



NEBRASKA
DEPARTMENT OF EDUCATION

**Nebraska Student Assessment
Grades 3–8 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

Standard Setting Methodology

On July 13–21, 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 Assessment (NeSA) tests of English Language Arts (ELA) in grades 3–8. Nebraska educators engaged in the Bookmark Standard Setting Procedure (Lewis, Miztel, & Green, 1996; Lewis, Miztel, Mercado, & Schulz, 2012) to make their cut score recommendations. A committee of 64 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 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 if the cut scores were implemented. A description of the standard setting process follows Table 1.

Table 1. Participant-Recommended 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	Est. + Dist.
3	710	747	42.7%	39.8%	17.5%	57.3%
4	710	751	42.9%	39.4%	17.7%	57.1%
5	715	746	47.3%	34.8%	17.9%	52.7%
6	714	743	46.4%	33.8%	19.8%	53.6%
7	710	744	48.7%	34.1%	17.2%	51.3%
8	723	754	52.7%	32.6%	14.7%	52.0%

Background

The NeSA tests are designed to assess Nebraska students' knowledge, skills, and abilities in grades 3–8 in English language arts (ELA) and mathematics. In accordance with NRS §79-760.01, 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 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 a link with college and career readiness in high school, the performance standards for grade 11 were established first. In grade 11, students in Nebraska are administered the ACT assessment to assess their knowledge, skills, and abilities in ELA, among other content areas. On July 10–11, 2017, NDE partnered with staff members from ACT to establish cut scores for the ACT ELA test. Further information about that standard setting can be obtained from NDE and ACT.

Next, cut scores for the grade 8 ELA test were established, as described in this report. During that standard setting, Nebraska educators considered the proportions of students that would be classified in each performance level on the grade 8 test and on ACT. Using this type of policy-based information at standard setting can help workshop participants better understand the impact of their recommendations on students and on the testing program (Phillips, 2012). Standard setting participants considered whether the performance standards for grade 8 were well-articulated with those from ACT, and they made their cut score recommendations accordingly.

Lastly, cut scores for grades 3–7 were established, also described in this report. 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 ELA standard setting, and the steps taken to consider this articulation is described throughout this report.

Selecting a Standard Setting Methodology

The NeSA ELA tests comprise a combination of selected-response and constructed-response items, all of which are scaled using the Rasch model. (Further details about the scaling for the tests can be found in the NeSA program technical report.) Item-centered standard setting processes are well-suited for fixed-

form tests with a combination of selected- and constructed-response items. Of these, the Bookmark Standard Setting Procedure is the most widely implemented.

In recognition of its widespread use across the country, NDE selected the Bookmark Standard Setting Procedure (BSSP) for the NeSA ELA tests. The BSSP is well suited for standard setting for these assessments because (a) the tests are composed of both selected-response and constructed-response items, (b) the items are scaled and can be mapped using item mapping techniques, and (c) the BSSP allows participants to focus on the knowledge, skills, and abilities expected of students in each performance level.

The BSSP has been well documented in the standard setting literature. Developed in 1996, the BSSP has been implemented in over half of the states in the U.S. and abroad by DRC and by other major testing firms, making it the most widely used standard setting procedure in K–12 education (Karantonis & Sireci, 2006).

Contrasting Groups Study

To complement the Bookmark Procedure, a modified contrasting groups study (Livingston & Zieky, 1982) was implemented with Nebraska educators. In spring 2017, all Nebraska teachers with students who took the ELA tests were invited to take part in an online contrasting groups study.

Participating teachers engaged in a brief training session to orient them to the contrasting groups study. Participants were told that their judgments were important to the overall test development and score interpretation process, but that their judgments were confidential and would not directly impact the performance levels assigned to their students.

Teachers were then presented with a list of the students in their classroom. After reading the performance level descriptors (PLDs), teachers were asked to indicate which performance level best described the knowledge, skills, and abilities held by each of their students. In cases where teachers were not sure which performance level best described a student's skills, teachers were asked to indicate this uncertainty.

Teachers classified a total of 7,889 students as part of the contrasting groups study. Table 2 shows the number of students classified in each performance level (as well as "Not Sure" or "No Opinion"), plus the percentage of students that were classified in each performance level (without including the students who were classified as "Not Sure" or "No Opinion").

As shown in Table 2, 66–77% of students were classified as *Established* or *Distinguished* across grades 3–8, and the average percentage was 70%. This percentage is markedly different than the percentage of students that were classified as *Meeting* and *Exceeding* the NeSA Reading test in 2016, where an average of 82% of students were so classified (Nebraska Department of Education, 2016b). This shift likely indicates that Nebraska educators recognized that increased rigor was associated with the new PLDs: Nebraska educators likely expected the new performance standards to be more rigorous in 2017

than in 2016. This shift was expected by the NDE: the new content standards and PLDs in 2017 were expected to be appropriately rigorous and aligned with college and career readiness.

The contrasting groups study was performed without an opportunity for participants to study the tested content (i.e., test items) or consider the articulation of the performance standards across grades (i.e., across grades 3–8) or across NeSA tests (i.e., across grades 3–8 and ACT). As such, the contrasting groups results were considered a useful piece of background information for NDE, and this information was shared with standard setting participants during the Bookmark Procedure (as described later in this section).

Table 2. Results from the contrasting groups study for NeSA ELA

Grade	Number of Students Classified by Category				Percent of Students by Performance Level			
	Dev- eloping	Est- ablished	Dist- inguished	Not Sure	Dev- eloping	Est- ablished	Dist- inguished	Est. + Dist.
3	235	355	105	3	34%	51%	15%	66%
4	259	425	150	12	31%	51%	18%	69%
5	432	565	184	7	37%	48%	16%	63%
6	392	746	329	25	27%	51%	22%	73%
7	391	876	430	53	23%	52%	25%	77%
8	506	951	437	21	27%	50%	23%	73%

Workshop Committees

NDE and DRC recruited participants from across the state of Nebraska for the standard setting. A total of 64 educators participated in the standard setting.

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

- 1) *Grade 8 committee.* The grade 8 committee convened on July 13–14 to recommend cut scores for grade 8 ELA. The committee comprised 25 educators.
- 2) *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 comprised 23 educators.
- 3) *Grades 5–7 committee.* The committee for grades 5–7 convened on July 17–20 to recommend cut scores for grades 5–7. The committee comprised 21 educators. Of these educators, five also participated in the grade 8 committee.

The second and third committees began their work together on July 17–18 to recommend cut scores for grade 5. After working together, the two committees split apart to repeat the Bookmark Procedure and recommend cut scores for grades 3–4 or for grades 6–7. On July 20, participants from these committees reconvened to inspect their recommendations across grades.

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	Committee	
		Grades 3–7*	Grade 8*
Total	Number of Participants	44	25
Gender	Female	39 (89%)	25 (100%)
	Male	5 (11%)	0 (0%)
Ethnicity	Caucasian	42 (96%)	24 (96%)
	Other	2 (4%)	1 (4%)
Special	Taught special ed (self-contained)	5 (11%)	2 (8%)
Population	Taught special ed (mainstream)	29 (66%)	21 (84%)
Experience	Taught English language learners	23 (52%)	17 (68%)
Current Assignment	Classroom Teacher	37 (84%)	22 (88%)
	Other	7 (16%)	3 (12%)
Years of Experience	10 or fewer	11 (25%)	6 (24%)
	11–20	15 (34%)	11 (44%)
	More than 20	18 (41%)	8 (32%)

* Five participants took part in both standard settings, for grades 5–7 and for grade 8. Their demographic information is included in both committees' totals.

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 forms were administered operationally in spring 2017.
- **Item map.** Information on each test item was provided on the item map, including the correct answers, number of points obtainable for each item, and the standard to which each item was aligned.

- **Training materials.** To practice the Bookmark Procedure, participants were given a set of training items. These items were used only for training in the standard setting process.

Standard Setting Procedure: *Grade 8*

The standard setting workshop for grade 8 took place over a two-day period. The workshop agenda is included in Section B.

Opening Session

Valorie Foy, NDE Director of Statewide Assessment, welcomed participants to the grade 8 standard setting workshop. Dr. Foy introduced the other representatives from NDE, including Jeremy Heneger, NDE Assistant Director of Statewide Assessment. 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 ELA tests. By the end of this session, participants understood the purpose of the standard setting.

Participant Training

Ricardo Mercado, Research Director of DRC then conducted the standard setting training. The training presentation used for this session is included in Section C of this report. Mr. Mercado introduced the goals of the standard setting and the roles of standard setting participants. Participants practiced the standard setting methodology through a training exercise using the training items. At the end of the training session, panelists were encouraged to ask any questions they might have about the methodology, assessment, or workshop materials.

DRC then administered the mid-process evaluation to confirm that they were comfortable to begin the standard setting process. As part of a training exercise, Mr. Mercado described again the process used to place bookmarks. Each participant then reported that they understood the process and how to make classifications. The mid-process evaluation and associated results are found in Section C of this report.

DRC then seated participants at tables, checking to make sure the tables were balanced in terms of relevant demographic characteristics. Participants then began the workshop procedure.

Discussion of the PLDs and the Threshold Students

At their tables, participants discussed the content standards and the performance level descriptors (PLDs). Anne Kirpes of DRC Test Development, briefly described the process used to create the PLDs. DRC stressed that the PLDs describe the knowledge and skills expected of students across the entire range of performance within each performance level, not the boundary between levels. During this discussion, participants were asked to visualize a hypothetical student who was just at the point-of-entry to each performance level, termed the “threshold student.” Participants considered two threshold students: a student who was just in the *Established* level, and a student who was just in the *Distinguished* level. DRC instructed participants to consider the knowledge, skills, and abilities that typified each threshold student.

After participants discussed both threshold students at their tables, DRC facilitated a discussion across tables. Content experts from DRC Test Development asked participants to describe their conceptualizations of each threshold student. Participants were encouraged to take notes about each threshold student on their copies of the PLDs.

By the end of this discussion, participants had thoroughly considered the PLDs, content standards, and threshold students, and they reached an understanding of the types of skills that the threshold student, for each performance level, should have.

Participants then reviewed the test. This activity gave participants an understanding of the test content and the range of item difficulty, as well as a feel for the students' experience on the day of the test.

Round 1 Bookmarks

Participants then made their Round 1 bookmark judgments. Participants were informed that bookmark placement is an individual activity. They referred to their OIBs, item maps, PLDs, and content standards.

Participants recorded their bookmark placements on a special form. Participants were instructed that they should have a content-based rationale for each bookmark placement that linked the content measured by the items before their bookmark and the content-based expectations for the threshold student. These content-based rationales were solely for participants' reference during their table's discussion before Round 2. Participants then completed Round 1 by recording their bookmark placements on a secure web-based survey platform.

Presentation of Round 1 Recommendations

Following Round 1 bookmark placements, DRC calculated the median bookmark recommendations for the group. Participants were presented with a summary of their Round 1 recommendations. Specifically, participants were shown the median bookmark placements for each table, as well as the overall median bookmark for the group. Participants were also shown a histogram of the bookmarks placed in the room, and participants were invited to consider how similar or different their own bookmark placements were from their colleagues'.

Round 2 Bookmarks

For each performance level, participants discussed the rationales behind their Round 1 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 1. Participants were encouraged to consider where the benchmarks fell in relationship to their Round 1 bookmarks, and participants were informed that they could discuss items outside the range of their bookmarks. These content-based discussions took place at each table. Participants referred to their OIBs, item maps, PLDs, and the content standards throughout the discussions.

Following this discussion, participants placed their Round 2 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free to retain their bookmarks from Round 1 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Presentation of Round 2 Recommendations

Following Round 2 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 2 recommendations and associated impact data. Impact data are the percentage of students that would be classified in each performance level if the recommended cut scores were applied to the spring 2017 administration of the test.

Presentation of Benchmarks

The benchmarks were then shown to participants in terms of OIB position. Specifically, these benchmarks were associated with the impact data from the recently-concluded ACT standard setting. Participants were told that if they recommended cut scores equal to the benchmarks, the percentages of students classified in each performance level on the grade 8 ELA test would be roughly equal to those observed on Nebraska's ACT test of ELA. The underlying impact data used to calculate the OIB benchmarks were not shown to participants. Participants were again given instructions on how to use the OIB benchmarks as another piece of information in the process. For further comparison, participants were also shown (a) the impact data from Nebraska's performance on NAEP reading in grade 8 and (b) the impact data associated with the contrasting groups study.

Participants were instructed to consider the benchmarks as they discussed their Round 1 bookmark placements with their colleagues at their tables. Specifically, participants were asked to consider the knowledge, skills, and abilities measured by the items before each OIB benchmark, and to compare them with the content-based expectations associated with each threshold student, as described in the PLDs. If there was good correspondence, then participants were encouraged to use the OIB benchmark as their bookmark recommendation. If there was not good correspondence, participants were encouraged to use their Round 1 bookmark as a starting position and, working one OIB page at a time, to use the OIB benchmark as a guide to move their bookmark forward or backward in the OIB. At the point where there was good correspondence between the content measured by the items before the bookmark and the content expected of the relevant threshold student, participants were instructed to place their bookmark.

Participants discussed the benchmarks and impact data at length with DRC and NDE, and they considered the impact data throughout the rest of the workshop.

Round 3 Bookmarks

For each performance level, participants discussed the rationales behind their Round 2 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 2. Participants were also informed that they could discuss items outside the range of their bookmarks. These content-based discussions took place at each table. Participants referred to their OIBs, item maps, benchmarks, PLDs, and the content standards throughout the discussions.

Following this discussion, participants placed their Round 3 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free

to retain their bookmarks from Round 2 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Reviewing Recommendations for Grade 8

After Round 3, participants considered the median cut score recommendations from Round 3. They also considered the impact data associated with these recommendations and the impact data from ACT and NAEP. DRC asked whether the committee felt comfortable accepting the round 3 median cut scores as the group's final recommendation, or whether adjustments were needed to promote better articulation with the benchmarked impact data. Working by consensus, the group felt comfortable accepting the round 3 cut score recommendations as their final recommendations.

Workshop Evaluation

To conclude the workshop, participants were asked to complete a written evaluation. Selected results are presented later in this section. The complete results of the evaluations are included in Section H. After evaluating the workshop, participants from the grade 8 committee were dismissed with the thanks of NDE and DRC.

Standard Setting Procedure: Grades 3–7

On July 17–20, a committee of 44 Nebraska educators convened to recommend cut scores for grades 3–7. As described earlier in this section, five participants from the grade 8 committee returned to the standard setting to take part in this phase of the workshop, and the remaining 39 participants were new to the standard setting.

Opening Session and Participant Training

Jeremy Heneger, NDE Assistant Director of Statewide Assessment, welcomed participants to the standard setting workshop for grades 3–7. 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 ELA tests. NDE also summarized the previous standard setting events, explaining that cut scores had been recommended for grades 8 and 11, and that this committee would consider the articulation of the performance standards across grades. By the end of this session, participants understood the purpose of the standard setting.

Ricardo Mercado, Research Director of DRC then conducted the standard setting training. As with the grade 8 committee, Mr. Mercado 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 administered the mid-process evaluation to confirm that they were comfortable to begin the standard setting process. The mid-process evaluation and associated results are found in Section C of this report.

Bookmark Procedure for Grade 5

DRC then seated participants at nine tables, checking to make sure the tables were balanced in terms of relevant demographic characteristics. Approximately 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 Bookmark Procedure together before repeating it for additional grades, and (c) beginning with the center grade of the grades 3–7 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 Bookmark Procedure using a procedure similar to that described for the grade 8 committee. In Round 1, participants studied the PLDs and test items, and participants made their bookmark judgments independently. In Round 2, participants discussed their bookmark judgments at their tables, and then they made their second round of bookmark judgments independently.

After Round 2, participants were shown a histogram of their bookmark judgments, along with a presentation of median bookmarks overall. Participants were also shown the impact data associated with their median Round 2 bookmark judgments. For comparison, participants were also shown (a) the impact data associated with grades 8 and 11, (b) the impact data from Nebraska’s performance on NAEP reading, and (c) the impact data associated with the contrasting groups study. Participants discussed the impact data at their tables and as a large group.

Participants then discussed their bookmarks and made their Round 3 bookmark placements independently. After Round 3, participants were shown the impact data associated with their median Round 3 bookmark placements. 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, 6, and 7

The committee then divided into two pre-determined subcommittees. One committee was charged with repeating the Bookmark Procedure for grade 4 and then grade 3, working their way down from grade 5; the other for grade 6 and then grade 7, working their way up from grade 5. Each subcommittee met in a separate room.

The process used by each committee mirrored that used for grade 5. Participants engaged in three rounds of the Bookmark Procedure, and participants were shown impact data after Round 2. However, after Round 2 bookmark placement for each subsequent grade, participants were shown the impact data associated with their median Round 2 bookmarks, 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 bookmark placements, 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), and for grades 8 and 11 (which were completed the previous weeks by different committees). 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 3–7, 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. All adjustments were within one conditional standard error of measurement (± 1 CSEM) unit. These recommendations, along with all of participants' recommendations from Round 3, are included later in this section. Participants' recommendations from earlier in the process (i.e., Round 1, Round 2) are included in Section E of this report.

Workshop Evaluation

To conclude the workshop, participants were asked to complete a written evaluation. Selected results are presented later in this section. The complete results of the evaluations are included in Section H. After evaluating the workshop, participants were dismissed with the thanks of NDE and DRC.

Standard Setting Recommendations

Participants engaged in three rounds of the Bookmark Procedure for each of grades 3–8. As they worked, they were shown impact data associated with their recommendations. Participants' recommendations from Round 3 of the Bookmark Procedure are shown in Table 4.

Table 4. Participant-recommended cut scores from Round 3 of the Bookmark Procedure

Grade	Round 3 Cut Scores		Impact Data from Spring 2017			
	Established	Distinguished	Developing	Established	Distinguished	Est. + Dist.
3	710	742	42.7%	36.1%	21.2%	57.3%
4	710	751	42.9%	39.4%	17.7%	57.1%
5	715	743	47.3%	30.7%	22.0%	52.7%
6	715	740	50.6%	25.6%	23.8%	49.4%
7	718	744	60.2%	22.6%	17.2%	39.8%
8	717	754	48.0%	37.3%	14.7%	52.0%

When looking to ACT for comparison purposes, 46.0% of grade 11 students were classified in the performance levels analogous to *Developing*, 40.0% in *Established*, and 14.0% in *Distinguished*. Accordingly, 54.0% of students were considered to be classified in the equivalent of the *Established +*

Distinguished level for ACT. These comparison percentages were shown to participants during the standard setting.

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.

As part of a wide-ranging discussion, participants indicated that the overall patterns they observed in the impact data met with their expectations. Highlights from participants' observations are noted here.

- Participants noted that more students were classified in *Developing* in grades 6 and 7 than in other grades. The entire committee had contributed to the cut score recommendations for grade 5, and the upper-grade subcommittee had worked on grade 6 directly thereafter. Several committee members noted that their conceptualization of the *Developing* and *Established* students had shifted somewhat during the workshop, and they had not expected the impact data to display this pattern. Participants noted that the percentages of students classified as *Developing* seemed reasonable in the primary grades and in grade 8, but might need adjustment in the middle school grades to promote better articulation.
- The percentage of students classified as *Distinguished* was higher in grade 3, lower in grade 4, and higher again in grade 5. Participants noted that this was not intentional, and that they would expect the percentage of students classified as *Distinguished* in the lower grades to be similar across grades.
- The percentage of students classified as *Distinguished* was higher in grades 5 and 6 than in the surrounding grades. Continuing their discussions about the percentages of students classified as *Distinguished* in grades 3 and 4, participants indicated that they would expect the impact data for *Distinguished* to be similar for middle school.

The committee made five adjustments to cut scores, all to promote better articulation across grades. The committee worked by consensus, and participants inspected the ramifications of their cut score adjustments on the impact data as they worked. Participants were instructed to make only necessary adjustments to promote better articulation across grades, and they were further instructed to make the smallest adjustments required to effect changes in articulation. The five adjustments are shown here.

- Grade 3 *Distinguished* from 742 to 747 to promote consistency with grade 4
- Grade 5 *Distinguished* from 743 to 746 to promote consistency with grades 4, 6, and 7
- Grade 6 *Established* from 715 to 714 to promote consistency with middle and high school
- Grade 6 *Distinguished* from 740 to 743 to promote consistency with grade 8 and high school
- Grade 7 *Established* from 718 to 710 to promote consistency with grade 8 and high school

Participants made their adjustments on the scale-score metric. All adjustments were made within a band of ± 1 CSEM of participants' Round 3 recommendations, and typically were much smaller. Accordingly, participants' adjusted cut scores can be considered to be consistent with their content-

based expectations for students that they made throughout the Bookmark Procedure. The CSEM values associated with participants' recommended cut scores are shown in Table 6.

Participants 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 5.

Table 5. Participant-Recommended Cut Scores and Associated Impact Data for the 2017 NeSA ELA

Grade	Recommended Cut Scores		Impact Data from Spring 2017			
	Established	Distinguished	Developing	Established	Distinguished	<i>Est. + Dist.</i>
3	710	747	42.7%	39.8%	17.5%	57.3%
4	710	751	42.9%	39.4%	17.7%	57.1%
5	715	746	47.3%	34.8%	17.9%	52.7%
6	714	743	46.4%	33.8%	19.8%	53.6%
7	710	744	48.7%	34.1%	17.2%	51.3%
8	717	754	48.0%	37.3%	14.7%	52.0%

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 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 "noise" 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 6 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 6. Recommended cut scores and conditional standard errors of measurement (CSEM) for the NeSA ELA

Grade	Recommended Cut Scores		Conditional Standard Error of Measurement	
	Established	Distinguished	Established	Distinguished
3	710	747	11	14
4	710	751	12	14
5	715	746	11	13
6	714	743	11	13
7	710	744	11	13
8	717	754	12	14

Workshop Evaluation

After the standard setting, participants were asked to evaluate the workshop. The full results of the evaluations are found in Section H of this report. This section provides selected results of the evaluations.

The workshop evaluations were comprised of statements to which participants could agree or disagree with on a scale of 1 to 5, where 1 indicates strong disagreement, 3 indicates neutrality, and 5 indicates strong agreement. By examining participants' reactions to these statements, we can see their satisfaction with the standard setting process and recommendations.

Standard setting participants felt they understood the process and had the information needed to make their recommendations. Of the 25 participants who completed the workshop evaluation for grade 8, 96% agreed or strongly agreed that DRC "clearly explained the Bookmark Procedure," and 96% agreed or strongly agreed that "After the training, I felt confident I was prepared to complete the standard setting task." Of the 25 participants, 100% agreed or strongly agreed that they "understood how to make [their] bookmarks."

Standard setting participants were asked to indicate their confidence in their recommendations. Participants were asked how confident they were in each cut score recommendation: 92% of participants indicated they were "confident" or "very confident" with the group's *Established* cut score recommendation and 100% with the group's *Distinguished* recommendation.

Of the 43 participants who completed the workshop evaluation for grades 3–7, 98% agreed or strongly agreed that DRC "clearly explained the Bookmark Procedure," and 91% agreed or strongly agreed that "After the training, I felt confident I was prepared to complete the standard setting task." Of the 43 participants, 98% agreed or strongly agreed that they "understood how to make [their] bookmarks."

Standard setting participants were asked to indicate their confidence in their recommendations, for the grades they actively participated on. Participants were asked how confident they were in each cut score recommendation: combined across tests, 91% of participants indicated they were "confident" or "very confident" with the group's *Established* cut score recommendations and 96% with the group's *Distinguished* recommendations.

Final Approval of Cut Scores by NDE

After the workshop, NDE considered participants' recommended cut scores, as shown in Table 5. 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 8, NDE adjusted the *Established* cut score from 717 to 723. This adjustment was implemented to make the percentage of students classified as *Established and Distinguished* in grade 8 (52% after adjustment) more similar to the percentage of students classified in the analogous performance levels on ACT in

grade 11 (54%). NDE noted that this consistency was important to the cohesion of performance standards across the NeSA testing program for ELA. The magnitude of this adjustment was 0.5 CSEM units (as taken from the values presented in Table 6), making the adjustment well within the cloud statistical “noise” that surrounds any estimate made on the test scale. 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 7. 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	710	747	42.7%	39.8%	17.5%	57.3%
4	710	751	42.9%	39.4%	17.7%	57.1%
5	715	746	47.3%	34.8%	17.9%	52.7%
6	714	743	46.4%	33.8%	19.8%	53.6%
7	710	744	48.7%	34.1%	17.2%	51.3%
8	723	754	52.7%	32.6%	14.7%	52.0%

References

- Lewis, D. M., Mitzel, H. C., & Green, D. R. (1996, June). Standard setting: A bookmark approach. In D. R. Green (Chair), *IRT-based standard-setting procedures utilizing behavioral anchoring*. Symposium conducted at the Council of Chief State School Officers National Conference on Large-scale Assessment, Phoenix, AZ.
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- Nebraska Department of Education. (2017). Academic standards. Retrieved on September 21, 2017, from <https://www.education.ne.gov/academicstandards/index.html>.
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B

Agendas

Grade 8



**Nebraska Student Assessment (NeSA)
Grades 8 English Language Arts
Standard Setting Agenda**

Thursday, July 13, 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 – 10:30	Standard setting training
10:30 – 11:30	Performance level descriptors (PLDs) and standards review
11:30 – 12:30	Lunch <i>Table leaders meet during lunch for a review of roles and responsibilities</i>
12:30 – 1:30	Panelists take the operational test
1:30 – 4:00	Complete Round 1 of standard setting process



*NeSA Grade 8 English Language Arts
Standard Setting Agenda*

Page 1

Friday, July 14, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 10:00	Presentation of Round 1 results and table discussion
10:00 – 10:45	Complete Round 2 of standard setting process
10:45 – 11:30	Presentation of Round 2 results, impact data, and room discussion
11:30 – 12:30	Lunch
12:30 – 1:45	Complete Round 3 of standard setting process
1:45 – 2:30	Revisions to PLDs
2:30 – 3:30	Review cut score recommendations
3:30 – 4:00	Evaluations and dismissal



Grades 3–7



**Nebraska Student Assessment (NeSA)
Grades 3–7 English Language Arts
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 – 10:30	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 – 1:30	Panelists take the operational test: Grade 5
1:30 – 4:00	Complete Round 1 of standard setting process: Grade 5



*NeSA English Language Arts
Standard Setting Agenda*

Page 1

Tuesday, July 18, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 9:45	Presentation of Round 1 results and table discussion: Grade 5
9:45 – 10:15	Complete Round 2 of standard setting process: Grade 5
10:15 – 11:00	Presentation of Round 2 results, impact data, and room discussion
11:00 – 11:30	Complete Round 3 of standard setting process: Grade 5
11:30 – 12:30	Lunch
12:30 – 1:00	Revision of PLDs: Grade 5
1:00 – 1:05	Break-out into groups: Grade 4 and Grade 6
1:05 – 1:30	PLDs and standards review: Grades 4 & 6
1:30 – 2:30	Panelists take the operational test: Grades 4 & 6
2:30 – 4:00	Complete Round 1 of standard setting process: Grades 4 & 6



Wednesday, July 19, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 9:30	Presentation of Round 1 results and table discussion: Grades 4 & 6
9:30 – 10:00	Complete Round 2 of standard setting process: Grades 4 & 6
10:00 – 11:00	Presentation of Round 2 results, impact data, and room discussion
11:00 – 11:30	Complete Round 3 of standard setting process: Grades 4 & 6
11:30 – 12:30	Lunch
12:30 – 1:00	Revision of PLDs: Grades 4 & 6
1:00 – 1:30	PLDs and standards review: Grades 3 & 7
1:30 – 2:30	Panelists take the operational test: Grades 3 & 7
2:30 – 4:00	Complete Round 1 of standard setting process: Grades 3 & 7



Thursday, July 20, 2017

(Times are approximate depending on work completion)

8:00 – 8:30	Check-in and breakfast
8:30 – 9:30	Presentation of Round 1 results and table discussion: Grades 3 & 7
9:30 – 10:00	Complete Round 2 of standard setting process: Grades 3 & 7
10:00 – 11:00	Presentation of Round 2 results, impact data, and room discussion
11:00 – 11:30	Complete Round 3 of standard setting process: Grades 3 & 7
11:30 – 12:30	Lunch
12:30 – 1:00	Revision of PLDs: Grades 3 & 7
1:00 – 1:30	Presentation of cut score recommendations
1:30 – 3:00	Across-grade articulation discussion
3:00 – 3:30	Final revisions to PLDs, if needed: Grades 3–7
3:30 – 4:00	Evaluations and dismissal



C

Training Presentation and Materials

Grade 8



NEBRASKA
DEPARTMENT OF EDUCATION

Nebraska ELA Grade 8 Standard Setting Training

July 13, 2017 • Lincoln, NE

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.



Workshop Goal

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

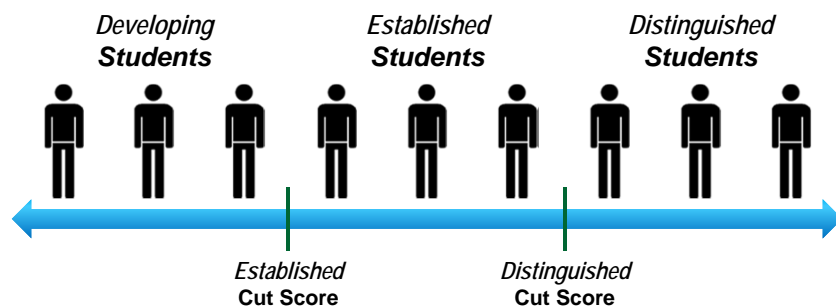


3



Cut Scores & Performance Levels

- Two cut scores classify students into three achievement levels.



4



Multi-Phase Standard Setting

High School

Cut scores recommended earlier this week

Grade 8

Cut scores recommended using info from high school

Grades 3–7

Recommended next week using info from Grade 8 and from high school



5



Bookmark Procedure



**Item-
centered
method**



**Content-
based
decisions**



**Iterative
process**



6



Take the Test

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



7



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.

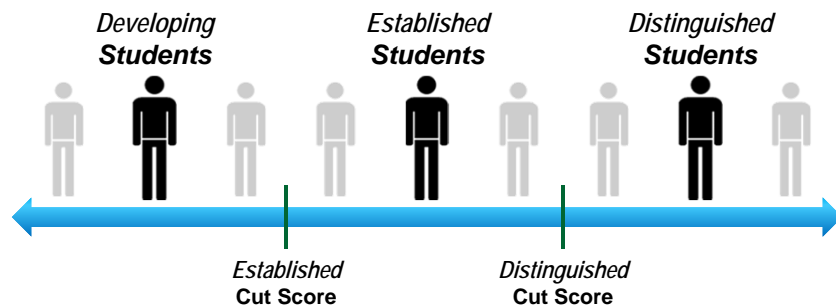


8



PLDs and Performance Levels

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

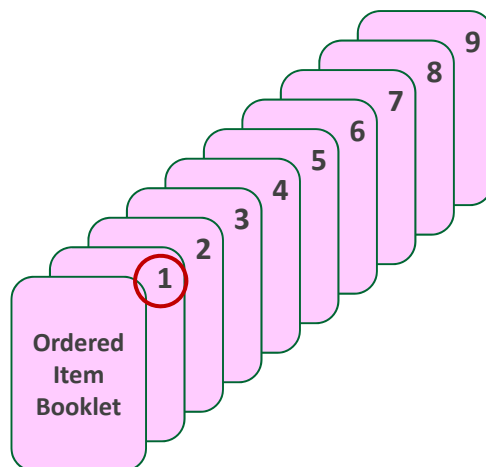


9

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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



10

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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.

Borderline
Developing/Established
Student



Borderline
Established/Distinguished
Student

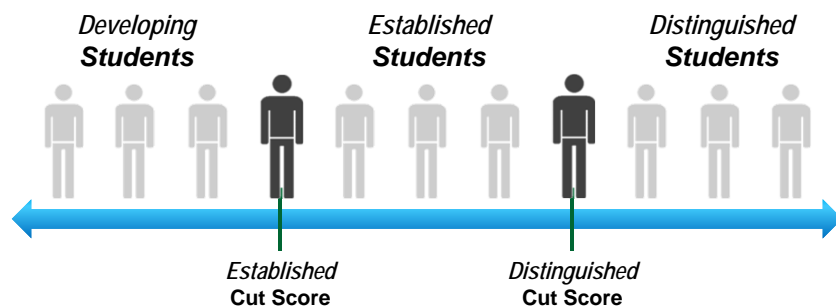


11



Two Borderline Students

- Bookmark judgments and cut scores are linked to the student *just* in each level.

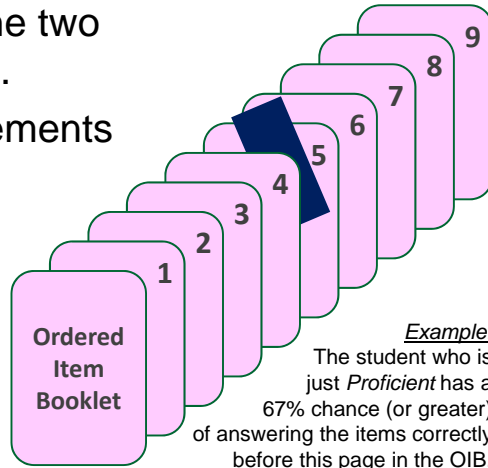


12



Borderline Students and the OIB

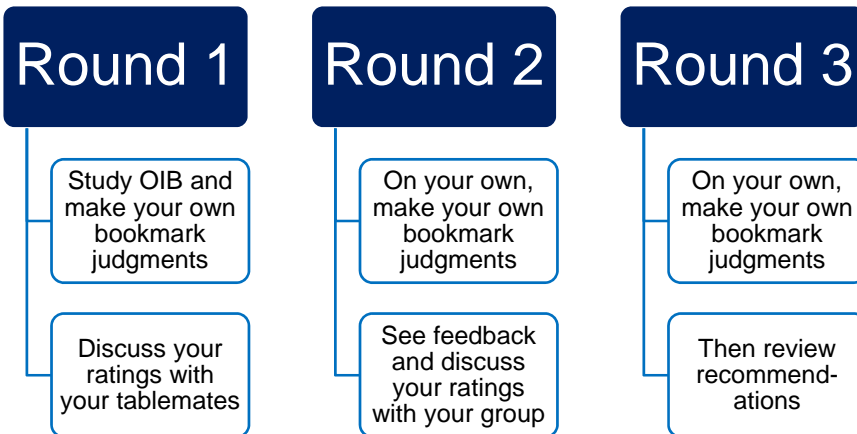
- You will consider the two borderline students.
- You will make statements in the OIB using *bookmarks*.
- These bookmarks are linked to cut score recommendations.



13



Three Rounds



14



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
 - Place your bookmarks independently
 - Ask a member of staff any questions
 - Use workshop materials only in meeting rooms
 - Keep workshop conversations confidential



15



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.



16



Training Materials

- ❑ Performance level descriptors (PLDs)
- ❑ Sample items
- ❑ Item Information Sheet
- ❑ Item Separation Chart
- ❑ Bookmark Worksheet



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Item Information Sheet

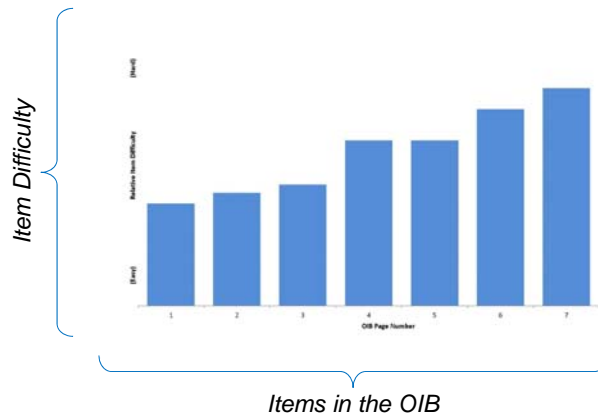
Order of Difficulty	Book No.	Context Standards		Key	Score Point	Borderlines		Notes
		Code	Standard			Dev/Est	Est/Dist	
1	3	5.1.5.b	Apply knowledge of context clues and text features to determine meaning of words	B	--			
2	8.1	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	1 of 4			
3	6.1	5.1.6.g	Use evidence to compare/contrast characteristics that distinguish a variety of texts	B	1 of 2			
4	1	5.1.5.d	Identify semantic relationships (e.g., synonyms) to determine the meaning of words	A	--			
5	8.2	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	2 of 4			
6	2	5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, personification)	D	--			
7	7	5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting)	C/D	--			
8	6.2	5.1.6.g	Use evidence to compare/contrast characteristics that distinguish a variety of texts	A/E	2 of 2			
9	5	5.1.6.a	Determine author's purpose, describe how author's perspective influences text	C	--			
10	8.3	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	3 of 4			
11	4	5.1.6.i	Construct and/or answer questions and support answers with explicit evidence	C	--			
12	8.4	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	4 of 4			



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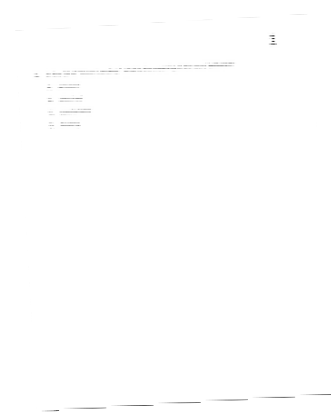
Example: Item Separation Chart



19



Examining an Item



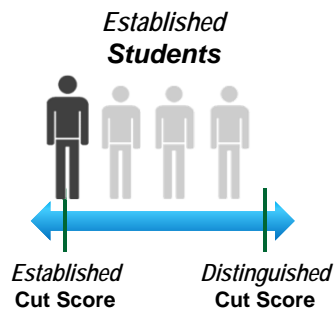
- Make a brief note to yourself about what the item measures.
- Ask yourself if the borderline student would have at least a 67% chance of answering the item correctly.
 - Remember: this isn't the same as asking if 67% of *all* students would answer the item correctly.
- Record your "Yes" or "No" judgment on your Item Information Sheet.



20



Items and the Borderline Student



- Remember to consider the borderline student, not the student in the middle of the performance level.
 - For example, would the just *Established* student have at least a 67% chance of answering a given item correctly?

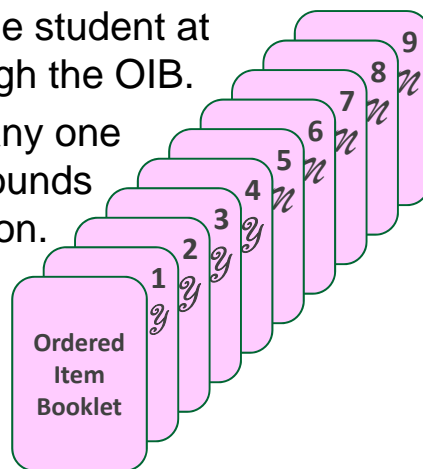


21



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.



22



Multi-Point Items

- Some items have multiple possible points.
 - ▢ Each point is represented *separately* in the OIB.
- Ask yourself if the borderline student would have a 67% chance to *earn that point or higher*.

2
Score Point
1 of 4

A. "Walking on the Moon" and "Moon Landing" have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, analytical response using specific evidence from BOTH passages to support your answer.

B. "Walking on the Moon" and "Moon Landing" have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, analytical response using specific evidence from BOTH passages to support your answer.

Well, in the story, the kid thinks she has walked on the moon. He not really sure if she did or not. He because maybe it is just a dream. An example is "I closed my eyes and thought about the first of being and what I learned about the moon today." In the poem the guy lands on the moon in a spacecraft and jumps around. But both are excited to be there and fascinated by being on the moon. So, it is fascinating theme of be fascinated to be on the moon.

ANSWER:

This response demonstrates limited analysis of text, use of evidence, and writing skills. The response minimally addresses the task and inadequately analyzes how both the story and the poem address the idea that space travel is fascinating. Some explicit and implicit ideas, such as "I closed my eyes and thought about the first of being and what I learned about the moon today," are minimally addressed. The response provides little evidence from the passages for support and demonstrates limited understanding of the task. The response contains nearly a third of the language of the text that sufficiently demonstrates a command of standard English.



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Possible Bookmark Range

- You will find a range of items where you could set your bookmark.
 - ▢ It may be a couple of items or more than that.
 - ▢ Do not get stuck on a single item.
 - ▢ Consider the *Item Separation Chart*.



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Finding the Possible Bookmark Range

- Progress through the OIB until you reach an item that the borderline student would *not* have a 67% chance of answering correctly.
 - Record “No” on the item information sheet.
 - This is the **start** of your Possible Bookmark Range.
- Keep going until you have reached the last item that a student *would* have a 67% chance of answering correctly.
 - The Possible Bookmark Range **ends** after that page.

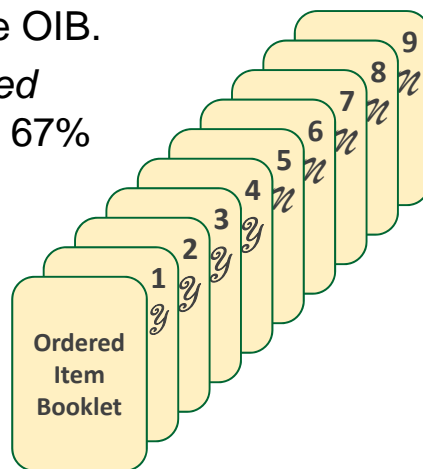


25



Recap on Studying the OIB

- Look at the items in the OIB.
- Would a just *Established* student have at least a 67% chance of answering each item correctly?
 - The PLDs are a guide.
 - Record your “Yes” or “No” answer for each item on your Item Information Sheet.



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Example: Idealized Item Info Sheet

Item	Would the borderline student have at least a 67% chance of answering this item correctly?
1	Yes
2	Yes
3	Yes
4	Yes
5	No
6	No
7	No
8	No
9	No

There's a really clear separation here. This is where you would place your bookmark ("on Page 5").



27



Example: Realistic Item Info Sheet

Item	Would the borderline student have at least a 67% chance of answering this item correctly?
1	Yes
2	Yes
3	Yes
4	No
5	No
6	Yes
7	No
8	No
9	No

The separation is less clear, but still visible. You should place your bookmark somewhere in this range.

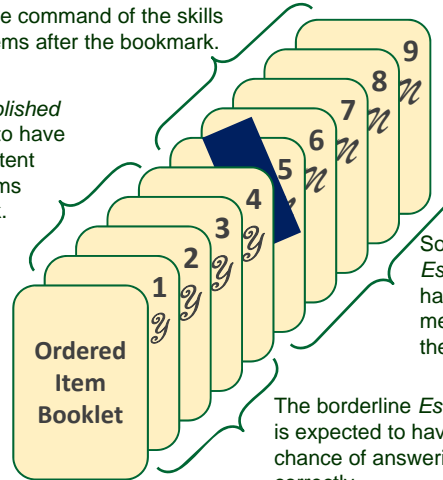


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The borderline *Established* student is not expected to have command of the skills measured by items after the bookmark.

The borderline *Established* student is expected to have command of the content measured by the items before the bookmark.



Some students in the *Established* level may have some of the skills measured by items after the bookmark.

The borderline *Established* student is expected to have at least a 67% chance of answering these items correctly.

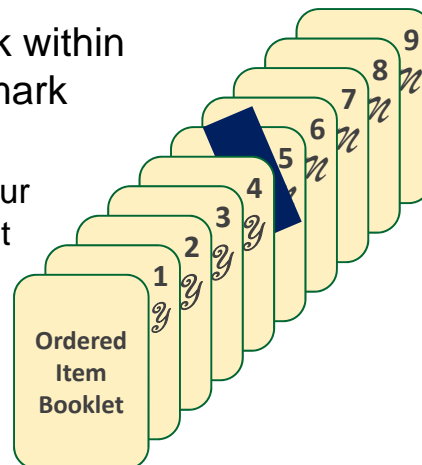


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Recording Your Bookmark

- Place your bookmark within your Possible Bookmark Range.
 - Use the PLDs and your professional judgment as guides.
- Record the page number **after** your bookmark.



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Bookmark Worksheet

- Write your bookmarks on the *Bookmark Worksheet*.
 - You will place two bookmarks.
 - Write a few words to help you remember why you placed your bookmarks where you did.



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Recording Your Bookmarks

- In the actual workshop, you will then record your bookmarks in an online system.
 - You will record your bookmarks online, not your rationales.



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Pacing

- Some people will take longer than others to study the test items and place their bookmarks.
 - 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.



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Nebraska ELA 2017 Standard Setting

PRACTICE EXERCISE

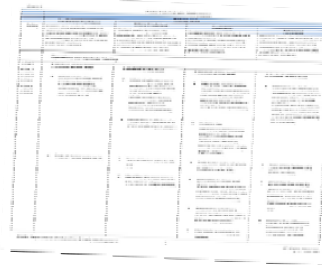


34

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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.



35

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Examine Items Using Item Info Sheet

- For each item...
 - Ask what the item measures.
 - Ask yourself if the borderline *Established* student would be expected to have at least a 67% chance of answering the item correctly.
 - Write “Yes” or “No” in the *Dev/Est* column of the Item Info Sheet.

Borderlines	
Dev/Est	Est/Dist



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Repeat the Process Twice More

- Now repeat the process twice:
 - Once for the student who is just barely *Established*
 - Then 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 have at least a 67% chance of answering each item correctly
 5. Write "Yes" and "No" judgments on the Item Information Sheet



37



Review Your Item Info Sheet

- For each borderline student, find the Possible Bookmark Range.
 - It may be not be so clear-cut sometimes.
 - You should place your bookmark within your Possible Bookmark Range.

Borderlines	
Dev/Est	Est/Dist
Yes	Yes
Yes	Yes
No	Yes
No	Yes
No	No
No	No

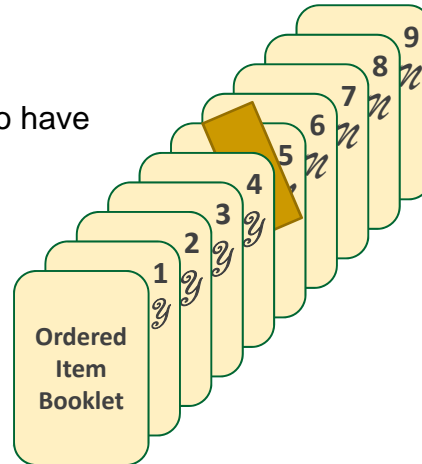


38



Place Your First Bookmark

- Consider the *Established* borderline student first.
- The student is expected to have at least a 67% chance of answering items correctly before the bookmark.
- The probability after the bookmark is less than 67%, but not zero.

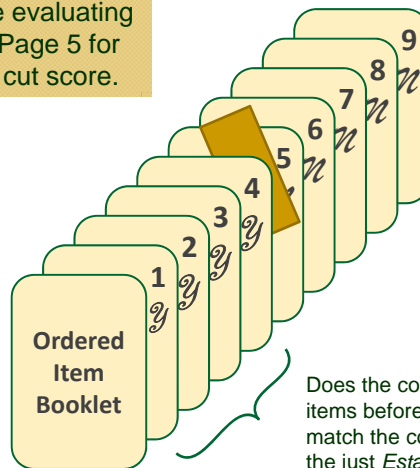


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Evaluating a Bookmark Holistically

Imagine you are evaluating a bookmark on Page 5 for the *Established* cut score.



Does the content measured by the items before the bookmark best match the content you expect of the just *Established* student?



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Make Your Bookmark Placements

- Write your three bookmark placements on your Training Bookmark Worksheet.
- Turn your Worksheet over when you're done.



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Tips on Rationales

- **Good rationales** link the content of the items just in front of the bookmark to the PLDs.
 - For example, “Student have to draw basic inferences from a simple text, as listed in PLDs.”
- **Not-so-good rationales** don't make reference to the content of the items.
 - For example, “The second score point for the four-point item is just after this bookmark.”



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Example: Round 1 Feedback

Participant Number	Established	Distinguished
1	12	38
2	12	39
3	14	38
4	13	37
5	11	38
6	12	38
7	14	38
Median	12	38



43



Benchmarks

- You will see information about Nebraska students' performance on other tests.
 - These data are called *benchmarks*.
- Benchmarks are for your consideration.
 - Consider how your recommendations are similar to or different from the benchmarks.



44



Discussion of Round 1 Ratings

- In the actual workshop, you will discuss your Round 1 bookmarks at your table.
- Feel free to discuss:
 - Your bookmarks
 - Your Possible Bookmark Ranges (and any overlaps)
- After discussion, you will have a second opportunity to make bookmark judgments.
 - You can change any, all, or none of your bookmarks.
 - Bookmark placement is always an individual activity.



45



Suggestions for Discussions

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



46



Example: Round 2 Feedback

Participant Number	Established	Distinguished
1	12	38
2	12	39
3	12	38
4	13	38
5	11	37
6	12	38
7	14	38
Median	12	38

Developing	Established	Distinguished
0.0%	0.0%	0.0%



47



Workshop Structure

1. Study PLDs
2. Study OIB and make Round 1 ratings
3. Discuss Round 1 at tables
4. Make Round 2 ratings
5. Discuss Round 2 as a group
6. Make Round 3 ratings
7. Review recommendations



48



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 leave.



49

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ANY QUESTIONS?



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Grades 3–7



NEBRASKA
DEPARTMENT OF EDUCATION

Nebraska ELA Grades 3–7 Standard Setting Training

July 17, 2017 • Lincoln, NE

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.



Workshop Goal

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

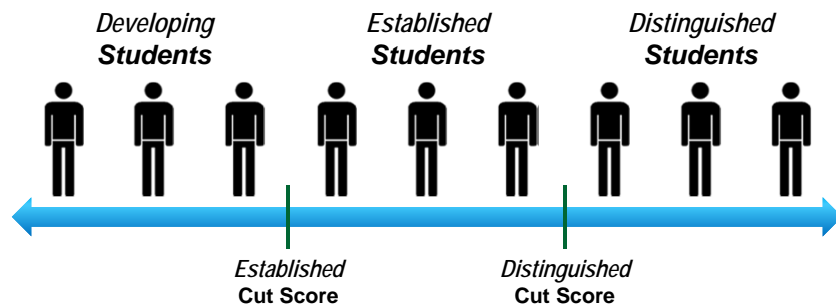


3



Cut Scores & Performance Levels

- Two cut scores classify students into three achievement levels.



4



Multi-Phase Standard Setting

High School

Cut scores recommended early last week

Grade 8

Cut scores recommended late last week using info from high school

Grades 3–7

Recommended this week using info from Grade 8 and from high school



5



Bookmark Procedure



**Item-
centered
method**



**Content-
based
decisions**



**Iterative
process**



6



Take the Test

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



7



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.

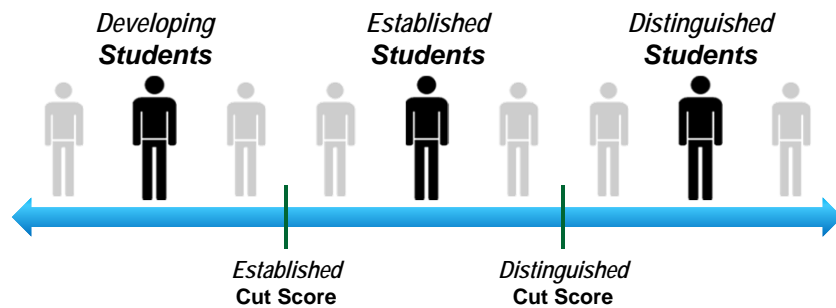


8



PLDs and Performance Levels

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

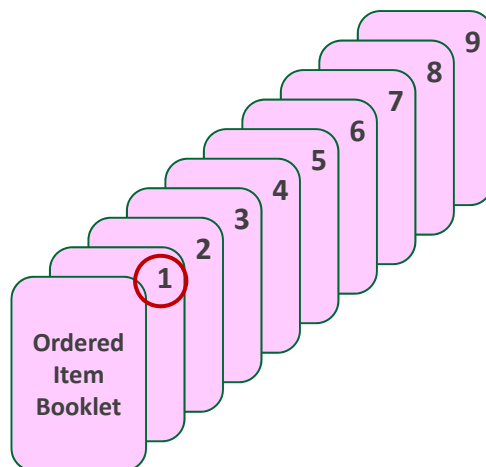


9



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



10



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.

Borderline
Developing/Established
Student



Borderline
Established/Distinguished
Student

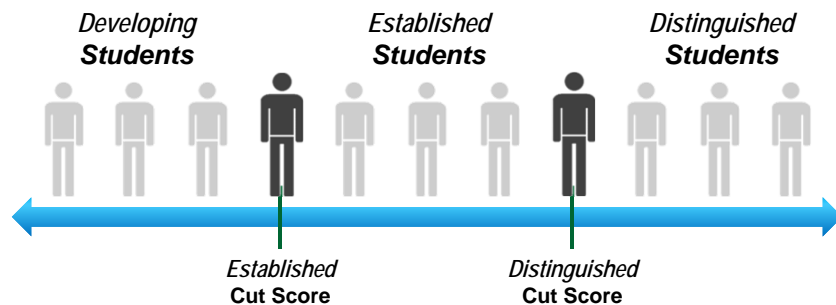


11



Two Borderline Students

- Bookmark judgments and cut scores are linked to the student *just* in each level.

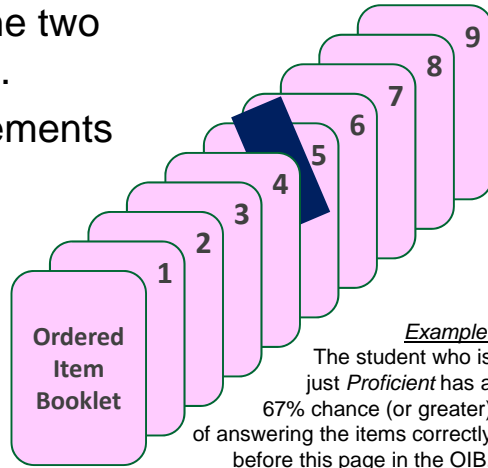


12



Borderline Students and the OIB

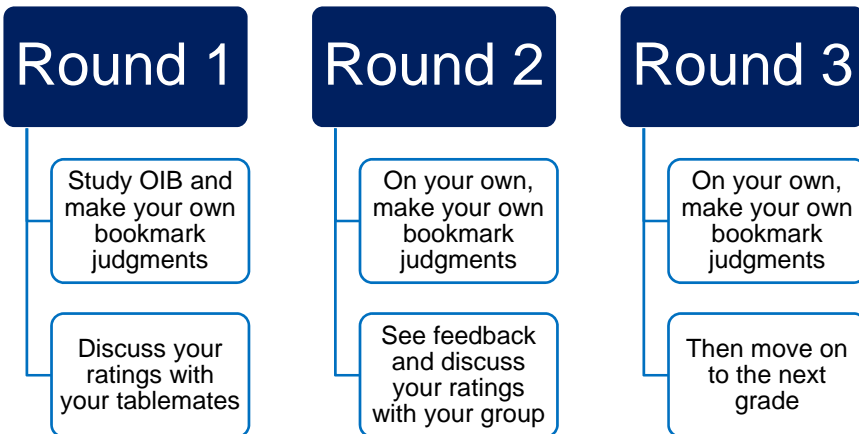
- You will consider the two borderline students.
- You will make statements in the OIB using *bookmarks*.
- These bookmarks are linked to cut score recommendations.



13



Three Rounds



14



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
 - Place your bookmarks independently
 - Ask a member of staff any questions
 - Use workshop materials only in meeting rooms
 - Keep workshop conversations confidential



15



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.



16



Training Materials

- ❑ Performance level descriptors (PLDs)
- ❑ Sample items
- ❑ Item Information Sheet
- ❑ Item Separation Chart
- ❑ Bookmark Worksheet



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Item Information Sheet

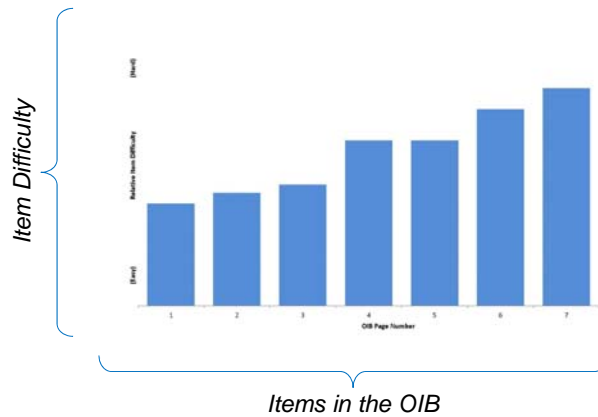
Order of Difficulty	Book No.	Context Standards		Key	Score Point	Borderlines		Notes
		Code	Standard			Dev/Est	Est/Dist	
1	3	5.1.5.b	Apply knowledge of context clues and text features to determine meaning of words	B	--			
2	8.1	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	1 of 4			
3	6.1	5.1.6.g	Use evidence to compare/contrast characteristics that distinguish a variety of texts	B	1 of 2			
4	1	5.1.5.d	Identify semantic relationships (e.g., synonyms) to determine the meaning of words	A	--			
5	8.2	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	2 of 4			
6	2	5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, personification)	D	--			
7	7	5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting)	C/D	--			
8	6.2	5.1.6.g	Use evidence to compare/contrast characteristics that distinguish a variety of texts	A/E	2 of 2			
9	5	5.1.6.a	Determine author's purpose, describe how author's perspective influences text	C	--			
10	8.3	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	3 of 4			
11	4	5.1.6.i	Construct and/or answer questions and support answers with explicit evidence	C	--			
12	8.4	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	4 of 4			



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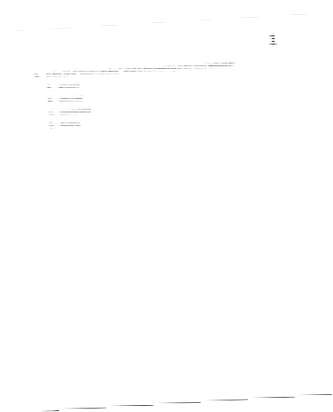
Example: Item Separation Chart



19



Examining an Item



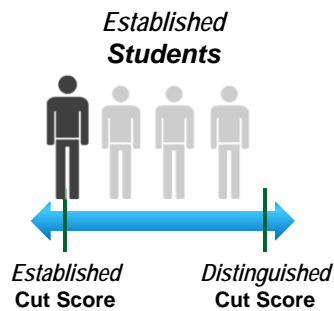
- Make a brief note to yourself about what the item measures.
- Ask yourself if the borderline student would have at least a 67% chance of answering the item correctly.
 - Remember: this isn't the same as asking if 67% of *all* students would answer the item correctly.
- Record your "Yes" or "No" judgment on your Item Information Sheet.



20



Items and the Borderline Student



- Remember to consider the borderline student, not the student in the middle of the performance level.
 - For example, would the just *Established* student have at least a 67% chance of answering a given item correctly?

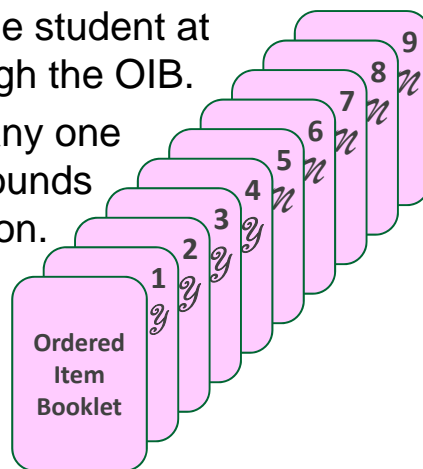


21

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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.



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Multi-Point Items

- Some items have multiple possible points.
 - ▢ Each point is represented *separately* in the OIB.
- Ask yourself if the borderline student would have a 67% chance to *earn that point or higher*.

2
Score Point
1 of 4

A. "Walking on the Moon" and "Moon Landing" have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, analytical response using specific evidence from BOTH passages to support your answer.

B. "Walking on the Moon" and "Moon Landing" have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, analytical response using specific evidence from BOTH passages to support your answer.

Well, in the story, the test thinks she has walked on the moon. He not really sure if she did or not. He because maybe it is just a dream. An example is "I closed my eyes and thought about the first of being and what I learned about the moon today." In the poem the guy lands on the moon in a spacecraft and jumps around. But both are excited to be there and fascinated by being on the moon. So, it is fascinating theme of be fascinated to be on the moon.

ANSWER:

This response demonstrates limited analysis of text, use of evidence, and writing skills. The response minimally addresses the task and inadequately analyzes how both the story and the poem address the idea that space travel is fascinating. Some explicit and implicit ideas, such as, "he not really sure if she did or not" are minimally addressed. The response provides little evidence from the passages for support and demonstrates limited understanding of the task. The response contains nearly a third of the language of the text that sufficiently demonstrates a command of standard English.



Possible Bookmark Range

- You will find a range of items where you could set your bookmark.
 - ▢ It may be a couple of items or more than that.
 - ▢ Do not get stuck on a single item.
 - ▢ Consider the *Item Separation Chart*.



Finding the Possible Bookmark Range

- Progress through the OIB until you reach an item that the borderline student would *not* have a 67% chance of answering correctly.
 - Record “No” on the item information sheet.
 - This is the **start** of your Possible Bookmark Range.
- Keep going until you have reached the last item that a student *would* have a 67% chance of answering correctly.
 - The Possible Bookmark Range **ends** after that page.

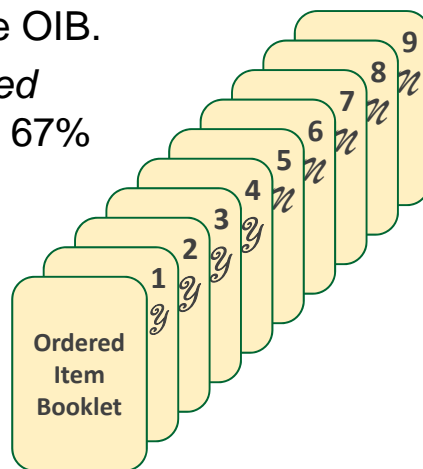


25



Recap on Studying the OIB

- Look at the items in the OIB.
- Would a just *Established* student have at least a 67% chance of answering each item correctly?
 - The PLDs are a guide.
 - Record your “Yes” or “No” answer for each item on your Item Information Sheet.



26



Example: Idealized Item Info Sheet

Item	Would the borderline student have at least a 67% chance of answering this item correctly?
1	Yes
2	Yes
3	Yes
4	Yes
5	No
6	No
7	No
8	No
9	No

There's a really clear separation here. This is where you would place your bookmark ("on Page 5").



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Example: Realistic Item Info Sheet

Item	Would the borderline student have at least a 67% chance of answering this item correctly?
1	Yes
2	Yes
3	Yes
4	No
5	No
6	Yes
7	No
8	No
9	No

The separation is less clear, but still visible. You should place your bookmark somewhere in this range.

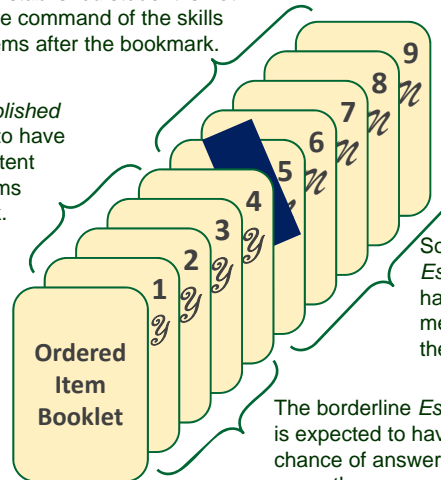


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The borderline *Established* student is not expected to have command of the skills measured by items after the bookmark.

The borderline *Established* student is expected to have command of the content measured by the items before the bookmark.



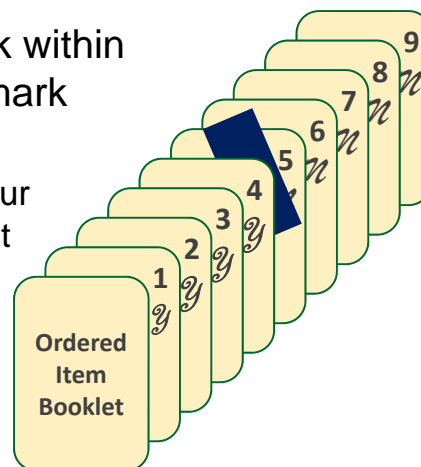
Some students in the *Established* level may have some of the skills measured by items after the bookmark.

The borderline *Established* student is expected to have at least a 67% chance of answering these items correctly.



Recording Your Bookmark

- Place your bookmark within your Possible Bookmark Range.
 - Use the PLDs and your professional judgment as guides.
- Record the page number **after** your bookmark.



Bookmark Worksheet

- Write your bookmarks on the *Bookmark Worksheet*.
 - You will place two bookmarks.
 - Write a few words to help you remember why you placed your bookmarks where you did.



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Recording Your Bookmarks

- In the actual workshop, you will then record your bookmarks in an online system.
 - You will record your bookmarks online, not your rationales.



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Pacing

- Some people will take longer than others to study the test items and place their bookmarks.
 - 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.



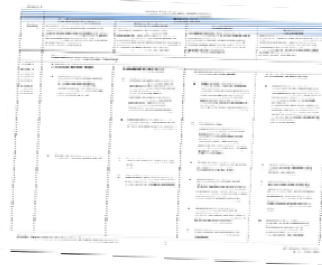
Nebraska ELA 2017 Standard Setting

PRACTICE EXERCISE



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.



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Examine Items Using Item Info Sheet

- For each item...
 - Ask what the item measures.
 - Ask yourself if the borderline *Established* student would be expected to have at least a 67% chance of answering the item correctly.
 - Write “Yes” or “No” in the *Dev/Est* column of the Item Info Sheet.

Borderlines	
Dev/Est	Est/Dist



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Repeat the Process Twice More

- Now repeat the process twice:
 - Once for the student who is just barely *Established*
 - Then 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 have at least a 67% chance of answering each item correctly
 5. Write "Yes" and "No" judgments on the Item Information Sheet



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Review Your Item Info Sheet

- For each borderline student, find the Possible Bookmark Range.
 - It may be not be so clear-cut sometimes.
 - You should place your bookmark within your Possible Bookmark Range.

Borderlines	
Dev/Est	Est/Dist
Yes	Yes
Yes	Yes
No	Yes
No	Yes
No	No
No	No

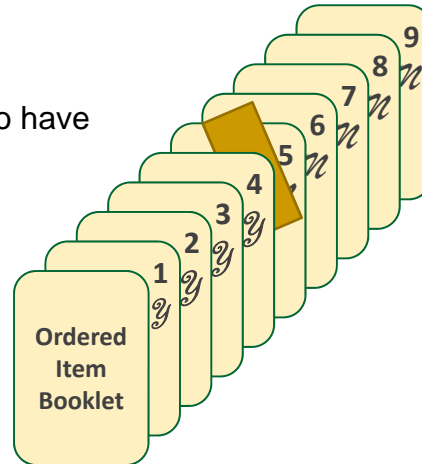


38



Place Your First Bookmark

- Consider the *Established* borderline student first.
- The student is expected to have at least a 67% chance of answering items correctly before the bookmark.
- The probability after the bookmark is less than 67%, but not zero.

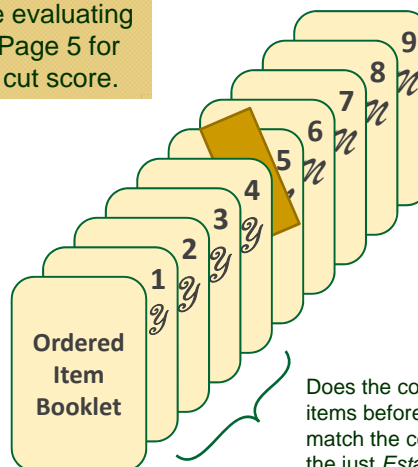


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Evaluating a Bookmark Holistically

Imagine you are evaluating a bookmark on Page 5 for the *Established* cut score.



Does the content measured by the items before the bookmark best match the content you expect of the just *Established* student?



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Make Your Bookmark Placements

- Write your three bookmark placements on your Training Bookmark Worksheet.
- Turn your Worksheet over when you're done.



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Tips on Rationales

- **Good rationales** link the content of the items just in front of the bookmark to the PLDs.
 - For example, “Student have to draw basic inferences from a simple text, as listed in PLDs.”
- **Not-so-good rationales** don't make reference to the content of the items.
 - For example, “The second score point for the four-point item is just after this bookmark.”



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Example: Round 1 Feedback

Participant Number	Established	Distinguished
1	12	38
2	12	39
3	14	38
4	13	37
5	11	38
6	12	38
7	14	38
Median	12	38



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Benchmarks

- You will see information about Nebraska students' performance on other tests.
 - These data are called *benchmarks*.
- Benchmarks are for your consideration.
 - Consider how your recommendations are similar to or different from the benchmarks.



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Discussion of Round 1 Ratings

- In the actual workshop, you will discuss your Round 1 bookmarks at your table.
- Feel free to discuss:
 - Your bookmarks
 - Your Possible Bookmark Ranges (and any overlaps)
- After discussion, you will have a second opportunity to make bookmark judgments.
 - You can change any, all, or none of your bookmarks.
 - Bookmark placement is always an individual activity.



45



Suggestions for Discussions

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



46



Example: Round 2 Feedback

Participant Number	Established	Distinguished
1	12	38
2	12	39
3	12	38
4	13	38
5	11	37
6	12	38
7	14	38
Median	12	38

Developing	Established	Distinguished
0.0%	0.0%	0.0%



47



Workshop Structure

1. Study PLDs
2. Study OIB and make Round 1 ratings
3. Discuss Round 1 at tables
4. Make Round 2 ratings
5. Discuss Round 2 as a group
6. Make Round 3 ratings
7. Move on to next grade
8. Review final recommendations



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Order of Grades to be Considered

	Lower-grade Group	Upper-grade Group
First	Everyone works on Grade 5	
Second	Work on Grade 4	Work on Grade 6
Third	Work on Grade 3	Work on Grade 7



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 leave.



Nebraska ELA 2017 Standard Setting

ANY QUESTIONS?



Nebraska NeSA Standard Setting Training Item Map

Name: _____

Content Standards				Borderlines				
Order of Difficulty	Book No.	Code	Standard	Key	Score Point	Dev/Est	Est/Dist	Notes
1	3	5.1.5.b	Apply knowledge of context clues and text features to determine meaning of words	B	--			
2	8.1	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	1 of 4			
3	6.1	5.1.6.g	Use evidence to compare/contrast characteristics that distinguish a variety of texts	B	1 of 2			
4	1	5.1.5.d	Identify semantic relationships (e.g., synonyms) to determine the meaning of words	A	--			
5	8.2	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	2 of 4			
6	2	5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, personification)	D	--			
7	7	5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting)	C/D	--			
8	6.2	5.1.6.g	Use evidence to compare/contrast characteristics that distinguish a variety of texts	A/E	2 of 2			
9	5	5.1.6.a	Determine author’s purpose, describe how author’s perspective influences text	C	--			
10	8.3	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	3 of 4			
11	4	5.1.6.i	Construct and/or answer questions and support answers with explicit evidence	C	--			
12	8.4	5.1.6.d	Summarize and analyze literary text, using key details to explain the theme	--	4 of 4			



Nebraska NeSA Standard Setting

Practice Items

Grade 5 English Language Arts



PASSAGE 1

The next two passages are paired. Read the first passage, and then read the second passage.

Walking on the Moon

When I was in fifth grade, I took a trip to the Moon. I remember the day like it was yesterday. It was one of the strangest experiences I'd ever had.

It all started when Ms. Jackson, our fifth-grade science teacher, was showing a video about the solar system. I had been fascinated by space ever since I was a little girl, but now I was really learning the facts. For example, there are eight planets orbiting our Sun, which is actually a star. Our solar system has dwarf planets, asteroids, and comets. And moons, of course—146 official ones and maybe another 27 more!

Just as the video began explaining why Earth's moon is so important, I noticed a sparkling metal disk about the size of a quarter lying on the floor. Despite my efforts to pay attention to the video, I couldn't stop looking at the shiny disk next to my desk. Finally, my curiosity convinced me to lean over and pick it up.

As soon as I touched the disk, something strange happened. Somehow I left the classroom and watched the ground slip away. I was hovering in the air, way above the school, floating like an airship above the city. The streets below were arranged like a grid, and the city's green parks dotted the town like emeralds. I was amazingly calm as I soared above the rooftops. What was happening? How could I be floating?

Then I remembered the metal disk I'd picked up from the classroom floor earlier. I opened my palm and peered at the disk. I noticed the disk had a message written on it:

"Floating through the air like a helium-filled balloon, your travels will not stop until you reach the Moon."

The next thing I knew, I was soaring away from Earth into space, dodging satellites and asteroids. Oddly enough, I wasn't cold, and I was able to breathe just fine. How could that be? I discovered that a space helmet was protecting my head, and I was wearing a spacesuit and a backpack. I could hear a slight hiss as I breathed within the bubble of the helmet and realized the backpack was providing me with oxygen. The spacesuit seemed to have many layers and was a little bulky. I felt awkward but not uncomfortable. I was thankful for the protection as pieces of space dust appeared to zing past me.

Before I knew it, I had landed on the Moon. I gazed across its stark landscape. There were no trees, schools, or houses. There wasn't even any wind. From Earth, the Moon had looked to me as if it were made of white sand, but its surface was actually rocky and solid. It seemed to be covered with a film of dark gray dust, as if someone had crumbled bits of charcoal over it. It was dimpled with craters of various sizes. I wondered if some of those dimples created the illusion we call "the man in the Moon."

I reached down and picked up a small rock with my gloved hands. Even though I knew it was unbelievably cold on the Moon, my hands stayed warm. I'm pretty sure there were heaters in the fingertips of the gloves!

With each step, I bounced along like a basketball. This bouncing made sense, since the Moon's gravity is much less than Earth's gravity. My spacesuit boots left a trail of big footprints in the dust. (At least I wouldn't get lost . . . although I still had no idea how I got here or how I would return to Earth!) Some of the craters were tiny, but others were huge. I was careful not to accidentally leap into a deep crater because I wasn't sure if I'd be able to get out.

I bounded toward something vertical. It looked out of place in the endless gray landscape, and I realized that it was a flag. On the flag were the words:

"To go to Earth, just close your eyes and think of what you've learned. In no time at all, you will find that you will be returned."

I wasn't sure I wanted to go back just yet, but I knew that it was getting late and that I didn't want my classmates to worry about me. I closed my eyes and thought about the thrill of flying and what I'd learned about the Moon that day.

When I opened my eyes, I was back in the science classroom and Ms. Jackson was switching on the lights because the video was over. I sat at my desk, dumbfounded. What had happened to me? I felt in my pocket for the metal disk, but it was gone. Had I really taken a trip to the Moon, or was it all just a dream? I took my hand out of my pocket and noticed that my fingers were covered with a gray, powdery dust.

"Margaret, are you still with us?" I heard Ms. Jackson ask.

I looked up at her, unable to answer, my eyes as large and round as the Moon.

Now read the second passage.

Moon Landing

The air inside the spacecraft
is thick with anticipation.
The journey has taken
just under three days,
5 but for the astronaut,
it has spanned decades.
It began with a picture book
about Saturn's rings,
which led to years
10 of fascination and study,
of training,
of dreaming,
and then,
to this very day.

15 Part of the spacecraft detaches
and touches down.
Below it, the Moon
stretches out and out.
There are tests and checks—
20 so much waiting—
until finally,
a door opens.
The astronaut takes
his first step
25 and begins to drift away;
but the invisible
cord of gravity
keeps him **tethered** and safe.
His weightless body
30 drops gently back
to the surface of the Moon.
He lands
like an autumn leaf
on freshly fallen snow.

35 When he jumps,
his body rockets upward,
and his arms flail;
it seems again, for a moment,
that a giant tidal wave
40 is carrying him away.
He sees his footprint down below;
he watches it grow smaller at first,
then larger and larger
as he comes back down.
45 To his surprise,
his foot is perfectly
back into his footprint again.

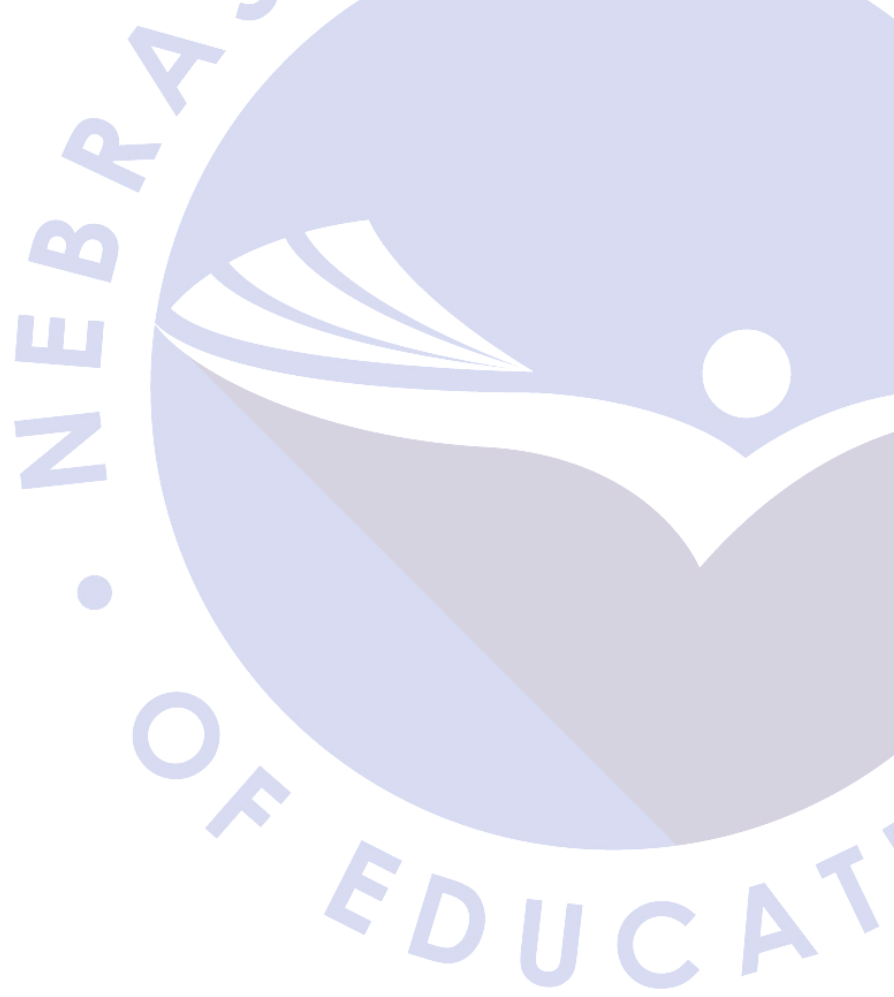
He looks back at Earth,
the planet just dangling there,
50 a huge, bright bulb
in the black box of space.
Across the continents
long strands of clouds
are pulled, west to east,
55 like wisps of cotton candy.
The oceans sparkle a pure, deep blue,
a stark contrast to the endless gray
of the Moon.
The long tail of Alaskan islands
60 spreads out
like pebbles along a beach.
He sees the Great Lakes
and is reminded of his house,
a beloved home tucked into
65 a tiny corner of the universe
like a shining jewel lost
in a big, dark room.

Draft Scoring Rubric for TDA Items

DRAFT Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric

Nebraska English Language Arts Standards	1	2	3	4
Analysis of Text 1.6* 1.6.i	Demonstrates limited analysis of text, use of evidence, and writing skills • Minimally addresses part(s) of the task to demonstrate limited understanding of the text(s) • Inadequately analyzes text(s) by minimally addressing explicit and implicit ideas from the text(s)	Demonstrates partially effective analysis of text, use of evidence, and writing skills • Addresses some part(s) of the task to demonstrate partial understanding of text(s) • Partially analyzes text(s) by occasionally addressing explicit and implicit ideas from the text(s)	Demonstrates effective analysis of text, use of evidence, and writing skills • Addresses all parts of the task to demonstrate sufficient understanding of the text(s) • Analyzes text(s) by addressing explicit and implicit ideas from the text(s)	Demonstrates exemplary analysis of text, use of evidence, and writing skills • Addresses all parts of the task to demonstrate thorough understanding of the text(s) • Thoroughly analyzes text(s) by purposefully addressing explicit and implicit ideas from the text(s)
Use of Evidence 1.6.i 2.1.c 2.2.b 4.1.a	• Insufficiently integrates evidence from the text(s) by using few details, examples, and/or quotes • Provides little or no relevant and/or accurate evidence from the text(s) to support claims or ideas • Generates an inadequately focused response which lacks an introduction/thesis, body, conclusion, and/or transitions • Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience • Limited or no use of paraphrases or quotes that attribute information to the text(s) • Limited or no use of precise word choice and/or content-specific vocabulary from the text(s) • Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning	• Partially integrates evidence from the text(s) by using some details, examples, and/or quotes • Provides some relevant and accurate evidence from the text(s) to partially support claims or ideas • Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or transitions • Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience • Weak use of paraphrases or quotes that attribute information to the text(s) • Occasionally uses precise word choice and/or content-specific vocabulary from the text(s) • Partially demonstrates conventions of standard English; errors may interfere with meaning	• Integrates specific evidence from the text(s) by using details, examples, and/or quotes • Provides relevant and accurate evidence from the text(s) to sufficiently support claims or ideas • Generates a focused response which includes a clear introduction/thesis, body, conclusion, and appropriate transitions • Demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience • Clear use of paraphrases or quotes that attribute information to the text(s) • Uses precise word choice and content-specific vocabulary from the text(s) • Demonstrates conventions of standard English; if present, errors seldom interfere with meaning	• Skillfully integrates specific evidence from the text(s) by using details, examples, and/or quotes • Provides relevant and accurate evidence from the text(s) to thoroughly support claims or ideas • Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions • Skillfully demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience • Strong use of paraphrases or quotes that attribute information to the text(s) • Skillfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas • Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning
Writing Skills 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.1.i 2.2.a 2.2.d 4.1.b				

***Individual TDA prompts are aligned to one of the following 1.6 Reading Comprehension indicators: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.i, or 1.6.j**



Nebraska NeSA Standard Setting

Practice Ordered Item Booklet

3. In line 28 of “Moon Landing,” what is the meaning of the word **tethered**?
- A. amused
 - B. attached
 - C. comfortable
 - D. floating

Score Point
1 of 4

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Well, in the story the kid thinks she has walked on the moon. Im not really sure if she did in real life because maybe it is all just a dream. An example is “I closed my eyes and thought about the thrill of flying and what I’d learned about the moon today.” In the poem the guy lands on the moon in a spacecraft and jumps around. But both are excited to be there and fascinated by being on the moon. So, it is fascinating I know Id be fascinated to be on the moon.

464/6000

This response demonstrates limited analysis of text, use of evidence, and writing skills. The response minimally addresses the task and inadequately analyzes how both the story and the poem address the idea that space travel is fascinating. Some explicit and implicit ideas, such as “both are excited to be there,” are minimally addressed. The response provides little evidence from the passage for support and demonstrates limited understanding of the text. The response consists mainly of a brief summary of the text that ineffectively demonstrates conventions of standard English.

6. This question has two parts. Answer part A, and then answer part B.

Part A

What do the main characters in the story and poem have in common?

- ☐ (a) They both traveled for days in order to reach the Moon.
- ☐ (b) They both have been interested in space since a young age.
- ☐ (c) They both wondered how they would get back home from the Moon.
- ☐ (d) They both have spent many years getting ready to travel into space.

Part B

Select **two** pieces of evidence that support your answer in part A. Select **two**.

- ☐ (a) I had been fascinated by space ever since I was a little girl, but now I was really learning the facts. ("Walking on the Moon")
- ☐ (b) . . .your travels will not stop until you reach the Moon. ("Walking on the Moon")
- ☐ (c) I was careful not to accidentally leap into a deep crater because I wasn't sure if I'd be able to get out. ("Walking on the Moon")
- ☐ (d) The journey has taken / just under three days, . . . ("Moon Landing")
- ☐ (e) It began with a picture book / about Saturn's rings, / which led to years / of fascination and study, ("Moon Landing")
- ☐ (f) He looks back at Earth, / the planet just dangling there, ... ("Moon Landing")

Score Point
1 of 2

1. Which word is a synonym for **hovering**?

- A. hanging
- B. hiding
- C. following
- D. jumping

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Both passages make space travel seem fascinating. The girl in the first passage liked what she saw in the video in science class so much that she dreamed about going to the moon. She was wearing a spacesuit that was bulky and she was flying past satellites and asteroids. She made it sound exciting by saying that pieces of space dust were zinging past her. She wondered if the craters were what made the illusion of the man in the moon. Moon Landing is like a story about a real astronaut. He takes his first step and begins to drift away but the invisible cord of gravity keeps him tethered and safe. That would feel cool. That makes me want to space travel too. This is how both passages make space travel seem fascinating.

726/6000

This response demonstrates partially effective analysis of text, use of evidence, and writing skills. The response demonstrates a partial understanding of the task, attempting to analyze how both the story and poem address the idea that space travel is fascinating. Some relevant and accurate evidence from the text has been integrated to support the main idea; however, further analysis of the text and more specific evidence highlighting how space travel is fascinating would be required for a higher score. The writer occasionally uses precise word choice and content-specific vocabulary from the text. The response includes a weak introduction, body, and conclusion.

2. In the last sentence of “Walking on the Moon,” how does the author use a literary device?
- A. The author uses personification to make the Moon seem more human.
 - B. The author uses onomatopoeia to add more rhythm to the words in the sentence.
 - C. The author uses an idiom to suggest that Margaret is having trouble seeing the teacher.
 - D. The author uses a simile to show that Margaret is still in shock from traveling to the Moon.

7. Choose **two** details from "Walking on the Moon" that BEST explain why Margaret decides to leave the Moon. Choose **two**.

- ☐ (a) . . . I still had no idea how I got here or how I would return . . .
- ☐ (b) I wasn't sure I wanted to go home just yet . . .
- ☐ (c) . . . I knew that it was getting late . . .
- ☐ (d) . . . I didn't want my classmates to worry about me.
- ☐ (e) I closed my eyes and thought about the thrill of flying . . .

6. This question has two parts. Answer part A, and then answer part B.

Part A

**Score Point
2 of 2**

What do the main characters in the story and poem have in common?

- ☐ (a) They both traveled for days in order to reach the Moon.
- ☐ (b) They both have been interested in space since a young age.
- ☐ (c) They both wondered how they would get back home from the Moon.
- ☐ (d) They both have spent many years getting ready to travel into space.

Part B

Select **two** pieces of evidence that support your answer in part A. Select **two**.

- ☐ (a) I had been fascinated by space ever since I was a little girl, but now I was really learning the facts. ("Walking on the Moon")
- ☐ (b) . . .your travels will not stop until you reach the Moon. ("Walking on the Moon")
- ☐ (c) I was careful not to accidentally leap into a deep crater because I wasn't sure if I'd be able to get out. ("Walking on the Moon")
- ☐ (d) The journey has taken / just under three days, . . . ("Moon Landing")
- ☐ (e) It began with a picture book / about Saturn's rings, / which led to years / of fascination and study, ("Moon Landing")
- ☐ (f) He looks back at Earth, / the planet just dangling there, ... ("Moon Landing")

5. How does the poem “Moon Landing” show the poet’s perspective about space?
- A. It supports the opinion that space is dangerous.
 - B. It provides evidence to support the idea that space is similar to Earth.
 - C. It supports the opinion that space exploration is interesting.
 - D. It encourages people to learn about traveling to space from Earth.

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Space travel is fascinating. This is clearly seen in the similar themes that are in both “Walking on the Moon” and “Moon Landing.” A young girl in school dreams she is on the moon and an astronaut has his dream of traveling to the moon actually come true.

In “Walking on the Moon” Margaret is watching a video about the solar system which is one of her favorite subjects. Then suddenly she is gone “...something strange happened. Somehow I left the classroom and watched the ground slip away. I was hovering in the air, way above the school, floating like an airship above the city.” Next she rockets into space and discovers she is wearing a spacesuit which she needs for her trip. On the moon she picks up moon rocks and bounces along “like a basketball” and just explores. From her description it was an amazing trip to the moon!

The astronaut begins his story on his way to the moon. “The journey has taken just under three days” but he said it actually took decades beginning “with a picture book about Saturn’s rings which led to years of fascination and study, of training, of dreaming and then, to this very day”. With those words it is clear his trip is will be a dream come true. When he gets there he explores and jumps around just like Margaret and even lands inside his own footprint!

So whether a dream or a dream come true, both the story and the poem have the similar theme of the fascination of space travel.

1420/6000

This response demonstrates effective analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of analyzing how both the story and the poem address the idea that space travel is fascinating. The analysis is focused on the dreams of both characters, and the specific evidence used to support the analysis demonstrates sufficient understanding of the text. An explanation of how space travel is fascinating is less clear. A clear introduction, body, and conclusion are evident. The response demonstrates control of the conventions of standard English, with a few errors that do not interfere with meaning.

4. What do lines 59–67 of “Moon Landing” suggest about the astronaut?
- A. He is looking for something that he is still unable to find.
 - B. He is wishing he had not traveled so far away from home.
 - C. He is thinking about how small each place on Earth is compared to the giant size of the universe.
 - D. He is thinking about new places that he would like to visit once he is back home on Earth.

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

“Walking on the Moon” and “Moon Landing” have similar themes. Both the story and the poem are about the idea that space travel is fascinating. Both passages show us people’s fascination with space and space travel but at two different times of life. The first passage is about a fifth grader who can only dream about space travel. The other passage, a poem, is about astronauts who have lived those dreams.

The young girl can only dream about going to the moon. She is so carried away with her dreams during a video on space that she actually believes she might have traveled to the moon during her science class. Who knows maybe she did! At the end of the story she notices that her fingers have moondust on them.

The astronauts also started dreaming about space when they were young. It says that it started “with a picture book about Saturn’s rings, which led to years of fascination and study, of training, of dreaming, and then, to this day”. They are adults now and are ready to try walking on the moon.

When the girl gets to the moon she jumps up and down. She also explores but is careful so she can return home. When she finds a way to return home she doesn’t want to leave at first but knows she might worry her classmates if she stays too long.

The astronauts do the same things as the girl, they jump up and down and are surprised that after floating so high up they end up landing in the footprint they originally made when they started. They also look back on earth and it reminds them of their homes.

Both passages begin fascinated with space travel. But when it comes to where they want to live they both know they will want to return home no matter how fascinated they are about space travel.

1708/6000

This response demonstrates exemplary analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of analyzing how both the story and poem address the idea that space travel is fascinating, and it thoroughly analyzes the text by purposefully addressing explicit ideas from the text. Evidence from the text has been well integrated into the response, and the skillful use of well-chosen, relevant, and accurate examples thoroughly supports the explanation. An appropriate organizational pattern and mode suited to the purpose are evident. Precise word choice and content-specific vocabulary from the text are skillfully used to enhance the ideas. The writer has thoroughly demonstrated conventions of standard English, and errors do not interfere with the writer’s meaning.

Name

Grade

Table

Participant #

Training Bookmark Worksheet

	Round 1 Bookmark	Rationale Notes
Established		
Distinguished		

Round 1: Write a few words about why you placed your bookmark where you did.

	Round 2 Bookmark	Brief Content-Based Rationale
Established		
Distinguished		

Round 2: Write a sentence about why you placed your bookmark where you did.

	Round 3 Bookmark	Content-Based Rationale
Established		
Distinguished		

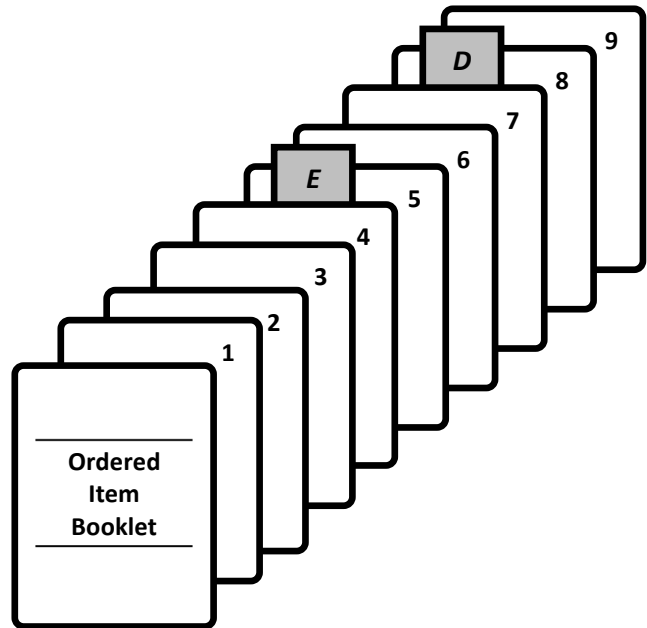
Round 3: Write the content-based rationale behind your bookmark placements. Use the back if needed.



Mid-Process Evaluation

Suppose the bookmarks were placed in this sample ordered item booklet (OIB) as follows:

Cut Score	Bookmark on Page
<i>Established</i>	5
<i>Distinguished</i>	8



- Of which items does a student need to have mastery to just make it into the *Established* performance level?

1 to 4	1 to 5	1 to 7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- If a student has mastery of the content in only Items 1 through 6 (and nothing else), in which performance level would this student be?

<i>Developing</i>	<i>Established</i>	<i>Distinguished</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Suppose a student has mastery of the content in Items 1 through 7. In which performance level is this student?

<i>Developing</i>	<i>Established</i>	<i>Distinguished</i>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- For the *Established* borderline student, will the items before the *Established* bookmark be easier, about the same, or harder to answer correctly than the items after the bookmark?

Easier to answer	About the same	Harder to answer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- What does a *Distinguished* bookmark placed on Page 8 represent?




<input type="radio"/> Students must have mastery of the content measured by the items on Pages 1–7 to be in the <i>Distinguished</i> level.	<input type="radio"/> Students must answer <u>all</u> of the items before Page 8 correctly to be in the <i>Distinguished</i> level.	<input type="radio"/> Students must have mastery of the content measured by the items on Pages 8–9 to be in the <i>Distinguished</i> level.
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- Are you ready to proceed?

Yes, I am ready.	Not yet; I have questions that I have written on the back of this form.
<input type="radio"/>	<input type="radio"/>




6: If you are not ready to proceed, please write your questions below.

Grade 8




1. Of which items does a student need to have mastery to just make it into the Established performance level?

Response	Frequency	Percent	Mean: 1.20
1 to 4	20	80.00	
1 to 5	5	20.00	
1 to 7	0	0.00	




3. Suppose a student has mastery of the content in Items 1 through 7. In which performance level is this student?

Response	Frequency	Percent	Mean: 2.36
Developing	0	0.00	
Established	16	64.00	
Distinguished	9	36.00	




5. What does a Distinguished bookmark placed on Page 8 represent?

Response	Frequency	Percent	Mean: 1.28
Students must have mastery of the content measured by the items on Pages 1-7 to be in the Distinguished level.	21	84.00	
Students must answer all of the items before Page 8 correctly to be in the Distinguished level.	1	4.00	
Students must have mastery of the content measured by the items on Pages 8-9 to be in the Distinguished level.	3	12.00	



2. If a student has mastery of the content in only Items 1 through 6 (and nothing else), in which performance level would this student be?

Response	Frequency	Percent	Mean: 2.00
Developing	0	0.00	
Established	25	100.00	
Distinguished	0	0.00	

4. For the Established borderline student, will the items before the Established bookmark be easier, about the same, or harder to answer correctly than the items after the bookmark?

Response	Frequency	Percent	Mean: 1.00
Easier to answer	25	100.00	
About the same	0	0.00	
Harder to answer	0	0.00	

6. Are you ready to proceed?

Response	Frequency	Percent	Mean: 1.00
Yes I am ready	25	100.00	
Not yet I have questions	0	0.00	

Grades 3–7

1. Of which items does a student need to have mastery to just make it into the Established performance level?

Response	Frequency	Percent	Mean: 1.23
1 to 4	35	79.55	<div><div></div></div>
1 to 5	8	18.18	<div><div></div></div>
1 to 7	1	2.27	<div><div></div></div>

3. Suppose a student has mastery of the content in Items 1 through 7. In which performance level is this student?

Response	Frequency	Percent	Mean: 2.68
Developing	0	0.00	<div><div></div></div>
Established	14	31.82	<div><div></div></div>
Distinguished	30	68.18	<div><div></div></div>

5. What does a Distinguished bookmark placed on Page 8 represent?

Response	Frequency	Percent	Mean: 1.11
Students must have mastery of the content measured by the items on Pages 1-7 to be in the Distinguished level.	40	90.91	<div><div></div></div>
Students must answer all of the items before Page 8 correctly to be in the Distinguished level.	3	6.82	<div><div></div></div>
Students must have mastery of the content measured by the items on Pages 8-9 to be in the Distinguished level.	1	2.27	<div><div></div></div>

2. If a student has mastery of the content in only Items 1 through 6 (and nothing else), in which performance level would this student be?

Response	Frequency	Percent	Mean: 2.00
Developing	1	2.27	<div><div></div></div>
Established	42	95.45	<div><div></div></div>
Distinguished	1	2.27	<div><div></div></div>

4. For the Established borderline student, will the items before the Established bookmark be easier, about the same, or harder to answer correctly than the items after the bookmark?

Response	Frequency	Percent	Mean: 1.00
Easier to answer	44	100.00	<div><div></div></div>
About the same	0	0.00	<div><div></div></div>
Harder to answer	0	0.00	<div><div></div></div>

6. Are you ready to proceed?

Response	Frequency	Percent	Mean: 1.00
Yes I am ready	44	100.00	<div><div></div></div>
Not yet I have questions	0	0.00	<div><div></div></div>

D

Performance Level Descriptors (PLDs)

Grade 3 Performance Level Descriptors

Nebraska State Accountability- English Language Arts (NeSA-ELA)

<u>Developing</u>	<u>Established</u>	<u>Distinguished</u>
<p>Developing 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Determines meaning of words through knowledge of basic word structure elements, known words, and common word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations). • Applies explicit context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words. • Identifies basic semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension. 	<p>Established 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Determines meaning of words through knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations). • Applies context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words. • Identifies semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension. 	<p>Distinguished 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Determines meaning of words through knowledge of complex word structure elements, known words, and uncommon word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations). • Applies subtle context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words. • Identifies complex semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension.

<ul style="list-style-type: none"> Identifies author's primary purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension. Identifies and describes fundamental elements of literary text (e.g., characters, setting, plot, point of view). Identifies and explains why authors use simple literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). Summarizes a literary text using details to identify the theme. Determines main ideas and details from informational text. Uses text features to locate information and explains how the information contributes to a basic understanding of text. Compares and contrasts the fundamental characteristics that distinguish a variety of literary and informational texts (e.g., genres). 	<ul style="list-style-type: none"> Identifies author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension. Identifies and describes elements of literary text (e.g., characters, setting, plot, point of view). Identifies and explains why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). Summarizes a literary text using key details to identify the theme. Determines main ideas and supporting details from informational text. Uses text features to locate information and explains how the information contributes to an understanding of text. Compares and contrasts the characteristics that distinguish a variety of literary and informational texts (e.g., genres). 	<ul style="list-style-type: none"> Identifies author's purpose(s) (e.g., explain, entertain, inform, persuade) to support thorough text comprehension. Identifies and describes complex elements of literary text (e.g., characters, setting, plot, point of view). Identifies and explains why authors use sophisticated literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). Thoroughly summarizes a literary text using the most relevant key details to identify the theme. Determines main ideas and the most relevant supporting details from informational text. Uses text features to locate information and explains how the information contributes to a thorough understanding of text. Compares and contrasts the complex characteristics that distinguish a variety of literary and informational texts (e.g., genres).
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<ul style="list-style-type: none"> • Answers simple literal and inferential questions and supports answers with evidence from the text or additional sources provided. • Identifies and applies knowledge of explicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast). • Generates a draft that which includes a topic, introduction, body, conclusion, and/or transitions. • Gathers and uses information from authoritative sources in an attempt to support claims or theses. • Composes grammatically correct sentences and/or basic paragraphs. • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text). 	<ul style="list-style-type: none"> • Answers literal and inferential questions and supports answers with specific and relevant evidence from the text or additional sources provided. • Identifies and applies knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast). • Generates a draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a clear introduction, body, conclusion, and appropriate transitions. • Gathers and uses relevant information and evidence from authoritative sources to support claims or theses. • Composes paragraphs with grammatically correct sentences of varying length, complexity, and type. • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text) and/or overreliance on any one source and by following a standard format for citation (e.g., quotes, paraphrases). 	<ul style="list-style-type: none"> • Answers complex literal and inferential questions and supports answers with the most specific and relevant evidence from the text or additional sources provided. • Identifies and applies knowledge of implicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast). • Generates a sophisticated draft that develops a clear topic, suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, conclusion, and appropriate transitions. • Gathers and uses the most relevant information and evidence from authoritative sources to thoroughly support claims and theses. • Composes sophisticated paragraphs with grammatically correct sentences of varying length, complexity, and type. • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text) and/or overreliance on any one source and by consistently and skillfully following a standard format for citation (e.g., quotes, paraphrases).
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<ul style="list-style-type: none"> • Provides evidence from literary or informational text in an attempt to support ideas or opinions. • Occasionally uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> • Provides relevant evidence from literary or informational text to support ideas or opinions. • Uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> • Provides the most relevant evidence from literary or informational text to thoroughly support ideas or opinions. • Skillfully uses precise word choice and domain-specific vocabulary to write in a variety of modes.
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DRAFT

Grade 4 Performance Level Descriptors

Nebraska State Accountability- English Language Arts (NeSA-ELA)

<u>Developing</u>	<u>Established</u>	<u>Distinguished</u>
<p>Developing 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of basic word structure elements, known words, and common word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words). • Applies explicit context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words. • Identifies basic semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension. 	<p>Established 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words). • Applies context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to infer meaning of unknown words. • Identifies semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension. 	<p>Distinguished 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of complex word structure elements, known words, and uncommon word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words). • Applies subtle context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to infer meaning of unknown words. • Identifies complex semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension.

<ul style="list-style-type: none"> • Examines text to determine author's primary purpose(s). • Identifies and describes fundamental elements of literary text (e.g., characters, setting, plot, point of view, theme). • Identifies and explains why authors use simple literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). • Summarizes a literary text using details to identify the theme. • Determines main ideas and details from informational text. • Uses text features to locate information and explains how the information contributes to a basic understanding of text. • Compares and contrasts the fundamental characteristics that distinguish a variety of literary and informational texts (e.g., genres). 	<ul style="list-style-type: none"> • Examines text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text. • Identifies and describes elements of literary text (e.g., characters, setting, plot, point of view, theme). • Identifies and explains why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). • Summarizes a literary text using key details to identify the theme. • Determines main ideas and supporting details from informational text. • Uses text features to locate information and explains how the information contributes to an understanding of text. • Compares and contrasts the characteristics that distinguish a variety of literary and informational texts (e.g., genres). 	<ul style="list-style-type: none"> • Thoroughly examines text to determine author's purpose(s) and thoroughly describe how author's perspective (e.g., beliefs, assumptions, biases) influences text. • Identifies and describes complex elements of literary text (e.g., characters, setting, plot, point of view, theme). • Identifies and explains why authors use sophisticated literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). • Thoroughly summarizes a literary text using the most relevant key details to identify the theme. • Determines main ideas and the most relevant supporting details from informational text. • Uses text features to locate information and explains how the information contributes to a thorough understanding of text. • Compares and contrasts the complex characteristics that distinguish a variety of literary and informational texts (e.g., genres).
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<ul style="list-style-type: none"> • Compares and contrasts fundamental themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. • Answers simple literal, inferential, and critical questions and supports answers with evidence from the text or additional sources provided. • Identifies and applies knowledge of explicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion). • Generates a draft that which includes a topic, introduction, body, conclusion, and/or transitions. • Gathers and uses information from authoritative sources in an attempt to support claims or theses. • Composes grammatically correct sentences and/or basic paragraphs. 	<ul style="list-style-type: none"> • Compares and contrasts similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. • Answers literal, inferential, and critical questions and supports answers with specific and relevant evidence from the text or additional sources provided. • Identifies and applies knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion). • Generates a draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a clear introduction, body, conclusion, and appropriate transitions. • Gathers and uses relevant information and evidence from authoritative sources to support claims or theses. • Composes paragraphs with grammatically correct sentences of varying length, complexity, and type. 	<ul style="list-style-type: none"> • Compares and contrasts complex themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective. • Answers complex literal, inferential, and critical questions and supports answers with the most specific and relevant evidence from the text or additional sources provided. • Identifies and applies knowledge of implicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion). • Generates a sophisticated draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a clear introduction, body, conclusion, and appropriate transitions. • Gathers and uses the most relevant information and evidence from authoritative sources to thoroughly support claims or theses. • Composes sophisticated paragraphs with grammatically correct sentences of varying length, complexity, and type.
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<ul style="list-style-type: none"> • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text). • Provides evidence from literary or informational text in an attempt to support analysis, reflection, or research. • Occasionally uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text) and/or overreliance on any one source and by following a standard format for citation (e.g., quotes, paraphrases). • Provides relevant evidence from literary or informational text to support analysis, reflection, or research. • Uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text) and/or overreliance on any one source and by consistently and skillfully following a standard format for citation (e.g., quotes, paraphrases). • Provides the most relevant evidence from literary or informational text to thoroughly support analyses, reflections, or research. • Skillfully uses precise word choice and domain-specific vocabulary to write in a variety of modes.
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Grade 5 Performance Level Descriptors

Nebraska State Accountability- English Language Arts (NeSA-ELA)

<u>Developing</u>	<u>Established</u>	<u>Distinguished</u>
<p>Developing 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of basic word structure elements, known words, and common word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo-Saxon affixes and roots). • Selects and applies knowledge of explicit context clues (e.g., word, phrase, and sentence clues) and text features to determine meaning of unknown words. • Acquires new, basic academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations. 	<p>Established 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo-Saxon affixes and roots). • Applies knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo-Saxon affixes and roots). • Acquires new academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations. 	<p>Distinguished 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of complex word structure elements, known words, and uncommon word patterns to determine meaning (e.g., parts of speech; Greek, Latin, and Anglo-Saxon affixes and roots). • Selects and applies knowledge of subtle context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. • Acquires new, complex academic and content-specific grade-level vocabulary, relates to prior knowledge, and skillfully applies in new situations.

<ul style="list-style-type: none"> Identifies basic semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension. Examines text to determine author's primary purpose(s). Analyzes and describes fundamental elements of literary text (e.g., characters, setting, plot, point of view, theme). Identifies and explains why authors use simple literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). Summarizes a literary text using details to explain the theme. Summarizes an informational text using details to explain the main idea. Uses text features to locate information and explains how the information contributes to a basic understanding of text. 	<ul style="list-style-type: none"> Identifies semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension. Examines text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text. Analyzes and describes elements of literary text (e.g., characters, setting, plot, point of view, theme). Identifies and explains why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). Summarizes and analyzes a literary text using key details to explain the theme. Summarizes and analyzes an informational text using supporting details to explain the main idea. Uses text features to locate information and explains how the information contributes to an understanding of text. 	<ul style="list-style-type: none"> Identifies complex semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words and aid in comprehension. Thoroughly examines text to determine author's purpose(s) and thoroughly describes how author's perspective (e.g., beliefs, assumptions, biases) influences text. Analyzes and describes complex elements of literary text (e.g., characters, setting, plot, point of view, theme). Identifies and explains why authors use sophisticated literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). Thoroughly summarizes and analyzes a literary text using the most relevant key details to explain the theme. Thoroughly summarizes and analyzes an informational text using the most relevant supporting details to explain the main idea. Uses text features to locate information and explains how the information contributes to a thorough understanding of text.
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<ul style="list-style-type: none"> • Uses textual evidence to compare and contrast the fundamental characteristics that distinguish a variety of literary and informational texts (e.g., genres). • Explains the fundamental relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective. • Answers simple literal, inferential, and critical questions and supports answers with evidence from the text or additional sources provided. • Identifies and applies knowledge of explicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion). • Generates a draft that develops a topic and which includes a topic, thesis, body, conclusion, and/or transitions linked to the purpose of the composition. 	<ul style="list-style-type: none"> • Uses relevant textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts (e.g., genres). • Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing relevant textual evidence to develop a national and international multicultural perspective. • Answers literal, inferential, and critical questions and supports answers with specific and relevant evidence from the text or additional sources provided. • Identifies and applies knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion). • Generates a draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. 	<ul style="list-style-type: none"> • Uses relevant textual evidence to compare and contrast the complex characteristics that distinguish a variety of literary and informational texts (e.g., genres). • Explains the complex relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing the most relevant textual evidence to develop a national and international multicultural perspective. • Answers complex literal, inferential, and critical questions and supports answers with the most specific and relevant evidence from the text or additional sources provided. • Identifies and applies knowledge of implicit organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion). • Generates a sophisticated draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
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<ul style="list-style-type: none"> • Gathers and uses information from authoritative sources in an attempt to support claims or theses. • Composes grammatically correct simple and compound sentences and/or basic paragraphs. • Proofreads and edits writing for some conventions or standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text). • Communicates information and ideas in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to audiences. • Provides evidence from literary or informational text in an attempt to support analysis, reflection, or research. 	<ul style="list-style-type: none"> • Gathers and uses relevant information and evidence from authoritative sources to support claims or theses. • Composes paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type. • Proofreads and edits writing for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text) and/or overreliance on any one source and by following a standard format for citation (e.g., quotes, paraphrases). • Communicates information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences. • Provides relevant evidence from literary or informational text to support analysis, reflection, or research. 	<ul style="list-style-type: none"> • Gathers and uses the most relevant information and evidence from authoritative sources to thoroughly support claims or theses. • Composes sophisticated paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type. • Proofreads and edits writing thoroughly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). • Displays academic honesty and integrity by avoiding plagiarism (information that is copied from the text) and/or overreliance on any one source and by consistently and skillfully following a standard format for citation (e.g., quotes, paraphrases). • Skillfully communicates information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences. • Provides the most relevant evidence from literary or informational text to thoroughly support analyses, reflections, or research.
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<ul style="list-style-type: none"> Occasionally uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> Uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> Skillfully uses precise word choice and domain-specific vocabulary to write in a variety of modes.
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Grade 6 Performance Level Descriptors

Nebraska State Accountability- English Language Arts (NeSA-ELA)

<u>Developing</u>	<u>Established</u>	<u>Distinguished</u>
<p>Developing 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of common Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand simple words, including words across content areas. • Applies knowledge of common Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand simple words, including words across content areas. • Acquires new, basic academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations. 	<p>Established 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas. • Selects and applies knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. • Acquires new academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations. 	<p>Distinguished 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of uncommon Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex and sophisticated words, including words across content areas. • Selects and applies knowledge of subtle context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. • Acquires new, complex academic and content-specific grade-level vocabulary, relates to prior knowledge, and skillfully applies in new situations.

<ul style="list-style-type: none"> Identifies and uses basic semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words and aid in comprehension. Analyzes text to determine author's purpose(s) and perspective. Analyzes and explains the fundamental relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). Identifies and explains why authors use simple literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms). Summarizes a literary text using details to explain the theme. Summarizes an informational text using details to explain the main idea. 	<ul style="list-style-type: none"> Identifies and uses semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words and aid in comprehension. Analyzes text to determine author's purpose(s) and describes how author's perspective influences text. Analyzes and explains the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). Identifies and explains why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood). Summarizes and analyzes a literary text using key details to explain the theme. Summarizes and analyzes an informational text using supporting details to explain the main idea. 	<ul style="list-style-type: none"> Identifies and uses sophisticated semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words and aid in comprehension. Thoroughly analyzes text to determine author's purpose(s) and thoroughly describes how author's perspective influences text. Analyzes and explains the intricate relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). Identifies and explains why authors use sophisticated literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood). Thoroughly summarizes and analyzes a literary text, using the most relevant key details to explain the theme. Thoroughly summarizes and analyzes an informational text using the most relevant supporting details to explain the main idea.
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<ul style="list-style-type: none"> • Applies knowledge of text features to locate information and explains how the information contributes to a basic understanding of text. • Uses textual evidence to compare and contrast the fundamental characteristics that distinguish a variety of literary and informational texts (e.g., genres). • Explains the fundamental relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective. • Answers simple literal, inferential, and critical questions and supports answers with evidence from the text or additional sources provided. • Applies knowledge of explicit organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion). 	<ul style="list-style-type: none"> • Applies knowledge of text features to locate information and explains how the information contributes to an understanding of text. • Uses relevant textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts (e.g., genres). • Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing relevant textual evidence to develop a national and international multicultural perspective. • Answers literal, inferential, and critical questions and supports answers with specific and relevant evidence from the text or additional sources provided. • Applies knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion). 	<ul style="list-style-type: none"> • Applies knowledge of text features to locate information and explains how the information contributes to a nuanced understanding of text. • Uses the most relevant textual evidence to compare and contrast the complex characteristics that distinguish a variety of literary and informational texts (e.g., genres). • Explains the complex relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing the most relevant textual evidence to develop a national and international multicultural perspective. • Answers complex literal, inferential, and critical questions and supports answers with the most specific and relevant evidence from the text or additional sources provided. • Applies knowledge of implicit organizational patterns to comprehend informational text (e.g., sequence/ chronological, description, cause and effect, compare/contrast, fact/opinion).
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<ul style="list-style-type: none"> Generates a draft that develops a topic and which includes a topic, thesis, body, conclusion, and/or transitions linked to the purpose of the composition. Gathers and uses information from authoritative sources in an attempt to support claims or theses. Composes grammatically correct simple and compound sentences and/or basic paragraphs. Proofreads and edits writing for some conventions or standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism. Communicates information and ideas in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to audiences. 	<ul style="list-style-type: none"> Generates a draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. Gathers and uses relevant information and evidence from authoritative sources to support claims or theses. Composes paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. Proofreads and edits writing for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation (e.g., quotes, paraphrases). Communicates information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences. 	<ul style="list-style-type: none"> Generates a sophisticated draft that develops a clear topic, suited to the purpose and intended audience, and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. Gathers and uses the most relevant information and evidence from authoritative sources to thoroughly support claims or theses. Composes sophisticated paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. Proofreads and edits writing thoroughly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by consistently and skillfully following a standard format for citation (e.g., quotes, paraphrases). Skillfully communicates information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences.
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<ul style="list-style-type: none"> • Provides evidence from literary or informational text in an attempt to support analysis, reflection, or research • Occasionally uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> • Provides relevant evidence from literary or informational text to support analysis, reflection, or research. • Uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> • Provides the most relevant evidence from literary or informational text to thoroughly support analyses, reflections, or research. • Skillfully uses precise word choice and domain-specific vocabulary to write in a variety of modes.
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Grade 7 Performance Level Descriptors

Nebraska State Accountability- English Language Arts (NeSA-ELA)

<u>Developing</u>	<u>Established</u>	<u>Distinguished</u>
<p>Developing 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of common Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand simple words, including words across content areas. • Selects and applies knowledge of explicit context clues (e.g., word, phrase, and sentence clues) and text features to determine meaning of unknown words. • Acquires new, basic academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations. 	<p>Established 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas. • Selects and applies knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. • Acquires new academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations. 	<p>Distinguished 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of uncommon Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex and sophisticated words, including words across content areas. • Selects and applies knowledge of subtle context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. • Acquires new, sophisticated academic and content-specific grade-level vocabulary, relates to prior knowledge, and skillfully applies in new situations.

<ul style="list-style-type: none"> Analyzes and uses basic semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language) to determine the meaning of words and aid in comprehension. Analyzes the meaning of the text considering author's purpose(s) and perspective. Analyzes and explains the fundamental relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). Analyzes the author's use of simple literary devices (e.g., simile, metaphor, personification, idioms, hyperbole, alliteration, onomatopoeia). Summarizes a literary text using details to support interpretation of the theme. Summarizes an informational text using details to formulate the main idea. 	<ul style="list-style-type: none"> Analyzes and uses semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words and aid in comprehension. Analyzes the meaning, reliability, and validity of the text, considering author's purpose(s) and perspective. Analyzes and explains the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). Analyzes the author's use of literary devices (e.g., simile, metaphor, personification, idioms, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood). Summarizes, analyzes, and synthesizes a literary text using key details to support interpretation of the theme. Summarizes, analyzes, and synthesizes an informational text using supporting details to formulate the main idea. 	<ul style="list-style-type: none"> Analyzes and uses sophisticated semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words and aid in comprehension. Thoroughly analyzes the meaning, reliability, and validity of the text, considering author's purpose(s) and perspective. Analyzes and explains the intricate relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). Analyzes the author's use of sophisticated literary devices (e.g., simile, metaphor, personification, idioms, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood). Thoroughly summarizes, analyzes, and synthesizes a literary text using the most relevant key details to support interpretation of the theme. Thoroughly summarizes, analyzes, and synthesizes an informational text using the most relevant supporting details to formulate the main idea.
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<ul style="list-style-type: none"> • Applies knowledge of text features to locate information and explain how the information contributes to a basic understanding of text. • Cites textual evidence to analyze and make inferences based on the fundamental characteristics of literary and informational texts (e.g., genres). • Explains the fundamental social, historical, cultural and biographical influences in a variety of texts, citing textual evidence from literary and informational texts to develop a regional, national, and international multicultural perspective. • Answers simple literal, inferential, and critical questions and supports answers with evidence from the text or additional sources provided. • Applies knowledge of explicit organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support). 	<ul style="list-style-type: none"> • Applies knowledge of text features to locate information and explain how the information contributes to an understanding of text. • Cites specific and relevant textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts (e.g., genres). • Explains the social, historical, cultural, and biographical influences in a variety of texts, citing relevant textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective. • Answers literal, inferential, and critical questions and supports answers with specific and relevant evidence from the text or additional sources provided. • Applies knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support). 	<ul style="list-style-type: none"> • Applies knowledge of text features to locate information and explain how the information contributes to a nuanced understanding of text. • Cites the most specific and relevant textual evidence to analyze and make inferences based on the complex characteristics of a variety of literary and informational texts (e.g., genres). • Explains the complex social, historical, cultural, and biographical influences in a variety of texts, citing the most relevant textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective. • Answers complex literal, inferential, and critical questions and supports answers with the most specific and relevant evidence from the text or additional sources provided. • Applies knowledge of implicit organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
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<ul style="list-style-type: none"> Generates a draft that conveys ideas through analysis and which includes a topic, thesis, body, conclusion, and/or transitions linked to the purpose of the composition. Gathers and uses information from authoritative sources in an attempt to support claims or theses. Composes grammatically correct simple and compound sentences and/or basic paragraphs. Proofreads and edits writing for some conventions or standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism. 	<ul style="list-style-type: none"> Generates a draft that conveys ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. Gathers and uses relevant information and evidence from authoritative sources to support claims or theses. Composes paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. Proofreads and edits writing for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation (e.g., quotes, paraphrases). 	<ul style="list-style-type: none"> Generates a sophisticated draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. Gathers and uses the most relevant information and evidence from authoritative sources to thoroughly support claims or theses. Composes sophisticated paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. Proofreads and edits writing thoroughly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by consistently and skillfully following a standard format for citation (e.g., quotes, paraphrases).
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<ul style="list-style-type: none"> Communicates information and ideas in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to audiences. Provides evidence from literary or informational text in an attempt to support analysis, reflection, or research. Occasionally uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> Communicates information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences. Provides relevant evidence from literary or informational text to support analysis, reflection, or research. Uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> Skillfully communicates information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences. Provides the most relevant evidence from literary or informational text to thoroughly support analyses, reflections, or research. Skillfully uses precise word choice and domain-specific vocabulary to write in a variety of modes.
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Grade 8 Performance Level Descriptors

Nebraska State Accountability- English Language Arts (NeSA-ELA)

<u>Developing</u>	<u>Established</u>	<u>Distinguished</u>
<p>Developing 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of common Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand simple words, including words across content areas. • Selects and applies knowledge of explicit context clues (e.g., word, phrase, and sentence clues) and text features to determine meaning of unknown words. • Acquires new, basic academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations. 	<p>Established 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas. • Selects and applies knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. • Acquires new academic and content-specific grade-level vocabulary, relates to prior knowledge, and applies in new situations. 	<p>Distinguished 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.</p> <p>The student at this level:</p> <ul style="list-style-type: none"> • Applies knowledge of uncommon Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex and sophisticated words, including words across content areas. • Selects and applies knowledge of subtle context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words. • Acquires new, sophisticated academic and content-specific grade-level vocabulary, relates to prior knowledge, and skillfully applies in new situations.

<ul style="list-style-type: none"> Analyzes and uses basic semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language) to determine the meaning of words and aid in comprehension. Analyzes the meaning of the text considering author's purpose(s) and perspective. Analyzes and explains the fundamental relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme). Analyzes the author's use of simple literary devices (e.g., simile, metaphor, personification, idioms, hyperbole, alliteration, onomatopoeia). Summarizes the development of a common theme between two literary texts. Summarizes the connection between the main ideas of two informational texts. 	<ul style="list-style-type: none"> Analyzes and uses semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words and aid in comprehension. Analyzes the meaning, reliability, and validity of the text, considering author's purpose(s) and perspective. Analyzes and explains the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes). Analyzes the author's use of literary devices (e.g., simile, metaphor, personification, idioms, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood). Summarizes, analyzes, and synthesizes the development of a common theme between two literary texts. Summarizes, analyzes, and synthesizes the connection between the main ideas of two informational texts. 	<ul style="list-style-type: none"> Analyzes and uses sophisticated semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words and aid in comprehension. Thoroughly analyzes the meaning, reliability, and validity of the text, considering author's purpose(s) and perspective. Analyzes and explains the intricate relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes). Analyzes the author's use of sophisticated literary devices (e.g., simile, metaphor, personification, idioms, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood). Thoroughly summarizes, analyzes, and synthesizes the development of a common theme between two literary texts. Thoroughly summarizes, analyzes, and synthesizes the connection between the main ideas of two informational texts.
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<ul style="list-style-type: none"> Analyzes information from text features to support comprehension. Cites textual evidence to analyze and make inferences based on the fundamental characteristics of literary and informational texts (e.g., genres). Analyzes the fundamental social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational texts to develop a limited regional, national, and international multicultural perspective. Answers simple literal, inferential, and critical questions and supports answers with evidence from the text or additional sources provided. Applies knowledge of explicit organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support). 	<ul style="list-style-type: none"> Analyzes and evaluates information from text features to support comprehension. Cites specific and relevant textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts (e.g., genres). Analyzes the social, historical, cultural, and biographical influences in a variety of texts, citing relevant textual evidence from literary and informational text to develop a national and international multicultural perspective. Answers literal, inferential, and critical questions and supports answers with specific and relevant evidence from the text or additional sources provided. Applies knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support). 	<ul style="list-style-type: none"> Analyzes and evaluates information from text features to support thorough comprehension. Cites the most specific and relevant textual evidence to analyze and make inferences based on the complex characteristics of a variety of literary and informational texts (e.g., genres). Analyzes the complex social, historical, cultural, and biographical influences in a variety of texts, citing the most relevant textual evidence from literary and informational text to develop a national and international multicultural perspective. Answers complex literal, inferential, and critical questions and supports answers with the most specific and relevant evidence from the text or additional sources provided. Applies knowledge of implicit organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
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<ul style="list-style-type: none"> Generates a draft that conveys ideas through analysis and which includes a topic, thesis, body, conclusion, and/or transitions linked to the purpose of the composition. Gathers and uses information from authoritative sources in an attempt to support claims or theses. Composes grammatically correct simple and compound sentences and/or basic paragraphs. Proofreads and edits writing for some conventions or standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism. 	<ul style="list-style-type: none"> Generates a draft that conveys ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. Gathers and uses relevant information and evidence from authoritative sources to support claims or theses. Composes paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. Proofreads and edits writing for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation (e.g., quotes, paraphrases). 	<ul style="list-style-type: none"> Generates a sophisticated draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition. Gathers and uses the most relevant information and evidence from authoritative sources to thoroughly support claims or theses. Composes sophisticated paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity. Proofreads and edits writing thoroughly for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics). Displays academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by consistently and skillfully following a standard format for citation (e.g., quotes, paraphrases).
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<ul style="list-style-type: none"> Communicates information and ideas in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to audiences. Provides evidence from literary or informational text in an attempt to support analysis, reflection, or research. Occasionally uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> Communicates information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences. Provides relevant evidence from literary or informational text to support analysis, reflection, or research. Uses precise word choice and domain-specific vocabulary to write in a variety of modes. 	<ul style="list-style-type: none"> Skillfully communicates information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences. Provides the most relevant evidence from literary or informational text to thoroughly support analyses, reflections, or research. Skillfully uses precise word choice and domain-specific vocabulary to write in a variety of modes.
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E

Detailed Reports of Participants' Judgments

NeSA Grade 3 ELA
Round 1 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	16	33
1	2	24	38
1	3	23	41
1	4	22	33
2	5	19	34
2	6	18	35
2	7	17	34
2	8	24	38
2	9	24	37
3	10	22	42
3	11	19	38
3	12	19	37
3	13	23	39
4	14	21	34
4	15	19	37
4	16	23	39
4	17	19	41
4	18	26	37
5	19	17	38
5	20	21	43
5	21	18	37
5	22	19	37
5	23	17	39

Overall	Median	19	37
	25th %ile	18	35
	75th %ile	23	39
	Minimum	16	33
	Maximum	26	43

NeSA Grade 3 ELA
Round 1 Cut Scores

Table	Participant	Established	Distinguished
1	1	707	737
1	2	723	742
1	3	719	750
1	4	718	737
2	5	715	741
2	6	714	741
2	7	710	741
2	8	723	742
2	9	723	742
3	10	718	756
3	11	715	742
3	12	715	742
3	13	719	745
4	14	718	741
4	15	715	742
4	16	719	745
4	17	715	750
4	18	725	742
5	19	710	742
5	20	718	766
5	21	714	742
5	22	715	742
5	23	710	745

Overall	Median	715	742
	25th %ile	714	741
	75th %ile	719	745
	Minimum	707	737
	Maximum	725	766

NeSA Grade 3 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	22.5	35.5
Median	2	19	35
Median	3	20.5	38.5
Median	4	21	37
Median	5	18	38
Median	Overall	19	37
25th %ile	1	17.5	33
25th %ile	2	17.5	34
25th %ile	3	19	37.25
25th %ile	4	19	35.5
25th %ile	5	17	37
25th %ile	Overall	18	35
75th %ile	1	23.75	40.25
75th %ile	2	24	37.5
75th %ile	3	22.75	41.25
75th %ile	4	24.5	40
75th %ile	5	20	41
75th %ile	Overall	23	39
Minimum	1	16	33
Minimum	2	17	34
Minimum	3	19	37
Minimum	4	19	34
Minimum	5	17	37
Minimum	Overall	16	33
Maximum	1	24	41
Maximum	2	24	38
Maximum	3	23	42
Maximum	4	26	41
Maximum	5	21	43
Maximum	Overall	26	43

Overall	Median	19	37
	25th %ile	18	35
	75th %ile	23	39
	Minimum	16	33
	Maximum	26	43

NeSA Grade 3 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	719	740
Median	2	715	741
Median	3	716	744
Median	4	718	742
Median	5	714	742
Median	Overall	715	742
25th %ile	1	710	737
25th %ile	2	712	741
25th %ile	3	715	742
25th %ile	4	715	741
25th %ile	5	710	742
25th %ile	Overall	714	741
75th %ile	1	722	748
75th %ile	2	723	742
75th %ile	3	719	753
75th %ile	4	722	747
75th %ile	5	716	756
75th %ile	Overall	719	745
Minimum	1	707	737
Minimum	2	710	741
Minimum	3	715	742
Minimum	4	715	741
Minimum	5	710	742
Minimum	Overall	707	737
Maximum	1	723	750
Maximum	2	723	742
Maximum	3	719	756
Maximum	4	725	750
Maximum	5	718	766
Maximum	Overall	725	766

Overall	Median	715	742
	25th %ile	714	741
	75th %ile	719	745
	Minimum	707	737
	Maximum	725	766

NeSA Grade 3 ELA

Round 1 Median Bookmark Summary

Table	Established	Distinguished
1	22.5	35.5
2	19	35
3	20.5	38.5
4	21	37
5	18	38
Overall	19	37

Impact Data

	Developing	Established	Distinguished
Overall	50.7	28.2	21.2

NeSA Grade 3 ELA
Round 2 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	19	35
1	2	21	38
1	3	21	38
1	4	22	38
2	5	20	37
2	6	24	35
2	7	19	37
2	8	24	37
2	9	24	37
3	10	21	37
3	11	19	37
3	12	19	37
3	13	21	37
4	14	21	37
4	15	19	37
4	16	23	39
4	17	19	41
4	18	19	34
5	19	17	38
5	20	17	38
5	21	17	38
5	22	17	37
5	23	17	38

Overall	Median	19	37
	25th %ile	19	37
	75th %ile	21	38
	Minimum	17	34
	Maximum	24	41

NeSA Grade 3 ELA
Round 2 Cut Scores

Table	Participant	Established	Distinguished
1	1	715	741
1	2	718	742
1	3	718	742
1	4	718	742
2	5	715	742
2	6	723	741
2	7	715	742
2	8	723	742
2	9	723	742
3	10	718	742
3	11	715	742
3	12	715	742
3	13	718	742
4	14	718	742
4	15	715	742
4	16	719	745
4	17	715	750
4	18	715	741
5	19	710	742
5	20	710	742
5	21	710	742
5	22	710	742
5	23	710	742

Overall	Median	715	742
	25th %ile	715	742
	75th %ile	718	742
	Minimum	710	741
	Maximum	723	750

NeSA Grade 3 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	21	38
Median	2	24	37
Median	3	20	37
Median	4	19	37
Median	5	17	38
Median	Overall	19	37
25th %ile	1	19.5	35.75
25th %ile	2	19.5	36
25th %ile	3	19	37
25th %ile	4	19	35.5
25th %ile	5	17	37.5
25th %ile	Overall	19	37
75th %ile	1	21.75	38
75th %ile	2	24	37
75th %ile	3	21	37
75th %ile	4	22	40
75th %ile	5	17	38
75th %ile	Overall	21	38
Minimum	1	19	35
Minimum	2	19	35
Minimum	3	19	37
Minimum	4	19	34
Minimum	5	17	37
Minimum	Overall	17	34
Maximum	1	22	38
Maximum	2	24	37
Maximum	3	21	37
Maximum	4	23	41
Maximum	5	17	38
Maximum	Overall	24	41

Overall	Median	19	37
	25th %ile	19	37
	75th %ile	21	38
	Minimum	17	34
	Maximum	24	41

NeSA Grade 3 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	718	742
Median	2	723	742
Median	3	716	742
Median	4	715	742
Median	5	710	742
Median	Overall	715	742
25th %ile	1	716	741
25th %ile	2	715	741
25th %ile	3	715	742
25th %ile	4	715	741
25th %ile	5	710	742
25th %ile	Overall	715	742
75th %ile	1	718	742
75th %ile	2	723	742
75th %ile	3	718	742
75th %ile	4	719	747
75th %ile	5	710	742
75th %ile	Overall	718	742
Minimum	1	715	741
Minimum	2	715	741
Minimum	3	715	742
Minimum	4	715	741
Minimum	5	710	742
Minimum	Overall	710	741
Maximum	1	718	742
Maximum	2	723	742
Maximum	3	718	742
Maximum	4	719	750
Maximum	5	710	742
Maximum	Overall	723	750

Overall	Median	715	742
	25th %ile	715	742
	75th %ile	718	742
	Minimum	710	741
	Maximum	723	750

NeSA Grade 3 ELA

Round 2 Median Bookmark Summary

Table	Established	Distinguished
1	21	38
2	24	37
3	20	37
4	19	37
5	17	38
Overall	19	37

Impact Data

	Developing	Established	Distinguished
Overall	50.7	28.2	21.2

NeSA Grade 3 ELA
Round 3 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	16	37
1	2	19	38
1	3	19	37
1	4	19	38
2	5	17	38
2	6	21	38
2	7	17	38
2	8	21	38
2	9	21	38
3	10	19	38
3	11	19	38
3	12	19	37
3	13	19	37
4	14	19	38
4	15	17	37
4	16	17	40
4	17	17	40
4	18	17	34
5	19	17	41
5	20	17	38
5	21	17	38
5	22	17	38
5	23	17	41

Overall	Median	17	38
	25th %ile	17	37
	75th %ile	19	38
	Minimum	16	34
	Maximum	21	41

NeSA Grade 3 ELA
Round 3 Cut Scores

Table	Participant	Established	Distinguished
1	1	707	742
1	2	715	742
1	3	715	742
1	4	715	742
2	5	710	742
2	6	718	742
2	7	710	742
2	8	718	742
2	9	718	742
3	10	715	742
3	11	715	742
3	12	715	742
3	13	715	742
4	14	715	742
4	15	710	742
4	16	710	745
4	17	710	745
4	18	710	741
5	19	710	750
5	20	710	742
5	21	710	742
5	22	710	742
5	23	710	750

Overall	Median	710	742
	25th %ile	710	742
	75th %ile	715	742
	Minimum	707	741
	Maximum	718	750

NeSA Grade 3 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	19	37.5
Median	2	21	38
Median	3	19	37.5
Median	4	17	38
Median	5	17	38
Median	Overall	17	38
25th %ile	1	16.75	37
25th %ile	2	17	38
25th %ile	3	19	37
25th %ile	4	17	35.5
25th %ile	5	17	38
25th %ile	Overall	17	37
75th %ile	1	19	38
75th %ile	2	21	38
75th %ile	3	19	38
75th %ile	4	18	40
75th %ile	5	17	41
75th %ile	Overall	19	38
Minimum	1	16	37
Minimum	2	17	38
Minimum	3	19	37
Minimum	4	17	34
Minimum	5	17	38
Minimum	Overall	16	34
Maximum	1	19	38
Maximum	2	21	38
Maximum	3	19	38
Maximum	4	19	40
Maximum	5	17	41
Maximum	Overall	21	41

Overall	Median	17	38
	25th %ile	17	37
	75th %ile	19	38
	Minimum	16	34
	Maximum	21	41

NeSA Grade 3 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	715	742
Median	2	718	742
Median	3	715	742
Median	4	710	742
Median	5	710	742
Median	Overall	710	742
25th %ile	1	709	742
25th %ile	2	710	742
25th %ile	3	715	742
25th %ile	4	710	741
25th %ile	5	710	742
25th %ile	Overall	710	742
75th %ile	1	715	742
75th %ile	2	718	742
75th %ile	3	715	742
75th %ile	4	712	745
75th %ile	5	710	750
75th %ile	Overall	715	742
Minimum	1	707	742
Minimum	2	710	742
Minimum	3	715	742
Minimum	4	710	741
Minimum	5	710	742
Minimum	Overall	707	741
Maximum	1	715	742
Maximum	2	718	742
Maximum	3	715	742
Maximum	4	715	745
Maximum	5	710	750
Maximum	Overall	718	750

Overall	Median	710	742
	25th %ile	710	742
	75th %ile	715	742
	Minimum	707	741
	Maximum	718	750

NeSA Grade 3 ELA

Round 3 Median Bookmark Summary

Table	Established	Distinguished
1	19	37.5
2	21	38
3	19	37.5
4	17	38
5	17	38
Overall	17	38

Impact Data

	Developing	Established	Distinguished
Overall	42.7	36.1	21.2

NeSA Grade 4 ELA
Round 1 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	12	37
1	2	13	37
1	3	16	37
1	4	24	35
2	5	26	35
2	6	20	37
2	7	15	37
2	8	19	38
2	9	25	36
3	10	19	36
3	11	29	37
3	12	16	31
3	13	21	37
4	14	24	38
4	15	21	36
4	16	24	37
4	17	19	41
4	18	13	28
5	19	21	38
5	20	21	39
5	21	22	40
5	22	21	38
5	23	19	36

Overall	Median	21	37
	25th %ile	16	36
	75th %ile	24	38
	Minimum	12	28
	Maximum	29	41

NeSA Grade 4 ELA
Round 1 Cut Scores

Table	Participant	Established	Distinguished
1	1	688	743
1	2	702	743
1	3	707	743
1	4	716	742
2	5	723	742
2	6	710	743
2	7	705	743
2	8	710	751
2	9	717	743
3	10	710	743
3	11	734	743
3	12	707	738
3	13	712	743
4	14	716	751
4	15	712	743
4	16	716	743
4	17	710	759
4	18	702	731
5	19	712	751
5	20	712	752
5	21	713	756
5	22	712	751
5	23	710	743

Overall	Median	712	743
	25th %ile	707	743
	75th %ile	716	751
	Minimum	688	731
	Maximum	734	759

NeSA Grade 4 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	14.5	37
Median	2	20	37
Median	3	20	36.5
Median	4	21	37
Median	5	21	38
Median	Overall	21	37
25th %ile	1	12.25	35.5
25th %ile	2	17	35.5
25th %ile	3	16.75	32.25
25th %ile	4	16	32
25th %ile	5	20	37
25th %ile	Overall	16	36
75th %ile	1	22	37
75th %ile	2	25.5	37.5
75th %ile	3	27	37
75th %ile	4	24	39.5
75th %ile	5	21.5	39.5
75th %ile	Overall	24	38
Minimum	1	12	35
Minimum	2	15	35
Minimum	3	16	31
Minimum	4	13	28
Minimum	5	19	36
Minimum	Overall	12	28
Maximum	1	24	37
Maximum	2	26	38
Maximum	3	29	37
Maximum	4	24	41
Maximum	5	22	40
Maximum	Overall	29	41

Overall	Median	21	37
	25th %ile	16	36
	75th %ile	24	38
	Minimum	12	28
	Maximum	29	41

NeSA Grade 4 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	704	743
Median	2	710	743
Median	3	711	743
Median	4	712	743
Median	5	712	751
Median	Overall	712	743
25th %ile	1	691	742
25th %ile	2	707	742
25th %ile	3	707	739
25th %ile	4	706	737
25th %ile	5	711	747
25th %ile	Overall	707	743
75th %ile	1	714	743
75th %ile	2	720	747
75th %ile	3	728	743
75th %ile	4	716	755
75th %ile	5	712	754
75th %ile	Overall	716	751
Minimum	1	688	742
Minimum	2	705	742
Minimum	3	707	738
Minimum	4	702	731
Minimum	5	710	743
Minimum	Overall	688	731
Maximum	1	716	743
Maximum	2	723	751
Maximum	3	734	743
Maximum	4	716	759
Maximum	5	713	756
Maximum	Overall	734	759

Overall	Median	712	743
	25th %ile	707	743
	75th %ile	716	751
	Minimum	688	731
	Maximum	734	759

NeSA Grade 4 ELA

Round 1 Median Bookmark Summary

Table	Established	Distinguished
1	14.5	37
2	20	37
3	20	36.5
4	21	37
5	21	38
Overall	21	37

Impact Data

	Developing	Established	Distinguished
Overall	42.9	30.7	26.3

NeSA Grade 4 ELA
Round 2 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	14	35
1	2	14	35
1	3	14	37
1	4	14	31
2	5	20	35
2	6	20	37
2	7	17	37
2	8	19	37
2	9	20	36
3	10	20	35
3	11	19	35
3	12	18	32
3	13	19	33
4	14	19	37
4	15	17	34
4	16	17	37
4	17	16	37
4	18	19	29
5	19	19	37
5	20	19	37
5	21	19	37
5	22	19	37
5	23	19	37

Overall	Median	19	37
	25th %ile	17	35
	75th %ile	19	37
	Minimum	14	29
	Maximum	20	37

NeSA Grade 4 ELA
Round 2 Cut Scores

Table	Participant	Established	Distinguished
1	1	704	742
1	2	704	742
1	3	704	743
1	4	704	738
2	5	710	742
2	6	710	743
2	7	707	743
2	8	710	743
2	9	710	743
3	10	710	742
3	11	710	742
3	12	709	739
3	13	710	739
4	14	710	743
4	15	707	739
4	16	707	743
4	17	707	743
4	18	710	734
5	19	710	743
5	20	710	743
5	21	710	743
5	22	710	743
5	23	710	743

Overall	Median	710	743
	25th %ile	707	742
	75th %ile	710	743
	Minimum	704	734
	Maximum	710	743

NeSA Grade 4 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	14	35
Median	2	20	37
Median	3	19	34
Median	4	17	37
Median	5	19	37
Median	Overall	19	37
25th %ile	1	14	32
25th %ile	2	18	35.5
25th %ile	3	18.25	32.25
25th %ile	4	16.5	31.5
25th %ile	5	19	37
25th %ile	Overall	17	35
75th %ile	1	14	36.5
75th %ile	2	20	37
75th %ile	3	19.75	35
75th %ile	4	19	37
75th %ile	5	19	37
75th %ile	Overall	19	37
Minimum	1	14	31
Minimum	2	17	35
Minimum	3	18	32
Minimum	4	16	29
Minimum	5	19	37
Minimum	Overall	14	29
Maximum	1	14	37
Maximum	2	20	37
Maximum	3	20	35
Maximum	4	19	37
Maximum	5	19	37
Maximum	Overall	20	37

Overall	Median	19	37
	25th %ile	17	35
	75th %ile	19	37
	Minimum	14	29
	Maximum	20	37

NeSA Grade 4 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	704	742
Median	2	710	743
Median	3	710	741
Median	4	707	743
Median	5	710	743
Median	Overall	710	743
25th %ile	1	704	739
25th %ile	2	709	742
25th %ile	3	709	739
25th %ile	4	707	737
25th %ile	5	710	743
25th %ile	Overall	707	742
75th %ile	1	704	743
75th %ile	2	710	743
75th %ile	3	710	742
75th %ile	4	710	743
75th %ile	5	710	743
75th %ile	Overall	710	743
Minimum	1	704	738
Minimum	2	707	742
Minimum	3	709	739
Minimum	4	707	734
Minimum	5	710	743
Minimum	Overall	704	734
Maximum	1	704	743
Maximum	2	710	743
Maximum	3	710	742
Maximum	4	710	743
Maximum	5	710	743
Maximum	Overall	710	743

Overall	Median	710	743
	25th %ile	707	742
	75th %ile	710	743
	Minimum	704	734
	Maximum	710	743

NeSA Grade 4 ELA

Round 2 Median Bookmark Summary

Table	Established	Distinguished
1	14	35
2	20	37
3	19	34
4	17	37
5	19	37
Overall	19	37

Impact Data

	Developing	Established	Distinguished
Overall	42.9	30.7	26.3

NeSA Grade 4 ELA
Round 3 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	15	37
1	2	15	38
1	3	16	38
1	4	14	33
2	5	19	41
2	6	20	41
2	7	17	40
2	8	19	37
2	9	19	38
3	10	19	39
3	11	19	40
3	12	19	41
3	13	19	40
4	14	19	41
4	15	17	37
4	16	17	41
4	17	16	41
4	18	19	37
5	19	18	38
5	20	19	38
5	21	19	38
5	22	19	38
5	23	19	38

Overall	Median	19	38
	25th %ile	17	38
	75th %ile	19	41
	Minimum	14	33
	Maximum	20	41

NeSA Grade 4 ELA
Round 3 Cut Scores

Table	Participant	Established	Distinguished
1	1	705	743
1	2	705	751
1	3	707	751
1	4	704	739
2	5	710	759
2	6	710	759
2	7	707	756
2	8	710	743
2	9	710	751
3	10	710	752
3	11	710	756
3	12	710	759
3	13	710	756
4	14	710	759
4	15	707	743
4	16	707	759
4	17	707	759
4	18	710	743
5	19	709	751
5	20	710	751
5	21	710	751
5	22	710	751
5	23	710	751

Overall	Median	710	751
	25th %ile	707	751
	75th %ile	710	759
	Minimum	704	739
	Maximum	710	759

NeSA Grade 4 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	15	37.5
Median	2	19	40
Median	3	19	40
Median	4	17	41
Median	5	19	38
Median	Overall	19	38
25th %ile	1	14.25	34
25th %ile	2	18	37.5
25th %ile	3	19	39.25
25th %ile	4	16.5	37
25th %ile	5	18.5	38
25th %ile	Overall	17	38
75th %ile	1	15.75	38
75th %ile	2	19.5	41
75th %ile	3	19	40.75
75th %ile	4	19	41
75th %ile	5	19	38
75th %ile	Overall	19	41
Minimum	1	14	33
Minimum	2	17	37
Minimum	3	19	39
Minimum	4	16	37
Minimum	5	18	38
Minimum	Overall	14	33
Maximum	1	16	38
Maximum	2	20	41
Maximum	3	19	41
Maximum	4	19	41
Maximum	5	19	38
Maximum	Overall	20	41

Overall	Median	19	38
	25th %ile	17	38
	75th %ile	19	41
	Minimum	14	33
	Maximum	20	41

NeSA Grade 4 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	705	747
Median	2	710	756
Median	3	710	756
Median	4	707	759
Median	5	710	751
Median	Overall	710	751
25th %ile	1	704	740
25th %ile	2	709	747
25th %ile	3	710	753
25th %ile	4	707	743
25th %ile	5	709	751
25th %ile	Overall	707	751
75th %ile	1	706	751
75th %ile	2	710	759
75th %ile	3	710	758
75th %ile	4	710	759
75th %ile	5	710	751
75th %ile	Overall	710	759
Minimum	1	704	739
Minimum	2	707	743
Minimum	3	710	752
Minimum	4	707	743
Minimum	5	709	751
Minimum	Overall	704	739
Maximum	1	707	751
Maximum	2	710	759
Maximum	3	710	759
Maximum	4	710	759
Maximum	5	710	751
Maximum	Overall	710	759

Overall	Median	710	751
	25th %ile	707	751
	75th %ile	710	759
	Minimum	704	739
	Maximum	710	759

NeSA Grade 4 ELA

Round 3 Median Bookmark Summary

Table	Established	Distinguished
1	15	37.5
2	19	40
3	19	40
4	17	41
5	19	38
Overall	19	38

Impact Data

	Developing	Established	Distinguished
Overall	42.9	39.4	17.7

NeSA Grade 5 ELA
Round 1 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	25	42
1	2	26	44
1	3	20	43
1	4	22	44
1	5	36	44
2	6	19	35
2	7	20	41
2	8	23	38
2	9	27	46
2	10	20	41
3	11	32	41
3	12	36	42
3	13	21	38
3	14	23	42
3	15	23	42
4	16	26	42
4	17	33	46
4	18	37	43
4	19	17	36
4	20	34	41
5	21	17	41
5	22	20	38
5	23	16	35
5	24	26	42
5	25	19	37
6	26	18	39
6	27	25	36
6	28	31	40
6	29	29	43
6	30	27	42
7	31	26	39
7	32	26	39
7	33	27	39
7	34	28	36
7	35	27	39
8	37	28	46
8	38	32	42
8	39	16	41
8	40	18	41
8	41	21	35
9	42	19	33

9	43	18	43
9	44	17	35
9	45	17	39

Overall	Median	24	41
	25th %ile	19	38
	75th %ile	27.75	42
	Minimum	16	33
	Maximum	37	46

NeSA Grade 5 ELA
Round 1 Cut Scores

Table	Participant	Established	Distinguished
1	1	727	754
1	2	727	758
1	3	717	756
1	4	723	758
1	5	738	758
2	6	715	738
2	7	717	753
2	8	723	743
2	9	732	775
2	10	717	753
3	11	736	753
3	12	738	754
3	13	719	743
3	14	723	754
3	15	723	754
4	16	727	754
4	17	737	775
4	18	739	756
4	19	707	738
4	20	738	753
5	21	707	753
5	22	717	743
5	23	705	738
5	24	727	754
5	25	715	739
6	26	707	750
6	27	727	738
6	28	736	752
6	29	732	756
6	30	732	754
7	31	727	750
7	32	727	750
7	33	732	750
7	34	732	738
7	35	732	750
8	37	732	775
8	38	736	754
8	39	705	753
8	40	707	753
8	41	719	738
9	42	715	737

9	43	707	756
9	44	707	738
9	45	707	750

Overall	Median	725	753
	25th %ile	715	743
	75th %ile	732	754
	Minimum	705	737
	Maximum	739	775

NeSA Grade 5 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	25	44
Median	2	20	41
Median	3	23	42
Median	4	33	42
Median	5	19	38
Median	6	27	40
Median	7	27	39
Median	8	21	41
Median	9	17.5	37
Median	Overall	24	41
25th %ile	1	21	42.5
25th %ile	2	19.5	36.5
25th %ile	3	22	39.5
25th %ile	4	21.5	38.5
25th %ile	5	16.5	36
25th %ile	6	21.5	37.5
25th %ile	7	26	37.5
25th %ile	8	17	38
25th %ile	9	17	33.5
25th %ile	Overall	19	38
75th %ile	1	31	44
75th %ile	2	25	43.5
75th %ile	3	34	42
75th %ile	4	35.5	44.5
75th %ile	5	23	41.5
75th %ile	6	30	42.5
75th %ile	7	27.5	39
75th %ile	8	30	44
75th %ile	9	18.75	42
75th %ile	Overall	27.75	42
Minimum	1	20	42
Minimum	2	19	35
Minimum	3	21	38
Minimum	4	17	36
Minimum	5	16	35
Minimum	6	18	36
Minimum	7	26	36
Minimum	8	16	35

Minimum	9	17	33
Minimum	Overall	16	33
Maximum	1	36	44
Maximum	2	27	46
Maximum	3	36	42
Maximum	4	37	46
Maximum	5	26	42
Maximum	6	31	43
Maximum	7	28	39
Maximum	8	32	46
Maximum	9	19	43
Maximum	Overall	37	46

Overall	Median	24	41
	25th %ile	19	38
	75th %ile	27.75	42
	Minimum	16	33
	Maximum	37	46

NeSA Grade 5 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	727	758
Median	2	717	753
Median	3	723	754
Median	4	737	754
Median	5	715	743
Median	6	732	752
Median	7	732	750
Median	8	719	753
Median	9	707	744
Median	Overall	725	753
25th %ile	1	720	755
25th %ile	2	716	740
25th %ile	3	721	748
25th %ile	4	717	746
25th %ile	5	706	739
25th %ile	6	717	744
25th %ile	7	727	744
25th %ile	8	706	746
25th %ile	9	707	737
25th %ile	Overall	715	743
75th %ile	1	733	758
75th %ile	2	728	764
75th %ile	3	737	754
75th %ile	4	738	765
75th %ile	5	722	753
75th %ile	6	734	755
75th %ile	7	732	750
75th %ile	8	734	765
75th %ile	9	713	754
75th %ile	Overall	732	754
Minimum	1	717	754
Minimum	2	715	738
Minimum	3	719	743
Minimum	4	707	738
Minimum	5	705	738
Minimum	6	707	738
Minimum	7	727	738
Minimum	8	705	738

Minimum	9	707	737
Minimum	Overall	705	737
Maximum	1	738	758
Maximum	2	732	775
Maximum	3	738	754
Maximum	4	739	775
Maximum	5	727	754
Maximum	6	736	756
Maximum	7	732	750
Maximum	8	736	775
Maximum	9	715	756
Maximum	Overall	739	775

Overall	Median	725	753
	25th %ile	715	743
	75th %ile	732	754
	Minimum	705	737
	Maximum	739	775

NeSA Grade 5 ELA

Round 1 Median Bookmark Summary

Table	Established	Distinguished
1	25	44
2	20	41
3	23	42
4	33	42
5	19	38
6	27	40
7	27	39
8	21	41
9	17.5	37
Overall	24	41

Impact Data

	Developing	Established	Distinguished
Overall	60.2	25.6	14.2

NeSA Grade 5 ELA
Round 2 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	25	41
1	2	26	43
1	3	23	43
1	4	25	44
1	5	25	43
2	6	23	36
2	7	21	36
2	8	23	42
2	9	23	36
2	10	22	42
3	11	26	38
3	12	22	39
3	13	23	38
3	14	26	42
3	15	23	38
4	16	26	42
4	17	33	43
4	18	34	42
4	19	26	42
4	20	34	45
5	21	17	37
5	22	19	37
5	23	18	36
5	24	24	37
5	25	19	37
6	26	24	38
6	27	25	39
6	28	33	40
6	29	25	43
6	30	27	42
7	31	27	36
7	32	27	36
7	33	27	37
7	34	27	36
7	35	27	36
8	37	23	41
8	38	19	41
8	39	19	40
8	40	20	41
8	41	26	41
9	42	19	38

9	43	17	38
9	44	17	38
9	45	17	38

Overall	Median	24	39
	25th %ile	20.25	37
	75th %ile	26	42
	Minimum	17	36
	Maximum	34	45

NeSA Grade 5 ELA
Round 2 Cut Scores

Table	Participant	Established	Distinguished
1	1	727	753
1	2	727	756
1	3	723	756
1	4	727	758
1	5	727	756
2	6	723	738
2	7	719	738
2	8	723	754
2	9	723	738
2	10	723	754
3	11	727	743
3	12	723	750
3	13	723	743
3	14	727	754
3	15	723	743
4	16	727	754
4	17	737	756
4	18	738	754
4	19	727	754
4	20	738	769
5	21	707	739
5	22	715	739
5	23	707	738
5	24	725	739
5	25	715	739
6	26	725	743
6	27	727	750
6	28	737	752
6	29	727	756
6	30	732	754
7	31	732	738
7	32	732	738
7	33	732	739
7	34	732	738
7	35	732	738
8	37	723	753
8	38	715	753
8	39	715	752
8	40	717	753
8	41	727	753
9	42	715	743

9	43	707	743
9	44	707	743
9	45	707	743

Overall	Median	725	750
	25th %ile	718	739
	75th %ile	727	754
	Minimum	707	738
	Maximum	738	769

NeSA Grade 5 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	25	43
Median	2	23	36
Median	3	23	38
Median	4	33	42
Median	5	19	37
Median	6	25	40
Median	7	27	36
Median	8	20	41
Median	9	17	38
Median	Overall	24	39
25th %ile	1	24	42
25th %ile	2	21.5	36
25th %ile	3	22.5	38
25th %ile	4	26	42
25th %ile	5	17.5	36.5
25th %ile	6	24.5	38.5
25th %ile	7	27	36
25th %ile	8	19	40.5
25th %ile	9	17	38
25th %ile	Overall	20.25	37
75th %ile	1	25.5	43.5
75th %ile	2	23	42
75th %ile	3	26	40.5
75th %ile	4	34	44
75th %ile	5	21.5	37
75th %ile	6	30	42.5
75th %ile	7	27	36.5
75th %ile	8	24.5	41
75th %ile	9	18.5	38
75th %ile	Overall	26	42
Minimum	1	23	41
Minimum	2	21	36
Minimum	3	22	38
Minimum	4	26	42
Minimum	5	17	36
Minimum	6	24	38
Minimum	7	27	36
Minimum	8	19	40

Minimum	9	17	38
Minimum	Overall	17	36
Maximum	1	26	44
Maximum	2	23	42
Maximum	3	26	42
Maximum	4	34	45
Maximum	5	24	37
Maximum	6	33	43
Maximum	7	27	37
Maximum	8	26	41
Maximum	9	19	38
Maximum	Overall	34	45

Overall	Median	24	39
	25th %ile	20.25	37
	75th %ile	26	42
	Minimum	17	36
	Maximum	34	45

NeSA Grade 5 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	727	756
Median	2	723	738
Median	3	723	743
Median	4	737	754
Median	5	715	739
Median	6	727	752
Median	7	732	738
Median	8	717	753
Median	9	707	743
Median	Overall	725	750
25th %ile	1	725	754
25th %ile	2	721	738
25th %ile	3	723	743
25th %ile	4	727	754
25th %ile	5	707	739
25th %ile	6	726	746
25th %ile	7	732	738
25th %ile	8	715	752
25th %ile	9	707	743
25th %ile	Overall	718	739
75th %ile	1	727	757
75th %ile	2	723	754
75th %ile	3	727	752
75th %ile	4	738	762
75th %ile	5	720	739
75th %ile	6	734	755
75th %ile	7	732	739
75th %ile	8	725	753
75th %ile	9	713	743
75th %ile	Overall	727	754
Minimum	1	723	753
Minimum	2	719	738
Minimum	3	723	743
Minimum	4	727	754
Minimum	5	707	738
Minimum	6	725	743
Minimum	7	732	738
Minimum	8	715	752

Minimum	9	707	743
Minimum	Overall	707	738
Maximum	1	727	758
Maximum	2	723	754
Maximum	3	727	754
Maximum	4	738	769
Maximum	5	725	739
Maximum	6	737	756
Maximum	7	732	739
Maximum	8	727	753
Maximum	9	715	743
Maximum	Overall	738	769

Overall	Median	725	750
	25th %ile	718	739
	75th %ile	727	754
	Minimum	707	738
	Maximum	738	769

NeSA Grade 5 ELA

Round 2 Median Bookmark Summary

Table	Established	Distinguished
1	25	43
2	23	36
3	23	38
4	33	42
5	19	37
6	25	40
7	27	36
8	20	41
9	17	38
Overall	24	39

Impact Data

	Developing	Established	Distinguished
Overall	60.2	21.9	17.9

NeSA Grade 5 ELA
Round 3 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	24	41
1	2	23	42
1	3	20	40
1	4	17	41
1	5	23	36
2	6	18	36
2	7	18	36
2	8	18	38
2	9	19	36
2	10	18	36
3	11	21	38
3	12	19	36
3	13	21	38
3	14	23	38
3	15	23	38
4	16	20	39
4	17	26	43
4	18	34	42
4	19	23	37
4	20	34	45
5	21	19	37
5	22	19	37
5	23	18	36
5	24	17	37
5	25	19	37
6	26	18	38
6	27	23	39
6	28	26	36
6	29	25	40
6	30	25	38
7	31	19	36
7	32	19	36
7	33	21	37
7	34	20	37
7	35	19	36
8	37	17	39
8	38	19	41
8	39	18	39
8	40	18	39
8	41	21	41
9	42	19	39

9	43	18	36
9	44	23	36
9	45	17	39

Overall	Median	19	38
	25th %ile	18	36
	75th %ile	23	39
	Minimum	17	36
	Maximum	34	45

NeSA Grade 5 ELA
Round 3 Cut Scores

Table	Participant	Established	Distinguished
1	1	725	753
1	2	723	754
1	3	717	752
1	4	707	753
1	5	723	738
2	6	707	738
2	7	707	738
2	8	707	743
2	9	715	738
2	10	707	738
3	11	719	743
3	12	715	738
3	13	719	743
3	14	723	743
3	15	723	743
4	16	717	750
4	17	727	756
4	18	738	754
4	19	723	739
4	20	738	769
5	21	715	739
5	22	715	739
5	23	707	738
5	24	707	739
5	25	715	739
6	26	707	743
6	27	723	750
6	28	727	738
6	29	727	752
6	30	727	743
7	31	715	738
7	32	715	738
7	33	719	739
7	34	717	739
7	35	715	738
8	37	707	750
8	38	715	753
8	39	707	750
8	40	707	750
8	41	719	753
9	42	715	750

9	43	707	738
9	44	723	738
9	45	707	750

Overall	Median	715	743
	25th %ile	707	738
	75th %ile	723	750
	Minimum	707	738
	Maximum	738	769

NeSA Grade 5 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	23	41
Median	2	18	36
Median	3	21	38
Median	4	26	42
Median	5	19	37
Median	6	25	38
Median	7	19	36
Median	8	18	39
Median	9	18.5	37.5
Median	Overall	19	38
25th %ile	1	18.5	38
25th %ile	2	18	36
25th %ile	3	20	37
25th %ile	4	21.5	38
25th %ile	5	17.5	36.5
25th %ile	6	20.5	37
25th %ile	7	19	36
25th %ile	8	17.5	39
25th %ile	9	17.25	36
25th %ile	Overall	18	36
75th %ile	1	23.5	41.5
75th %ile	2	18.5	37
75th %ile	3	23	38
75th %ile	4	34	44
75th %ile	5	19	37
75th %ile	6	25.5	39.5
75th %ile	7	20.5	37
75th %ile	8	20	41
75th %ile	9	22	39
75th %ile	Overall	23	39
Minimum	1	17	36
Minimum	2	18	36
Minimum	3	19	36
Minimum	4	20	37
Minimum	5	17	36
Minimum	6	18	36
Minimum	7	19	36
Minimum	8	17	39

Minimum	9	17	36
Minimum	Overall	17	36
Maximum	1	24	42
Maximum	2	19	38
Maximum	3	23	38
Maximum	4	34	45
Maximum	5	19	37
Maximum	6	26	40
Maximum	7	21	37
Maximum	8	21	41
Maximum	9	23	39
Maximum	Overall	34	45

Overall	Median	19	38
	25th %ile	18	36
	75th %ile	23	39
	Minimum	17	36
	Maximum	34	45

NeSA Grade 5 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	723	753
Median	2	707	738
Median	3	719	743
Median	4	727	754
Median	5	715	739
Median	6	727	743
Median	7	715	738
Median	8	707	750
Median	9	711	744
Median	Overall	715	743
25th %ile	1	712	745
25th %ile	2	707	738
25th %ile	3	717	741
25th %ile	4	720	744
25th %ile	5	707	739
25th %ile	6	715	741
25th %ile	7	715	738
25th %ile	8	707	750
25th %ile	9	707	738
25th %ile	Overall	707	738
75th %ile	1	724	753
75th %ile	2	711	741
75th %ile	3	723	743
75th %ile	4	738	762
75th %ile	5	715	739
75th %ile	6	727	751
75th %ile	7	718	739
75th %ile	8	717	753
75th %ile	9	721	750
75th %ile	Overall	723	750
Minimum	1	707	738
Minimum	2	707	738
Minimum	3	715	738
Minimum	4	717	739
Minimum	5	707	738
Minimum	6	707	738
Minimum	7	715	738
Minimum	8	707	750

Minimum	9	707	738
Minimum	Overall	707	738
Maximum	1	725	754
Maximum	2	715	743
Maximum	3	723	743
Maximum	4	738	769
Maximum	5	715	739
Maximum	6	727	752
Maximum	7	719	739
Maximum	8	719	753
Maximum	9	723	750
Maximum	Overall	738	769

Overall	Median	715	743
	25th %ile	707	738
	75th %ile	723	750
	Minimum	707	738
	Maximum	738	769

NeSA Grade 5 ELA

Round 3 Median Bookmark Summary

Table	Established	Distinguished
1	23	41
2	18	36
3	21	38
4	26	42
5	19	37
6	25	38
7	19	36
8	18	39
9	18.5	37.5
Overall	19	38

Impact Data

	Developing	Established	Distinguished
Overall	47.3	30.7	22.0

NeSA Grade 6 ELA
Round 1 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	22	41
1	2	26	41
1	3	23	41
1	4	24	42
2	5	16	38
2	6	22	30
2	7	18	40
2	8	18	41
3	9	18	35
3	10	26	38
3	11	26	42
3	12	17	33
4	13	25	37
4	14	29	39
4	15	26	40
4	16	22	37
4	17	28	44
5	18	23	39
5	19	23	36
5	20	21	41
5	21	17	35

Overall	Median	23	39
	25th %ile	18	36.5
	75th %ile	26	41
	Minimum	16	30
	Maximum	29	44

NeSA Grade 6 ELA
Round 1 Cut Scores

Table	Participant	Established	Distinguished
1	1	714	744
1	2	725	744
1	3	715	744
1	4	721	746
2	5	704	740
2	6	714	730
2	7	707	741
2	8	707	744
3	9	707	737
3	10	725	740
3	11	725	746
3	12	706	734
4	13	725	739
4	14	730	741
4	15	725	741
4	16	714	739
4	17	729	762
5	18	715	741
5	19	715	738
5	20	712	744
5	21	706	737

Overall	Median	715	741
	25th %ile	707	738
	75th %ile	725	744
	Minimum	704	730
	Maximum	730	762

NeSA Grade 6 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	23.5	41
Median	2	18	39
Median	3	22	36.5
Median	4	26	39
Median	5	22	37.5
Median	Overall	23	39
25th %ile	1	22.25	41
25th %ile	2	16.5	32
25th %ile	3	17.25	33.5
25th %ile	4	23.5	37
25th %ile	5	18	35.25
25th %ile	Overall	18	36.5
75th %ile	1	25.5	41.75
75th %ile	2	21	40.75
75th %ile	3	26	41
75th %ile	4	28.5	42
75th %ile	5	23	40.5
75th %ile	Overall	26	41
Minimum	1	22	41
Minimum	2	16	30
Minimum	3	17	33
Minimum	4	22	37
Minimum	5	17	35
Minimum	Overall	16	30
Maximum	1	26	42
Maximum	2	22	41
Maximum	3	26	42
Maximum	4	29	44
Maximum	5	23	41
Maximum	Overall	29	44

Overall	Median	23	39
	25th %ile	18	36.5
	75th %ile	26	41
	Minimum	16	30
	Maximum	29	44

NeSA Grade 6 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	718	744
Median	2	707	740
Median	3	716	738
Median	4	725	741
Median	5	714	739
Median	Overall	715	741
25th %ile	1	714	744
25th %ile	2	705	732
25th %ile	3	706	735
25th %ile	4	719	739
25th %ile	5	708	737
25th %ile	Overall	707	738
75th %ile	1	724	746
75th %ile	2	712	743
75th %ile	3	725	745
75th %ile	4	729	751
75th %ile	5	715	743
75th %ile	Overall	725	744
Minimum	1	714	744
Minimum	2	704	730
Minimum	3	706	734
Minimum	4	714	739
Minimum	5	706	737
Minimum	Overall	704	730
Maximum	1	725	746
Maximum	2	714	744
Maximum	3	725	746
Maximum	4	730	762
Maximum	5	715	744
Maximum	Overall	730	762

Overall	Median	715	741
	25th %ile	707	738
	75th %ile	725	744
	Minimum	704	730
	Maximum	730	762

NeSA Grade 6 ELA

Round 1 Median Bookmark Summary

Table	Established	Distinguished
1	23.5	41
2	18	39
3	22	36.5
4	26	39
5	22	37.5
Overall	23	39

Impact Data

	Developing	Established	Distinguished
Overall	50.6	25.6	23.8

NeSA Grade 6 ELA
Round 2 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	22	41
1	2	24	41
1	3	23	41
1	4	22	41
2	5	18	40
2	6	20	30
2	7	19	40
2	8	18	35
3	9	17	33
3	10	20	36
3	11	23	36
3	12	18	33
4	13	18	34
4	14	26	38
4	15	26	38
4	16	25	36
4	17	25	37
5	18	23	36
5	19	23	36
5	20	22	36
5	21	23	35

Overall	Median	22	36
	25th %ile	18.5	35
	75th %ile	23.5	40
	Minimum	17	30
	Maximum	26	41

NeSA Grade 6 ELA
Round 2 Cut Scores

Table	Participant	Established	Distinguished
1	1	714	744
1	2	721	744
1	3	715	744
1	4	714	744
2	5	707	741
2	6	711	730
2	7	709	741
2	8	707	737
3	9	706	734
3	10	711	738
3	11	715	738
3	12	707	734
4	13	707	736
4	14	725	740
4	15	725	740
4	16	725	738
4	17	725	739
5	18	715	738
5	19	715	738
5	20	714	738
5	21	715	737

Overall	Median	714	738
	25th %ile	708	737
	75th %ile	718	741
	Minimum	706	730
	Maximum	725	744

NeSA Grade 6 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	22.5	41
Median	2	18.5	37.5
Median	3	19	34.5
Median	4	25	37
Median	5	23	36
Median	Overall	22	36
25th %ile	1	22	41
25th %ile	2	18	31.25
25th %ile	3	17.25	33
25th %ile	4	21.5	35
25th %ile	5	22.25	35.25
25th %ile	Overall	18.5	35
75th %ile	1	23.75	41
75th %ile	2	19.75	40
75th %ile	3	22.25	36
75th %ile	4	26	38
75th %ile	5	23	36
75th %ile	Overall	23.5	40
Minimum	1	22	41
Minimum	2	18	30
Minimum	3	17	33
Minimum	4	18	34
Minimum	5	22	35
Minimum	Overall	17	30
Maximum	1	24	41
Maximum	2	20	40
Maximum	3	23	36
Maximum	4	26	38
Maximum	5	23	36
Maximum	Overall	26	41

Overall	Median	22	36
	25th %ile	18.5	35
	75th %ile	23.5	40
	Minimum	17	30
	Maximum	26	41

NeSA Grade 6 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	714	744
Median	2	708	739
Median	3	709	736
Median	4	725	739
Median	5	715	738
Median	Overall	714	738
25th %ile	1	714	744
25th %ile	2	707	732
25th %ile	3	706	734
25th %ile	4	716	737
25th %ile	5	714	737
25th %ile	Overall	708	737
75th %ile	1	720	744
75th %ile	2	710	741
75th %ile	3	714	738
75th %ile	4	725	740
75th %ile	5	715	738
75th %ile	Overall	718	741
Minimum	1	714	744
Minimum	2	707	730
Minimum	3	706	734
Minimum	4	707	736
Minimum	5	714	737
Minimum	Overall	706	730
Maximum	1	721	744
Maximum	2	711	741
Maximum	3	715	738
Maximum	4	725	740
Maximum	5	715	738
Maximum	Overall	725	744

Overall	Median	714	738
	25th %ile	708	737
	75th %ile	718	741
	Minimum	706	730
	Maximum	725	744

NeSA Grade 6 ELA

Round 2 Median Bookmark Summary

Table	Established	Distinguished
1	22.5	41
2	18.5	37.5
3	19	34.5
4	25	37
5	23	36
Overall	22	36

Impact Data

	Developing	Established	Distinguished
Overall	46.4	29.8	23.8

NeSA Grade 6 ELA
Round 3 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	22	41
1	2	23	41
1	3	23	41
1	4	22	41
2	5	19	40
2	6	22	34
2	7	21	41
2	8	18	37
3	9	18	35
3	10	23	38
3	11	23	40
3	12	23	36
4	13	25	37
4	14	26	38
4	15	26	38
4	16	25	35
4	17	25	40
5	18	23	36
5	19	23	38
5	20	23	38
5	21	17	35

Overall	Median	23	38
	25th %ile	21.5	36
	75th %ile	24	40.5
	Minimum	17	34
	Maximum	26	41

NeSA Grade 6 ELA
Round 3 Cut Scores

Table	Participant	Established	Distinguished
1	1	714	744
1	2	715	744
1	3	715	744
1	4	714	744
2	5	709	741
2	6	714	736
2	7	712	744
2	8	707	739
3	9	707	737
3	10	715	740
3	11	715	741
3	12	715	738
4	13	725	739
4	14	725	740
4	15	725	740
4	16	725	737
4	17	725	741
5	18	715	738
5	19	715	740
5	20	715	740
5	21	706	737

Overall	Median	715	740
	25th %ile	713	738
	75th %ile	720	742
	Minimum	706	736
	Maximum	725	744

NeSA Grade 6 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	22.5	41
Median	2	20	38.5
Median	3	23	37
Median	4	25	38
Median	5	23	37
Median	Overall	23	38
25th %ile	1	22	41
25th %ile	2	18.25	34.75
25th %ile	3	19.25	35.25
25th %ile	4	25	36
25th %ile	5	18.5	35.25
25th %ile	Overall	21.5	36
75th %ile	1	23	41
75th %ile	2	21.75	40.75
75th %ile	3	23	39.5
75th %ile	4	26	39
75th %ile	5	23	38
75th %ile	Overall	24	40.5
Minimum	1	22	41
Minimum	2	18	34
Minimum	3	18	35
Minimum	4	25	35
Minimum	5	17	35
Minimum	Overall	17	34
Maximum	1	23	41
Maximum	2	22	41
Maximum	3	23	40
Maximum	4	26	40
Maximum	5	23	38
Maximum	Overall	26	41

Overall	Median	23	38
	25th %ile	21.5	36
	75th %ile	24	40.5
	Minimum	17	34
	Maximum	26	41

NeSA Grade 6 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	714	744
Median	2	711	740
Median	3	715	739
Median	4	725	740
Median	5	715	739
Median	Overall	715	740
25th %ile	1	714	744
25th %ile	2	707	737
25th %ile	3	709	737
25th %ile	4	725	738
25th %ile	5	708	737
25th %ile	Overall	713	738
75th %ile	1	715	744
75th %ile	2	713	743
75th %ile	3	715	741
75th %ile	4	725	740
75th %ile	5	715	740
75th %ile	Overall	720	742
Minimum	1	714	744
Minimum	2	707	736
Minimum	3	707	737
Minimum	4	725	737
Minimum	5	706	737
Minimum	Overall	706	736
Maximum	1	715	744
Maximum	2	714	744
Maximum	3	715	741
Maximum	4	725	741
Maximum	5	715	740
Maximum	Overall	725	744

Overall	Median	715	740
	25th %ile	713	738
	75th %ile	720	742
	Minimum	706	736
	Maximum	725	744

NeSA Grade 6 ELA

Round 3 Median Bookmark Summary

Table	Established	Distinguished
1	22.5	41
2	20	38.5
3	23	37
4	25	38
5	23	37
Overall	23	38

Impact Data

	Developing	Established	Distinguished
Overall	50.6	25.6	23.8

NeSA Grade 7 ELA
Round 1 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	24	44
1	2	24	42
1	3	22	45
1	4	25	42
2	5	22	43
2	6	28	41
2	7	22	42
2	8	20	42
3	9	26	42
3	10	27	42
3	11	29	42
3	12	29	43
3	13	30	42
4	14	27	42
4	15	22	41
4	16	28	40
4	17	25	39
5	18	26	37
5	19	23	36
5	20	27	38
5	21	27	40

Overall	Median	26	42
	25th %ile	22.5	40
	75th %ile	27.5	42
	Minimum	20	36
	Maximum	30	45

NeSA Grade 7 ELA
Round 1 Cut Scores

Table	Participant	Established	Distinguished
1	1	724	752
1	2	724	744
1	3	718	754
1	4	726	744
2	5	718	748
2	6	729	743
2	7	718	744
2	8	714	744
3	9	726	744
3	10	728	744
3	11	729	744
3	12	729	748
3	13	729	744
4	14	728	744
4	15	718	743
4	16	729	743
4	17	726	743
5	18	726	742
5	19	724	742
5	20	728	743
5	21	728	743

Overall	Median	726	744
	25th %ile	721	743
	75th %ile	728	744
	Minimum	714	742
	Maximum	729	754

NeSA Grade 7 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	24	43
Median	2	22	42
Median	3	29	42
Median	4	26	40.5
Median	5	26.5	37.5
Median	Overall	26	42
25th %ile	1	22.5	42
25th %ile	2	20.5	41.25
25th %ile	3	26.5	42
25th %ile	4	22.75	39.25
25th %ile	5	23.75	36.25
25th %ile	Overall	22.5	40
75th %ile	1	24.75	44.75
75th %ile	2	26.5	42.75
75th %ile	3	29.5	42.5
75th %ile	4	27.75	41.75
75th %ile	5	27	39.5
75th %ile	Overall	27.5	42
Minimum	1	22	42
Minimum	2	20	41
Minimum	3	26	42
Minimum	4	22	39
Minimum	5	23	36
Minimum	Overall	20	36
Maximum	1	25	45
Maximum	2	28	43
Maximum	3	30	43
Maximum	4	28	42
Maximum	5	27	40
Maximum	Overall	30	45

Overall	Median	26	42
	25th %ile	22.5	40
	75th %ile	27.5	42
	Minimum	20	36
	Maximum	30	45

NeSA Grade 7 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	724	748
Median	2	718	744
Median	3	729	744
Median	4	727	743
Median	5	727	743
Median	Overall	726	744
25th %ile	1	720	744
25th %ile	2	715	744
25th %ile	3	727	744
25th %ile	4	720	743
25th %ile	5	724	742
25th %ile	Overall	721	743
75th %ile	1	726	753
75th %ile	2	726	747
75th %ile	3	729	746
75th %ile	4	728	744
75th %ile	5	728	743
75th %ile	Overall	728	744
Minimum	1	718	744
Minimum	2	714	743
Minimum	3	726	744
Minimum	4	718	743
Minimum	5	724	742
Minimum	Overall	714	742
Maximum	1	726	754
Maximum	2	729	748
Maximum	3	729	748
Maximum	4	729	744
Maximum	5	728	743
Maximum	Overall	729	754

Overall	Median	726	744
	25th %ile	721	743
	75th %ile	728	744
	Minimum	714	742
	Maximum	729	754

NeSA Grade 7 ELA

Round 1 Median Bookmark Summary

Table	Established	Distinguished
1	24	43
2	22	42
3	29	42
4	26	40.5
5	26.5	37.5
Overall	26	42

Impact Data

	Developing	Established	Distinguished
Overall	68.0	14.9	17.2

NeSA Grade 7 ELA
Round 2 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	24	42
1	2	24	42
1	3	22	42
1	4	24	42
2	5	22	41
2	6	24	41
2	7	22	42
2	8	20	41
3	9	26	41
3	10	26	42
3	11	29	42
3	12	30	42
3	13	30	42
4	14	27	42
4	15	25	42
4	16	28	42
4	17	27	42
5	18	26	37
5	19	26	37
5	20	26	37
5	21	23	37

Overall	Median	26	42
	25th %ile	23.5	41
	75th %ile	27	42
	Minimum	20	37
	Maximum	30	42

NeSA Grade 7 ELA
Round 2 Cut Scores

Table	Participant	Established	Distinguished
1	1	724	744
1	2	724	744
1	3	718	744
1	4	724	744
2	5	718	743
2	6	724	743
2	7	718	744
2	8	714	743
3	9	726	743
3	10	726	744
3	11	729	744
3	12	729	744
3	13	729	744
4	14	728	744
4	15	726	744
4	16	729	744
4	17	728	744
5	18	726	742
5	19	726	742
5	20	726	742
5	21	724	742

Overall	Median	726	744
	25th %ile	724	743
	75th %ile	728	744
	Minimum	714	742
	Maximum	729	744

NeSA Grade 7 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	24	42
Median	2	22	41
Median	3	29	42
Median	4	27	42
Median	5	26	37
Median	Overall	26	42
25th %ile	1	22.5	42
25th %ile	2	20.5	41
25th %ile	3	26	41.5
25th %ile	4	25.5	42
25th %ile	5	23.75	37
25th %ile	Overall	23.5	41
75th %ile	1	24	42
75th %ile	2	23.5	41.75
75th %ile	3	30	42
75th %ile	4	27.75	42
75th %ile	5	26	37
75th %ile	Overall	27	42
Minimum	1	22	42
Minimum	2	20	41
Minimum	3	26	41
Minimum	4	25	42
Minimum	5	23	37
Minimum	Overall	20	37
Maximum	1	24	42
Maximum	2	24	42
Maximum	3	30	42
Maximum	4	28	42
Maximum	5	26	37
Maximum	Overall	30	42

Overall	Median	26	42
	25th %ile	23.5	41
	75th %ile	27	42
	Minimum	20	37
	Maximum	30	42

NeSA Grade 7 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	724	744
Median	2	718	743
Median	3	729	744
Median	4	728	744
Median	5	726	742
Median	Overall	726	744
25th %ile	1	720	744
25th %ile	2	715	743
25th %ile	3	726	744
25th %ile	4	727	744
25th %ile	5	724	742
25th %ile	Overall	724	743
75th %ile	1	724	744
75th %ile	2	723	744
75th %ile	3	729	744
75th %ile	4	728	744
75th %ile	5	726	742
75th %ile	Overall	728	744
Minimum	1	718	744
Minimum	2	714	743
Minimum	3	726	743
Minimum	4	726	744
Minimum	5	724	742
Minimum	Overall	714	742
Maximum	1	724	744
Maximum	2	724	744
Maximum	3	729	744
Maximum	4	729	744
Maximum	5	726	742
Maximum	Overall	729	744

Overall	Median	726	744
	25th %ile	724	743
	75th %ile	728	744
	Minimum	714	742
	Maximum	729	744

NeSA Grade 7 ELA

Round 2 Median Bookmark Summary

Table	Established	Distinguished
1	24	42
2	22	41
3	29	42
4	27	42
5	26	37
Overall	26	42

Impact Data

	Developing	Established	Distinguished
Overall	68.0	14.9	17.2

NeSA Grade 7 ELA
Round 3 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	21	42
1	2	23	42
1	3	22	42
1	4	23	42
2	5	20	41
2	6	22	41
2	7	20	42
2	8	20	40
3	9	23	42
3	10	22	42
3	11	23	42
3	12	23	42
3	13	23	42
4	14	24	42
4	15	23	42
4	16	22	42
4	17	25	42
5	18	22	37
5	19	22	37
5	20	22	37
5	21	20	37

Overall	Median	22	42
	25th %ile	21.5	40.5
	75th %ile	23	42
	Minimum	20	37
	Maximum	25	42

NeSA Grade 7 ELA
Round 3 Cut Scores

Table	Participant	Established	Distinguished
1	1	718	744
1	2	724	744
1	3	718	744
1	4	724	744
2	5	714	743
2	6	718	743
2	7	714	744
2	8	714	743
3	9	724	744
3	10	718	744
3	11	724	744
3	12	724	744
3	13	724	744
4	14	724	744
4	15	724	744
4	16	718	744
4	17	726	744
5	18	718	742
5	19	718	742
5	20	718	742
5	21	714	742

Overall	Median	718	744
	25th %ile	718	743
	75th %ile	724	744
	Minimum	714	742
	Maximum	726	744

NeSA Grade 7 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	22.5	42
Median	2	20	41
Median	3	23	42
Median	4	23.5	42
Median	5	22	37
Median	Overall	22	42
25th %ile	1	21.25	42
25th %ile	2	20	40.25
25th %ile	3	22.5	42
25th %ile	4	22.25	42
25th %ile	5	20.5	37
25th %ile	Overall	21.5	40.5
75th %ile	1	23	42
75th %ile	2	21.5	41.75
75th %ile	3	23	42
75th %ile	4	24.75	42
75th %ile	5	22	37
75th %ile	Overall	23	42
Minimum	1	21	42
Minimum	2	20	40
Minimum	3	22	42
Minimum	4	22	42
Minimum	5	20	37
Minimum	Overall	20	37
Maximum	1	23	42
Maximum	2	22	42
Maximum	3	23	42
Maximum	4	25	42
Maximum	5	22	37
Maximum	Overall	25	42

Overall	Median	22	42
	25th %ile	21.5	40.5
	75th %ile	23	42
	Minimum	20	37
	Maximum	25	42

NeSA Grade 7 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	721	744
Median	2	714	743
Median	3	724	744
Median	4	724	744
Median	5	718	742
Median	Overall	718	744
25th %ile	1	718	744
25th %ile	2	714	743
25th %ile	3	721	744
25th %ile	4	720	744
25th %ile	5	715	742
25th %ile	Overall	718	743
75th %ile	1	724	744
75th %ile	2	717	744
75th %ile	3	724	744
75th %ile	4	726	744
75th %ile	5	718	742
75th %ile	Overall	724	744
Minimum	1	718	744
Minimum	2	714	743
Minimum	3	718	744
Minimum	4	718	744
Minimum	5	714	742
Minimum	Overall	714	742
Maximum	1	724	744
Maximum	2	718	744
Maximum	3	724	744
Maximum	4	726	744
Maximum	5	718	742
Maximum	Overall	726	744

Overall	Median	718	744
	25th %ile	718	743
	75th %ile	724	744
	Minimum	714	742
	Maximum	726	744

NeSA Grade 7 ELA

Round 3 Median Bookmark Summary

Table	Established	Distinguished
1	22.5	42
2	20	41
3	23	42
4	23.5	42
5	22	37
Overall	22	42

Impact Data

	Developing	Established	Distinguished
Overall	60.2	22.6	17.2

NeSA Grade 8 ELA
Round 1 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	21	42
1	2	32	39
1	3	21	43
1	4	19	42
1	5	30	42
2	6	31	44
2	7	25	42
2	8	9	33
2	9	13	39
2	10	21	31
3	11	30	36
3	12	32	45
3	13	22	35
3	14	24	45
3	15	19	35
4	16	31	44
4	17	33	41
4	18	31	42
4	19	29	37
4	20	19	46
5	21	23	42
5	22	24	42
5	23	31	43
5	24	23	36
5	25	24	40

Overall	Median	24	42
	25th %ile	21	36.5
	75th %ile	31	43
	Minimum	9	31
	Maximum	33	46

NeSA Grade 8 ELA
Round 1 Cut Scores

Table	Participant	Established	Distinguished
1	1	717	757
1	2	737	754
1	3	717	758
1	4	712	757
1	5	727	757
2	6	729	760
2	7	722	757
2	8	684	739
2	9	688	754
2	10	717	729
3	11	727	746
3	12	737	769
3	13	717	745
3	14	721	769
3	15	712	745
4	16	729	760
4	17	739	755
4	18	729	757
4	19	726	747
4	20	712	776
5	21	718	757
5	22	721	757
5	23	729	758
5	24	718	746
5	25	721	754

Overall	Median	721	757
	25th %ile	717	746
	75th %ile	729	758
	Minimum	684	729
	Maximum	739	776

NeSA Grade 8 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	21	42
Median	2	21	39
Median	3	24	36
Median	4	31	42
Median	5	24	42
Median	Overall	24	42
25th %ile	1	20	40.5
25th %ile	2	11	32
25th %ile	3	20.5	35
25th %ile	4	24	39
25th %ile	5	23	38
25th %ile	Overall	21	36.5
75th %ile	1	31	42.5
75th %ile	2	28	43
75th %ile	3	31	45
75th %ile	4	32	45
75th %ile	5	27.5	42.5
75th %ile	Overall	31	43
Minimum	1	19	39
Minimum	2	9	31
Minimum	3	19	35
Minimum	4	19	37
Minimum	5	23	36
Minimum	Overall	9	31
Maximum	1	32	43
Maximum	2	31	44
Maximum	3	32	45
Maximum	4	33	46
Maximum	5	31	43
Maximum	Overall	33	46

Overall	Median	24	42
	25th %ile	21	36.5
	75th %ile	31	43
	Minimum	9	31
	Maximum	33	46

NeSA Grade 8 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	717	757
Median	2	717	754
Median	3	721	746
Median	4	729	757
Median	5	721	757
Median	Overall	721	757
25th %ile	1	714	756
25th %ile	2	686	734
25th %ile	3	714	745
25th %ile	4	719	751
25th %ile	5	718	750
25th %ile	Overall	717	746
75th %ile	1	732	757
75th %ile	2	726	758
75th %ile	3	732	769
75th %ile	4	734	768
75th %ile	5	725	757
75th %ile	Overall	729	758
Minimum	1	712	754
Minimum	2	684	729
Minimum	3	712	745
Minimum	4	712	747
Minimum	5	718	746
Minimum	Overall	684	729
Maximum	1	737	758
Maximum	2	729	760
Maximum	3	737	769
Maximum	4	739	776
Maximum	5	729	758
Maximum	Overall	739	776

Overall	Median	721	757
	25th %ile	717	746
	75th %ile	729	758
	Minimum	684	729
	Maximum	739	776

NeSA Grade 8 ELA

Round 1 Median Bookmark Summary

Table	Established	Distinguished
1	21	42
2	21	39
3	24	36
4	31	42
5	24	42
Overall	24	42

Impact Data

	Developing	Established	Distinguished
Overall	52.7	36.5	10.9

NeSA Grade 8 ELA
Round 2 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	21	39
1	2	21	39
1	3	21	39
1	4	21	39
1	5	21	39
2	6	22	39
2	7	22	42
2	8	22	42
2	9	22	42
2	10	22	40
3	11	24	35
3	12	24	34
3	13	21	34
3	14	24	34
3	15	24	34
4	16	31	42
4	17	31	42
4	18	28	42
4	19	31	42
4	20	21	42
5	21	23	39
5	22	26	39
5	23	26	38
5	24	26	42
5	25	24	42

Overall	Median	23	39
	25th %ile	21	38.5
	75th %ile	26	42
	Minimum	21	34
	Maximum	31	42

NeSA Grade 8 ELA
Round 2 Cut Scores

Table	Participant	Established	Distinguished
1	1	717	754
1	2	717	754
1	3	717	754
1	4	717	754
1	5	717	754
2	6	717	754
2	7	717	757
2	8	717	757
2	9	717	757
2	10	717	754
3	11	721	745
3	12	721	745
3	13	717	745
3	14	721	745
3	15	721	745
4	16	729	757
4	17	729	757
4	18	725	757
4	19	729	757
4	20	717	757
5	21	718	754
5	22	723	754
5	23	723	753
5	24	723	757
5	25	721	757

Overall	Median	718	754
	25th %ile	717	754
	75th %ile	723	757
	Minimum	717	745
	Maximum	729	757

NeSA Grade 8 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	21	39
Median	2	22	42
Median	3	24	34
Median	4	31	42
Median	5	26	39
Median	Overall	23	39
25th %ile	1	21	39
25th %ile	2	22	39.5
25th %ile	3	22.5	34
25th %ile	4	24.5	42
25th %ile	5	23.5	38.5
25th %ile	Overall	21	38.5
75th %ile	1	21	39
75th %ile	2	22	42
75th %ile	3	24	34.5
75th %ile	4	31	42
75th %ile	5	26	42
75th %ile	Overall	26	42
Minimum	1	21	39
Minimum	2	22	39
Minimum	3	21	34
Minimum	4	21	42
Minimum	5	23	38
Minimum	Overall	21	34
Maximum	1	21	39
Maximum	2	22	42
Maximum	3	24	35
Maximum	4	31	42
Maximum	5	26	42
Maximum	Overall	31	42

Overall	Median	23	39
	25th %ile	21	38.5
	75th %ile	26	42
	Minimum	21	34
	Maximum	31	42

NeSA Grade 8 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	717	754
Median	2	717	757
Median	3	721	745
Median	4	729	757
Median	5	723	754
Median	Overall	718	754
25th %ile	1	717	754
25th %ile	2	717	754
25th %ile	3	719	745
25th %ile	4	721	757
25th %ile	5	719	754
25th %ile	Overall	717	754
75th %ile	1	717	754
75th %ile	2	717	757
75th %ile	3	721	745
75th %ile	4	729	757
75th %ile	5	723	757
75th %ile	Overall	723	757
Minimum	1	717	754
Minimum	2	717	754
Minimum	3	717	745
Minimum	4	717	757
Minimum	5	718	753
Minimum	Overall	717	745
Maximum	1	717	754
Maximum	2	717	757
Maximum	3	721	745
Maximum	4	729	757
Maximum	5	723	757
Maximum	Overall	729	757

Overall	Median	718	754
	25th %ile	717	754
	75th %ile	723	757
	Minimum	717	745
	Maximum	729	757

NeSA Grade 8 ELA

Round 2 Median Bookmark Summary

Table	Established	Distinguished
1	21	39
2	22	42
3	24	34
4	31	42
5	26	39
Overall	23	39

Impact Data

	Developing	Established	Distinguished
Overall	48.0	37.3	14.7

NeSA Grade 8 ELA
Round 3 Bookmark Placements

Table	Participant	Established	Distinguished
1	1	21	39
1	2	21	39
1	3	21	39
1	4	21	39
1	5	21	39
2	6	22	40
2	7	22	42
2	8	22	42
2	9	22	42
2	10	21	42
3	11	22	35
3	12	24	35
3	13	21	34
3	14	24	38
3	15	22	35
4	16	26	42
4	17	31	42
4	18	26	42
4	19	26	42
4	20	21	42
5	21	23	39
5	22	26	39
5	23	26	38
5	24	26	39
5	25	24	39

Overall	Median	22	39
	25th %ile	21	38.5
	75th %ile	26	42
	Minimum	21	34
	Maximum	31	42

NeSA Grade 8 ELA
Round 3 Cut Scores

Table	Participant	Established	Distinguished
1	1	717	754
1	2	717	754
1	3	717	754
1	4	717	754
1	5	717	754
2	6	717	754
2	7	717	757
2	8	717	757
2	9	717	757
2	10	717	757
3	11	717	745
3	12	721	745
3	13	717	745
3	14	721	753
3	15	717	745
4	16	723	757
4	17	729	757
4	18	723	757
4	19	723	757
4	20	717	757
5	21	718	754
5	22	723	754
5	23	723	753
5	24	723	754
5	25	721	754

Overall	Median	717	754
	25th %ile	717	754
	75th %ile	723	757
	Minimum	717	745
	Maximum	729	757

NeSA Grade 8 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Established	Distinguished
Median	1	21	39
Median	2	22	42
Median	3	22	35
Median	4	26	42
Median	5	26	39
Median	Overall	22	39
25th %ile	1	21	39
25th %ile	2	21.5	41
25th %ile	3	21.5	34.5
25th %ile	4	23.5	42
25th %ile	5	23.5	38.5
25th %ile	Overall	21	38.5
75th %ile	1	21	39
75th %ile	2	22	42
75th %ile	3	24	36.5
75th %ile	4	28.5	42
75th %ile	5	26	39
75th %ile	Overall	26	42
Minimum	1	21	39
Minimum	2	21	40
Minimum	3	21	34
Minimum	4	21	42
Minimum	5	23	38
Minimum	Overall	21	34
Maximum	1	21	39
Maximum	2	22	42
Maximum	3	24	38
Maximum	4	31	42
Maximum	5	26	39
Maximum	Overall	31	42

Overall	Median	22	39
	25th %ile	21	38.5
	75th %ile	26	42
	Minimum	21	34
	Maximum	31	42

NeSA Grade 8 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Established	Distinguished
Median	1	717	754
Median	2	717	757
Median	3	717	745
Median	4	723	757
Median	5	723	754
Median	Overall	717	754
25th %ile	1	717	754
25th %ile	2	717	756
25th %ile	3	717	745
25th %ile	4	720	757
25th %ile	5	719	754
25th %ile	Overall	717	754
75th %ile	1	717	754
75th %ile	2	717	757
75th %ile	3	721	749
75th %ile	4	726	757
75th %ile	5	723	754
75th %ile	Overall	723	757
Minimum	1	717	754
Minimum	2	717	754
Minimum	3	717	745
Minimum	4	717	757
Minimum	5	718	753
Minimum	Overall	717	745
Maximum	1	717	754
Maximum	2	717	757
Maximum	3	721	753
Maximum	4	729	757
Maximum	5	723	754
Maximum	Overall	729	757

Overall	Median	717	754
	25th %ile	717	754
	75th %ile	723	757
	Minimum	717	745
	Maximum	729	757

NeSA Grade 8 ELA

Round 3 Median Bookmark Summary

Table	Established	Distinguished
1	21	39
2	22	42
3	22	35
4	26	42
5	26	39
Overall	22	39

Impact Data

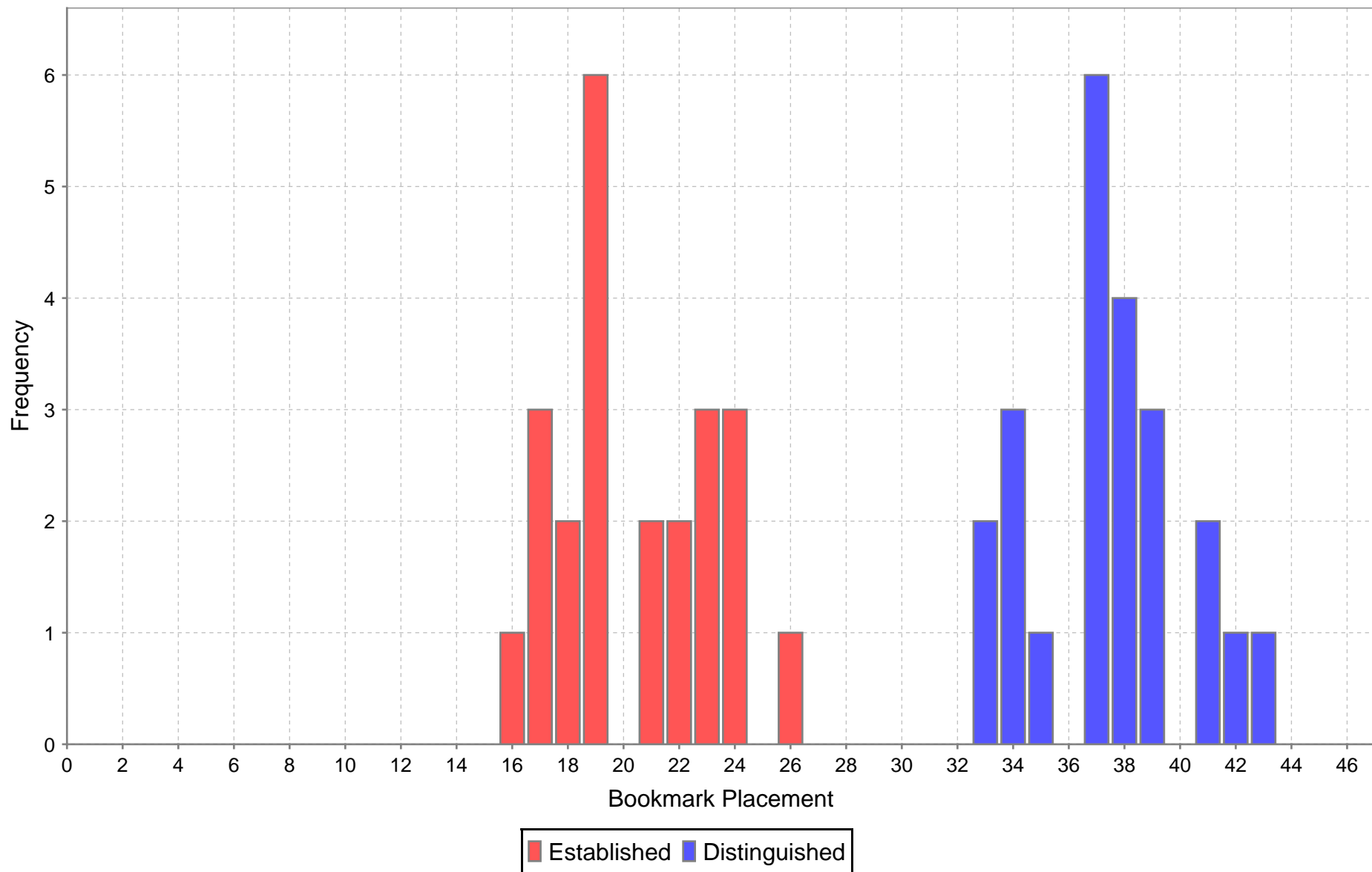
	Developing	Established	Distinguished
Overall	48.0	37.3	14.7

F

Graphical Representation of Participants' Judgments

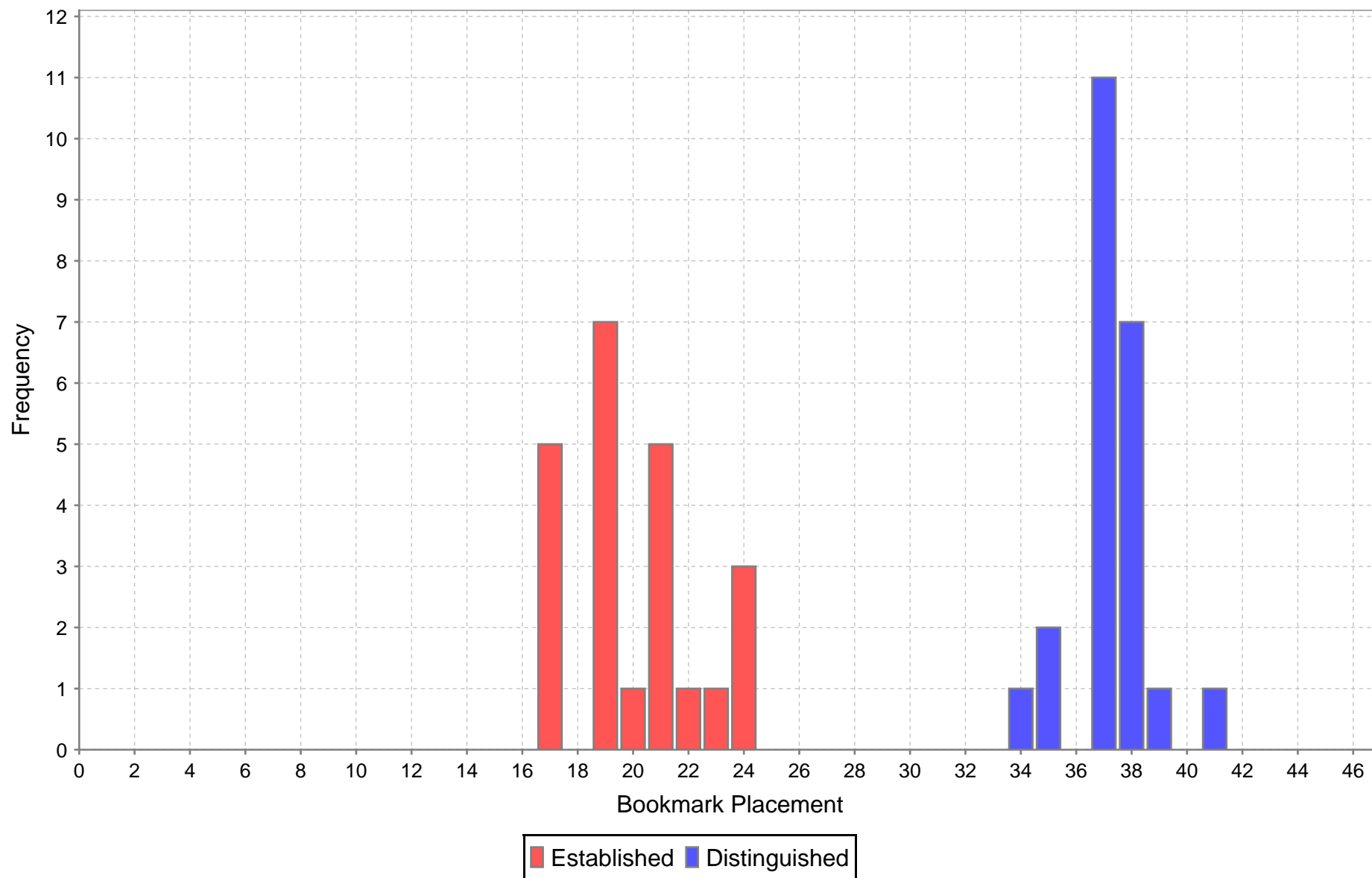
NeSA Grade 3 ELA

Frequency of Bookmark Placements Round 1



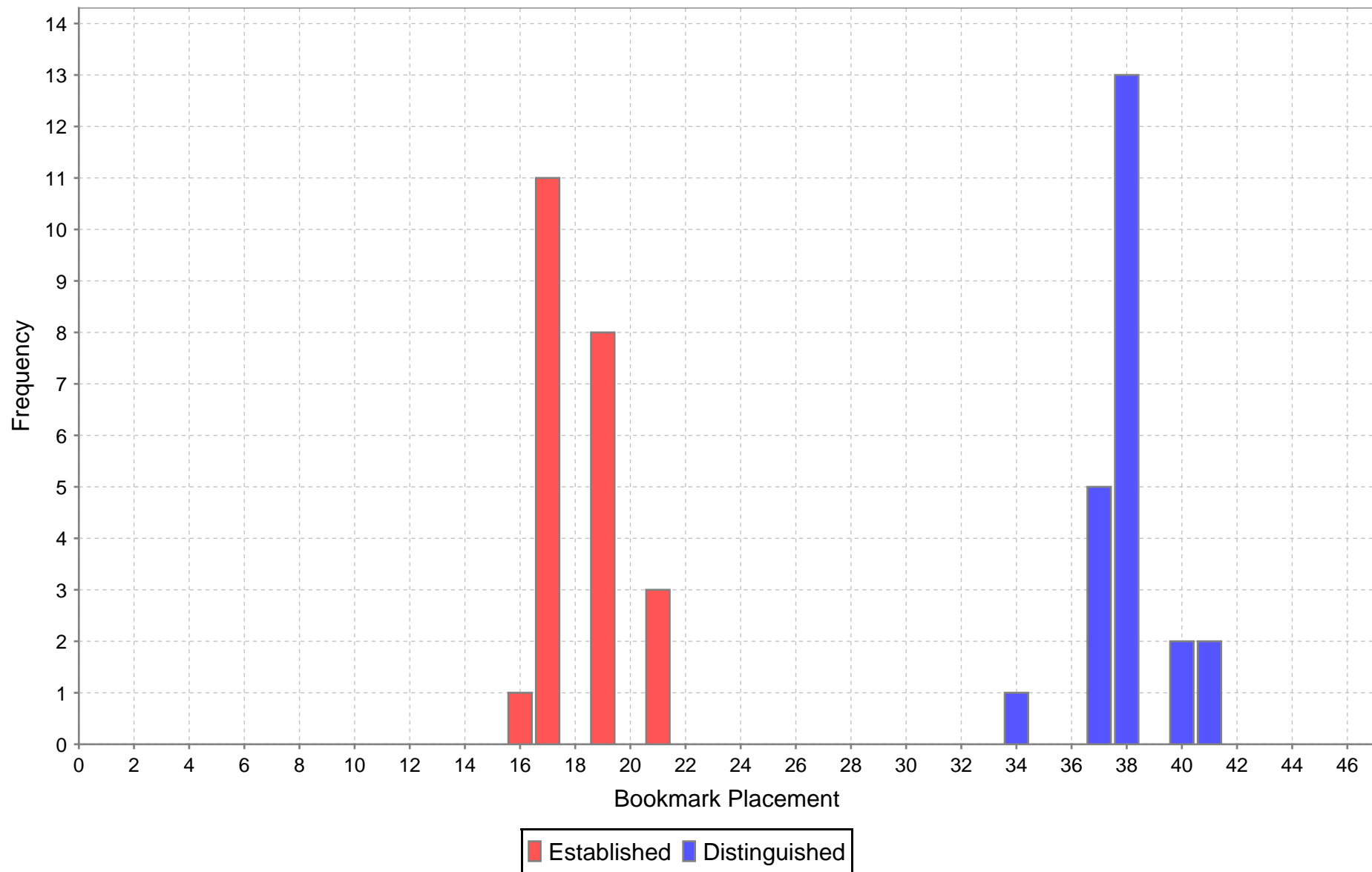
NeSA Grade 3 ELA

Frequency of Bookmark Placements Round 2



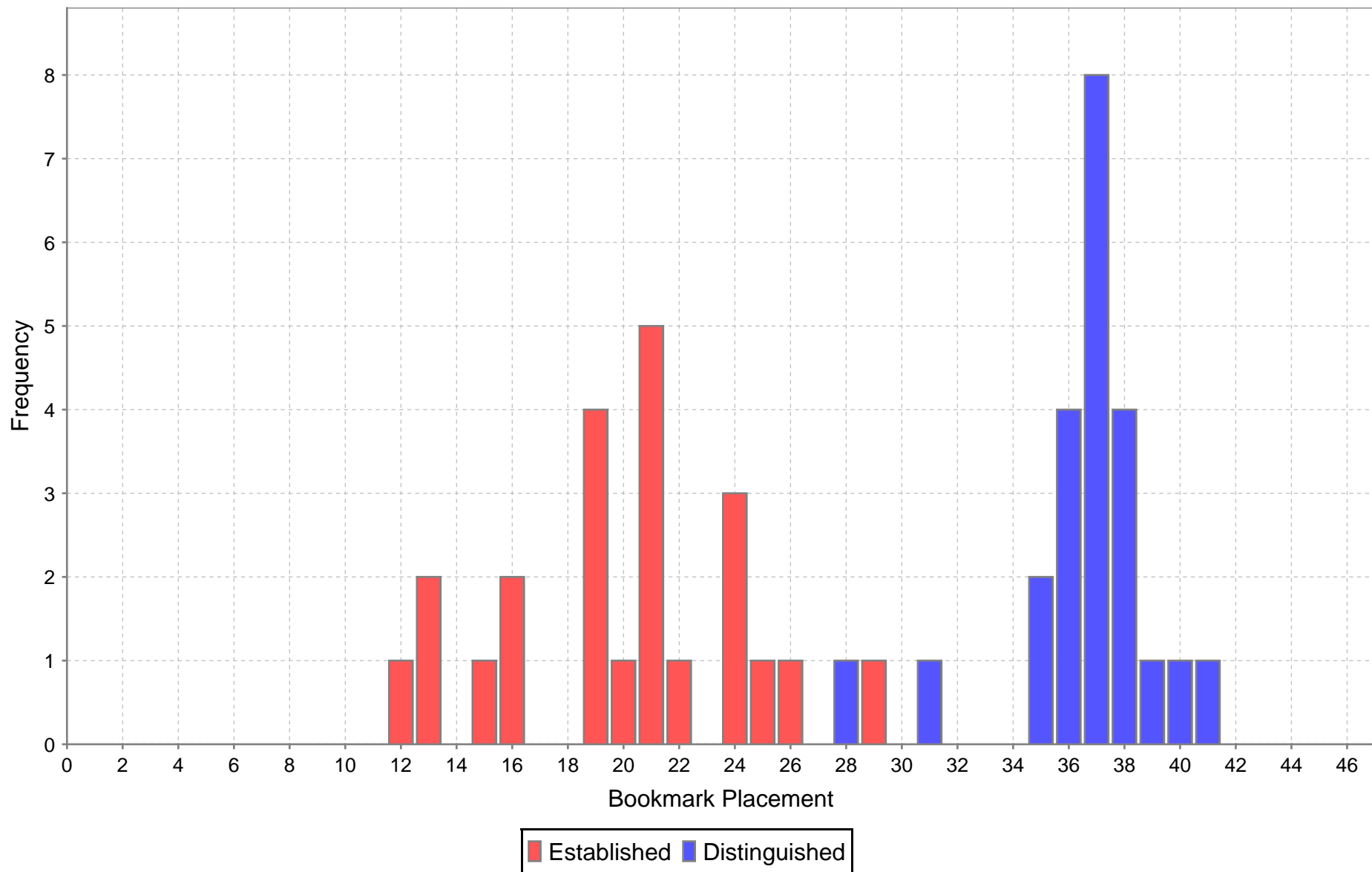
NeSA Grade 3 ELA

Frequency of Bookmark Placements Round 3



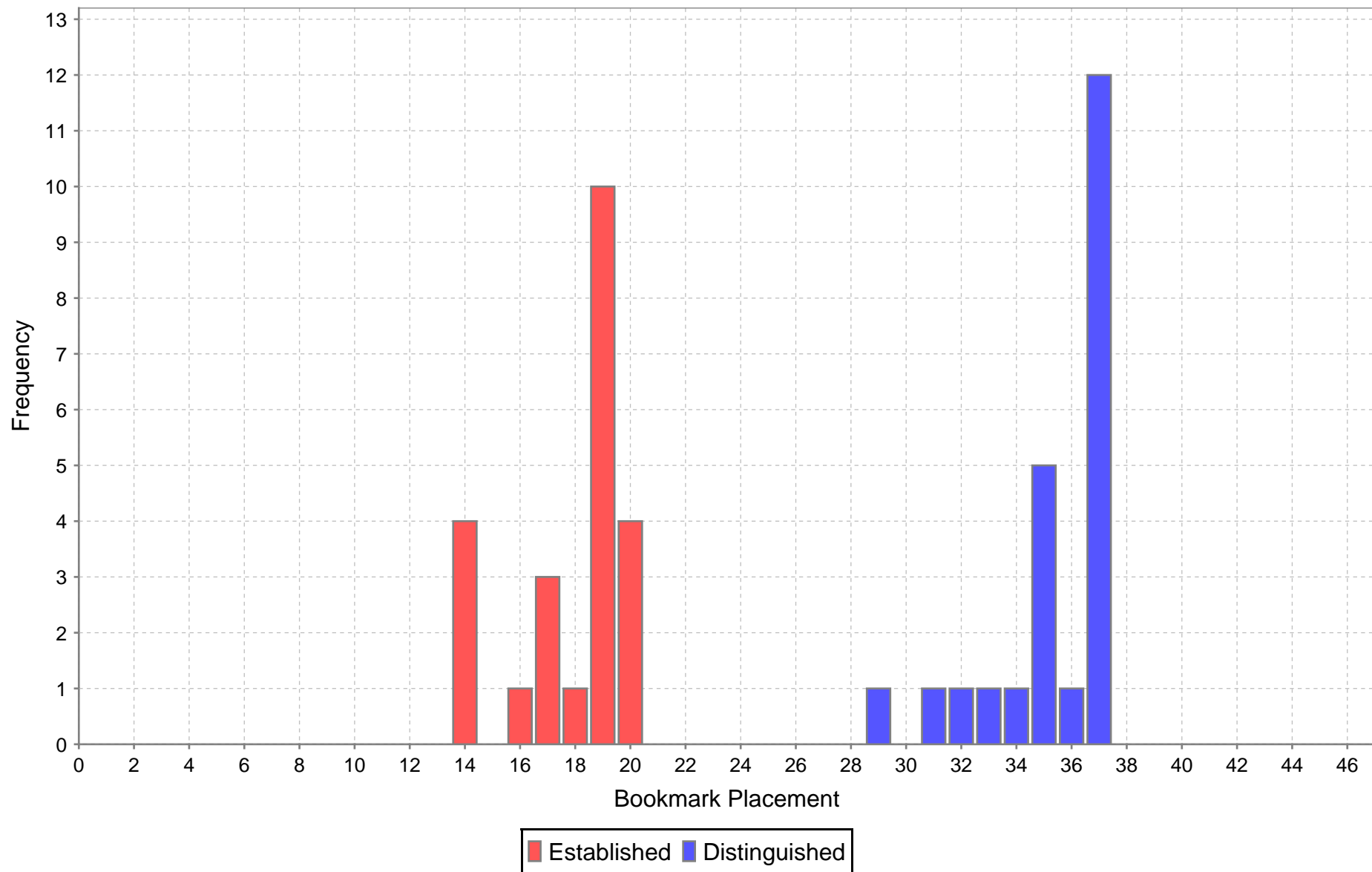
NeSA Grade 4 ELA

Frequency of Bookmark Placements Round 1



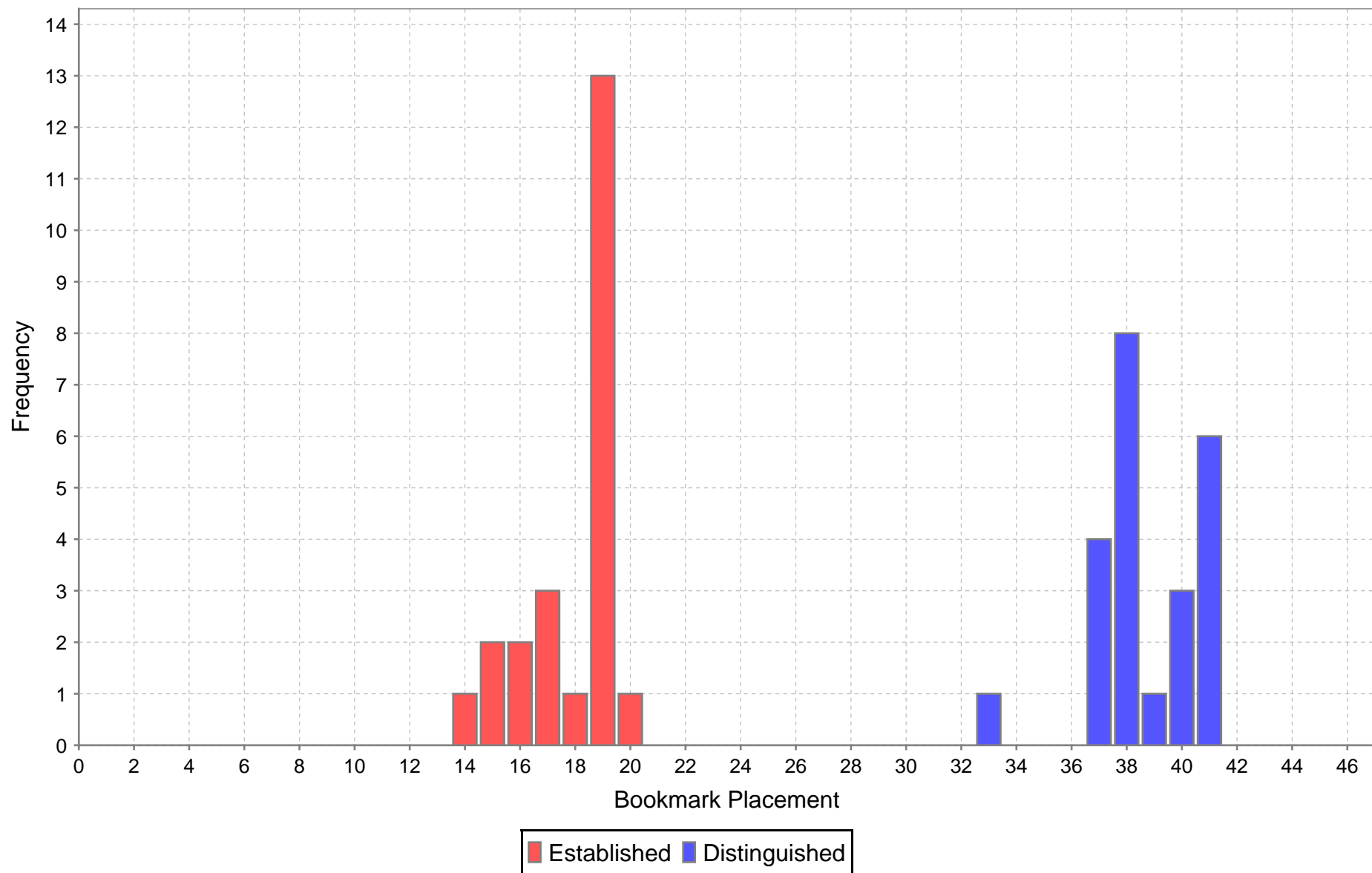
NeSA Grade 4 ELA

Frequency of Bookmark Placements Round 2



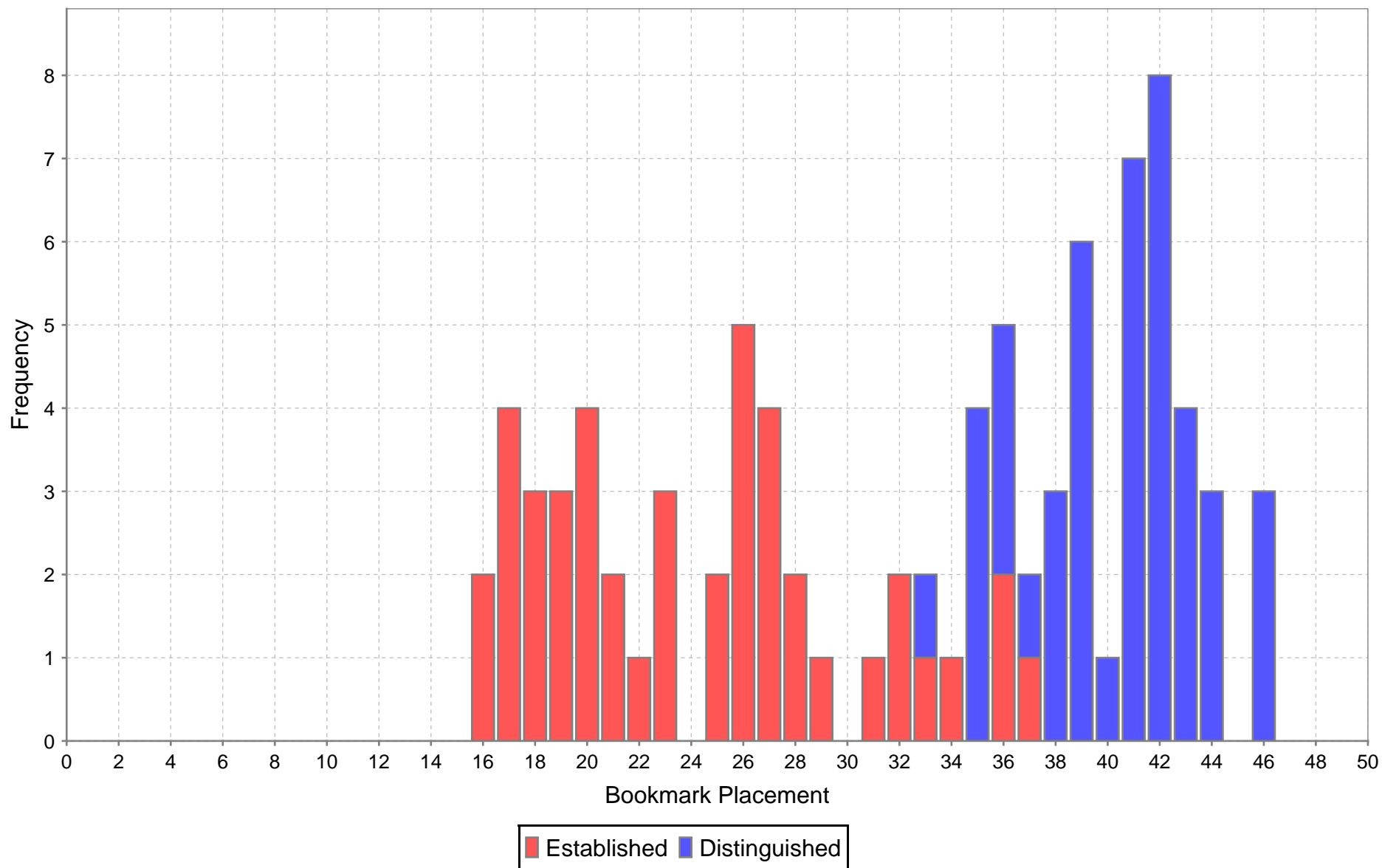
NeSA Grade 4 ELA

Frequency of Bookmark Placements Round 3



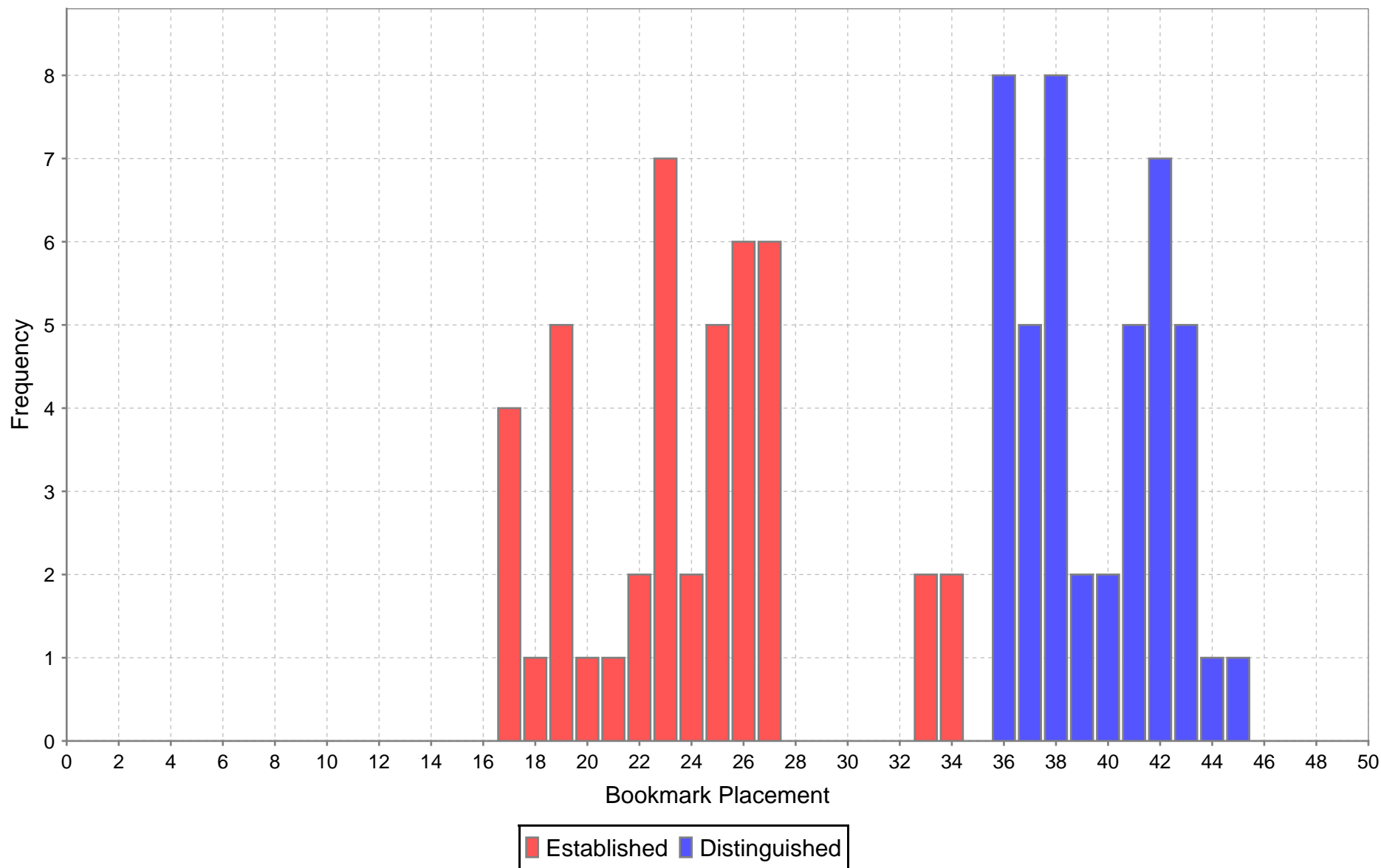
NeSA Grade 5 ELA

Frequency of Bookmark Placements Round 1



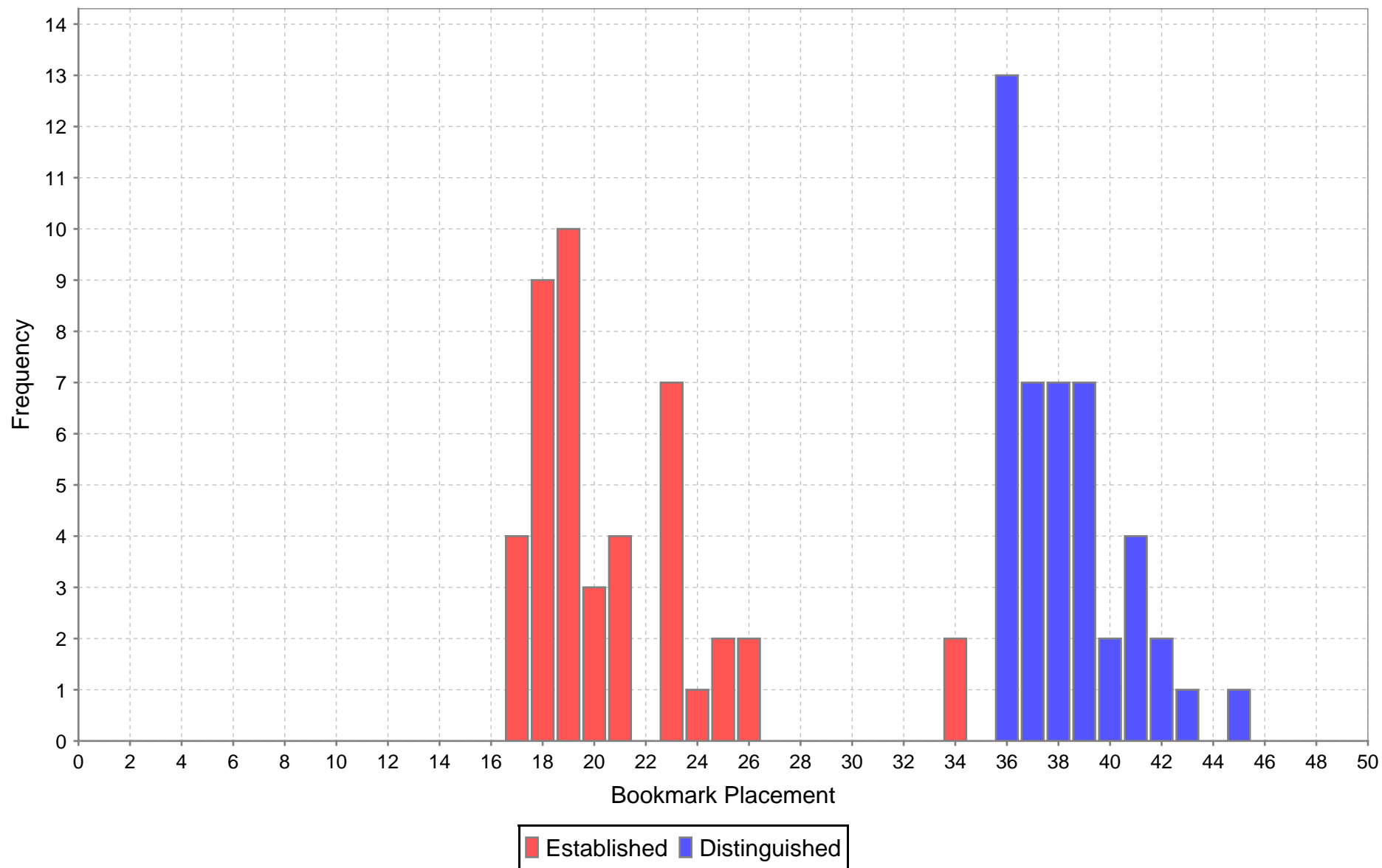
NeSA Grade 5 ELA

Frequency of Bookmark Placements Round 2



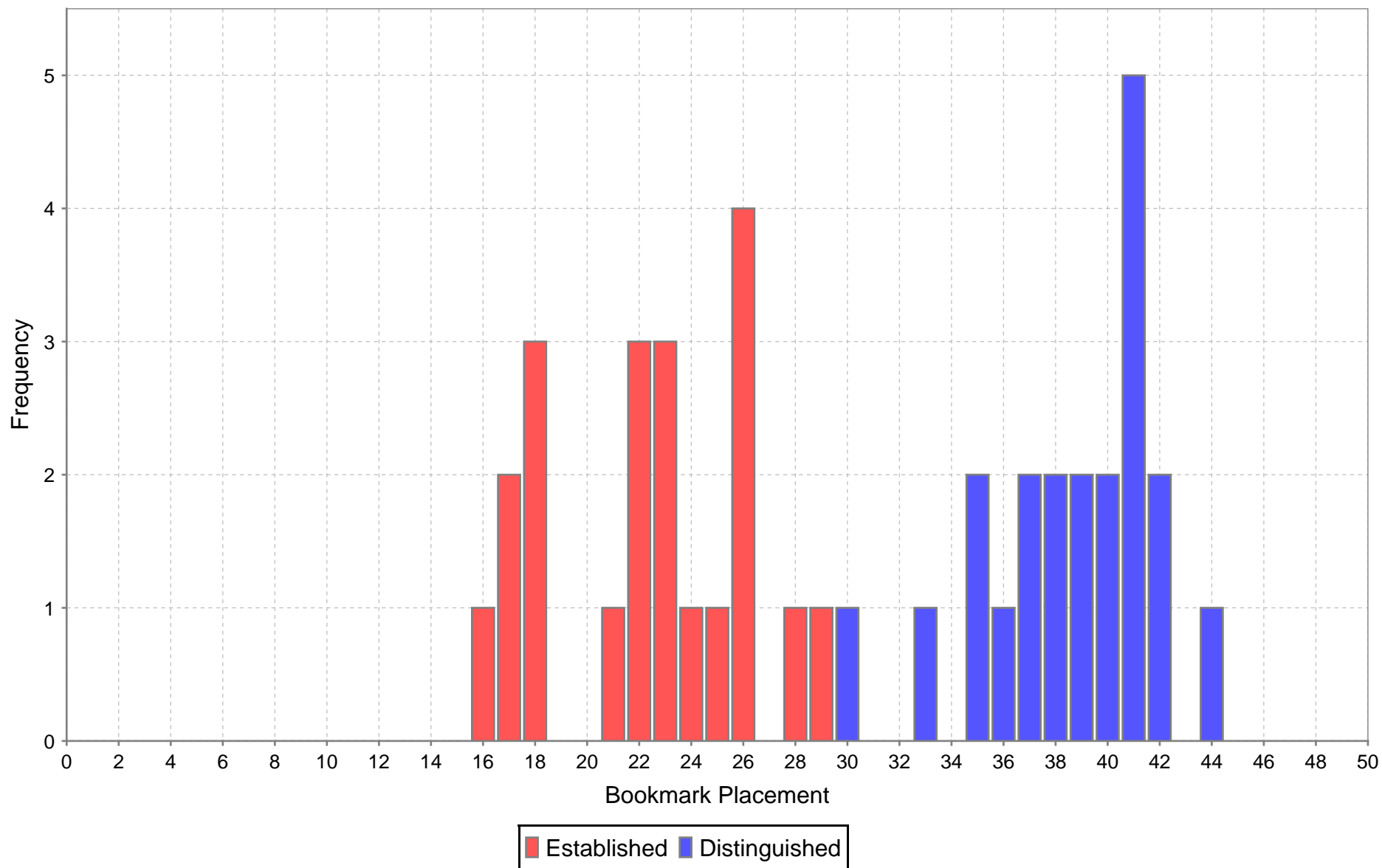
NeSA Grade 5 ELA

Frequency of Bookmark Placements Round 3



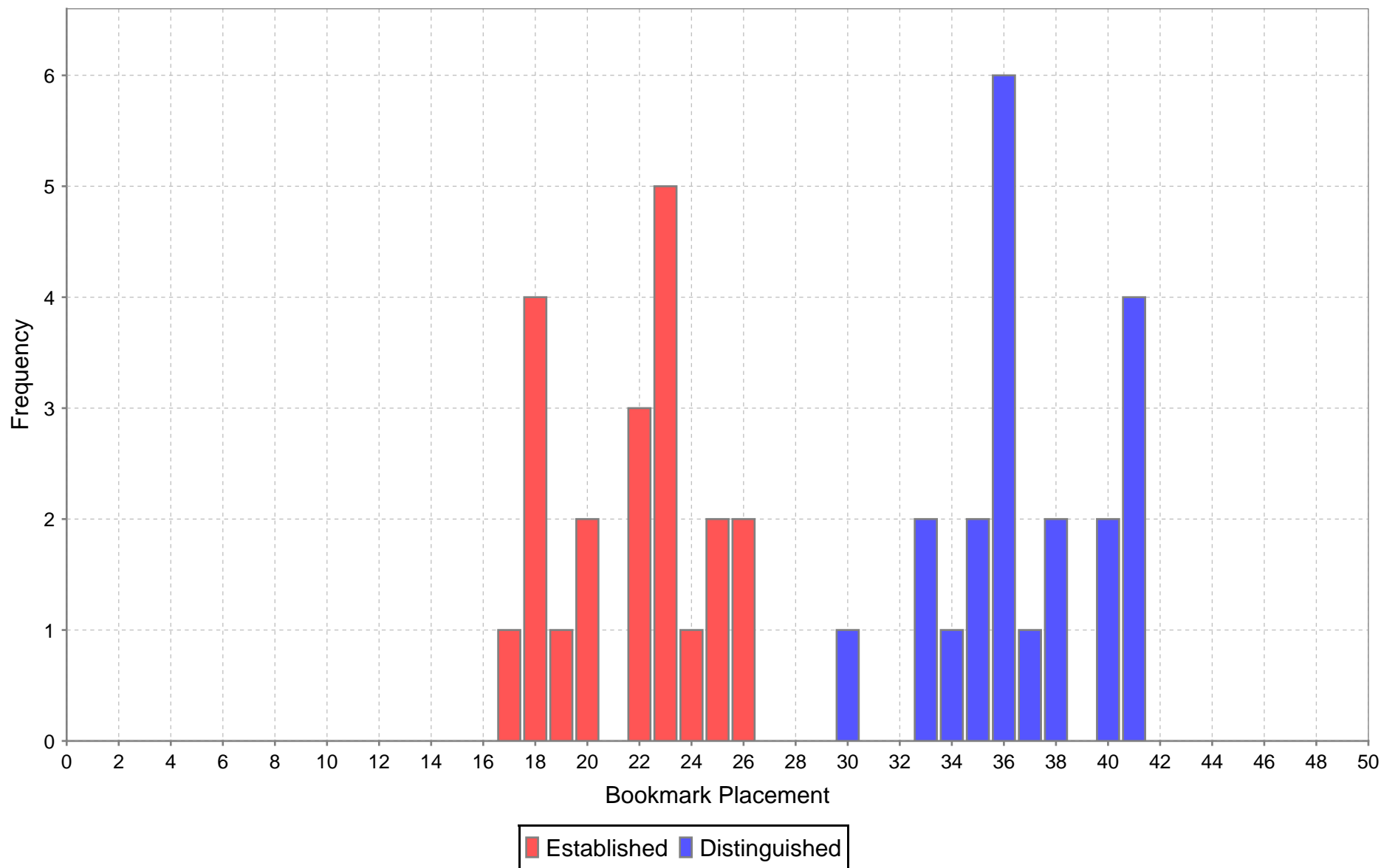
NeSA Grade 6 ELA

Frequency of Bookmark Placements Round 1



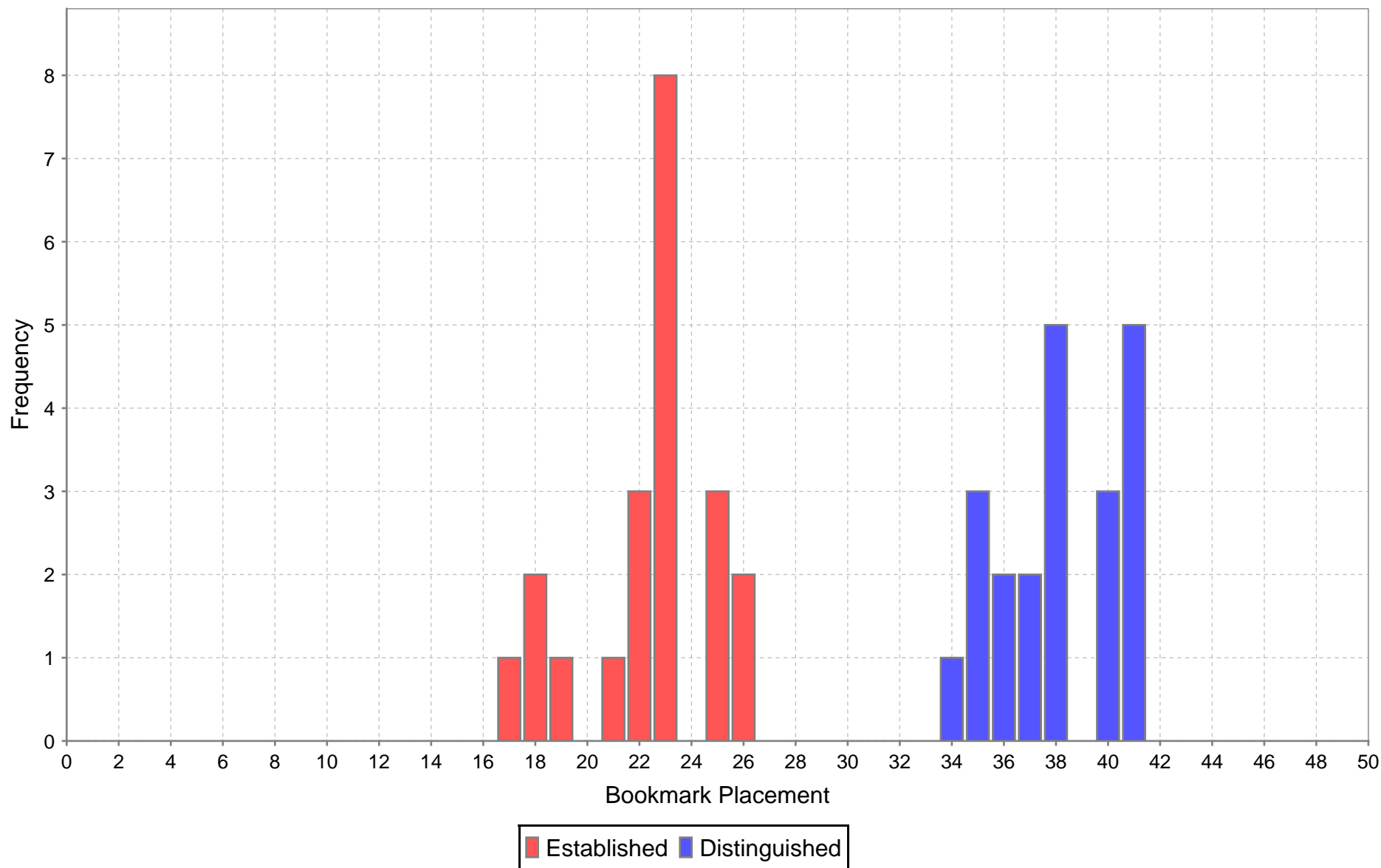
NeSA Grade 6 ELA

Frequency of Bookmark Placements Round 2



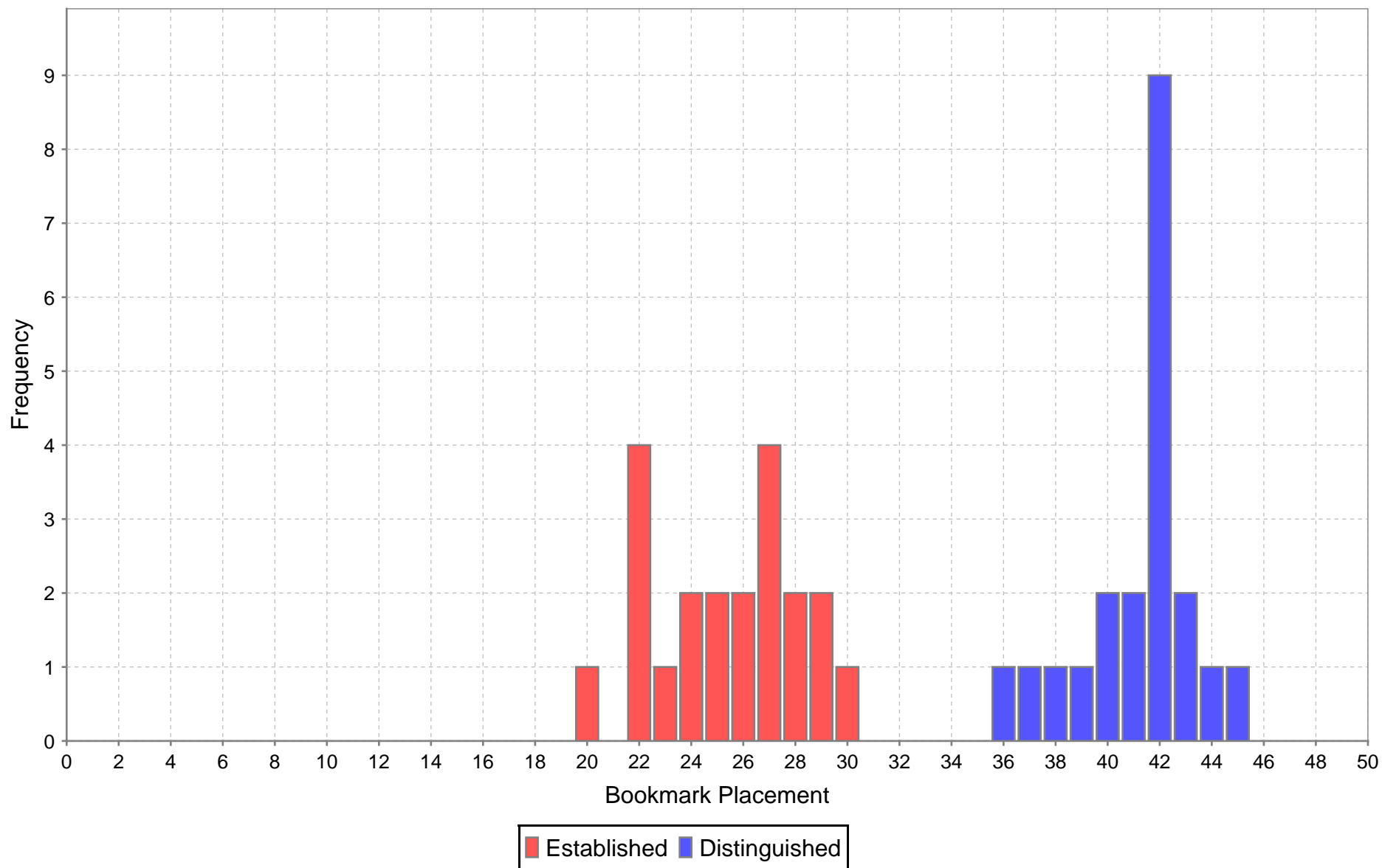
NeSA Grade 6 ELA

Frequency of Bookmark Placements Round 3



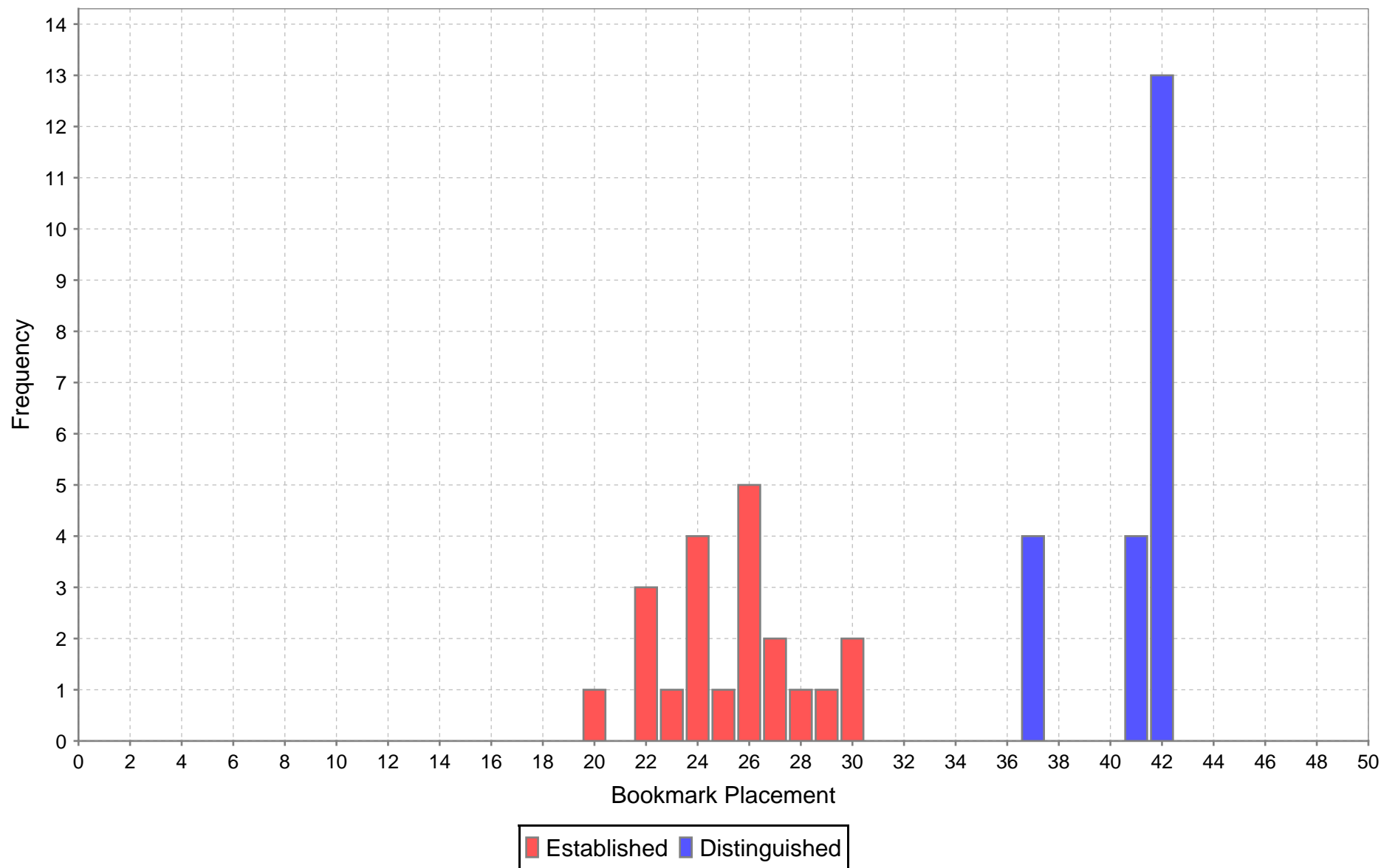
NeSA Grade 7 ELA

Frequency of Bookmark Placements Round 1



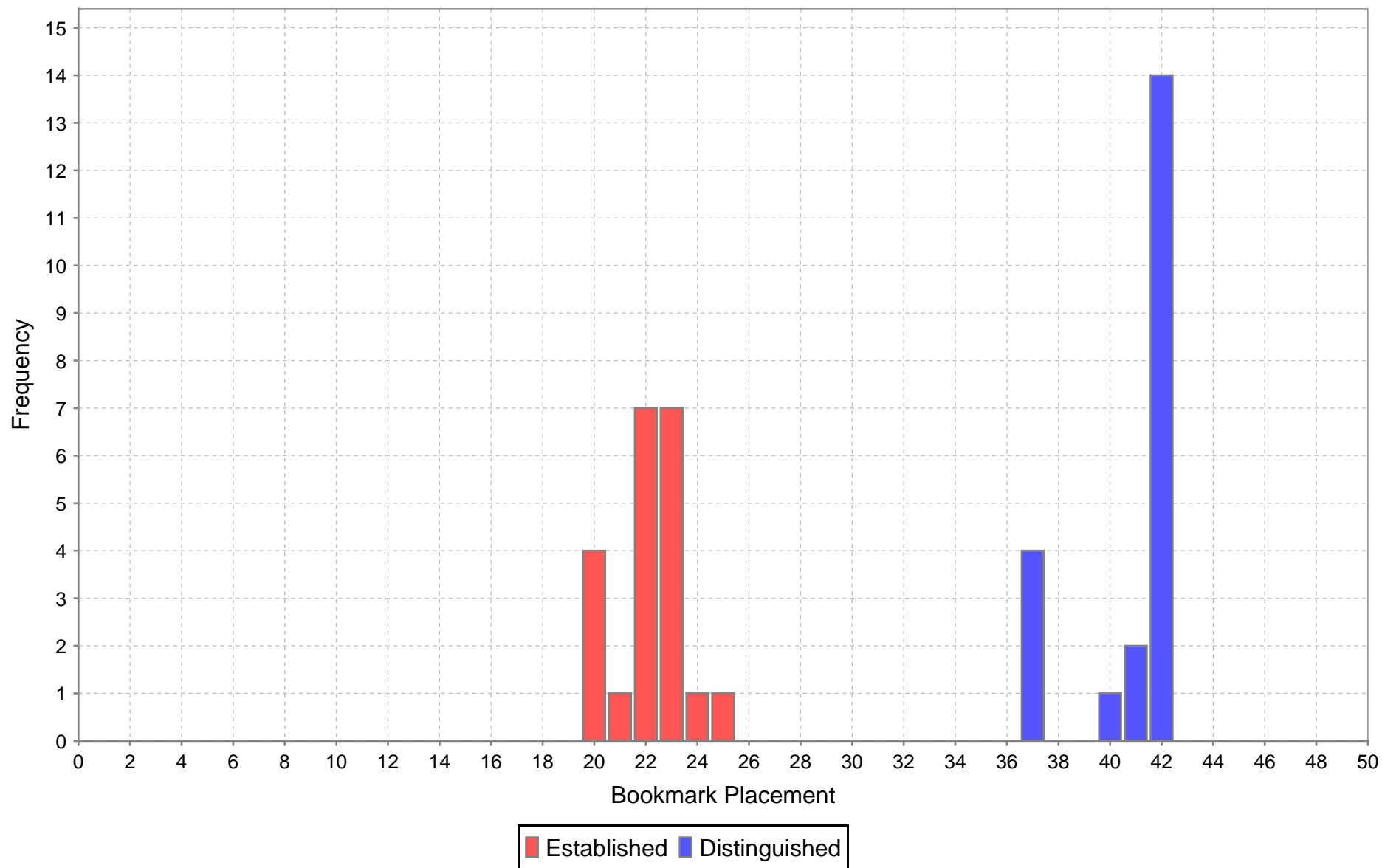
NeSA Grade 7 ELA

Frequency of Bookmark Placements Round 2



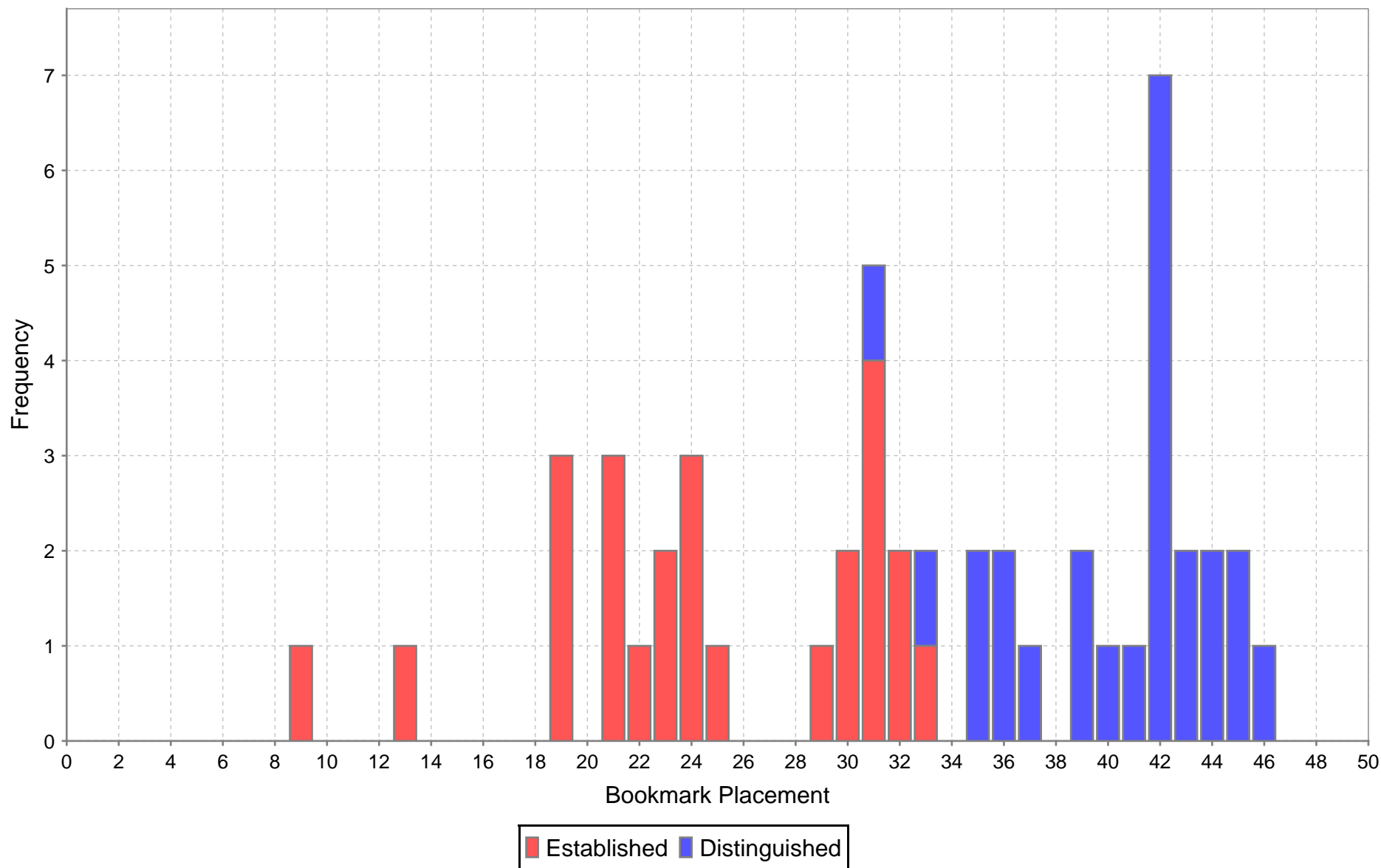
NeSA Grade 7 ELA

Frequency of Bookmark Placements Round 3



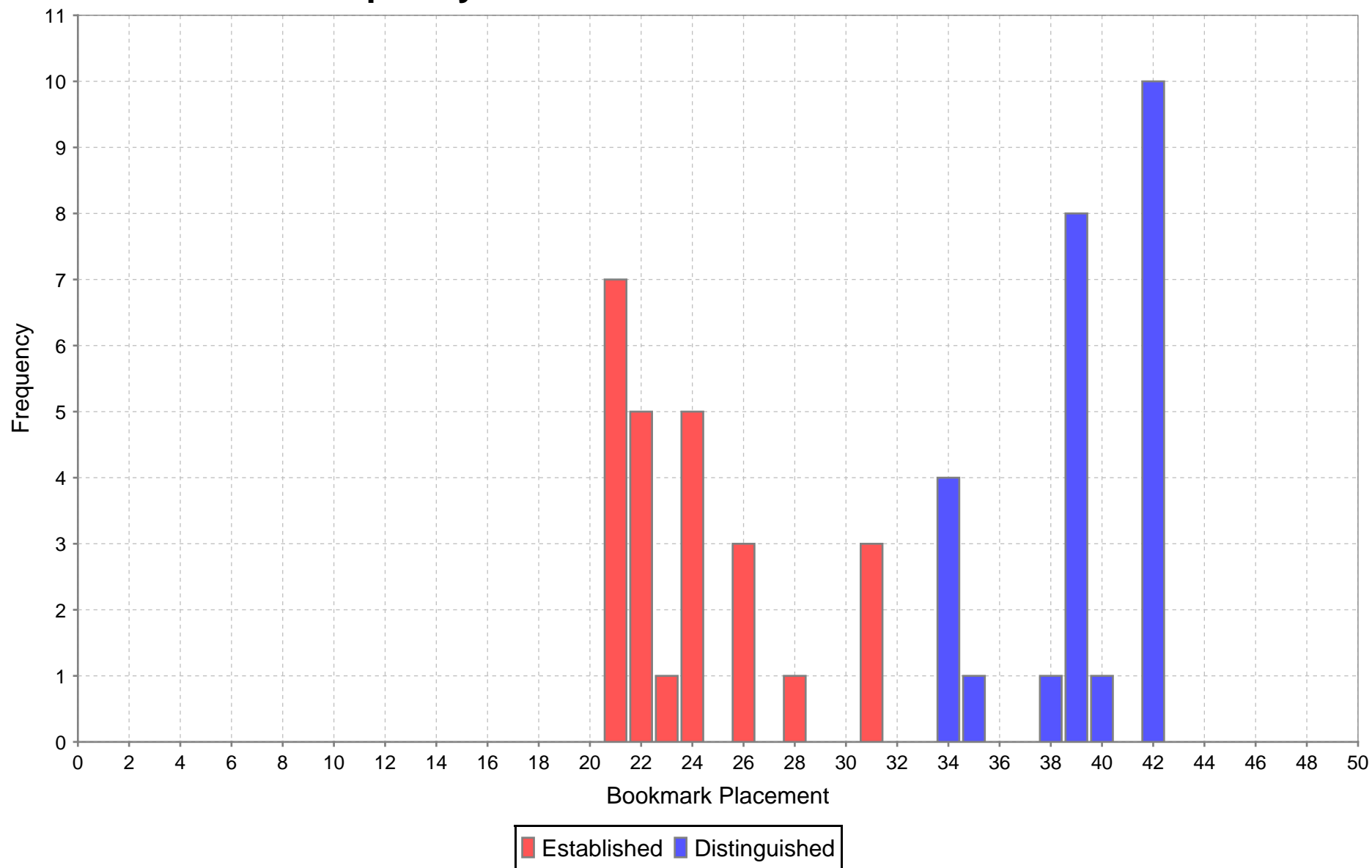
NeSA Grade 8 ELA

Frequency of Bookmark Placements Round 1



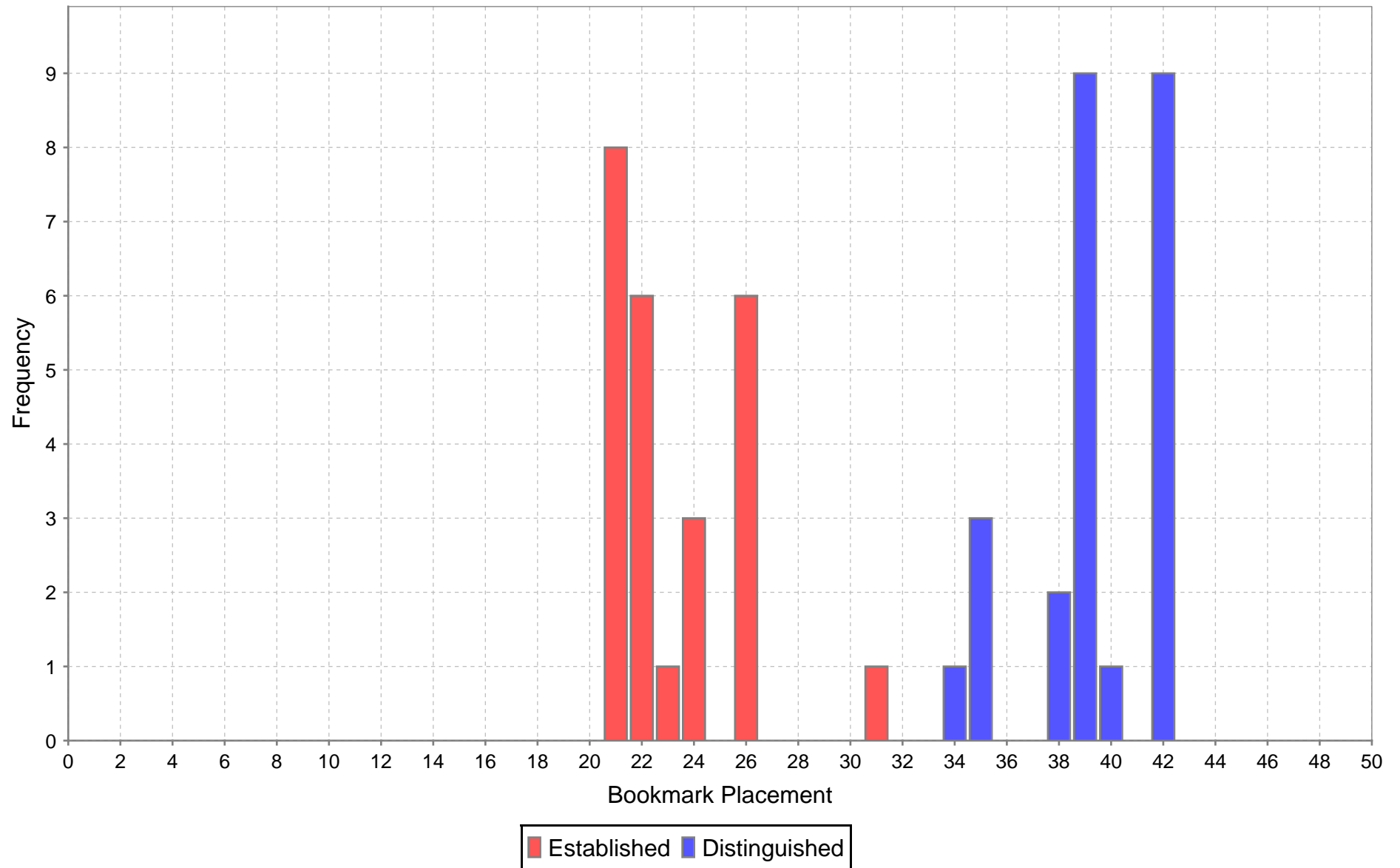
NeSA Grade 8 ELA

Frequency of Bookmark Placements Round 2



NeSA Grade 8 ELA

Frequency of Bookmark Placements Round 3



G

Standard Errors Associated with Cut Scores

NeSA Grade 3 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Developing	Established	Distinguished	
SE (cut score)		1.44	0.93	
Recommended Cut Point* + 3 SE		714	745	+ 3 SE
Percent of Students in Each Level	46.8	32.1	21.2	
Recommended Cut Point* + 2 SE		713	744	+ 2 SE
Percent of Students in Each Level	46.8	32.1	21.2	
Recommended Cut Point* + 1 SE		711	743	+ 1 SE
Percent of Students in Each Level	46.8	32.1	21.2	
Recommended Cut Point*		710	742	Recommended Cut Points*
Percent of Students in Each Level	42.7	36.1	21.2	
Recommended Cut Point* -1 SE		708	742	-1 SE
Percent of Students in Each Level	42.7	36.1	21.2	
Recommended Cut Point* -2 SE		707	741	-2 SE
Percent of Students in Each Level	38.8	36.2	25.0	
Recommended Cut Point* -3 SE		705	740	-3 SE
Percent of Students in Each Level	38.8	36.2	25.0	

* Participants' Large Group Medians

NeSA Grade 3 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement		11.00	13.00	
Recommended Cut Point* + 3 SE		743	781	+ 3 SE
Percent of Students in Each Level	78.8	17.8	3.4	
Recommended Cut Point* + 2 SE		732	768	+ 2 SE
Percent of Students in Each Level	67.3	24.8	8.0	
Recommended Cut Point* + 1 SE		721	755	+ 1 SE
Percent of Students in Each Level	54.7	31.3	14.0	
Recommended Cut Point*		710	742	Recommended Cut Points*
Percent of Students in Each Level	42.7	36.1	21.2	
Recommended Cut Point* -1 SE		699	729	-1 SE
Percent of Students in Each Level	31.8	31.2	37.0	
Recommended Cut Point* -2 SE		688	716	-2 SE
Percent of Students in Each Level	21.7	29.0	49.3	
Recommended Cut Point* -3 SE		677	703	-3 SE
Percent of Students in Each Level	13.4	21.9	64.7	

* Participants' Large Group Medians

NeSA Grade 3 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement + cutscore		11.09	13.03	
Recommended Cut Point* + 3 SE		743	782	+ 3 SE
Percent of Students in Each Level	78.8	17.8	3.4	
Recommended Cut Point* + 2 SE		732	768	+ 2 SE
Percent of Students in Each Level	67.3	24.8	8.0	
Recommended Cut Point* + 1 SE		721	755	+ 1 SE
Percent of Students in Each Level	54.7	31.3	14.0	
Recommended Cut Point*		710	742	Recommended Cut Points*
Percent of Students in Each Level	42.7	36.1	21.2	
Recommended Cut Point* -1 SE		699	729	-1 SE
Percent of Students in Each Level	31.8	31.2	37.0	
Recommended Cut Point* -2 SE		687	716	-2 SE
Percent of Students in Each Level	21.7	29.0	49.3	
Recommended Cut Point* -3 SE		676	703	-3 SE
Percent of Students in Each Level	13.4	21.9	64.7	

* Participants' Large Group Medians

NeSA Grade 4 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Developing	Established	Distinguished	
SE (cut score)		0.99	2.37	
Recommended Cut Point* + 3 SE		713	758	+ 3 SE
Percent of Students in Each Level	42.9	43.2	13.9	
Recommended Cut Point* + 2 SE		712	756	+ 2 SE
Percent of Students in Each Level	42.9	43.2	13.9	
Recommended Cut Point* + 1 SE		711	754	+ 1 SE
Percent of Students in Each Level	42.9	43.2	13.9	
Recommended Cut Point*		710	751	Recommended Cut Points*
Percent of Students in Each Level	42.9	39.4	17.7	
Recommended Cut Point* -1 SE		709	749	-1 SE
Percent of Students in Each Level	39.2	43.2	17.7	
Recommended Cut Point* -2 SE		708	747	-2 SE
Percent of Students in Each Level	39.2	39.0	21.8	
Recommended Cut Point* -3 SE		707	744	-3 SE
Percent of Students in Each Level	39.2	39.0	21.8	

* Participants' Large Group Medians

NeSA Grade 4 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement		12.00	14.00	
Recommended Cut Point* + 3 SE		746	793	+ 3 SE
Percent of Students in Each Level	78.2	20.2	1.6	
Recommended Cut Point* + 2 SE		734	779	+ 2 SE
Percent of Students in Each Level	69.4	25.7	4.9	
Recommended Cut Point* + 1 SE		722	765	+ 1 SE
Percent of Students in Each Level	55.6	34.1	10.3	
Recommended Cut Point*		710	751	Recommended Cut Points*
Percent of Students in Each Level	42.9	39.4	17.7	
Recommended Cut Point* -1 SE		698	737	-1 SE
Percent of Students in Each Level	28.1	41.3	30.6	
Recommended Cut Point* -2 SE		686	723	-2 SE
Percent of Students in Each Level	19.0	36.6	44.4	
Recommended Cut Point* -3 SE		674	709	-3 SE
Percent of Students in Each Level	11.1	28.1	60.8	

* Participants' Large Group Medians

NeSA Grade 4 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement + cutscore		12.04	14.20	
Recommended Cut Point* + 3 SE		746	794	+ 3 SE
Percent of Students in Each Level	78.2	20.2	1.6	
Recommended Cut Point* + 2 SE		734	780	+ 2 SE
Percent of Students in Each Level	69.4	25.7	4.9	
Recommended Cut Point* + 1 SE		722	765	+ 1 SE
Percent of Students in Each Level	55.6	34.1	10.3	
Recommended Cut Point*		710	751	Recommended Cut Points*
Percent of Students in Each Level	42.9	39.4	17.7	
Recommended Cut Point* -1 SE		698	737	-1 SE
Percent of Students in Each Level	28.1	41.3	30.6	
Recommended Cut Point* -2 SE		686	723	-2 SE
Percent of Students in Each Level	19.0	36.6	44.4	
Recommended Cut Point* -3 SE		674	709	-3 SE
Percent of Students in Each Level	11.1	28.1	60.8	

* Participants' Large Group Medians

NeSA Grade 5 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Developing	Established	Distinguished	
SE (cut score)		2.81	2.47	
Recommended Cut Point* + 3 SE		723	750	+ 3 SE
Percent of Students in Each Level	55.8	26.3	17.9	
Recommended Cut Point* + 2 SE		720	748	+ 2 SE
Percent of Students in Each Level	51.7	30.4	17.9	
Recommended Cut Point* + 1 SE		718	745	+ 1 SE
Percent of Students in Each Level	51.7	26.3	22.0	
Recommended Cut Point*		715	743	Recommended Cut Points*
Percent of Students in Each Level	47.3	30.7	22.0	
Recommended Cut Point* -1 SE		712	740	-1 SE
Percent of Students in Each Level	43.1	30.3	26.6	
Recommended Cut Point* -2 SE		709	738	-2 SE
Percent of Students in Each Level	39.3	34.1	26.6	
Recommended Cut Point* -3 SE		706	735	-3 SE
Percent of Students in Each Level	35.3	33.6	31.1	

* Participants' Large Group Medians

NeSA Grade 5 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement		11.00	13.00	
Recommended Cut Point* + 3 SE		748	782	+ 3 SE
Percent of Students in Each Level	82.1	14.6	3.3	
Recommended Cut Point* + 2 SE		737	769	+ 2 SE
Percent of Students in Each Level	73.4	21.4	5.2	
Recommended Cut Point* + 1 SE		726	756	+ 1 SE
Percent of Students in Each Level	60.2	28.9	10.9	
Recommended Cut Point*		715	743	Recommended Cut Points*
Percent of Students in Each Level	47.3	30.7	22.0	
Recommended Cut Point* -1 SE		704	730	-1 SE
Percent of Students in Each Level	35.3	29.3	35.4	
Recommended Cut Point* -2 SE		693	717	-2 SE
Percent of Students in Each Level	21.7	25.6	52.7	
Recommended Cut Point* -3 SE		682	704	-3 SE
Percent of Students in Each Level	13.5	21.8	64.7	

* Participants' Large Group Medians

NeSA Grade 5 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement + cutscore		11.35	13.23	
Recommended Cut Point* + 3 SE		749	782	+ 3 SE
Percent of Students in Each Level	82.1	14.6	3.3	
Recommended Cut Point* + 2 SE		738	769	+ 2 SE
Percent of Students in Each Level	73.4	21.4	5.2	
Recommended Cut Point* + 1 SE		726	756	+ 1 SE
Percent of Students in Each Level	60.2	28.9	10.9	
Recommended Cut Point*		715	743	Recommended Cut Points*
Percent of Students in Each Level	47.3	30.7	22.0	
Recommended Cut Point* -1 SE		703	729	-1 SE
Percent of Students in Each Level	31.8	32.8	35.4	
Recommended Cut Point* -2 SE		692	716	-2 SE
Percent of Students in Each Level	21.7	25.6	52.7	
Recommended Cut Point* -3 SE		681	703	-3 SE
Percent of Students in Each Level	13.5	18.3	68.2	

* Participants' Large Group Medians

NeSA Grade 6 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Developing	Established	Distinguished	
SE (cut score)		3.27	1.25	
Recommended Cut Point* + 3 SE		725	743	+ 3 SE
Percent of Students in Each Level	59.3	20.9	19.8	
Recommended Cut Point* + 2 SE		721	742	+ 2 SE
Percent of Students in Each Level	54.9	21.4	23.8	
Recommended Cut Point* + 1 SE		718	741	+ 1 SE
Percent of Students in Each Level	50.6	25.6	23.8	
Recommended Cut Point*		715	740	Recommended Cut Points*
Percent of Students in Each Level	50.6	25.6	23.8	
Recommended Cut Point* -1 SE		711	738	-1 SE
Percent of Students in Each Level	46.4	29.8	23.8	
Recommended Cut Point* -2 SE		708	737	-2 SE
Percent of Students in Each Level	42.4	29.7	27.9	
Recommended Cut Point* -3 SE		705	736	-3 SE
Percent of Students in Each Level	38.5	33.7	27.9	

* Participants' Large Group Medians

NeSA Grade 6 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement		11.00	13.00	
Recommended Cut Point* + 3 SE		748	779	+ 3 SE
Percent of Students in Each Level	84.0	12.0	4.0	
Recommended Cut Point* + 2 SE		737	766	+ 2 SE
Percent of Students in Each Level	72.1	21.3	6.5	
Recommended Cut Point* + 1 SE		726	753	+ 1 SE
Percent of Students in Each Level	63.5	24.1	12.4	
Recommended Cut Point*		715	740	Recommended Cut Points*
Percent of Students in Each Level	50.6	25.6	23.8	
Recommended Cut Point* -1 SE		704	727	-1 SE
Percent of Students in Each Level	34.8	28.7	36.5	
Recommended Cut Point* -2 SE		693	714	-2 SE
Percent of Students in Each Level	24.7	21.7	53.6	
Recommended Cut Point* -3 SE		682	701	-3 SE
Percent of Students in Each Level	16.0	18.7	65.2	

* Participants' Large Group Medians

NeSA Grade 6 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement + cutscore		11.48	13.06	
Recommended Cut Point* + 3 SE		749	779	+ 3 SE
Percent of Students in Each Level	84.0	12.0	4.0	
Recommended Cut Point* + 2 SE		738	766	+ 2 SE
Percent of Students in Each Level	76.2	17.2	6.5	
Recommended Cut Point* + 1 SE		726	753	+ 1 SE
Percent of Students in Each Level	63.5	24.1	12.4	
Recommended Cut Point*		715	740	Recommended Cut Points*
Percent of Students in Each Level	50.6	25.6	23.8	
Recommended Cut Point* -1 SE		703	727	-1 SE
Percent of Students in Each Level	34.8	28.7	36.5	
Recommended Cut Point* -2 SE		692	714	-2 SE
Percent of Students in Each Level	24.7	21.7	53.6	
Recommended Cut Point* -3 SE		680	700	-3 SE
Percent of Students in Each Level	13.6	17.7	68.7	

* Participants' Large Group Medians

NeSA Grade 7 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Developing	Established	Distinguished	
SE (cut score)		1.97	0.46	
Recommended Cut Point* + 3 SE		724	746	+ 3 SE
Percent of Students in Each Level	64.1	22.0	13.9	
Recommended Cut Point* + 2 SE		722	745	+ 2 SE
Percent of Students in Each Level	64.1	22.0	13.9	
Recommended Cut Point* + 1 SE		720	745	+ 1 SE
Percent of Students in Each Level	60.2	25.9	13.9	
Recommended Cut Point*		718	744	Recommended Cut Points*
Percent of Students in Each Level	60.2	22.6	17.2	
Recommended Cut Point* -1 SE		716	744	-1 SE
Percent of Students in Each Level	56.5	26.3	17.2	
Recommended Cut Point* -2 SE		714	744	-2 SE
Percent of Students in Each Level	52.6	30.2	17.2	
Recommended Cut Point* -3 SE		712	743	-3 SE
Percent of Students in Each Level	52.6	30.2	17.2	

* Participants' Large Group Medians

NeSA Grade 7 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement		11.00	13.00	
Recommended Cut Point* + 3 SE		751	783	+ 3 SE
Percent of Students in Each Level	89.0	9.8	1.2	
Recommended Cut Point* + 2 SE		740	770	+ 2 SE
Percent of Students in Each Level	82.8	13.2	3.9	
Recommended Cut Point* + 1 SE		729	757	+ 1 SE
Percent of Students in Each Level	71.9	20.0	8.1	
Recommended Cut Point*		718	744	Recommended Cut Points*
Percent of Students in Each Level	60.2	22.6	17.2	
Recommended Cut Point* -1 SE		707	731	-1 SE
Percent of Students in Each Level	44.8	27.1	28.1	
Recommended Cut Point* -2 SE		696	718	-2 SE
Percent of Students in Each Level	34.0	26.3	39.8	
Recommended Cut Point* -3 SE		685	705	-3 SE
Percent of Students in Each Level	20.9	24.0	55.2	

* Participants' Large Group Medians

NeSA Grade 7 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement + cutscore		11.18	13.01	
Recommended Cut Point* + 3 SE		752	783	+ 3 SE
Percent of Students in Each Level	89.0	9.8	1.2	
Recommended Cut Point* + 2 SE		741	770	+ 2 SE
Percent of Students in Each Level	82.8	13.2	3.9	
Recommended Cut Point* + 1 SE		730	757	+ 1 SE
Percent of Students in Each Level	71.9	20.0	8.1	
Recommended Cut Point*		718	744	Recommended Cut Points*
Percent of Students in Each Level	60.2	22.6	17.2	
Recommended Cut Point* -1 SE		707	731	-1 SE
Percent of Students in Each Level	44.8	27.1	28.1	
Recommended Cut Point* -2 SE		696	718	-2 SE
Percent of Students in Each Level	34.0	26.3	39.8	
Recommended Cut Point* -3 SE		685	705	-3 SE
Percent of Students in Each Level	20.9	24.0	55.2	

* Participants' Large Group Medians

NeSA Grade 8 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Developing	Established	Distinguished	
SE (cut score)		1.53	2.20	
Recommended Cut Point* + 3 SE		722	761	+ 3 SE
Percent of Students in Each Level	52.7	36.5	10.9	
Recommended Cut Point* + 2 SE		720	759	+ 2 SE
Percent of Students in Each Level	52.7	36.5	10.9	
Recommended Cut Point* + 1 SE		719	756	+ 1 SE
Percent of Students in Each Level	48.0	41.1	10.9	
Recommended Cut Point*		717	754	Recommended Cut Points*
Percent of Students in Each Level	48.0	37.3	14.7	
Recommended Cut Point* -1 SE		716	752	-1 SE
Percent of Students in Each Level	43.6	41.7	14.7	
Recommended Cut Point* -2 SE		714	750	-2 SE
Percent of Students in Each Level	43.6	37.8	18.6	
Recommended Cut Point* -3 SE		713	748	-3 SE
Percent of Students in Each Level	43.6	37.8	18.6	

* Participants' Large Group Medians

NeSA Grade 8 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement		12.00	14.00	
Recommended Cut Point* + 3 SE		753	796	+ 3 SE
Percent of Students in Each Level	85.3	14.0	0.7	
Recommended Cut Point* + 2 SE		741	782	+ 2 SE
Percent of Students in Each Level	77.0	21.4	1.6	
Recommended Cut Point* + 1 SE		729	768	+ 1 SE
Percent of Students in Each Level	62.5	32.4	5.2	
Recommended Cut Point*		717	754	Recommended Cut Points*
Percent of Students in Each Level	48.0	37.3	14.7	
Recommended Cut Point* -1 SE		705	740	-1 SE
Percent of Students in Each Level	31.2	40.9	27.8	
Recommended Cut Point* -2 SE		693	726	-2 SE
Percent of Students in Each Level	20.9	36.9	42.3	
Recommended Cut Point* -3 SE		681	712	-3 SE
Percent of Students in Each Level	12.7	26.6	60.7	

* Participants' Large Group Medians

NeSA Grade 8 ELA

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Developing	Established	Distinguished	
Standard Error (SE) measurement + cutscore		12.10	14.17	
Recommended Cut Point* + 3 SE		754	797	+ 3 SE
Percent of Students in Each Level	85.3	14.0	0.7	
Recommended Cut Point* + 2 SE		741	783	+ 2 SE
Percent of Students in Each Level	77.0	21.4	1.6	
Recommended Cut Point* + 1 SE		729	768	+ 1 SE
Percent of Students in Each Level	62.5	32.4	5.2	
Recommended Cut Point*		717	754	Recommended Cut Points*
Percent of Students in Each Level	48.0	37.3	14.7	
Recommended Cut Point* -1 SE		705	740	-1 SE
Percent of Students in Each Level	31.2	40.9	27.8	
Recommended Cut Point* -2 SE		693	726	-2 SE
Percent of Students in Each Level	20.9	36.9	42.3	
Recommended Cut Point* -3 SE		681	712	-3 SE
Percent of Students in Each Level	12.7	26.6	60.7	

* Participants' Large Group Medians

H

Participant Evaluations of the Workshop



Grade 8

Participant Survey








Thank you for completing this survey. We gather this information to demonstrate the level of expertise of the participants at our standard setting events. When done, please return your survey to a facilitator.

1. What is your gender?	2. What is your ethnicity?	3. What is your current assignment?
<input type="radio"/> Female <input type="radio"/> Male	<input type="radio"/> American Indian/Alaska Native <input type="radio"/> Asian <input type="radio"/> Hawaiian or Pacific Islander <input type="radio"/> Black <input type="radio"/> Hispanic <input type="radio"/> Mixed (Two or more races) <input type="radio"/> Caucasian	<input type="radio"/> Classroom teacher <input type="radio"/> Educator, non-teacher <input type="radio"/> Higher education <input type="radio"/> Other (please describe): _____
4. To what group have you been assigned at the workshop?	5. How many years, in total, have you been teaching?	6. What is your highest level of education?
<input type="radio"/> Grade 8 ELA	<input type="radio"/> Fewer than 5 years <input type="radio"/> 5–10 years <input type="radio"/> 11–15 years <input type="radio"/> 16–20 years <input type="radio"/> 21–25 years <input type="radio"/> More than 25 years	<input type="radio"/> High school diploma <input type="radio"/> Bachelor's degree <input type="radio"/> Bachelor's degree + Hours <input type="radio"/> Master's degree <input type="radio"/> Master's degree + Hours <input type="radio"/> Doctoral degree
7. What is your work setting?	8. Which of these groups do you have experience teaching?	
<input type="radio"/> Urban <input type="radio"/> Suburban <input type="radio"/> Rural	<input type="radio"/> Special education (in a self-contained classroom) <input type="radio"/> Special education (in a mainstream classroom) <input type="radio"/> English language learners <input type="radio"/> Vocational education <input type="radio"/> Alternative education	
9. In which grades (and for how many years) have you taught?	10. What professional development have you taken or experienced in the last two years?	
<i>Example: Grade 8 (5 years)</i> _____ _____ _____ _____ _____	_____ _____ _____ _____ _____	



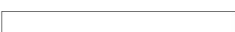
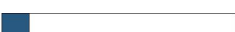
1. What is your gender?

Response	Frequency	Percent	Mean: 1.00
Female	25	100.00	
Male	0	0.00	


2. What is your ethnicity?

Response	Frequency	Percent	Mean: 6.96
American Indian/Alaska Native	0	0.00	
Asian	0	0.00	
Hawaiian or Pacific Islander	0	0.00	
Black	0	0.00	
Hispanic	0	0.00	
Mixed Two or more races	1	4.00	
Caucasian	24	96.00	







3. What is your current assignment?

Response	Frequency	Percent	Mean: -
Classroom teacher	22	88.00	
Educator non-teacher	2	8.00	
Higher education	0	0.00	
Other	3	12.00	







4. To what group have you been assigned at the workshop?

Response	Frequency	Percent	Mean: 1.00
Grade 8 ELA	25	100.00	

5. How many years, in total, have you been teaching?

Response	Frequency	Percent	Mean: 3.72
Fewer than 5 years	1	4.00	
5-10 years	5	20.00	
11-15 years	7	28.00	
16-20 years	4	16.00	
21-25 years	3	12.00	
More than 25 years	5	20.00	

6. What is your highest level of education?

Response	Frequency	Percent	Mean: 4.20
High school diploma	0	0.00	
Bachelor's degree	1	4.00	
Bachelor's degree + Hours	5	20.00	
Master's degree 7	7	28.00	
Master's degree 12 + Hours	12	48.00	
Doctoral degree	0	0.00	

7. What is your work setting?

Response	Frequency	Percent	Mean: 2.04
Urban	8	32.00	<div><div></div></div>
Suburban	8	32.00	<div><div></div></div>
Rural	9	36.00	<div><div></div></div>

8. Which of these groups do you have experience teaching?

Response	Frequency	Percent	Mean: -
Special education in a self-contained classroom	2	8.00	<div><div></div></div>
Special education in a mainstream classroom	21	84.00	<div><div></div></div>
English language learners	17	68.00	<div><div></div></div>
Vocational education	1	4.00	<div><div></div></div>
Alternative education	6	24.00	<div><div></div></div>
No Response	2	8.00	<div><div></div></div>

Nebraska NeSA 2017 Standard Setting Evaluation for Grade 8 ELA

The purpose of this evaluation is to help document the process used to recommend performance standards for the NeSA 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		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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.						
Training & PLDs	1. The training provided a clear description of the workshop goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. The training session leader clearly explained the Bookmark Procedure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. The training session leader clearly explained the materials used in the bookmark process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. The training addressed many of my questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. The practice exercises were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. The opening session provided a clear overview of the standard setting process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. My role in the standard setting was well described.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. After the training, I felt confident I was prepared to complete the standard setting task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9. The performance level descriptors (PLDs) were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10. Adequate information was provided regarding the PLDs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11. Enough time was provided to read and understand the PLDs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12. The PLDs communicate a reasonable profile of students' performance at each level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate your opinion regarding the usefulness of the following materials used. Please bubble only one of the four options for each material.			Not Useful	Somewhat Useful	Useful	Very Useful
Materials	13. Performance level descriptors (PLDs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14. Ordered item booklets (OIBs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15. Operational test book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16. Item information sheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17. Item separation chart	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18. Impact data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate the extent of your satisfaction with the following roles . Please bubble only one of the four options for each role.			Not Satisfied	Partially Satisfied	Satisfied	Very Satisfied
Roles	19. DRC trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20. DRC facilitator(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21. DRC content specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22. Other DRC staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate your opinion regarding the amount of time allotted for each activity. Please bubble only one of the three options for each activity.				Too Little Time	About Right	Too Much Time
Time Allotted	23. Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24. PLD discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	25. Round 1 bookmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26. Discussion after Round 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	27. Round 2 bookmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	28. Discussion after Round 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	29. Round 3 bookmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30. Discussion of final recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Bookmarks	31. I understood how to make my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	32. I had adequate time to make my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	33. I considered the borderline students when making my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	34. There was adequate time provided for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	35. Discussing the borderline students helped me make my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	36. I considered the standards when I placed my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	37. Overall, I believe my opinions were considered and valued by my group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	38. My group's work was reflected in the presentation of recommendations across grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	39. The group leader in my breakout room provided clear instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	40. Overall, I valued the workshop as a professional development experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rooms	41. The food and service at the facility met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	42. The meeting room had appropriate accommodations to facilitate our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.		Not Confident	Partially Confident	Confident	Very Confident
8	43. Developing/Established cut score		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	44. Established/Distinguished cut score		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: ABOUT YOU

45. Will you also be participating in the standard setting for ELA Grades 3-7?
- ☐ Yes
- ☐ No

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!**

1. The training provided a clear description of the workshop goals.

Response	Frequency	Percent	Mean: 4.60
Strongly Disagree	1	4.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	6	24.00	<div><div></div></div>
Strongly Agree	18	72.00	<div><div></div></div>

3. The training session leader clearly explained the materials used in the bookmark process.

Response	Frequency	Percent	Mean: 4.60
Strongly Disagree	1	4.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	6	24.00	<div><div></div></div>
Strongly Agree	18	72.00	<div><div></div></div>

5. The practice exercises were useful.

Response	Frequency	Percent	Mean: 4.40
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.00	<div><div></div></div>
Neutral	1	4.00	<div><div></div></div>
Agree	10	40.00	<div><div></div></div>
Strongly Agree	13	52.00	<div><div></div></div>

7. My role in the standard setting was well described.

Response	Frequency	Percent	Mean: 4.56
Strongly Disagree	1	4.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	7	28.00	<div><div></div></div>
Strongly Agree	17	68.00	<div><div></div></div>

9. The performance level descriptors (PLDs) were clear.

Response	Frequency	Percent	Mean: 4.20
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	3	12.00	<div><div></div></div>
Agree	14	56.00	<div><div></div></div>
Strongly Agree	8	32.00	<div><div></div></div>

2. The training session leader clearly explained the Bookmark Procedure.

Response	Frequency	Percent	Mean: 4.60
Strongly Disagree	1	4.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	6	24.00	<div><div></div></div>
Strongly Agree	18	72.00	<div><div></div></div>

4. The training addressed many of my questions and concerns.

Response	Frequency	Percent	Mean: 4.56
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	8	32.00	<div><div></div></div>
Strongly Agree	16	64.00	<div><div></div></div>

6. The opening session provided a clear overview of the standard setting process.

Response	Frequency	Percent	Mean: 4.44
Strongly Disagree	1	4.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	10	40.00	<div><div></div></div>
Strongly Agree	14	56.00	<div><div></div></div>

8. After the training, I felt confident I was prepared to complete the standard setting task.

Response	Frequency	Percent	Mean: 4.56
Strongly Disagree	1	4.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	7	28.00	<div><div></div></div>
Strongly Agree	17	68.00	<div><div></div></div>

10. Adequate information was provided regarding the PLDs.

Response	Frequency	Percent	Mean: 4.28
Strongly Disagree	1	4.00	<div><div></div></div>
Disagree	1	4.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	11	44.00	<div><div></div></div>
Strongly Agree	12	48.00	<div><div></div></div>

11. Enough time was provided to read and understand the PLDs.

Response	Frequency	Percent	Mean: 4.60
Strongly Disagree	0	0.00	
Disagree	1	4.00	
Neutral	0	0.00	
Agree	7	28.00	
Strongly Agree	17	68.00	

12. The PLDs communicated a reasonable profile of students' performance at each level.

Response	Frequency	Percent	Mean: 4.20
Strongly Disagree	0	0.00	
Disagree	1	4.00	
Neutral	3	12.00	
Agree	11	44.00	
Strongly Agree	10	40.00	

13. Performance level descriptors (PLDs)

Response	Frequency	Percent	Mean: 3.56
Not Useful	0	0.00	
Somewhat Useful	0	0.00	
Useful	11	44.00	
Very Useful	14	56.00	

14. Ordered item booklets (OIBs)

Response	Frequency	Percent	Mean: 3.96
Not Useful	0	0.00	
Somewhat Useful	0	0.00	
Useful	1	4.00	
Very Useful	24	96.00	

15. Operational test book

Response	Frequency	Percent	Mean: 3.71
Not Useful	0	0.00	
Somewhat Useful	1	4.00	
Useful	5	20.00	
Very Useful	18	72.00	
No Response	1	4.00	

16. Item information sheet

Response	Frequency	Percent	Mean: 3.64
Not Useful	0	0.00	
Somewhat Useful	1	4.00	
Useful	7	28.00	
Very Useful	17	68.00	

17. Item separation chart

Response	Frequency	Percent	Mean: 3.56
Not Useful	0	0.00	
Somewhat Useful	2	8.00	
Useful	7	28.00	
Very Useful	16	64.00	

18. Impact data

Response	Frequency	Percent	Mean: 3.64
Not Useful	0	0.00	
Somewhat Useful	0	0.00	
Useful	9	36.00	
Very Useful	16	64.00	

19. DRC trainer

Response	Frequency	Percent	Mean: 3.96
Not Satisfied	0	0.00	
Partially Satisfied	0	0.00	
Satisfied	1	4.00	
Very Satisfied	24	96.00	

20. DRC facilitator(s)

Response	Frequency	Percent	Mean: 3.84
Not Satisfied	0	0.00	
Partially Satisfied	0	0.00	
Satisfied	4	16.00	
Very Satisfied	21	84.00	

21. DRC content specialist

Response	Frequency	Percent	Mean: 3.76
Not Satisfied	0	0.00	
Partially Satisfied	0	0.00	
Satisfied	6	24.00	
Very Satisfied	19	76.00	

23. Training

Response	Frequency	Percent	Mean: 2.28
Too Little Time	0	0.00	
About Right	18	72.00	
Too Much Time	7	28.00	

25. Round 1 bookmarks

Response	Frequency	Percent	Mean: 2.08
Too Little Time	1	4.00	
About Right	21	84.00	
Too Much Time	3	12.00	

27. Round 2 bookmarks

Response	Frequency	Percent	Mean: 2.16
Too Little Time	0	0.00	
About Right	21	84.00	
Too Much Time	4	16.00	

29. Round 3 bookmarks

Response	Frequency	Percent	Mean: 2.08
Too Little Time	1	4.00	
About Right	21	84.00	
Too Much Time	3	12.00	

31. I understood how to make my bookmarks.

Response	Frequency	Percent	Mean: 4.80
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	5	20.00	
Strongly Agree	20	80.00	

22. Other DRC staff

Response	Frequency	Percent	Mean: 3.70
Not Satisfied	0	0.00	
Partially Satisfied	0	0.00	
Satisfied	7	28.00	
Very Satisfied	16	64.00	
No Response	2	8.00	

24. PLD discussion

Response	Frequency	Percent	Mean: 2.04
Too Little Time	2	8.00	
About Right	20	80.00	
Too Much Time	3	12.00	

26. Discussion after Round 1

Response	Frequency	Percent	Mean: 2.04
Too Little Time	1	4.00	
About Right	22	88.00	
Too Much Time	2	8.00	

28. Discussion after Round 2

Response	Frequency	Percent	Mean: 2.20
Too Little Time	0	0.00	
About Right	20	80.00	
Too Much Time	5	20.00	

30. Discussion of final recommendations

Response	Frequency	Percent	Mean: 2.00
Too Little Time	2	8.00	
About Right	21	84.00	
Too Much Time	2	8.00	

32. I had adequate time to make my bookmarks.

Response	Frequency	Percent	Mean: 4.72
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	1	4.00	
Agree	5	20.00	
Strongly Agree	19	76.00	

33. I considered the borderline students when making my bookmarks.

Response	Frequency	Percent	Mean: 4.72
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	7	28.00	
Strongly Agree	18	72.00	

35. Discussing the borderline students helped me make my bookmarks.

Response	Frequency	Percent	Mean: 4.68
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	8	32.00	
Strongly Agree	17	68.00	

37. Overall, I believe my opinions were considered and valued by my group.

Response	Frequency	Percent	Mean: 4.84
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	4	16.00	
Strongly Agree	21	84.00	

39. The group leader in my breakout room provided clear instructions.

Response	Frequency	Percent	Mean: 4.64
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	2	8.00	
Agree	5	20.00	
Strongly Agree	18	72.00	

41. The food and service at the facility met my expectations.

Response	Frequency	Percent	Mean: 4.24
Strongly Disagree	0	0.00	
Disagree	1	4.00	
Neutral	3	12.00	
Agree	10	40.00	
Strongly Agree	11	44.00	

34. There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 4.84
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	4	16.00	
Strongly Agree	21	84.00	

36. I considered the standards when I placed my bookmarks.

Response	Frequency	Percent	Mean: 4.72
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	7	28.00	
Strongly Agree	18	72.00	

38. My group's work was reflected in the presentation of recommendations across grades.

Response	Frequency	Percent	Mean: 4.80
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	5	20.00	
Strongly Agree	20	80.00	

40. Overall, I valued the workshop as a professional development experience.

Response	Frequency	Percent	Mean: 4.76
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	0	0.00	
Agree	6	24.00	
Strongly Agree	19	76.00	

42. The meeting room had appropriate accommodations to facilitate our work.

Response	Frequency	Percent	Mean: 4.60
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Neutral	1	4.00	
Agree	8	32.00	
Strongly Agree	16	64.00	

43. Grade 8 Developing/Established cut score

Response	Frequency	Percent	Mean: 3.44
Not Confident	0	0.00	
Partially Confident	2	8.00	
Confident	10	40.00	
Very Confident	13	52.00	

45. Will you also be participating in the standard setting for ELA Grades 3-7?

Response	Frequency	Percent	Mean: 0.22
Yes	5	20.00	
No	18	72.00	
No Response	2	8.00	

44. Grade 8 Established/Distinguished cut score

Response	Frequency	Percent	Mean: 3.44
Not Confident	0	0.00	
Partially Confident	0	0.00	
Confident	14	56.00	
Very Confident	11	44.00	



Grades 3–7

Participant Survey








Thank you for completing this survey. We gather this information to demonstrate the level of expertise of the participants at our standard setting events. When done, please return your survey to a facilitator.

1. What is your gender?	2. What is your ethnicity?	3. What is your current assignment?
<input type="radio"/> Female <input type="radio"/> Male	<input type="radio"/> American Indian/Alaska Native <input type="radio"/> Asian <input type="radio"/> Hawaiian or Pacific Islander <input type="radio"/> Black <input type="radio"/> Hispanic <input type="radio"/> Mixed (Two or more races) <input type="radio"/> Caucasian	<input type="radio"/> Classroom teacher <input type="radio"/> Educator, non-teacher <input type="radio"/> Higher education <input type="radio"/> Other (please describe): _____
4. To what group have you been assigned at the workshop?	5. How many years, in total, have you been teaching?	6. What is your highest level of education?
<input type="radio"/> Grades 3–5 ELA <input type="radio"/> Grades 5–7 ELA	<input type="radio"/> Fewer than 5 years <input type="radio"/> 5–10 years <input type="radio"/> 11–15 years <input type="radio"/> 16–20 years <input type="radio"/> 21–25 years <input type="radio"/> More than 25 years	<input type="radio"/> High school diploma <input type="radio"/> Bachelor’s degree <input type="radio"/> Bachelor’s degree + Hours <input type="radio"/> Master’s degree <input type="radio"/> Master’s degree + Hours <input type="radio"/> Doctoral degree
7. Did you <i>also</i> participate in the Grade 8 workshop?	8. What is your work setting?	9. Which of these groups do you have experience teaching?
<input type="radio"/> Yes, I did <input type="radio"/> No, I didn’t	<input type="radio"/> Urban <input type="radio"/> Suburban <input type="radio"/> Rural	<input type="radio"/> Special education (in a self-contained classroom) <input type="radio"/> Special education (in a mainstream classroom) <input type="radio"/> English language learners <input type="radio"/> Vocational education <input type="radio"/> Alternative education
10. In which grades (and for how many years) have you taught?		11. What professional development have you taken or experienced in the last two years?
<i>Example: Grade 8 (5 years)</i> _____ _____ _____ _____ _____		_____ _____ _____ _____ _____



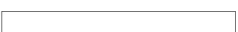
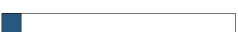

1. What is your gender?

Response	Frequency	Percent	Mean: 1.11
Female	39	88.64	
Male	5	11.36	




2. What is your ethnicity?

Response	Frequency	Percent	Mean: 6.89
American Indian/Alaska Native	0	0.00	
Asian	0	0.00	
Hawaiian or Pacific Islander	0	0.00	
Black	1	2.27	
Hispanic	1	2.27	
Mixed Two or more races	0	0.00	
Caucasian	42	95.45	







3. What is your current assignment?

Response	Frequency	Percent	Mean: 1.33
Classroom teacher	37	84.09	
Educator non-teacher	2	4.55	
Higher education	0	0.00	
Other	4	9.09	
No Response	1	2.27	







4. To what group have you been assigned at the workshop?

Response	Frequency	Percent	Mean: 1.52
Grades 3-5 ELA	20	45.45	
Grades 5-7 ELA	22	50.00	
No Response	2	4.55	




5. How many years, in total, have you been teaching?

Response	Frequency	Percent	Mean: 3.95
Fewer than 5 years	5	11.36	
5-10 years	6	13.64	
11-15 years	7	15.91	
16-20 years	8	18.18	
21-25 years	4	9.09	
More than 25 years	14	31.82	





6. What is your highest level of education?

Response	Frequency	Percent	Mean: 4.23
High school diploma	0	0.00	
Bachelor's degree	1	2.27	
Bachelor's degree + Hours	9	20.45	
Master's degree	14	31.82	
Master's degree + Hours	19	43.18	
Doctoral degree	1	2.27	







7. Did you also participate in the Grade 8 workshop?

Response	Frequency	Percent	Mean: 1.88
Yes I did	5	11.36	
No I didn't	36	81.82	
No Response	3	6.82	

8. What is your work setting?

Response	Frequency	Percent	Mean: 2.28
Urban	11	25.00	
Suburban	9	20.45	
Rural	23	52.27	
No Response	1	2.27	

9. Which of these groups do you have experience teaching?

Response	Frequency	Percent	Mean: -
Special education in a self-contained classroom	5	11.36	
Special education in a mainstream classroom	29	65.91	
English language learners	23	52.27	
Vocational education	1	2.27	
Alternative education	1	2.27	
No Response	9	20.45	

Nebraska NeSA 2017 Standard Setting Evaluation for Grades 3–7 English Language Arts

The purpose of this evaluation is to help document the process used to recommend performance standards for the NeSA 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		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Please consider the statements below and mark the level of agreement or disagreement you have with each statement. Please bubble only one of the five options for each statement.						
Training & PLDs	1. The training provided a clear description of the workshop goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	2. The training session leader clearly explained the Bookmark Procedure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	3. The training session leader clearly explained the materials used in the bookmark process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	4. The training addressed many of my questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	5. The practice exercises were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	6. The opening session provided a clear overview of the standard setting process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	7. My role in the standard setting was well described.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	8. After the training, I felt confident I was prepared to complete the standard setting task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	9. The performance level descriptors (PLDs) were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	10. Adequate information was provided regarding the PLDs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	11. Enough time was provided to read and understand the PLDs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	12. The PLDs communicate a reasonable profile of students' performance at each level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate your opinion regarding the usefulness of the following <u>materials</u> used. Please bubble only one of the four options for each material.			Not Useful	Somewhat Useful	Useful	Very Useful
Materials	13. Performance level descriptors (PLDs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	14. Ordered item booklets (OIBs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	15. Operational test books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	16. Item information sheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	17. Item separation charts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	18. Impact data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate the extent of your satisfaction with the following <u>roles</u> . Please bubble only one of the four options for each role.			Not Satisfied	Partially Satisfied	Satisfied	Very Satisfied
Roles	19. DRC trainer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	20. DRC facilitator(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	21. DRC content specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	22. Other DRC staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please indicate your opinion regarding the amount of <u>time allotted</u> for each activity. Please bubble only one of the three options for each activity.			Too Little Time	About Right	Too Much Time	
Time Allotted	23. Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	24. PLD discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	25. Round 1 bookmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	26. Discussion after Round 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	27. Round 2 bookmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	28. Discussion after Round 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	29. Round 3 bookmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	30. Discussion of final recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please consider the statements below and mark the level of agreement or disagreement you have with each statement. Please bubble only one of the five options for each statement.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Bookmarks	31. I understood how to make my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	32. I had adequate time to make my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	33. I considered the borderline students when making my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	34. There was adequate time provided for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	35. Discussing the borderline students helped me make my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	36. I considered the standards when I placed my bookmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall	37. Overall, I believe my opinions were considered and valued by my group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	38. My group's work was reflected in the presentation of recommendations across grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	39. The group leader in my breakout room provided clear instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rooms	40. Overall, I valued the workshop as a professional development experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	41. The food and service at the facility met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	42. The breakout rooms had appropriate accommodations to facilitate our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade	Please indicate the level of confidence you had in <u>recommending the cut scores</u> for each performance level. Please bubble <u>only one</u> of the four options for each cut score. Important: Only complete this section for the grade(s) you worked on.	Not Confident	Partially Confident	Confident	Very Confident
3	43. Developing/Established cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	44. Established/Distinguished cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	45. Developing/Established cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	46. Established/Distinguished cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	47. Developing/Established cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	48. Established/Distinguished cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	49. Developing/Established cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	50. Established/Distinguished cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	51. Developing/Established cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	52. Established/Distinguished cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: ABOUT YOU

53. In which group did you work?
- ☐ English Language Arts Grades 3–5
- ☐ English Language Arts Grades 5–7
54. Did you also participate in the Grade 8 ELA standard setting?
- ☐ Yes
- ☐ No

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!***

1. The training provided a clear description of the workshop goals.

Response	Frequency	Percent	Mean: 4.63
Strongly Disagree	1	2.33	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	12	27.91	<div><div></div></div>
Strongly Agree	30	69.77	<div><div></div></div>

3. The training session leader clearly explained the materials used in the bookmark process.

Response	Frequency	Percent	Mean: 4.74
Strongly Disagree	1	2.33	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	7	16.28	<div><div></div></div>
Strongly Agree	35	81.40	<div><div></div></div>

5. The practice exercises were useful.

Response	Frequency	Percent	Mean: 4.42
Strongly Disagree	2	4.65	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	17	39.53	<div><div></div></div>
Strongly Agree	24	55.81	<div><div></div></div>

7. My role in the standard setting was well described.

Response	Frequency	Percent	Mean: 4.63
Strongly Disagree	1	2.33	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	1	2.33	<div><div></div></div>
Agree	10	23.26	<div><div></div></div>
Strongly Agree	31	72.09	<div><div></div></div>

9. The performance level descriptors (PLDs) were clear.

Response	Frequency	Percent	Mean: 4.28
Strongly Disagree	2	4.65	<div><div></div></div>
Disagree	1	2.33	<div><div></div></div>
Neutral	2	4.65	<div><div></div></div>
Agree	16	37.21	<div><div></div></div>
Strongly Agree	22	51.16	<div><div></div></div>

2. The training session leader clearly explained the Bookmark Procedure.

Response	Frequency	Percent	Mean: 4.77
Strongly Disagree	1	2.33	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	6	13.95	<div><div></div></div>
Strongly Agree	36	83.72	<div><div></div></div>

4. The training addressed many of my questions and concerns.

Response	Frequency	Percent	Mean: 4.47
Strongly Disagree	2	4.65	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	15	34.88	<div><div></div></div>
Strongly Agree	26	60.47	<div><div></div></div>

6. The opening session provided a clear overview of the standard setting process.

Response	Frequency	Percent	Mean: 4.56
Strongly Disagree	1	2.33	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	15	34.88	<div><div></div></div>
Strongly Agree	27	62.79	<div><div></div></div>

8. After the training, I felt confident I was prepared to complete the standard setting task.

Response	Frequency	Percent	Mean: 4.42
Strongly Disagree	1	2.33	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	3	6.98	<div><div></div></div>
Agree	15	34.88	<div><div></div></div>
Strongly Agree	24	55.81	<div><div></div></div>

10. Adequate information was provided regarding the PLDs.

Response	Frequency	Percent	Mean: 4.40
Strongly Disagree	1	2.33	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	1	2.33	<div><div></div></div>
Agree	20	46.51	<div><div></div></div>
Strongly Agree	21	48.84	<div><div></div></div>

11. Enough time was provided to read and understand the PLDs.

Response	Frequency	Percent	Mean: 4.60
Strongly Disagree	1	2.33	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Neutral	0	0.00	<div><div></div></div>
Agree	13	30.23	<div><div></div></div>
Strongly Agree	29	67.44	<div><div></div></div>

12. The PLDs communicate a reasonable profile of students' performance at each level.

Response	Frequency	Percent	Mean: 4.21
Strongly Disagree	2	4.65	<div><div></div></div>
Disagree	2	4.65	<div><div></div></div>
Neutral	1	2.33	<div><div></div></div>
Agree	18	41.86	<div><div></div></div>
Strongly Agree	20	46.51	<div><div></div></div>

13. Performance level descriptors (PLDs)

Response	Frequency	Percent	Mean: 3.47
Not Useful	0	0.00	<div><div></div></div>
Somewhat Useful	2	4.65	<div><div></div></div>
Useful	19	44.19	<div><div></div></div>
Very Useful	22	51.16	<div><div></div></div>

14. Ordered item booklets (OIBs)

Response	Frequency	Percent	Mean: 3.93
Not Useful	0	0.00	<div><div></div></div>
Somewhat Useful	0	0.00	<div><div></div></div>
Useful	3	6.98	<div><div></div></div>
Very Useful	40	93.02	<div><div></div></div>

15. Operational test books

Response	Frequency	Percent	Mean: 3.81
Not Useful	0	0.00	<div><div></div></div>
Somewhat Useful	0	0.00	<div><div></div></div>
Useful	8	18.60	<div><div></div></div>
Very Useful	35	81.40	<div><div></div></div>

16. Item information sheets

Response	Frequency	Percent	Mean: 3.60
Not Useful	0	0.00	<div><div></div></div>
Somewhat Useful	0	0.00	<div><div></div></div>
Useful	17	39.53	<div><div></div></div>
Very Useful	26	60.47	<div><div></div></div>

17. Item separation charts

Response	Frequency	Percent	Mean: 3.44
Not Useful	1	2.33	<div><div></div></div>
Somewhat Useful	0	0.00	<div><div></div></div>
Useful	21	48.84	<div><div></div></div>
Very Useful	21	48.84	<div><div></div></div>

18. Impact data

Response	Frequency	Percent	Mean: 3.81
Not Useful	0	0.00	<div><div></div></div>
Somewhat Useful	0	0.00	<div><div></div></div>
Useful	8	18.60	<div><div></div></div>
Very Useful	35	81.40	<div><div></div></div>

19. DRC trainer

Response	Frequency	Percent	Mean: 3.88
Not Satisfied	0	0.00	<div><div></div></div>
Partially Satisfied	0	0.00	<div><div></div></div>
Satisfied	5	11.63	<div><div></div></div>
Very Satisfied	38	88.37	<div><div></div></div>

20. DRC facilitator(s)

Response	Frequency	Percent	Mean: 3.79
Not Satisfied	0	0.00	<div><div></div></div>
Partially Satisfied	0	0.00	<div><div></div></div>
Satisfied	9	20.93	<div><div></div></div>
Very Satisfied	34	79.07	<div><div></div></div>

21. DRC content specialist

Response	Frequency	Percent	Mean: 3.72
Not Satisfied	0	0.00	<div><div></div></div>
Partially Satisfied	0	0.00	<div><div></div></div>
Satisfied	12	27.91	<div><div></div></div>
Very Satisfied	31	72.09	<div><div></div></div>

22. Other DRC staff

Response	Frequency	Percent	Mean: 3.72
Not Satisfied	0	0.00	<div><div></div></div>
Partially Satisfied	0	0.00	<div><div></div></div>
Satisfied	12	27.91	<div><div></div></div>
Very Satisfied	31	72.09	<div><div></div></div>

23. Training

Response	Frequency	Percent	Mean: 2.02
Too Little Time	0	0.00	<div></div>
About Right	42	97.67	<div></div>
Too Much Time	1	2.33	<div></div>

25. Round 1 bookmarks

Response	Frequency	Percent	Mean: 2.02
Too Little Time	0	0.00	<div></div>
About Right	42	97.67	<div></div>
Too Much Time	1	2.33	<div></div>

27. Round 2 bookmarks

Response	Frequency	Percent	Mean: 2.14
Too Little Time	1	2.33	<div></div>
About Right	35	81.40	<div></div>
Too Much Time	7	16.28	<div></div>

29. Round 3 bookmarks

Response	Frequency	Percent	Mean: 2.19
Too Little Time	1	2.33	<div></div>
About Right	33	76.74	<div></div>
Too Much Time	9	20.93	<div></div>

31. I understood how to make my bookmarks.

Response	Frequency	Percent	Mean: 4.74
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	1	2.33	<div></div>
Agree	9	20.93	<div></div>
Strongly Agree	33	76.74	<div></div>

33. I considered the borderline students when making my bookmarks.

Response	Frequency	Percent	Mean: 4.84
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	0	0.00	<div></div>
Agree	7	16.28	<div></div>
Strongly Agree	36	83.72	<div></div>

24. PLD discussion

Response	Frequency	Percent	Mean: 2.30
Too Little Time	0	0.00	<div></div>
About Right	30	69.77	<div></div>
Too Much Time	13	30.23	<div></div>

26. Discussion after Round 1

Response	Frequency	Percent	Mean: 2.09
Too Little Time	0	0.00	<div></div>
About Right	39	90.70	<div></div>
Too Much Time	4	9.30	<div></div>

28. Discussion after Round 2

Response	Frequency	Percent	Mean: 2.14
Too Little Time	0	0.00	<div></div>
About Right	37	86.05	<div></div>
Too Much Time	6	13.95	<div></div>

30. Discussion of final recommendations

Response	Frequency	Percent	Mean: 2.10
Too Little Time	0	0.00	<div></div>
About Right	38	88.37	<div></div>
Too Much Time	4	9.30	<div></div>
No Response	1	2.33	<div></div>

32. I had adequate time to make my bookmarks.

Response	Frequency	Percent	Mean: 4.91
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	0	0.00	<div></div>
Agree	4	9.30	<div></div>
Strongly Agree	39	90.70	<div></div>

34. There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 4.86
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	0	0.00	<div></div>
Agree	6	13.95	<div></div>
Strongly Agree	37	86.05	<div></div>

35. Discussing the borderline students helped me make my bookmarks.

Response	Frequency	Percent	Mean: 4.79
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	0	0.00	<div></div>
Agree	9	20.93	<div><div></div></div>
Strongly Agree	34	79.07	<div><div></div></div>

37. Overall, I believe my opinions were considered and valued by my group.

Response	Frequency	Percent	Mean: 4.67
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	1	2.33	<div><div></div></div>
Agree	12	27.91	<div><div></div></div>
Strongly Agree	30	69.77	<div><div></div></div>

39. The group leader in my breakout room provided clear instructions.

Response	Frequency	Percent	Mean: 4.72
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	2	4.65	<div><div></div></div>
Agree	8	18.60	<div><div></div></div>
Strongly Agree	33	76.74	<div><div></div></div>

41. The food and service at the facility met my expectations.

Response	Frequency	Percent	Mean: 4.43
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	4	9.30	<div><div></div></div>
Agree	16	37.21	<div><div></div></div>
Strongly Agree	22	51.16	<div><div></div></div>
No Response	1	2.33	<div><div></div></div>

43. Grade 3 Developing/Established cut score

Response	Frequency	Percent	Mean: 3.44
Not Confident	0	0.00	<div></div>
Partially Confident	0	0.00	<div></div>
Confident	15	34.88	<div><div></div></div>
Very Confident	12	27.91	<div><div></div></div>
No Response	16	37.21	<div><div></div></div>

36. I considered the standards when I placed my bookmarks.

Response	Frequency	Percent	Mean: 4.74
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	0	0.00	<div></div>
Agree	11	25.58	<div><div></div></div>
Strongly Agree	32	74.42	<div><div></div></div>

38. My group's work was reflected in the presentation of recommendations across grades.

Response	Frequency	Percent	Mean: 4.81
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	0	0.00	<div></div>
Agree	8	18.60	<div><div></div></div>
Strongly Agree	35	81.40	<div><div></div></div>

40. Overall, I valued the workshop as a professional development experience.

Response	Frequency	Percent	Mean: 4.84
Strongly Disagree	0	0.00	<div></div>
Disagree	1	2.33	<div><div></div></div>
Neutral	0	0.00	<div></div>
Agree	4	9.30	<div><div></div></div>
Strongly Agree	38	88.37	<div><div></div></div>

42. The breakout rooms had appropriate accommodations to facilitate our work.

Response	Frequency	Percent	Mean: 4.72
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Neutral	0	0.00	<div></div>
Agree	12	27.91	<div><div></div></div>
Strongly Agree	31	72.09	<div><div></div></div>

44. Grade 3 Established/Distinguished cut score

Response	Frequency	Percent	Mean: 3.33
Not Confident	0	0.00	<div></div>
Partially Confident	0	0.00	<div></div>
Confident	18	41.86	<div><div></div></div>
Very Confident	9	20.93	<div><div></div></div>
No Response	16	37.21	<div><div></div></div>

45. Grade 4 Developing/Established cut score

Response	Frequency	Percent	Mean: 3.44
Not Confident	0	0.00	
Partially Confident	0	0.00	
Confident	15	34.88	
Very Confident	12	27.91	
No Response	16	37.21	

47. Grade 5 Developing/Established cut score

Response	Frequency	Percent	Mean: 3.17
Not Confident	1	2.33	
Partially Confident	4	9.30	
Confident	24	55.81	
Very Confident	13	30.23	
No Response	1	2.33	

49. Grade 6 Developing/Established cut score

Response	Frequency	Percent	Mean: 3.16
Not Confident	1	2.33	
Partially Confident	2	4.65	
Confident	19	44.19	
Very Confident	9	20.93	
No Response	12	27.91	

51. Grade 7 Developing/Established cut score

Response	Frequency	Percent	Mean: 2.90
Not Confident	3	6.98	
Partially Confident	4	9.30	
Confident	17	39.53	
Very Confident	7	16.28	
No Response	12	27.91	

53. In which group did you work?

Response	Frequency	Percent	Mean: 1.49
English Language Arts Grades 3-5	21	48.84	
English Language Arts Grades 5-7	20	46.51	
No Response	2	4.65	

46. Grade 4 Established/Distinguished cut score

Response	Frequency	Percent	Mean: 3.48
Not Confident	0	0.00	
Partially Confident	0	0.00	
Confident	14	32.56	
Very Confident	13	30.23	
No Response	16	37.21	

48. Grade 5 Established/Distinguished cut score

Response	Frequency	Percent	Mean: 3.33
Not Confident	0	0.00	
Partially Confident	1	2.33	
Confident	26	60.47	
Very Confident	15	34.88	
No Response	1	2.33	

50. Grade 6 Established/Distinguished cut score

Response	Frequency	Percent	Mean: 3.19
Not Confident	0	0.00	
Partially Confident	4	9.30	
Confident	17	39.53	
Very Confident	10	23.26	
No Response	12	27.91	

52. Grade 7 Established/Distinguished cut score

Response	Frequency	Percent	Mean: 3.32
Not Confident	0	0.00	
Partially Confident	2	4.65	
Confident	17	39.53	
Very Confident	12	27.91	
No Response	12	27.91	

54. Did you also participate in the Grade 8 ELA standard setting?

Response	Frequency	Percent	Mean: 0.13
Yes	5	11.63	
No	35	81.40	
No Response	3	6.98	