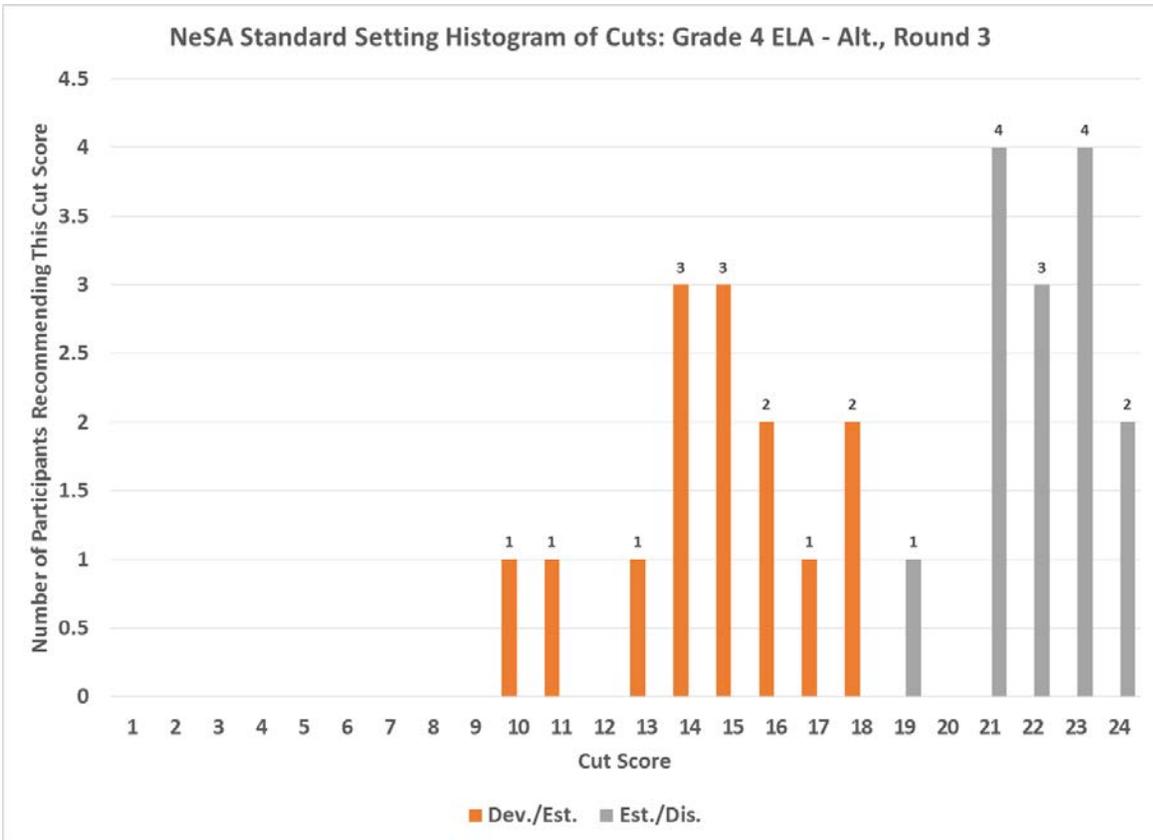
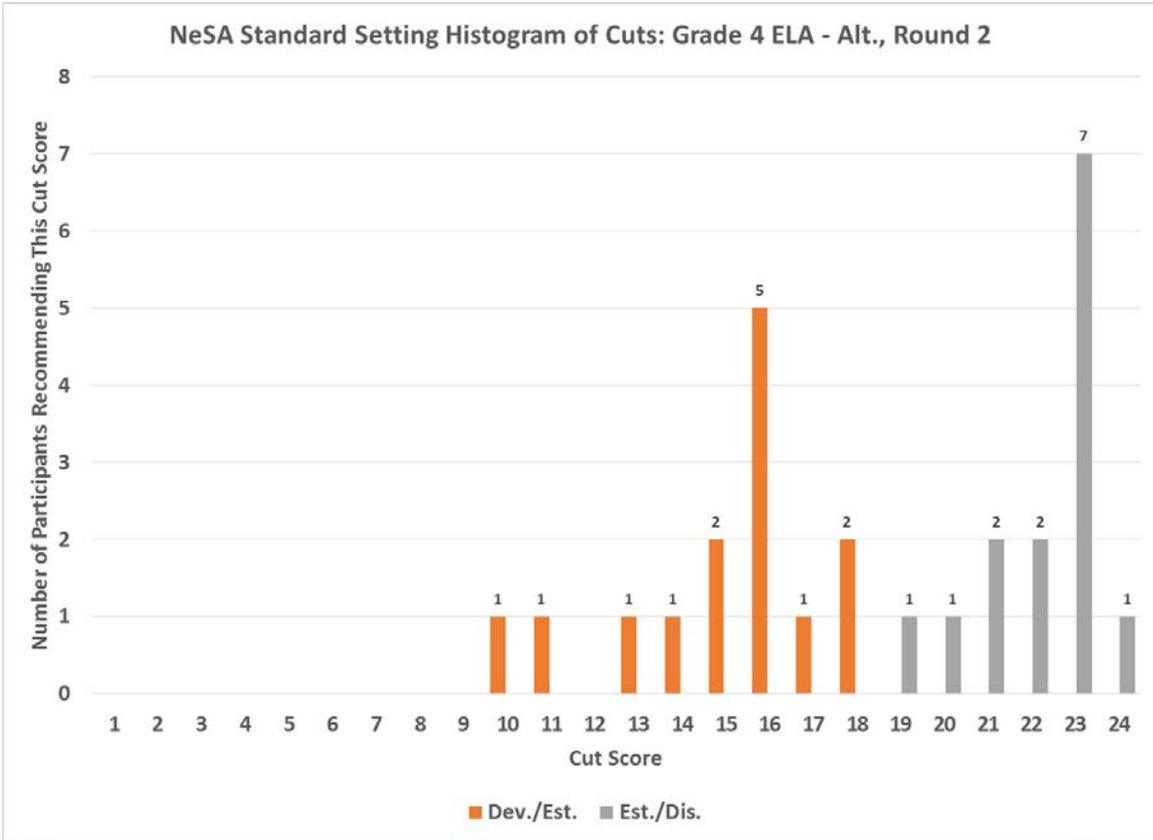


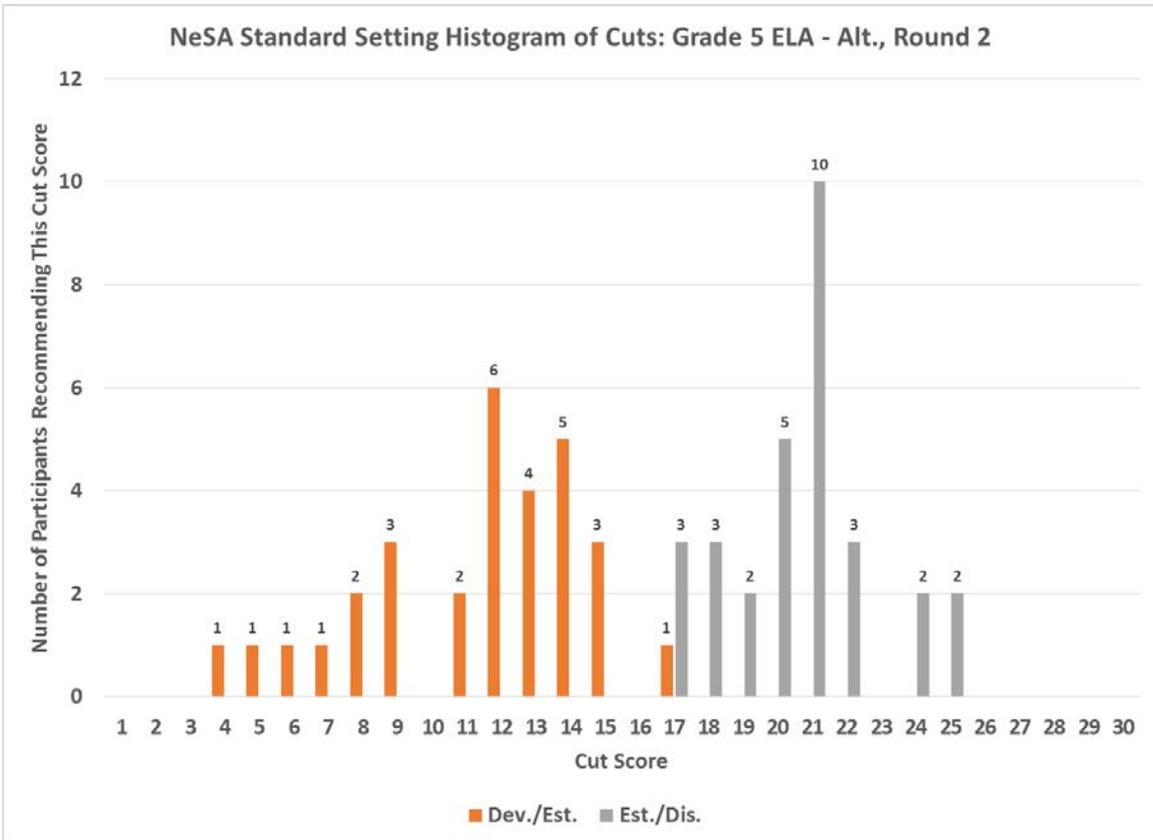
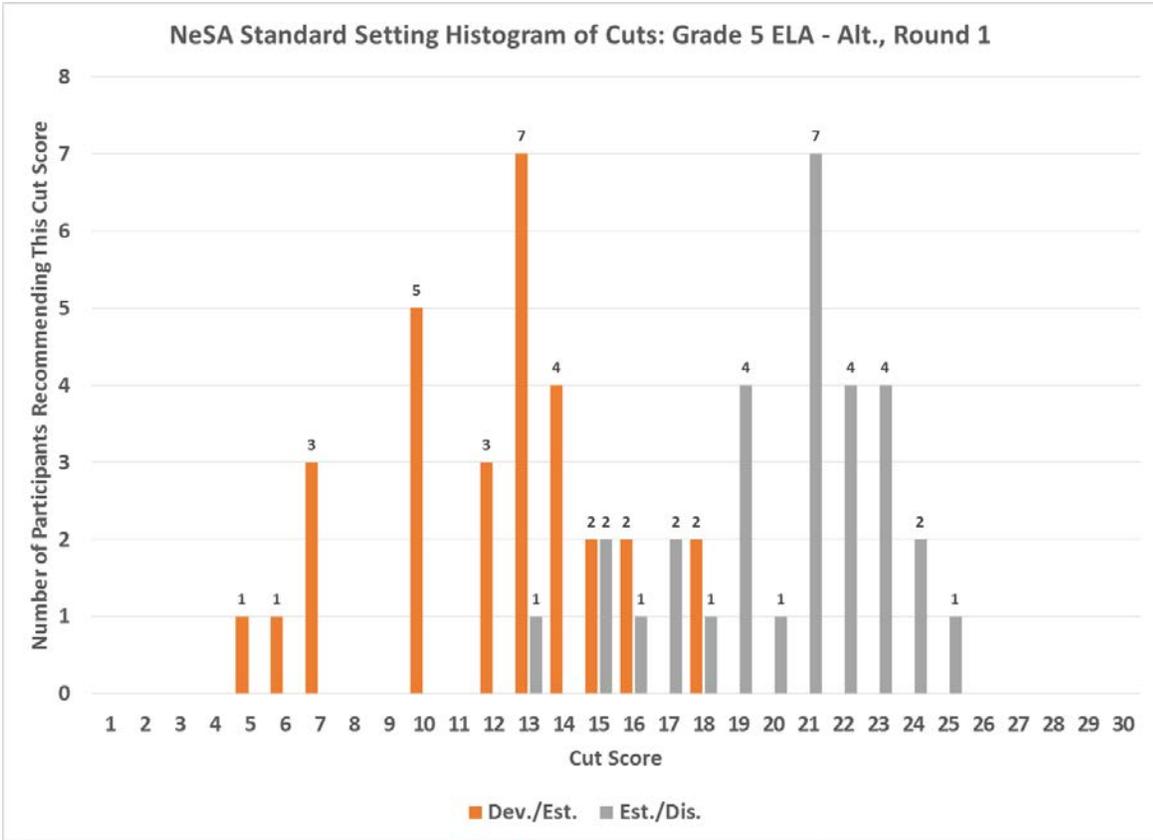
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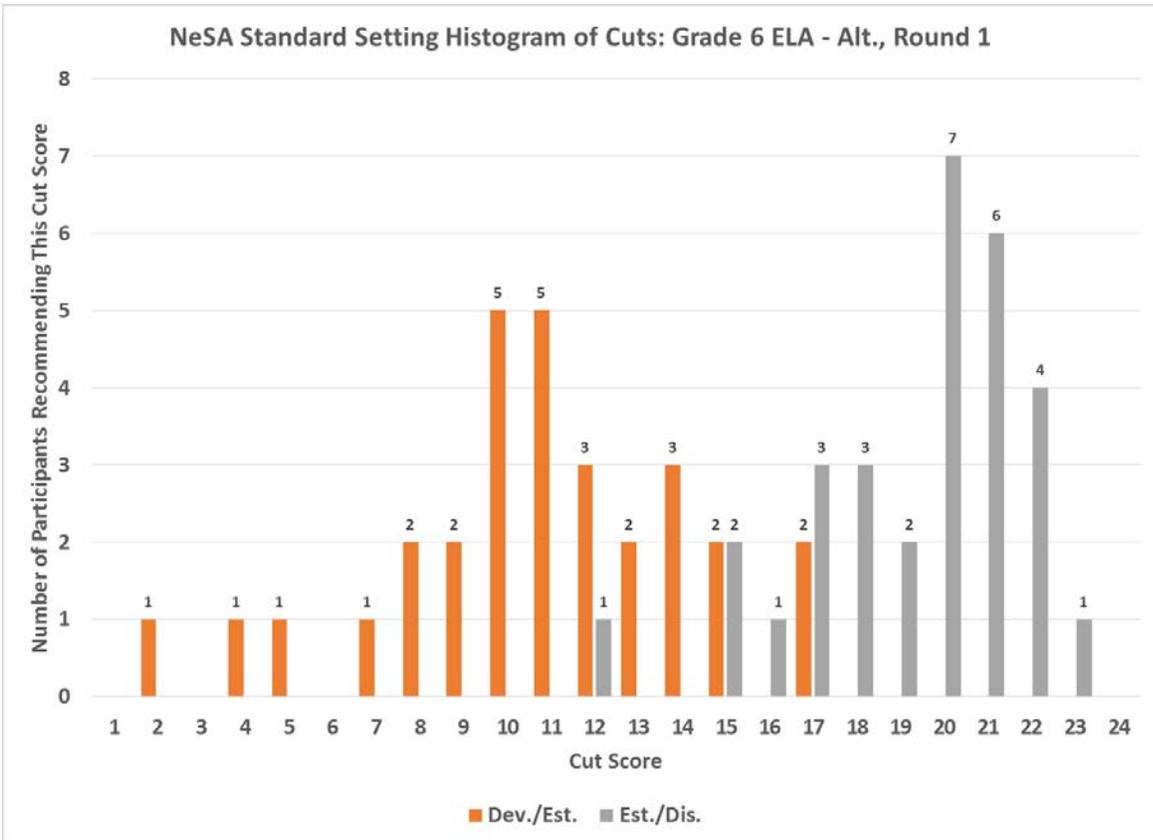
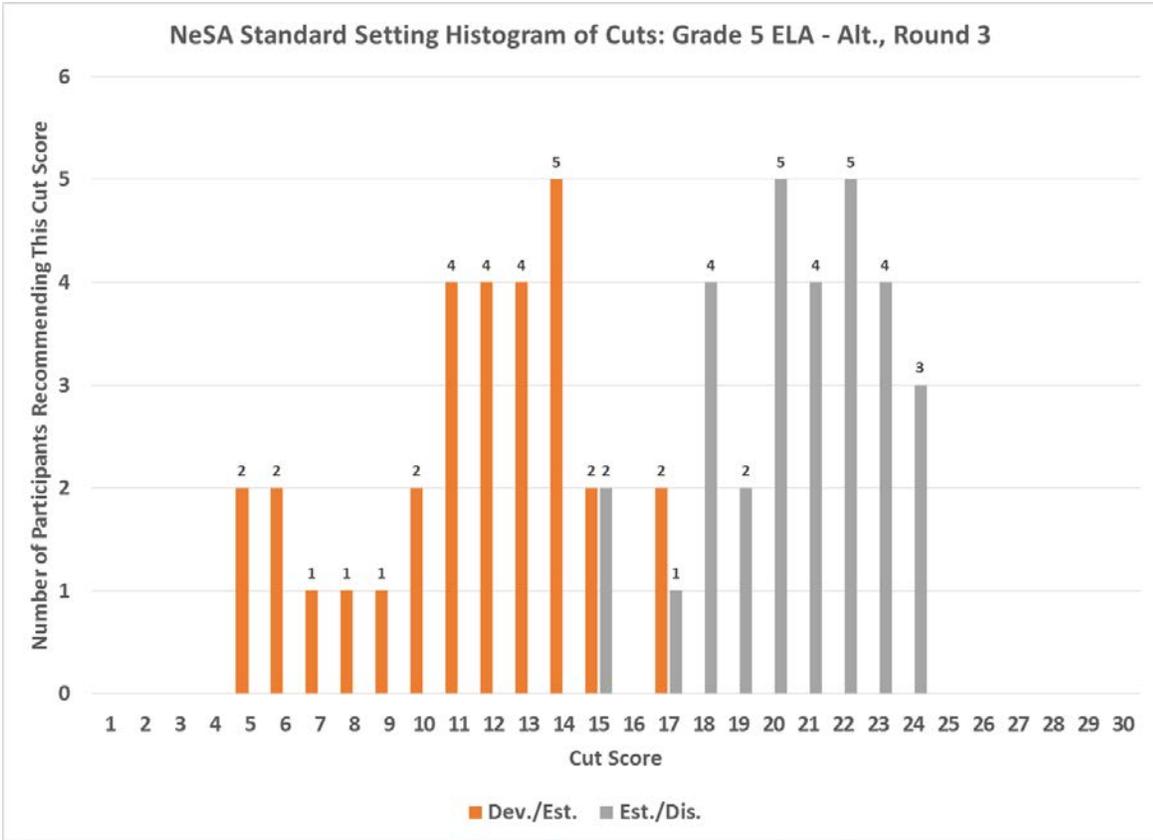
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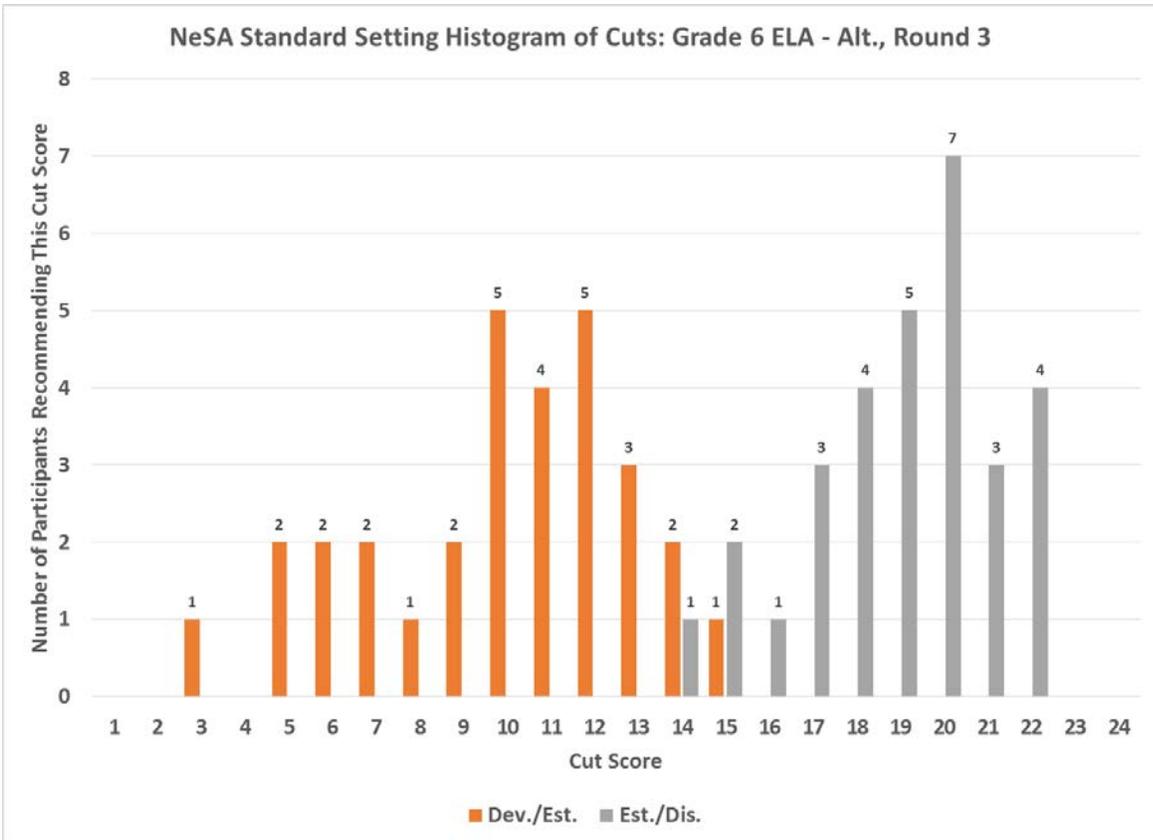
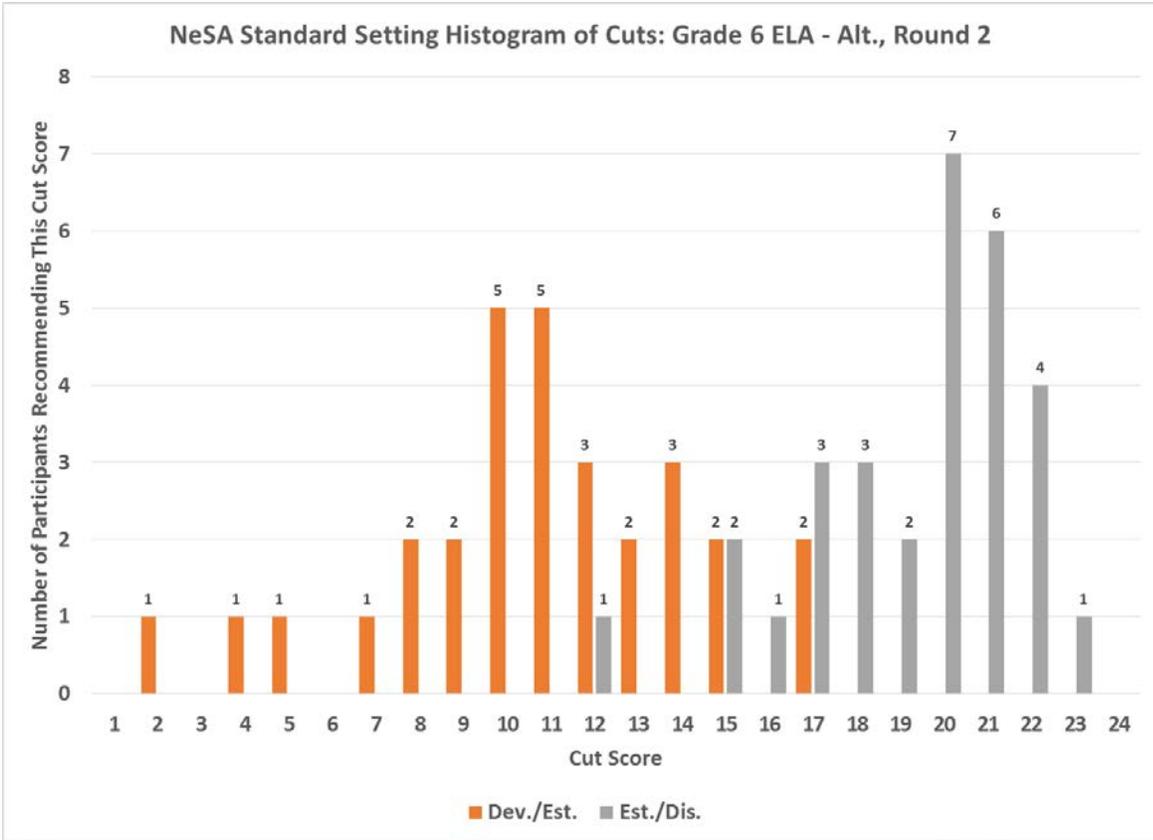


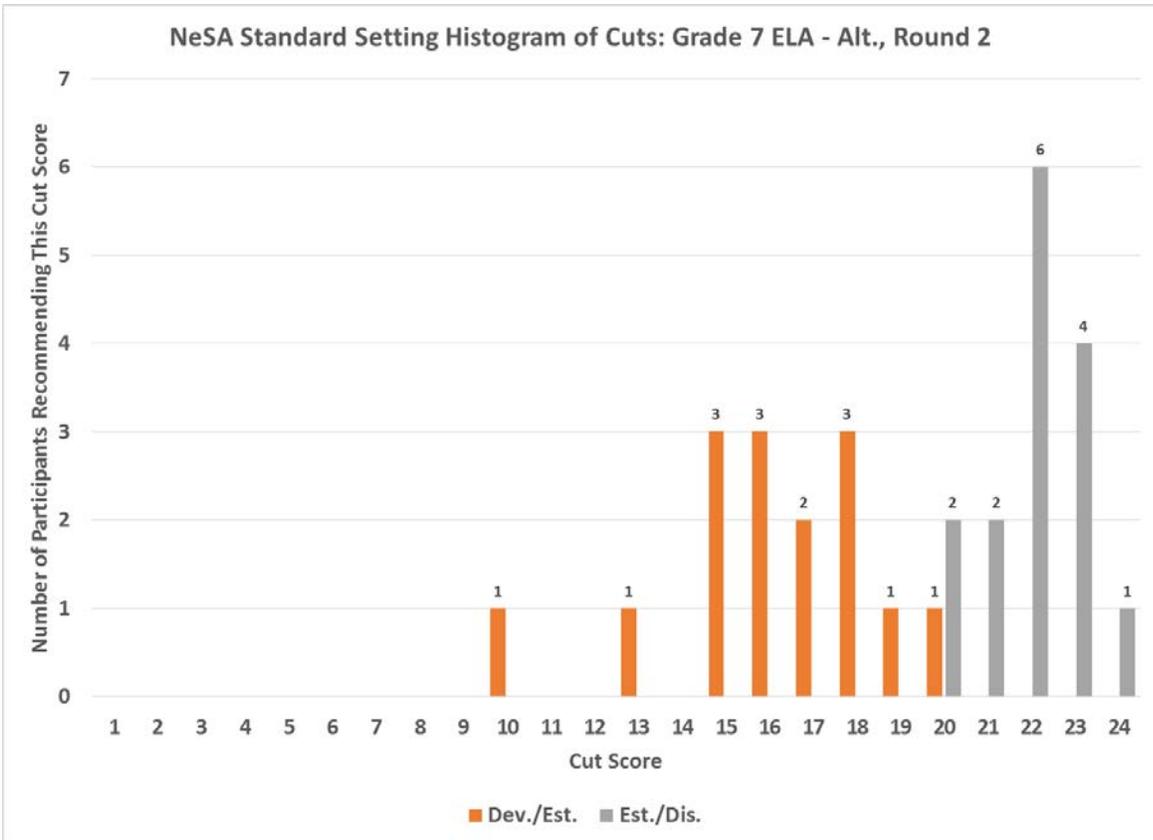
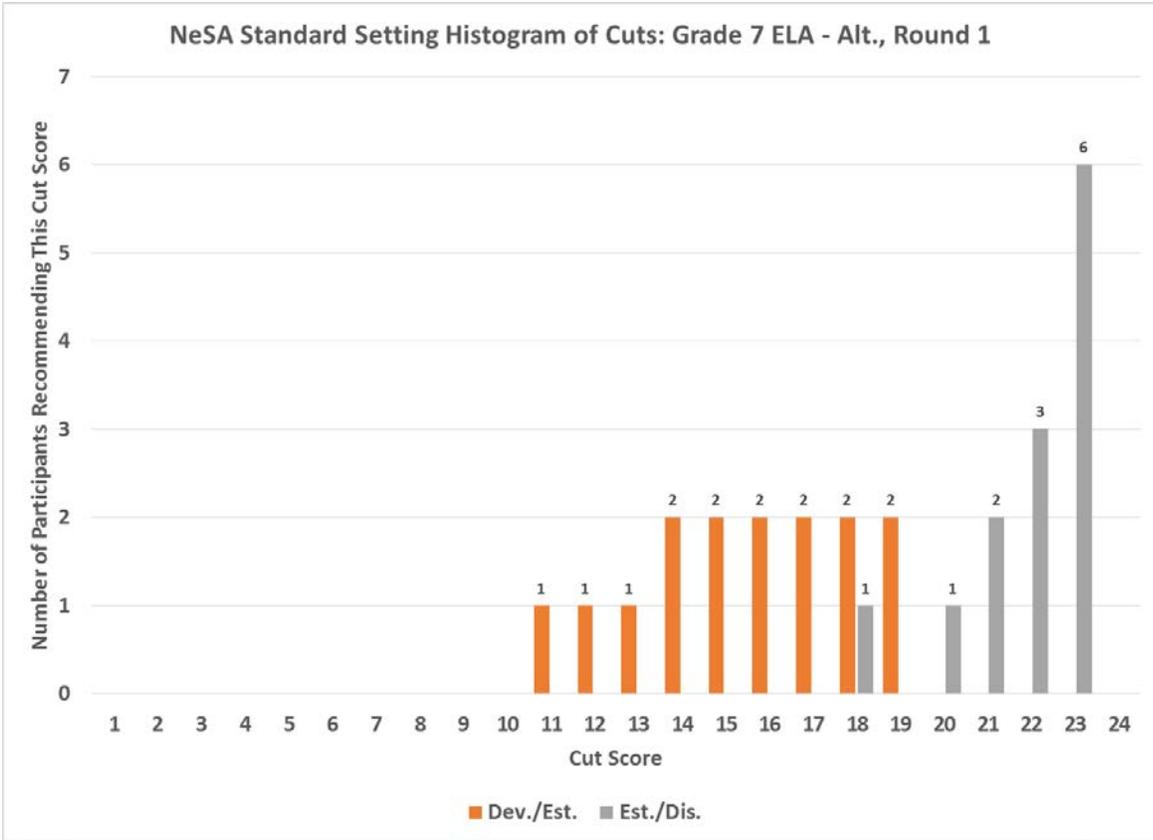


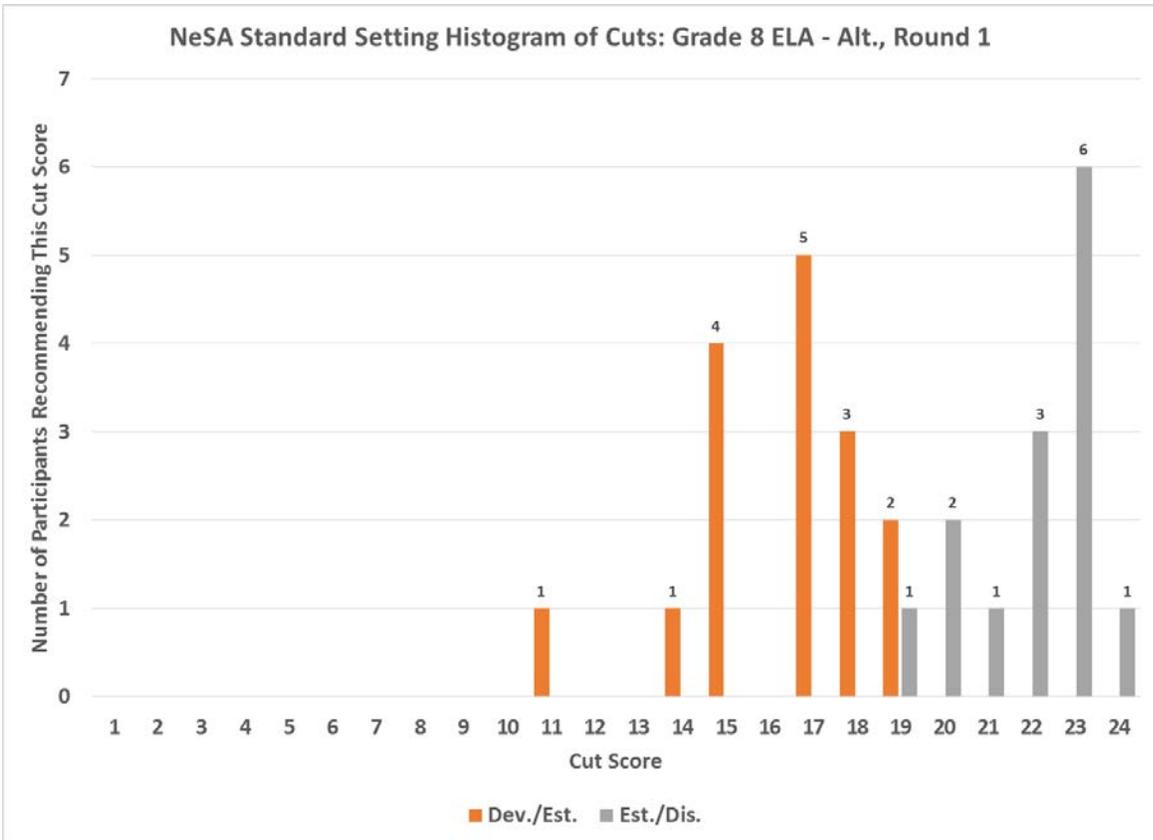
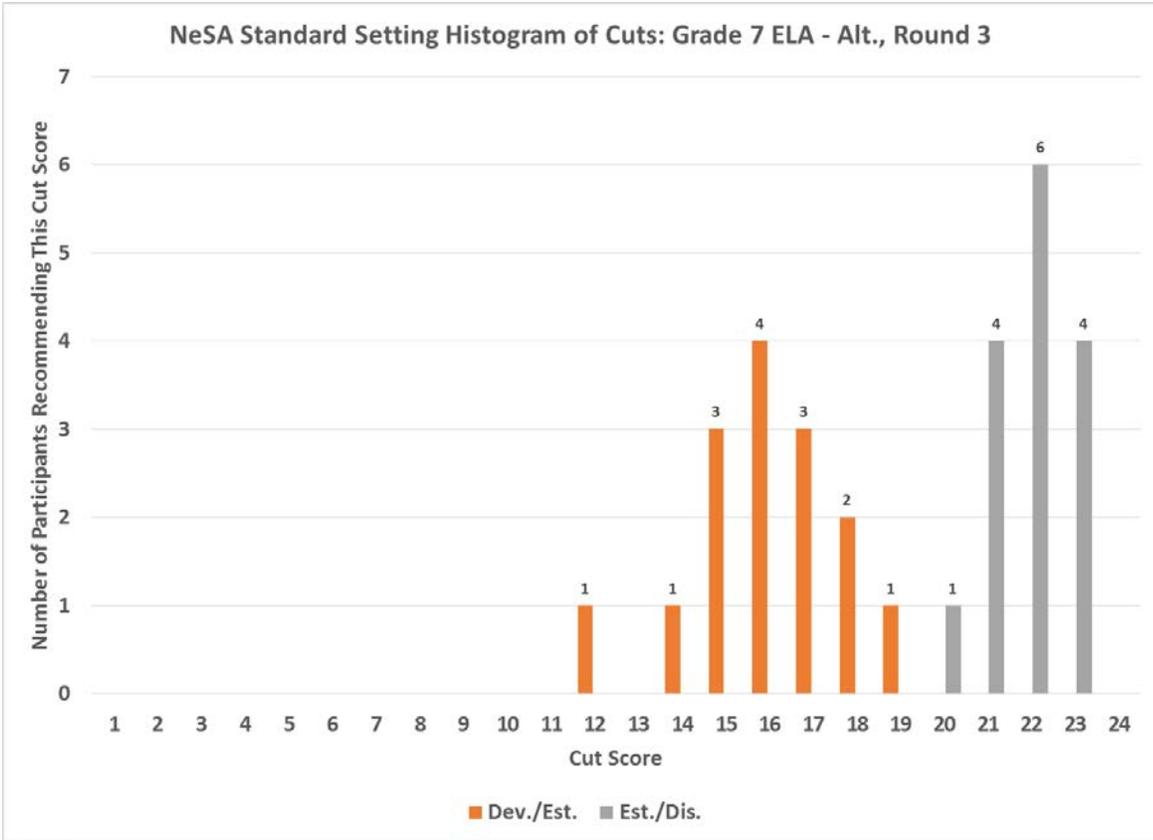


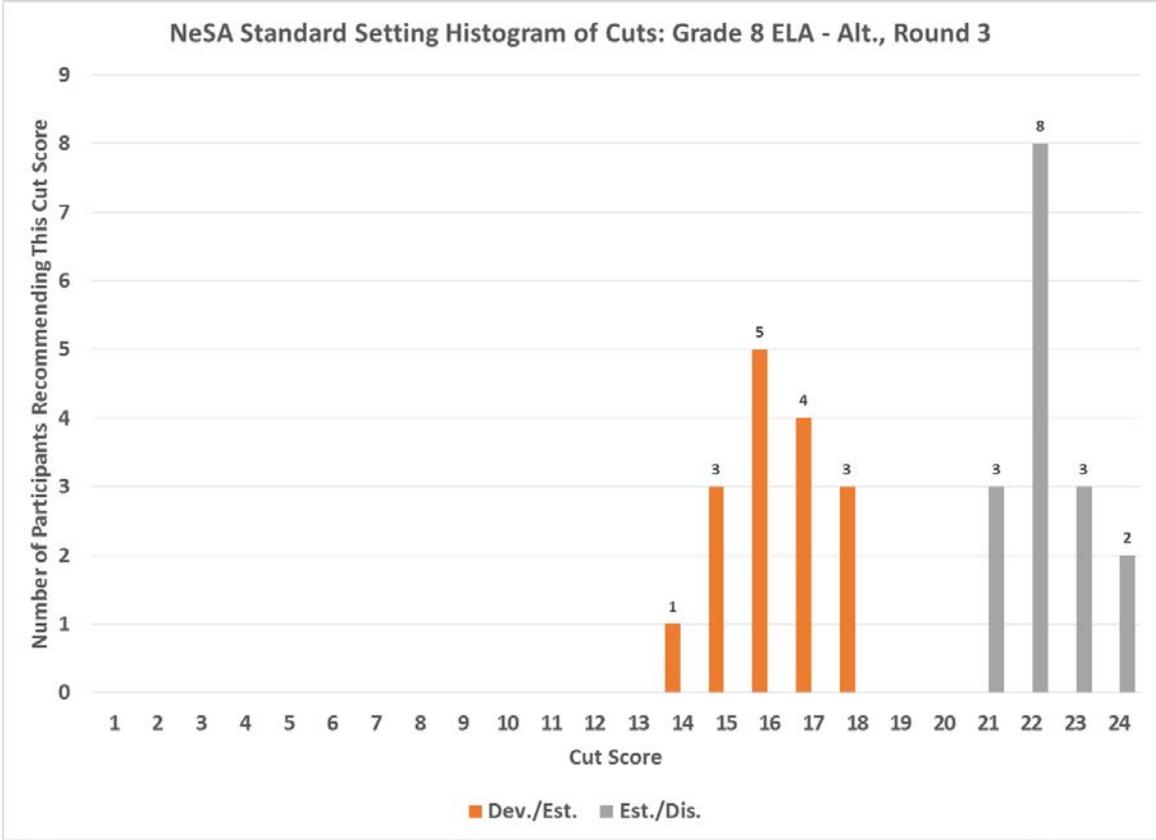
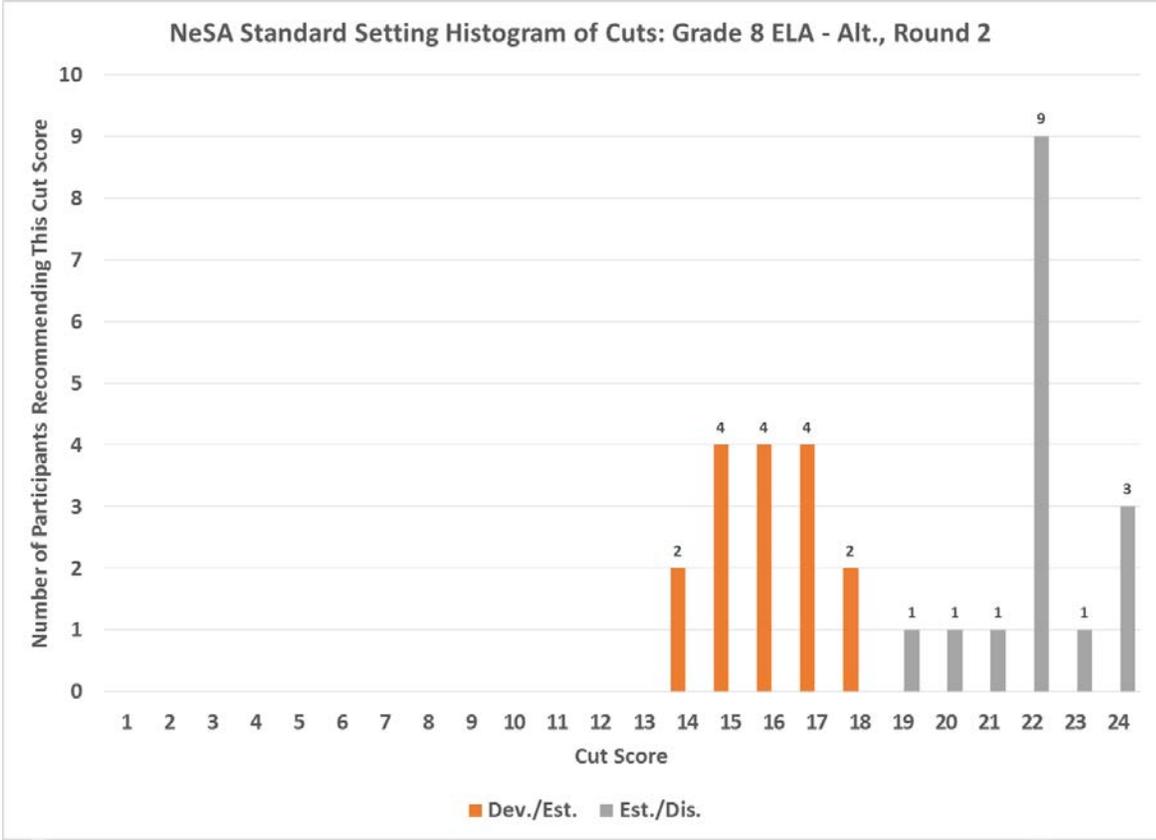


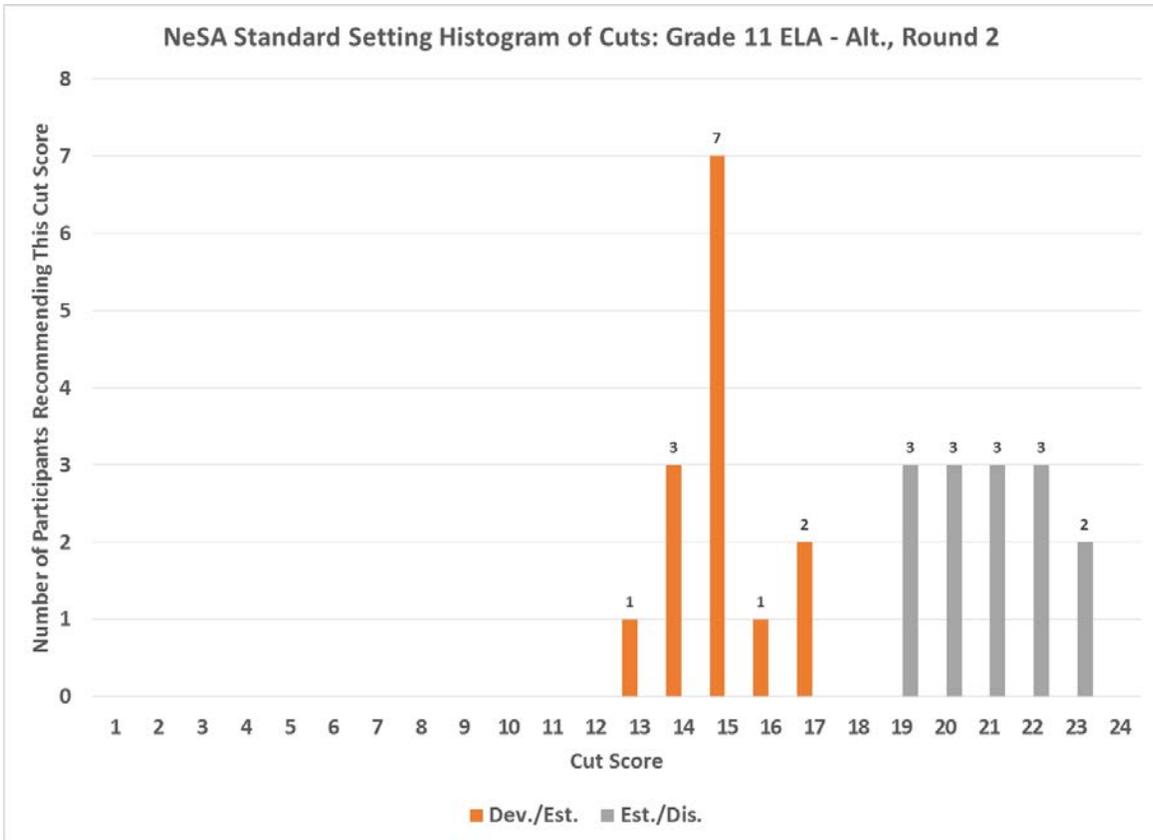
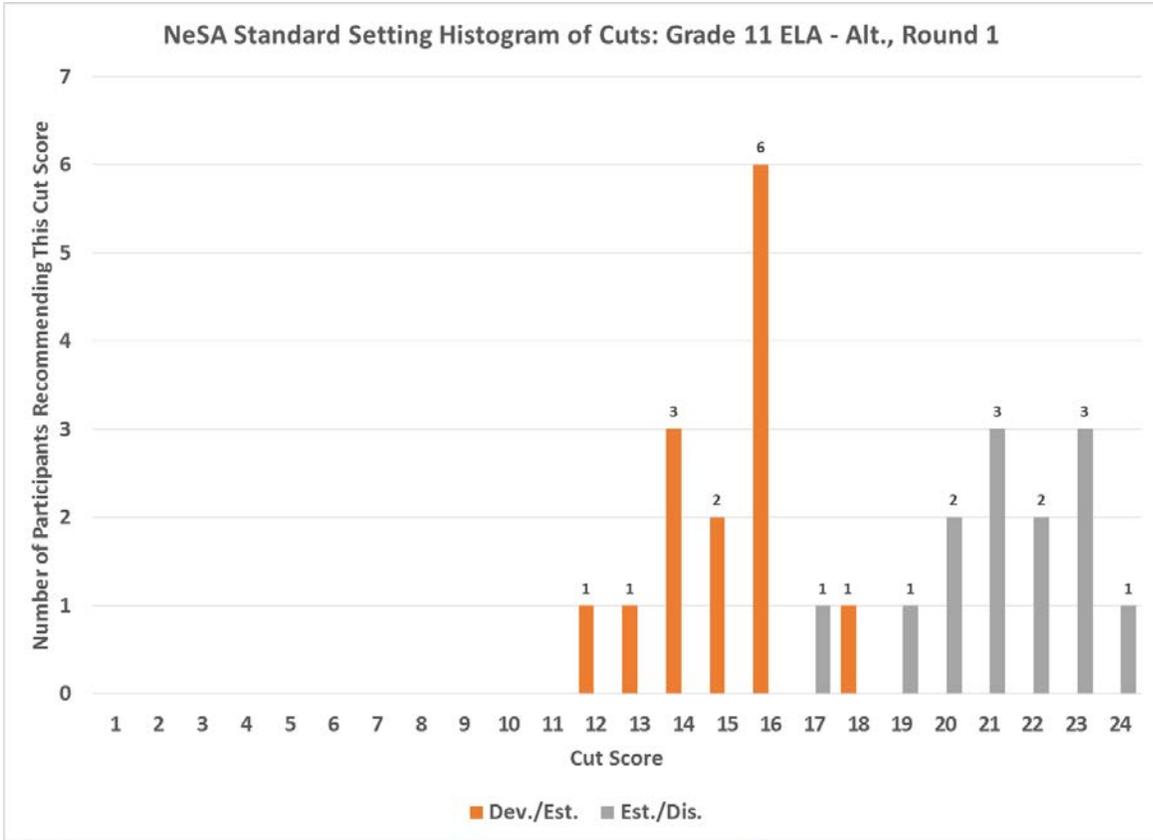




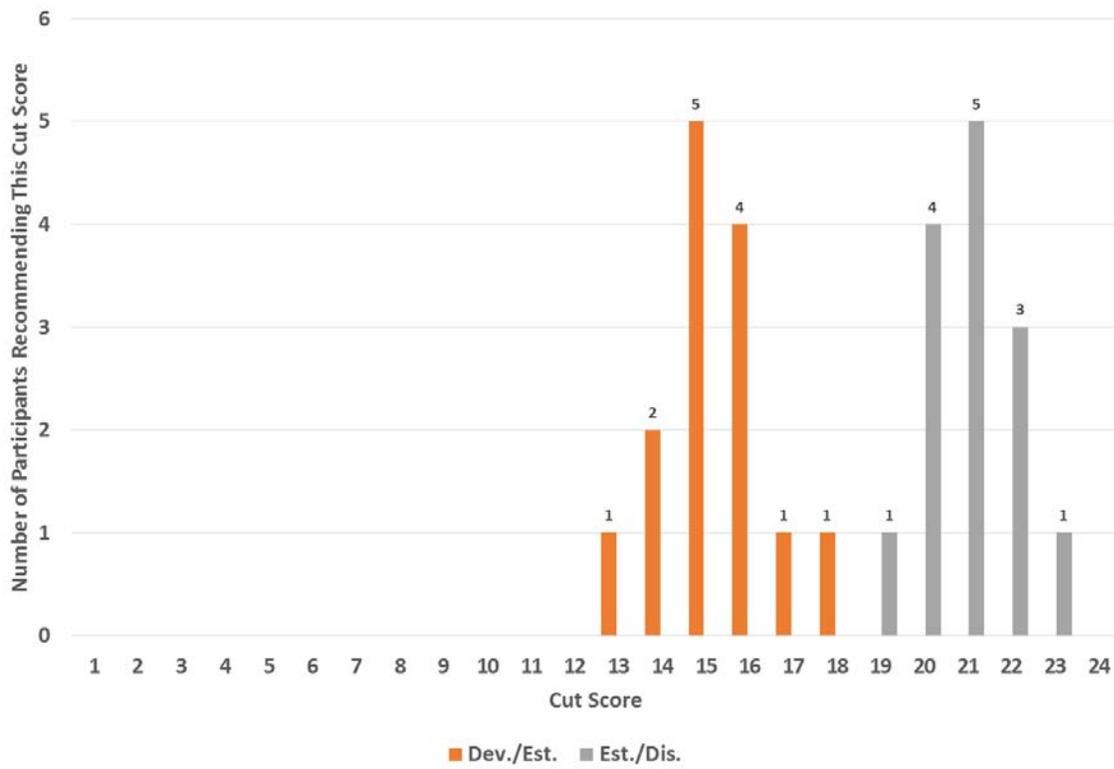








NeSA Standard Setting Histogram of Cuts: Grade 11 ELA - Alt., Round 3



E

Standard Setting Evaluation

Nebraska NeSA 2017 Standard Setting Evaluation for Grades 3–11 English Language Arts – Alt.

The purpose of this evaluation is to help document the process used to recommend performance standards for the NeSA Alternate Assessment. Your opinions and comments are important, as they will provide a basis for judging the quality of this process.

Please do not put your name on this form. While we need the information to examine the success of the various steps in the process, we want your comments to remain anonymous. This information will be reported only in the aggregate. **When you have completed the evaluation, please give it to a facilitator. Thank you!**

Part 1: ABOUT THE STANDARD SETTING							
Please <i>consider the statements below</i> and mark the level of agreement or disagreement you have with each statement. Please bubble only one of the five options for each statement.		Valid N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Training & PLDs	1. The training provided a clear description of the workshop goals.	28	0.0%	0.0%	3.6%	60.7%	35.7%
	2. The training session leader clearly explained the Angoff procedure.	28	0.0%	0.0%	10.7%	46.4%	42.9%
	3. The training session leader clearly explained the materials used in the Angoff process.	28	0.0%	0.0%	7.1%	50.0%	42.9%
	4. The training addressed many of my questions and concerns.	28	0.0%	0.0%	10.7%	53.6%	35.7%
	5. The practice exercises were useful.	28	0.0%	7.1%	10.7%	46.4%	35.7%
	6. The opening session provided a clear overview of the standard setting process.	28	0.0%	0.0%	21.4%	53.6%	25.0%
	7. My role in the standard setting was well described.	28	0.0%	3.6%	10.7%	60.7%	25.0%
	8. After the training, I felt confident I was prepared to complete the standard setting task.	28	0.0%	0.0%	10.7%	64.3%	25.0%
	9. The performance level descriptors (PLDs) were clear.	28	0.0%	10.7%	28.6%	46.4%	14.3%
	10. Adequate information was provided regarding the PLDs.	28	0.0%	7.1%	17.9%	60.7%	14.3%
	11. Enough time was provided to read and understand the PLDs.	28	0.0%	0.0%	3.6%	39.3%	57.1%
	12. The PLDs communicate a reasonable profile of students' performance at each level.	28	0.0%	17.9%	17.9%	53.6%	10.7%
Please indicate your opinion regarding the usefulness of the following materials used. Please bubble only one of the four options for each material.		Valid N	Not Useful	Somewhat Useful	Useful	Very Useful	
Materials	13. Performance level descriptors (PLDs)	28	0.0%	7.1%	32.1%	60.7%	
	14. Ordered Item Booklets (OIBs)	28	0.0%	0.0%	39.3%	60.7%	
	15. Operational test books	28	0.0%	10.7%	42.9%	46.4%	
	16. Item information sheets	28	0.0%	10.7%	32.1%	57.1%	
	17. Item separation charts	28	0.0%	17.9%	42.9%	39.3%	
	18. Impact data	28	0.0%	3.6%	35.7%	60.7%	
Please indicate the extent of your satisfaction with the following roles . Please bubble only one of the four options for each role.		Valid N	Not Satisfied	Partially Satisfied	Satisfied	Very Satisfied	
Roles	19. DRC trainer	28	0.0%	3.6%	39.3%	57.1%	
	20. DRC facilitator(s)	28	0.0%	0.0%	39.3%	60.7%	
	21. DRC content specialist	28	0.0%	0.0%	39.3%	60.7%	
	22. Other DRC staff	28	0.0%	0.0%	39.3%	60.7%	

Please indicate your opinion regarding the amount of time allotted for each activity. Please bubble only one of the three options for each activity.		Valid N	Too Little Time	About Right	Too Much Time		
Time Allotted	23. Training	28	14.3%	75.0%	10.7%		
	24. PLD discussion	28	0.0%	82.1%	17.9%		
	25. Round 1 individual yes/no decisions	28	0.0%	75.0%	25.0%		
	26. Discussion after Round 1	28	3.6%	82.1%	14.3%		
	27. Round 2 individual yes/no decisions	28	0.0%	67.9%	32.1%		
	28. Discussion after Round 2	28	3.6%	67.9%	28.6%		
	29. Round 3 individual yes/no decisions	28	0.0%	60.7%	39.3%		
	30. Discussion of final recommendations	28	0.0%	78.6%	21.4%		
Please <i>consider the statements below</i> and mark the level of agreement or disagreement you have with each statement. Please bubble only one of the five options for each statement.		Valid N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Ratings	31. I understood how to make my individual yes/no decisions.	28	0.0%	3.6%	3.6%	46.4%	46.4%
	32. I had adequate time to make my individual yes/no decisions.	28	0.0%	0.0%	0.0%	35.7%	64.3%
	33. I considered the borderline students when making my individual yes/no decisions.	28	0.0%	0.0%	0.0%	42.9%	57.1%
	34. There was adequate time provided for discussion.	28	0.0%	0.0%	0.0%	42.9%	57.1%
	35. Discussing the borderline students helped me make my individual yes/no decisions.	28	0.0%	0.0%	14.3%	50.0%	35.7%
	36. I considered the standards when I made my individual yes/no decisions.	28	0.0%	0.0%	0.0%	46.4%	53.6%
Overall	37. Overall, I believe my opinions were considered and valued by my group.	28	0.0%	0.0%	3.6%	35.7%	60.7%
	38. My group's work was reflected in the presentation of recommendations across grades.	28	0.0%	0.0%	3.6%	53.6%	42.9%
	39. The group leader in my breakout room provided clear instructions.	28	0.0%	0.0%	7.1%	35.7%	57.1%
Rooms	40. Overall, I valued the workshop as a professional development experience.	28	0.0%	0.0%	0.0%	32.1%	67.9%
	41. The food and service at the facility met my expectations.	28	0.0%	0.0%	10.7%	35.7%	53.6%
	42. The breakout rooms had appropriate accommodations to facilitate our work.	28	0.0%	7.1%	0.0%	32.1%	60.7%

Grade	Please indicate the level of confidence you had in recommending the cut scores for each performance level. Please bubble only one of the four options for each cut score. Important: Only complete this section for the grade(s) you worked on.	Valid N	Not Confident	Partially Confident	Confident	Very Confident
3	43. Developing/Established cut score	14	0.0%	0.0%	71.4%	28.6%
	44. Established/Distinguished cut score	14	0.0%	0.0%	71.4%	28.6%
4	45. Developing/Established cut score	14	0.0%	0.0%	57.1%	42.9%
	46. Established/Distinguished cut score	14	0.0%	0.0%	57.1%	42.9%
5	47. Developing/Established cut score	28	3.6%	32.1%	39.3%	25.0%
	48. Established/Distinguished cut score	28	3.6%	32.1%	39.3%	25.0%
6	49. Developing/Established cut score	28	10.7%	39.3%	28.6%	21.4%
	50. Established/Distinguished cut score	28	10.7%	39.3%	28.6%	21.4%
7	51. Developing/Established cut score	14	0.0%	0.0%	21.4%	78.6%
	52. Established/Distinguished cut score	14	0.0%	0.0%	21.4%	78.6%
8	53. Developing/Established cut score	14	0.0%	0.0%	14.3%	85.7%
	54. Established/Distinguished cut score	14	0.0%	0.0%	14.3%	85.7%
11	55. Developing/Established cut score	14	0.0%	0.0%	21.4%	78.6%
	56. Established/Distinguished cut score	14	0.0%	0.0%	21.4%	78.6%

Part 2: ABOUT YOU

57. In which group did you work?

Valid N = 28

50.0% English Language Arts Alt. Grades 3–6

50.0% English Language Arts Alt. Grades 5–8 & 11

Part 3 below

Part 3: YOUR TURN

*In this box, please feel free to add comments about any of your responses, make suggestions to improve future workshops, or tell us what you liked and did not like about this workshop. **Thank you!***