

New York State Testing Program

Bookmark Standard Setting Technical Report 2006

for

Grades 3, 4, 5, 6, 7, and 8 English Language Arts

Submitted to
New York State Education Department
July 2006

 **CTB
McGraw-Hill**

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Section A

Executive Summary

Executive Summary

Staff from CTB/McGraw-Hill conducted the New York Standard Setting in Albany, New York, on June 5-9, 2006. A Bookmark Standard Setting Procedure (BSSP) was used to set standards for 6 grades: Grade 3-8 English Language Arts. Participants in each grade participated in three or four rounds of activities in which they recommended three cut scores (*Partially Meeting Learning Standards, Meeting Learning Standards, and Meeting Learning Standards with Distinction*), which defined four performance levels: *Not Meeting Learning Standards, Partially Meeting Learning Standards, Meeting Learning Standards, and Meeting Learning Standards with Distinction*.

Participants were recruited from across New York to recommend cut scores. Each grade had approximately 25 participants. Within each grade, the New York State Education Department (NYSED) divided participants into 4 tables that were balanced in terms of relevant demographic characteristics (e.g., geographic location, school size).

Table 1 summarizes the cut scores and associated impact data recommended by participants in each grade in the final round (Round 3 or Round 4) of discussion and voting.

Table 1. Participant-recommended Cut Scores and Associated Impact Data Based on the Final Round

Grade	Impact Data					
	(Rnd 4) 3	(Rnd 4) 4	(Rnd 3) 5	(Rnd 3) 6	(Rnd 3) 7	(Rnd 3) 8
<i>Does Not Meet</i>	7.1%	6.3%	12.9%	3.3%	11.5%	11.1%
<i>Partially Meets</i>	11.7%	18.5%	14.8%	19.1%	23.4%	24.9%
<i>Meets</i>	48.4%	56.9%	38.5%	49.7%	47.2%	46.2%
<i>Meets with Distinction</i>	32.8%	18.4%	33.9%	27.9%	18.0%	17.9%
<i>Meets and Above</i>	81.2%	75.3%	72.3%	77.6%	65.2%	64.1%
Cut Scores						
<i>Partially Meets</i>	394	442	508	528	605	658
<i>Meets</i>	416	473	527	570	633	685
<i>Meets with Distinction</i>	467	526	564	616	679	729

The impact data in Table 1 reflect the data that were shown to participants at the time of the workshop. The impact data are based on the Spring 2006 test administration.

Smoothing

Table 2 shows the cut scores and associated impact data for each grade after participant smoothing. Grade 3 and 4 Table Leaders adjusted the *Meets* and *Meets with Distinction* cut scores in Grade 3, and they adjusted the *Partially Meets* and *Meets* cut scores in Grade 4. Grade 5 and 6 Table Leaders adjusted the *Partially Meets* and *Meets with Distinction* cut scores in Grade 5 and the *Partially Meets, Meets, and Meets with Distinction* cut scores in Grade 6. Grade 7 and 8 Table Leaders indicated that they were satisfied with the final results of their group and did not wish to make any further changes.

Table 2. Cut Scores and Associated Impact Data after Cross-grade Smoothing

Grade	Impact Data					
	3	4	5	6	7	8
<i>Does Not Meet</i>	7.1%	7.5%	6.3%	7.2%	11.5%	11.1%
<i>Partially Meets</i>	19.0%	20.4%	21.4%	22.9%	23.4%	24.9%
<i>Meets</i>	50.5%	53.7%	53.4%	53.2%	47.2%	46.2%
<i>Meets with Distinction</i>	23.3%	18.4%	18.9%	16.7%	18.0%	17.9%
<i>Meets and Above</i>	73.9%	72.1%	72.3%	69.9%	65.2%	64.1%
Cut Scores						
<i>Partially Meets</i>	394	445	495	543	605	658
<i>Meets</i>	424	478	527	579	633	685
<i>Meets with Distinction</i>	475	526	583	625	679	729

This report summarizes the results of the New York Standard Setting. A round-by-round synopsis is included in Section B. The Master Agenda is included in Section C. The overheads presented to Table Leaders during training and orientation are included in Section D. In Section E, detailed results are presented of the participants' judgments for each grade. In Section F, estimates are given of the percentage of students in each performance level at plus/minus one, two, and three standard errors of the participants' recommended final round cut scores for each grade. Section G contains graphical representations of participants' final round judgments and standard errors. All training materials given to participants are provided in Section H. Section I contains the results of the participant evaluation of the New York Standard Setting. In Section J, estimates are given of the percentage of students in each performance level at plus/minus one, two, and three standard errors of the recommendations from the Vertical Articulation Panel for each grade. Section K contains the memoranda from the Table Leaders on the Vertical Articulation Panel.

Section B

Standard Setting Overview

New York State English Language Arts Standard Setting

Staff from CTB/McGraw-Hill conducted the New York State Standard Setting in Albany, New York, on June 5-9, 2006. A Bookmark Standard Setting Procedure (BSSP) was used to set standards for 6 grades: Grade 3-8 English Language Arts (ELA). Participants in each grade participated in 3 or 4 rounds of activities in which they recommended three cut scores (*Partially Meeting Learning Standards, Meeting Learning Standards, and Meeting Learning Standards with Distinction*), which defined four performance levels: *Not Meeting Learning Standards, Partially Meeting Learning Standards, Meeting Learning Standards, and Meeting Learning Standards with Distinction*.

Participants were recruited from across New York to recommend cut scores. Each grade had approximately 25 participants. Within each grade, the New York State Education Department (NYSED) divided participants into 4 tables that were balanced in terms of relevant demographic characteristics (e.g., geographic location, school size). The standard setting participants were involved in setting standards for two grades. The grade groups were Grades 3 and 4, Grades 5 and 6, and Grades 7 and 8.

The New York ELA Standard Setting consisted of training, orientation, 3 or 4 rounds of judgments, vertical articulation, and description writing. The standard setting lasted four and a half days, with the first half-day devoted to Table Leader training, and the remaining four days for standard setting and description writing.

Bookmark Roles

CTB Staff

Karla Egan, Ph.D., worked with staff from NYSED to design, organize, and conduct the New York ELA Standard Setting. Dr. Egan is a CTB Research Scientist. Adele Brandstrom, Standard Setting Specialist, coordinated the materials preparation for the workshop.

Prior to the New York Standard Setting, this team prepared all materials for the workshop. During the workshop, this team was responsible for facilitating the workshop, training participants, entering participant results into a database, and tracking secure materials. Following the workshop, this team prepared the standard setting technical report.

Joanna Tomkowicz, Ph.D. is the CTB Research Project Manager for the New York contract and attended the standard setting. CTB Business Process Analyst Mike Chia assisted with data presentations during the workshop. CTB Research Associate Hillory White assisted with data entry and materials collection during the standard setting workshop.

Carla Collins and Ed Molin are the CTB Program Manager for New York. Mr. Molin attended the standard setting. Linda Gardner, a CTB Program Office Coordinator for New York, attended the standard setting. The Program Manager and Office Coordinator arranged the logistics associated with the standard setting.

Group Leaders

Group Leaders administrated the standard setting for those major portions in which participants were working. In each grade, the Group Leader served as a facilitator and was in charge of time management, focusing the participants on the task at hand, and interacting with the participants. The Group Leader also facilitated large-group discussions and was in charge of security and data management. The Group Leader collected the rating forms from participants and communicated with CTB Research and NYSED staff. The Group Leaders did not vote. The Group Leaders for each grade were provided by CTB and are summarized in Table 1.

Table 1. Group Leaders for Each Grade

Grade	Group Leader
3/4	Robynn Upton
5/6	Mark Merfeld
7/8	Suzanne Romero

Table Leaders

Each table in a grade had a Table Leader. Their primary role was to monitor the group discourse, which included keeping their groups focused on the tasks, facilitating discussions, and helping maintain the schedule.

Participants

NYSED invited approximately 25 participants per grade from across New York to recommend cut scores for the New York State Testing Program. Participants drew upon their expertise and insight to help set performance standards and were full, voting members of their standard setting committees. Table 2 shows the number of participants in each grade.

Table 2. Number of Participants in Each Grade

Grade	Number of Participants
3/4	26
5/6	25
7/8	24

Within each grade NYSED divided participants into 4 tables that were balanced in terms of relevant demographic characteristics (e.g., geographic location, school size).

Following the standard setting, participants completed evaluations from which demographic information about the participants was summarized. Table 3 and Table 4 show the educational background and work experience, respectively, of the participants in each grade, as self-reported on participant evaluations. Section I contains the results of the participant evaluation of the New York Standard Setting.

Table 3. Educational Background of Participants in Each Grade

Grade	N	Bachelor's	Master's	Doctorate
Overall	73	1.4%	95.9%	2.7%
3/4	25	0.0%	100.0%	0.0%
5/6	25	0.0%	96.0%	4.0%
7/8	23	4.3%	91.3%	4.3%

Table 4. Number of Years in Current Profession of Participants in Each Grade

Grade	N	1-5	6-10	11-15	16-20	21+
Overall	74	17.6%	24.3%	17.6%	9.5%	31.1%
3/4	26	15.4%	30.8%	23.1%	7.7%	23.1%
5/6	25	20.0%	28.0%	16.0%	8.0%	28.0%
7/8	23	17.4%	13.0%	13.0%	13.0%	43.5%

Bookmark Materials

Ordered Item Booklets

The Ordered Item Booklets (OIBs) were comprised of items from the Spring 2006. The items were ordered according to their scale location using response probability of 0.67. Table 5 lists the number of score points in each OIB by grade.

Table 5. Number of Score Points in Ordered Item Booklets by Grade

Grade	Number of Score Points in OIB
3	63
4	63
5	58
6	77
7	72
8	75

Item Maps

The item maps summarize the material in the OIB. The item maps consisted of 10 columns: the first column indicated the item's order of difficulty; the second column, the location; the third column, the passage with which the item was associated; the fourth column, the test from which the item was taken; the fifth column, the item number on the test; the sixth column, the score key (correct response for a multiple-choice item and score points for a constructed-response item); the seventh column, the item type (MC for a multiple-choice item, CR for a constructed-response item, and CLUS for a cluster item); and the eighth

column reported the standard that the item measures. Participants filled in the final two columns as they studied the items in the OIB. The first of these columns asks, “What does this item measure? That is, what do you know about a student who can respond successfully to this item/score point?” The second of these columns asks “Why is this item more difficult than the preceding items?”

Standard Setting: Afternoon of Day 1

Table Leader Training

Table Leaders were trained on the afternoon of the first day of the New York ELA Standard Setting. During this training session, which lasted about four hours, Table Leaders were given an overview of the reasons for standard setting and were trained specifically on the Bookmark Standard Setting Procedure (BSSP). They were given a synopsis of each day’s activities as well as their responsibilities on each day. The Master Agenda is included in Section C, and the training overheads presented to the Table Leaders are included in Section D.

The Table Leaders then participated in a mock standard setting using a sample OIB. This sample OIB is included in Section H. During the mock standard setting, the Table Leaders practiced all activities that would occur in each round of the BSSP. The Group Leaders acted as Table Leaders during the mock standard setting to demonstrate the type of behavior expected of Table Leaders. All training materials are included in Section H.

Draft Target Student Definitions

CTB Group Leaders then lead their groups in discussions of the knowledge, skills, and abilities expected of the Target Students for *Partially Meeting Learning Standards*, *Meeting Learning Standards*, and *Meeting Learning Standards with Distinction*. A Target Student is a student whose performance is equivalent to the minimum score required for entry into a particular performance level. Table Leaders were directed to use the New York State Learning Standards to develop the Target Student definitions. Table Leaders created the first draft of the Target Student definitions for both of the grades in which they were to work.

Standard Setting: Day 2

Orientation

Staff from the NYSED and CTB welcomed the participants to the New York ELA Standard Setting. David Abrams, Assistant Commissioner, welcomed participants, provided a brief introduction to the week, overviewed the history of the testing program and described the review procedures that would follow the standard setting. Karla Egan, Ph.D., CTB Research Scientist, provided an overview of standard setting and introduced the BSSP to all participants.

The participants were trained on the use of their OIBs and item maps. The training overheads are included in Section D.

Participants then moved into their breakout rooms. Participants worked on two grade levels during the standard setting. One group worked on Grades 3 and 4, another group worked on Grades 5 and 6, and the remaining group worked on Grades 7 and 8. Each grade group was in a separate room.

The workshop was structured so that the participants first worked on Grades 4, 6, and 8. Once standards were set for these grades, participants then worked on Grades 3, 5, and 7.

Standard Setting Implementation for Grades 4, 6, and 8

Take the Test

Participants spent approximately one hour taking the test for their respective grades.

Study Constructed-response Items

The Group Leader overviewed the constructed-response items, their scoring rubrics, and anchor papers, focusing on the knowledge, skills, and abilities required to achieve each score point.

Discuss Target Student Definitions

The Group Leader in each grade lead a discussion of the knowledge, skills, and abilities expected of the Target Students for *Partially Meeting Learning Standards*, *Meeting Learning Standards*, and *Meeting Learning Standards with Distinction*.

Study Items in the Ordered Item Booklet

Participants at each table studied the items in the Ordered Item booklet (OIB) in terms of what each item measures and why it is more difficult than the items preceding it.

Standard Setting: Day 3

Complete Study of the Items in the Ordered Item Booklet

All groups completed the study of the items in their OIBs at the beginning of Day 3.

Bookmark Training

Participants were given training materials and three explanations of bookmark placement. The training materials titled “Bookmark Placement” and “Frequently Asked Questions about Bookmark Placement” were read aloud. The first explanation of bookmark placement demonstrated the mechanics: participants were instructed that all items preceding the bookmark define the knowledge, skills, and abilities that a *just Meeting* student, for example, is expected to know. The second explanation of bookmark placement was more conceptual in that participants were instructed to examine each item in terms of its content and to make a judgment about the type of content that a student would need to know in order to be considered *just Meeting*. The final explanation discussed the relationship between the bookmarks and the scale scores. The bookmark training materials are included in Section H.

The participants were tested on their understanding of bookmark placement with a short check set. The check set questions and the results are presented in Table 6 and Table 7, respectively. Participants were then given the correct answers for the check set, as well as explanations of those answers. Table 7 shows that participants had difficulty with Question 2. Particular attention was paid to explaining the answer to this question following the administration of the check set. Table 7 also shows that only 14 check sets were collected from the Grade 5/6 group. Since the check sets were not collected immediately from participants, some members of the Grade 5/6 group had misplaced, lost, or discarded their check sets by the time they were collected. The check set (and the graphic that appears with it) is included in Section H.

Table 6. Questions in the Check Set that Followed Bookmark Training

	Question
1.	Which items does a student need to master to just make it into the <i>Meeting</i> performance level?
2.	If a student mastered only items 1 through 5, in which performance level would this student be?
3.	Suppose a student mastered items 1 through 10. Which performance level is this student in?
4.	For students who are classified as <i>Meeting</i> , with at least what likelihood will they be able to answer item 10?
5.	Will the items BEFORE the <i>Meeting</i> bookmark be more or less difficult to answer than the items AFTER the bookmark or about the same?

Table 7. Percent of Participants with Correct Answer on Check Set by Grade Group

	Grade Group			Total
	3/4	5/6	7/8	
N	26	14	23	63
Q1	88.9	92.9	87.0	89.1
Q2	51.9	14.3	47.8	42.2
Q3	85.2	85.7	69.6	79.7
Q4	92.3	92.9	95.7	93.7
Q5	100.0	92.9	100.0	98.4

Round 1

Once participants demonstrated that they understood bookmark placement, they placed their Round 1 bookmarks for *Partially Meeting Learning Standards*, *Meeting Learning Standards*, and *Meeting Learning Standards with Distinction*, while keeping in mind their Target Student definitions and the New York State Learning Standards. Participants were instructed that bookmark placement is always an individual activity.

Round 2

During Round 2, participants discussed their bookmark placements in small groups at their tables. Participants were instructed to discuss those items for which there was disagreement at their table; thus, they discussed the range of items between the lowest and highest bookmark placements for each achievement level. After the discussion, participants again placed their bookmarks. Participants were reminded that bookmark placement is an individual activity.

Round 3

At the beginning of Round 3, Dr. Karla Egan and an NYSED representative presented participants with impact data based on their Round 2 bookmarks. Participants were also shown impact data from the other grade groups. For example, Grade 8 participants were shown impact data from Grade 4 and 6. Since the three groups worked at different paces, the impact data were sometimes based on Round 1 results. In addition, participants were shown historical impact data for Grades 4 and 8. CTB answered process-related questions, and NYSED answered all policy-related questions concerning the impact data. It was emphasized to the participants that the impact data were being presented as a “reality check.” Once discussion involving the impact data was complete, the Group Leaders then facilitated discussion among the participants on their bookmark placements. After the discussion, participants again placed their bookmarks. Participants were reminded that bookmark placement is an individual activity.

Standard Setting: Day 4

Standard Setting Implementation for Grades 3, 5, and 7

On Day 4, participants began the standard setting process for the second set of grades. Participants engaged in all Round 1 activities including taking the test, studying the CR items and scoring guides, writing Target Student definitions, and studying the OIB. Before participants placed their Round 1 Bookmark, they completed the check set for a second time. The results of the second administration of the check set are shown in Table 8. Overall, participants did much better on the second check set; however, the Grade 3/4 group did more poorly on Question 3 on the second administration of the check set than they did on the first. CTB Research Scientist, Karla Egan, reviewed the results of the check set with participants and re-oriented participants to the task of Bookmark placement. In the Grade 3/4 group, particular attention was paid to Question 3.

Participants placed their Rounds 1, 2, and 3 bookmarks on Day 4. The rounds were implemented as described previously for the first set of grades.

Table 8. Percent of Participants with Correct Answer on Check Set by Grade Group

	Grade Group			
	3/4	5/6	7/8	Total
N	26	26	24	76
Q1	96.2	96.2	100.0	97.4
Q2	96.2	76.9	91.7	88.2
Q3	69.2	96.2	95.8	86.8
Q4	100.0	100.0	100.0	100.0
Q5	100.0	100.0	100.0	100.0

Standard Setting: Day 5

At the beginning of the day, the Round 3 recommendations were shared with participants. Following this presentation, the Grade 3/4 group decided to engage in a fourth round of voting for both the Grade 3 and 4 tests. The other grade groups were give the option to engage in a Round 4, but declined stating their satisfaction with their Round 3 bookmarks.

Round 4

During the fourth round, participants in the Grade 3/4 group repeated the Round 3 activities. They engaged in a large group discussion for both the Grade 3 and the Grade 4 tests. Once they completed this discussion, they placed their bookmarks.

Final Participant Recommendations

Participants were shown their final median bookmarks and associated impact data. Table 9 shows the participant-recommended cut scores and associated impact data based on the final round. Tables showing these cut scores adjusted for 1, 2, or 3 standard errors of measurement, standard errors of the cut score, and combined standard errors are included in Section F. Detailed results of the standard setting are in Section E. Graphical representations of participants’ judgments are in Section G.

Table 9. Participant-recommended Cut Scores and Associated Impact Data Based on the Final Round

Grade	Impact Data					
	(Rnd 4)	(Rnd 4)	(Rnd 3)	(Rnd 3)	(Rnd 3)	(Rnd 3)
	3	4	5	6	7	8
<i>Does Not Meet</i>	7.1%	6.3%	12.9%	3.3%	11.5%	11.1%
<i>Partially Meets</i>	11.7%	18.5%	14.8%	19.1%	23.4%	24.9%
<i>Meets</i>	48.4%	56.9%	38.5%	49.7%	47.2%	46.2%
<i>Meets with Distinction</i>	32.8%	18.4%	33.9%	27.9%	18.0%	17.9%
<i>Meets and Above</i>	81.2%	75.3%	72.3%	77.6%	65.2%	64.1%
Cut Scores						
<i>Partially Meets</i>	394	442	508	528	605	658
<i>Meets</i>	416	473	527	570	633	685
<i>Meets with Distinction</i>	467	526	564	616	679	729

Orientation to Descriptor Writing

Members of CTB Development lead each grade group through an orientation to descriptor writing. The standard setting committee members wrote performance-level descriptors that detail the knowledge, skills, and abilities needed to be classified in each performance level. Following the Orientation to Descriptor Writing, the Table Leaders met in a separate room to engage in the Vertical Articulation Panel.

Vertical Articulation Panel

Once all groups had given a final recommendation, the Table Leaders from each grade group were convened to examine the articulation of impact data across the grades. The stated purpose of this group was to examine the impact data and to recommend changes to cut scores so that the impact data would be well-articulated across all grades. During the Orientation to the standard setting, all participants had been informed of the multi-step nature of standard setting and of the need for well-articulated data. The participants were told that the Table Leaders would convene to smooth the cut scores.

During the vertical articulation process, the Table Leaders were directed to smooth the data beginning with the percent of students *Meets* and above. They then smoothed the *Does Not Meet* level, followed by the *Meets with Distinction* level.

Grade 3 and 4 Table Leaders adjusted the *Meets* and *Meet with Distinction* cut scores in Grade 3, and they adjusted the *Partially Meets* and *Meets* cut scores in Grade 4. Grade 5 and 6 Table Leaders adjusted the *Partially Meets* and *Meets with Distinction* cut scores in Grade 5 and the *Partially Meets*, *Meets*, and *Meets with Distinction* cut scores in Grade 6. Grade 7 and 8 Table Leaders indicated that they were satisfied with the final results of their group and did not wish to make any further changes.

Table 10 shows the cut scores developed during the smoothing discussions, as well as the associated impact data. Tables showing these cut scores adjusted for 1, 2, or 3 standard errors of measurement are included in Section J.

Memoranda written by the Vertical Articulation Panel are included in Section K.

Table 10. Cut Scores and Associated Impact Data from the Vertical Articulation Panel

Grade	Impact Data					
	3	4	5	6	7	8
<i>Does Not Meet</i>	7.1%	7.5%	6.3%	7.2%	11.5%	11.1%
<i>Partially Meets</i>	19.0%	20.4%	21.4%	22.9%	23.4%	24.9%
<i>Meets</i>	50.5%	53.7%	53.4%	53.2%	47.2%	46.2%
<i>Meets with Distinction</i>	23.3%	18.4%	18.9%	16.7%	18.0%	17.9%
<i>Meets and Above</i>	73.9%	72.1%	72.3%	69.9%	65.2%	64.1%
Cut Scores						
<i>Partially Meets</i>	394	445	495	543	605	658
<i>Meets</i>	424	478	527	579	633	685
<i>Meets with Distinction</i>	475	526	583	625	679	729

Evaluations

Following the presentation of final results, participants were asked to complete an evaluation of the New York State ELA Standard Setting. The results of the evaluation are included in Section I of this report.

Effectiveness of Training

An indication of the effectiveness of training may be found in the participants’ answers to statements and questions on the evaluations. Table 11 shows the percentage of participants who agreed or disagreed that they understood how to place a bookmark. Most participants agreed or strongly agreed that they understood how to place their bookmarks. Table 12 summarizes the percentage of participants who agreed or disagreed that bookmark training made the task of bookmark placement clear. Most participants agreed or strongly agreed that the task of bookmark placement was clear, however, a sizeable minority of Grade 3/4 participants disagreed. This group had a difficult time grasping the concept of Bookmark placement during the training. Nonetheless, the majority of participants in the Grade 3/4 group indicated that they understood how to place a bookmark. Table 13 summarizes the percentage of participants in each grade who agreed or disagreed that the training materials were helpful. Most participants agreed or strongly agreed that the training materials were helpful. Table 14 shows the percentage of participants who agreed or disagreed that the Bookmark Procedure was described well. Overall, most participants agreed or strongly agreed that the Bookmark Procedure was well described, however, a sizeable minority in Grade 3/4 disagreed that the Bookmark Procedure was well described. Table 15 shows the percentage of participants who agreed or disagreed that the goals of the procedure were clear. Overall, most participants agreed or strongly agreed that the goals of the process were clear. This time a sizeable minority of Grade 3/4 participants were neutral as to whether the goals of the procedure were clear to them.

Table 11. Participants' Agreement/Disagreement with the Statement, “I understood how to place my bookmarks.”

Grade	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall	74	2.7%	1.4%	1.4%	36.5%	58.1%
3/4	26	0.0%	3.8%	3.8%	42.3%	50.0%
5/6	25	8.0%	0.0%	0.0%	36.0%	56.0%
7/8	23	0.0%	0.0%	0.0%	30.4%	69.6%

Table 12. Participants' Agreement/Disagreement with the Statement, “The training on Bookmark placement made the task clear to me.”

Grade	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall	74	4.1%	12.2%	10.8%	45.9%	27.0%
3/4	26	3.8%	34.6%	19.2%	38.5%	3.8%
5/6	25	8.0%	0.0%	4.0%	44.0%	44.0%
7/8	23	0.0%	0.0%	8.7%	56.5%	34.8%

Table 13. Participants' Agreement/Disagreement with the Statement, “The training materials were helpful.”

Grade	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall	74	0.0%	4.1%	9.5%	71.6%	14.9%
3/4	26	0.0%	7.7%	3.8%	80.8%	7.7%
5/6	25	0.0%	4.0%	12.0%	60.0%	24.0%
7/8	23	0.0%	0.0%	13.0%	73.9%	13.0%

Table 14. Participants' Agreement/Disagreement with the Statement, “The Bookmark Standard Setting Procedure was well described.”

Grade	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall	74	5.4%	16.2%	4.1%	48.6%	25.7%
3/4	26	3.8%	34.6%	11.5%	46.2%	3.8%
5/6	25	8.0%	8.0%	0.0%	44.0%	40.0%
7/8	23	4.3%	4.3%	0.0%	56.5%	34.8%

Table 15. Participants' Agreement/Disagreement with the Statement, “The goals for this procedure were clear.”

Grade	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall	72	6.9%	9.7%	18.1%	38.9%	26.4%
3/4	26	7.7%	15.4%	30.8%	34.6%	11.5%
5/6	25	4.0%	8.0%	12.0%	40.0%	36.0%
7/8	21	9.5%	4.8%	9.5%	42.9%	33.3%

Perceived Validity

Another indication of the successfulness of the standard setting may be found in the participants' perceived validity of the BSSP itself. Table 16 shows the percentage of participants who agreed/disagreed that the Bookmark procedure produced valid cut scores. Most participants agreed or strongly agreed that the Bookmark procedure produced valid cut scores. Table 17 shows that the participants' satisfaction with their group's final recommendations. Most participants agreed or strongly agreed that they were satisfied with their group's final recommendations.

Table 16. Participants' Agreement/Disagreement with the Statement, “I am confident that the Bookmark Procedure produced valid standards.”

Grade	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall	74	0.0%	5.4%	17.6%	55.4%	21.6%
3/4	26	0.0%	11.5%	19.2%	61.5%	7.7%
5/6	25	0.0%	0.0%	20.0%	60.0%	20.0%
7/8	23	0.0%	4.3%	13.0%	43.5%	39.1%

Table 17. Participants' Agreement/Disagreement with the Statement, “Overall, I was satisfied with my group’s final bookmarks.”

Grade	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall	70	0.0%	1.4%	4.3%	47.1%	47.1%
3/4	22	0.0%	0.0%	4.5%	50.0%	45.5%
5/6	25	0.0%	4.0%	4.0%	44.0%	48.0%
7/8	23	0.0%	0.0%	4.3%	47.8%	47.8%

Quality Control Procedures

The CTB Standard Setting Team adheres to many quality control procedures to foster the accuracy of the materials used and the results presented during the standard setting. Prior to the workshop, the Standard Setting Team cross-checks the ordering of items in the Ordered Item Booklets, the accuracy of the information in the Item Maps, and the accuracy of the Microsoft Excel macros and Bookmark Pro software used to generate results and impact data. During the workshop, all data is scanned. Any results that appear to be questionable are further investigated by the Standard Setting Project Manager, in consultation with the Standard Setting Team and CTB Research staff.

Section C

Master Agenda



Master Agenda

New York State Testing Program Grades 3 through 8 English Language Arts

Bookmark Standard Setting Workshop

**June 5 – 9, 2006
Albany, New York**



Welcome to the Bookmark Standard Setting Workshop for the New York State Testing Program for Grades 3 through 8 English Language Arts.

The New York State Education Department and CTB/McGraw-Hill would like to thank you for your time and expertise during this important process.

Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a member of the CTB Standard Setting Team.

Monday, June 5

Welcome! Table Leader Training

- 12:30 PM** **Table Leader registration**
Please check in at the reception area to sign a non-disclosure agreement, get your nametag, and collect any other information.
- 1:00 PM** **Welcome and Program Overview**
The NYSED will welcome Table Leaders, introduce key staff, and provide an overview of the New York State Testing Program.
- 1:15 PM** **Table Leader training**
CTB will train Table Leaders on the Bookmark Standard Setting Procedure and their roles and responsibilities during the workshop.
- 3:00 PM** **Target Student descriptions**
Table Leaders engage in structured discussions about the knowledge, skills, and abilities they expect to be demonstrated by students in each performance level.
- 5:00 PM** **Table Leader dismissal**
Table Leaders will be dismissed.

*****Break will be in the Conference Center Break Station.*****

Breakout Rooms for Tuesday, June 6 :

Grades 3 & 4: High Street 24

Grades 5 & 6: Lodge

Grades 7 & 8: Suite 156 on June 6; move to Fort Orange 5 on June 7, 8, and 9

Opening Session & Bookmark Activities for Grades 4, 6, and 8

- 7:30 AM Registration and continental breakfast** *****Town Hall Foyer*****
 Participants check in at the reception table. Table Leaders need not register again.
- 8:00 AM Opening session**
 The NYSED will formally welcome all participants, introduce key staff, and provide an overview of the New York State ELA Standard Setting.
- 8:30 AM General training**
 CTB will provide a brief introduction to the Bookmark Standard Setting Procedure. After this session, participants break into their assigned grade groups.
- 9:15 AM Take the operational test for Grade 4, 6, or 8**
 Participants sign out secure materials. Participants take the operational test under conditions similar to those experienced by students.
- Ensure that all participants at your table write their name on **each** piece of their secure materials. Secure materials are printed on colored paper.
 - Although some discussion about individual test items is normal, focus your participants away from prolonged debate and toward taking the test.
 - Use the provided index cards to record comments about test items.
- 10:15 AM Study constructed-response items**
 The Group Leader leads an examination of each constructed-response item and its scoring rubric and anchor papers, focusing on the knowledge, skills, and abilities required to achieve each score point.
- 10:45 AM Target Student discussion**
 The group discusses the knowledge, skills, and abilities expected of students in each performance level.
- 11:30 AM Begin discussion of each item in the Ordered Item Booklet (OIB)**
 Facilitate a discussion among everyone at your table of each of the items in the OIB. Start with the first item, and discuss each item in turn, focusing on what each item measures and what makes it harder than the previous items. Participants record these details on their Item Maps.
- Remember to use the index cards, as necessary.
 - Ensure that each participant at your table has a chance to speak.
- 12:00 PM Lunch** *****Fort Orange Courtyard*****
- 1:00 PM Continue discussion of each item in the OIB**
- 4:45 PM Secure materials collection and audit**
 The Group Leader facilitates collection of the test materials from all participants.
- The Table Leaders supervise the collection of secure materials at their tables. See the “Secure Materials” page in this agenda for more information.
 - Table Leaders audit materials at one other table. After all secure materials are accounted for, participants are dismissed by the Group Leader,
- 4:50 PM Table Leader debrief**
 Table Leaders discuss the events of the day and plans for the next day with the Group Leader.
- 5:00 PM Table Leader dismissal**

*****Breaks will be in the Town Hall Foyer.*****

Discussion & Bookmark Ratings for Grades 4, 6, and 8

7:30 AM Continental breakfast *****King Street Fountain*****
Continental breakfast is served.

8:00 AM Orientation to bookmark placement and Round 1 ratings
A member of the CTB Standard Setting Team introduces bookmark placement, explaining how bookmarks are placed and what bookmarks mean. After this brief presentation, a short checkset is given, followed immediately by Round 1 bookmark placement.

- See “Bookmark Placement” and “Frequently Asked Questions” for more info.
- Remind your participants that bookmark placement is always an individual activity.
- Collect your participants’ rating forms as they complete them, ensuring that each participant has made a single, unambiguous rating for each bookmark.
- Fill out your orange sheet and begin Round 2 discussions.
- Give your participants’ rating forms to the Group Leader.

9:30 AM Discuss Round 1 as a table
Use the orange sheet to lead a discussion about the ratings made at your table.

11:30 AM Round 2 ratings
After your Round 1 discussion, begin Round 2 bookmark placement.

- Remind your participants that bookmark placement is always an individual activity.
- Collect your participants’ rating forms as they complete them.
- You need *not* complete another orange sheet.

12:00 PM Lunch *****Fort Orange Courtyard*****
The group breaks for a one-hour lunch.

1:00 PM Discuss Round 2 as a large group
The Group Leader presents a summary of the voting from each table to the entire group. Afterwards, s/he leads a discussion with the entire group of each bookmark, similar to the table-level discussions of Round 2.

2:30 PM Round 3 ratings
The Group Leader directs all participants to make their Round 3 bookmark placements.

- Remind your participants that bookmark placement is always an individual activity.
- Collect your participants’ rating forms as they complete them.
- You need *not* complete another orange sheet.

3:00 PM Presentation of final recommendations
A summary of the Round 3 voting is presented to the entire group.

*****Breaks will be in the King Street Fountain.*****

- 3:15 PM** **Take the operational test for Grade 3, 5, or 7**
Participants sign out secure materials. Participants take the operational test under conditions similar to those experienced by students.
- Ensure that all participants at your table write their name on *each* piece of their secure materials. Secure materials are printed on colored paper.
 - Although some discussion about individual test items is normal, focus your participants away from prolonged debate and toward taking the test.
 - Use the provided index cards to record comments about test items.
- 4:15 PM** **Study constructed-response items**
The Group Leader leads an examination of each constructed-response item and its scoring rubric and anchor papers, focusing on the knowledge, skills, and abilities required to achieve each score point.
- 4:45 PM** **Secure materials collection and audit**
The Group Leader facilitates collection of the test materials from all participants.
- The Table Leaders supervise the collection of secure materials at their tables. See the “Secure Materials” page in this agenda for more information.
 - Table Leaders audit materials at one other table. After all secure materials are accounted for, participants are dismissed by the Group Leader,
- 4:50 PM** **Table Leader debrief**
Table Leaders discuss the events of the day and plans for the next day with the Group Leader.
- 5:00 PM** **Table Leader dismissal**

Discussion & Bookmark Ratings for Grades 3, 5, and 7

- 7:30 AM Continental breakfast** *****Conference Center Break Station*****
Continental breakfast is served.
- 8:00 AM Target Student discussion**
The group discusses the knowledge, skills, and abilities expected of students in each performance level.
- 9:30 AM Begin discussion of each item in the Ordered Item Booklet (OIB)**
Facilitate a discussion among everyone at your table of each of the items in the OIB. Start with the first item, and discuss each item in turn, focusing on what each item measures and what makes it harder than the previous items. Participants record these details on their Item Maps.
- Remember to use the index cards, as necessary.
 - Ensure that each participant at your table has a chance to speak.
- 12:00 PM Lunch** *****Fort Orange Courtyard*****
- 1:00 PM Continue discussion of each item in the OIB**
- 2:00 PM Round 1 ratings**
After studying your OIB, begin Round 1 bookmark placement.
- Remind your participants that bookmark placement is always an individual activity.
 - Collect your participants' rating forms as they complete them.
 - Complete orange sheet.
- 2:30 PM Discuss Round 1 as a table**
Use the orange sheet to lead a discussion about the ratings made at your table.
- 3:30 PM Round 2 ratings**
After your Round 1 discussion, begin Round 2 bookmark placement.
- Remind your participants that bookmark placement is always an individual activity.
 - Collect your participants' rating forms as they complete them.
 - You need *not* complete another orange sheet.
- 4:00 PM Discuss Round 2 as a large group**
The Group Leader presents a summary of the voting from each table to the entire group. Afterwards, s/he leads a discussion with the entire group of each bookmark, similar to the table-level discussions of Round 2.
- 4:45 PM Secure materials collection and audit**
The Group Leader facilitates collection of the test materials from all participants.
- The Table Leaders supervise the collection of secure materials at their tables. See the "Secure Materials" page in this agenda for more information.
 - Table Leaders audit materials at one other table. After all secure materials are accounted for, participants are dismissed by the Group Leader,
- 4:50 PM Table Leader debrief**
Table Leaders discuss the events of the day and plans for the next day with the Group Leader.
- 5:00 PM Table Leader dismissal**

*****Breaks will be in the Conference Center Break Station.*****

Bookmark Ratings for Grades 3, 5, and 7 & Description Writing

- 7:30 AM Continental breakfast** *****Conference Center Break Station*****
Continental breakfast is served.
- 8:00 AM Conclude discussions and Round 3 ratings**
The Group Leader directs all participants to make their Round 3 bookmark placements.
- Remind your participants that bookmark placement is always an individual activity.
 - Collect your participants' rating forms as they complete them.
 - You need *not* complete another orange sheet.
- 9:00 AM Presentation of final recommendations**
A summary of the Round 3 voting is presented to the entire group.
- 9:15 AM Evaluations**
Each participant completes a standard setting evaluation.
- 9:30 AM Performance level descriptor writing training**
- The Group Leader presents instructions for writing a first draft of the long performance level descriptors.
 - *Within each breakout room, participants will be divided into two groups to write descriptors for each grade.*
- 10:00 AM Table Leaders meet for cross-grade smoothing**
- The rest of the participants will draft the performance level descriptors.
 - Once Table Leaders are finished with the smoothing discussion, they will join the other participants in drafting the performance level descriptors.
- 10:00 AM Performance level descriptors, first draft**
- Your group will receive a listing of the items you will work with.
 - Your group's descriptors should synthesize the knowledge, skills, and abilities needed to respond successfully to each item in to each performance level.
- 12:00 PM Lunch** *****Fort Orange Courtyard*****
- 1:00 PM Performance level descriptors, second draft**
Each group presents its draft to the entire group and receives comments.
- 2:30 PM Performance level descriptors, final draft**
Each group writes its final draft of the performance-level descriptors.
- 4:45 PM Secure materials collection and audit**
The Group Leader facilitates collection of the test materials from all participants.
- The Table Leaders supervise the collection of secure materials at their tables. See the "Secure Materials" page in this agenda for more information.
 - Table Leaders audit materials at one other table. After all secure materials are accounted for, participants are dismissed by the Group Leader.
- 5:00 PM Table Leader dismissal**

*****Breaks will be in the Conference Center Break Station.*****

The New York State Education Department and CTB thank you for your time and participation!

Why do we do Secure Materials Collection?

A thorough collection of secure test materials protects both the reliability of the testing program and the substantial monetary investment in the assessment. A structured method of collection has been established to effectively gather all secure material at the workshop. Each day as you facilitate secure materials collection at your table, refer to this guide for instructions and suggestions.

During the collection, participants should place each secure item, one at a time, in a pile on the table in front of them. After the process, each participant will have a single stack of materials, each stacked in the same way as everyone else in the room. Please follow these steps to facilitate the process.

How do I do Secure Materials Collection?

1. Get the attention of all the participants at your table. Discourage any side conversations or inattention.
2. Using the list provided, call out each item, one at a time, and watch participants place that item on their stack. Discourage participants from moving ahead. Ensure that participants have placed the item in their stack before moving on.
3. Proceed through the list until each piece of secure material has been collected. Direct participants to place a rubber band around their stack when completed.
4. If any participants wish to leave additional items with their materials overnight, encourage them to place it beneath their stack, inside the rubber band.
5. Table Leaders will audit the secure materials at one other table.
6. Once you have supervised the collection of secure materials and are satisfied that all items have been collected, inform the Group Leader.
7. The collected materials are stored overnight and will be available in the morning.

What should I expect from Secure Materials Collection?

Generally, secure materials collection goes smoothly. If you have any questions about the collection process, or if you have a concern about test security at the standard setting workshop, please contact your Group Leader or a member of the CTB Standard Setting Team.

Section D

Training Overheads



Setting the Standard

**New York State Testing Program
English Language Arts
Grades 3-8**

Opening Session

CTB Standard Setting Team

- Karla Egan
- Joanna Tomkowicz
- Mike Chia
- Adele Brandstrom
- Hillory White
- Shelli Klein
- Robynn Upton
- Suzanne Romero
- Mark Merfeld
- Carla Collins
- Ed Molin
- Linda Gardner

Opening Session

- Overview standard setting
- Discuss committee roles
- Explain key Bookmark materials
 - Item Maps
 - Ordered Item Booklets
- Discuss Target Students

What is standard setting?

- A process that lets experts make judgments about the content that the students who are *Meeting Learning Standards* should know.
 - Also, *Meeting with Distinction*, *Partially Meeting*, and *Not Meeting* students.

Why standard setting?

- The New York State Learning Standards define what students are tested on.
 - These are things students *should* be able to do.
 - New York has established Learning Standards for Grades 3 through 8 in English Language Arts.

Why standard setting?

- Performance standards define what students *can do* in each performance level.
 - You will actively discuss your expectations of the Target Student in each performance level.

Performance Levels

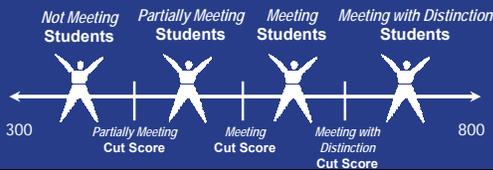
- Specify the knowledge, skills, and abilities a student needs to know in order to be classified as *Not Meeting*, *Partially Meeting*, *Meeting*, and *Meeting with Distinction*.

How do we set our standards?

- ~~Percentages~~
 - Arbitrary
 - Test-specific
 - Do not consider content
- Content
 - Uses pre-established Learning Standards
 - Considers educational objectives
- Bookmark Standard Setting Procedure

Purpose of the Standard Setting

- Allows cut scores to be set on the test scale
- The test scale represents the ability of students



Purpose of the Standard Setting

- You will set a cut score on the test scale.
- Students who meet or exceed the cut score will have enough knowledge, skills, and abilities to be classified in a given performance level on the NYSTP.
- Decisions will be based on the New York Learning Standards.

Bookmark Standard Setting

- Item-centered method
- Content-based decisions

Committee Roles

- Group Leaders
- Table Leaders
- Participants
- NYSED
- CTB



Committee Roles

- Group Leader
 - Facilitator
 - Participants stay focused on task
 - Participants interact with their own group
 - Participants finish in a timely manner
 - Leads discussion
 - Materials collection
 - Secure materials



Committee Roles

- Table Leaders
 - Lead discussion at the table
 - Standard setters
- Participants
 - Standard setters

Standard Setting Committee



Workshop Overview

- Round 1
 - Study test items
 - Make ratings without discussion
- Round 2
 - Discuss ratings in a small group
- Round 3
 - Discuss ratings in a large group

Ordered Item Booklets

- One item per page
- Easiest item first, hardest item last
- Items ascend by difficulty

Item Map

Print Name: _____ Table Number: _____

Sample Item Map - Grade 4 Reading/Language Arts

Order of Difficulty	Local Item No.	Form	Item No.	Item Type	Score Key	Stimulus	What does this item measure? That is what do you know about a student who can respond successfully to this item/score point?	Why is this item more difficult than the preceding items?
1	489	2	4	MC	4	3		
2	511	2	7	MC	4	3		
3	540	1	1	CR	1 of 2	1		
4	561	1	6	MC	3	3		
5	569	2	5	CR	1 of 1	3		
6	588	1	1	CR	2 of 2	1		
7	601	2	6	CR	1 of 2	2		
8	615	1	5	MC	3	1		
9	617	2	6	CR	2 of 2	2		

My Friend Watches Whales

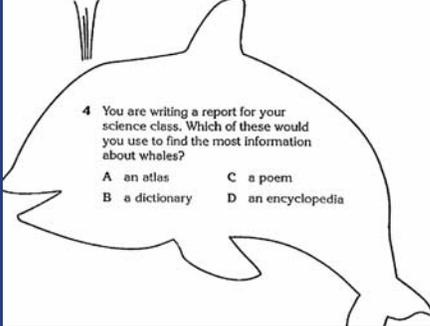
I have a friend. She is not like me.
My friend looks at the sky.
She sees—whales floating by!

I look outside. What do I see?
I see—clouds, fluffy and white.
No whales! Not one in sight!

Look, there's the tail.
Look, there's the spout.
She points them out,
and then I do see
the tail and the spout
of a big white whale
looking back at me!

Leslie Hall

Ordered Item 1



4 You are writing a report for your science class. Which of these would you use to find the most information about whales?

A an atlas C a poem
B a dictionary D an encyclopedia

Item Map

First Name _____ Site Number _____

Sample

Order of Difficulty	Location	Form	Item No.	Item Type	Score Key	Standard	Why is this item more difficult than the preceding items?
1	489	2	4	MC	4	3	
2	511	2	7	MC	4	3	
3	540	1	1	CR	1 of 2	1	
4	561	1	6	MC	3	3	
5	569	2	5	CR	1 of 1	3	
6	588	1	1	CR	2 of 2	1	
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Choosing correct resource

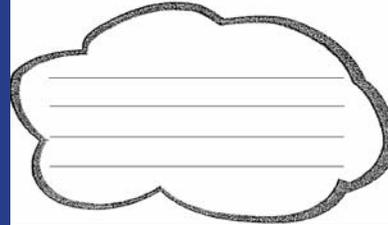
Ordered Item 2

- 7 Which word would come after the word ASTONISHED in the dictionary?
- A alike C artist
B animal D author

Ordered Item 3

1 Write one word that tells what the poem is about.
Score _____
Point _____
1 of 2

On the lines below, give some reasons why this word tells about the poem.



3 scoring guide

Exemplary Response: A version of one of the following:

- friends
- sharing
- differences

AND

A version of one of the following:

- It is about friends being together and sharing. One friend is showing the other the shape she sees in the clouds.
- It is about differences and how the girls are not the same. They see different shapes in the clouds.

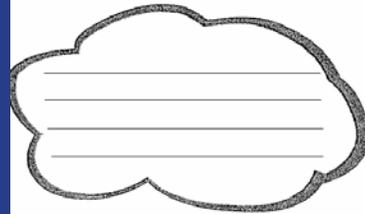
Note: Accept any other reasonable response and appropriate explanation that gives reasons and supports the main idea of the poem.

Point Scale: 2 points Exemplary Response
1 point A reasonable response with a literal explanation. For example: "A girl sees whales in the clouds" or "Two girls are looking at clouds."
0 points Other

Ordered Item 6

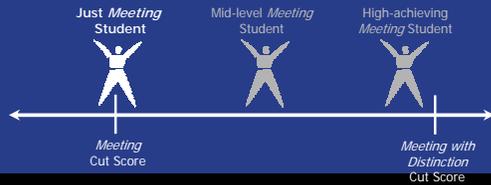
1 Write one word that tells what the poem is about.
Score _____
Point _____
2 of 2

On the lines below, give some reasons why this word tells about the poem.



Target Student Discussion

- The student who has just made it into a performance level
 - *Just Meeting*, *Just Meeting with Distinction*, and *Just Partially Meeting* students
- Refer to New York Learning Standards



Tuesday: Orientation, Round 1 Activities

- Orientation
 - Welcome and introduction by NYSED
 - Generic performance-level descriptors
 - CTB will overview process

Grades 4, 6, and 8 start standard setting activities
- Round 1 Activities
 - Take test
 - Study anchor papers/scoring guides
 - Target Student discussions
 - Study Ordered Item Booklet

Wednesday: Bookmark Training, Rounds 2 & 3

- Bookmark Training & Place Round 1 Bookmarks
- Round 2
 - Discuss Round 1 Bookmarks in tables
 - Place Round 2 Bookmarks
- Round 3
 - Impact data presentation
 - Discuss Round 2 Bookmarks as large group
 - Place Round 3 Bookmarks

Thursday: Rounds 1 & 2

- Grades 3, 5, and 7 start standard setting activities*
- Round 1
 - Same as before
 - Round 2
 - Same as before

Friday: Round 3, Description Writing

- Round 3
 - Same as before
- Evaluation
- Description Writing
 - Participants write summaries of the knowledge, skills, and abilities demonstrated by students in each performance level
- Table Leader Smoothing
 - Table Leaders interact in a cross-grade discussion to smooth data

Questions?

- Thank you for your participation!



Setting the Standard

New York State Testing Program
English Language Arts
Grades 3-8

Table Leader Training

CTB Standard Setting Team

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Table Leader Training

- Overview standard setting
- Discuss committee roles
- Explain key Bookmark materials
 - Item Maps
 - Ordered Item Booklets
- Participate in a mock Bookmark
- Discuss Target Students

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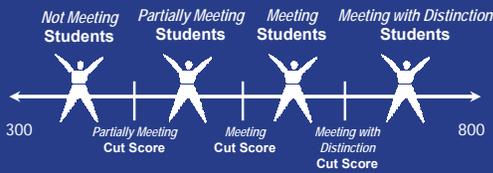
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Bookmark Standard Setting

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- Table Leaders
- Participants
- NYSED
- CTB



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 - Participants stay focused on task
 - Participants interact with their own group
 - Participants finish in a timely manner
 - Leads discussion
 - Materials collection
 - Secure materials



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- Table Leaders
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 - Standard setters
- Participants
 - Standard setters

Standard Setting Committee



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Sample Item Map - Grade 4 Reading/Language Arts

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My Friend Watches Whales

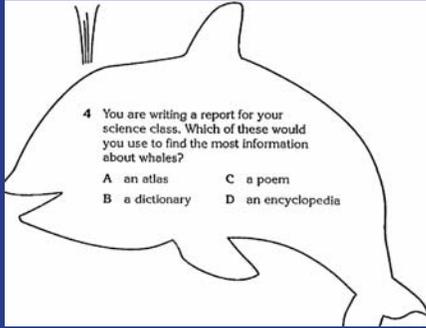
I have a friend. She is not like me.
My friend looks at the sky.
She sees—whales floating by!

I look outside. What do I see?
I see—clouds, fluffy and white.
No whales! Not one in sight!

Look, there's the tail.
Look, there's the spout.
She points them out,
and then I do see
the tail and the spout
of a big white whale
looking back at me!

Leslie Hall

Ordered Item 1



4 You are writing a report for your science class. Which of these would you use to find the most information about whales?

A an atlas C a poem
B a dictionary D an encyclopedia

Item Map

First Name _____ Student Number _____

Sample

Order of Difficulty	Location	Item Form	Item No.	Item Type	Score Key	Standard	Why is this item more difficult than the preceding items?
1	489	2	4	MC	4	3	
2	511	2	7	MC	4	3	
3	540	1	1	CR	1 of 2	1	
4	561	1	6	MC	3	3	
5	569	2	5	CR	1 of 1	3	
6	588	1	1	CR	2 of 2	1	
7	601	2	6	CR	1 of 2	2	
8	615	1	5	MC	3	1	
9	617	2	6	CR	2 of 2	2	

Choosing correct resource

Ordered Item 2

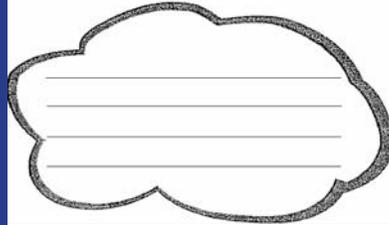
- 7 Which word would come after the word ASTONISHED in the dictionary?
- A alike C artist
B animal D author

Ordered Item 3

1 Write one word that tells what the poem is about.

Score _____
Point _____
1 of 2

On the lines below, give some reasons why this word tells about the poem.



3 scoring guide

Exemplary Response: A version of one of the following:

- friends
- sharing
- differences

AND

A version of one of the following:

- It is about friends being together and sharing. One friend is showing the other the shape she sees in the clouds.
- It is about differences and how the girls are not the same. They see different shapes in the clouds.

Note: Accept any other reasonable response and appropriate explanation that gives reasons and supports the main idea of the poem.

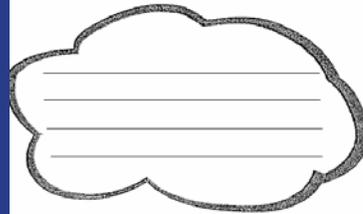
Point Scale: 2 points Exemplary Response
1 point A reasonable response with a literal explanation. For example: "A girl sees whales in the clouds" or "Two girls are looking at clouds."
0 points Other

Ordered Item 6

1 Write one word that tells what the poem is about.

Score _____
Point _____
2 of 2

On the lines below, give some reasons why this word tells about the poem.

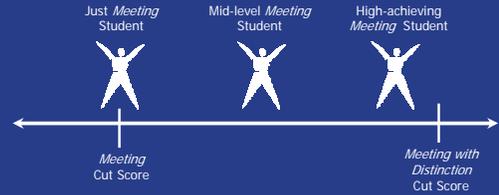


Mock Standard Setting

- 2 Performance Levels
 - *Meeting*
 - *Not Meeting*
- 9-item test
 - Grade 4 Reading/Language Arts test

Target Student

- We want to describe the skills held in *common* by *all* these students
 - These are the skills of the *Just Meeting* student

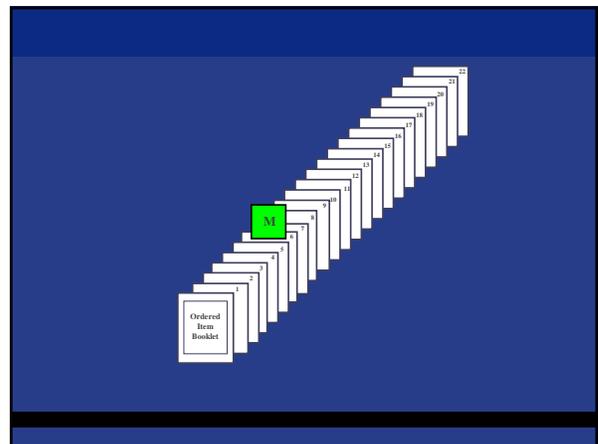
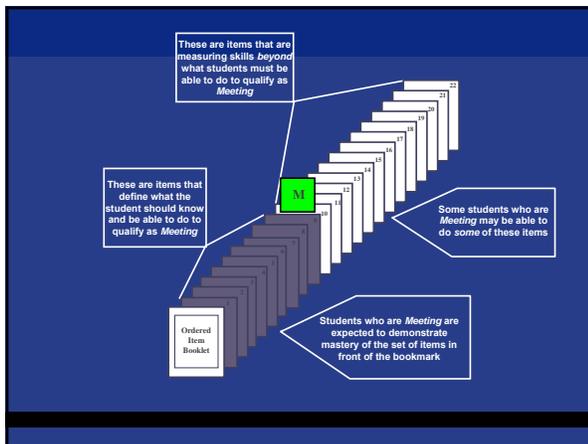


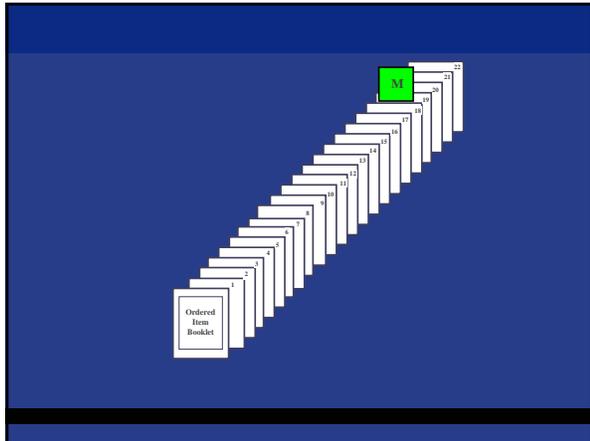
Bookmark Placement

- Items preceding the Bookmark reflect content that all *Meeting* students should master
 - MC items: *Meeting* students should most likely know the correct responses
 - CR items: *Meeting* students should most likely obtain that score point

Bookmark Placement

- Find a range of items in which you think your Bookmark should be placed.
 - Locate the page where you believe the Bookmark should be placed.
- Bookmark meaning:
 - The items before the bookmark have been mastered by the Target Student.
 - The Target Student has demonstrated sufficient skills to infer that s/he is *Meeting the Learning Standards*.





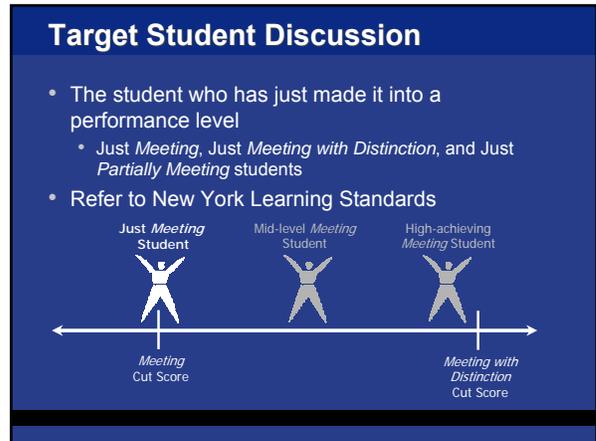
Rating Form

2016 NYSED ELA Standard Setting

Grade	Priority Bookmark	Meeting	Meeting with Distinction
Grade 4	Round 1		
Grade 4	Round 2		
Grade 4	Round 3		
Grade 4	Round 4		
Grade 4	Round 5		
Grade 4	Round 6		
Grade 4	Round 7		
Grade 4	Round 8		
Grade 4	Round 9		
Grade 4	Round 10		
Grade 4	Round 11		
Grade 4	Round 12		
Grade 4	Round 13		
Grade 4	Round 14		
Grade 4	Round 15		
Grade 4	Round 16		
Grade 4	Round 17		
Grade 4	Round 18		
Grade 4	Round 19		
Grade 4	Round 20		
Grade 4	Round 21		
Grade 4	Round 22		
Grade 4	Round 23		
Grade 4	Round 24		
Grade 4	Round 25		

Sample Results

	PM Bookmark	Meeting Bookmark	MWD Bookmark
Table 1	11	34	52
Table 2	17	37	53
Table 3	14	34	49
Table 4	13	36	48
Median	14	34	50



- ### Monday: Table Leader Training
- Table Leaders
 - Participants who receive extra training to help facilitate process in rooms
 - Training
 - Mock Bookmark
 - Target Student descriptors
 - Student who has just entered a particular performance level
 - Based on content standards and generic performance levels

- ### Tuesday: Orientation, Round 1 Activities
- Orientation
 - Welcome and introduction by NYSED
 - Generic performance-level descriptors
 - CTB will overview process
 - Grades 4, 6, and 8 start standard setting activities
 - Round 1 Activities
 - Take test
 - Study anchor papers/scoring guides
 - Target Student discussions
 - Study Ordered Item Booklet

Wednesday: Bookmark Training, Rounds 2 & 3

- Bookmark Training & Place Round 1 Bookmarks
- Round 2
 - Discuss Round 1 Bookmarks in tables
 - Place Round 2 Bookmarks
- Round 3
 - Impact data presentation
 - Discuss Round 2 Bookmarks as large group
 - Place Round 3 Bookmarks

Thursday: Rounds 1 & 2

Grades 3, 5, and 7 start standard setting activities

- Round 1
 - Same as before
- Round 2
 - Same as before

Friday: Round 3 & Description Writing

- Round 3
 - Same as before
- Evaluation
- Description Writing
 - Participants write summaries of the knowledge, skills, and abilities demonstrated by students in each performance level
- Table Leader Smoothing
 - Table Leaders interact in a cross-grade discussion to smooth data

Questions?

- Thank you for your participation!



Setting the Standard

**New York State Testing Program
English Language Arts
Grades 3-8**

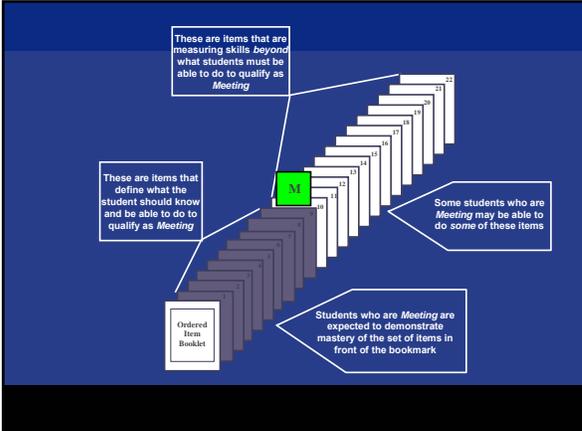
Bookmark Training

Bookmark Placement

- Items preceding the Bookmark reflect content that all *Meeting* students should master
 - MC items: *Meeting* students should most likely know the correct responses
 - CR items: *Meeting* students should most likely obtain that score point

Bookmark Placement

- Find a range of items in which you think your Bookmark should be placed.
 - Locate the page where you believe the Bookmark should be placed.
- Bookmark meaning:
 - The items before the bookmark have been mastered by the Target Student.
 - The Target Student has demonstrated sufficient skills to infer that s/he is *Meeting the Learning Standards*.



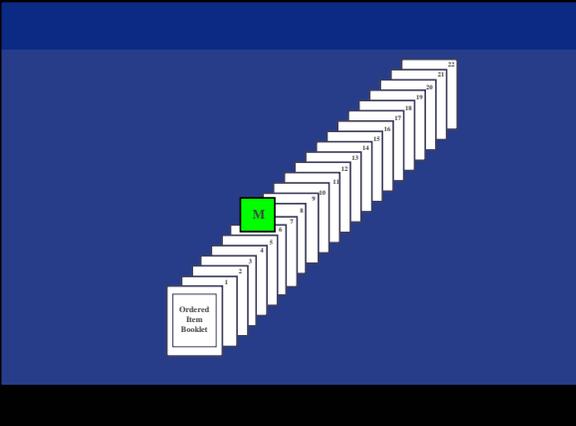
These are items that are measuring skills beyond what students must be able to do to qualify as *Meeting*

These are items that define what the student should know and be able to do to qualify as *Meeting*

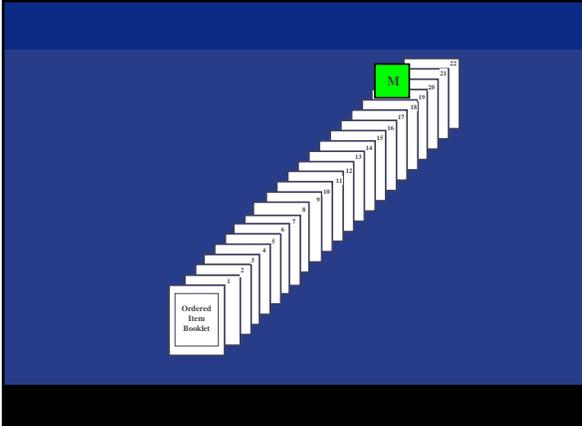
Some students who are *Meeting* may be able to do some of these items

Ordered Item Booklet

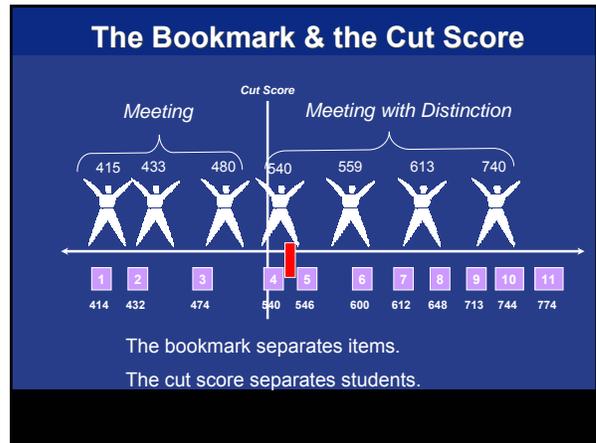
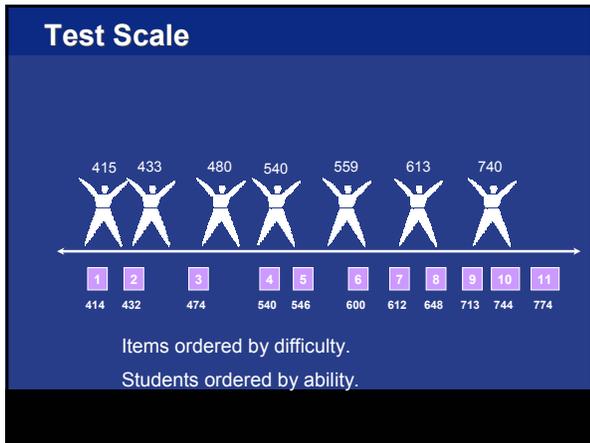
Students who are *Meeting* are expected to demonstrate mastery of the set of items in front of the bookmark



Ordered Item Booklet

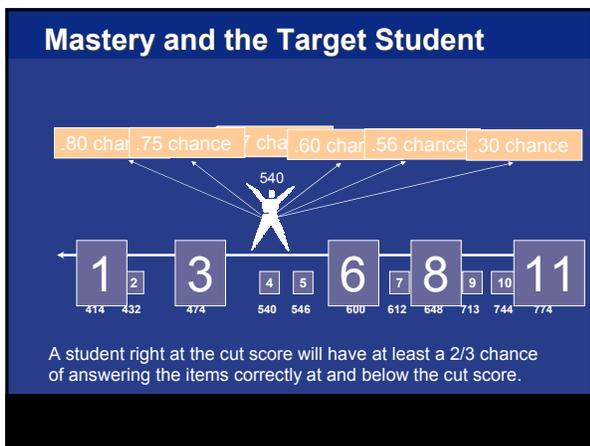
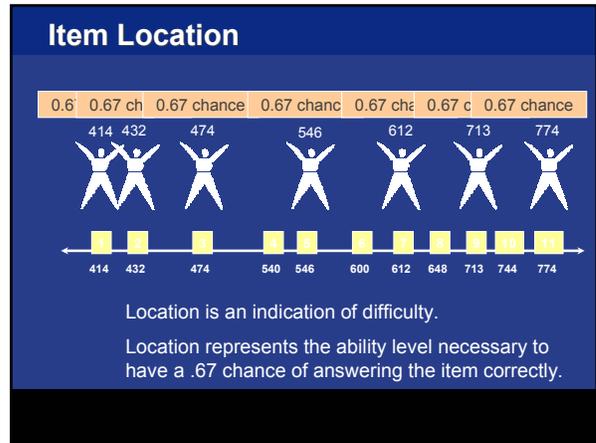


Ordered Item Booklet



Mastery

- Students show mastery when they have at least a 2/3 chance of answering an item correctly.
 - The decision to use 2/3 is based on research.



Rating Form

2008-09 ELA Assessment Results			
Grade	Proficiency	Meeting	Meeting with Distinction
Round 1			
Round 2			
Round 3			

Section E

Detailed Results of the Standard Setting

New York State 2006 Grade 3 ELA
Round 1 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	9	44	58
1	3	10	36	57
1	4	11	29	51
1	5	15	40	50
1	6	12	29	58
1	7	9	45	57
2	22	8	18	48
2	23	10	18	39
2	24	10	24	39
2	25	7	17	39
2	26	7	7	43
2	27	7	34	49
3	15	9	16	49
3	16	6	17	37
3	17	5	13	51
3	18	8	13	44
3	19	9	30	48
3	20	6	18	38
3	21	6	15	37
4	8	7	31	61
4	9	7	26	58
4	10	7	26	54
4	11	7	26	57
4	12	7	31	57
4	13	7	26	59
4	14	7	37	60

Overall	Median	7	26	50.5
	Minimum	5	7	37
	Maximum	15	45	61
	SD	2.19	10.05	8.12

New York State 2006 Grade 3 ELA
Round 1 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	395	435	467
1	3	399	425	462
1	4	401	419	452
1	5	403	429	452
1	6	402	419	467
1	7	395	437	462
2	22	394	408	449
2	23	399	408	427
2	24	399	415	427
2	25	391	407	427
2	26	391	391	434
2	27	391	424	451
3	15	395	404	451
3	16	390	407	425
3	17	388	402	452
3	18	394	402	435
3	19	395	420	449
3	20	390	408	426
3	21	390	403	425
4	8	391	420	475
4	9	391	416	467
4	10	391	416	457
4	11	391	416	462
4	12	391	420	462
4	13	391	416	472
4	14	391	425	473

Overall	Median	391	416	452
	Minimum	388	391	425
	Maximum	403	437	475
	SD	4.09	10.86	16.82

New York State 2006 Grade 3 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	10.5	38	57
Median	2	7.5	18	41
Median	3	6	16	44
Median	4	7	26	58
Median	Overall	7	26	50.5
Minimum	1	9	29	50
Minimum	2	7	7	39
Minimum	3	5	13	37
Minimum	4	7	26	54
Minimum	Overall	5	7	37
Maximum	1	15	45	58
Maximum	2	10	34	49
Maximum	3	9	30	51
Maximum	4	7	37	61
Maximum	Overall	15	45	61
SD	1	2.28	7.08	3.66
SD	2	1.47	8.91	4.67
SD	3	1.63	5.86	6.08
SD	4	0.00	4.24	2.31
SD	Overall	2.19	10.05	8.12

Overall	Median	7	26	50.5
	Minimum	5	7	37
	Maximum	15	45	61
	SD	2.19	10.05	8.12

New York State 2006 Grade 3 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	400	427	462
Median	2	393	408	431
Median	3	390	404	435
Median	4	391	416	467
Median	Overall	391	416	452
Minimum	1	395	419	452
Minimum	2	391	391	427
Minimum	3	388	402	425
Minimum	4	391	416	457
Minimum	Overall	388	391	425
Maximum	1	403	437	467
Maximum	2	399	424	451
Maximum	3	395	420	452
Maximum	4	391	425	475
Maximum	Overall	403	437	475
SD	1	3.49	7.74	6.83
SD	2	3.92	10.87	11.32
SD	3	2.87	6.37	12.75
SD	4	0.00	3.46	6.77
SD	Overall	4.09	10.86	16.82

Overall	Median	391	416	452
	Minimum	388	391	425
	Maximum	403	437	475
	SD	4.09	10.86	16.82

New York State 2006 Grade 3 ELA
Round 1 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	10.5	38	57
2	7.5	18	41
3	6	16	44
4	7	26	58
Overall	7	26	50.5

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	6.0	12.8	39.4	41.8

New York State 2006 Grade 3 ELA
Round 2 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	11	40	58
1	3	10	40	57
1	4	10	36	58
1	5	11	40	50
1	6	11	38	58
1	7	11	40	58
2	22	11	18	48
2	23	10	18	47
2	24	10	20	47
2	25	7	17	47
2	26	8	8	46
2	27	10	18	49
3	15	7	16	51
3	16	7	17	48
3	17	5	17	51
3	18	7	16	44
3	19	9	16	48
3	20	6	18	45
3	21	6	15	48
4	8	7	31	61
4	9	7	31	61
4	10	7	30	61
4	11	7	31	61
4	12	7	31	58
4	13	7	30	60
4	14	7	28	60

Overall	Median	7	24	51
	Minimum	5	8	44
	Maximum	11	40	61
	SD	1.91	9.87	6.10

New York State 2006 Grade 3 ELA
Round 2 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	401	429	467
1	3	399	429	462
1	4	399	425	467
1	5	401	429	452
1	6	401	426	467
1	7	401	429	467
2	22	401	408	449
2	23	399	408	447
2	24	399	410	447
2	25	391	407	447
2	26	394	394	446
2	27	399	408	451
3	15	391	404	452
3	16	391	407	449
3	17	388	407	452
3	18	391	404	435
3	19	395	404	449
3	20	390	408	437
3	21	390	403	449
4	8	391	420	475
4	9	391	420	475
4	10	391	420	475
4	11	391	420	475
4	12	391	420	467
4	13	391	420	473
4	14	391	418	473

Overall	Median	391	415	452
	Minimum	388	394	435
	Maximum	401	429	475
	SD	4.39	9.94	12.58

New York State 2006 Grade 3 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	11	40	58
Median	2	10	18	47
Median	3	7	16	48
Median	4	7	31	61
Median	Overall	7	24	51
Minimum	1	10	36	50
Minimum	2	7	8	46
Minimum	3	5	15	44
Minimum	4	7	28	58
Minimum	Overall	5	8	44
Maximum	1	11	40	58
Maximum	2	11	20	49
Maximum	3	9	18	51
Maximum	4	7	31	61
Maximum	Overall	11	40	61
SD	1	0.52	1.67	3.21
SD	2	1.51	4.28	1.03
SD	3	1.25	0.98	2.67
SD	4	0.00	1.11	1.11
SD	Overall	1.91	9.87	6.10

Overall	Median	7	24	51
	Minimum	5	8	44
	Maximum	11	40	61
	SD	1.91	9.87	6.10

New York State 2006 Grade 3 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	401	429	467
Median	2	399	408	447
Median	3	391	404	449
Median	4	391	420	475
Median	Overall	391	415	452
Minimum	1	399	425	452
Minimum	2	391	394	446
Minimum	3	388	403	435
Minimum	4	391	418	467
Minimum	Overall	388	394	435
Maximum	1	401	429	467
Maximum	2	401	410	451
Maximum	3	395	408	452
Maximum	4	391	420	475
Maximum	Overall	401	429	475
SD	1	1.03	1.83	6.06
SD	2	3.82	5.88	1.83
SD	3	2.12	1.98	7.08
SD	4	0.00	0.76	2.93
SD	Overall	4.39	9.94	12.58

Overall	Median	391	415	452
	Minimum	388	394	435
	Maximum	401	429	475
	SD	4.39	9.94	12.58

New York State 2006 Grade 3 ELA
Round 2 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	11	40	58
2	10	18	47
3	7	16	48
4	7	31	61
Overall	7	24	51

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	6.0	12.8	39.4	41.8

New York State 2006 Grade 3 ELA
Round 3 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	9	25	58
1	3	9	21	57
1	4	9	21	58
1	5	11	29	55
1	6	10	21	58
1	7	9	21	58
2	22	11	18	53
2	23	10	21	53
2	24	10	19	53
2	25	7	18	53
2	26	8	18	51
2	27	11	18	53
3	15	7	18	57
3	16	7	21	57
3	17	5	18	57
3	18	7	18	56
3	19	9	18	57
3	20	7	19	57
3	21	6	18	57
4	8	7	20	57
4	9	7	20	58
4	10	7	20	58
4	11	7	20	57
4	12	7	20	58
4	13	7	20	58
4	14	7	21	59

Overall	Median	7	20	57
	Minimum	5	18	51
	Maximum	11	29	59
	SD	1.66	2.46	2.18

New York State 2006 Grade 3 ELA
Round 3 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	395	415	467
1	3	395	413	462
1	4	395	413	467
1	5	401	419	459
1	6	399	413	467
1	7	395	413	467
2	22	401	408	457
2	23	399	413	457
2	24	399	410	457
2	25	391	408	457
2	26	394	408	452
2	27	401	408	457
3	15	391	408	462
3	16	391	413	462
3	17	388	408	462
3	18	391	408	460
3	19	395	408	462
3	20	391	410	462
3	21	390	408	462
4	8	391	410	462
4	9	391	410	467
4	10	391	410	467
4	11	391	410	462
4	12	391	410	467
4	13	391	410	467
4	14	391	413	472

Overall	Median	391	410	462
	Minimum	388	408	452
	Maximum	401	419	472
	SD	3.75	2.85	4.56

New York State 2006 Grade 3 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	9	21	58
Median	2	10	18	53
Median	3	7	18	57
Median	4	7	20	58
Median	Overall	7	20	57
Minimum	1	9	21	55
Minimum	2	7	18	51
Minimum	3	5	18	56
Minimum	4	7	20	57
Minimum	Overall	5	18	51
Maximum	1	11	29	58
Maximum	2	11	21	53
Maximum	3	9	21	57
Maximum	4	7	21	59
Maximum	Overall	11	29	59
SD	1	0.84	3.35	1.21
SD	2	1.64	1.21	0.82
SD	3	1.21	1.13	0.38
SD	4	0.00	0.38	0.69
SD	Overall	1.66	2.46	2.18

Overall	Median	7	20	57
	Minimum	5	18	51
	Maximum	11	29	59
	SD	1.66	2.46	2.18

New York State 2006 Grade 3 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	395	413	467
Median	2	399	408	457
Median	3	391	408	462
Median	4	391	410	467
Median	Overall	391	410	462
Minimum	1	395	413	459
Minimum	2	391	408	452
Minimum	3	388	408	460
Minimum	4	391	410	462
Minimum	Overall	388	408	452
Maximum	1	401	419	467
Maximum	2	401	413	457
Maximum	3	395	413	462
Maximum	4	391	413	472
Maximum	Overall	401	419	472
SD	1	2.66	2.42	3.49
SD	2	4.09	2.04	2.04
SD	3	2.08	1.91	0.76
SD	4	0.00	1.13	3.45
SD	Overall	3.75	2.85	4.56

Overall	Median	391	410	462
	Minimum	388	408	452
	Maximum	401	419	472
	SD	3.75	2.85	4.56

New York State 2006 Grade 3 ELA
Round 3 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	9	21	58
2	10	18	53
3	7	18	57
4	7	20	58
Overall	7	20	57

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	6.0	7.7	53.6	32.7

New York State 2006 Grade 3 ELA
Round 4 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	9	29	58
1	3	9	29	58
1	4	9	29	58
1	5	11	29	55
1	6	9	29	58
1	7	9	29	58
2	22	11	26	53
2	23	10	24	54
2	24	13	24	59
2	25	8	20	53
2	26	8	21	53
2	27	12	24	53
3	15	7	21	58
3	16	7	21	58
3	17	7	21	58
3	18	7	21	58
3	19	9	20	58
3	20	7	21	59
3	21	7	21	59
4	8	7	31	61
4	9	8	26	58
4	10	7	27	61
4	11	7	26	60
4	12	7	26	60
4	13	7	27	60
4	14	7	26	61

Overall	Median	8	26	58
	Minimum	7	20	53
	Maximum	13	31	61
	SD	1.75	3.52	2.56

New York State 2006 Grade 3 ELA
Round 4 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	395	419	467
1	3	395	419	467
1	4	395	419	467
1	5	401	419	459
1	6	395	419	467
1	7	395	419	467
2	22	401	416	457
2	23	399	415	457
2	24	402	415	472
2	25	394	410	457
2	26	394	413	457
2	27	402	415	457
3	15	391	413	467
3	16	391	413	467
3	17	391	413	467
3	18	391	413	467
3	19	395	410	467
3	20	391	413	472
3	21	391	413	472
4	8	391	420	475
4	9	394	416	467
4	10	391	418	475
4	11	391	416	473
4	12	391	416	473
4	13	391	418	473
4	14	391	416	475

Overall	Median	394	416	467
	Minimum	391	410	457
	Maximum	402	420	475
	SD	3.72	3.01	6.29

New York State 2006 Grade 3 ELA
Round 4 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	9	29	58
Median	2	10.5	24	53
Median	3	7	21	58
Median	4	7	26	60
Median	Overall	8	26	58
Minimum	1	9	29	55
Minimum	2	8	20	53
Minimum	3	7	20	58
Minimum	4	7	26	58
Minimum	Overall	7	20	53
Maximum	1	11	29	58
Maximum	2	13	26	59
Maximum	3	9	21	59
Maximum	4	8	31	61
Maximum	Overall	13	31	61
SD	1	0.82	0.00	1.22
SD	2	2.07	2.23	2.40
SD	3	0.76	0.38	0.49
SD	4	0.38	1.83	1.07
SD	Overall	1.75	3.52	2.56

Overall	Median	8	26	58
	Minimum	7	20	53
	Maximum	13	31	61
	SD	1.75	3.52	2.56

New York State 2006 Grade 3 ELA
Round 4 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	395	419	467
Median	2	400	415	457
Median	3	391	413	467
Median	4	391	416	473
Median	Overall	394	416	467
Minimum	1	395	419	459
Minimum	2	394	410	457
Minimum	3	391	410	467
Minimum	4	391	416	467
Minimum	Overall	391	410	457
Maximum	1	401	419	467
Maximum	2	402	416	472
Maximum	3	395	413	472
Maximum	4	394	420	475
Maximum	Overall	402	420	475
SD	1	2.45	0.00	3.27
SD	2	3.78	2.19	6.12
SD	3	1.51	1.13	2.44
SD	4	1.13	1.57	2.83
SD	Overall	3.72	3.01	6.29

Overall	Median	394	416	467
	Minimum	391	410	457
	Maximum	402	420	475
	SD	3.72	3.01	6.29

New York State 2006 Grade 3 ELA
Round 4 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	9	29	58
2	10.5	24	53
3	7	21	58
4	7	26	60
Overall	8	26	58

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	7.1	11.7	48.4	32.8

New York State 2006 Grade 4 ELA
Round 1 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	20	6	16	42
1	21	15	24	34
1	22	31	43	53
1	23	20	43	53
1	24	19	43	51
1	25	16	42	49
2	8	10	29	57
2	9	10	25	49
2	10	14	42	63
2	11	10	33	50
2	12	11	33	46
2	13	8	19	25
3	14	7	25	48
3	15	5	32	53
3	16	7	24	32
3	17	3	13	38
3	18	3	10	40
3	19	11	34	49
3	28	6	29	40
4	2	16	36	57
4	3	15	28	45
4	4	13	25	56
4	5	15	18	50
4	6	16	33	53
4	7	16	32	53
4	26	11	40	58

Overall	Median	11	30.5	49.5
	Minimum	3	10	25
	Maximum	31	43	63
	SD	6.11	9.55	8.84

New York State 2006 Grade 4 ELA
Round 1 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	20	428	462	495
1	21	462	473	488
1	22	484	496	504
1	23	470	496	504
1	24	470	496	501
1	25	462	495	499
2	8	454	478	523
2	9	454	473	499
2	10	459	495	565
2	11	454	484	499
2	12	455	484	498
2	13	442	470	473
3	14	437	473	498
3	15	416	484	504
3	16	437	473	484
3	17	394	457	491
3	18	394	454	492
3	19	455	488	499
3	28	428	478	492
4	2	462	490	523
4	3	462	478	497
4	4	457	473	517
4	5	462	468	499
4	6	462	484	504
4	7	462	484	504
4	26	455	492	526

Overall	Median	455	478	499
	Minimum	394	454	473
	Maximum	484	496	565
	SD	21.82	11.98	17.25

New York State 2006 Grade 4 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	17.5	42.5	50
Median	2	10	31	49.5
Median	3	6	25	40
Median	4	15	32	53
Median	Overall	11	30.5	49.5
Minimum	1	6	16	34
Minimum	2	8	19	25
Minimum	3	3	10	32
Minimum	4	11	18	45
Minimum	Overall	3	10	25
Maximum	1	31	43	53
Maximum	2	14	42	63
Maximum	3	11	34	53
Maximum	4	16	40	58
Maximum	Overall	31	43	63
SD	1	8.13	12.02	7.56
SD	2	1.97	7.86	12.99
SD	3	2.77	9.19	7.36
SD	4	1.90	7.32	4.53
SD	Overall	6.11	9.55	8.84

Overall	Median	11	30.5	49.5
	Minimum	3	10	25
	Maximum	31	43	63
	SD	6.11	9.55	8.84

New York State 2006 Grade 4 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	466	496	500
Median	2	454	481	499
Median	3	428	473	492
Median	4	462	484	504
Median	Overall	455	478	499
Minimum	1	428	462	488
Minimum	2	442	470	473
Minimum	3	394	454	484
Minimum	4	455	468	497
Minimum	Overall	394	454	473
Maximum	1	484	496	504
Maximum	2	459	495	565
Maximum	3	455	488	504
Maximum	4	462	492	526
Maximum	Overall	484	496	565
SD	1	18.79	15.00	6.16
SD	2	5.73	9.03	31.46
SD	3	22.99	12.82	6.55
SD	4	2.98	8.77	11.80
SD	Overall	21.82	11.98	17.25

Overall	Median	455	478	499
	Minimum	394	454	473
	Maximum	484	496	565
	SD	21.82	11.98	17.25

New York State 2006 Grade 4 ELA
Round 1 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	17.5	42.5	50
2	10	31	49.5
3	6	25	40
4	15	32	53
Overall	11	30.5	49.5

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	12.3	15.6	25.2	46.9

New York State 2006 Grade 4 ELA
Round 2 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	20	17	34	46
1	21	19	34	46
1	22	19	34	46
1	23	19	34	46
1	24	18	35	46
1	25	16	35	46
2	8	9	27	46
2	9	9	24	49
2	10	7	19	46
2	11	8	19	51
2	12	9	24	44
2	13	8	19	31
3	14	8	19	46
3	15	5	21	47
3	16	7	17	48
3	17	7	21	49
3	18	8	26	49
3	19	8	25	49
3	28	8	29	43
4	2	16	34	53
4	3	16	30	53
4	4	13	26	53
4	5	14	30	53
4	6	14	30	53
4	7	16	30	53
4	26	14	30	53

Overall	Median	11	28	47.5
	Minimum	5	17	31
	Maximum	19	35	53
	SD	4.61	5.91	4.71

New York State 2006 Grade 4 ELA
Round 2 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	20	464	488	498
1	21	470	488	498
1	22	470	488	498
1	23	470	488	498
1	24	468	488	498
1	25	462	488	498
2	8	445	475	498
2	9	445	473	499
2	10	437	470	498
2	11	442	470	501
2	12	445	473	497
2	13	442	470	484
3	14	442	470	498
3	15	416	471	498
3	16	437	464	498
3	17	437	471	499
3	18	442	474	499
3	19	442	473	499
3	28	442	478	496
4	2	462	488	504
4	3	462	478	504
4	4	457	474	504
4	5	459	478	504
4	6	459	478	504
4	7	462	478	504
4	26	459	478	504

Overall	Median	455	478	498
	Minimum	416	464	484
	Maximum	470	488	504
	SD	13.45	7.39	4.04

New York State 2006 Grade 4 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	18.5	34	46
Median	2	8.5	21.5	46
Median	3	8	21	48
Median	4	14	30	53
Median	Overall	11	28	47.5
Minimum	1	16	34	46
Minimum	2	7	19	31
Minimum	3	5	17	43
Minimum	4	13	26	53
Minimum	Overall	5	17	31
Maximum	1	19	35	46
Maximum	2	9	27	51
Maximum	3	8	29	49
Maximum	4	16	34	53
Maximum	Overall	19	35	53
SD	1	1.26	0.52	0.00
SD	2	0.82	3.46	7.06
SD	3	1.11	4.24	2.21
SD	4	1.25	2.31	0.00
SD	Overall	4.61	5.91	4.71

Overall	Median	11	28	47.5
	Minimum	5	17	31
	Maximum	19	35	53
	SD	4.61	5.91	4.71

New York State 2006 Grade 4 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	469	488	498
Median	2	444	472	498
Median	3	442	471	498
Median	4	459	478	504
Median	Overall	455	478	498
Minimum	1	462	488	498
Minimum	2	437	470	484
Minimum	3	416	464	496
Minimum	4	457	474	504
Minimum	Overall	416	464	484
Maximum	1	470	488	498
Maximum	2	445	475	501
Maximum	3	442	478	499
Maximum	4	462	488	504
Maximum	Overall	470	488	504
SD	1	3.50	0.00	0.00
SD	2	3.14	2.14	6.11
SD	3	9.49	4.28	1.07
SD	4	2.00	4.30	0.00
SD	Overall	13.45	7.39	4.04

Overall	Median	455	478	498
	Minimum	416	464	484
	Maximum	470	488	504
	SD	13.45	7.39	4.04

New York State 2006 Grade 4 ELA
Round 2 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	18.5	34	46
2	8.5	21.5	46
3	8	21	48
4	14	30	53
Overall	11	28	47.5

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	12.3	15.6	25.2	46.9

New York State 2006 Grade 4 ELA
Round 3 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	20	6	23	58
1	21	9	24	51
1	22	11	24	53
1	23	8	24	51
1	24	8	24	58
1	25	11	25	58
2	8	8	26	47
2	9	8	26	51
2	10	7	19	52
2	11	8	19	52
2	12	9	26	50
2	13	8	19	46
3	14	8	19	50
3	15	8	25	49
3	16	8	19	49
3	17	8	22	49
3	18	8	25	49
3	19	8	25	49
3	28	8	25	49
4	2	7	27	58
4	3	8	25	58
4	4	7	30	58
4	5	7	25	58
4	6	8	27	58
4	7	8	27	58
4	26	8	27	58

Overall	Median	8	25	51.5
	Minimum	6	19	46
	Maximum	11	30	58
	SD	1.06	2.97	4.30

New York State 2006 Grade 4 ELA
Round 3 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	20	428	473	526
1	21	445	473	501
1	22	455	473	504
1	23	442	473	501
1	24	442	473	526
1	25	455	473	526
2	8	442	474	498
2	9	442	474	501
2	10	437	470	503
2	11	442	470	503
2	12	445	474	499
2	13	442	470	498
3	14	442	470	499
3	15	442	473	499
3	16	442	470	499
3	17	442	472	499
3	18	442	473	499
3	19	442	473	499
3	28	442	473	499
4	2	437	475	526
4	3	442	473	526
4	4	437	478	526
4	5	437	473	526
4	6	442	475	526
4	7	442	475	526
4	26	442	475	526

Overall	Median	442	473	501
	Minimum	428	470	498
	Maximum	455	478	526
	SD	5.07	2.18	12.85

New York State 2006 Grade 4 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	8.5	24	55.5
Median	2	8	22.5	50.5
Median	3	8	25	49
Median	4	8	27	58
Median	Overall	8	25	51.5
Minimum	1	6	23	51
Minimum	2	7	19	46
Minimum	3	8	19	49
Minimum	4	7	25	58
Minimum	Overall	6	19	46
Maximum	1	11	25	58
Maximum	2	9	26	52
Maximum	3	8	25	50
Maximum	4	8	30	58
Maximum	Overall	11	30	58
SD	1	1.94	0.63	3.54
SD	2	0.63	3.83	2.58
SD	3	0.00	2.85	0.38
SD	4	0.53	1.68	0.00
SD	Overall	1.06	2.97	4.30

Overall	Median	8	25	51.5
	Minimum	6	19	46
	Maximum	11	30	58
	SD	1.06	2.97	4.30

New York State 2006 Grade 4 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	444	473	515
Median	2	442	472	500
Median	3	442	473	499
Median	4	442	475	526
Median	Overall	442	473	501
Minimum	1	428	473	501
Minimum	2	437	470	498
Minimum	3	442	470	499
Minimum	4	437	473	526
Minimum	Overall	428	470	498
Maximum	1	455	473	526
Maximum	2	445	474	503
Maximum	3	442	473	499
Maximum	4	442	478	526
Maximum	Overall	455	478	526
SD	1	10.05	0.00	13.19
SD	2	2.58	2.19	2.34
SD	3	0.00	1.41	0.00
SD	4	2.67	1.68	0.00
SD	Overall	5.07	2.18	12.85

Overall	Median	442	473	501
	Minimum	428	470	498
	Maximum	455	478	526
	SD	5.07	2.18	12.85

New York State 2006 Grade 4 ELA
Round 3 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	8.5	24	55.5
2	8	22.5	50.5
3	8	25	49
4	8	27	58
Overall	8	25	51.5

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	6.3	18.5	28.4	46.8

New York State 2006 Grade 4 ELA
Round 4 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	20	9	24	58
1	21	9	24	58
1	22	8	24	58
1	23	8	24	58
1	24	8	24	59
1	25	8	24	58
2	8	8	26	57
2	9	8	16	54
2	10	7	28	57
2	11	8	27	56
2	12	8	26	57
2	13	8	27	52
3	14	8	23	58
3	15	8	25	58
3	16	8	24	59
3	17	8	23	56
3	18	8	25	56
3	19	8	25	54
3	28	8	25	54
4	2	8	26	60
4	3	8	25	63
4	4	8	26	60
4	5	8	26	61
4	6	8	26	61
4	7	8	28	61
4	26	8	27	61

Overall	Median	8	25	58
	Minimum	7	16	52
	Maximum	9	28	63
	SD	0.34	2.30	2.60

New York State 2006 Grade 4 ELA
Round 4 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	20	445	473	526
1	21	445	473	526
1	22	442	473	526
1	23	442	473	526
1	24	442	473	530
1	25	442	473	526
2	8	442	474	523
2	9	442	462	509
2	10	437	478	523
2	11	442	475	517
2	12	442	474	523
2	13	442	475	503
3	14	442	473	526
3	15	442	473	526
3	16	442	473	530
3	17	442	473	517
3	18	442	473	517
3	19	442	473	509
3	28	442	473	509
4	2	442	474	532
4	3	442	473	565
4	4	442	474	532
4	5	442	474	539
4	6	442	474	539
4	7	442	478	539
4	26	442	475	539

Overall	Median	442	473	526
	Minimum	437	462	503
	Maximum	445	478	565
	SD	1.33	2.61	12.72

New York State 2006 Grade 4 ELA
Round 4 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	8	24	58
Median	2	8	26.5	56.5
Median	3	8	25	56
Median	4	8	26	61
Median	Overall	8	25	58
Minimum	1	8	24	58
Minimum	2	7	16	52
Minimum	3	8	23	54
Minimum	4	8	25	60
Minimum	Overall	7	16	52
Maximum	1	9	24	59
Maximum	2	8	28	57
Maximum	3	8	25	59
Maximum	4	8	28	63
Maximum	Overall	9	28	63
SD	1	0.52	0.00	0.41
SD	2	0.41	4.47	2.07
SD	3	0.00	0.95	1.99
SD	4	0.00	0.95	1.00
SD	Overall	0.34	2.30	2.60

Overall	Median	8	25	58
	Minimum	7	16	52
	Maximum	9	28	63
	SD	0.34	2.30	2.60

New York State 2006 Grade 4 ELA
Round 4 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	442	473	526
Median	2	442	475	520
Median	3	442	473	517
Median	4	442	474	539
Median	Overall	442	473	526
Minimum	1	442	473	526
Minimum	2	437	462	503
Minimum	3	442	473	509
Minimum	4	442	473	532
Minimum	Overall	437	462	503
Maximum	1	445	473	530
Maximum	2	442	478	523
Maximum	3	442	473	530
Maximum	4	442	478	565
Maximum	Overall	445	478	565
SD	1	1.55	0.00	1.63
SD	2	2.04	5.59	8.55
SD	3	0.00	0.00	8.43
SD	4	0.00	1.62	11.21
SD	Overall	1.33	2.61	12.72

Overall	Median	442	473	526
	Minimum	437	462	503
	Maximum	445	478	565
	SD	1.33	2.61	12.72

New York State 2006 Grade 4 ELA
Round 4 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	8	24	58
2	8	26.5	56.5
3	8	25	56
4	8	26	61
Overall	8	25	58

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	6.3	18.5	56.9	18.3

New York State 2006 Grade 5 ELA
Round 1 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	12	27	42
1	3	6	22	40
1	4	9	15	32
1	5	9	28	41
1	6	9	21	40
1	7	9	15	41
1	8	6	16	40
2	9	13	15	43
2	10	13	25	42
2	11	9	30	45
2	12	11	23	38
2	13	14	22	43
2	14	10	22	43
2	15	11	24	42
3	16	5	19	54
3	17	8	15	47
3	18	11	20	36
3	19	7	14	42
3	20	2	12	37
3	21	8	21	50
4	22	3	10	36
4	23	3	14	40
4	24	5	25	33
4	25	4	10	47
4	26	4	10	34

Overall	Median	9	20	41
	Minimum	2	10	32
	Maximum	14	30	54
	SD	3.43	5.88	5.11

New York State 2006 Grade 5 ELA
Round 1 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	518	540	564
1	3	509	532	563
1	4	510	520	547
1	5	510	541	564
1	6	510	531	563
1	7	510	520	564
1	8	509	526	563
2	9	519	520	564
2	10	519	538	564
2	11	510	546	568
2	12	518	532	556
2	13	519	532	564
2	14	512	532	564
2	15	518	536	564
3	16	508	528	589
3	17	509	520	570
3	18	518	529	549
3	19	509	519	564
3	20	459	518	554
3	21	509	531	580
4	22	479	512	549
4	23	479	519	563
4	24	508	538	548
4	25	508	512	570
4	26	508	512	548

Overall	Median	510	529	564
	Minimum	459	512	547
	Maximum	519	546	589
	SD	14.36	9.59	9.80

New York State 2006 Grade 5 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	9	21	40
Median	2	11	23	43
Median	3	7.5	17	44.5
Median	4	4	10	36
Median	Overall	9	20	41
Minimum	1	6	15	32
Minimum	2	9	15	38
Minimum	3	2	12	36
Minimum	4	3	10	33
Minimum	Overall	2	10	32
Maximum	1	12	28	42
Maximum	2	14	30	45
Maximum	3	11	21	54
Maximum	4	5	25	47
Maximum	Overall	14	30	54
SD	1	2.07	5.50	3.36
SD	2	1.81	4.47	2.14
SD	3	3.06	3.66	7.23
SD	4	0.84	6.50	5.70
SD	Overall	3.43	5.88	5.11

Overall	Median	9	20	41
	Minimum	2	10	32
	Maximum	14	30	54
	SD	3.43	5.88	5.11

New York State 2006 Grade 5 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	510	531	563
Median	2	518	532	564
Median	3	509	524	567
Median	4	508	512	549
Median	Overall	510	529	564
Minimum	1	509	520	547
Minimum	2	510	520	556
Minimum	3	459	518	549
Minimum	4	479	512	548
Minimum	Overall	459	512	547
Maximum	1	518	541	564
Maximum	2	519	546	568
Maximum	3	518	531	589
Maximum	4	508	538	570
Maximum	Overall	519	546	589
SD	1	3.18	8.58	6.26
SD	2	3.78	7.87	3.60
SD	3	21.39	5.78	15.24
SD	4	15.88	11.26	10.26
SD	Overall	14.36	9.59	9.80

Overall	Median	510	529	564
	Minimum	459	512	547
	Maximum	519	546	589
	SD	14.36	9.59	9.80

New York State 2006 Grade 5 ELA
Round 1 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	9	21	40
2	11	23	43
3	7.5	17	44.5
4	4	10	36
Overall	9	20	41

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	12.9	14.8	38.4	33.9

New York State 2006 Grade 5 ELA
Round 2 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	8	22	40
1	3	6	21	40
1	4	6	18	36
1	5	8	19	39
1	6	8	20	40
1	7	6	17	40
1	8	7	21	40
2	9	13	24	43
2	10	11	24	42
2	11	12	27	43
2	12	11	22	40
2	13	11	22	43
2	14	12	24	46
2	15	11	24	43
3	16	5	15	54
3	17	5	15	51
3	18	5	15	54
3	19	5	15	50
3	20	5	15	48
3	21	5	15	54
4	22	3	10	40
4	23	3	12	40
4	24	5	11	35
4	25	4	10	37
4	26	4	10	34

Overall	Median	6	18	40
	Minimum	3	10	34
	Maximum	13	27	54
	SD	3.12	5.11	5.88

New York State 2006 Grade 5 ELA
Round 2 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	509	532	563
1	3	509	531	563
1	4	509	527	549
1	5	509	528	563
1	6	509	529	563
1	7	509	526	563
1	8	509	531	563
2	9	519	536	564
2	10	518	536	564
2	11	518	540	564
2	12	518	532	563
2	13	518	532	564
2	14	518	536	568
2	15	518	536	564
3	16	508	520	589
3	17	508	520	583
3	18	508	520	589
3	19	508	520	580
3	20	508	520	570
3	21	508	520	589
4	22	479	512	563
4	23	479	518	563
4	24	508	518	549
4	25	508	512	554
4	26	508	512	548

Overall	Median	509	527	563
	Minimum	479	512	548
	Maximum	519	540	589
	SD	10.06	8.32	11.62

New York State 2006 Grade 5 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	7	20	40
Median	2	11	24	43
Median	3	5	15	52.5
Median	4	4	10	37
Median	Overall	6	18	40
Minimum	1	6	17	36
Minimum	2	11	22	40
Minimum	3	5	15	48
Minimum	4	3	10	34
Minimum	Overall	3	10	34
Maximum	1	8	22	40
Maximum	2	13	27	46
Maximum	3	5	15	54
Maximum	4	5	12	40
Maximum	Overall	13	27	54
SD	1	1.00	1.80	1.50
SD	2	0.79	1.68	1.77
SD	3	0.00	0.00	2.56
SD	4	0.84	0.89	2.77
SD	Overall	3.12	5.11	5.88

Overall	Median	6	18	40
	Minimum	3	10	34
	Maximum	13	27	54
	SD	3.12	5.11	5.88

New York State 2006 Grade 5 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	509	529	563
Median	2	518	536	564
Median	3	508	520	586
Median	4	508	512	554
Median	Overall	509	527	563
Minimum	1	509	526	549
Minimum	2	518	532	563
Minimum	3	508	520	570
Minimum	4	479	512	548
Minimum	Overall	479	512	548
Maximum	1	509	532	563
Maximum	2	519	540	568
Maximum	3	508	520	589
Maximum	4	508	518	563
Maximum	Overall	519	540	589
SD	1	0.00	2.27	5.29
SD	2	0.38	2.76	1.62
SD	3	0.00	0.00	7.55
SD	4	15.88	3.29	7.30
SD	Overall	10.06	8.32	11.62

Overall	Median	509	527	563
	Minimum	479	512	548
	Maximum	519	540	589
	SD	10.06	8.32	11.62

New York State 2006 Grade 5 ELA
Round 2 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	7	20	40
2	11	24	43
3	5	15	52.5
4	4	10	37
Overall	6	18	40

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	12.9	14.8	38.4	33.9

New York State 2006 Grade 5 ELA
Round 3 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	6	20	40
1	3	6	21	40
1	4	3	15	36
1	5	3	15	37
1	6	5	19	40
1	7	3	15	40
1	8	6	19	40
2	9	9	20	43
2	10	11	24	42
2	11	9	27	43
2	12	7	21	43
2	13	9	22	43
2	14	9	22	43
2	15	10	23	43
3	16	5	15	49
3	17	5	15	51
3	18	3	15	39
3	19	5	15	47
3	20	5	15	48
3	21	5	15	54
4	22	3	18	40
4	23	3	10	43
4	24	5	18	35
4	25	4	10	47
4	26	4	10	42

Overall	Median	5	18	43
	Minimum	3	10	35
	Maximum	11	27	54
	SD	2.46	4.43	4.55

New York State 2006 Grade 5 ELA
Round 3 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	509	529	563
1	3	509	531	563
1	4	479	520	549
1	5	479	520	554
1	6	508	528	563
1	7	479	520	563
1	8	509	528	563
2	9	510	529	564
2	10	518	536	564
2	11	510	540	564
2	12	509	531	564
2	13	510	532	564
2	14	510	532	564
2	15	512	532	564
3	16	508	520	580
3	17	508	520	583
3	18	479	520	563
3	19	508	520	570
3	20	508	520	570
3	21	508	520	589
4	22	479	527	563
4	23	479	512	564
4	24	508	527	549
4	25	508	512	570
4	26	508	512	564

Overall	Median	508	527	564
	Minimum	479	512	549
	Maximum	518	540	589
	SD	13.52	7.43	8.80

New York State 2006 Grade 5 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	5	19	40
Median	2	9	22	43
Median	3	5	15	48.5
Median	4	4	10	42
Median	Overall	5	18	43
Minimum	1	3	15	36
Minimum	2	7	20	42
Minimum	3	3	15	39
Minimum	4	3	10	35
Minimum	Overall	3	10	35
Maximum	1	6	21	40
Maximum	2	11	27	43
Maximum	3	5	15	54
Maximum	4	5	18	47
Maximum	Overall	11	27	54
SD	1	1.51	2.63	1.73
SD	2	1.21	2.29	0.38
SD	3	0.82	0.00	5.06
SD	4	0.84	4.38	4.39
SD	Overall	2.46	4.43	4.55

Overall	Median	5	18	43
	Minimum	3	10	35
	Maximum	11	27	54
	SD	2.46	4.43	4.55

New York State 2006 Grade 5 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	508	528	563
Median	2	510	532	564
Median	3	508	520	575
Median	4	508	512	564
Median	Overall	508	527	564
Minimum	1	479	520	549
Minimum	2	509	529	564
Minimum	3	479	520	563
Minimum	4	479	512	549
Minimum	Overall	479	512	549
Maximum	1	509	531	563
Maximum	2	518	540	564
Maximum	3	508	520	589
Maximum	4	508	527	570
Maximum	Overall	518	540	589
SD	1	15.91	4.91	5.79
SD	2	3.09	3.67	0.00
SD	3	11.84	0.00	9.75
SD	4	15.88	8.22	7.78
SD	Overall	13.52	7.43	8.80

Overall	Median	508	527	564
	Minimum	479	512	549
	Maximum	518	540	589
	SD	13.52	7.43	8.80

New York State 2006 Grade 5 ELA
Round 3 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	5	19	40
2	9	22	43
3	5	15	48.5
4	4	10	42
Overall	5	18	43

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	12.9	14.8	38.4	33.9

New York State 2006 Grade 6 ELA
Round 1 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	11	21	36
1	3	9	18	36
1	4	6	13	47
1	5	5	23	69
1	6	8	29	58
1	7	5	13	67
1	26	10	22	37
2	8	32	53	62
2	9	10	18	30
2	10	14	21	63
2	11	15	28	35
2	12	15	39	59
2	13	15	31	46
2	25	12	28	45
3	14	21	37	58
3	15	7	12	31
3	16	8	32	61
3	17	2	6	60
3	18	18	36	57
3	24	8	32	68
4	19	14	28	39
4	20	13	37	57
4	21	8	15	24
4	22	14	30	47
4	23	9	28	54

Overall	Median	10	28	54
	Minimum	2	6	24
	Maximum	32	53	69
	SD	6.13	10.48	13.28

New York State 2006 Grade 6 ELA
Round 1 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	556	570	591
1	3	543	569	591
1	4	528	567	605
1	5	504	579	639
1	6	542	583	623
1	7	504	567	636
1	26	545	572	593
2	8	587	614	626
2	9	545	569	583
2	10	569	570	628
2	11	569	582	589
2	12	569	593	625
2	13	569	584	605
2	25	565	582	605
3	14	570	593	623
3	15	536	565	584
3	16	542	587	625
3	17	489	528	625
3	18	569	591	616
3	24	542	587	638
4	19	569	582	593
4	20	567	593	616
4	21	542	569	579
4	22	569	583	605
4	23	543	582	615

Overall	Median	545	582	615
	Minimum	489	528	579
	Maximum	587	614	639
	SD	24.01	15.51	18.58

New York State 2006 Grade 6 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	8	21	47
Median	2	15	28	46
Median	3	8	32	59
Median	4	13	28	47
Median	Overall	10	28	54
Minimum	1	5	13	36
Minimum	2	10	18	30
Minimum	3	2	6	31
Minimum	4	8	15	24
Minimum	Overall	2	6	24
Maximum	1	11	29	69
Maximum	2	32	53	63
Maximum	3	21	37	68
Maximum	4	14	37	57
Maximum	Overall	32	53	69
SD	1	2.43	5.73	14.63
SD	2	7.24	11.80	13.20
SD	3	7.26	13.33	12.77
SD	4	2.88	7.96	13.26
SD	Overall	6.13	10.48	13.28

Overall	Median	10	28	54
	Minimum	2	6	24
	Maximum	32	53	69
	SD	6.13	10.48	13.28

New York State 2006 Grade 6 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	542	570	605
Median	2	569	582	605
Median	3	542	587	624
Median	4	567	582	605
Median	Overall	545	582	615
Minimum	1	504	567	591
Minimum	2	545	569	583
Minimum	3	489	528	584
Minimum	4	542	569	579
Minimum	Overall	489	528	579
Maximum	1	556	583	639
Maximum	2	587	614	628
Maximum	3	570	593	638
Maximum	4	569	593	616
Maximum	Overall	587	614	639
SD	1	20.61	6.21	21.26
SD	2	12.26	15.30	18.32
SD	3	29.51	25.21	18.34
SD	4	14.18	8.53	15.68
SD	Overall	24.01	15.51	18.58

Overall	Median	545	582	615
	Minimum	489	528	579
	Maximum	587	614	639
	SD	24.01	15.51	18.58

New York State 2006 Grade 6 ELA
Round 1 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	8	21	47
2	15	28	46
3	8	32	59
4	13	28	47
Overall	10	28	54

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	7.2	27.3	37.7	27.8

New York State 2006 Grade 6 ELA
Round 2 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	7	21	51
1	3	11	21	47
1	4	6	19	51
1	5	6	19	50
1	6	8	27	58
1	7	6	19	54
1	26	10	21	50
2	8	12	32	60
2	9	23	32	45
2	10	14	28	57
2	11	18	35	53
2	12	15	33	58
2	13	13	30	48
2	25	12	33	48
3	14	8	21	51
3	15	8	21	51
3	16	8	20	51
3	17	8	19	51
3	18	8	21	51
3	24	8	21	51
4	19	14	32	57
4	20	13	37	63
4	21	14	36	57
4	22	14	36	62
4	23	15	36	63

Overall	Median	11	27	51
	Minimum	6	19	45
	Maximum	23	37	63
	SD	4.21	6.83	5.09

New York State 2006 Grade 6 ELA
Round 2 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	536	570	612
1	3	556	570	605
1	4	528	569	612
1	5	528	569	611
1	6	542	582	623
1	7	528	569	615
1	26	545	570	611
2	8	565	587	625
2	9	579	587	605
2	10	569	582	616
2	11	569	589	614
2	12	569	587	623
2	13	567	583	606
2	25	565	587	606
3	14	542	570	612
3	15	542	570	612
3	16	542	570	612
3	17	542	569	612
3	18	542	570	612
3	24	542	570	612
4	19	569	587	616
4	20	567	593	628
4	21	569	591	616
4	22	569	591	626
4	23	569	591	628

Overall	Median	556	582	612
	Minimum	528	569	605
	Maximum	579	593	628
	SD	16.00	9.22	6.99

New York State 2006 Grade 6 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	7	21	51
Median	2	14	32	53
Median	3	8	21	51
Median	4	14	36	62
Median	Overall	11	27	51
Minimum	1	6	19	47
Minimum	2	12	28	45
Minimum	3	8	19	51
Minimum	4	13	32	57
Minimum	Overall	6	19	45
Maximum	1	11	27	58
Maximum	2	23	35	60
Maximum	3	8	21	51
Maximum	4	15	37	63
Maximum	Overall	23	37	63
SD	1	2.06	2.83	3.51
SD	2	3.99	2.27	5.82
SD	3	0.00	0.84	0.00
SD	4	0.71	1.95	3.13
SD	Overall	4.21	6.83	5.09

Overall	Median	11	27	51
	Minimum	6	19	45
	Maximum	23	37	63
	SD	4.21	6.83	5.09

New York State 2006 Grade 6 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	536	570	612
Median	2	569	587	614
Median	3	542	570	612
Median	4	569	591	626
Median	Overall	556	582	612
Minimum	1	528	569	605
Minimum	2	565	582	605
Minimum	3	542	569	612
Minimum	4	567	587	616
Minimum	Overall	528	569	605
Maximum	1	556	582	623
Maximum	2	579	589	625
Maximum	3	542	570	612
Maximum	4	569	593	628
Maximum	Overall	579	593	628
SD	1	10.74	4.75	5.44
SD	2	4.76	2.52	8.30
SD	3	0.00	0.41	0.00
SD	4	0.89	2.19	6.26
SD	Overall	16.00	9.22	6.99

Overall	Median	556	582	612
	Minimum	528	569	605
	Maximum	579	593	628
	SD	16.00	9.22	6.99

New York State 2006 Grade 6 ELA
Round 2 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	7	21	51
2	14	32	53
3	8	21	51
4	14	36	62
Overall	11	27	51

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	13.4	21.1	31.9	33.6

New York State 2006 Grade 6 ELA
Round 3 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	6	21	54
1	3	7	18	51
1	4	6	19	51
1	5	6	19	51
1	6	8	27	58
1	7	6	19	54
1	26	7	19	51
2	8	9	32	62
2	9	9	24	51
2	10	6	19	57
2	11	8	24	53
2	12	9	26	51
2	13	11	24	51
2	25	10	28	51
3	14	6	21	61
3	15	7	20	62
3	16	6	20	63
3	17	6	20	57
3	18	6	20	63
3	24	6	20	63
4	19	6	22	56
4	20	9	23	63
4	21	3	20	56
4	22	6	23	57
4	23	6	13	63

Overall	Median	6	20	56
	Minimum	3	13	51
	Maximum	11	32	63
	SD	1.73	3.85	4.84

New York State 2006 Grade 6 ELA
Round 3 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	528	570	615
1	3	536	569	612
1	4	528	569	612
1	5	528	569	612
1	6	542	582	623
1	7	528	569	615
1	26	536	569	612
2	8	543	587	626
2	9	543	579	612
2	10	528	569	616
2	11	542	579	614
2	12	543	581	612
2	13	556	579	612
2	25	545	582	612
3	14	528	570	625
3	15	536	570	626
3	16	528	570	628
3	17	528	570	616
3	18	528	570	628
3	24	528	570	628
4	19	528	572	616
4	20	543	579	628
4	21	489	570	616
4	22	528	579	616
4	23	528	567	628

Overall	Median	528	570	616
	Minimum	489	567	612
	Maximum	556	587	628
	SD	12.14	5.55	6.59

New York State 2006 Grade 6 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	6	19	51
Median	2	9	24	51
Median	3	6	20	62.5
Median	4	6	22	57
Median	Overall	6	20	56
Minimum	1	6	18	51
Minimum	2	6	19	51
Minimum	3	6	20	57
Minimum	4	3	13	56
Minimum	Overall	3	13	51
Maximum	1	8	27	58
Maximum	2	11	32	62
Maximum	3	7	21	63
Maximum	4	9	23	63
Maximum	Overall	11	32	63
SD	1	0.79	3.09	2.67
SD	2	1.57	4.03	4.27
SD	3	0.41	0.41	2.35
SD	4	2.12	4.21	3.67
SD	Overall	1.73	3.85	4.84

Overall	Median	6	20	56
	Minimum	3	13	51
	Maximum	11	32	63
	SD	1.73	3.85	4.84

New York State 2006 Grade 6 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	528	569	612
Median	2	543	579	612
Median	3	528	570	627
Median	4	528	572	616
Median	Overall	528	570	616
Minimum	1	528	569	612
Minimum	2	528	569	612
Minimum	3	528	570	616
Minimum	4	489	567	616
Minimum	Overall	489	567	612
Maximum	1	542	582	623
Maximum	2	556	587	626
Maximum	3	536	570	628
Maximum	4	543	579	628
Maximum	Overall	556	587	628
SD	1	5.71	4.86	4.04
SD	2	8.15	5.41	5.15
SD	3	3.27	0.00	4.67
SD	4	20.19	5.41	6.57
SD	Overall	12.14	5.55	6.59

Overall	Median	528	570	616
	Minimum	489	567	612
	Maximum	556	587	628
	SD	12.14	5.55	6.59

New York State 2006 Grade 6 ELA
Round 3 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	6	19	51
2	9	24	51
3	6	20	62.5
4	6	22	57
Overall	6	20	56

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	3.3	19.1	49.7	27.9

New York State 2006 Grade 7 ELA
Round 1 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	12	36	54
1	3	12	21	36
1	4	13	27	43
1	5	14	36	54
1	6	15	36	57
1	7	12	36	54
2	8	14	30	49
2	9	14	34	61
2	10	15	34	63
2	11	15	33	62
2	12	12	36	63
2	13	15	34	56
3	14	18	36	62
3	15	19	25	60
3	16	18	36	62
3	17	18	36	62
3	18	14	41	61
3	19	16	25	63
4	20	12	32	62
4	21	10	32	63
4	22	9	34	57
4	23	11	31	58
4	24	11	34	59
4	25	15	22	49

Overall	Median	14	34	59.5
	Minimum	9	21	36
	Maximum	19	41	63
	SD	2.65	5.00	6.94

New York State 2006 Grade 7 ELA
Round 1 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	604	641	666
1	3	604	624	641
1	4	605	631	650
1	5	606	641	666
1	6	609	641	671
1	7	604	641	666
2	8	606	633	660
2	9	606	635	679
2	10	609	635	691
2	11	609	635	688
2	12	604	641	691
2	13	609	635	670
3	14	617	641	688
3	15	619	628	677
3	16	617	641	688
3	17	617	641	688
3	18	606	648	679
3	19	614	628	691
4	20	604	635	688
4	21	599	635	691
4	22	598	635	671
4	23	600	635	672
4	24	600	635	673
4	25	609	624	660

Overall	Median	606	635	673
	Minimum	598	624	641
	Maximum	619	648	691
	SD	5.90	5.92	13.73

New York State 2006 Grade 7 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	12.5	36	54
Median	2	14.5	34	61.5
Median	3	18	36	62
Median	4	11	32	58.5
Median	Overall	14	34	59.5
Minimum	1	12	21	36
Minimum	2	12	30	49
Minimum	3	14	25	60
Minimum	4	9	22	49
Minimum	Overall	9	21	36
Maximum	1	15	36	57
Maximum	2	15	36	63
Maximum	3	19	41	63
Maximum	4	15	34	63
Maximum	Overall	19	41	63
SD	1	1.26	6.48	8.26
SD	2	1.17	1.97	5.55
SD	3	1.83	6.62	1.03
SD	4	2.07	4.49	4.98
SD	Overall	2.65	5.00	6.94

Overall	Median	14	34	59.5
	Minimum	9	21	36
	Maximum	19	41	63
	SD	2.65	5.00	6.94

New York State 2006 Grade 7 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	605	641	666
Median	2	608	635	684
Median	3	617	641	688
Median	4	600	635	673
Median	Overall	606	635	673
Minimum	1	604	624	641
Minimum	2	604	633	660
Minimum	3	606	628	677
Minimum	4	598	624	660
Minimum	Overall	598	624	641
Maximum	1	609	641	671
Maximum	2	609	641	691
Maximum	3	619	648	691
Maximum	4	609	635	691
Maximum	Overall	619	648	691
SD	1	1.97	7.31	11.75
SD	2	2.14	2.73	12.70
SD	3	4.69	8.08	5.71
SD	4	4.13	4.49	11.62
SD	Overall	5.90	5.92	13.73

Overall	Median	606	635	673
	Minimum	598	624	641
	Maximum	619	648	691
	SD	5.90	5.92	13.73

New York State 2006 Grade 7 ELA
Round 1 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	12.5	36	54
2	14.5	34	61.5
3	18	36	62
4	11	32	58.5
Overall	14	34	59.5

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	11.5	23.4	41.4	23.7

New York State 2006 Grade 7 ELA
Round 2 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	13	30	49
1	3	12	27	49
1	4	13	27	49
1	5	13	27	49
1	6	13	27	49
1	7	12	27	49
2	8	14	34	61
2	9	13	34	61
2	10	14	34	61
2	11	13	34	61
2	12	2	34	63
2	13	12	34	60
3	14	18	27	62
3	15	17	23	61
3	16	18	24	63
3	17	14	25	63
3	18	17	23	61
3	19	15	24	62
4	20	2	31	62
4	21	10	29	61
4	22	11	30	60
4	23	12	30	60
4	24	12	25	59
4	25	12	29	60

Overall	Median	13	28	61
	Minimum	2	23	49
	Maximum	18	34	63
	SD	3.88	3.80	5.47

New York State 2006 Grade 7 ELA
Round 2 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	605	633	660
1	3	604	631	660
1	4	605	631	660
1	5	605	631	660
1	6	605	631	660
1	7	604	631	660
2	8	606	635	679
2	9	605	635	679
2	10	606	635	679
2	11	605	635	679
2	12	573	635	691
2	13	604	635	677
3	14	617	631	688
3	15	614	625	679
3	16	617	628	691
3	17	606	628	691
3	18	614	625	679
3	19	609	628	688
4	20	573	635	688
4	21	599	633	679
4	22	600	633	677
4	23	604	633	677
4	24	604	628	673
4	25	604	633	677

Overall	Median	605	633	679
	Minimum	573	625	660
	Maximum	617	635	691
	SD	10.63	3.22	10.61

New York State 2006 Grade 7 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	13	27	49
Median	2	13	34	61
Median	3	17	24	62
Median	4	11.5	29.5	60
Median	Overall	13	28	61
Minimum	1	12	27	49
Minimum	2	2	34	60
Minimum	3	14	23	61
Minimum	4	2	25	59
Minimum	Overall	2	23	49
Maximum	1	13	30	49
Maximum	2	14	34	63
Maximum	3	18	27	63
Maximum	4	12	31	62
Maximum	Overall	18	34	63
SD	1	0.52	1.22	0.00
SD	2	4.63	0.00	0.98
SD	3	1.64	1.51	0.89
SD	4	3.92	2.10	1.03
SD	Overall	3.88	3.80	5.47

Overall	Median	13	28	61
	Minimum	2	23	49
	Maximum	18	34	63
	SD	3.88	3.80	5.47

New York State 2006 Grade 7 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	605	631	660
Median	2	605	635	679
Median	3	614	628	688
Median	4	602	633	677
Median	Overall	605	633	679
Minimum	1	604	631	660
Minimum	2	573	635	677
Minimum	3	606	625	679
Minimum	4	573	628	673
Minimum	Overall	573	625	660
Maximum	1	605	633	660
Maximum	2	606	635	691
Maximum	3	617	631	691
Maximum	4	604	635	688
Maximum	Overall	617	635	691
SD	1	0.52	0.82	0.00
SD	2	13.17	0.00	5.13
SD	3	4.45	2.26	5.59
SD	4	12.13	2.35	5.05
SD	Overall	10.63	3.22	10.61

Overall	Median	605	633	679
	Minimum	573	625	660
	Maximum	617	635	691
	SD	10.63	3.22	10.61

New York State 2006 Grade 7 ELA
Round 2 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	13	27	49
2	13	34	61
3	17	24	62
4	11.5	29.5	60
Overall	13	28	61

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	11.5	23.4	47.2	17.9

New York State 2006 Grade 7 ELA
Round 3 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	13	30	62
1	3	12	27	49
1	4	12	27	54
1	5	13	27	49
1	6	13	30	62
1	7	12	27	51
2	8	14	30	50
2	9	13	34	61
2	10	14	34	61
2	11	13	34	61
2	12	12	34	63
2	13	12	34	56
3	14	18	36	62
3	15	15	23	60
3	16	14	28	61
3	17	14	25	63
3	18	13	23	61
3	19	13	24	61
4	20	12	31	62
4	21	11	30	62
4	22	12	30	60
4	23	14	30	62
4	24	13	25	61
4	25	12	29	62

Overall	Median	13	30	61
	Minimum	11	23	49
	Maximum	18	36	63
	SD	1.41	3.78	4.68

New York State 2006 Grade 7 ELA
Round 3 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	605	633	688
1	3	604	631	660
1	4	604	631	666
1	5	605	631	660
1	6	605	633	688
1	7	604	631	662
2	8	606	633	662
2	9	605	635	679
2	10	606	635	679
2	11	605	635	679
2	12	604	635	691
2	13	604	635	670
3	14	617	641	688
3	15	609	625	677
3	16	606	633	679
3	17	606	628	691
3	18	605	625	679
3	19	605	628	679
4	20	604	635	688
4	21	600	633	688
4	22	604	633	677
4	23	606	633	688
4	24	605	628	679
4	25	604	633	688

Overall	Median	605	633	679
	Minimum	600	625	660
	Maximum	617	641	691
	SD	2.88	3.57	10.05

New York State 2006 Grade 7 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	12.5	27	52.5
Median	2	13	34	61
Median	3	14	24.5	61
Median	4	12	30	62
Median	Overall	13	30	61
Minimum	1	12	27	49
Minimum	2	12	30	50
Minimum	3	13	23	60
Minimum	4	11	25	60
Minimum	Overall	11	23	49
Maximum	1	13	30	62
Maximum	2	14	34	63
Maximum	3	18	36	63
Maximum	4	14	31	62
Maximum	Overall	18	36	63
SD	1	0.55	1.55	6.09
SD	2	0.89	1.63	4.84
SD	3	1.87	5.01	1.03
SD	4	1.03	2.14	0.84
SD	Overall	1.41	3.78	4.68

Overall	Median	13	30	61
	Minimum	11	23	49
	Maximum	18	36	63
	SD	1.41	3.78	4.68

New York State 2006 Grade 7 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	605	631	664
Median	2	605	635	679
Median	3	606	628	679
Median	4	604	633	688
Median	Overall	605	633	679
Minimum	1	604	631	660
Minimum	2	604	633	662
Minimum	3	605	625	677
Minimum	4	600	628	677
Minimum	Overall	600	625	660
Maximum	1	605	633	688
Maximum	2	606	635	691
Maximum	3	617	641	691
Maximum	4	606	635	688
Maximum	Overall	617	641	691
SD	1	0.55	1.03	13.60
SD	2	0.89	0.82	9.81
SD	3	4.65	6.13	5.81
SD	4	2.04	2.35	5.20
SD	Overall	2.88	3.57	10.05

Overall	Median	605	633	679
	Minimum	600	625	660
	Maximum	617	641	691
	SD	2.88	3.57	10.05

New York State 2006 Grade 7 ELA
Round 3 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	12.5	27	52.5
2	13	34	61
3	14	24.5	61
4	12	30	62
Overall	13	30	61

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	11.5	23.4	47.2	17.9

New York State 2006 Grade 8 ELA
Round 1 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	25	45	65
1	3	9	23	35
1	4	10	17	55
1	5	10	20	51
1	6	17	42	53
1	18	29	47	65
2	7	25	35	63
2	8	24	36	53
2	9	26	35	65
2	10	23	43	65
2	11	26	47	63
2	12	27	40	63
3	13	23	31	54
3	14	13	36	62
3	15	19	32	72
3	16	23	35	69
3	17	20	36	62
3	19	12	23	31
4	20	14	37	69
4	21	20	35	64
4	22	19	36	64
4	23	19	35	63
4	24	23	39	63
4	25	26	36	55

Overall	Median	21.5	36	63
	Minimum	9	17	31
	Maximum	29	47	72
	SD	5.98	7.84	9.81

New York State 2006 Grade 8 ELA
Round 1 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	673	700	737
1	3	643	669	687
1	4	653	662	719
1	5	653	667	707
1	6	662	696	715
1	18	679	703	737
2	7	673	687	729
2	8	672	688	715
2	9	676	687	737
2	10	669	697	737
2	11	676	703	729
2	12	677	694	729
3	13	669	680	717
3	14	658	688	729
3	15	667	682	755
3	16	669	687	744
3	17	667	688	729
3	19	657	669	680
4	20	658	690	744
4	21	667	687	735
4	22	667	688	735
4	23	667	687	729
4	24	669	692	729
4	25	676	688	719

Overall	Median	668	688	729
	Minimum	643	662	680
	Maximum	679	703	755
	SD	9.00	10.65	16.88

New York State 2006 Grade 8 ELA
Round 1 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	13.5	32.5	54
Median	2	25.5	38	63
Median	3	19.5	33.5	62
Median	4	19.5	36	63.5
Median	Overall	21.5	36	63
Minimum	1	9	17	35
Minimum	2	23	35	53
Minimum	3	12	23	31
Minimum	4	14	35	55
Minimum	Overall	9	17	31
Maximum	1	29	47	65
Maximum	2	27	47	65
Maximum	3	23	36	72
Maximum	4	26	39	69
Maximum	Overall	29	47	72
SD	1	8.59	13.74	11.08
SD	2	1.47	4.93	4.52
SD	3	4.80	4.96	14.79
SD	4	4.07	1.51	4.52
SD	Overall	5.98	7.84	9.81

Overall	Median	21.5	36	63
	Minimum	9	17	31
	Maximum	29	47	72
	SD	5.98	7.84	9.81

New York State 2006 Grade 8 ELA
Round 1 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	658	683	717
Median	2	675	691	729
Median	3	667	685	729
Median	4	667	688	732
Median	Overall	668	688	729
Minimum	1	643	662	687
Minimum	2	669	687	715
Minimum	3	657	669	680
Minimum	4	658	687	719
Minimum	Overall	643	662	680
Maximum	1	679	703	737
Maximum	2	677	703	737
Maximum	3	669	688	755
Maximum	4	676	692	744
Maximum	Overall	679	703	755
SD	1	13.56	18.71	19.02
SD	2	3.06	6.53	8.04
SD	3	5.50	7.34	26.00
SD	4	5.75	1.97	8.35
SD	Overall	9.00	10.65	16.88

Overall	Median	668	688	729
	Minimum	643	662	680
	Maximum	679	703	755
	SD	9.00	10.65	16.88

New York State 2006 Grade 8 ELA
Round 1 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	13.5	32.5	54
2	25.5	38	63
3	19.5	33.5	62
4	19.5	36	63.5
Overall	21.5	36	63

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	17.9	22.6	41.6	17.9

New York State 2006 Grade 8 ELA
Round 2 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	20	40	62
1	3	30	40	60
1	4	25	37	58
1	5	25	40	57
1	6	30	40	58
1	18	30	40	63
2	7	18	35	58
2	8	18	40	56
2	9	18	40	55
2	10	18	40	56
2	11	18	40	60
2	12	18	40	61
3	13	17	31	62
3	14	16	31	62
3	15	19	32	61
3	16	23	31	69
3	17	20	31	62
3	19	18	31	62
4	20	19	37	63
4	21	20	37	64
4	22	19	37	64
4	23	20	36	63
4	24	20	37	63
4	25	20	37	62

Overall	Median	19.5	37	62
	Minimum	16	31	55
	Maximum	30	40	69
	SD	4.17	3.60	3.19

New York State 2006 Grade 8 ELA
Round 2 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	667	694	729
1	3	680	694	726
1	4	673	690	724
1	5	673	694	723
1	6	680	694	724
1	18	680	694	729
2	7	665	687	724
2	8	665	694	721
2	9	665	694	719
2	10	665	694	721
2	11	665	694	726
2	12	665	694	728
3	13	662	680	729
3	14	662	680	729
3	15	667	682	728
3	16	669	680	744
3	17	667	680	729
3	19	665	680	729
4	20	667	690	729
4	21	667	690	735
4	22	667	690	735
4	23	667	688	729
4	24	667	690	729
4	25	667	690	729

Overall	Median	667	690	729
	Minimum	662	680	719
	Maximum	680	694	744
	SD	5.12	5.37	5.05

New York State 2006 Grade 8 ELA
Round 2 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	27.5	40	59
Median	2	18	40	57
Median	3	18.5	31	62
Median	4	20	37	63
Median	Overall	19.5	37	62
Minimum	1	20	37	57
Minimum	2	18	35	55
Minimum	3	16	31	61
Minimum	4	19	36	62
Minimum	Overall	16	31	55
Maximum	1	30	40	63
Maximum	2	18	40	61
Maximum	3	23	32	69
Maximum	4	20	37	64
Maximum	Overall	30	40	69
SD	1	4.08	1.22	2.42
SD	2	0.00	2.04	2.42
SD	3	2.48	0.41	2.97
SD	4	0.52	0.41	0.75
SD	Overall	4.17	3.60	3.19

Overall	Median	19.5	37	62
	Minimum	16	31	55
	Maximum	30	40	69
	SD	4.17	3.60	3.19

New York State 2006 Grade 8 ELA
Round 2 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	677	694	725
Median	2	665	694	723
Median	3	666	680	729
Median	4	667	690	729
Median	Overall	667	690	729
Minimum	1	667	690	723
Minimum	2	665	687	719
Minimum	3	662	680	728
Minimum	4	667	688	729
Minimum	Overall	662	680	719
Maximum	1	680	694	729
Maximum	2	665	694	728
Maximum	3	669	682	744
Maximum	4	667	690	735
Maximum	Overall	680	694	744
SD	1	5.39	1.63	2.64
SD	2	0.00	2.86	3.43
SD	3	2.88	0.82	6.22
SD	4	0.00	0.82	3.10
SD	Overall	5.12	5.37	5.05

Overall	Median	667	690	729
	Minimum	662	680	719
	Maximum	680	694	744
	SD	5.12	5.37	5.05

New York State 2006 Grade 8 ELA
Round 2 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	27.5	40	59
2	18	40	57
3	18.5	31	62
4	20	37	63
Overall	19.5	37	62

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	17.9	22.6	41.6	17.9

New York State 2006 Grade 8 ELA
Round 3 Bookmark Placements

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	15	35	59
1	3	10	37	58
1	4	18	34	58
1	5	17	40	59
1	6	19	40	61
1	18	23	40	65
2	7	14	35	65
2	8	18	39	62
2	9	14	32	55
2	10	13	29	49
2	11	16	40	60
2	12	13	37	61
3	13	15	31	62
3	14	14	31	64
3	15	19	32	61
3	16	14	37	63
3	17	14	29	63
3	19	13	31	63
4	20	15	32	63
4	21	14	34	64
4	22	13	32	64
4	23	14	34	63
4	24	16	33	63
4	25	14	32	62

Overall	Median	14	34	62
	Minimum	10	29	49
	Maximum	23	40	65
	SD	2.70	3.56	3.57

New York State 2006 Grade 8 ELA
Round 3 Cut Scores

Table	Participant	Partially Meeting	Meeting	Meeting with Distinction
1	2	659	687	725
1	3	653	690	724
1	4	665	685	724
1	5	662	694	725
1	6	667	694	728
1	18	669	694	737
2	7	658	687	737
2	8	665	692	729
2	9	658	682	719
2	10	658	679	704
2	11	662	694	726
2	12	658	690	728
3	13	659	680	729
3	14	658	680	735
3	15	667	682	728
3	16	658	690	729
3	17	658	679	729
3	19	658	680	729
4	20	659	682	729
4	21	658	685	735
4	22	658	682	735
4	23	658	685	729
4	24	662	685	729
4	25	658	682	729

Overall	Median	658	685	729
	Minimum	653	679	704
	Maximum	669	694	737
	SD	3.72	5.05	6.60

New York State 2006 Grade 8 ELA
Round 3 Summary of Bookmark Placements

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	17.5	38.5	59
Median	2	14	36	60.5
Median	3	14	31	63
Median	4	14	32.5	63
Median	Overall	14	34	62
Minimum	1	10	34	58
Minimum	2	13	29	49
Minimum	3	13	29	61
Minimum	4	13	32	62
Minimum	Overall	10	29	49
Maximum	1	23	40	65
Maximum	2	18	40	65
Maximum	3	19	37	64
Maximum	4	16	34	64
Maximum	Overall	23	40	65
SD	1	4.34	2.73	2.68
SD	2	1.97	4.23	5.75
SD	3	2.14	2.71	1.03
SD	4	1.03	0.98	0.75
SD	Overall	2.70	3.56	3.57

Overall	Median	14	34	62
	Minimum	10	29	49
	Maximum	23	40	65
	SD	2.70	3.56	3.57

New York State 2006 Grade 8 ELA
Round 3 Summary of Cut Scores

Statistic	Table	Partially Meeting	Meeting	Meeting with Distinction
Median	1	664	692	725
Median	2	658	689	727
Median	3	658	680	729
Median	4	658	684	729
Median	Overall	658	685	729
Minimum	1	653	685	724
Minimum	2	658	679	704
Minimum	3	658	679	728
Minimum	4	658	682	729
Minimum	Overall	653	679	704
Maximum	1	669	694	737
Maximum	2	665	694	737
Maximum	3	667	690	735
Maximum	4	662	685	735
Maximum	Overall	669	694	737
SD	1	5.86	3.98	5.04
SD	2	2.99	5.85	11.30
SD	3	3.61	4.12	2.56
SD	4	1.60	1.64	3.10
SD	Overall	3.72	5.05	6.60

Overall	Median	658	685	729
	Minimum	653	679	704
	Maximum	669	694	737
	SD	3.72	5.05	6.60

New York State 2006 Grade 8 ELA
Round 3 Median Bookmark Summary

Table	Partially Meeting	Meeting	Meeting with Distinction
1	17.5	38.5	59
2	14	36	60.5
3	14	31	63
4	14	32.5	63
Overall	14	34	62

Impact Data

	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction
Overall	11.1	24.9	46.2	17.8

Section F

Participants' Recommended Cut Scores Plus and Minus One, Two, and Three Standard Errors with Associated Impact Data

New York State 2006 Grade 3 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
SE (cut score)		2.47	5.81	7.20	
Recommended Cut Point* + 3 SE		401	434	488	+ 3 SE
Percent of Students in Each Level	10.0	26.5	49.0	14.5	
Recommended Cut Point* + 2 SE		399	428	481	+ 2 SE
Percent of Students in Each Level	8.4	17.7	59.3	14.6	
Recommended Cut Point* + 1 SE		396	422	474	+ 1 SE
Percent of Students in Each Level	8.4	13.7	54.5	23.4	
Recommended Cut Point*		394	416	467	Recommended Cut Points*
Percent of Students in Each Level	7.1	11.7	48.4	32.8	
Recommended Cut Point* -1 SE		391	410	459	-1 SE
Percent of Students in Each Level	6.0	7.7	53.6	32.7	
Recommended Cut Point* -2 SE		389	405	452	-2 SE
Percent of Students in Each Level	6.0	5.7	46.6	41.7	
Recommended Cut Point* -3 SE		386	399	445	-3 SE
Percent of Students in Each Level	5.0	3.5	41.7	49.8	

* Participants' Large Group Medians

New York State 2006 Grade 3 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement		10.00	11.00	18.00	
Recommended Cut Point* + 3 SE		424	449	521	+ 3 SE
Percent of Students in Each Level	26.2	23.9	47.8	2.1	
Recommended Cut Point* + 2 SE		414	438	503	+ 2 SE
Percent of Students in Each Level	16.1	20.4	56.5	7.0	
Recommended Cut Point* + 1 SE		404	427	485	+ 1 SE
Percent of Students in Each Level	11.7	14.5	59.3	14.5	
Recommended Cut Point*		394	416	467	Recommended Cut Points*
Percent of Students in Each Level	7.1	11.7	48.4	32.8	
Recommended Cut Point* -1 SE		384	405	449	-1 SE
Percent of Students in Each Level	4.1	7.6	38.4	49.9	
Recommended Cut Point* -2 SE		374	394	431	-2 SE
Percent of Students in Each Level	2.5	4.6	23.8	69.1	
Recommended Cut Point* -3 SE		364	383	413	-3 SE
Percent of Students in Each Level	1.4	2.7	12.0	83.9	

* Participants' Large Group Medians

New York State 2006 Grade 3 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement + cutscore		10.30	12.44	19.38	
Recommended Cut Point* + 3 SE		425	454	525	+ 3 SE
Percent of Students in Each Level	26.2	32.1	39.7	2.0	
Recommended Cut Point* + 2 SE		414	441	505	+ 2 SE
Percent of Students in Each Level	16.1	26.7	50.1	7.1	
Recommended Cut Point* + 1 SE		404	429	486	+ 1 SE
Percent of Students in Each Level	11.7	19.2	54.6	14.5	
Recommended Cut Point*		394	416	467	Recommended Cut Points*
Percent of Students in Each Level	7.1	11.7	48.4	32.8	
Recommended Cut Point* -1 SE		384	404	447	-1 SE
Percent of Students in Each Level	4.1	7.6	38.4	49.9	
Recommended Cut Point* -2 SE		373	391	428	-2 SE
Percent of Students in Each Level	2.5	3.5	20.2	73.8	
Recommended Cut Point* -3 SE		363	379	408	-3 SE
Percent of Students in Each Level	1.4	1.9	10.4	86.3	

* Participants' Large Group Medians

New York State 2006 Grade 4 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
SE (cut score)		7.68	4.17	1.96	
Recommended Cut Point* + 3 SE		465	486	532	+ 3 SE
Percent of Students in Each Level	16.6	18.3	51.9	13.2	
Recommended Cut Point* + 2 SE		458	482	530	+ 2 SE
Percent of Students in Each Level	12.3	18.9	55.6	13.2	
Recommended Cut Point* + 1 SE		450	478	528	+ 1 SE
Percent of Students in Each Level	8.9	19.0	53.7	18.4	
Recommended Cut Point*		442	473	526	Recommended Cut Points*
Percent of Students in Each Level	6.3	18.5	56.9	18.3	
Recommended Cut Point* -1 SE		435	469	524	-1 SE
Percent of Students in Each Level	5.2	13.9	62.5	18.4	
Recommended Cut Point* -2 SE		427	465	522	-2 SE
Percent of Students in Each Level	3.4	13.2	59.3	24.1	
Recommended Cut Point* -3 SE		419	461	520	-3 SE
Percent of Students in Each Level	2.6	11.7	61.6	24.1	

* Participants' Large Group Medians

New York State 2006 Grade 4 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement		13.00	10.00	14.00	
Recommended Cut Point* + 3 SE		481	503	568	+ 3 SE
Percent of Students in Each Level	31.3	27.1	39.0	2.6	
Recommended Cut Point* + 2 SE		468	493	554	+ 2 SE
Percent of Students in Each Level	19.1	24.3	51.2	5.4	
Recommended Cut Point* + 1 SE		455	483	540	+ 1 SE
Percent of Students in Each Level	12.3	18.9	60.0	8.8	
Recommended Cut Point*		442	473	526	Recommended Cut Points*
Percent of Students in Each Level	6.3	18.5	56.9	18.3	
Recommended Cut Point* -1 SE		429	463	512	-1 SE
Percent of Students in Each Level	4.2	12.4	53.3	30.1	
Recommended Cut Point* -2 SE		416	453	498	-2 SE
Percent of Students in Each Level	2.0	8.5	42.6	46.9	
Recommended Cut Point* -3 SE		403	443	484	-3 SE
Percent of Students in Each Level	1.5	6.0	27.5	65.0	

* Participants' Large Group Medians

New York State 2006 Grade 4 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement + cutscore		15.09	10.83	14.13	
Recommended Cut Point* + 3 SE		488	506	568	+ 3 SE
Percent of Students in Each Level	39.1	19.3	39.0	2.6	
Recommended Cut Point* + 2 SE		473	495	554	+ 2 SE
Percent of Students in Each Level	24.7	23.3	46.6	5.4	
Recommended Cut Point* + 1 SE		458	484	540	+ 1 SE
Percent of Students in Each Level	12.3	22.6	56.3	8.8	
Recommended Cut Point*		442	473	526	Recommended Cut Points*
Percent of Students in Each Level	6.3	18.5	56.9	18.3	
Recommended Cut Point* -1 SE		427	463	511	-1 SE
Percent of Students in Each Level	3.4	13.2	47.4	36.0	
Recommended Cut Point* -2 SE		412	452	497	-2 SE
Percent of Students in Each Level	2.0	8.5	37.6	51.9	
Recommended Cut Point* -3 SE		397	441	483	-3 SE
Percent of Students in Each Level	1.1	5.2	25.0	68.7	

* Participants' Large Group Medians

New York State 2006 Grade 5 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
SE (cut score)		5.22	4.99	6.65	
Recommended Cut Point* + 3 SE		524	542	584	+ 3 SE
Percent of Students in Each Level	23.2	21.4	43.1	12.3	
Recommended Cut Point* + 2 SE		518	537	578	+ 2 SE
Percent of Students in Each Level	19.3	19.1	42.7	18.9	
Recommended Cut Point* + 1 SE		513	532	571	+ 1 SE
Percent of Students in Each Level	15.9	16.8	41.1	26.2	
Recommended Cut Point*		508	527	564	Recommended Cut Points*
Percent of Students in Each Level	12.9	14.8	38.4	33.9	
Recommended Cut Point* -1 SE		503	522	558	-1 SE
Percent of Students in Each Level	10.3	12.9	35.4	41.4	
Recommended Cut Point* -2 SE		497	517	551	-2 SE
Percent of Students in Each Level	8.1	11.1	32.1	48.7	
Recommended Cut Point* -3 SE		492	512	544	-3 SE
Percent of Students in Each Level	6.3	9.6	28.7	55.4	

* Participants' Large Group Medians

New York State 2006 Grade 5 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement		14.00	13.00	16.00	
Recommended Cut Point* + 3 SE		550	566	612	+ 3 SE
Percent of Students in Each Level	51.4	22.4	19.5	6.7	
Recommended Cut Point* + 2 SE		536	553	596	+ 2 SE
Percent of Students in Each Level	38.3	20.3	34.6	6.8	
Recommended Cut Point* + 1 SE		522	540	580	+ 1 SE
Percent of Students in Each Level	23.2	15.1	42.7	19.0	
Recommended Cut Point*		508	527	564	Recommended Cut Points*
Percent of Students in Each Level	12.9	14.8	38.4	33.9	
Recommended Cut Point* -1 SE		494	514	548	-1 SE
Percent of Students in Each Level	6.3	9.6	35.5	48.6	
Recommended Cut Point* -2 SE		480	501	532	-2 SE
Percent of Students in Each Level	3.5	6.8	22.4	67.3	
Recommended Cut Point* -3 SE		466	488	516	-3 SE
Percent of Students in Each Level	2.4	2.4	14.5	80.7	

* Participants' Large Group Medians

New York State 2006 Grade 5 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement + cutscore		14.94	13.92	17.32	
Recommended Cut Point* + 3 SE		553	569	616	+ 3 SE
Percent of Students in Each Level	58.6	15.1	23.5	2.8	
Recommended Cut Point* + 2 SE		538	555	599	+ 2 SE
Percent of Students in Each Level	38.3	20.3	34.6	6.8	
Recommended Cut Point* + 1 SE		523	541	582	+ 1 SE
Percent of Students in Each Level	23.2	21.4	36.5	18.9	
Recommended Cut Point*		508	527	564	Recommended Cut Points*
Percent of Students in Each Level	12.9	14.8	38.4	33.9	
Recommended Cut Point* -1 SE		493	513	547	-1 SE
Percent of Students in Each Level	6.3	9.6	35.5	48.6	
Recommended Cut Point* -2 SE		478	499	530	-2 SE
Percent of Students in Each Level	3.5	4.6	19.6	72.3	
Recommended Cut Point* -3 SE		463	485	512	-3 SE
Percent of Students in Each Level	2.4	2.4	11.1	84.1	

* Participants' Large Group Medians

New York State 2006 Grade 6 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
SE (cut score)		9.36	5.50	3.19	
Recommended Cut Point* + 3 SE		556	587	626	+ 3 SE
Percent of Students in Each Level	13.4	25.8	44.2	16.6	
Recommended Cut Point* + 2 SE		546	581	622	+ 2 SE
Percent of Students in Each Level	8.9	21.1	47.7	22.3	
Recommended Cut Point* + 1 SE		537	576	619	+ 1 SE
Percent of Students in Each Level	5.7	20.4	51.7	22.2	
Recommended Cut Point*		528	570	616	Recommended Cut Points*
Percent of Students in Each Level	3.3	19.1	49.7	27.9	
Recommended Cut Point* -1 SE		518	565	613	-1 SE
Percent of Students in Each Level	2.4	16.7	53.1	27.8	
Recommended Cut Point* -2 SE		509	559	610	-2 SE
Percent of Students in Each Level	1.7	11.7	53.0	33.6	
Recommended Cut Point* -3 SE		500	554	606	-3 SE
Percent of Students in Each Level	1.1	9.9	49.6	39.4	

* Participants' Large Group Medians

New York State 2006 Grade 6 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement		18.00	12.00	13.00	
Recommended Cut Point* + 3 SE		582	606	655	+ 3 SE
Percent of Students in Each Level	34.5	26.1	35.3	4.1	
Recommended Cut Point* + 2 SE		564	594	642	+ 2 SE
Percent of Students in Each Level	16.0	28.0	48.5	7.5	
Recommended Cut Point* + 1 SE		546	582	629	+ 1 SE
Percent of Students in Each Level	8.9	25.5	48.9	16.7	
Recommended Cut Point*		528	570	616	Recommended Cut Points*
Percent of Students in Each Level	3.3	19.1	49.7	27.9	
Recommended Cut Point* -1 SE		510	558	603	-1 SE
Percent of Students in Each Level	1.7	11.7	41.4	45.2	
Recommended Cut Point* -2 SE		492	546	590	-2 SE
Percent of Students in Each Level	0.7	8.2	35.1	56.0	
Recommended Cut Point* -3 SE		474	534	577	-3 SE
Percent of Students in Each Level	0.4	4.0	21.7	73.9	

* Participants' Large Group Medians

New York State 2006 Grade 6 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement + cutscore		20.28	13.20	13.38	
Recommended Cut Point* + 3 SE		589	610	656	+ 3 SE
Percent of Students in Each Level	39.2	27.2	29.5	4.1	
Recommended Cut Point* + 2 SE		568	596	643	+ 2 SE
Percent of Students in Each Level	19.1	30.3	43.2	7.4	
Recommended Cut Point* + 1 SE		548	583	629	+ 1 SE
Percent of Students in Each Level	8.9	25.5	48.9	16.7	
Recommended Cut Point*		528	570	616	Recommended Cut Points*
Percent of Students in Each Level	3.3	19.1	49.7	27.9	
Recommended Cut Point* -1 SE		507	557	603	-1 SE
Percent of Students in Each Level	1.7	11.7	41.4	45.2	
Recommended Cut Point* -2 SE		487	544	589	-2 SE
Percent of Students in Each Level	0.7	6.5	32.0	60.8	
Recommended Cut Point* -3 SE		467	530	576	-3 SE
Percent of Students in Each Level	0.2	4.1	21.7	74.0	

* Participants' Large Group Medians

New York State 2006 Grade 7 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
SE (cut score)		4.61	1.86	6.31	
Recommended Cut Point* + 3 SE		619	638	698	+ 3 SE
Percent of Students in Each Level	21.2	17.7	53.2	7.9	
Recommended Cut Point* + 2 SE		615	636	692	+ 2 SE
Percent of Students in Each Level	15.8	19.0	57.4	7.8	
Recommended Cut Point* + 1 SE		610	635	686	+ 1 SE
Percent of Students in Each Level	13.5	21.3	52.7	12.5	
Recommended Cut Point*		605	633	679	Recommended Cut Points*
Percent of Students in Each Level	11.5	23.4	47.2	17.9	
Recommended Cut Point* -1 SE		601	631	673	-1 SE
Percent of Students in Each Level	9.6	21.5	45.2	23.7	
Recommended Cut Point* -2 SE		596	629	667	-2 SE
Percent of Students in Each Level	7.9	19.7	42.6	29.8	
Recommended Cut Point* -3 SE		592	627	660	-3 SE
Percent of Students in Each Level	6.4	21.2	36.7	35.7	

* Participants' Large Group Medians

New York State 2006 Grade 7 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement		12.00	10.00	16.00	
Recommended Cut Point* + 3 SE		641	663	727	+ 3 SE
Percent of Students in Each Level	43.3	26.8	28.3	1.6	
Recommended Cut Point* + 2 SE		629	653	711	+ 2 SE
Percent of Students in Each Level	27.6	30.9	37.5	4.0	
Recommended Cut Point* + 1 SE		617	643	695	+ 1 SE
Percent of Students in Each Level	18.4	24.9	48.9	7.8	
Recommended Cut Point*		605	633	679	Recommended Cut Points*
Percent of Students in Each Level	11.5	23.4	47.2	17.9	
Recommended Cut Point* -1 SE		593	623	663	-1 SE
Percent of Students in Each Level	6.4	17.9	45.9	29.8	
Recommended Cut Point* -2 SE		581	613	647	-2 SE
Percent of Students in Each Level	4.1	11.8	32.1	52.0	
Recommended Cut Point* -3 SE		569	603	631	-3 SE
Percent of Students in Each Level	2.4	7.2	21.5	68.9	

* Participants' Large Group Medians

New York State 2006 Grade 7 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement + cutscore		12.85	10.17	17.19	
Recommended Cut Point* + 3 SE		644	663	731	+ 3 SE
Percent of Students in Each Level	43.3	26.8	28.3	1.6	
Recommended Cut Point* + 2 SE		631	653	714	+ 2 SE
Percent of Students in Each Level	31.0	27.4	37.5	4.1	
Recommended Cut Point* + 1 SE		618	643	697	+ 1 SE
Percent of Students in Each Level	18.4	24.9	48.9	7.8	
Recommended Cut Point*		605	633	679	Recommended Cut Points*
Percent of Students in Each Level	11.5	23.4	47.2	17.9	
Recommended Cut Point* -1 SE		593	623	662	-1 SE
Percent of Students in Each Level	6.4	17.9	40.0	35.7	
Recommended Cut Point* -2 SE		580	612	645	-2 SE
Percent of Students in Each Level	4.1	11.8	32.1	52.0	
Recommended Cut Point* -3 SE		567	602	628	-3 SE
Percent of Students in Each Level	2.4	7.2	18.0	72.4	

* Participants' Large Group Medians

New York State 2006 Grade 8 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
SE (cut score)		2.88	3.27	2.43	
Recommended Cut Point* + 3 SE		667	695	736	+ 3 SE
Percent of Students in Each Level	17.9	27.4	41.6	13.1	
Recommended Cut Point* + 2 SE		664	692	733	+ 2 SE
Percent of Students in Each Level	15.3	30.1	36.8	17.8	
Recommended Cut Point* + 1 SE		661	688	731	+ 1 SE
Percent of Students in Each Level	13.1	27.5	41.6	17.8	
Recommended Cut Point*		658	685	729	Recommended Cut Points*
Percent of Students in Each Level	11.1	24.9	46.2	17.8	
Recommended Cut Point* -1 SE		656	682	726	-1 SE
Percent of Students in Each Level	11.1	20.6	45.5	22.8	
Recommended Cut Point* -2 SE		653	678	724	-2 SE
Percent of Students in Each Level	9.3	18.3	49.4	23.0	
Recommended Cut Point* -3 SE		650	675	721	-3 SE
Percent of Students in Each Level	7.8	16.3	53.1	22.8	

* Participants' Large Group Medians

New York State 2006 Grade 8 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement		11.00	11.00	16.00	
Recommended Cut Point* + 3 SE		691	718	777	+ 3 SE
Percent of Students in Each Level	40.5	31.3	26.1	2.1	
Recommended Cut Point* + 2 SE		680	707	761	+ 2 SE
Percent of Students in Each Level	27.7	33.4	34.0	4.9	
Recommended Cut Point* + 1 SE		669	696	745	+ 1 SE
Percent of Students in Each Level	17.9	32.5	41.0	8.6	
Recommended Cut Point*		658	685	729	Recommended Cut Points*
Percent of Students in Each Level	11.1	24.9	46.2	17.8	
Recommended Cut Point* -1 SE		647	674	713	-1 SE
Percent of Students in Each Level	6.4	17.6	42.4	33.6	
Recommended Cut Point* -2 SE		636	663	697	-2 SE
Percent of Students in Each Level	4.3	11.0	35.1	49.6	
Recommended Cut Point* -3 SE		625	652	681	-3 SE
Percent of Students in Each Level	2.1	7.2	22.3	68.4	

* Participants' Large Group Medians

New York State 2006 Grade 8 ELA

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

Performance Level	Not Meeting	Partially Meeting	Meeting	Meeting with Distinction	
Standard Error (SE) measurement + cutscore		11.37	11.47	16.18	
Recommended Cut Point* + 3 SE		693	719	777	+ 3 SE
Percent of Students in Each Level	45.4	26.5	26.1	2.0	
Recommended Cut Point* + 2 SE		681	708	761	+ 2 SE
Percent of Students in Each Level	31.6	29.5	34.0	4.9	
Recommended Cut Point* + 1 SE		670	696	745	+ 1 SE
Percent of Students in Each Level	20.7	29.7	41.0	8.6	
Recommended Cut Point*		658	685	729	Recommended Cut Points*
Percent of Students in Each Level	11.1	24.9	46.2	17.8	
Recommended Cut Point* -1 SE		647	674	712	-1 SE
Percent of Students in Each Level	6.4	17.6	42.4	33.6	
Recommended Cut Point* -2 SE		636	662	696	-2 SE
Percent of Students in Each Level	4.3	11.0	35.1	49.6	
Recommended Cut Point* -3 SE		624	651	680	-3 SE
Percent of Students in Each Level	2.1	5.7	19.9	72.3	

* Participants' Large Group Medians

Section G

Graphical Representations of Participants' Judgments and Standard Errors

Calculating a Meaningful Standard Error for the Bookmark Cut Score

In the Bookmark Standard Setting Procedure for a given grade and content area, participants are assigned to roughly equivalent small groups that work independently through Round 2. Thus, the set of Round 2 cut scores provide some information about the stability of consensus in Bookmark cut scores across independent small group replications. To quantify this degree of consensus, we calculate the cluster sample standard error (Cochran, 1963, p. 210) of the Round 2 mean cut score. Cluster sample standard errors are appropriate when, as may be reasonably assumed here, data are collected from groups and independence can be assumed between groups but not within groups.

For the Bookmark Procedure, the standard error of the Bookmark cut score (SE_{cut}) is based on the cluster sample standard error of the Round 2 mean cut score. Because the final Bookmark cut scores are based on the *median* of the group instead of the mean, this cluster sample standard error (SE_{cut}) is adjusted by $\sqrt{\frac{\pi}{2}}$ (Huynh, 2003). The standard error of the Bookmark cut score is:

$$SE_{cut} = \left(\sqrt{\frac{\pi}{2}} \right) \left(\sqrt{\frac{S^2}{N} \left[1 + \left(\frac{N}{n} - 1 \right) r \right]} \right),$$

where S^2 is the sample variance of individual Round 2 cut scores, r is the Round 2 intraclass correlation, N is the number of participants, and n is the number of groups. To be precise, if Y_{ik} is the cut score from the i^{th} participant in the k^{th} group, \bar{Y}_k is the average cut score for group k , and $\bar{\bar{Y}}$ is the average of all Round 2 cut scores, then

$$r = \frac{Var(\bar{Y}_k)}{Var(\bar{Y}_k) + Var(Y_{ik} - \bar{Y}_k)} \quad \text{and} \quad S^2 = \frac{1}{N-1} \sum_{n,k} (Y_{nk} - \bar{\bar{Y}})^2$$

If we have only two groups ($n=2$) and perfect dependence (agreement) within groups ($r=1$), then the cluster sample standard error simplifies to $SE_{cut} = \left(\sqrt{\frac{\pi}{2}} \right) \left(\frac{|Y_1 - Y_2|}{2} \right)$, which is the standard error formula employed by NAEP

for two independent replications of a modified Angoff procedure (ACT, 1983, pp. 4-8). If, on the other hand, individual participants acted independently of their groups ($r=0$), then the cluster sample standard error simplifies to the traditional standard error of the mean for independent observations, $SE_{cut} = \left(\sqrt{\frac{\pi}{2}} \right) \left(\sqrt{\frac{S^2}{N}} \right)$. In this

manner, SE_{cut} provides a simple, flexible, and general way to quantify the amount of uncertainty associated with final Bookmark cut scores.

It is appropriate (if statistically imprecise) to say that repeated replications of this very standard setting procedure with different judges sampled from the same population of potential judges would result in a range of cut scores, most of which would fall in a band of width $4 * SE_{cut}$. In the graphical displays of participant data, we depict such an interval centered at the median of the Round 3 cut score. The purpose of calculating statistics like SE_{cut} and producing graphs of the types displayed here is to effectively communicate the complex information that is gathered during a Bookmark Standard Setting Procedure.

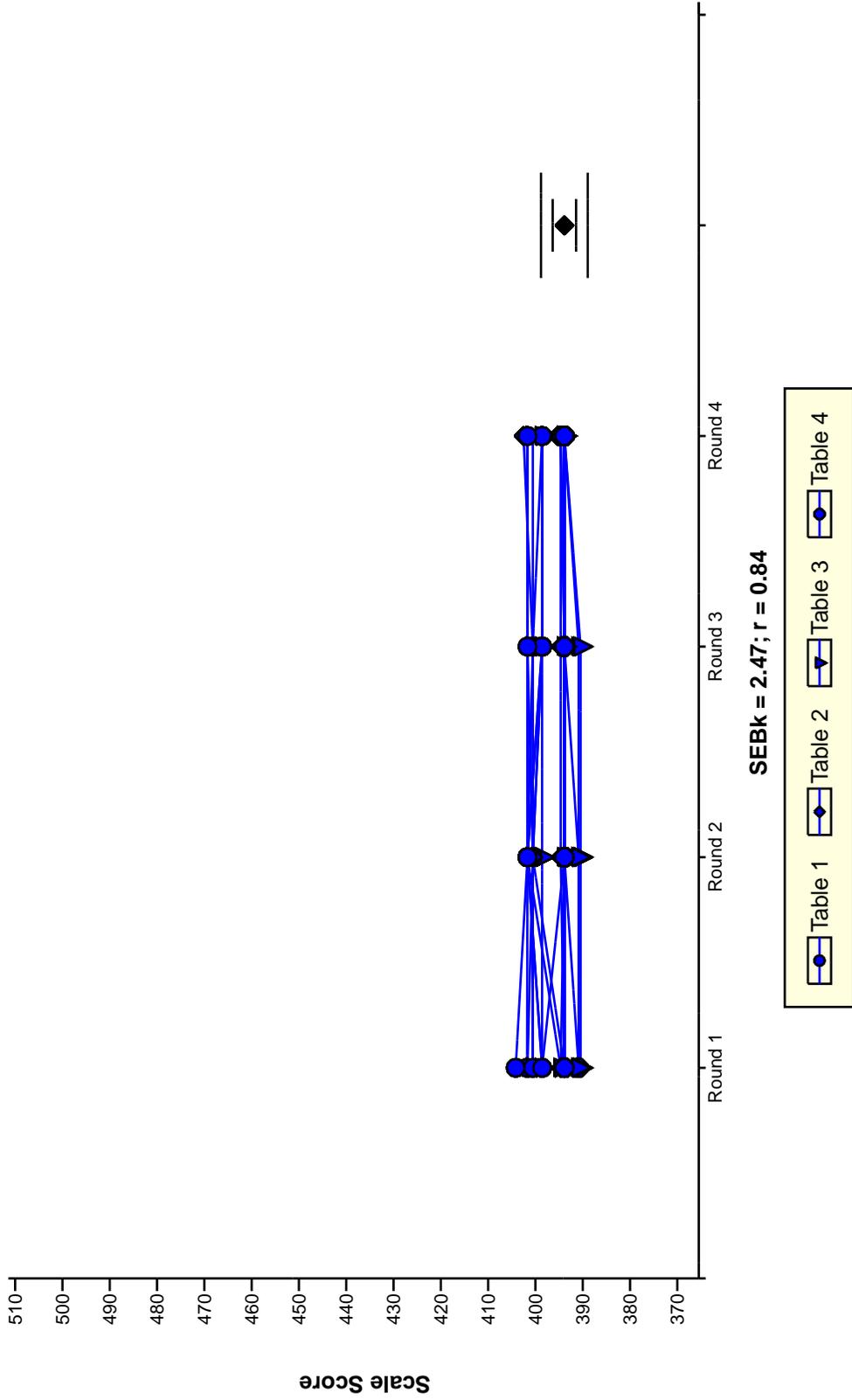
References

ACT (1993). Setting achievement levels on the 1992 National Assessment of Educational Progress in Mathematics, Reading, and Writing: A technical report on reliability and validity.

Cochran, W. G. (1963). *Sampling techniques*. New York: John Wiley & Sons.

Huynh, H. (2003, August). Technical Memorandum for Computing Standard Error in Bookmark Standard Setting. (The South Carolina PACT 2003 Standard Setting Support Project). Columbia: University of South Carolina.

New York State 2006 Grade 3 ELA Partially Meeting Cut Point



New York State 2006 Grade 3 ELA Partially Meeting Cut Point

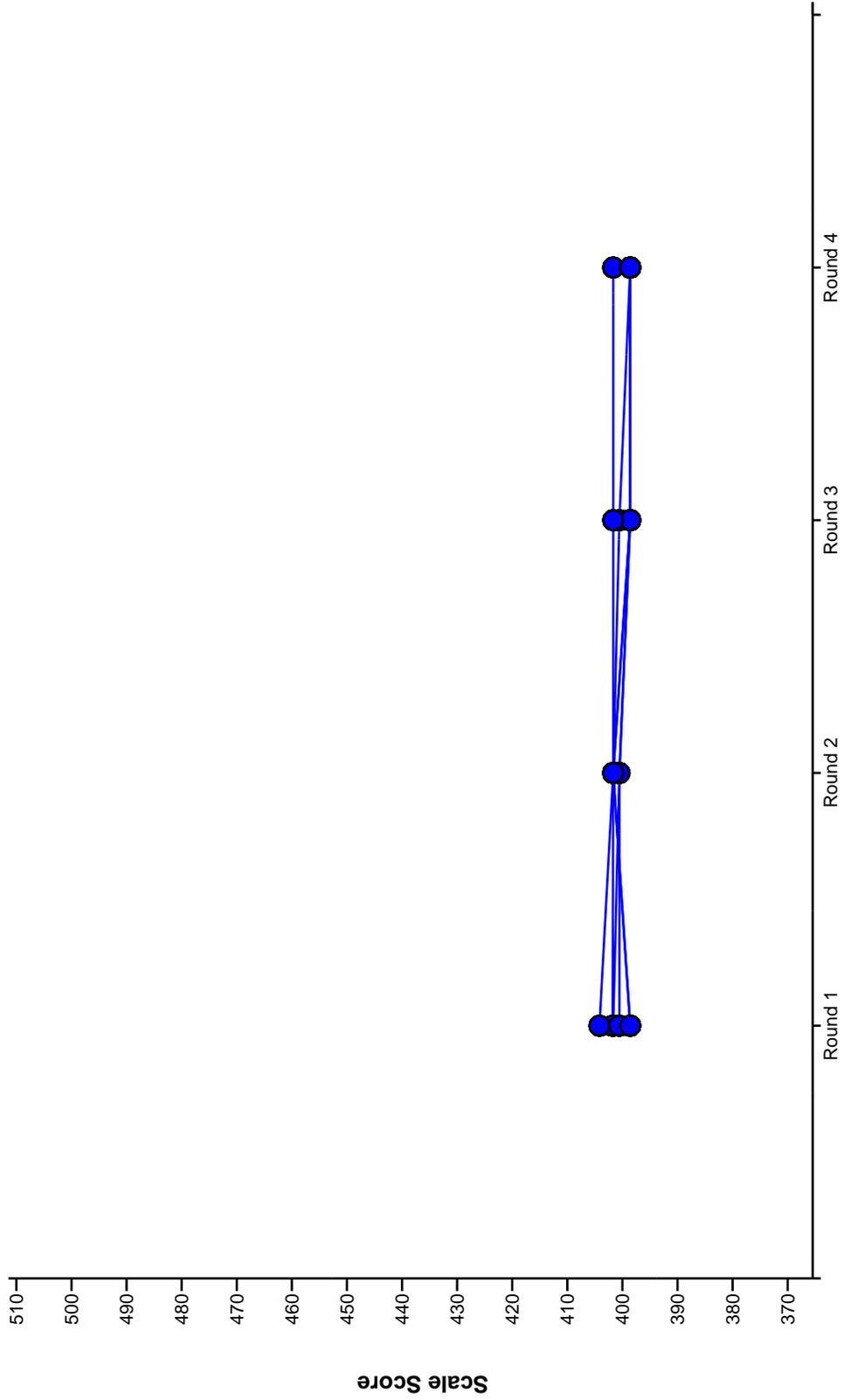


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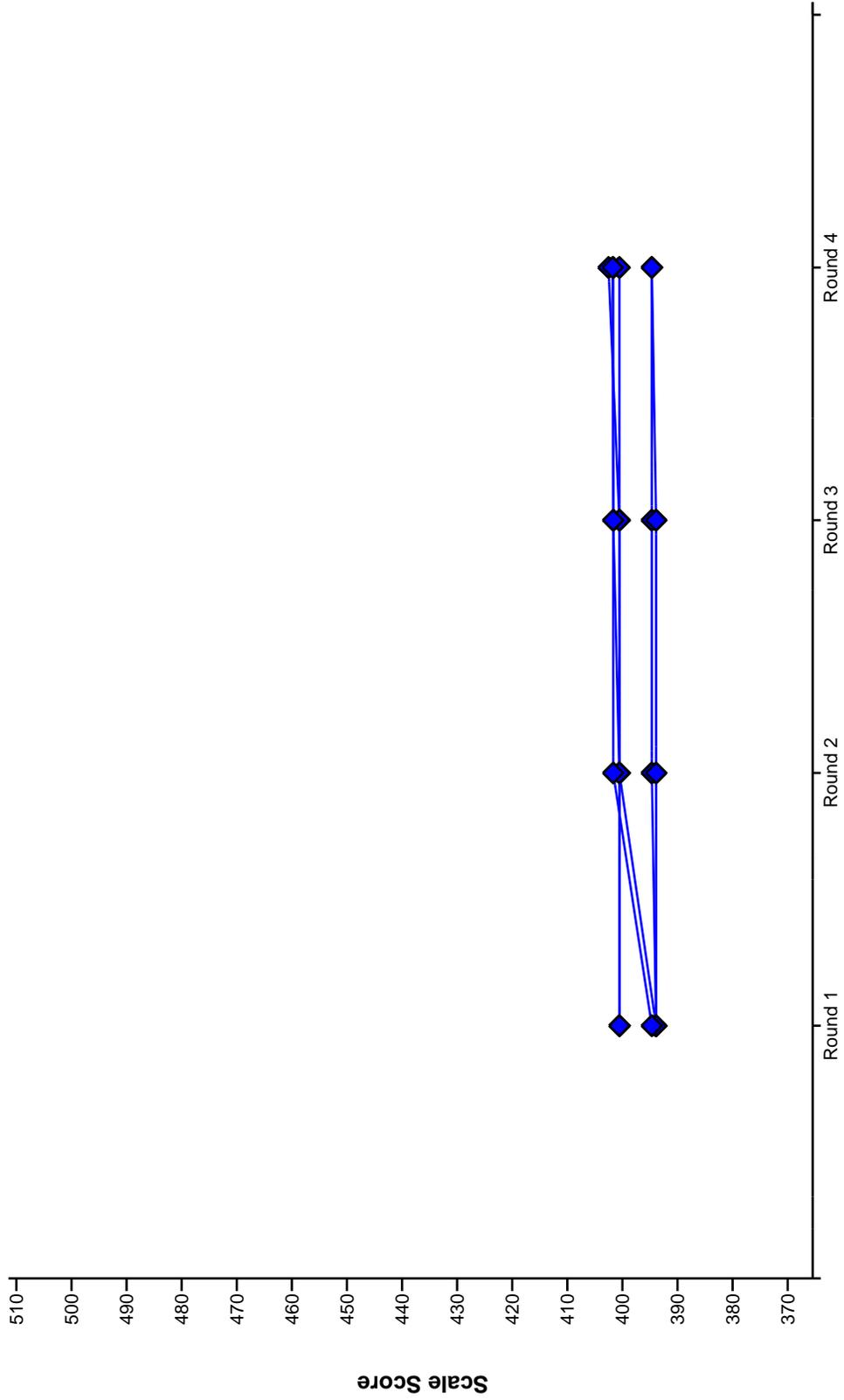


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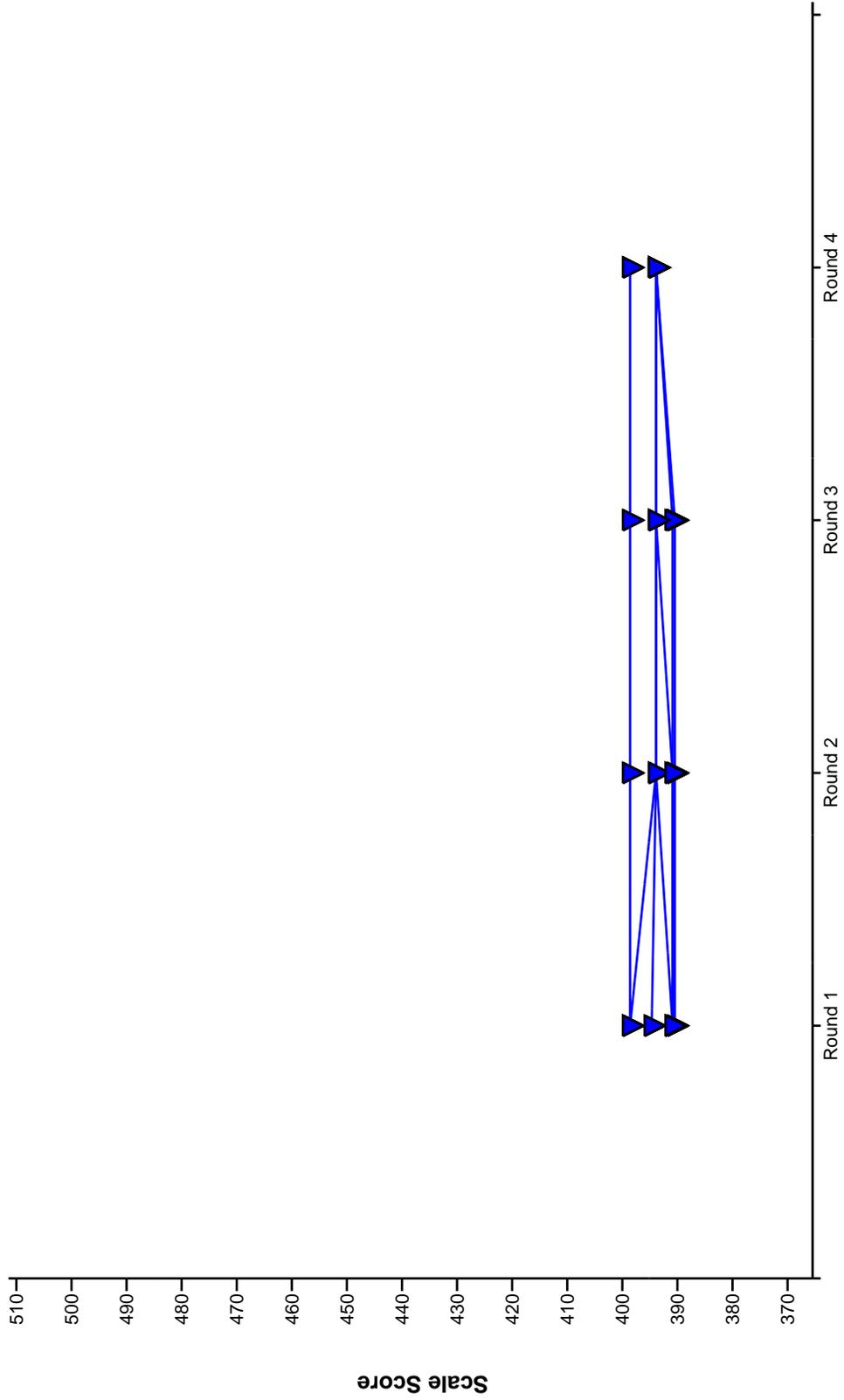


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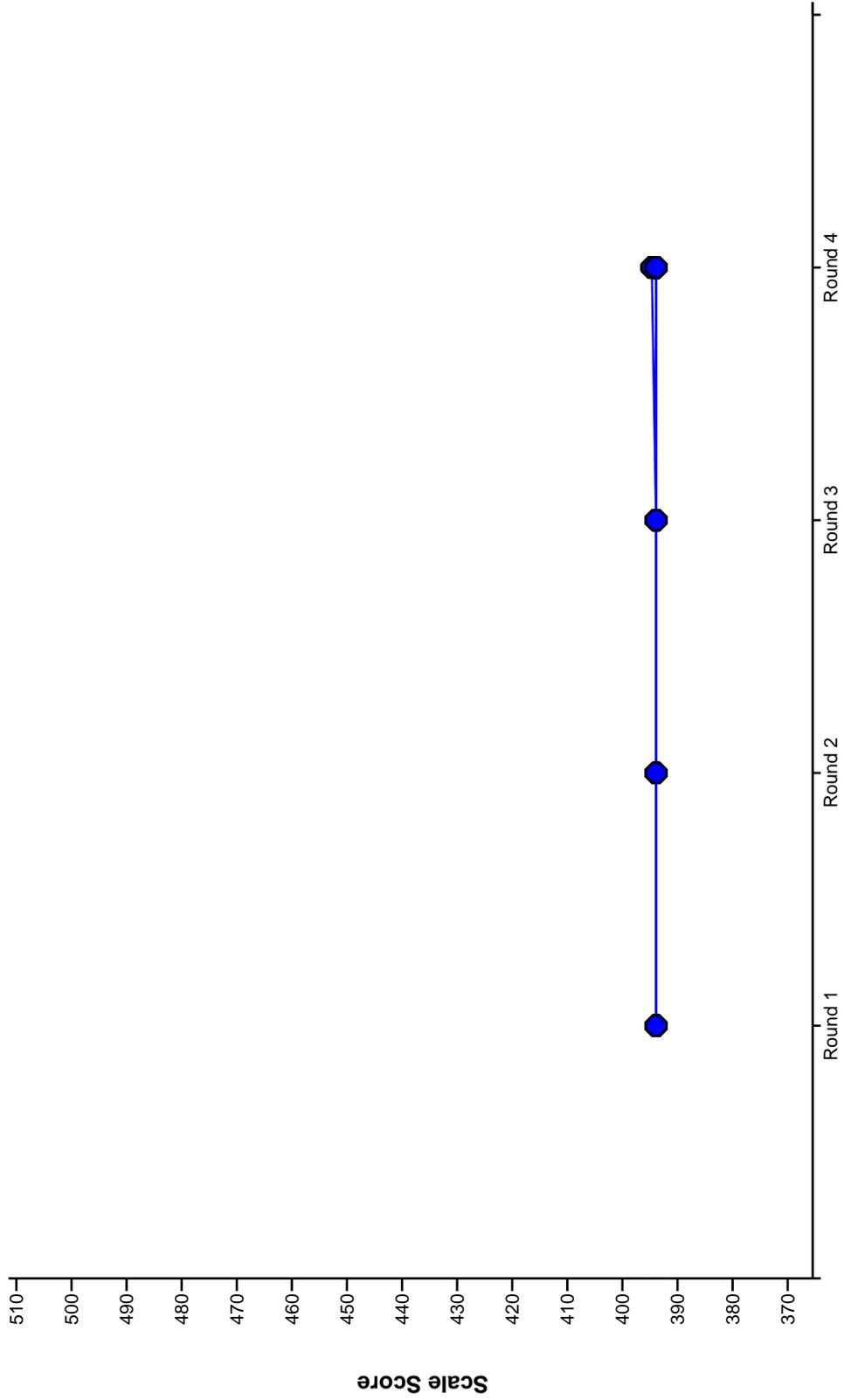
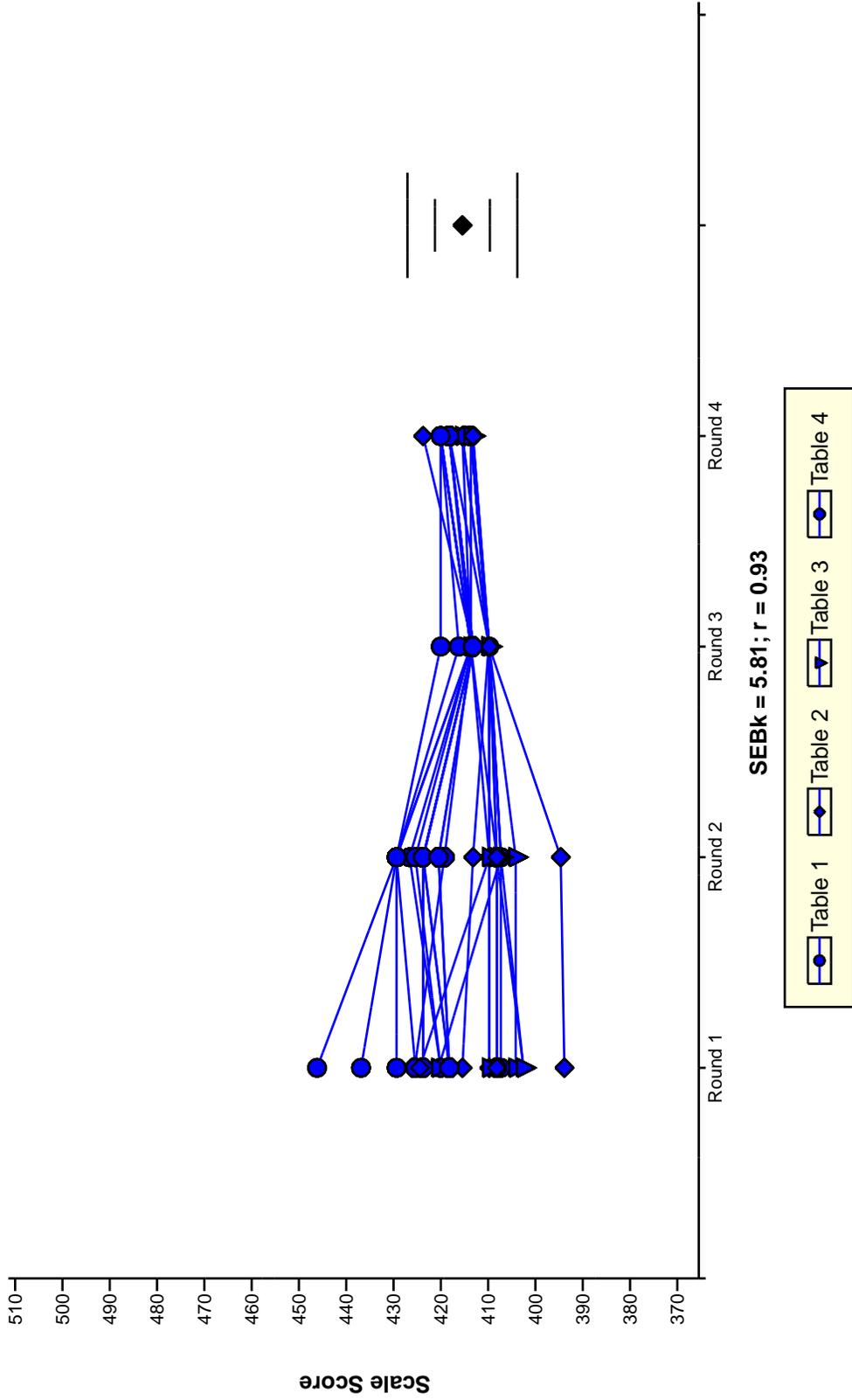


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New York State 2006 Grade 3 ELA Meeting Cut Point



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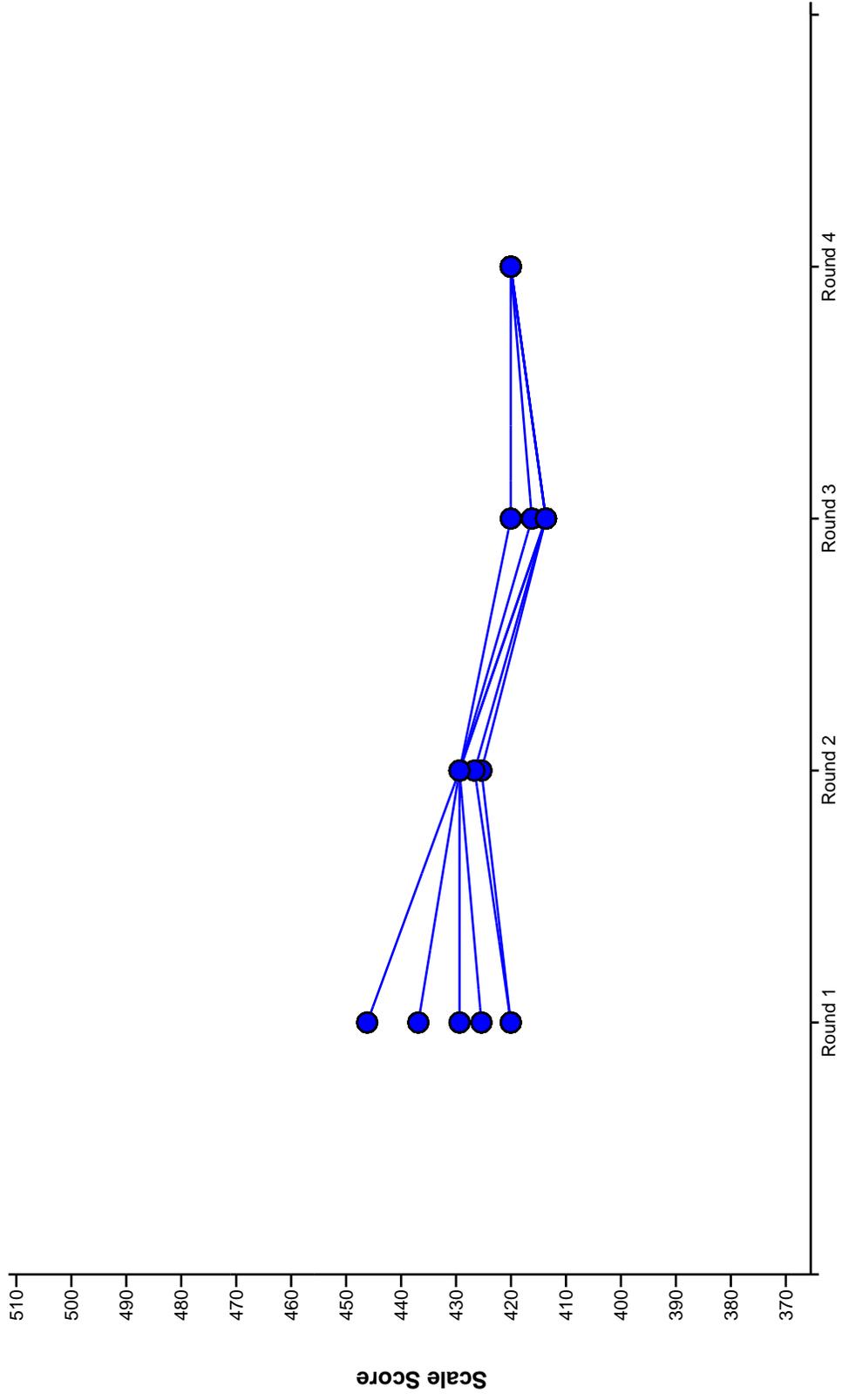


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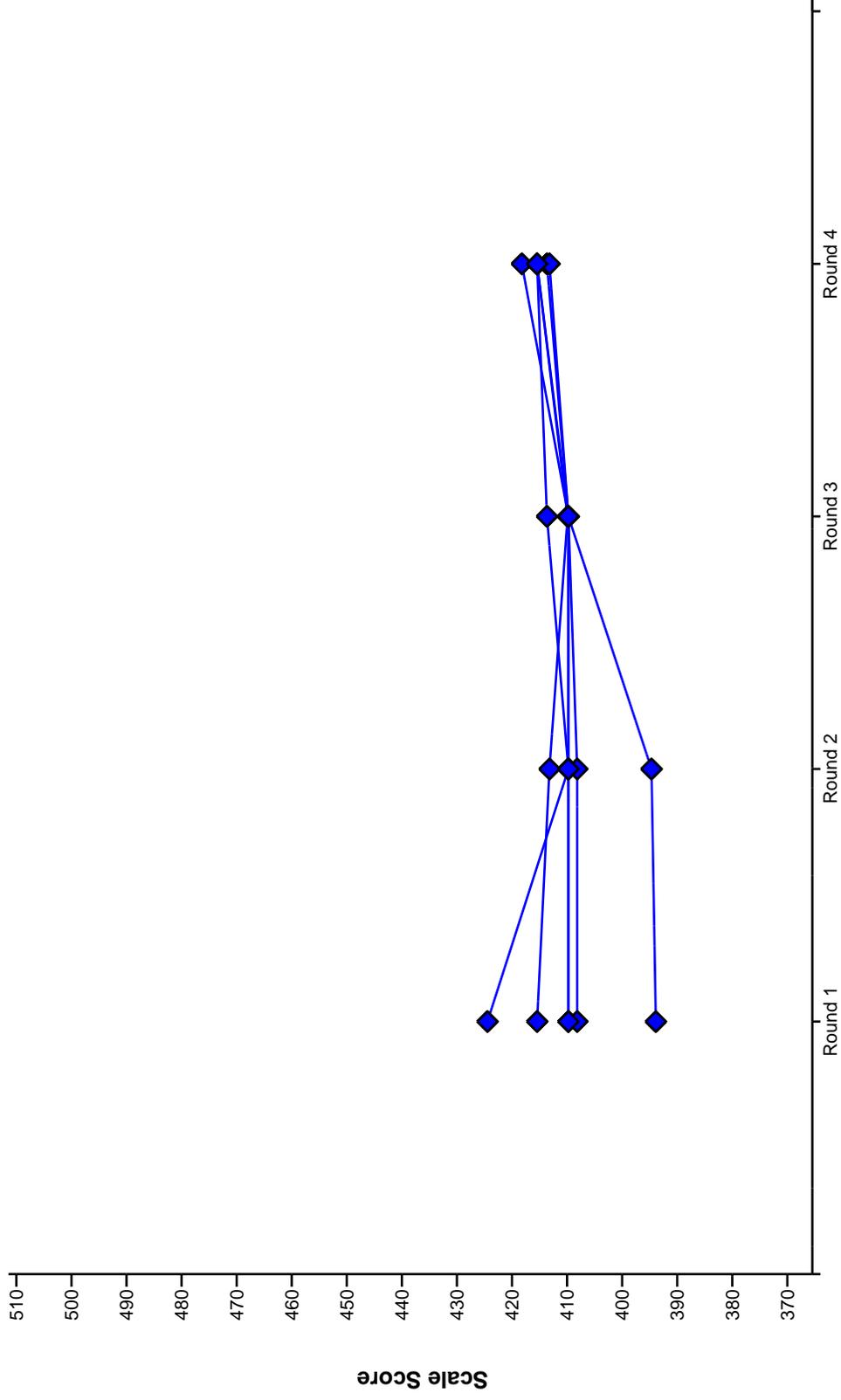


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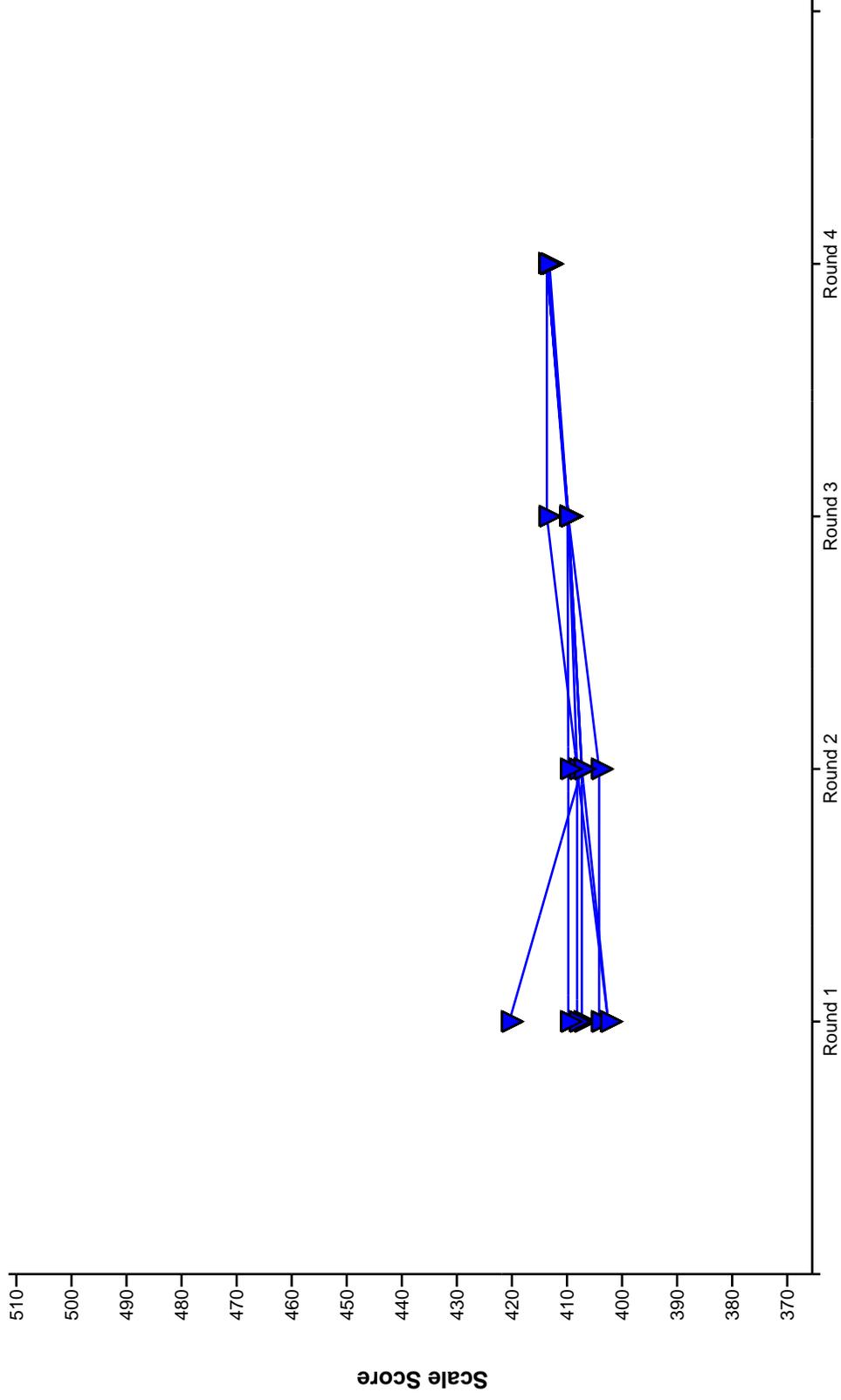


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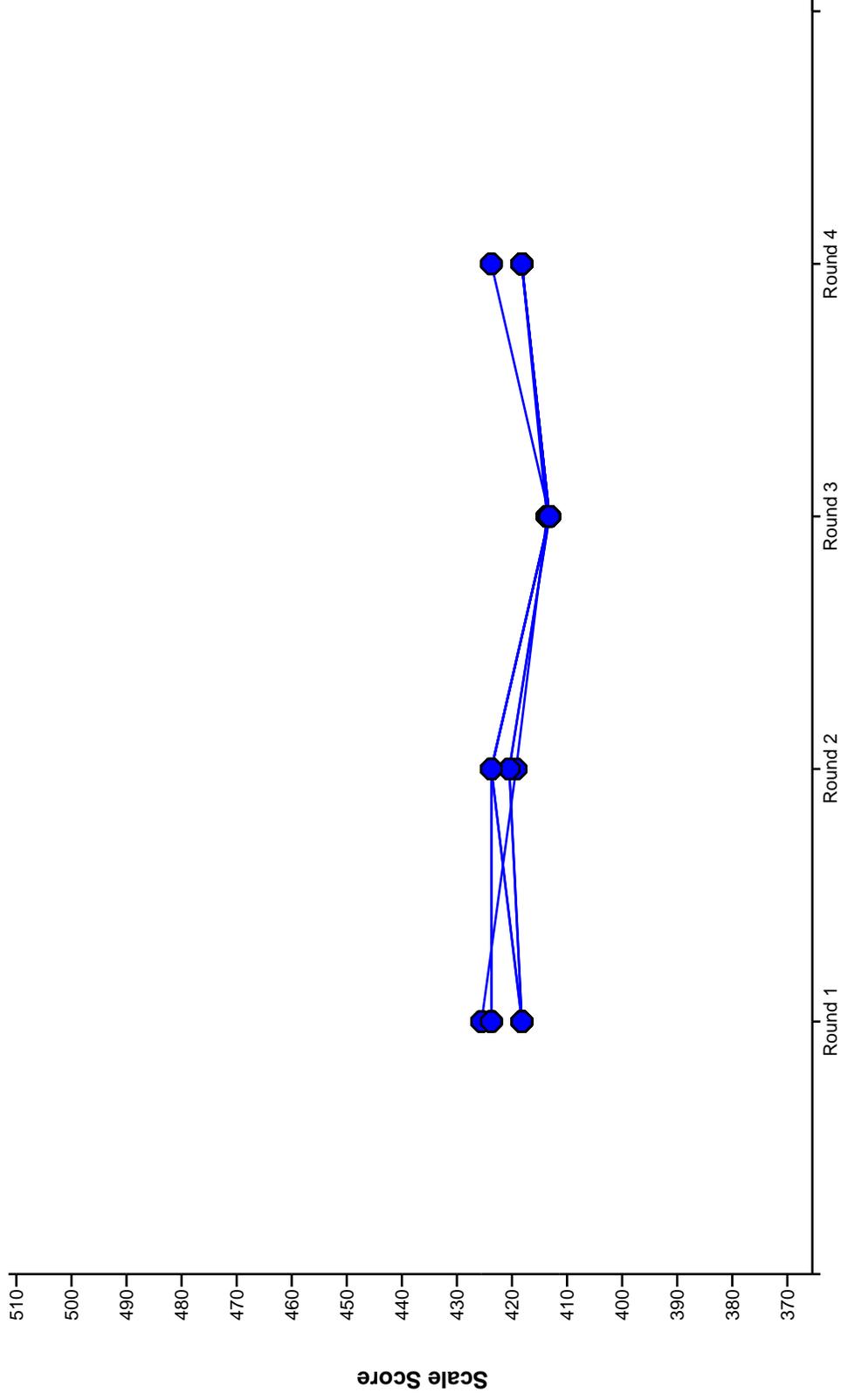
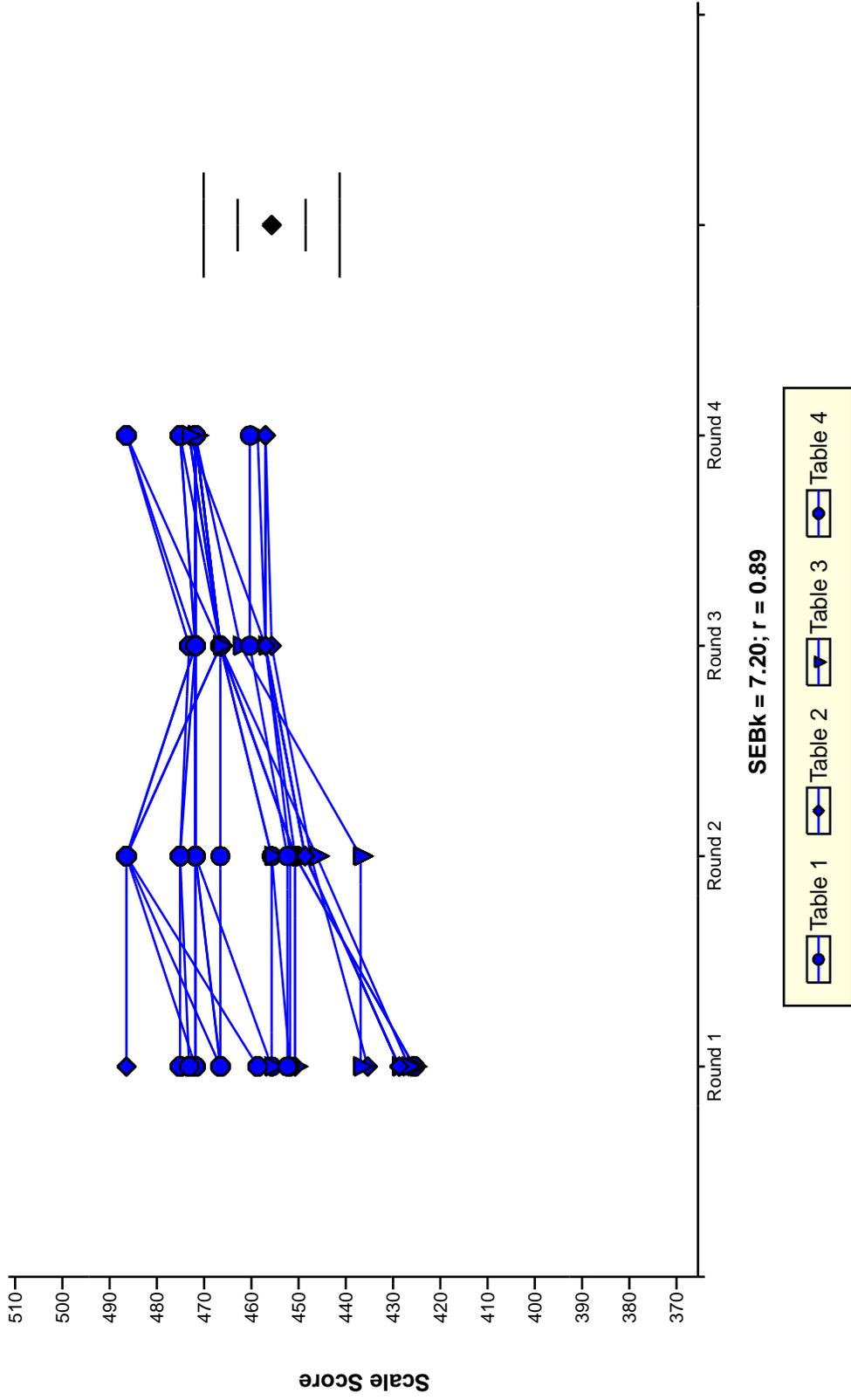


Table 4

New York State 2006 Grade 3 ELA Meeting with Distinction Cut Point



New York State 2006 Grade 3 ELA Meeting with Distinction Cut Point

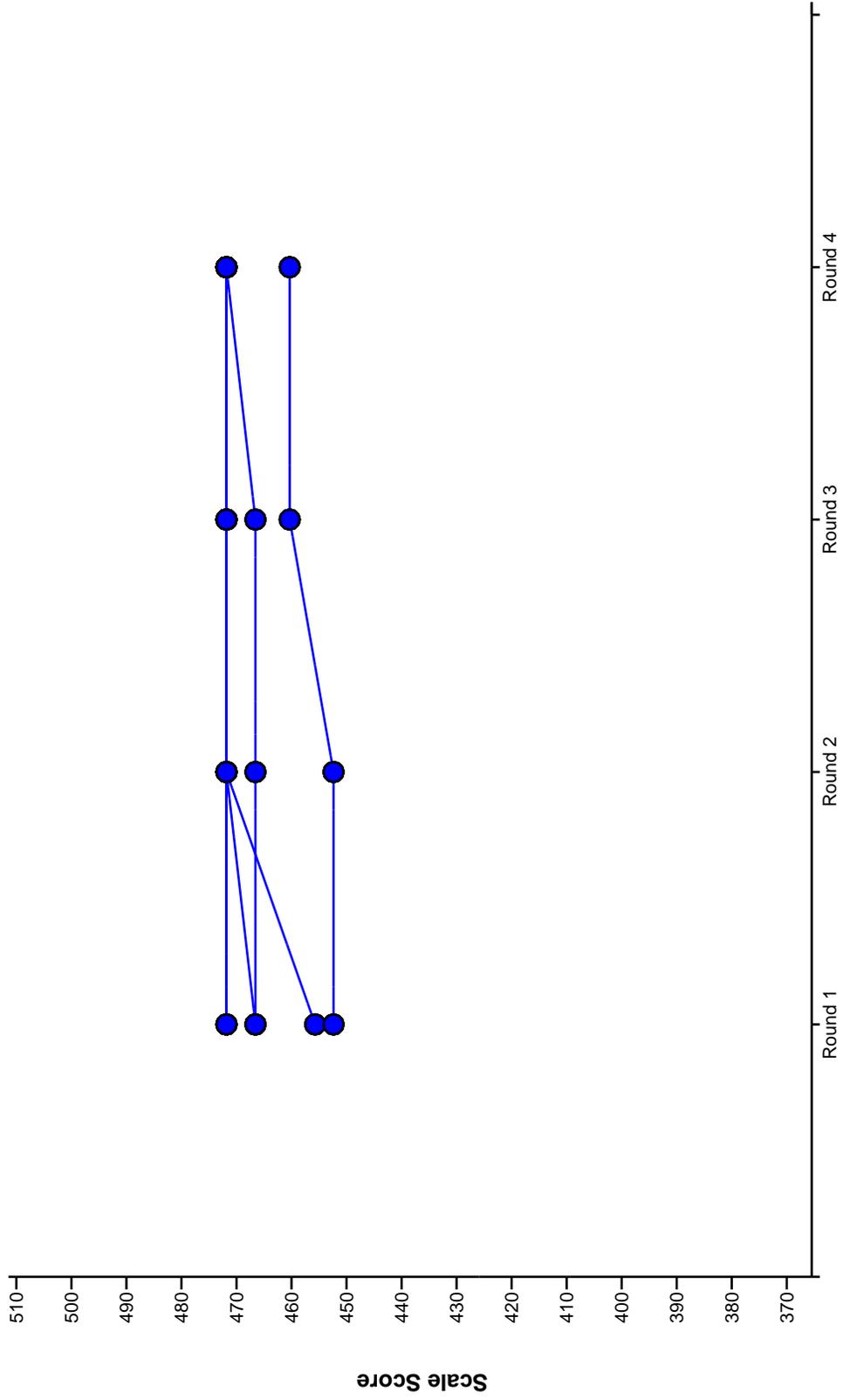


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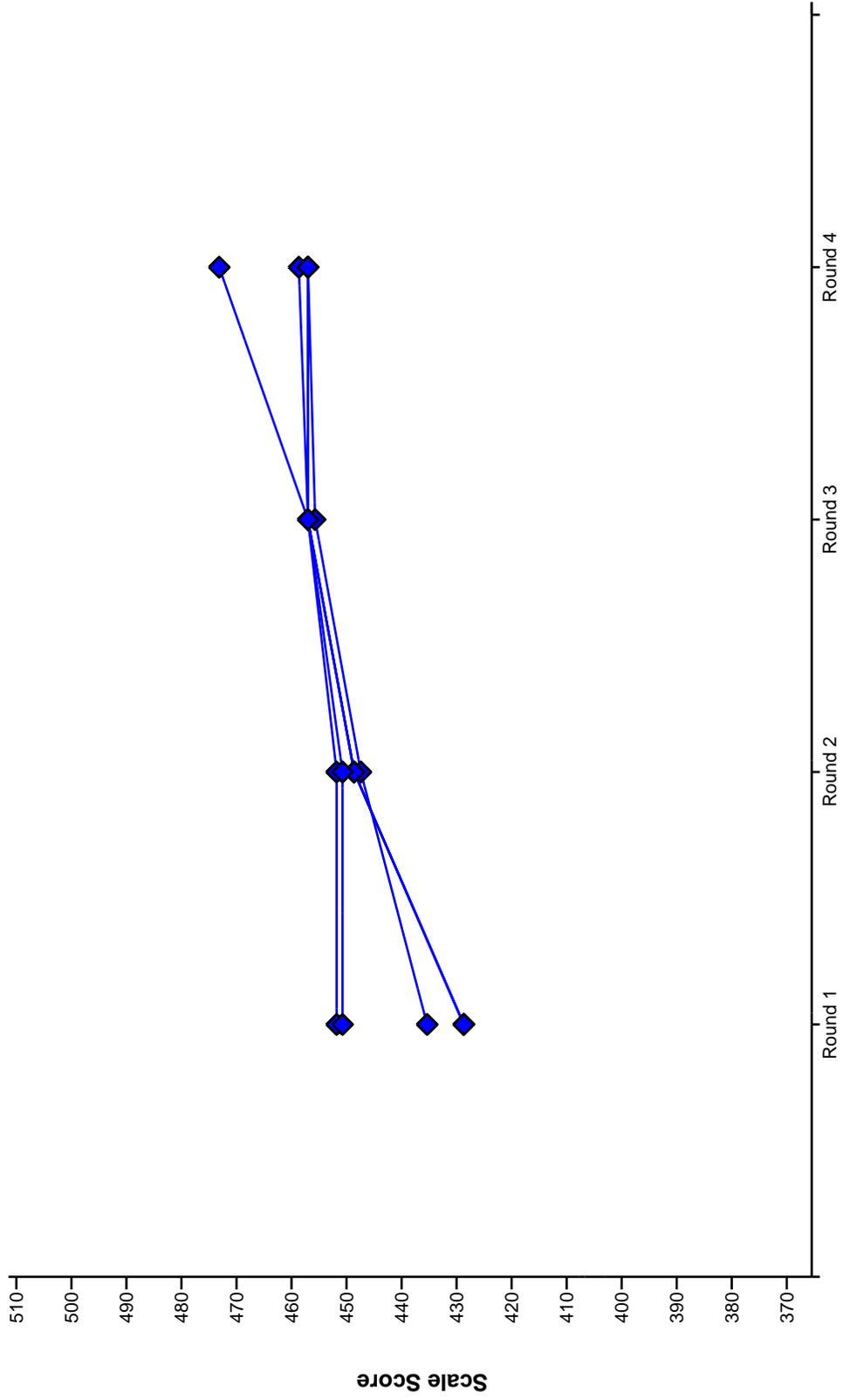


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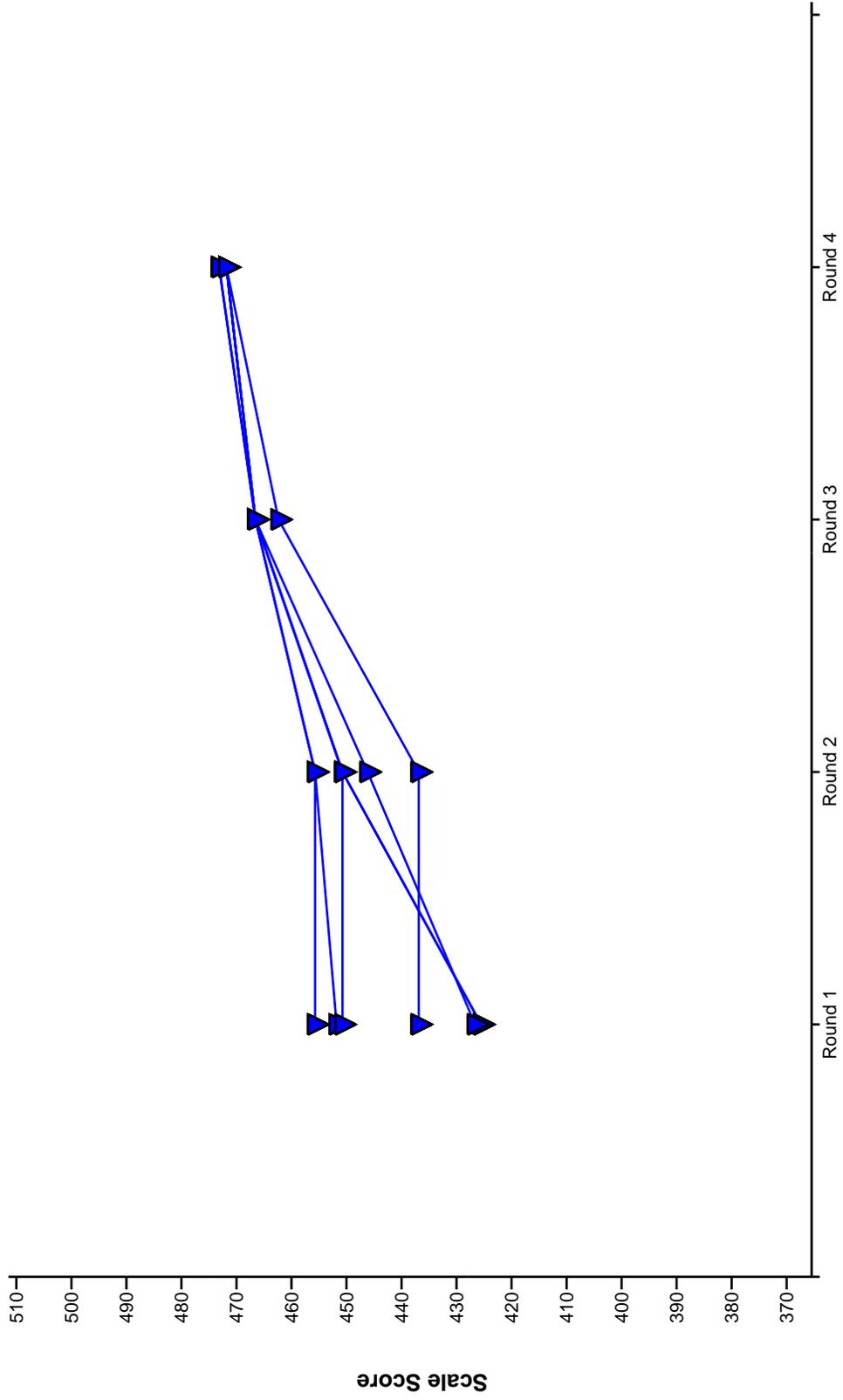


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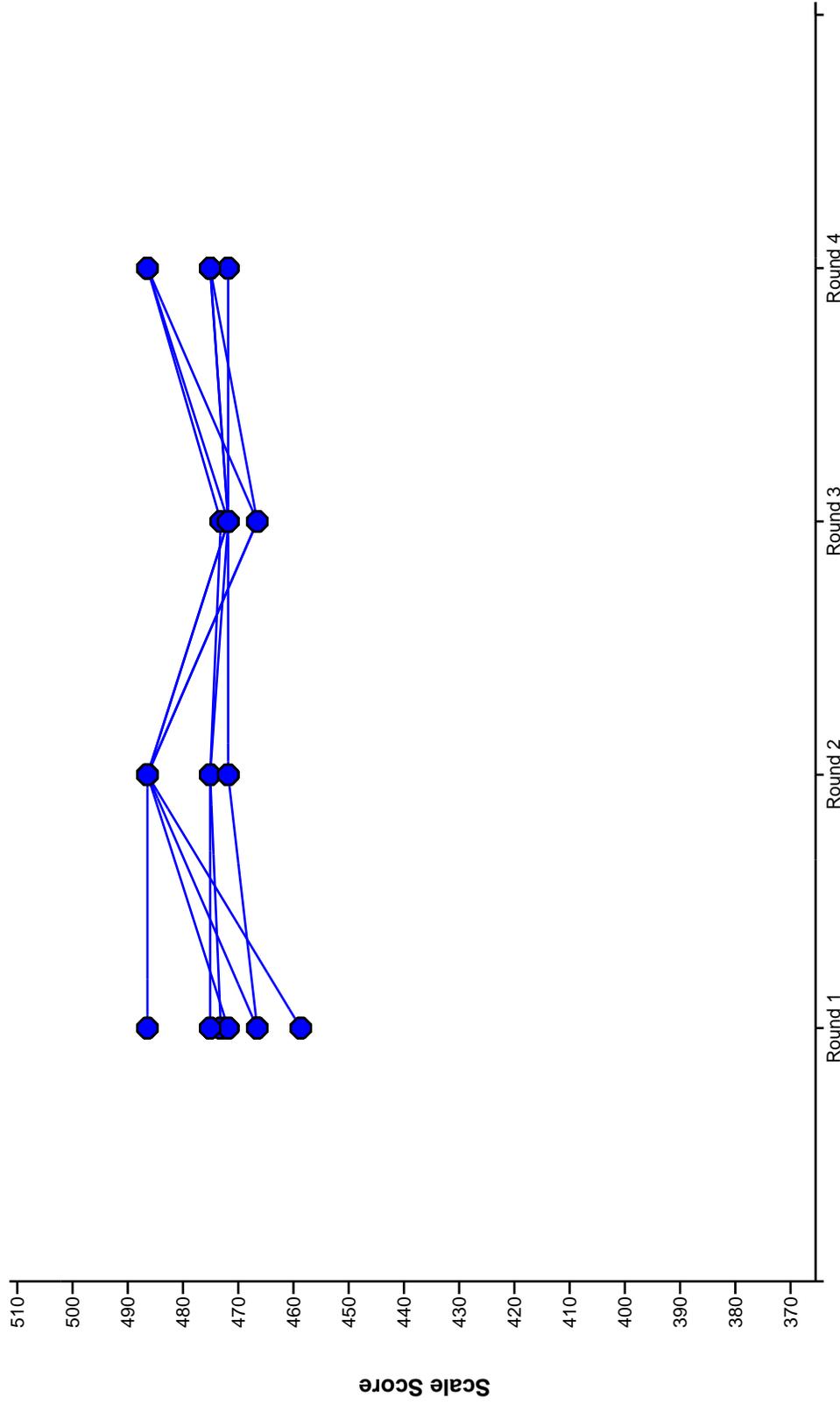
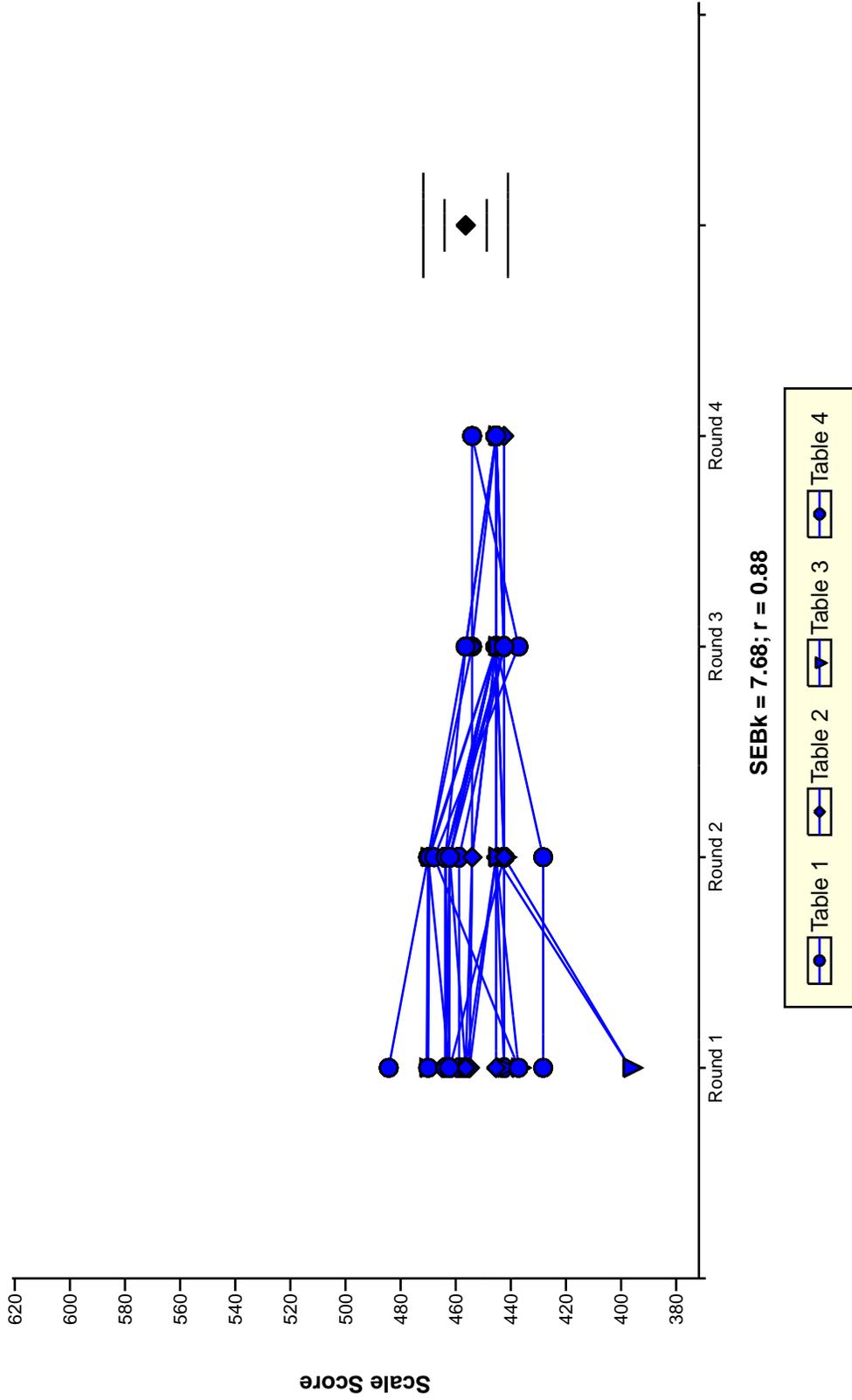


Table 4

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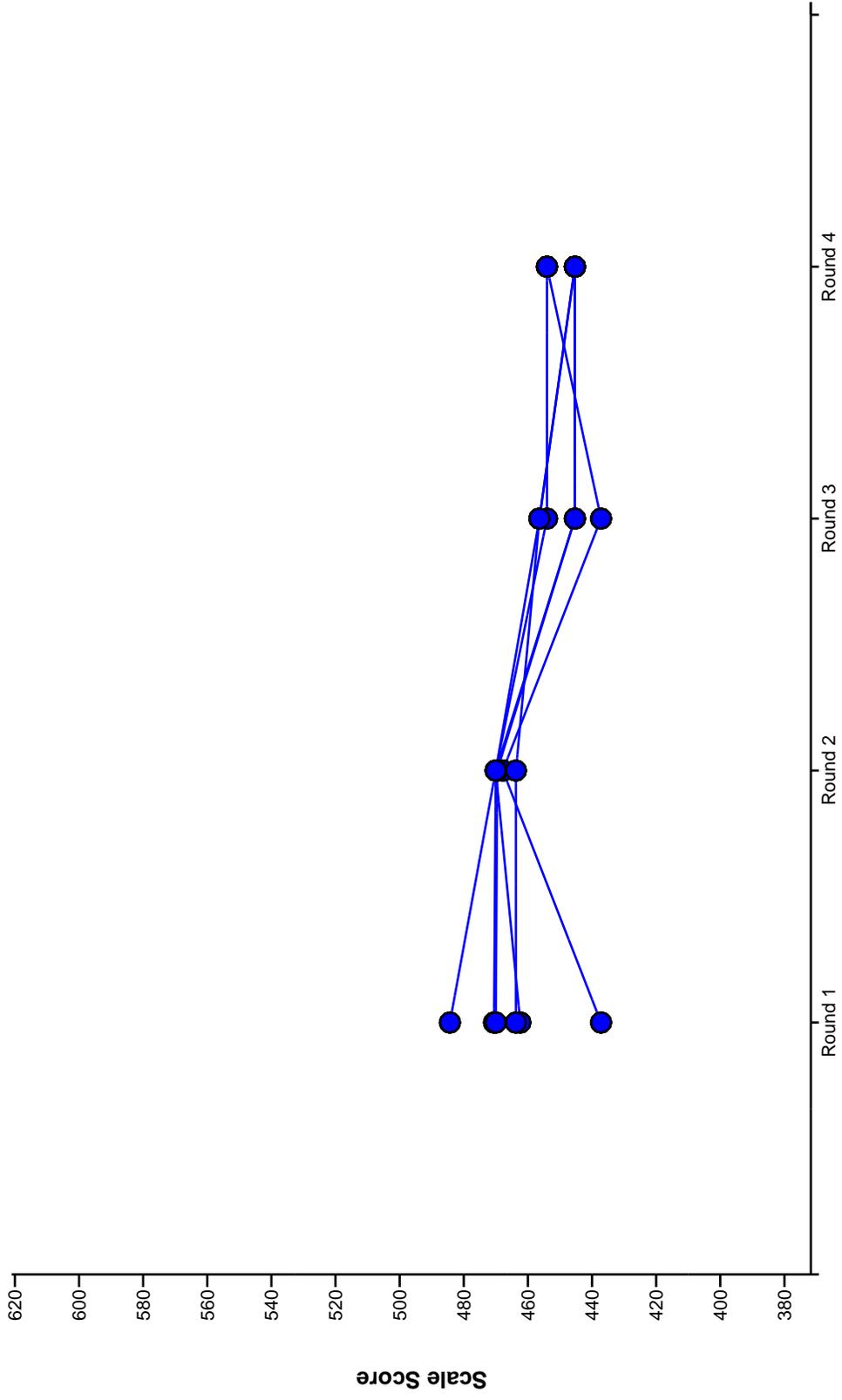


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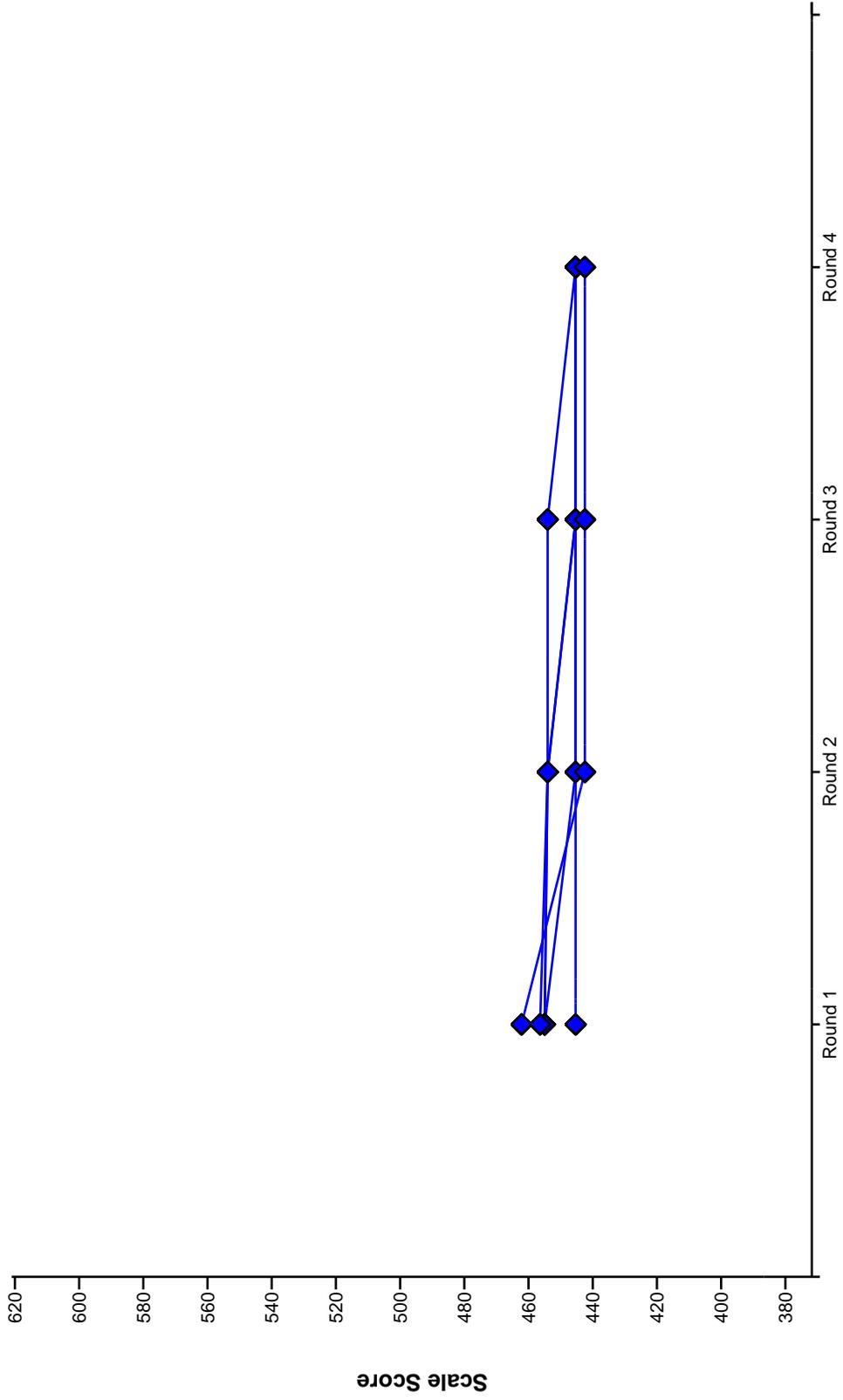


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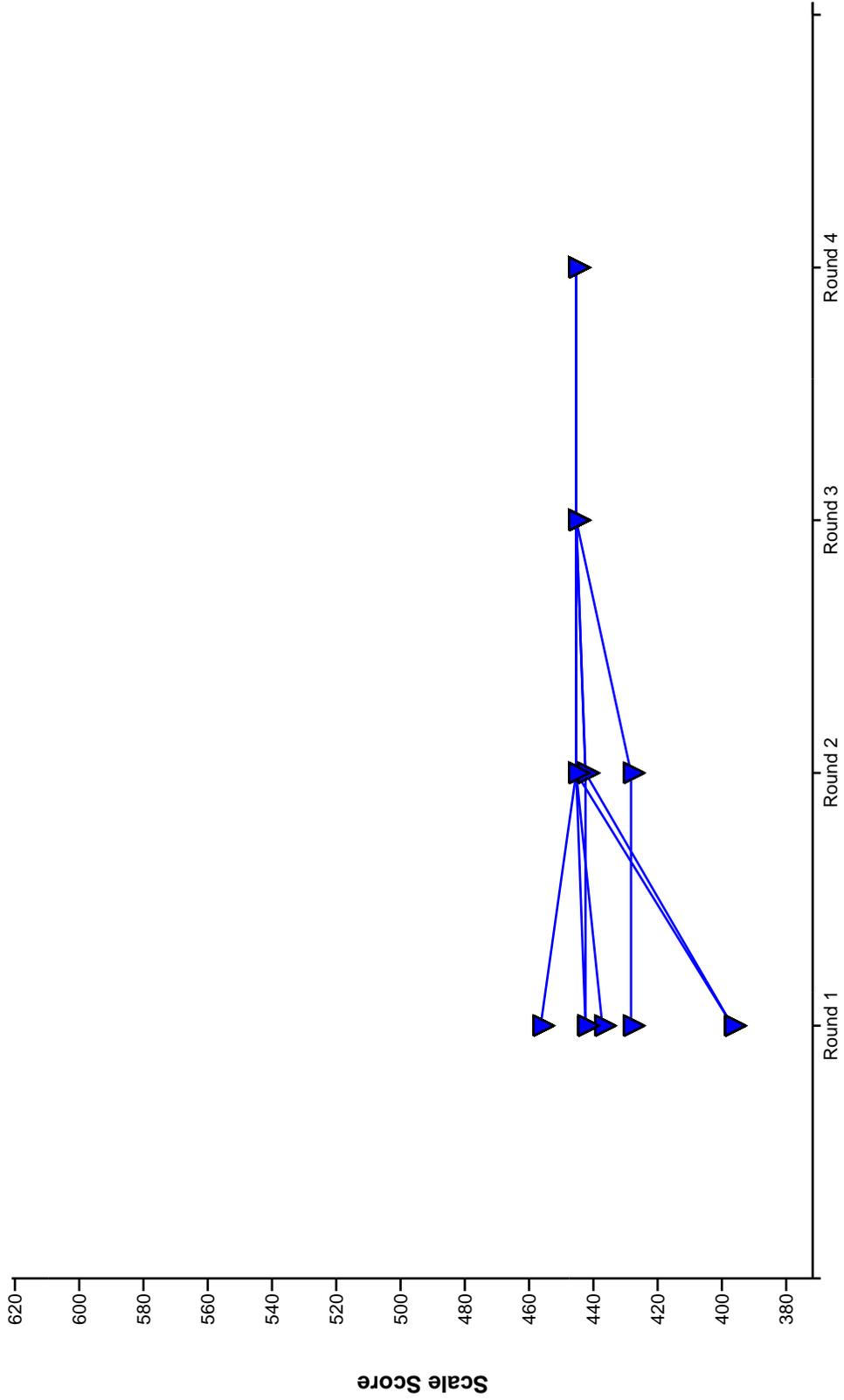


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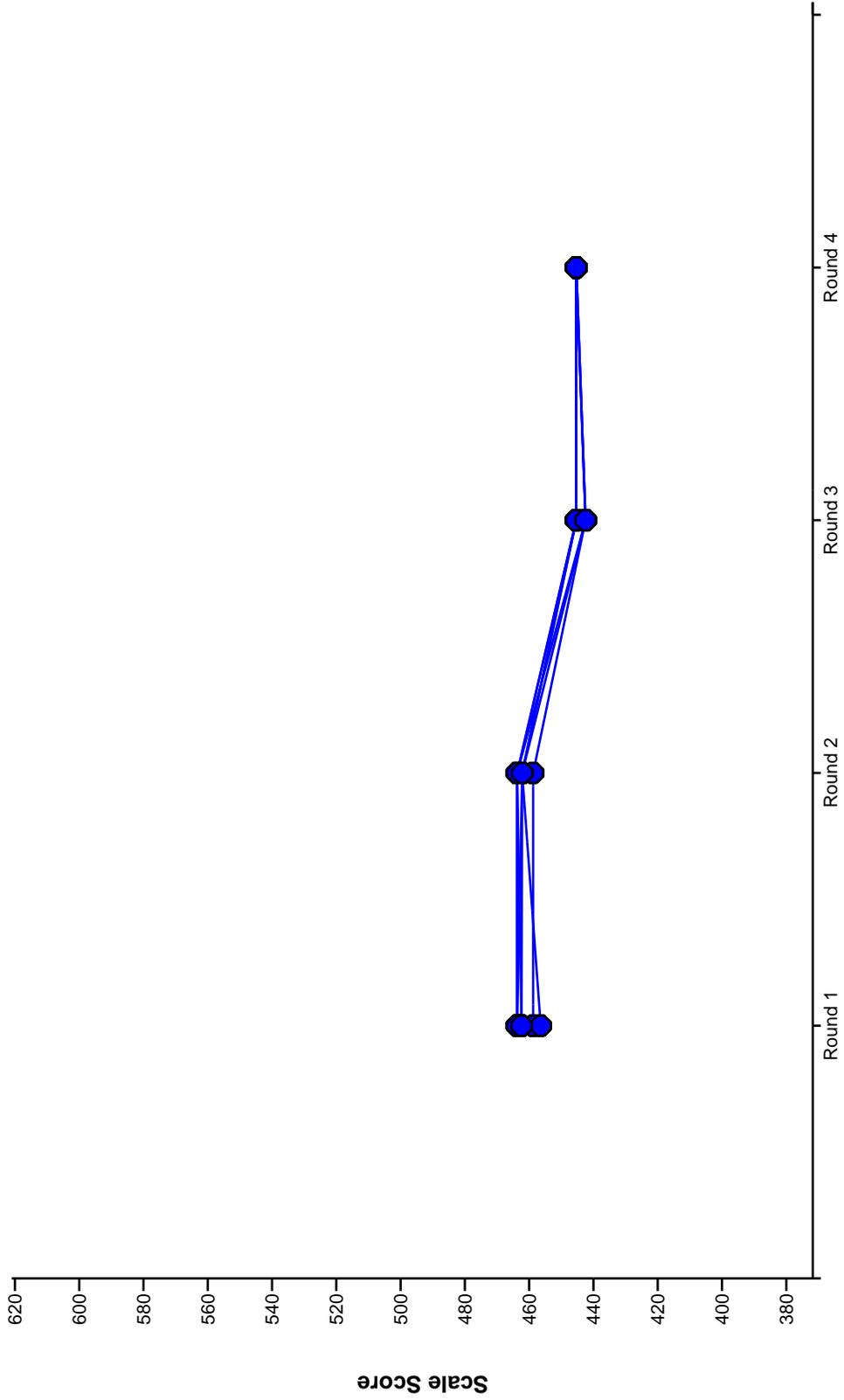
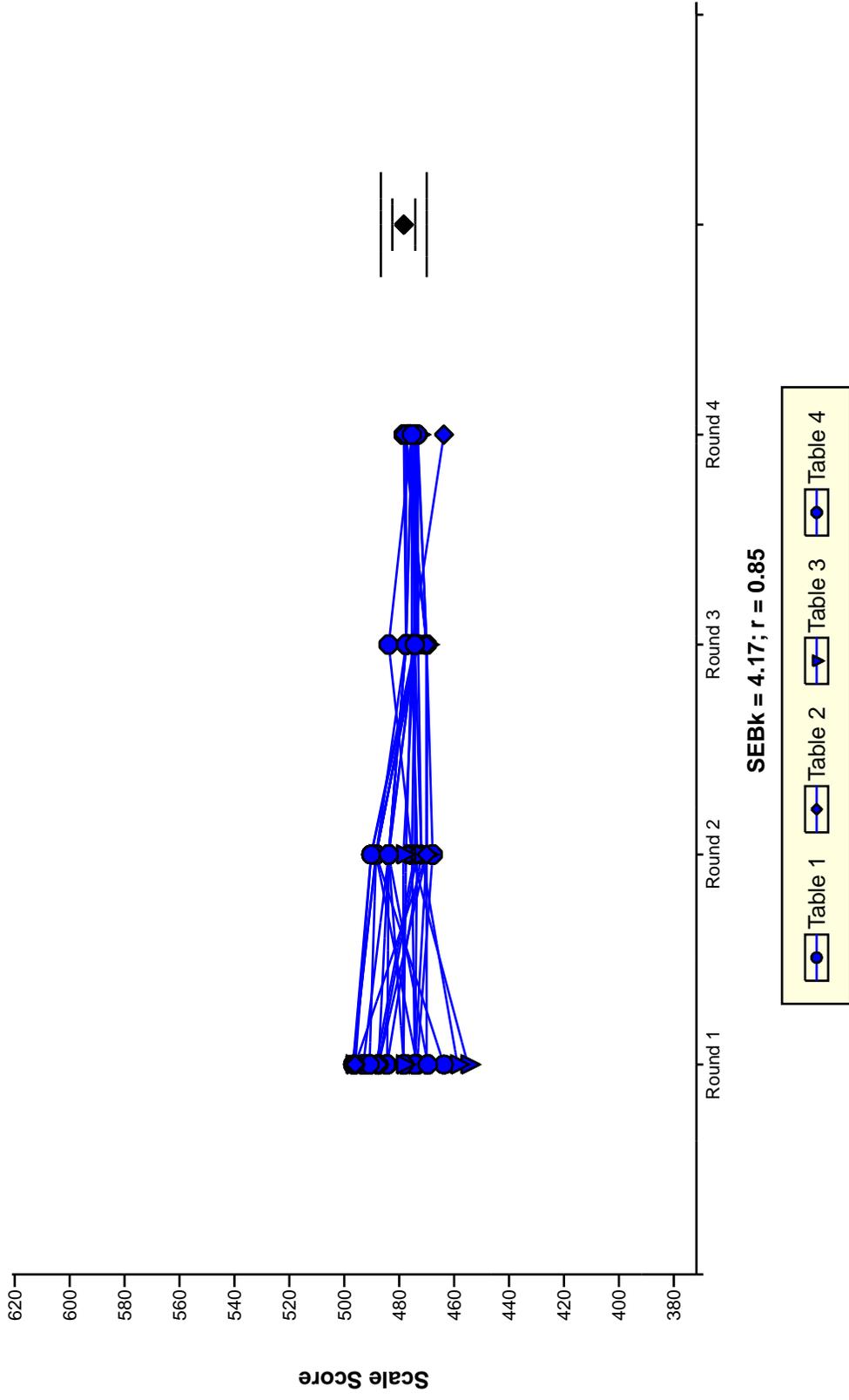


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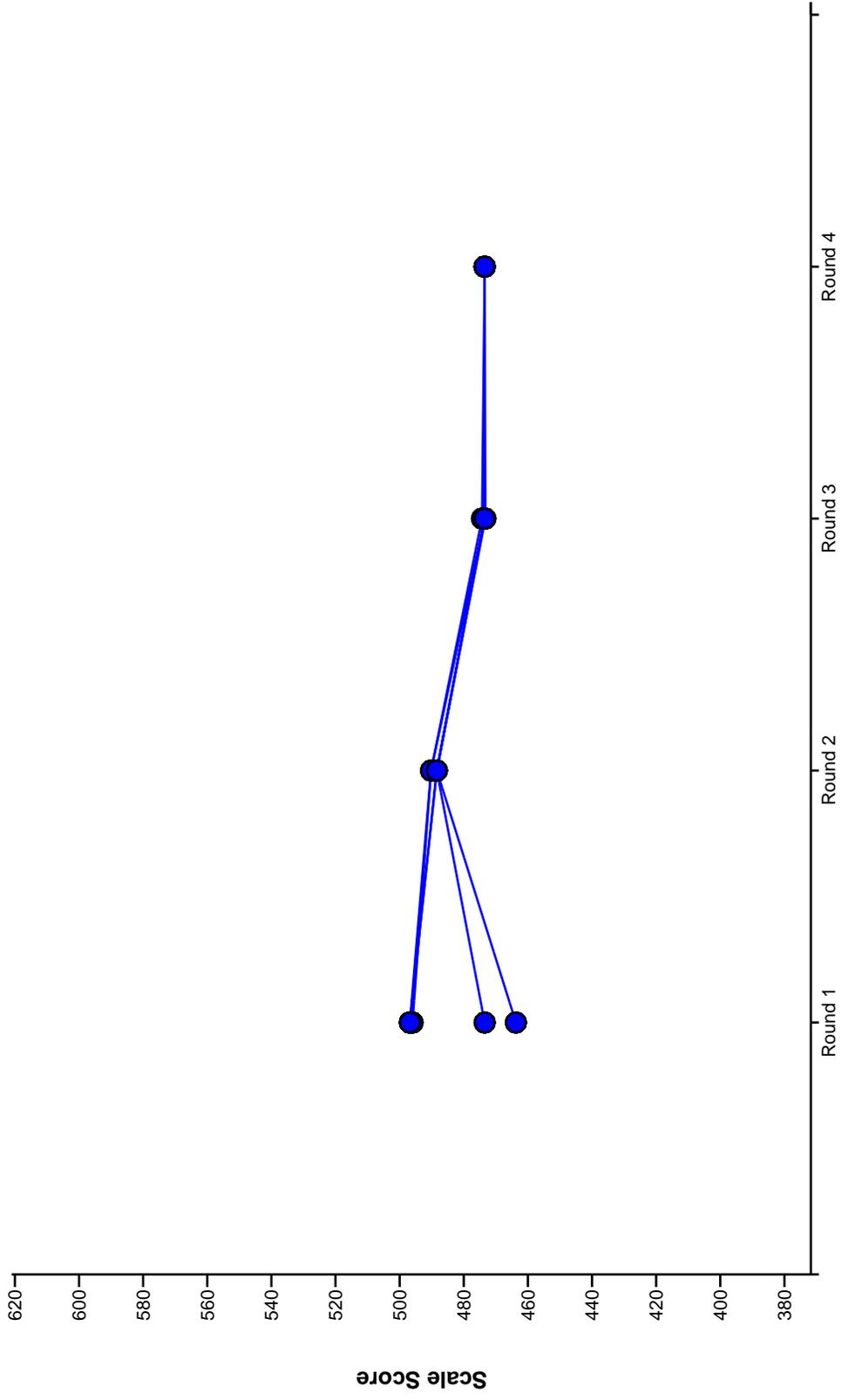


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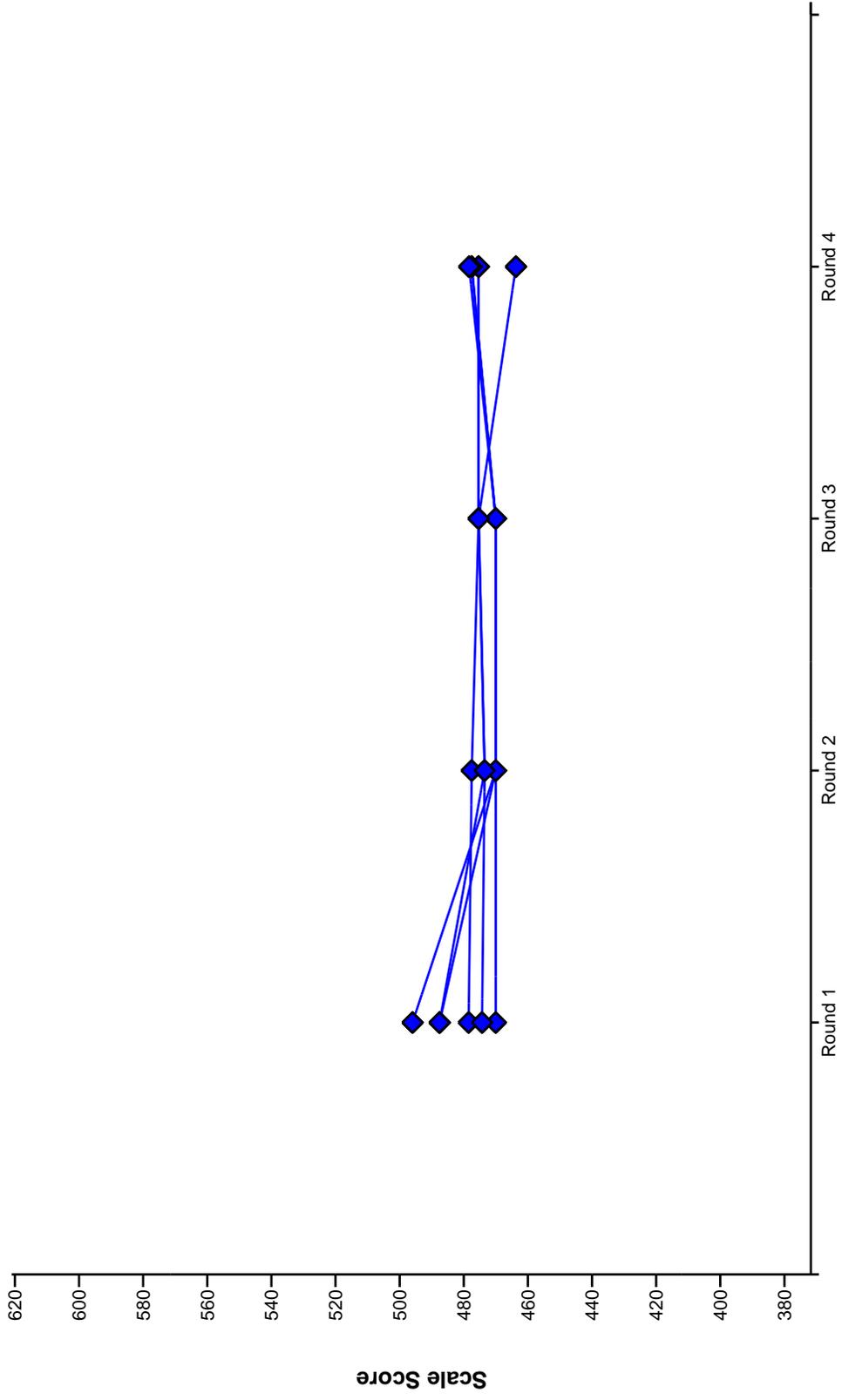


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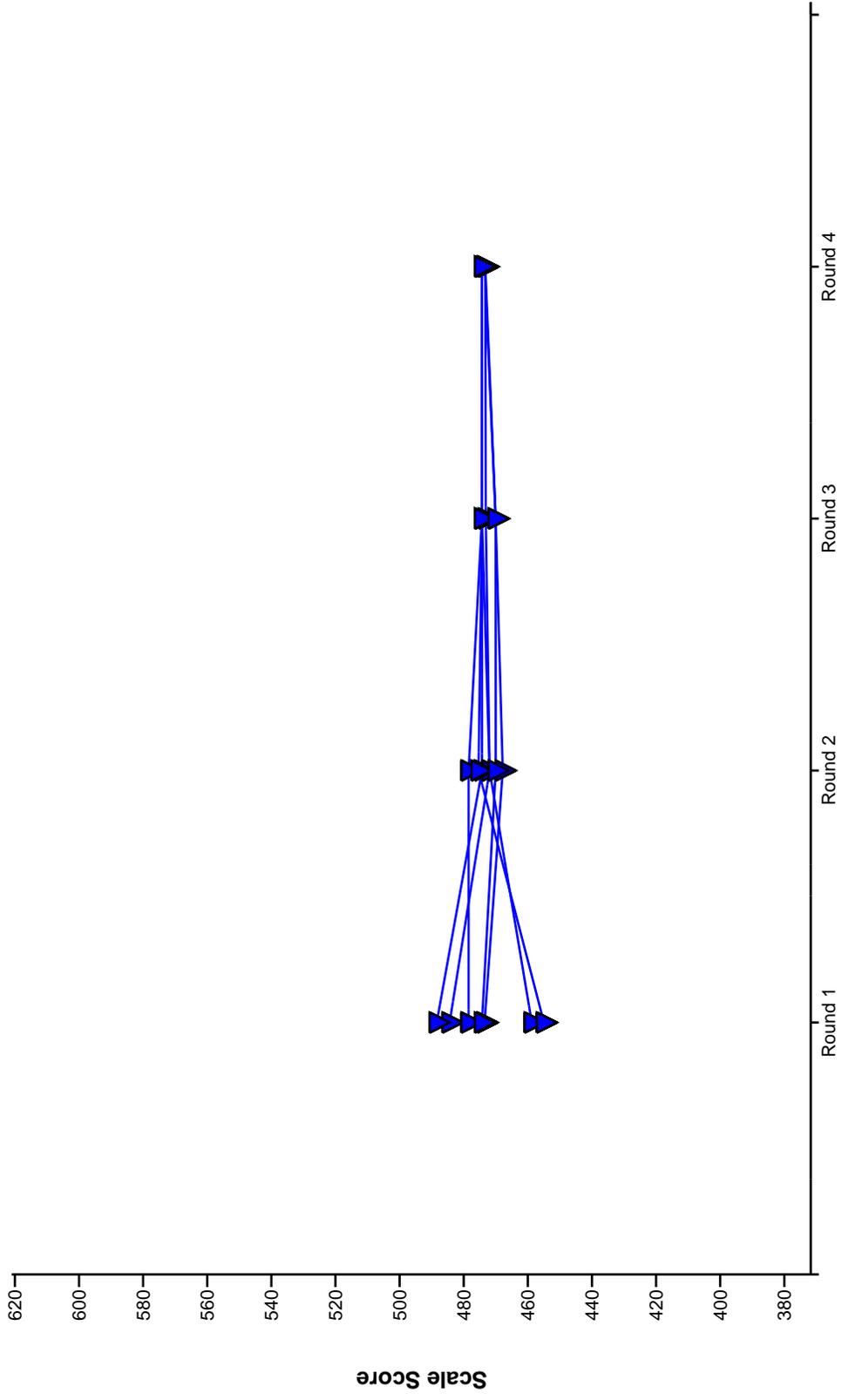


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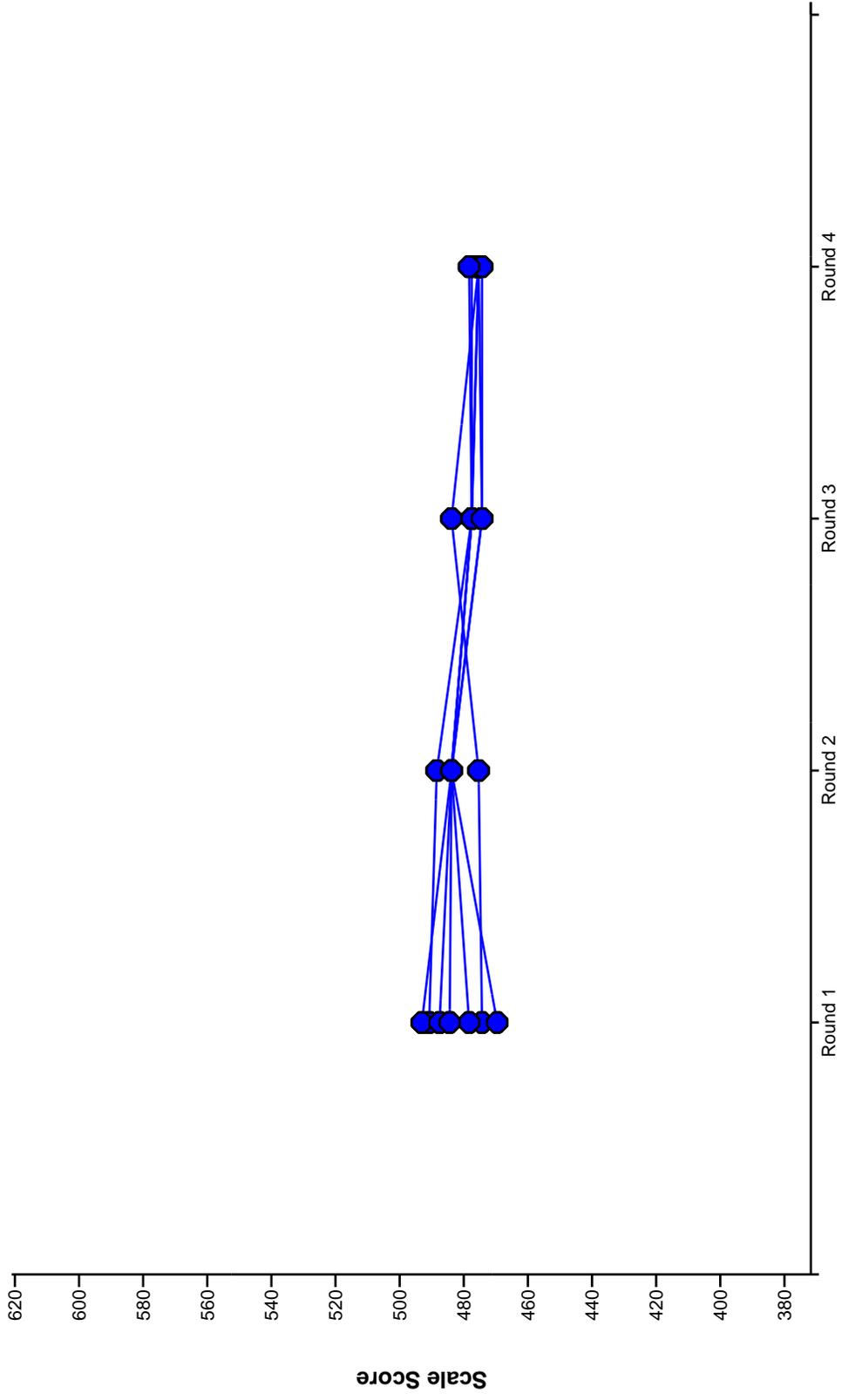
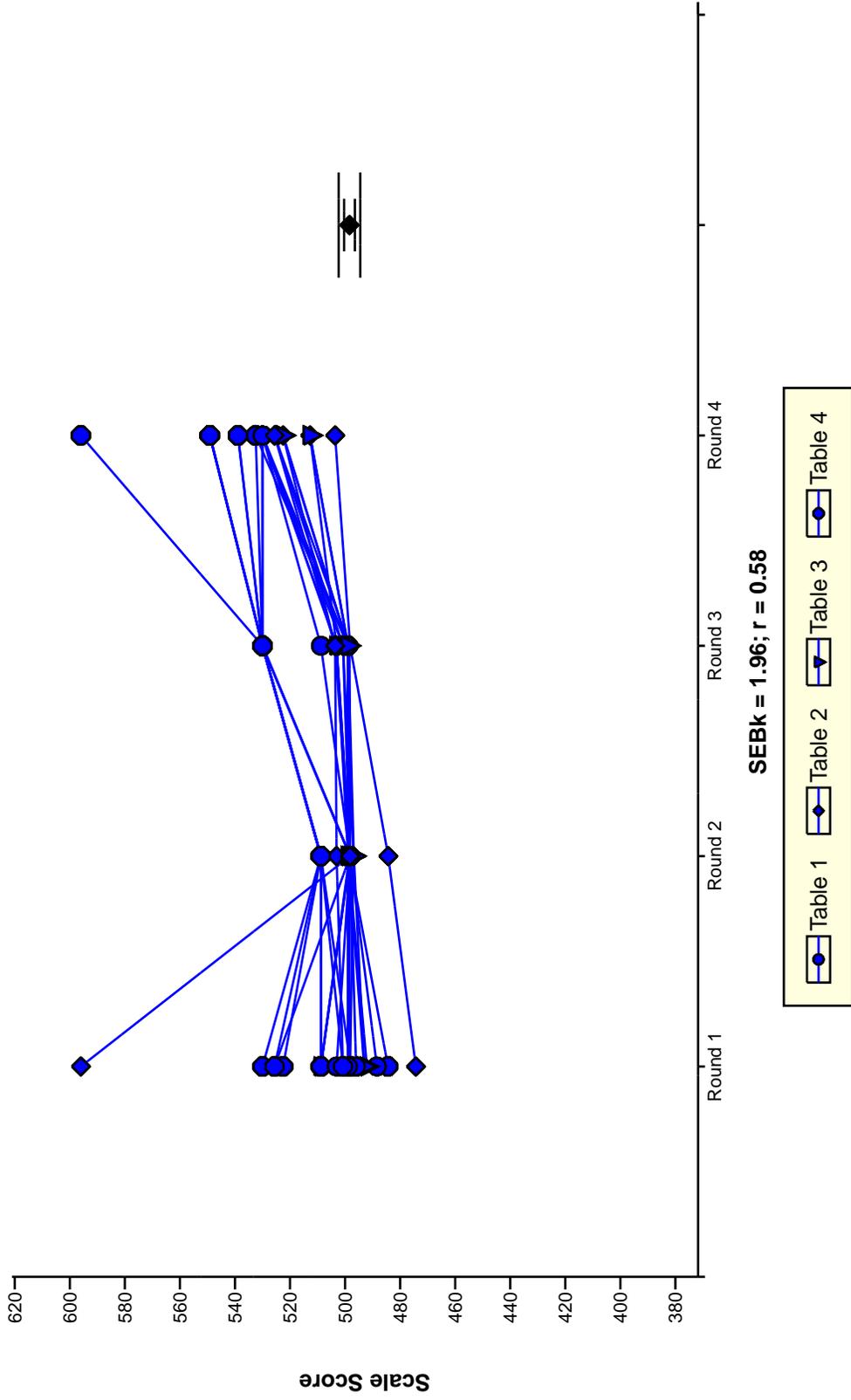


Table 4

New York State 2006 Grade 4 ELA Meeting with Distinction Cut Point



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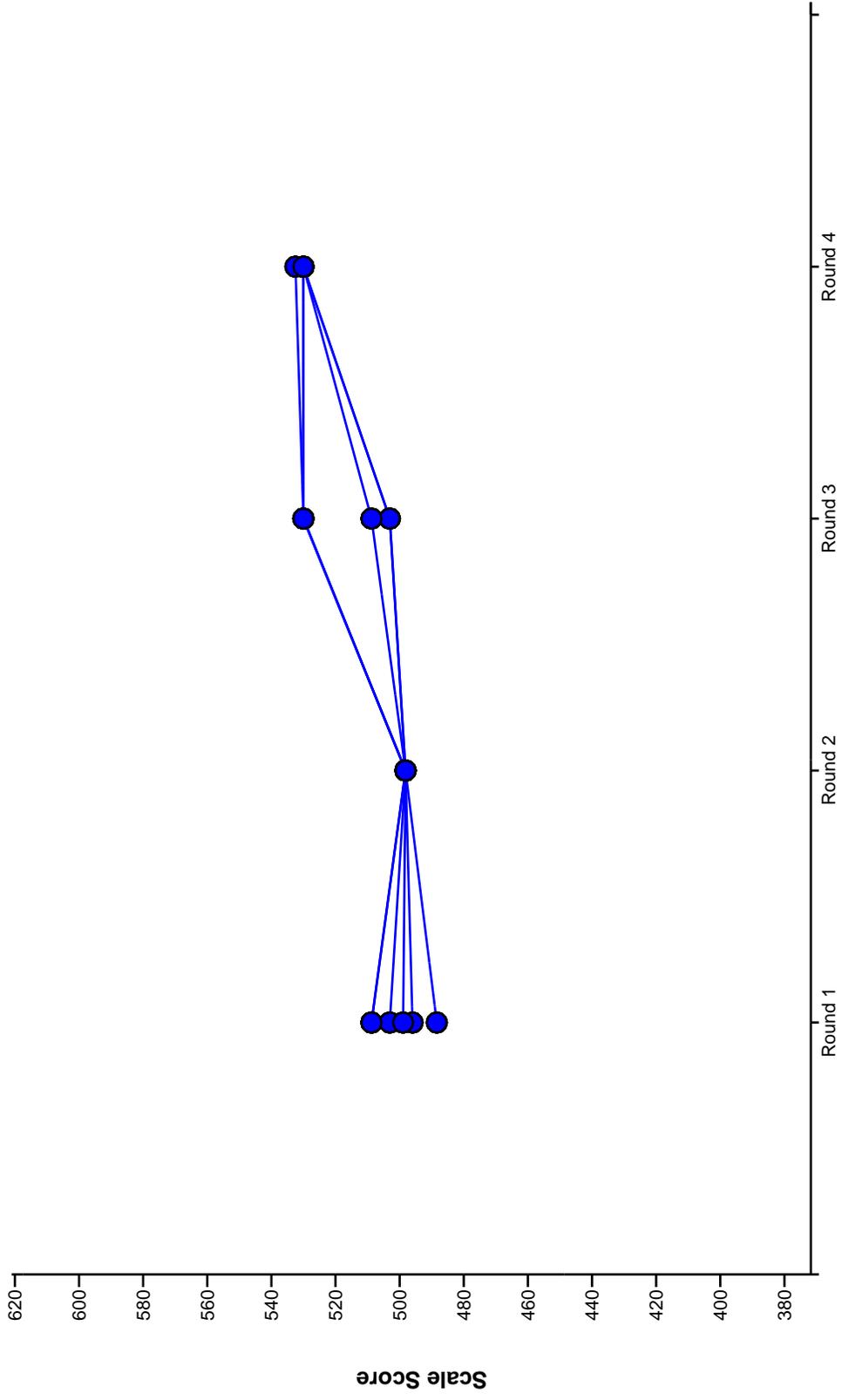


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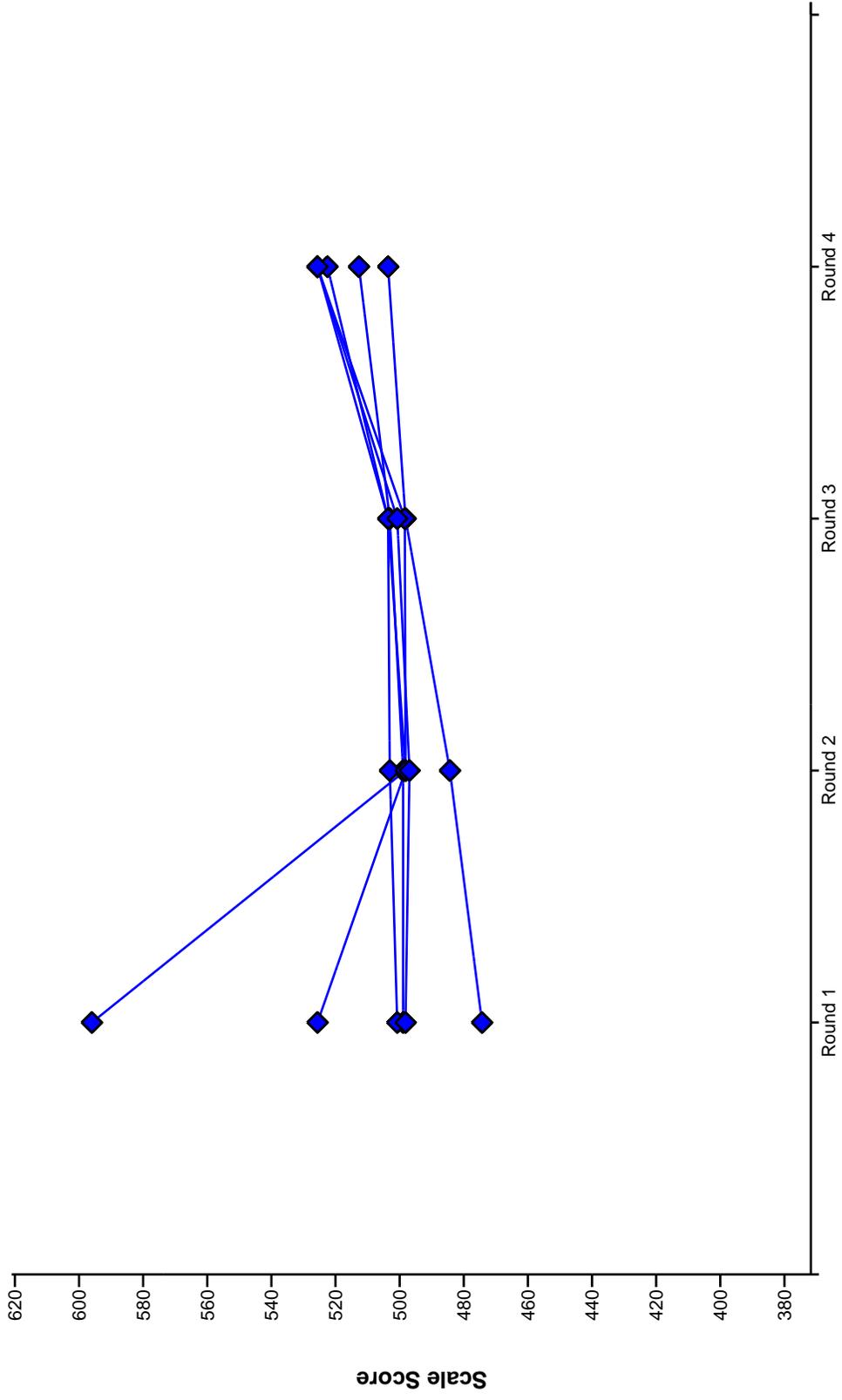


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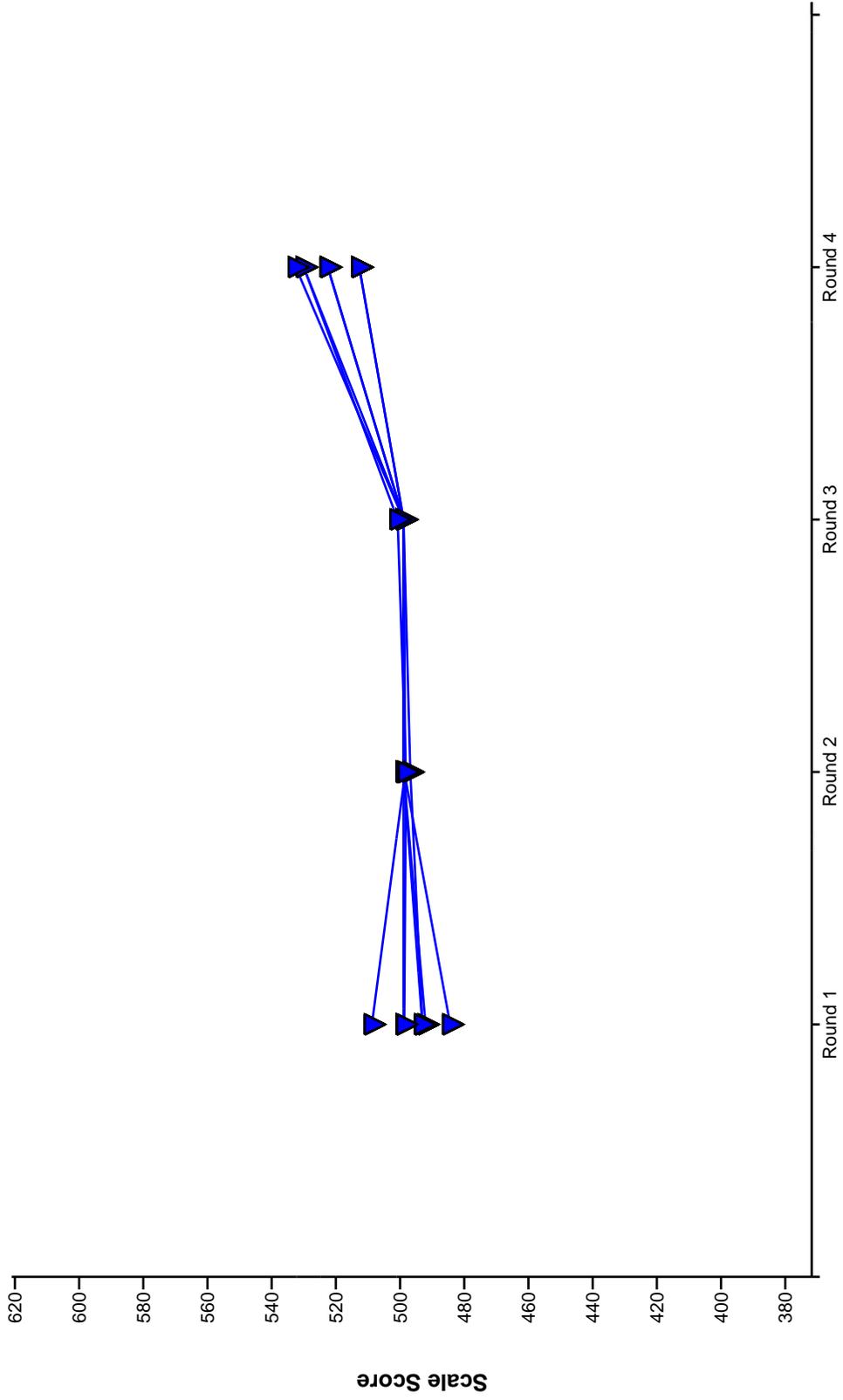


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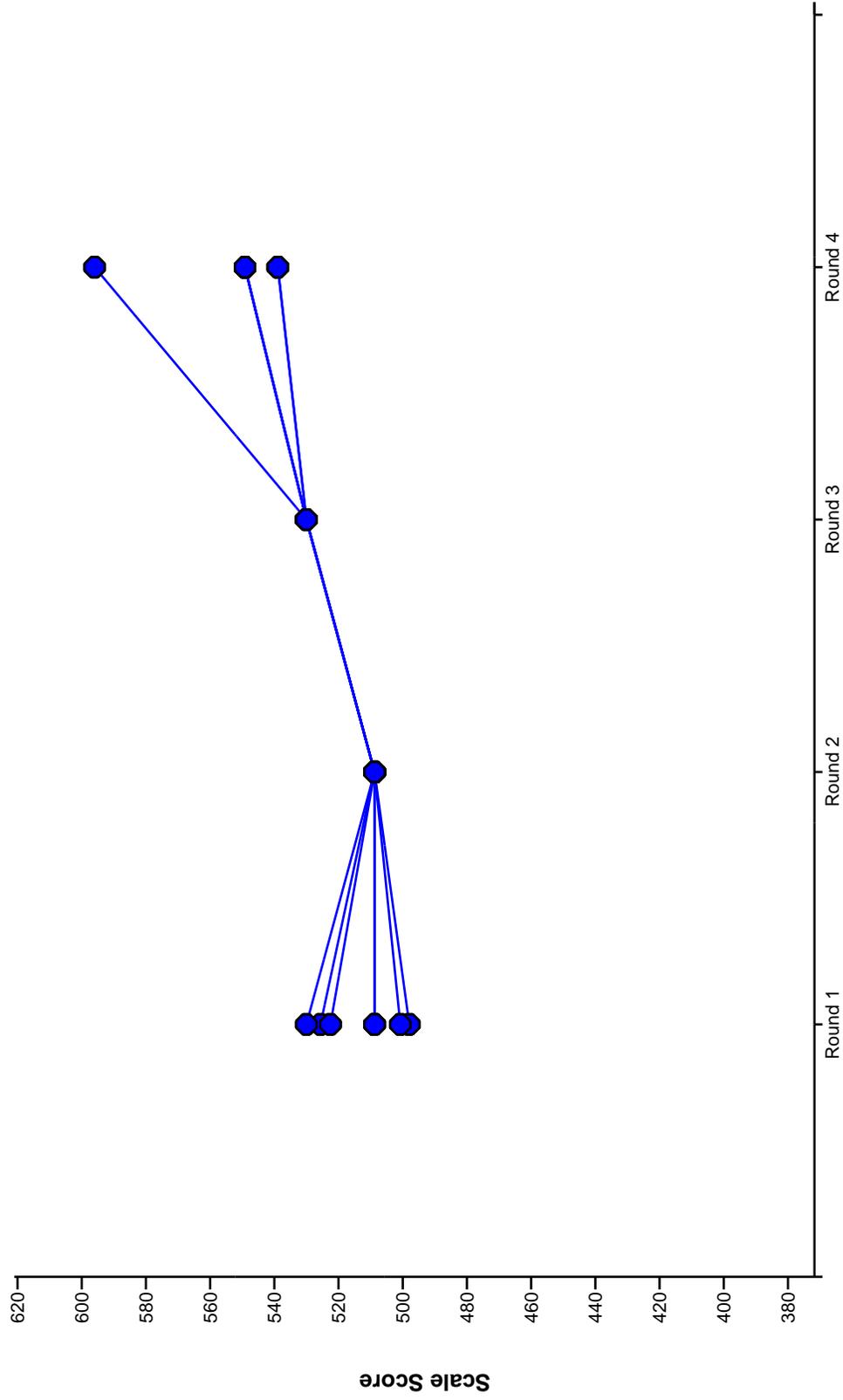
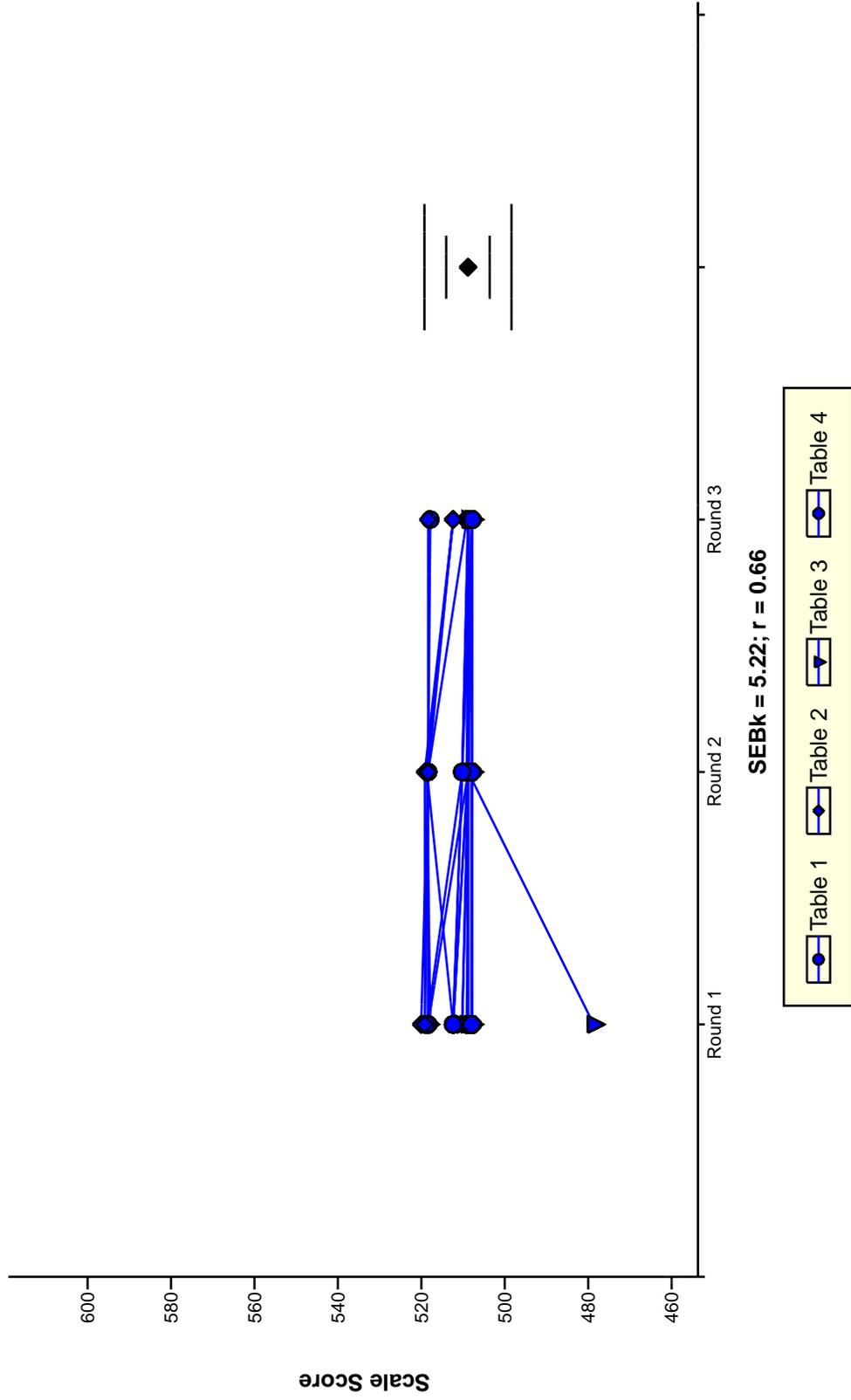


Table 4

New York State 2006 Grade 5 ELA Partially Meeting Cut Point



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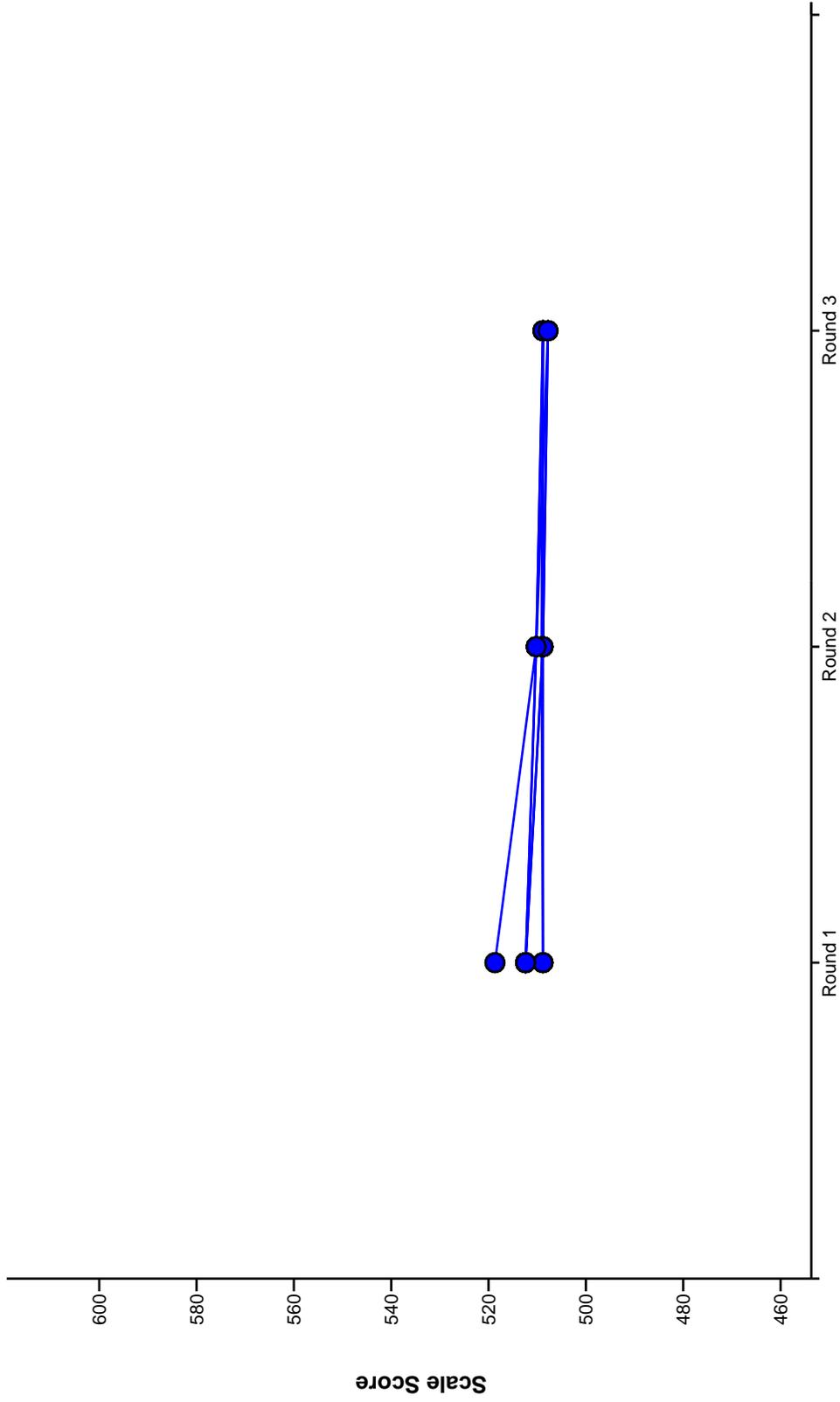


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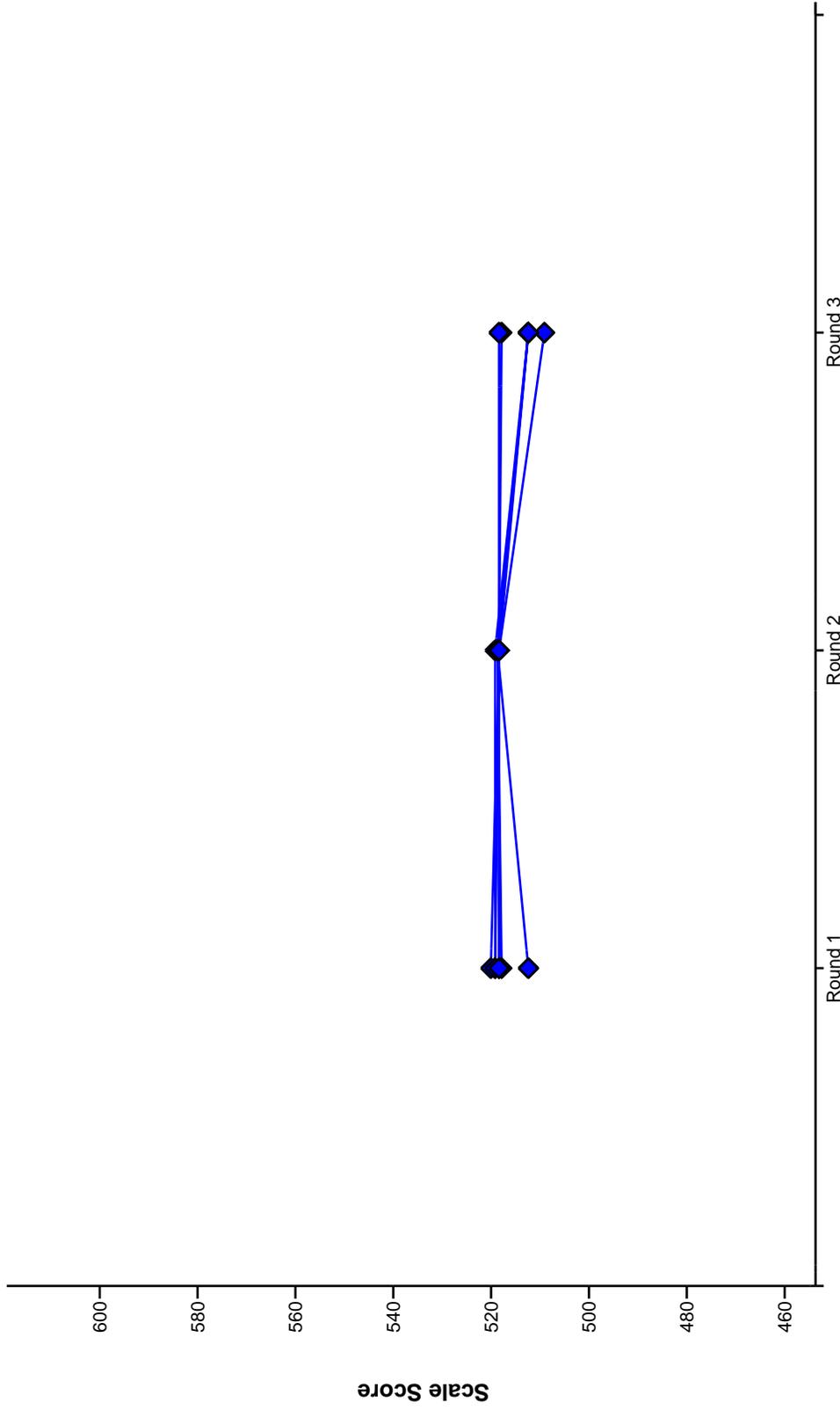


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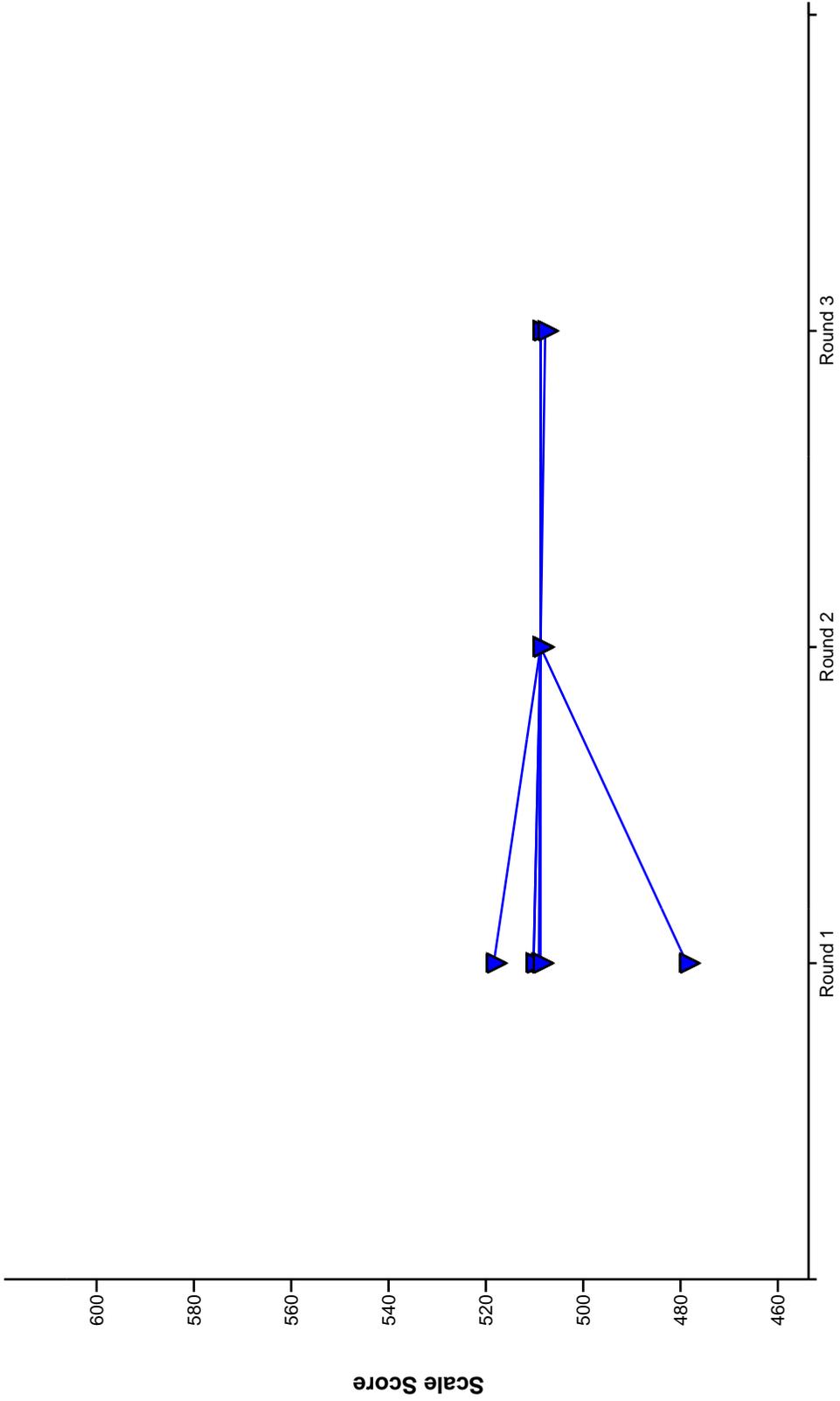


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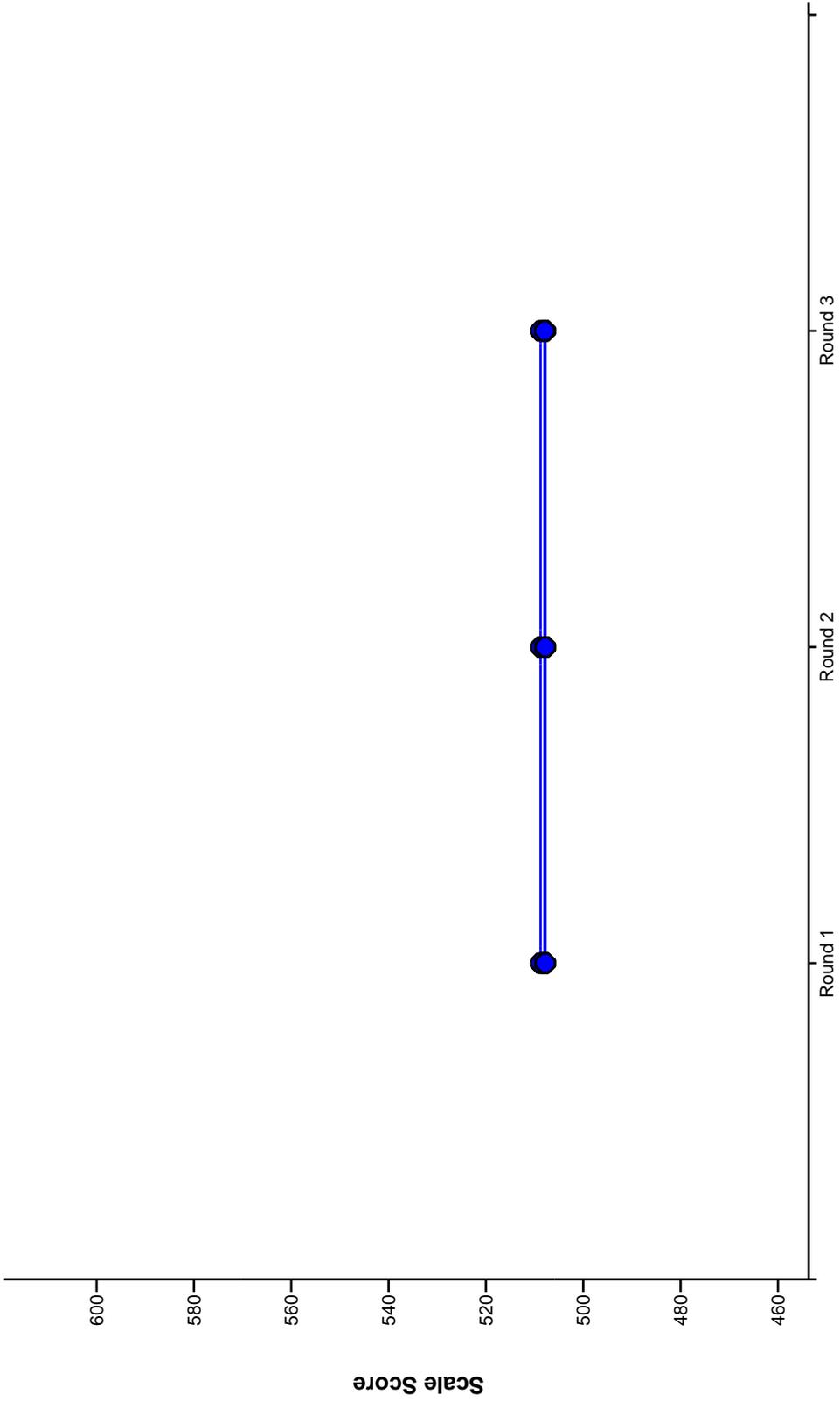
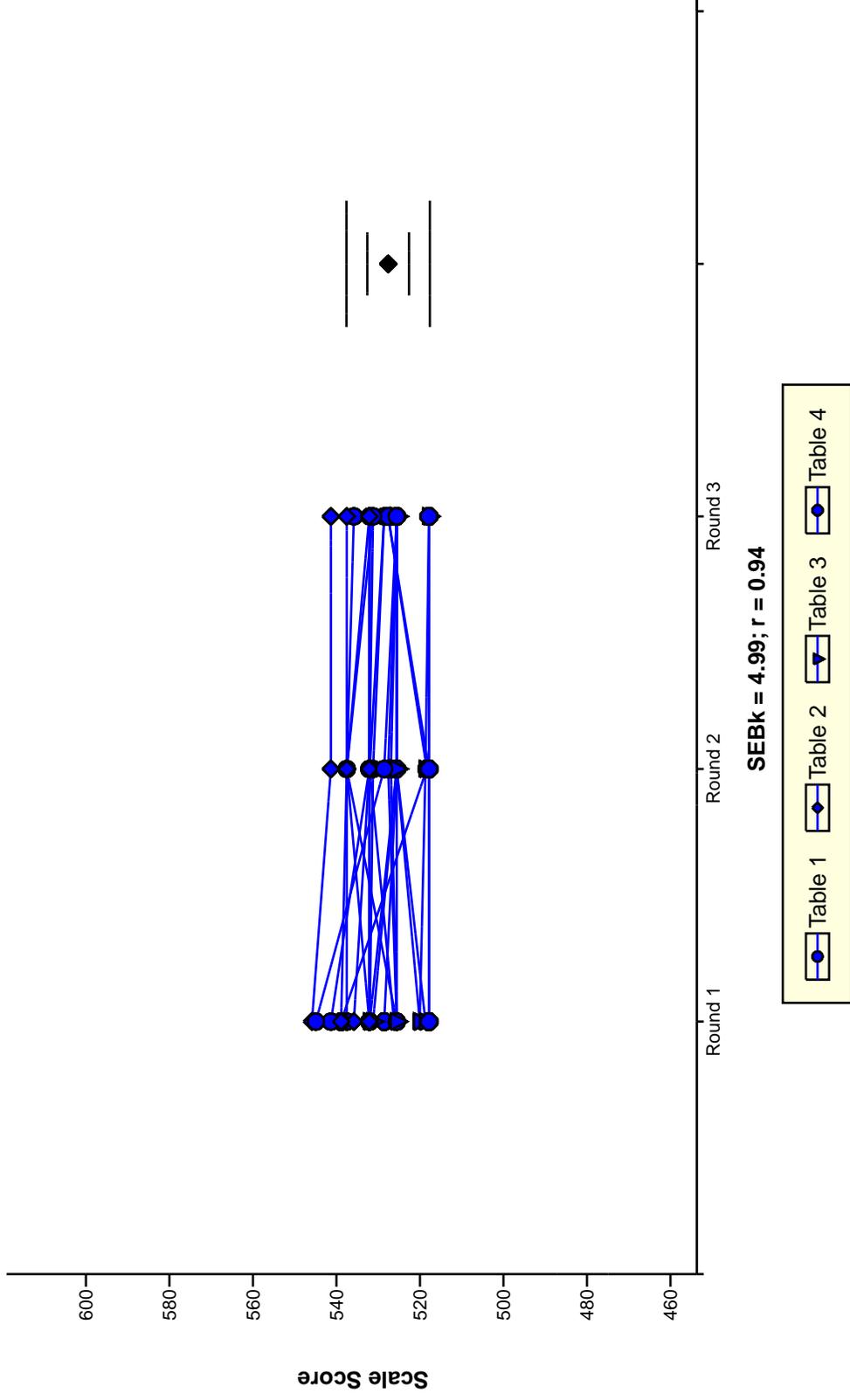


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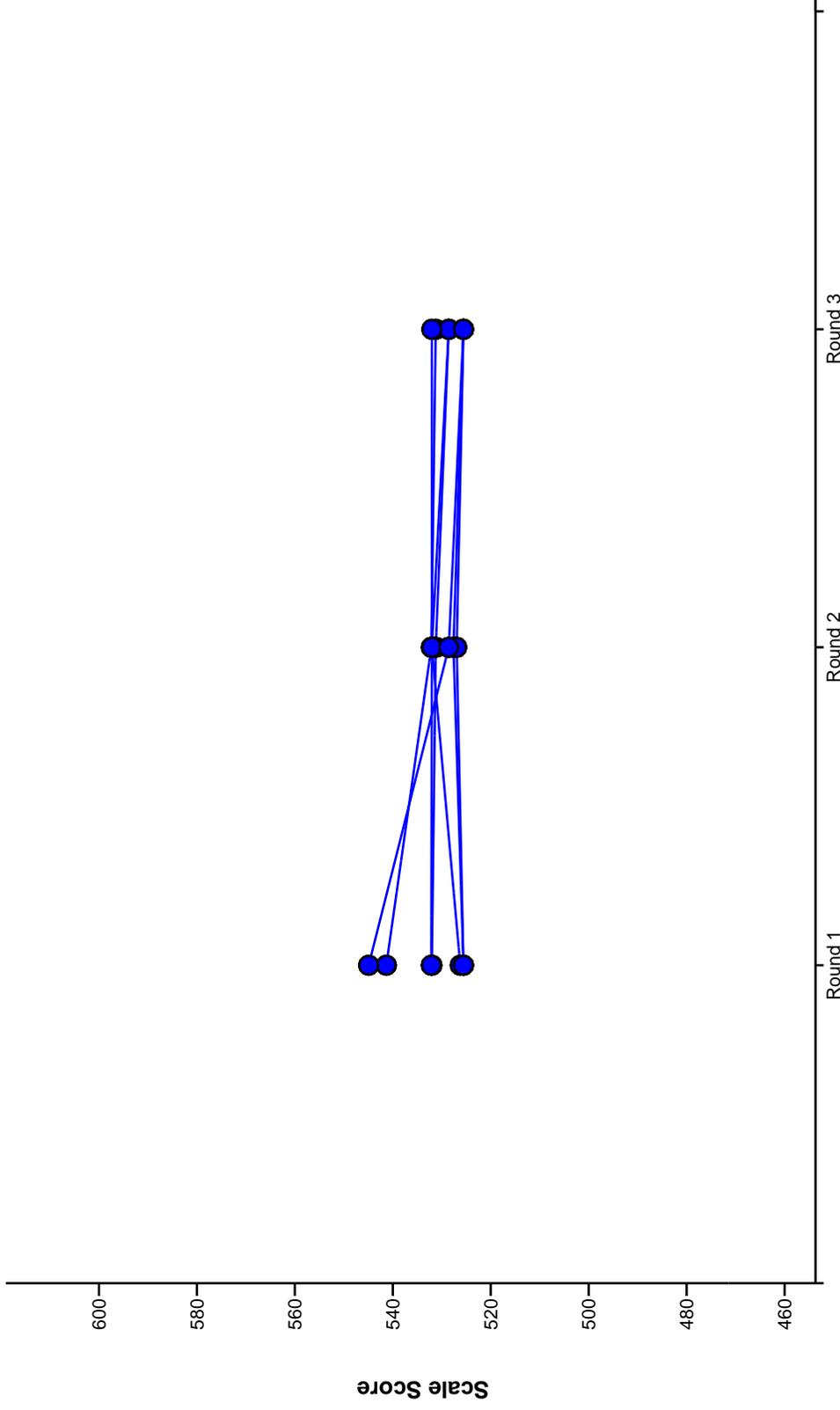


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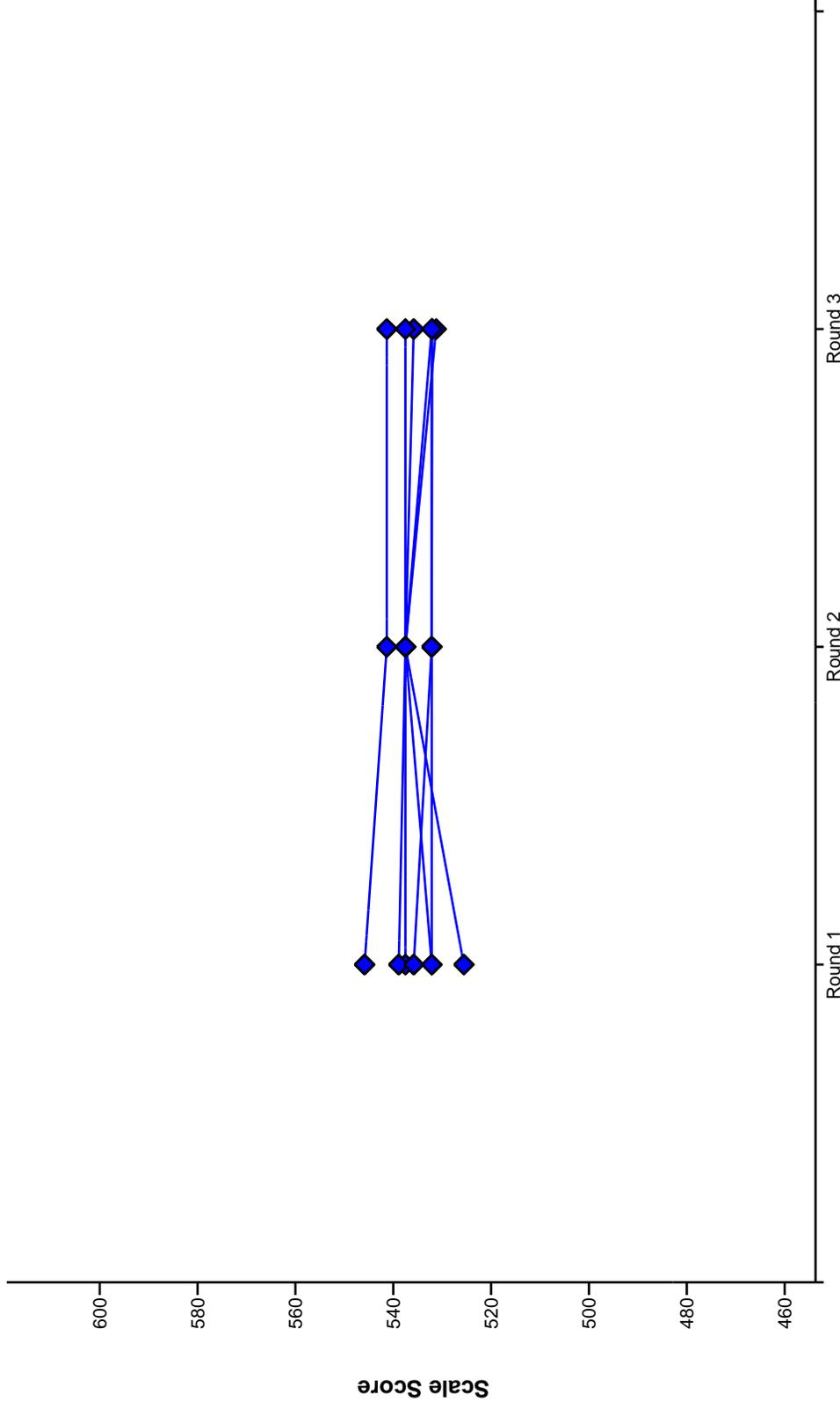


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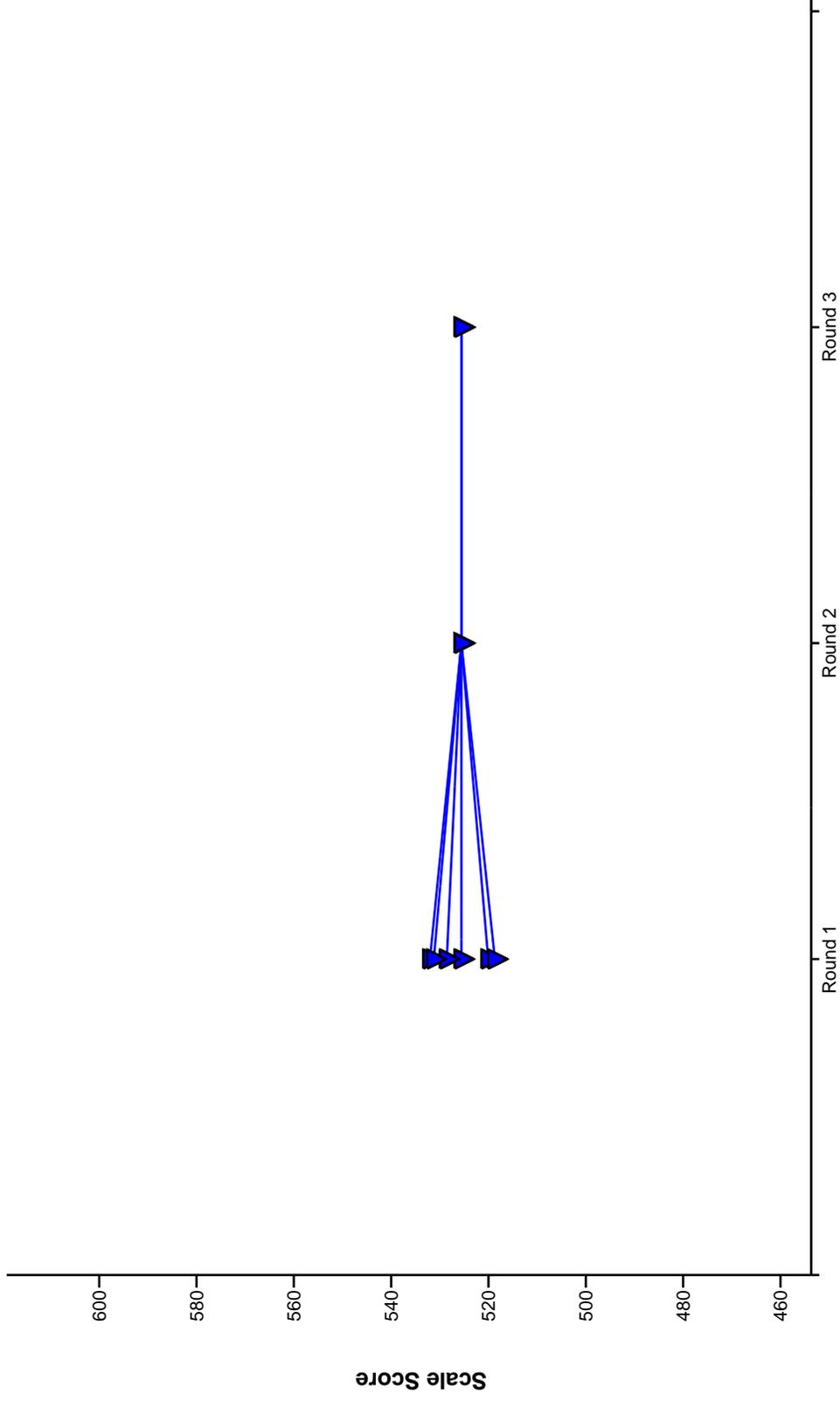


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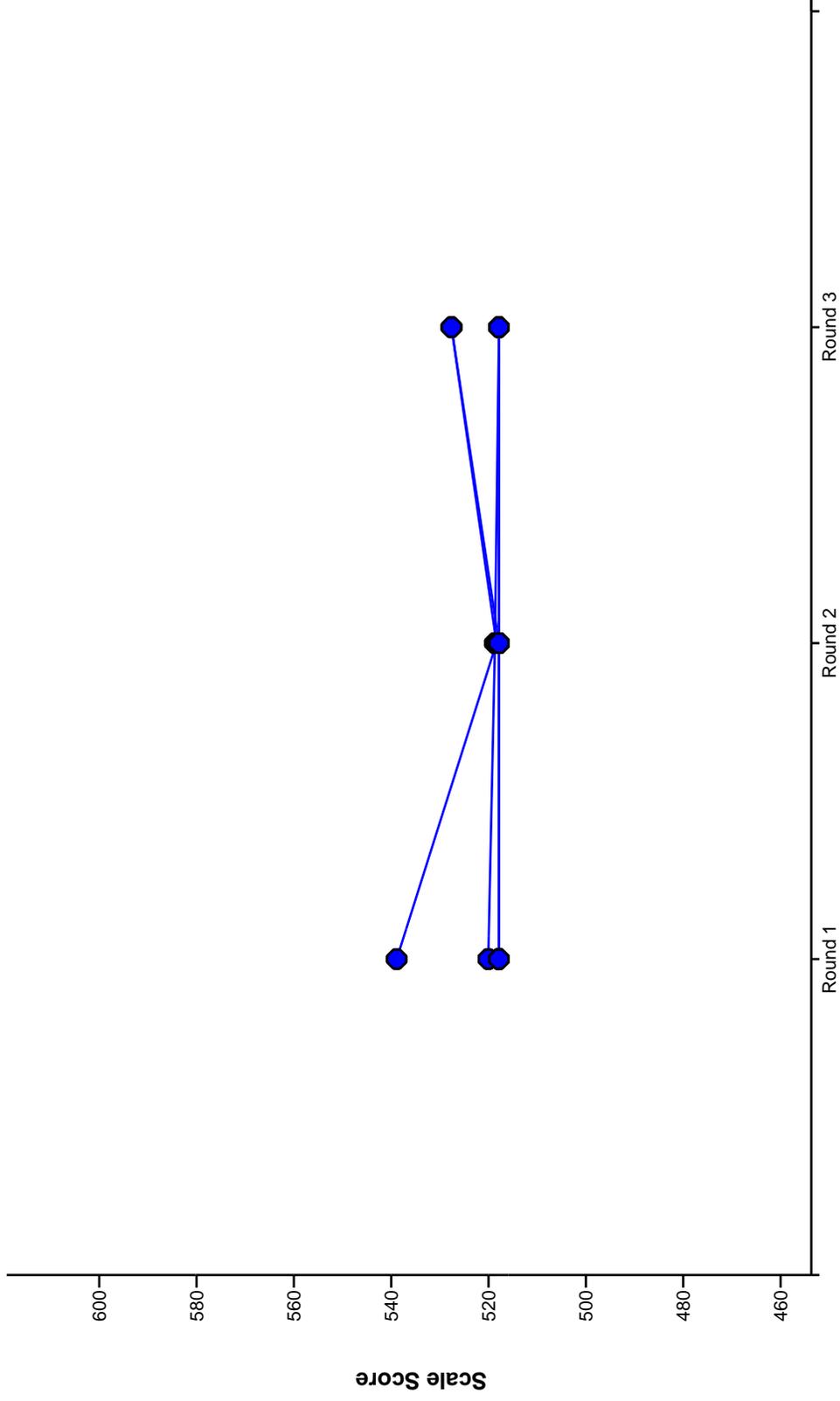
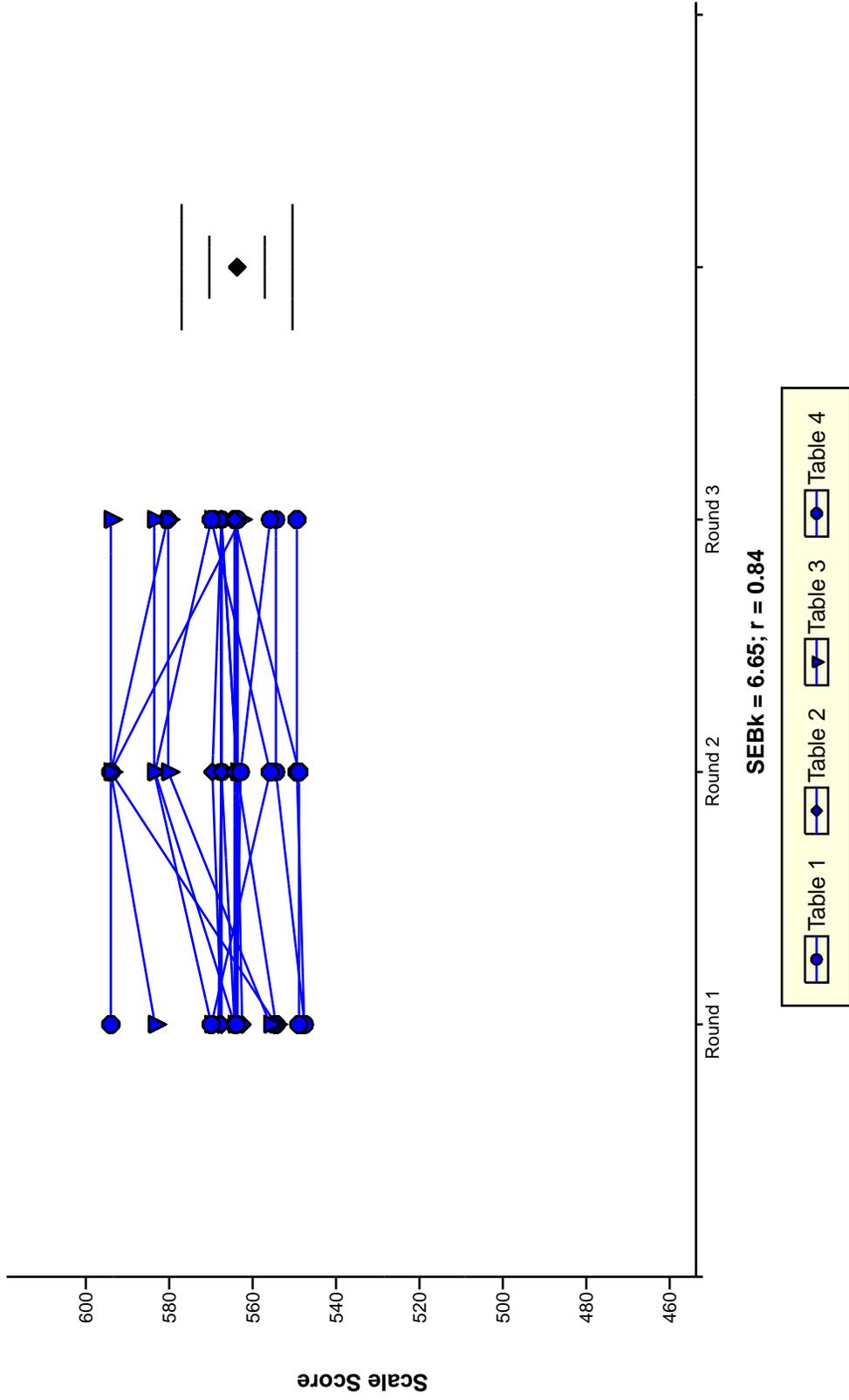


Table 4

New York State 2006 Grade 5 ELA Meeting with Distinction Cut Point



New York State 2006 Grade 5 ELA Meeting with Distinction Cut Point

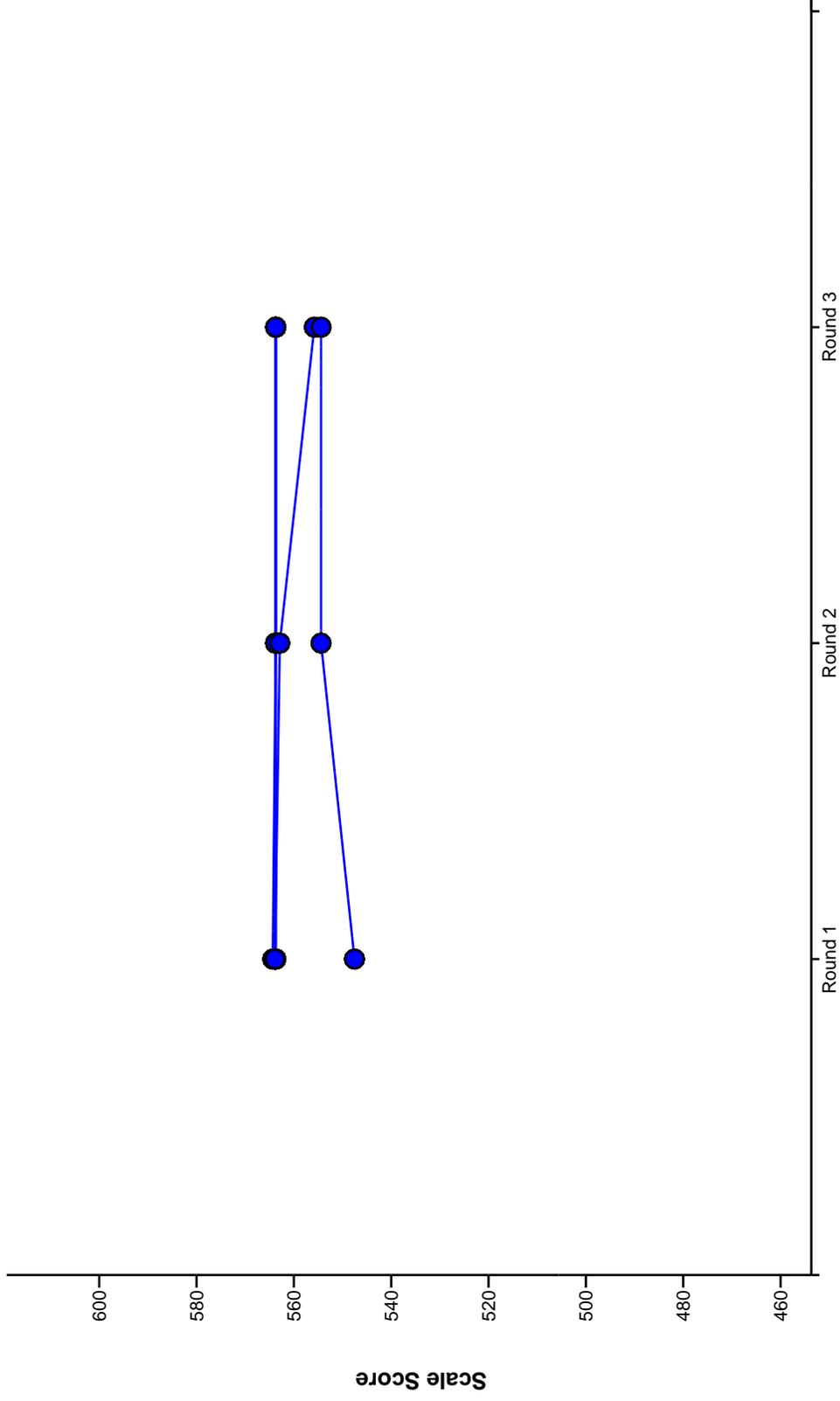


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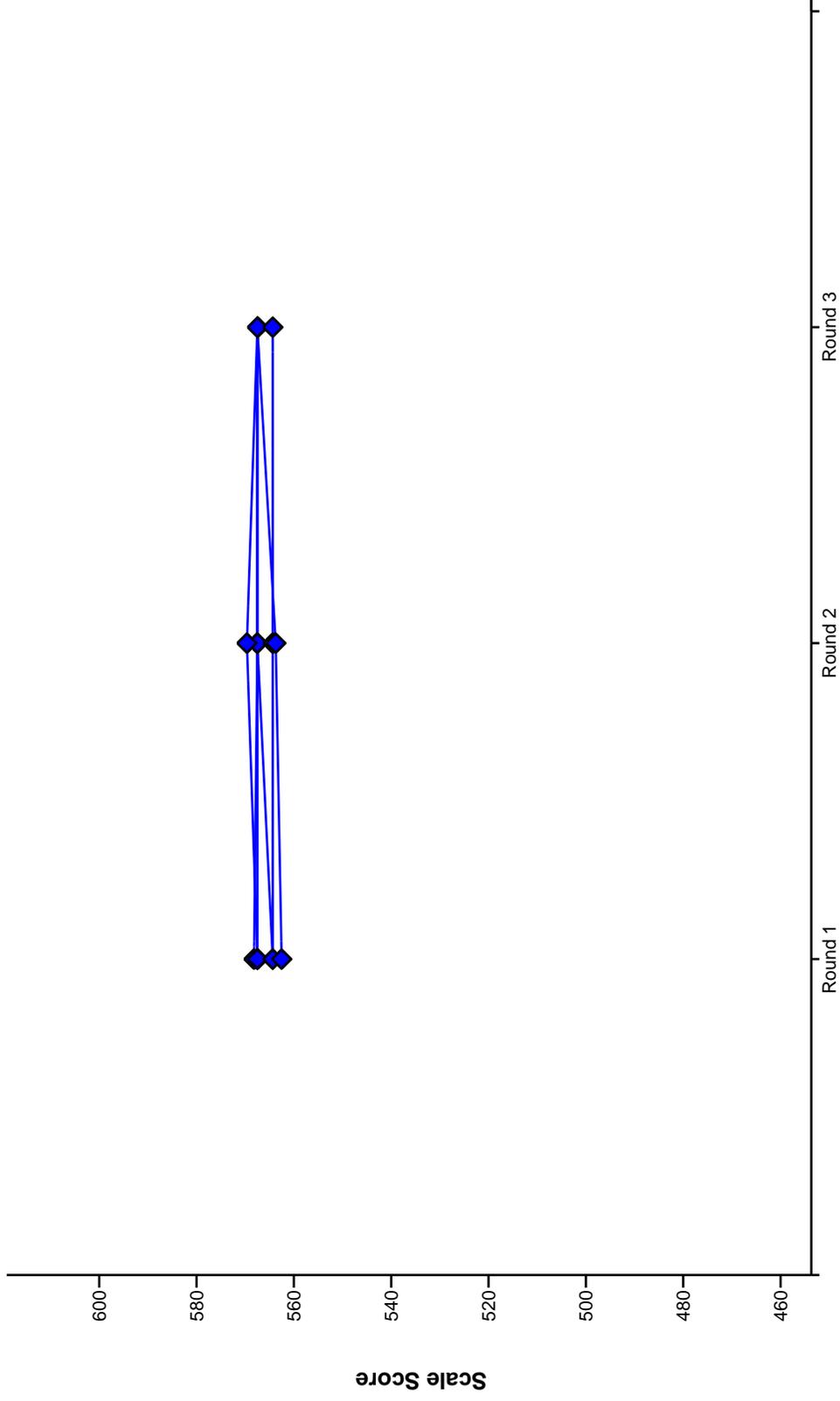


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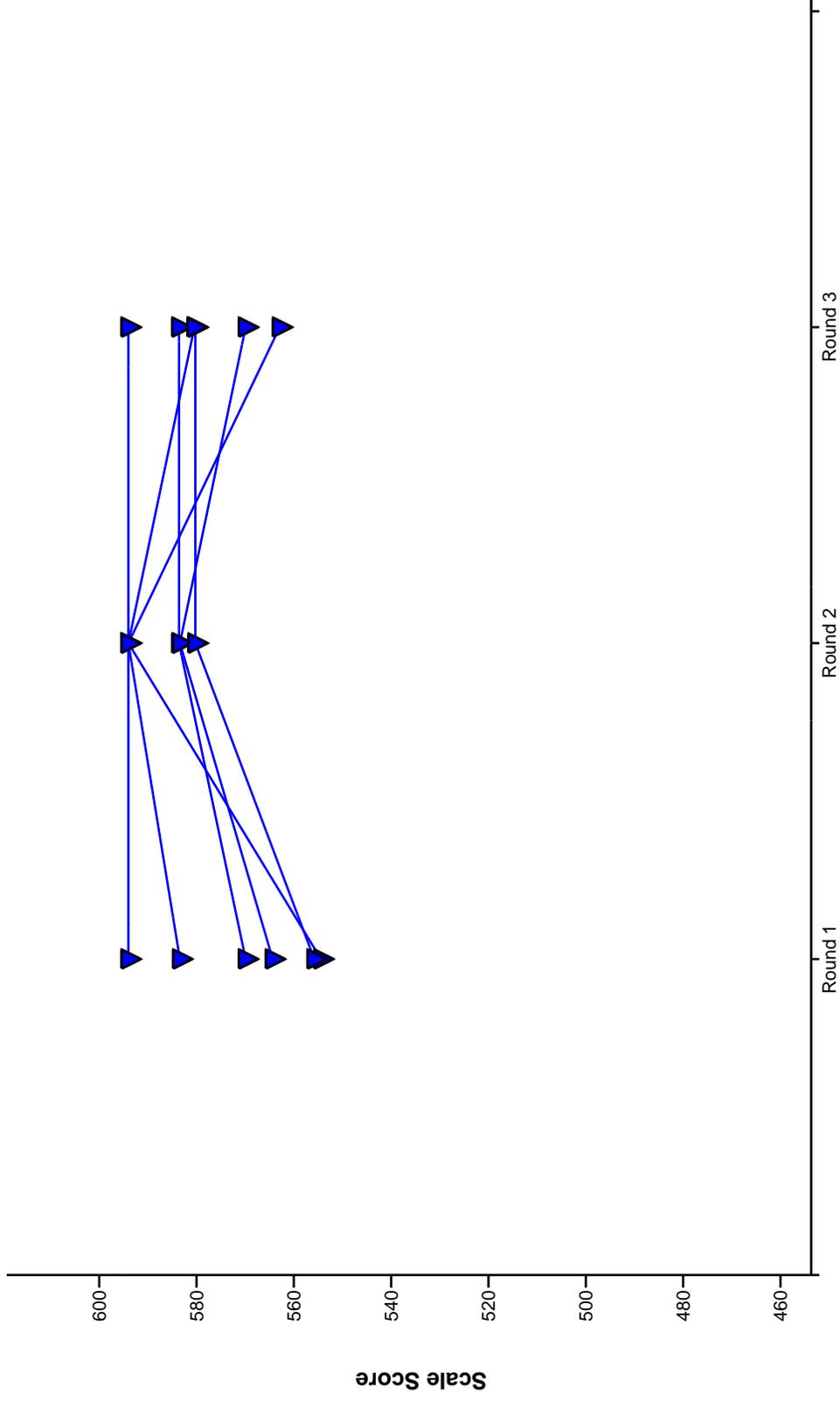


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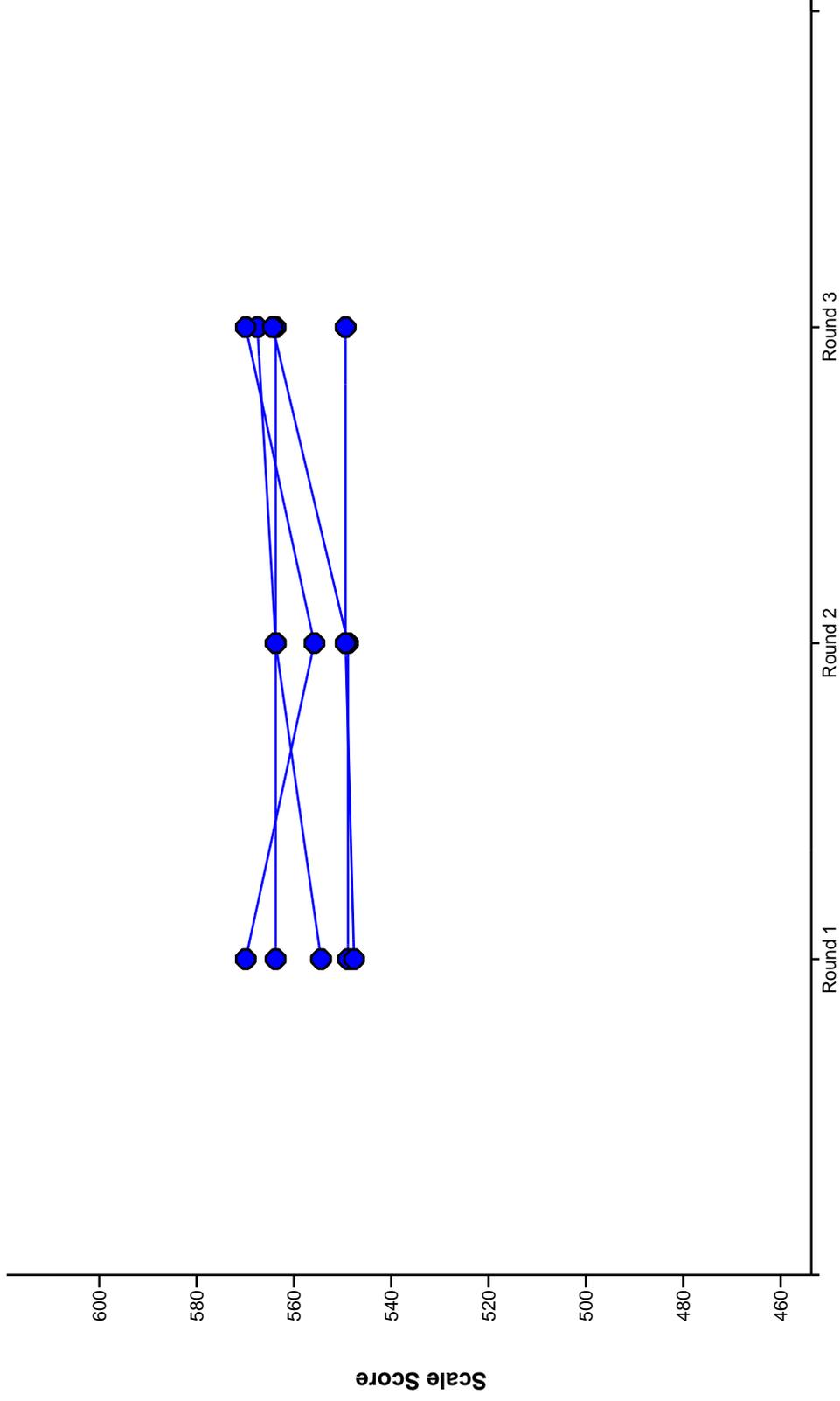


Table 4

New York State 2006 Grade 6 ELA Partially Meeting Cut Point

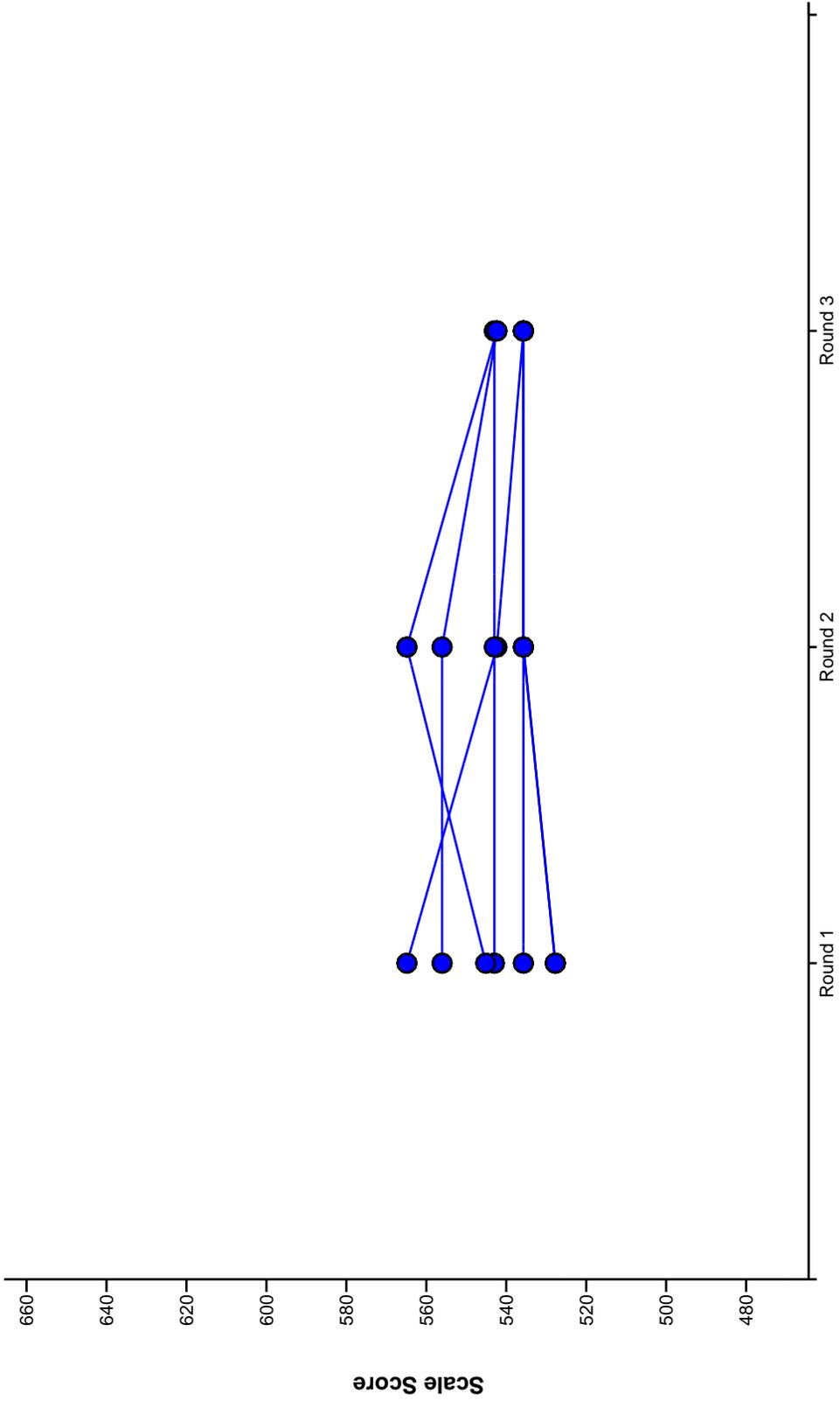


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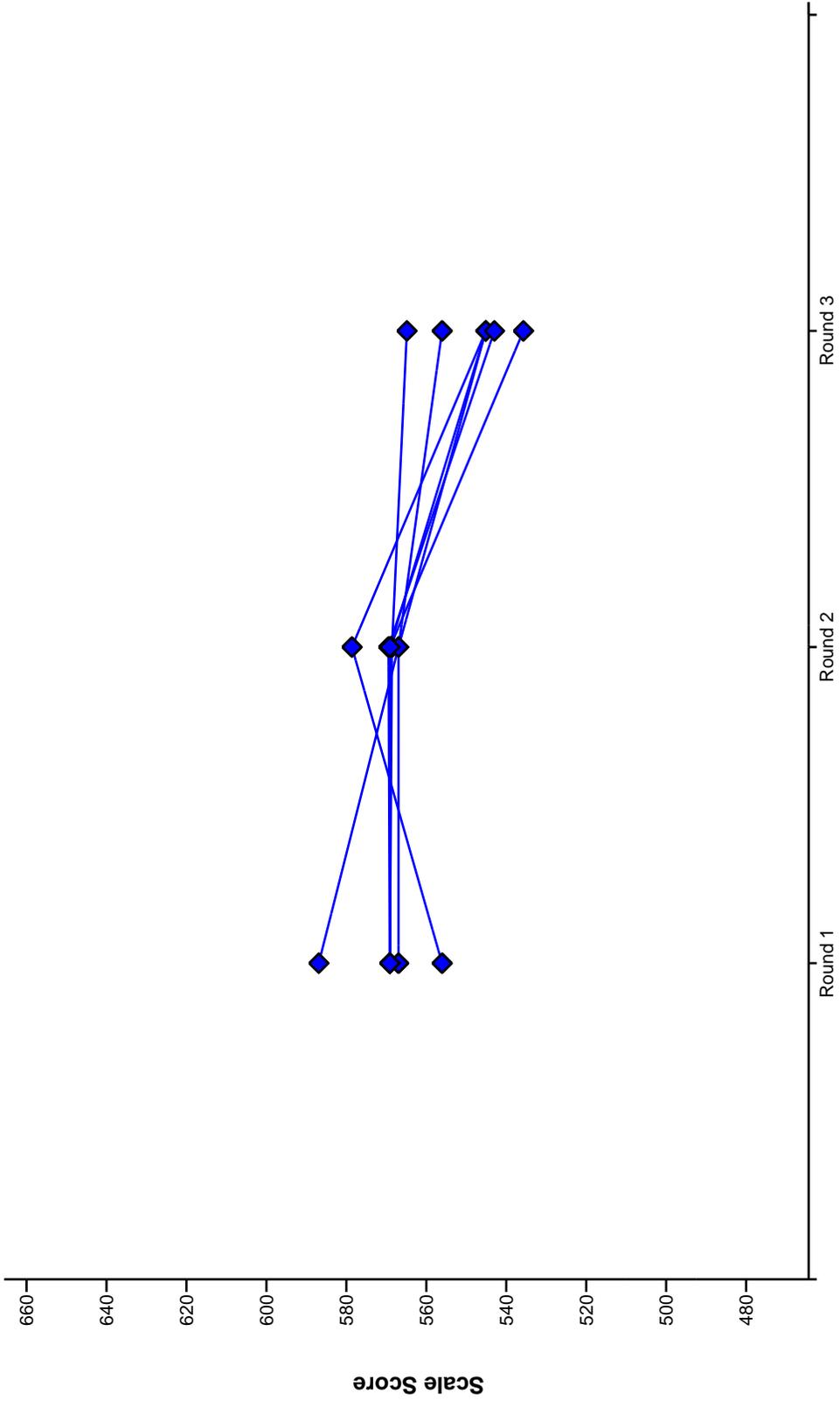


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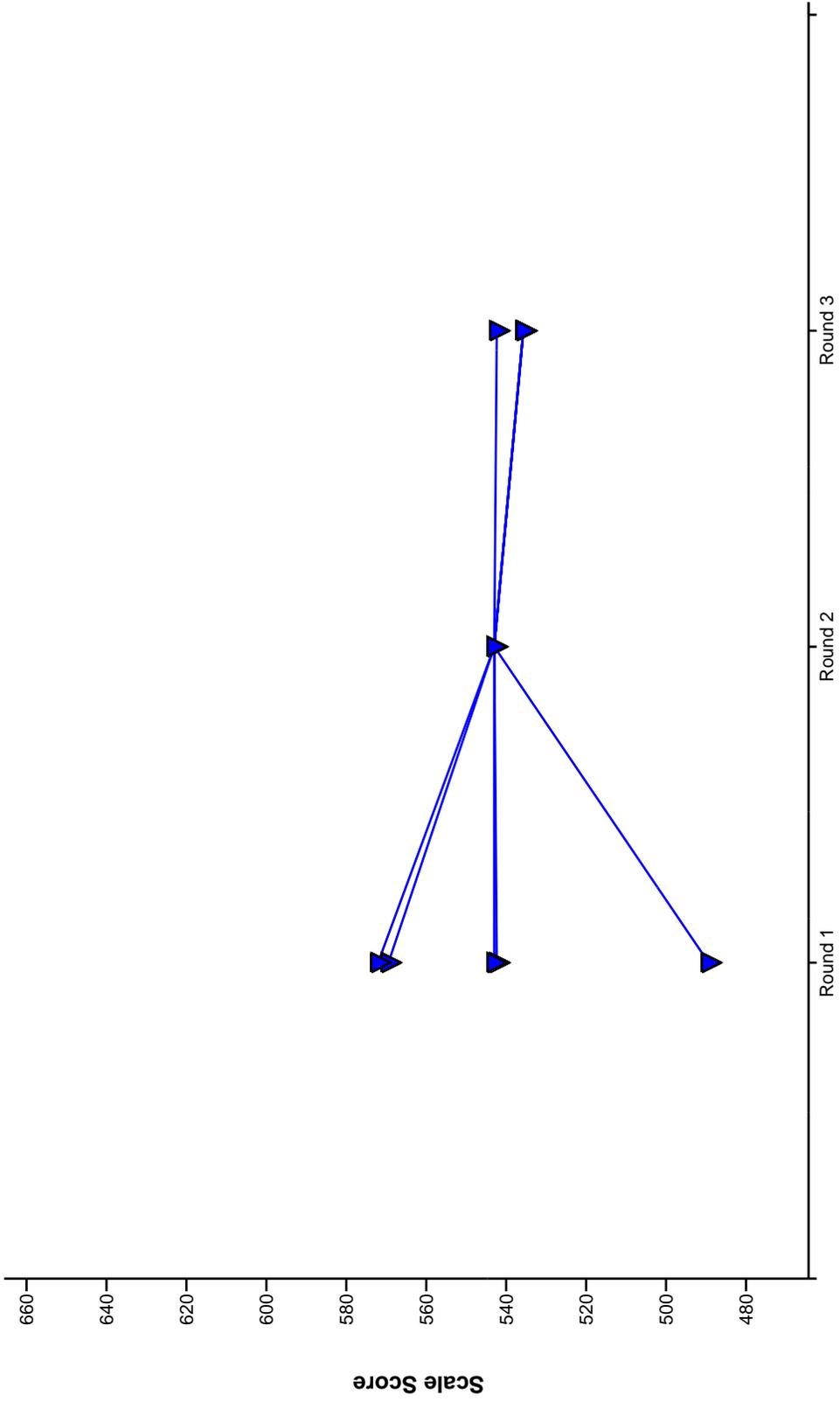


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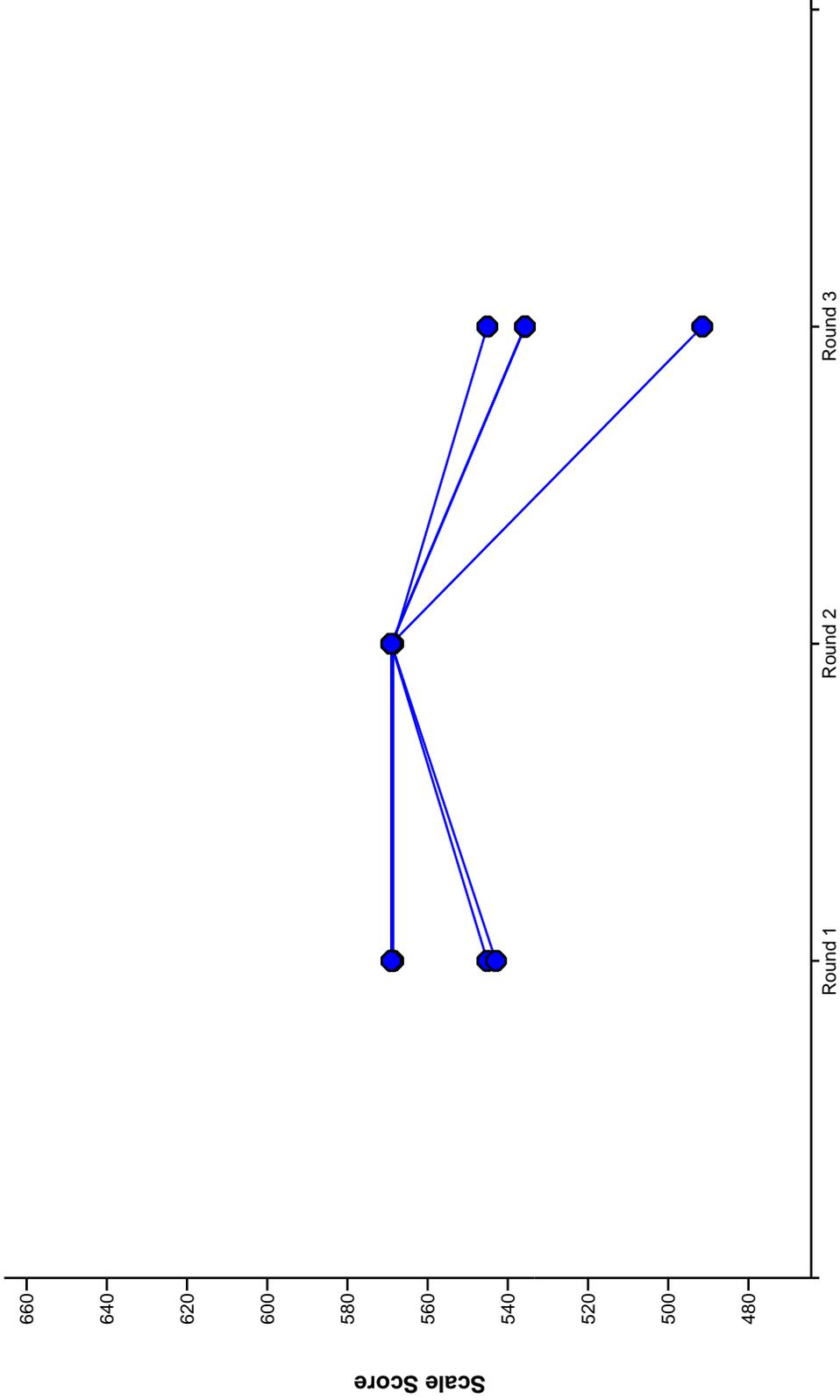
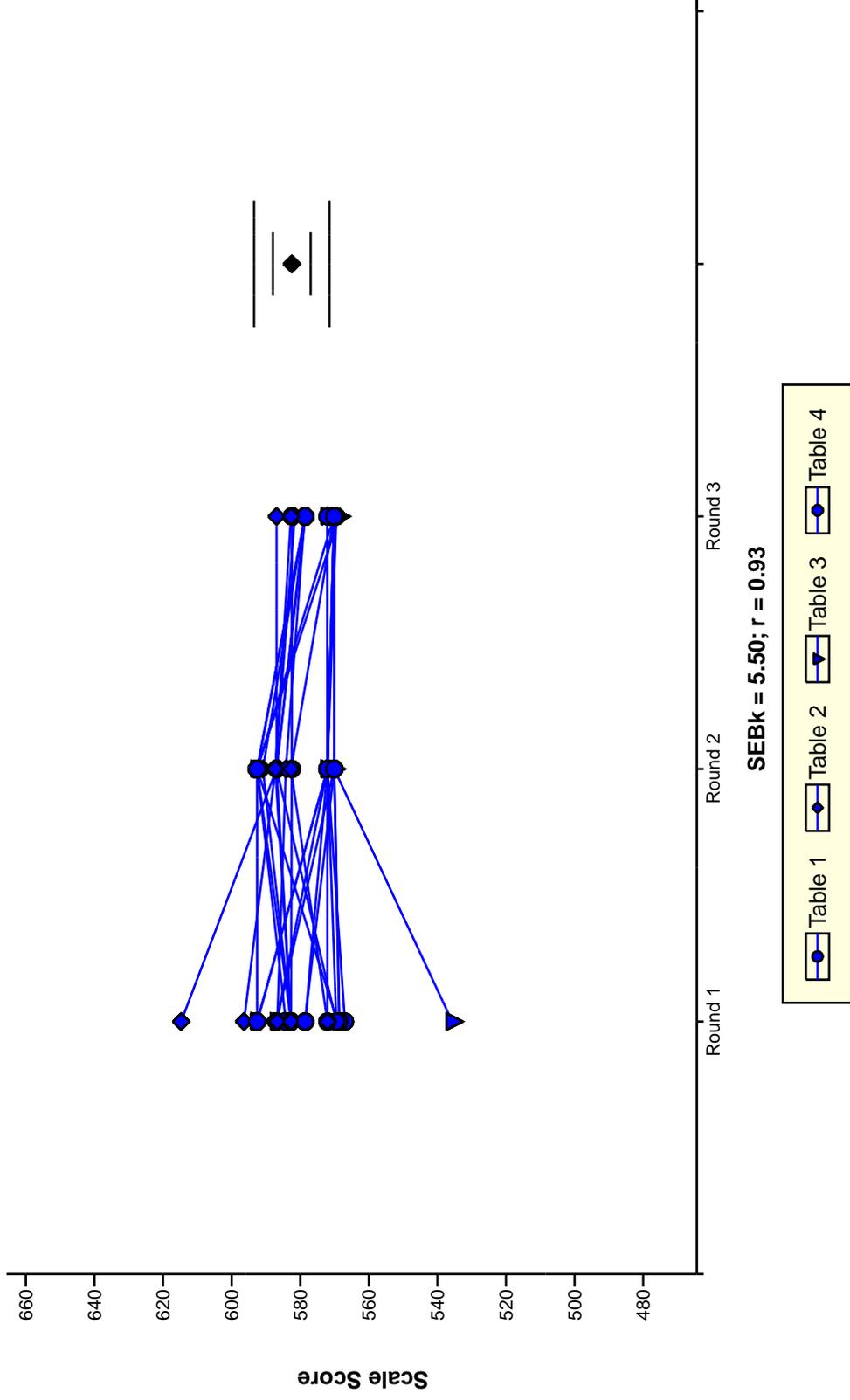


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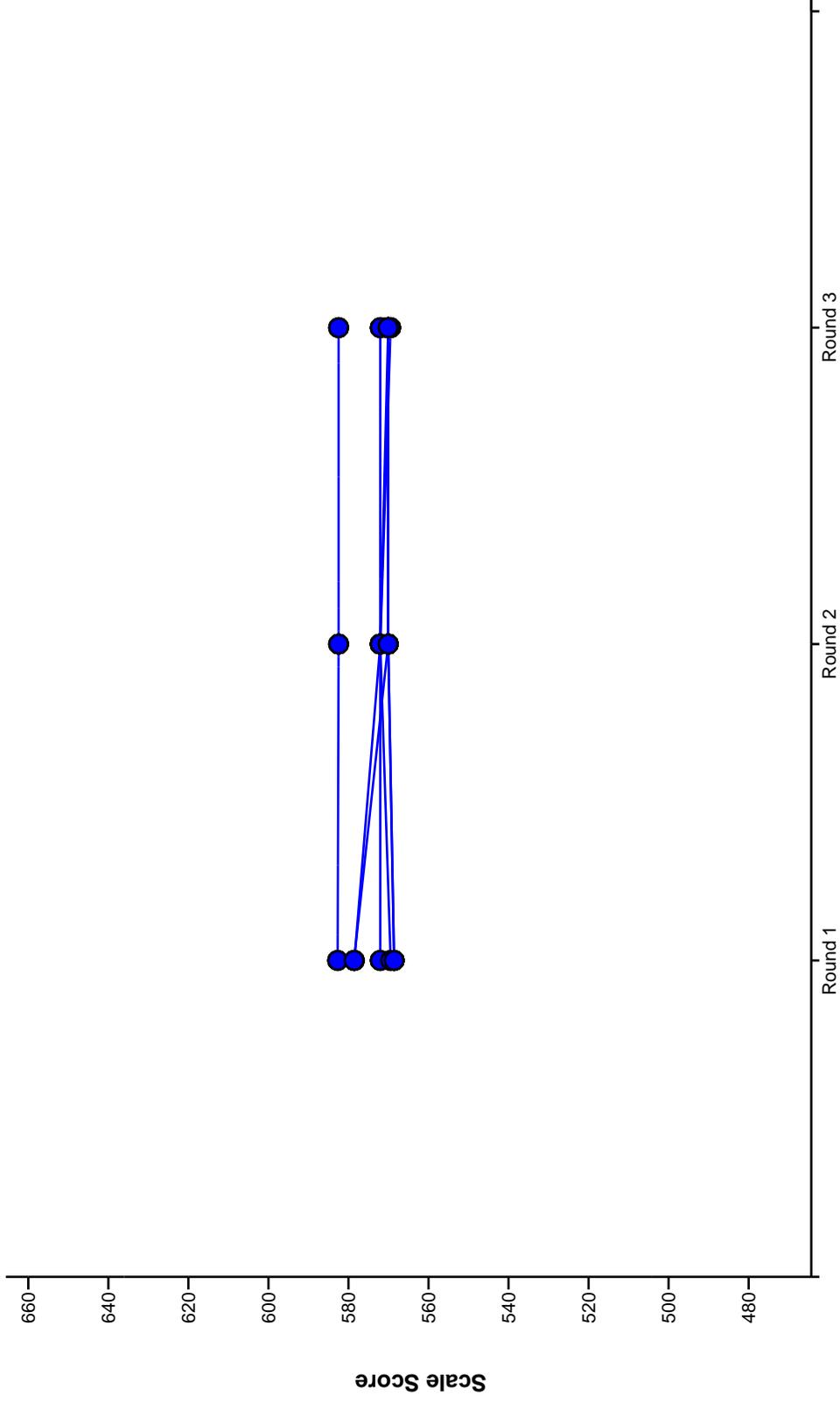


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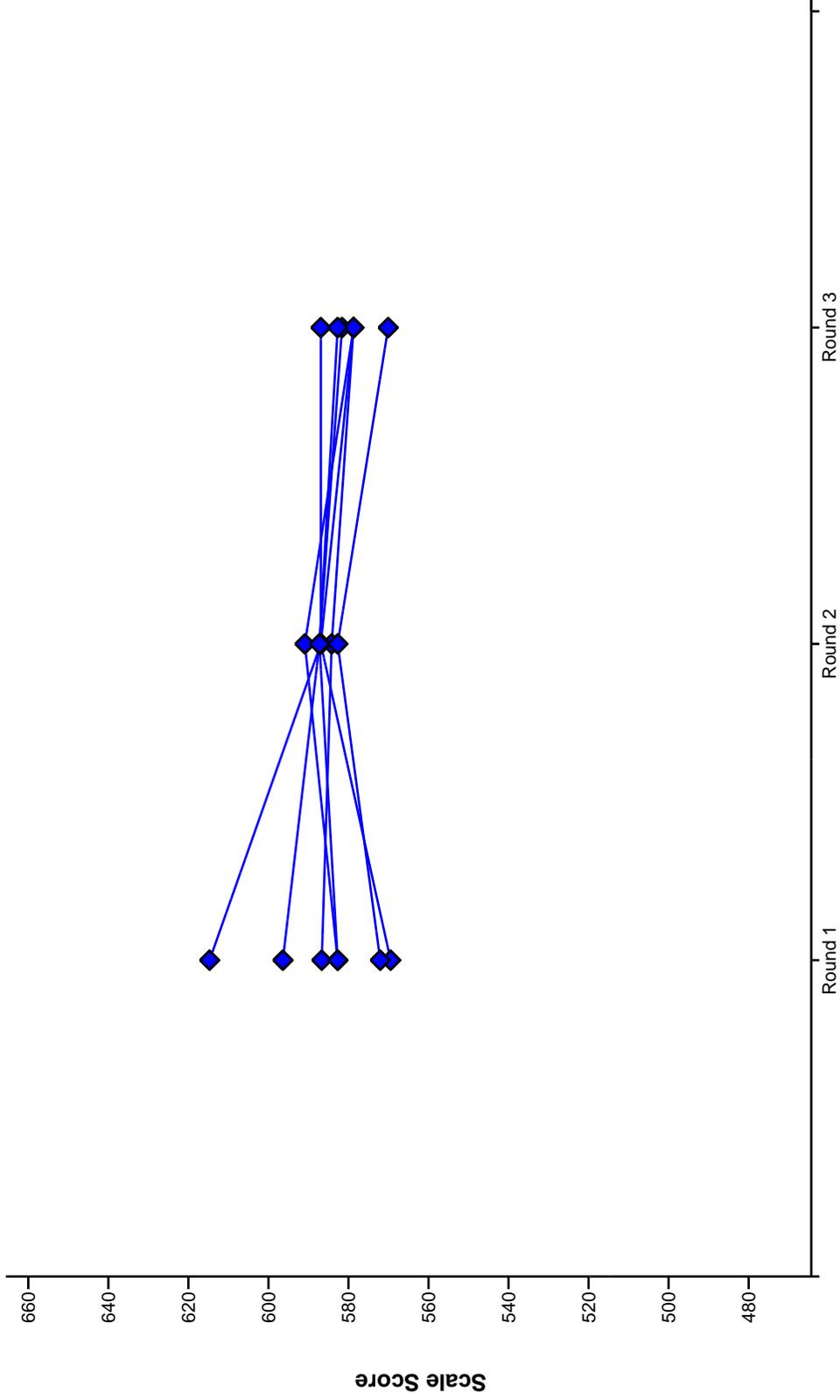


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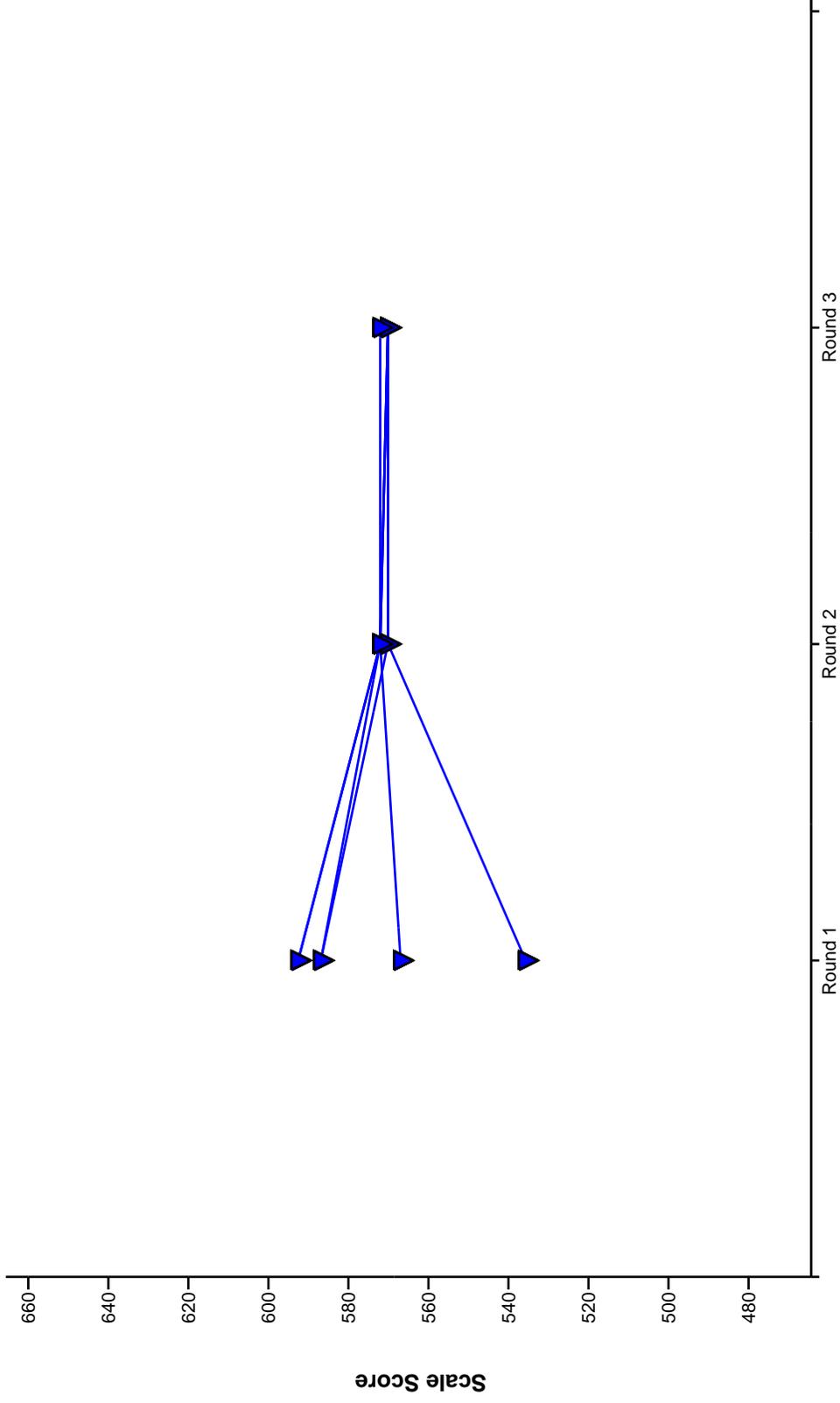


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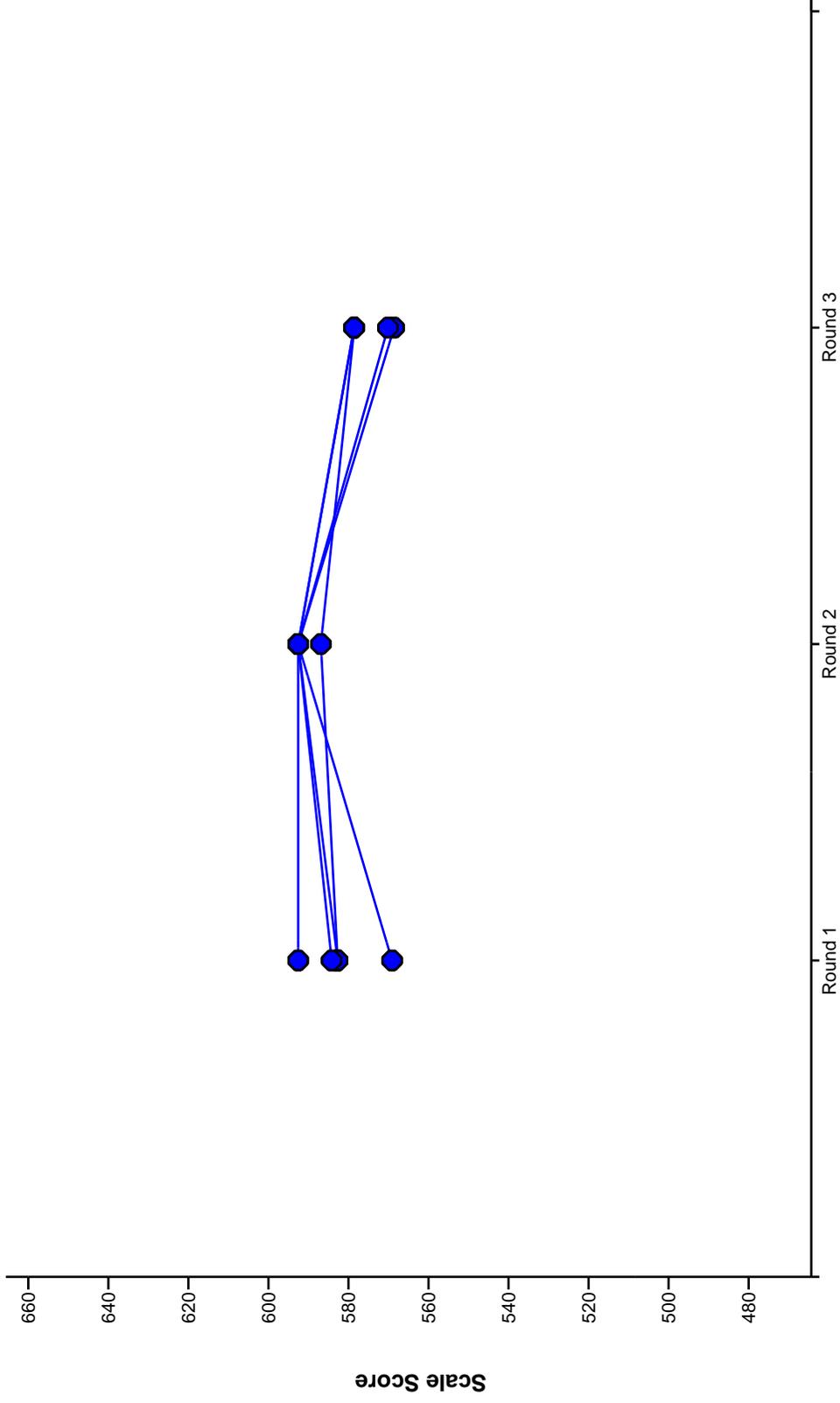
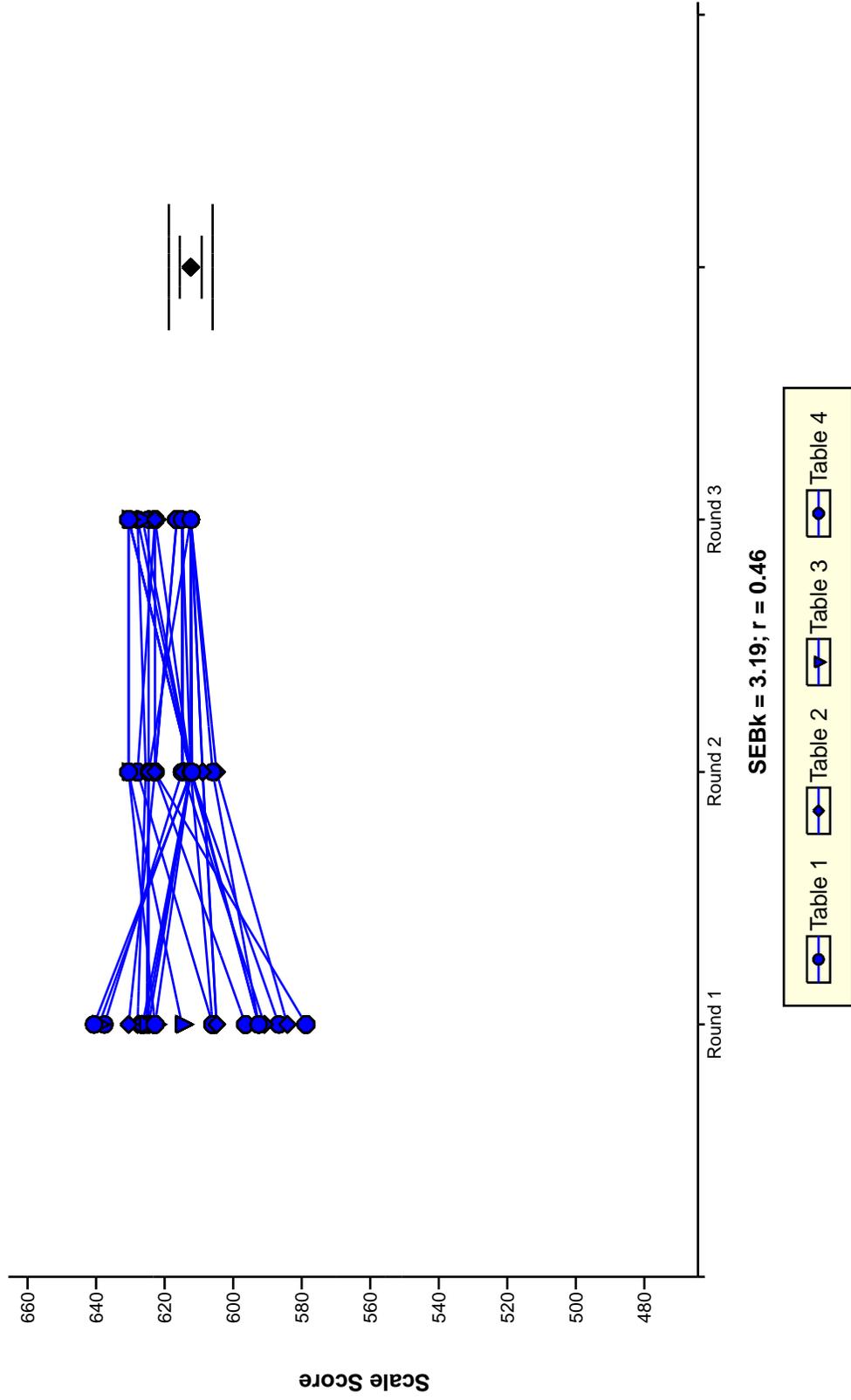


Table 4

New York State 2006 Grade 6 ELA Meeting with Distinction Cut Point



New York State 2006 Grade 6 ELA Meeting with Distinction Cut Point

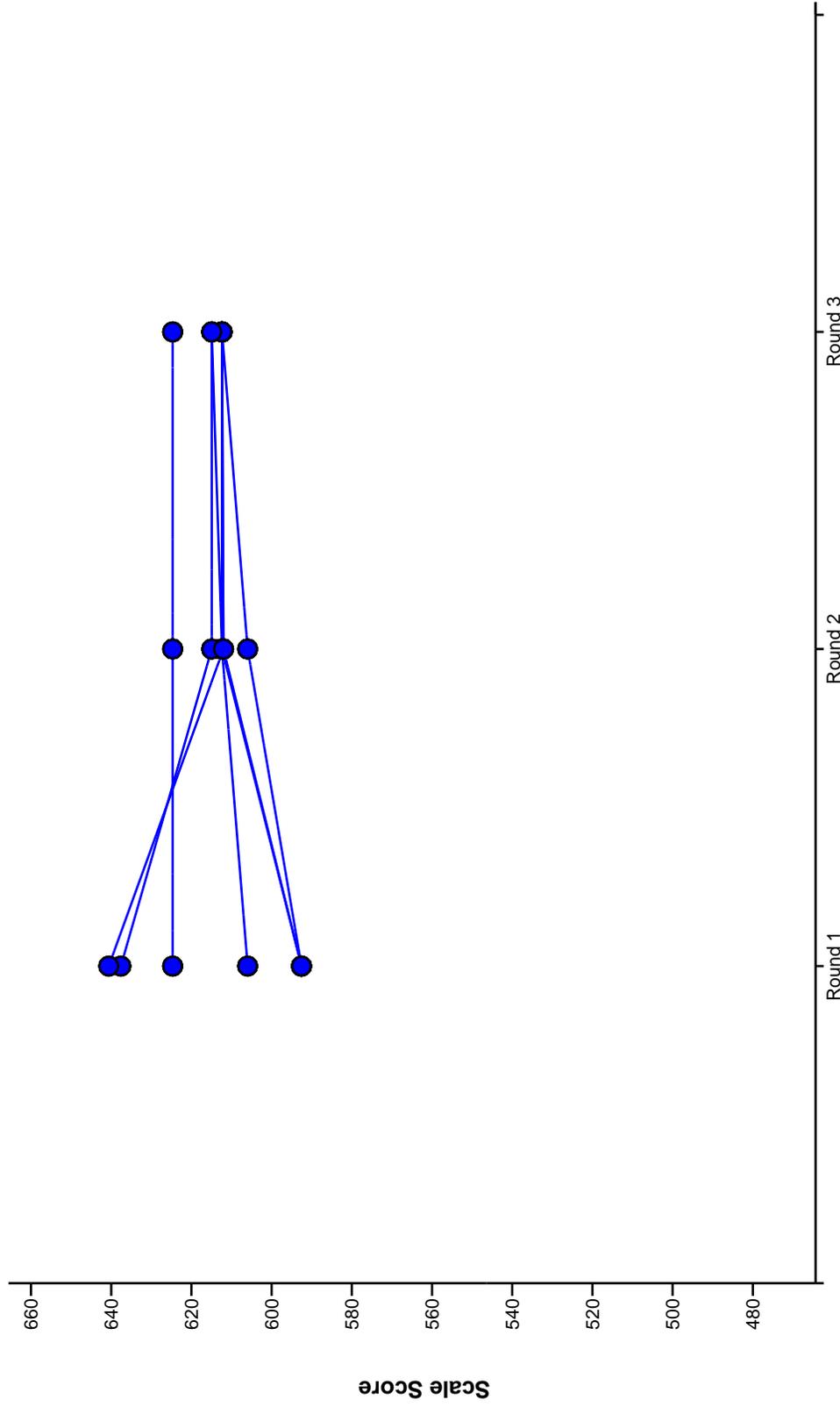


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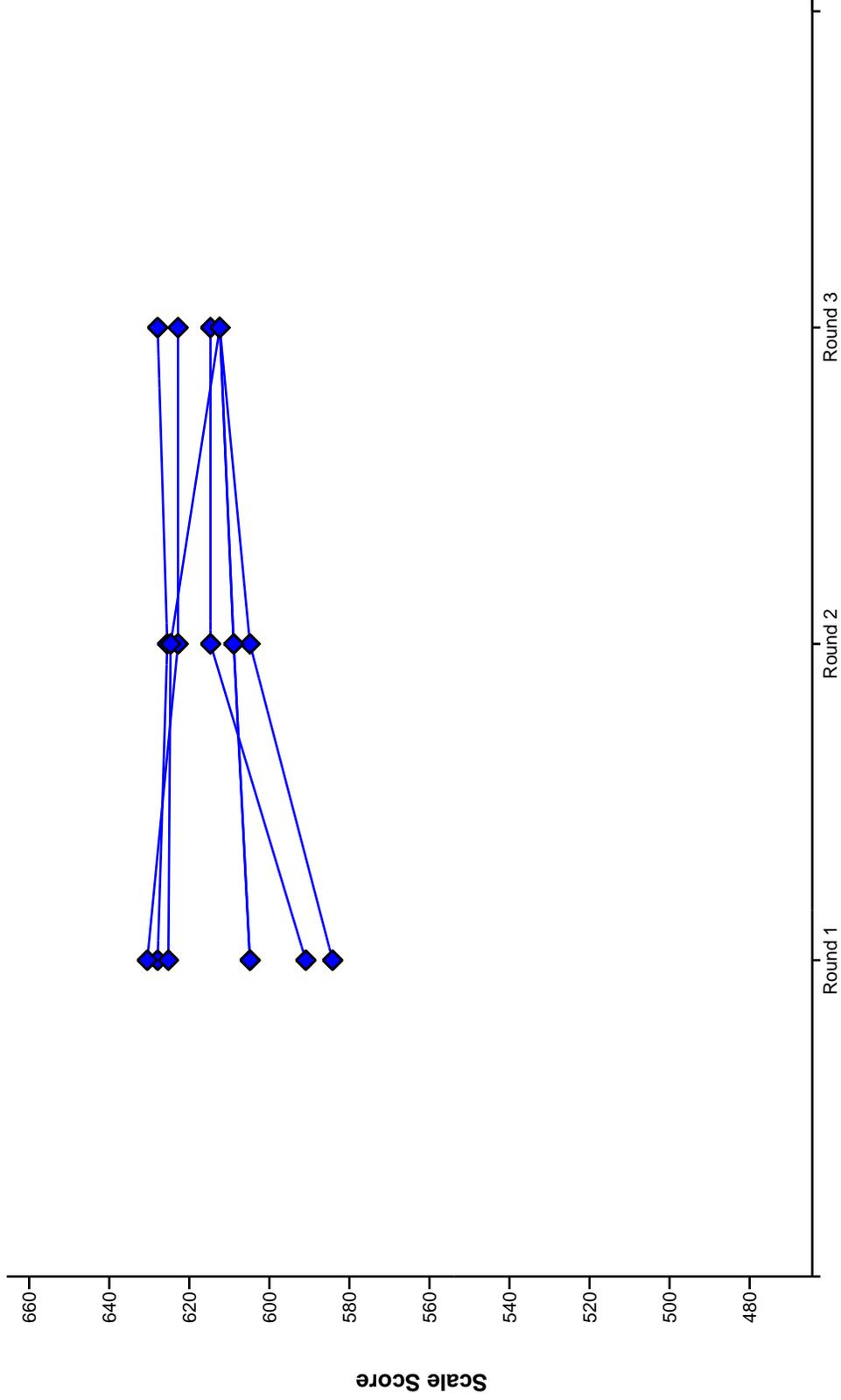


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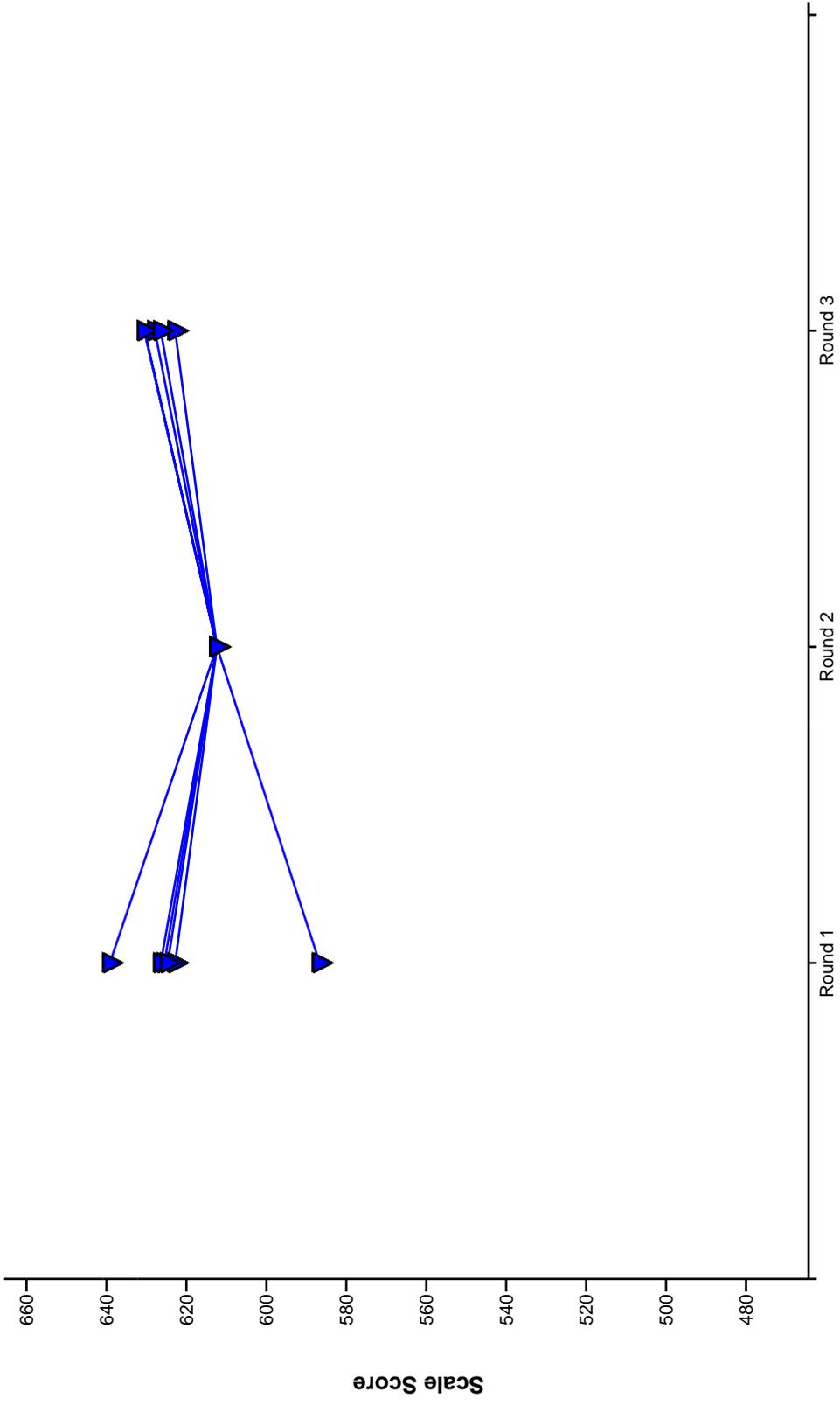


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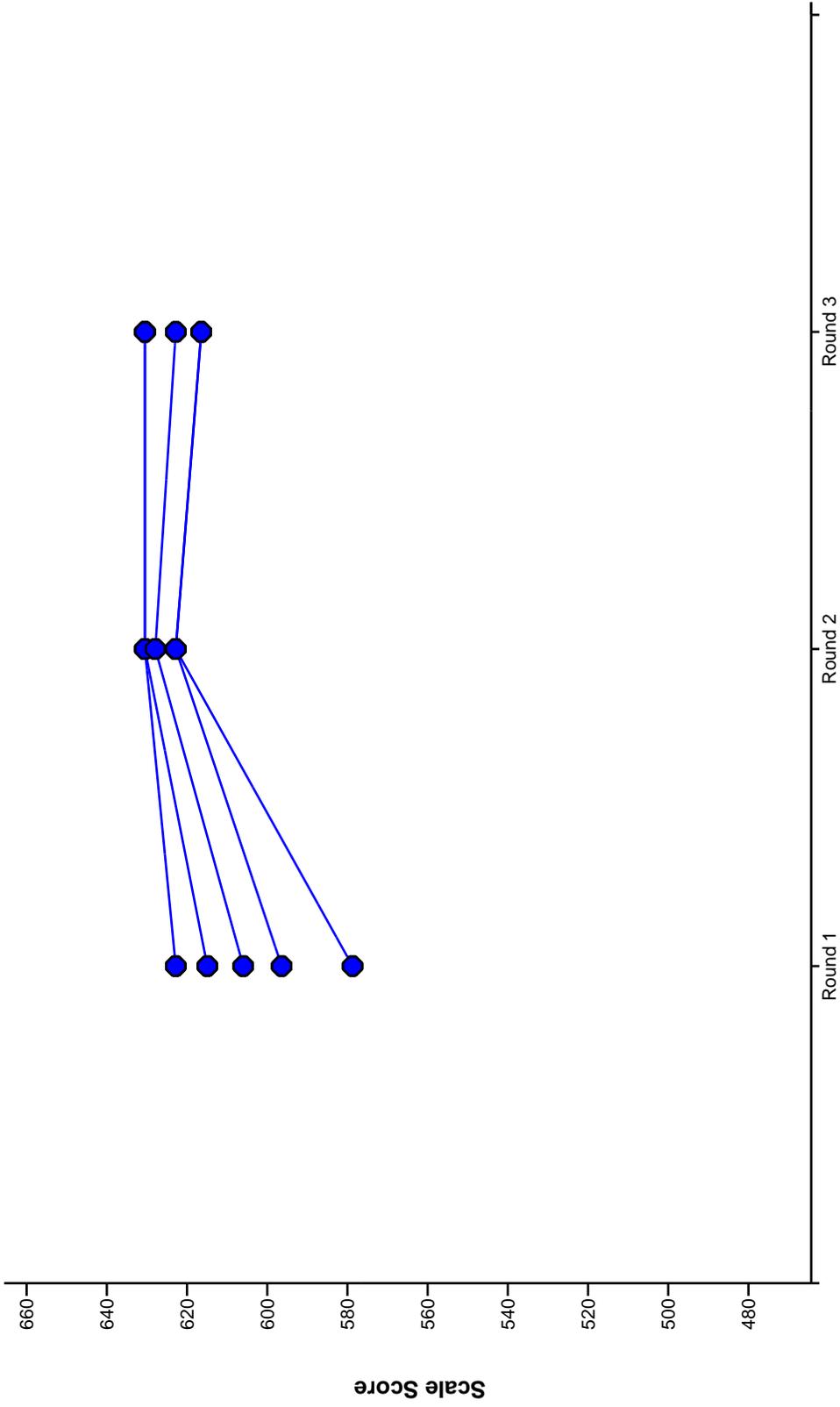
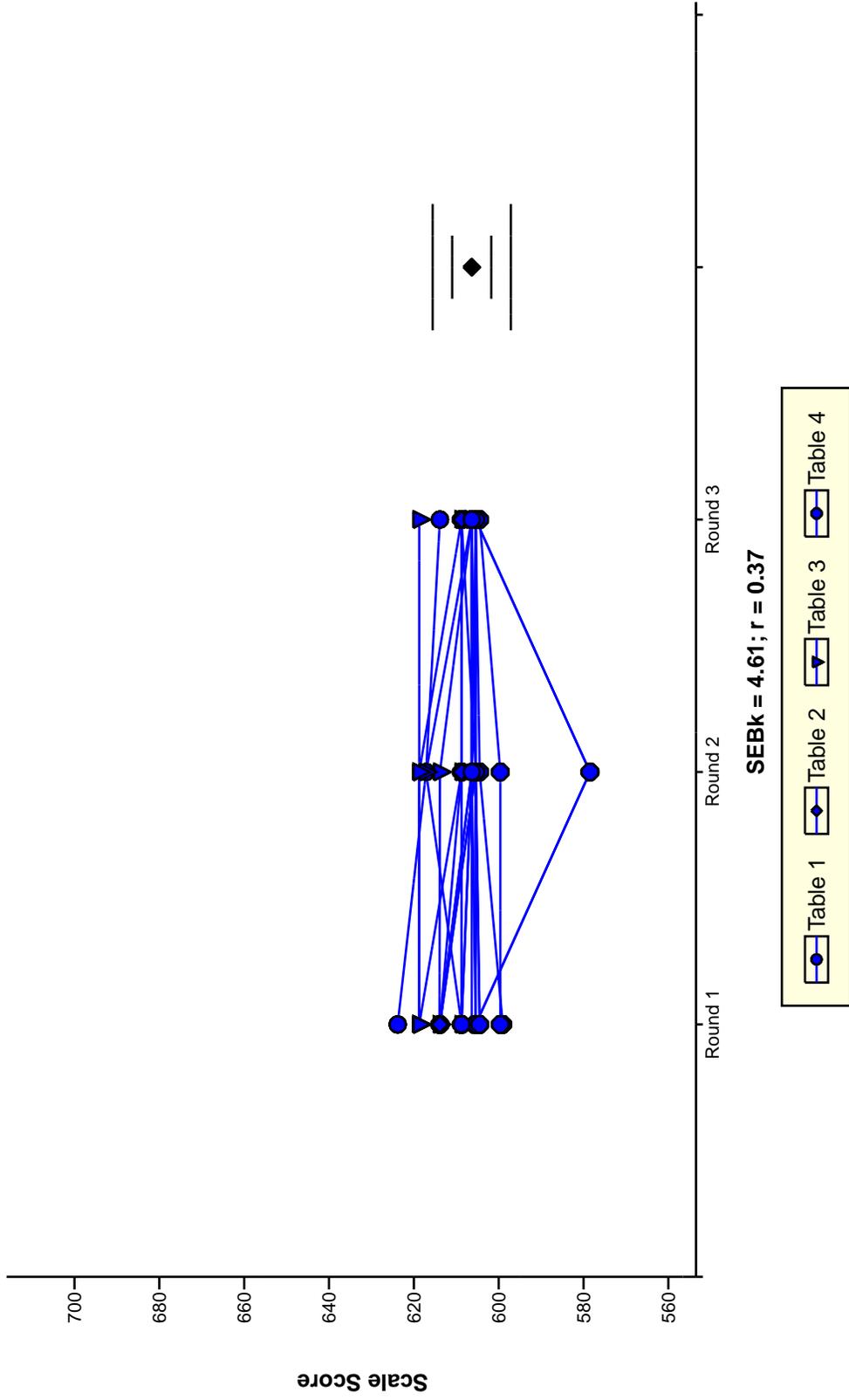


Table 4

New York State 2006 Grade 7 ELA Partially Meeting Cut Point



New York State 2006 Grade 7 ELA Partially Meeting Cut Point

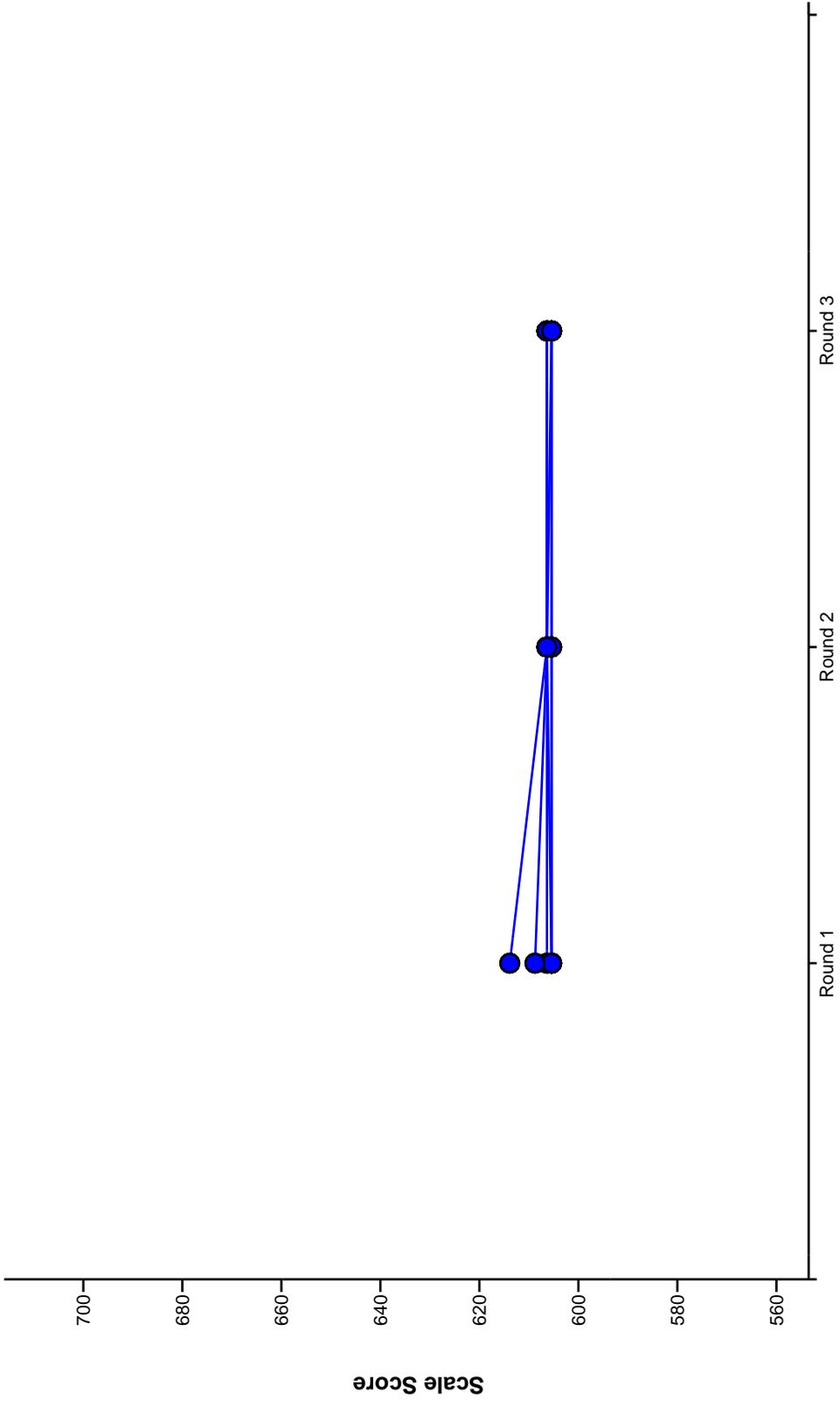


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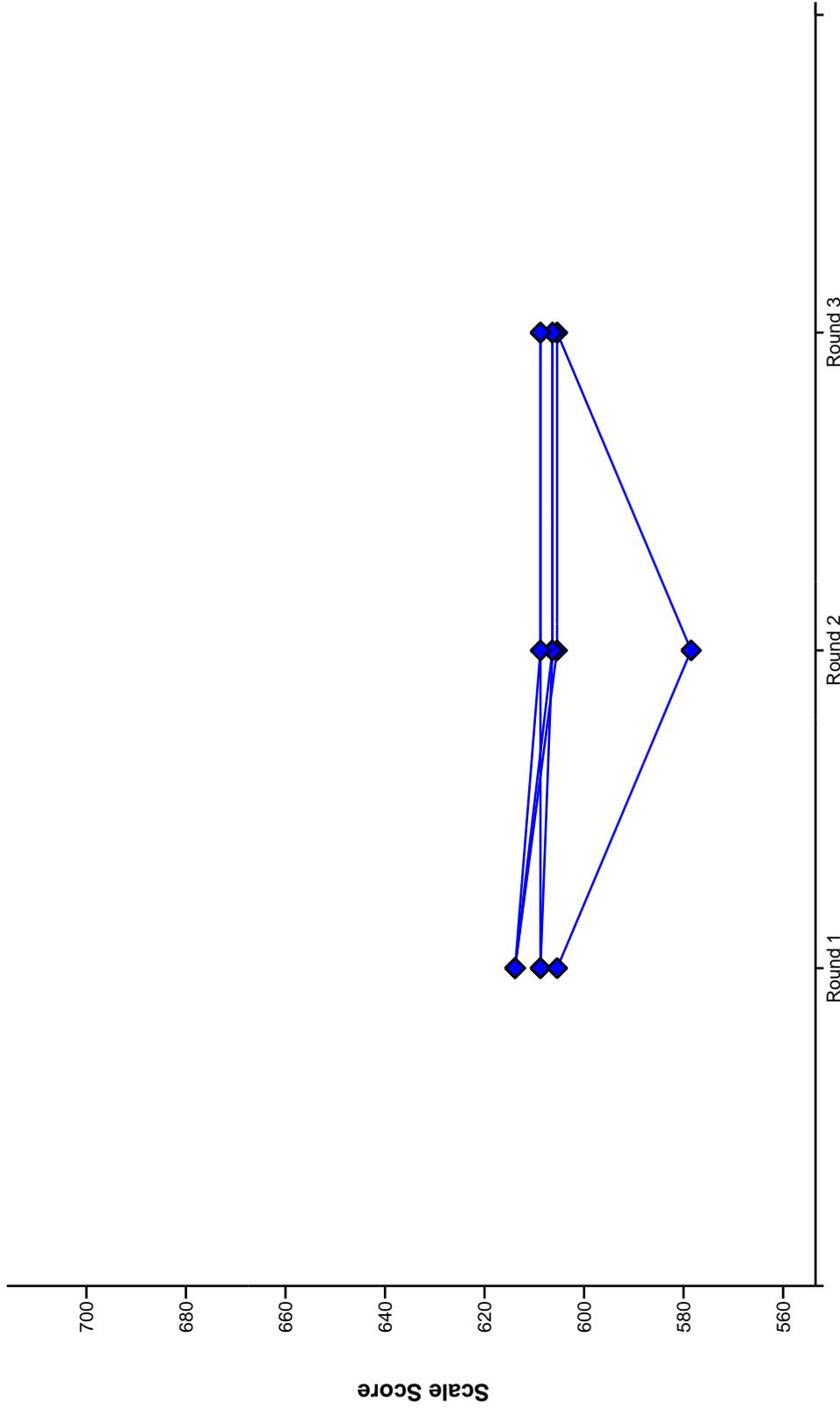


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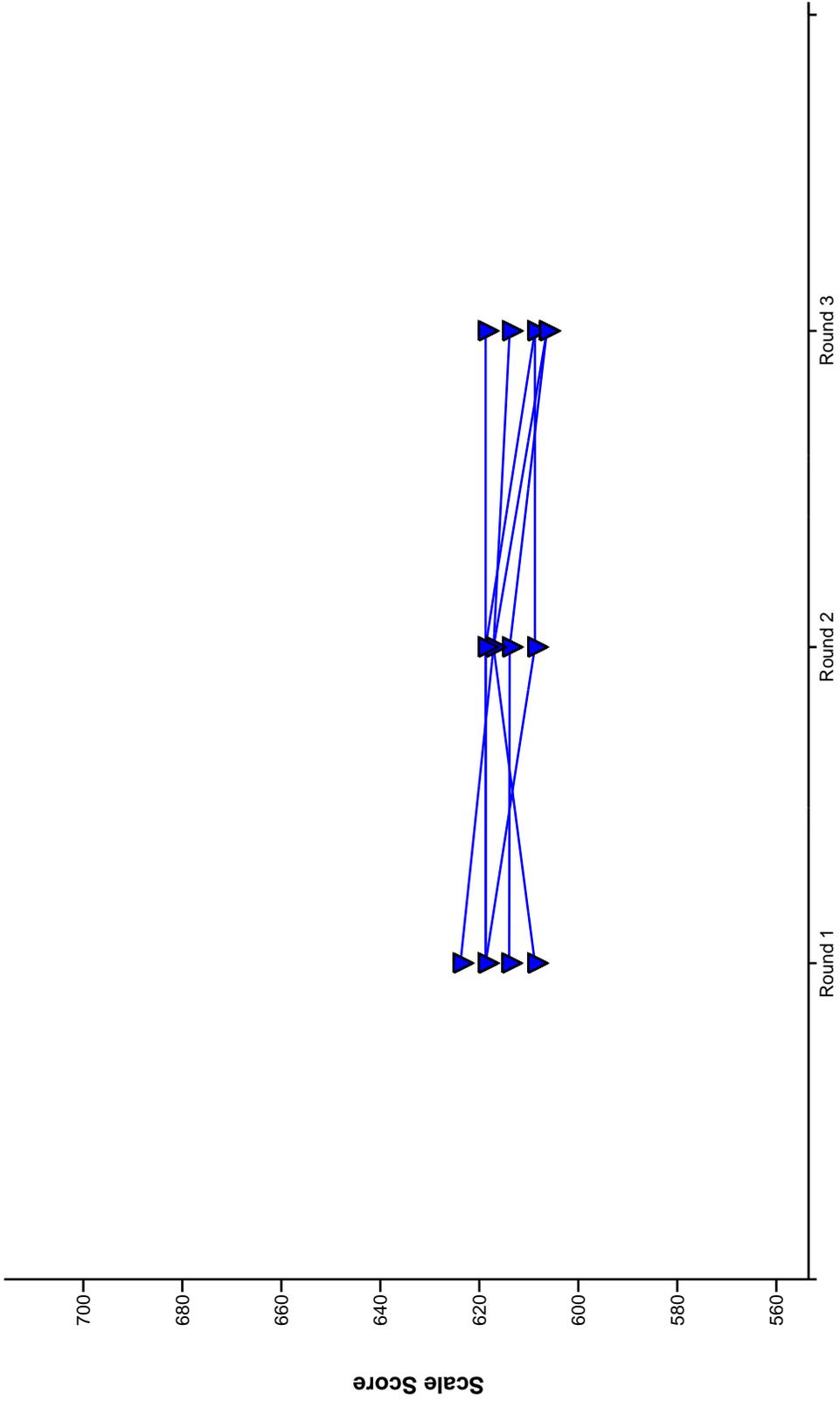


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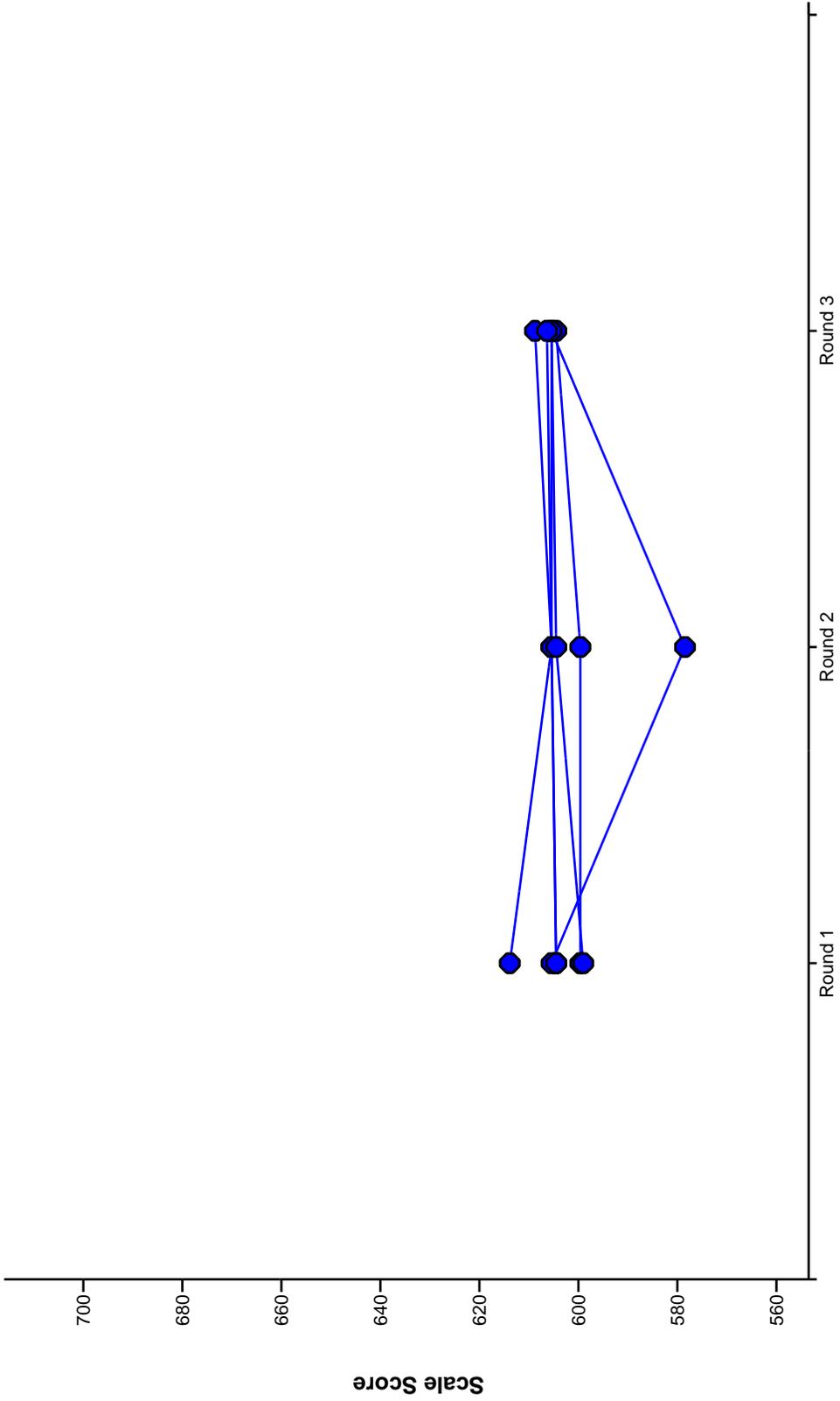
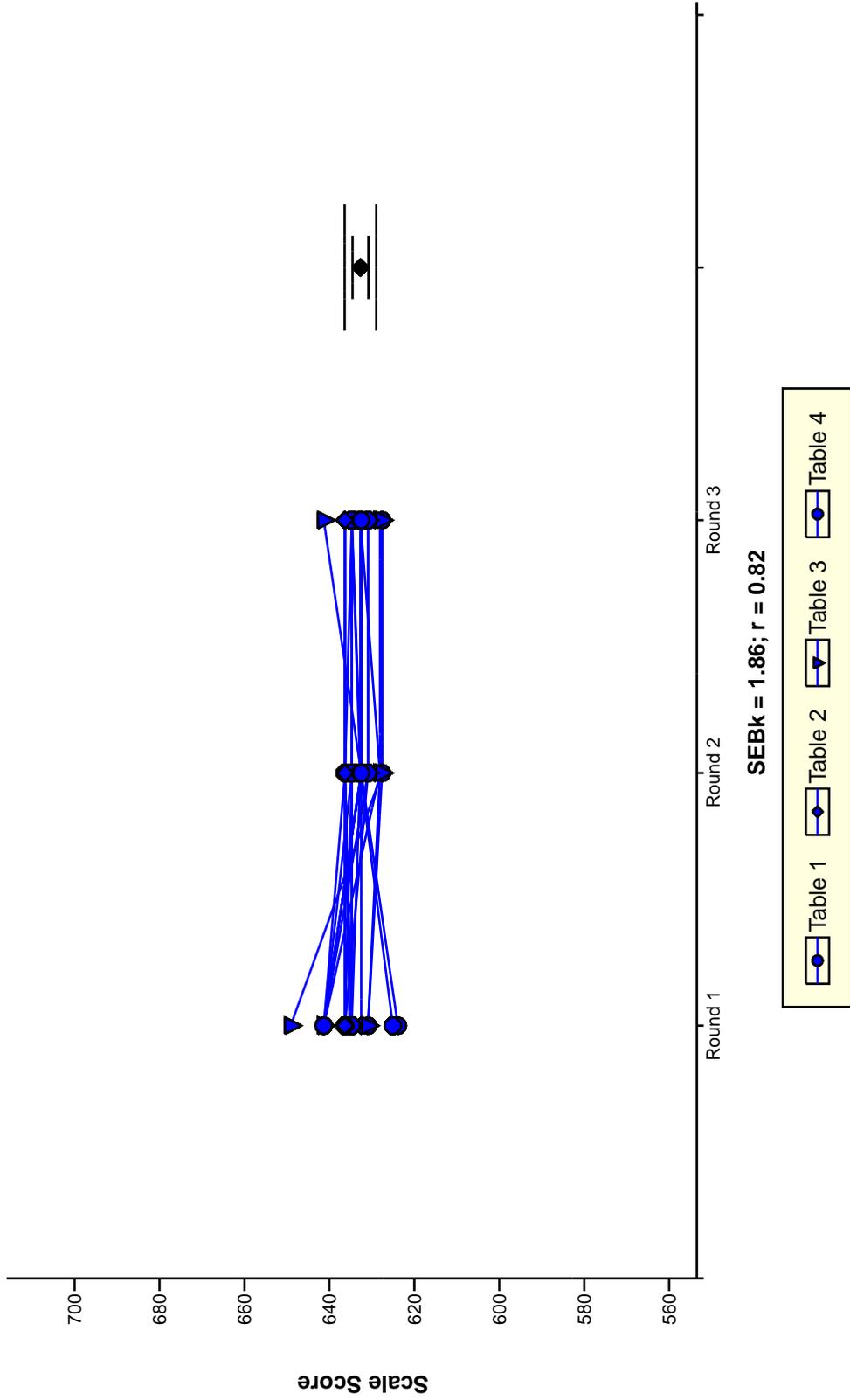


Table 4

New York State 2006 Grade 7 ELA Meeting Cut Point



New York State 2006 Grade 7 ELA Meeting Cut Point

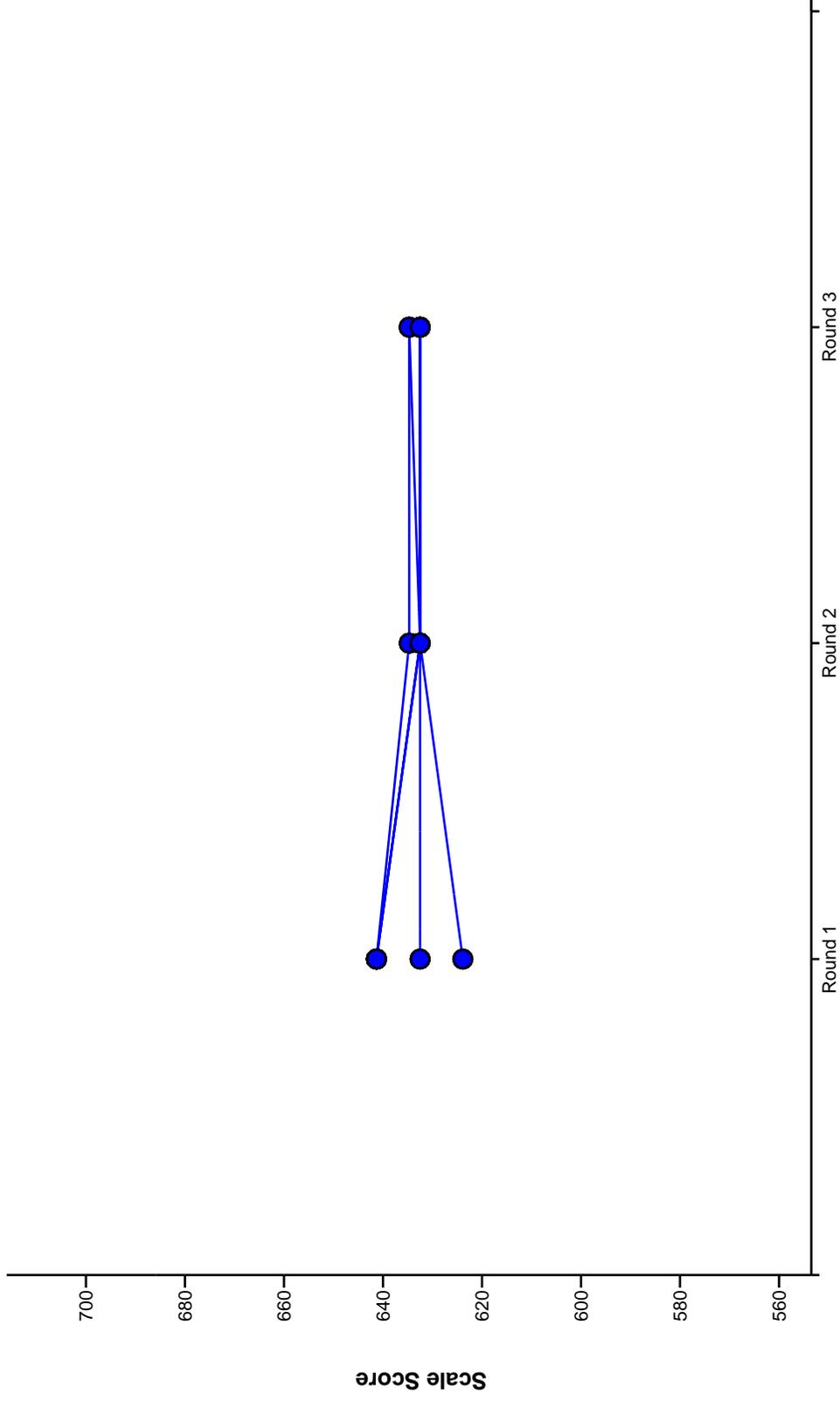


Table 1

New York State 2006 Grade 7 ELA Meeting Cut Point

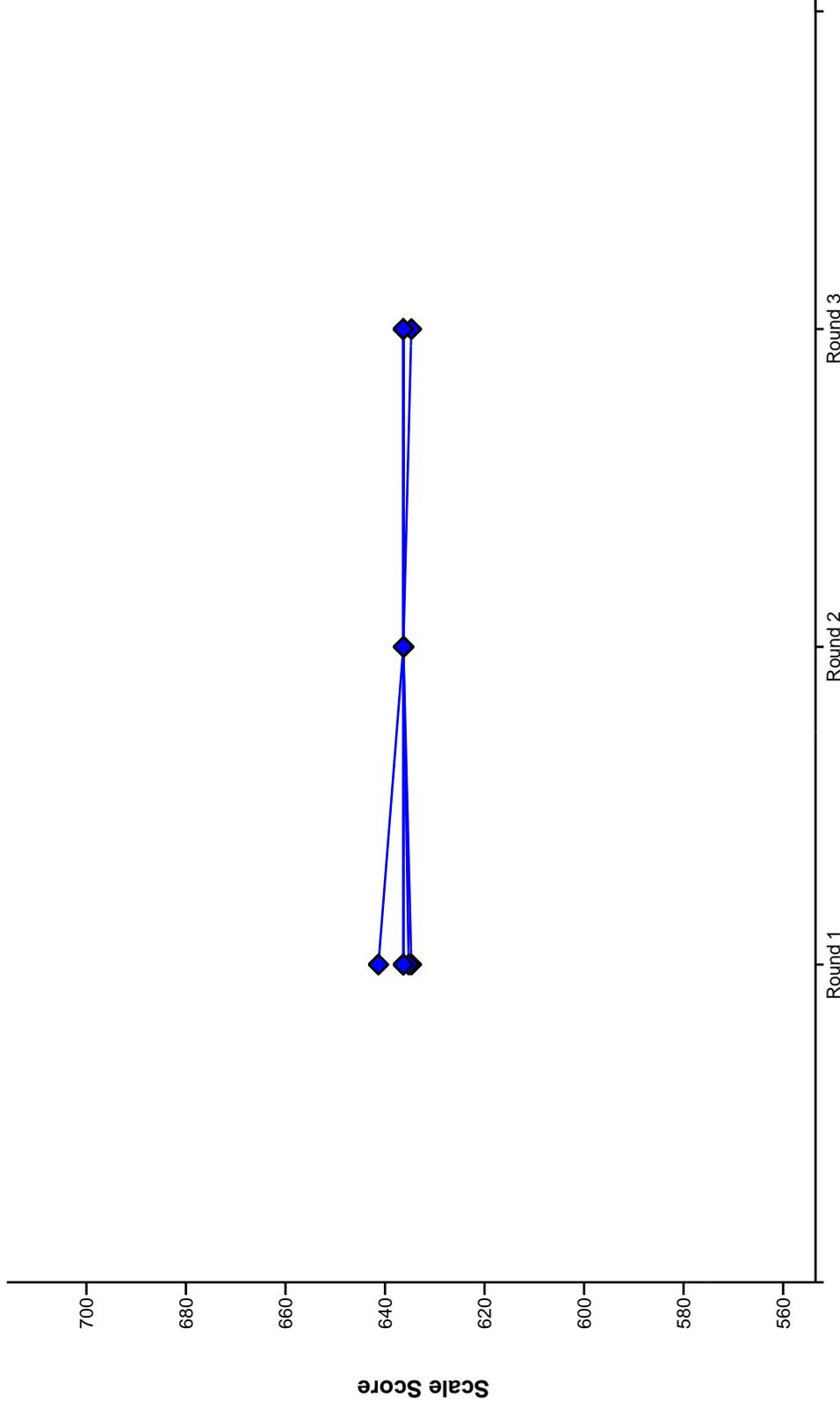


Table 2

New York State 2006 Grade 7 ELA Meeting Cut Point

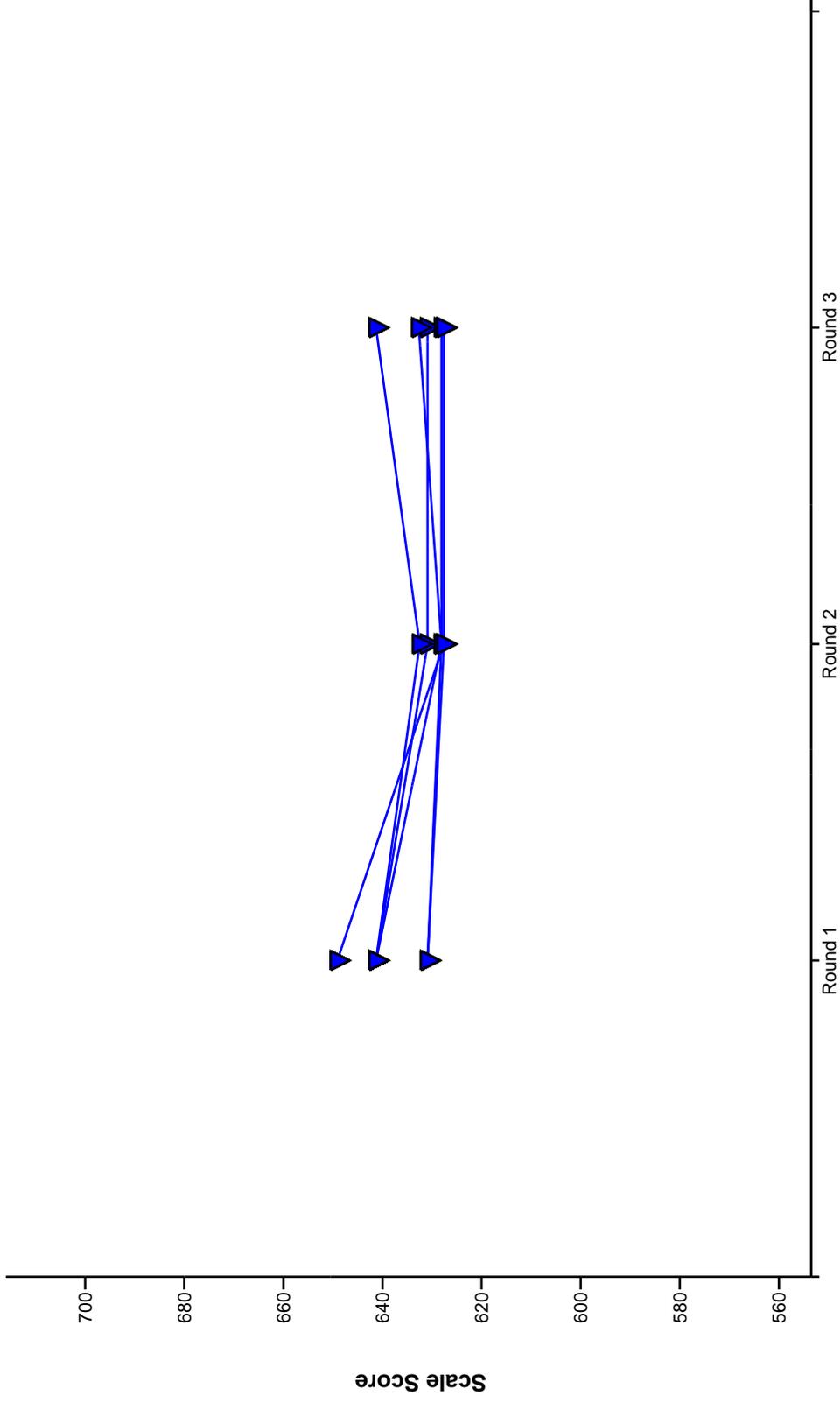


Table 3

New York State 2006 Grade 7 ELA Meeting Cut Point

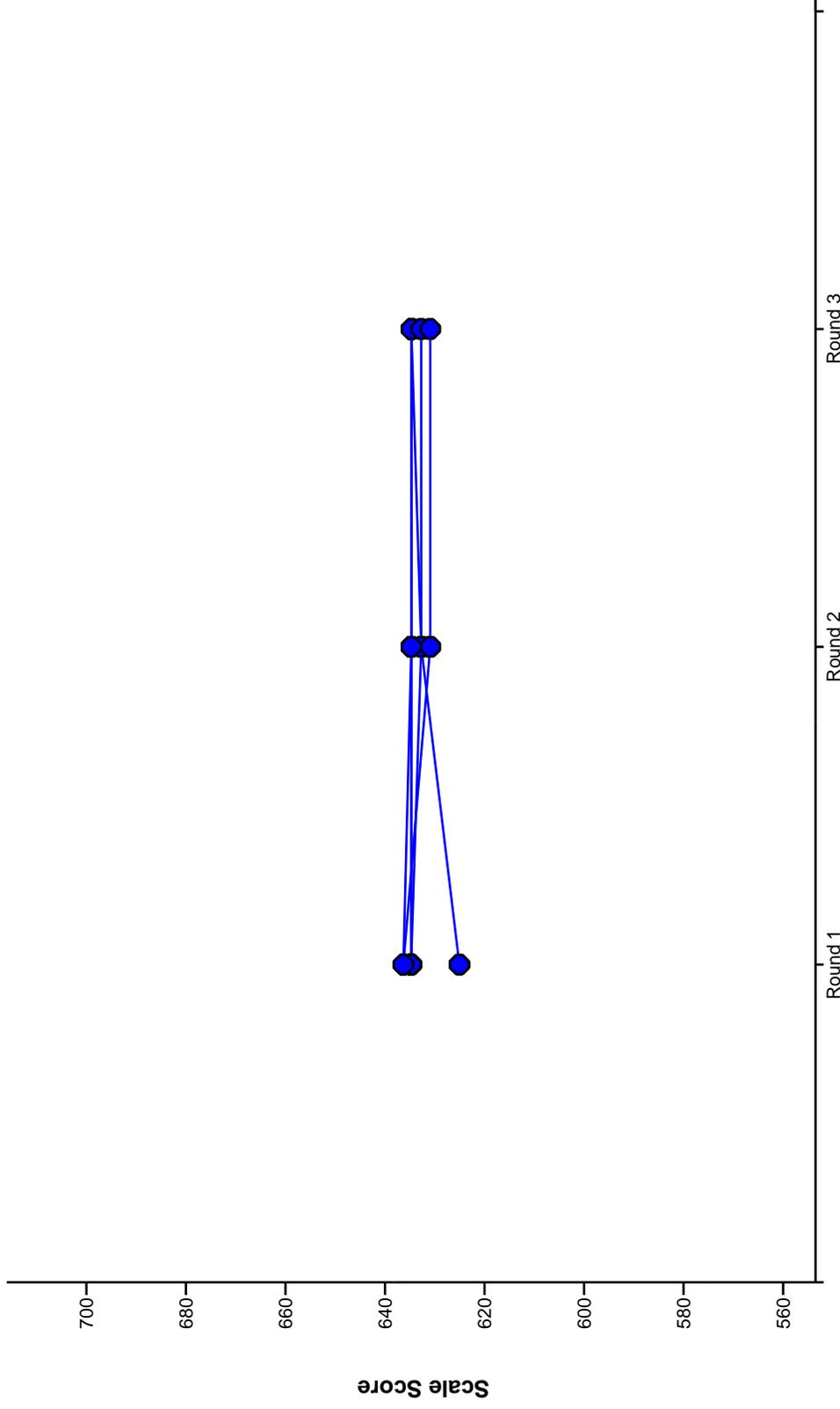
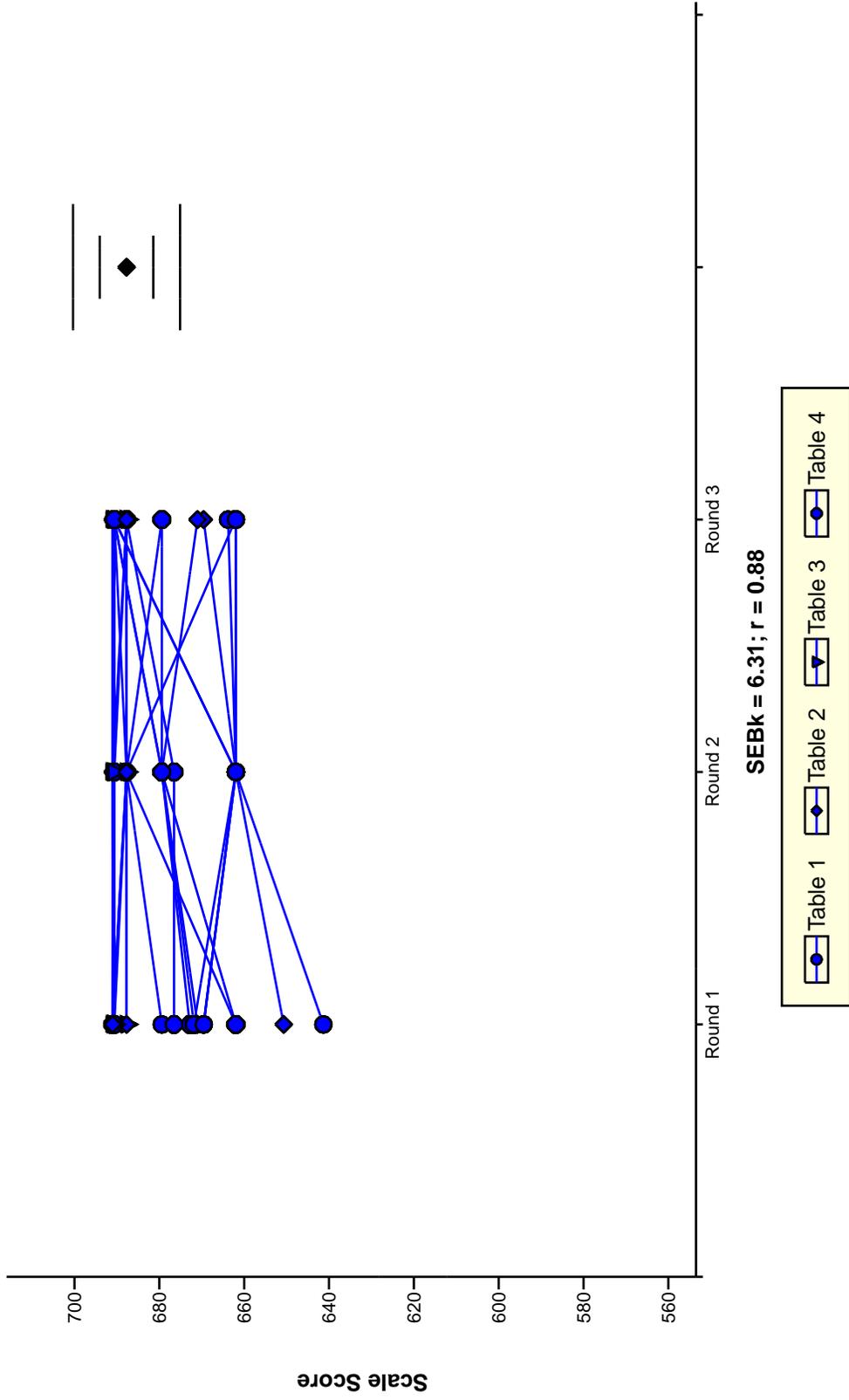


Table 4

New York State 2006 Grade 7 ELA Meeting with Distinction Cut Point



New York State 2006 Grade 7 ELA Meeting with Distinction Cut Point

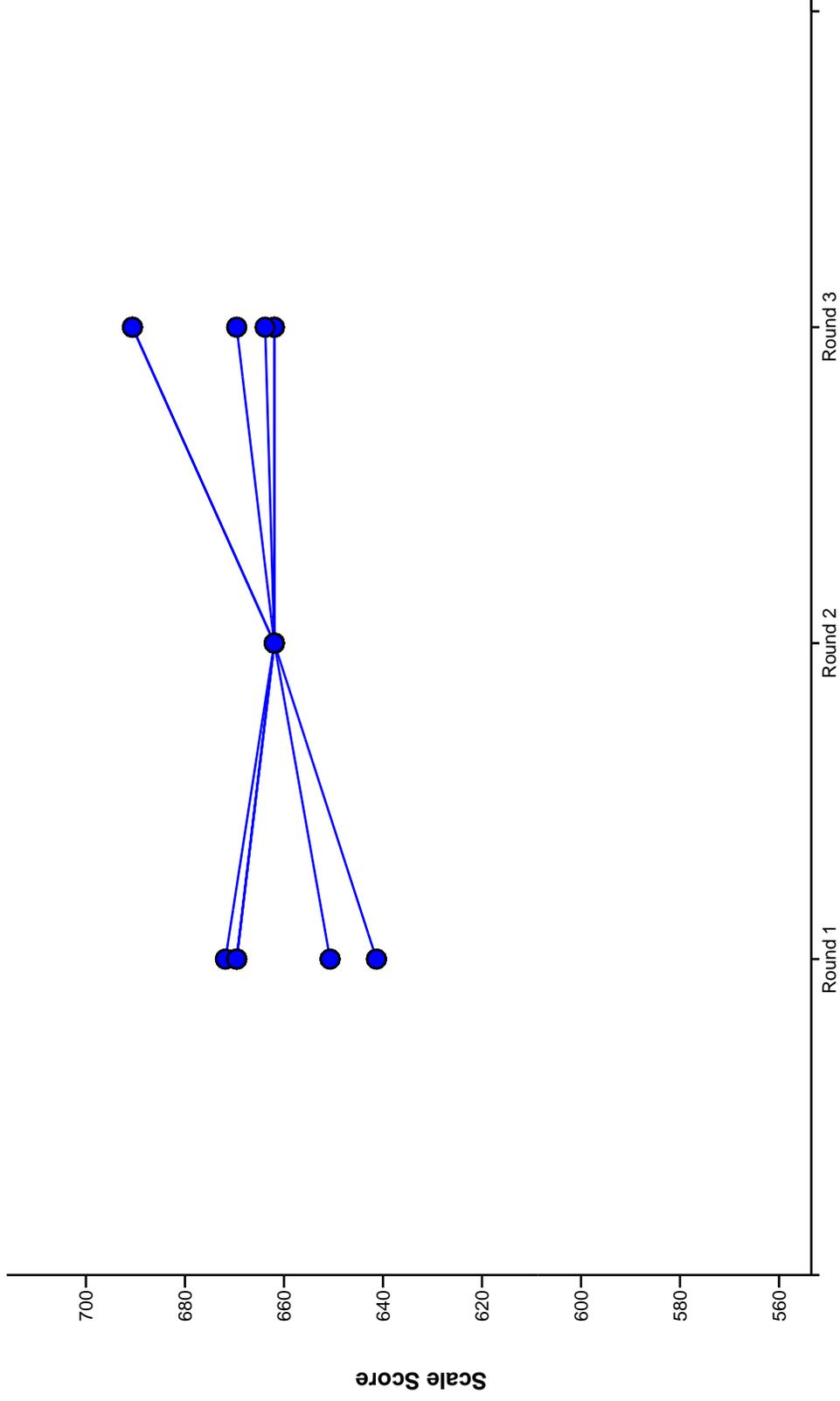


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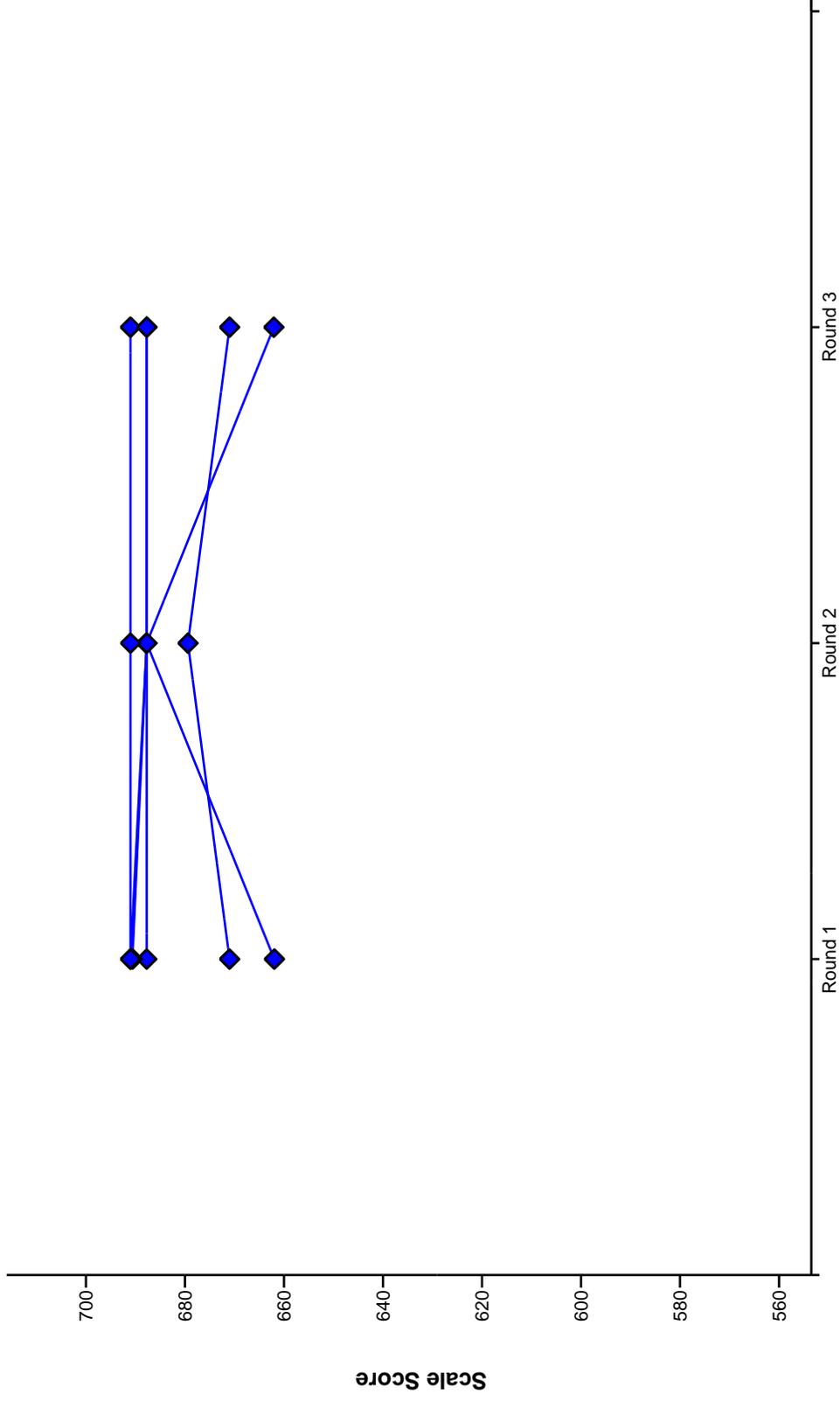


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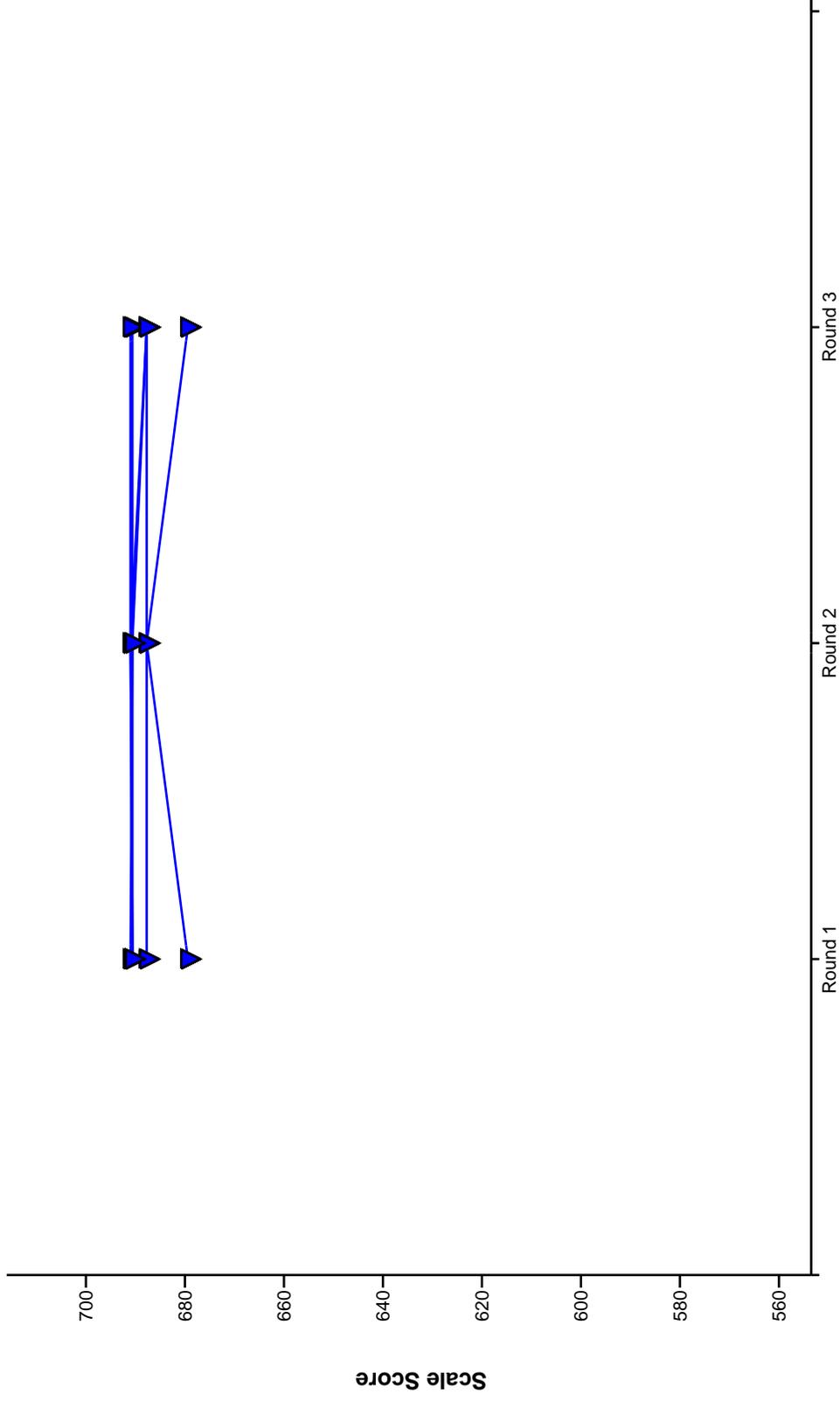


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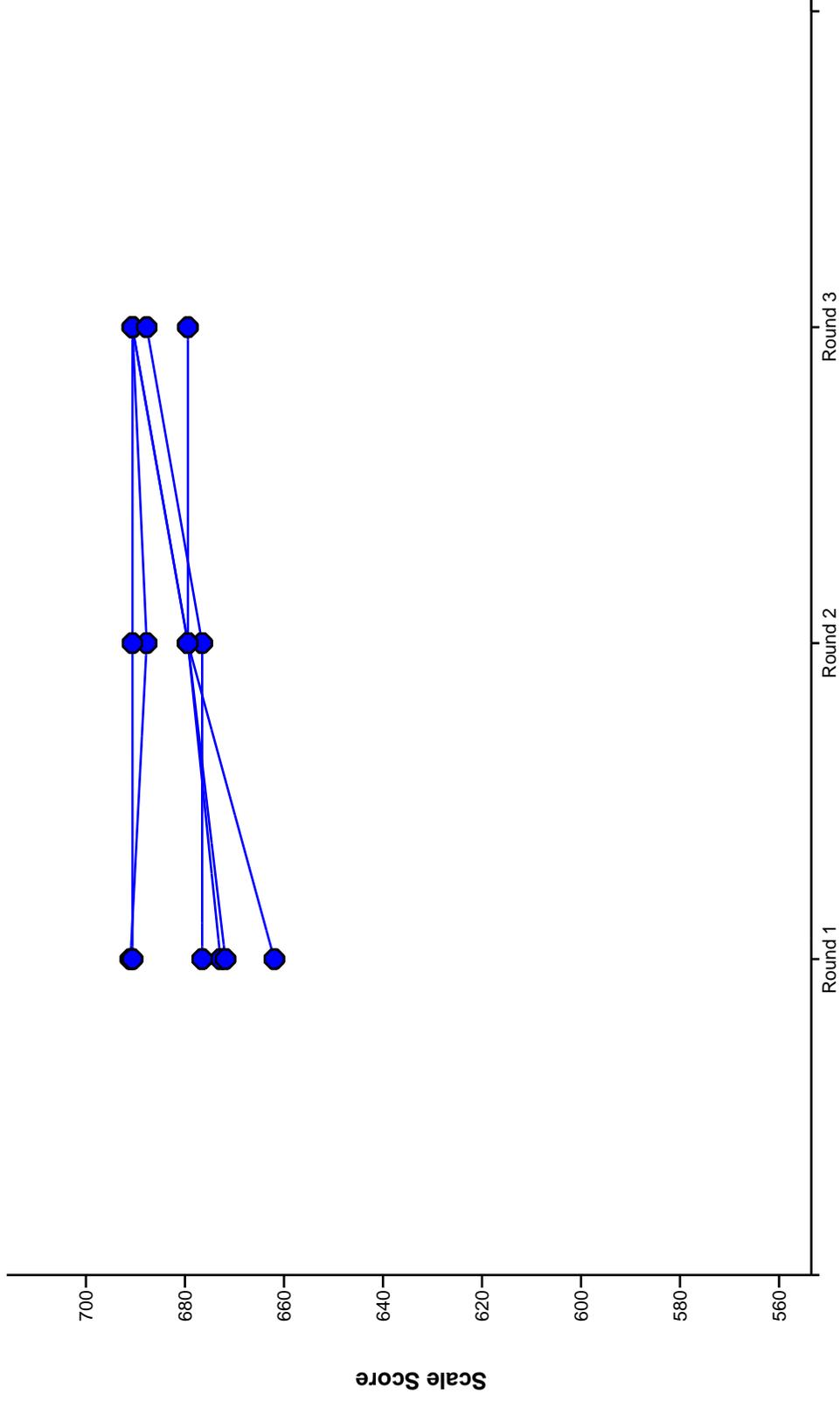
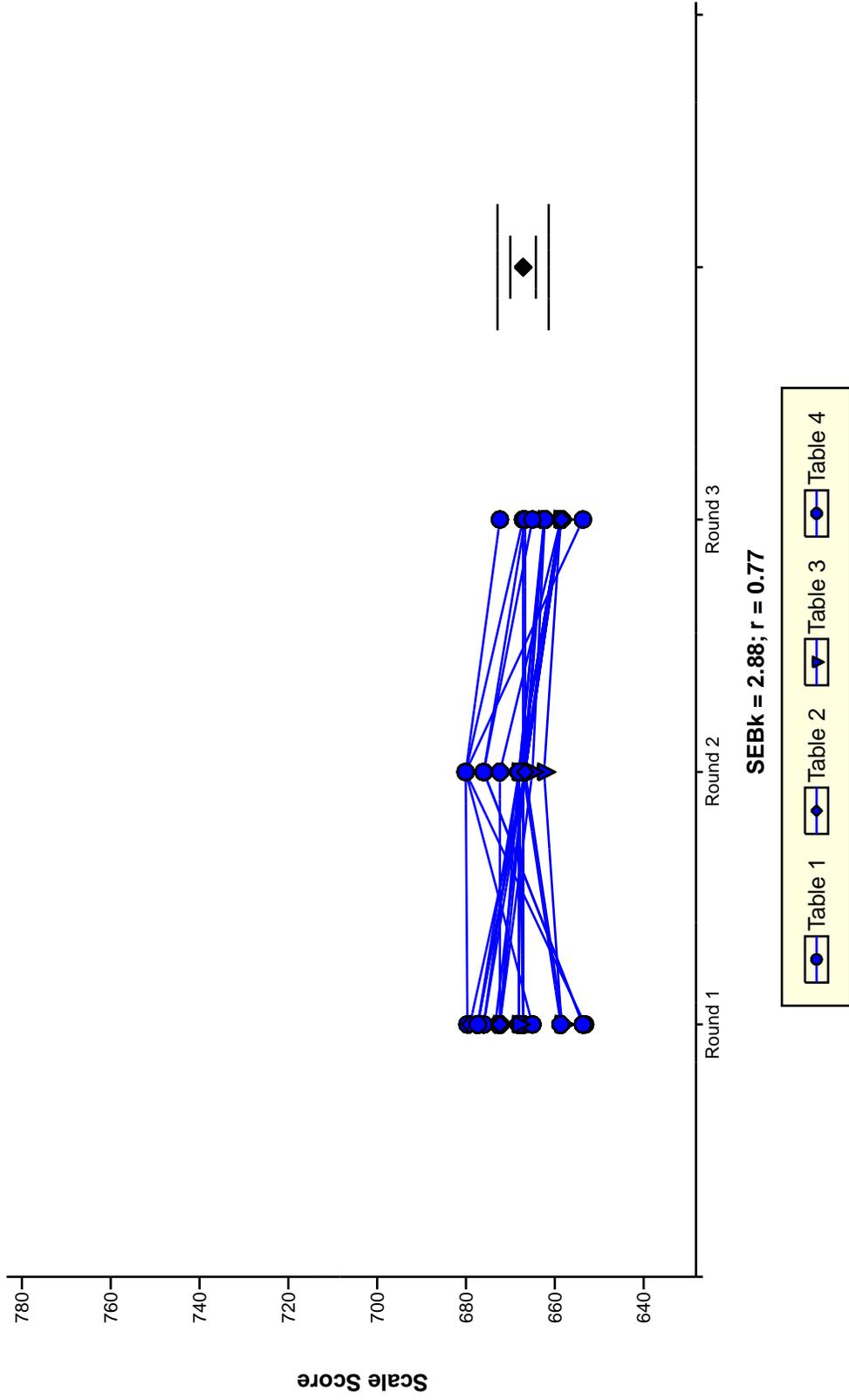


Table 4

New York State 2006 Grade 8 ELA Partially Meeting Cut Point



New York State 2006 Grade 8 ELA Partially Meeting Cut Point

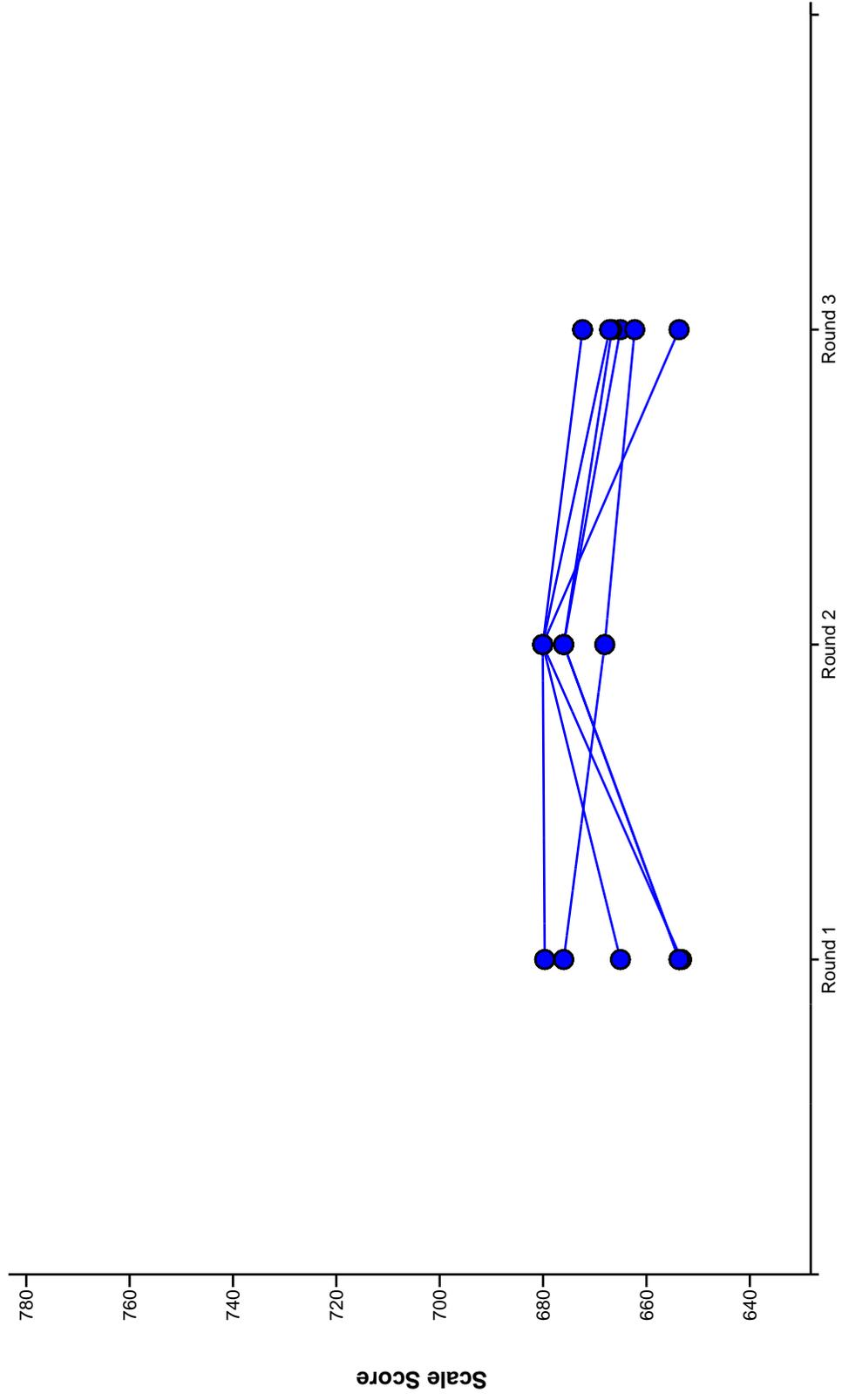


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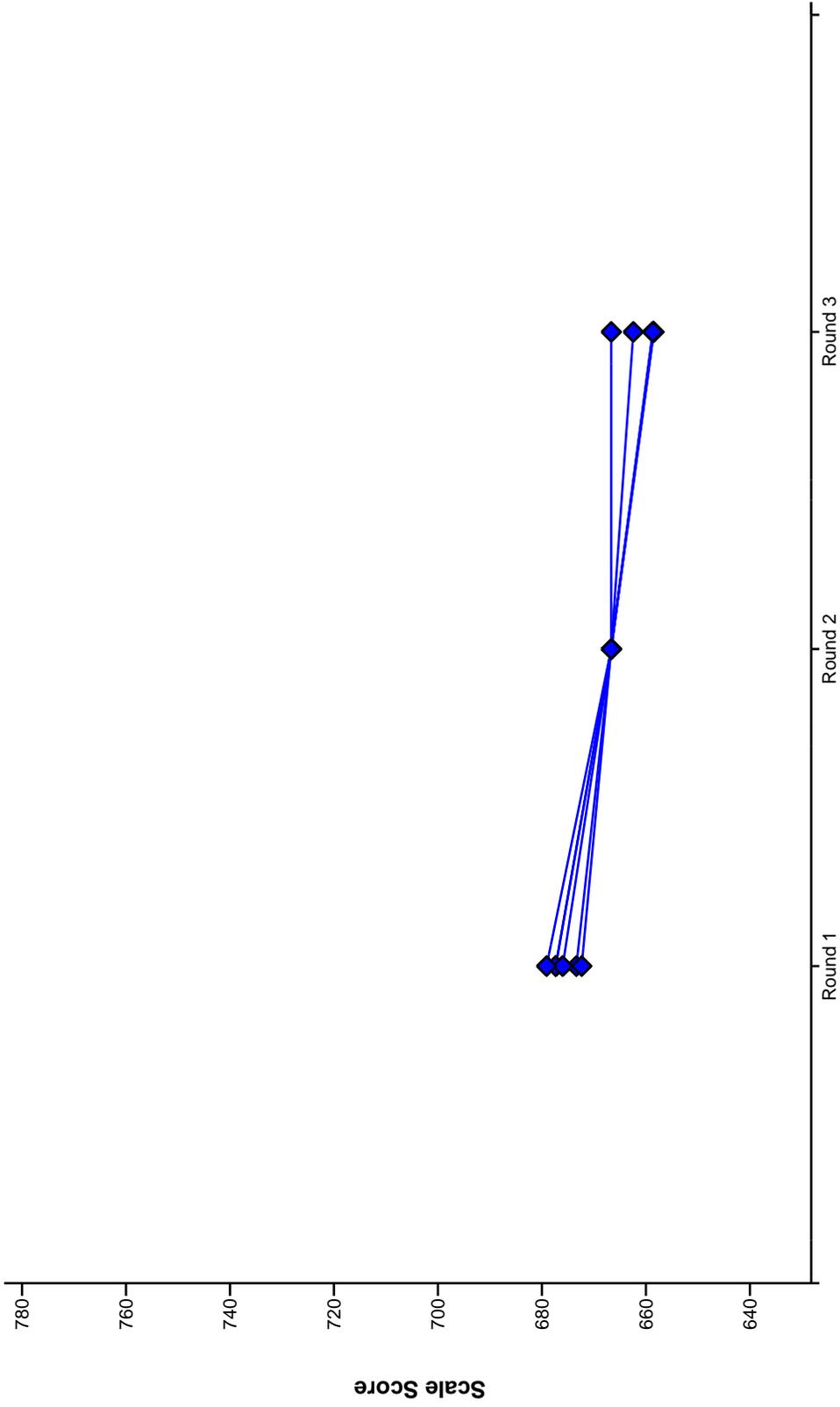


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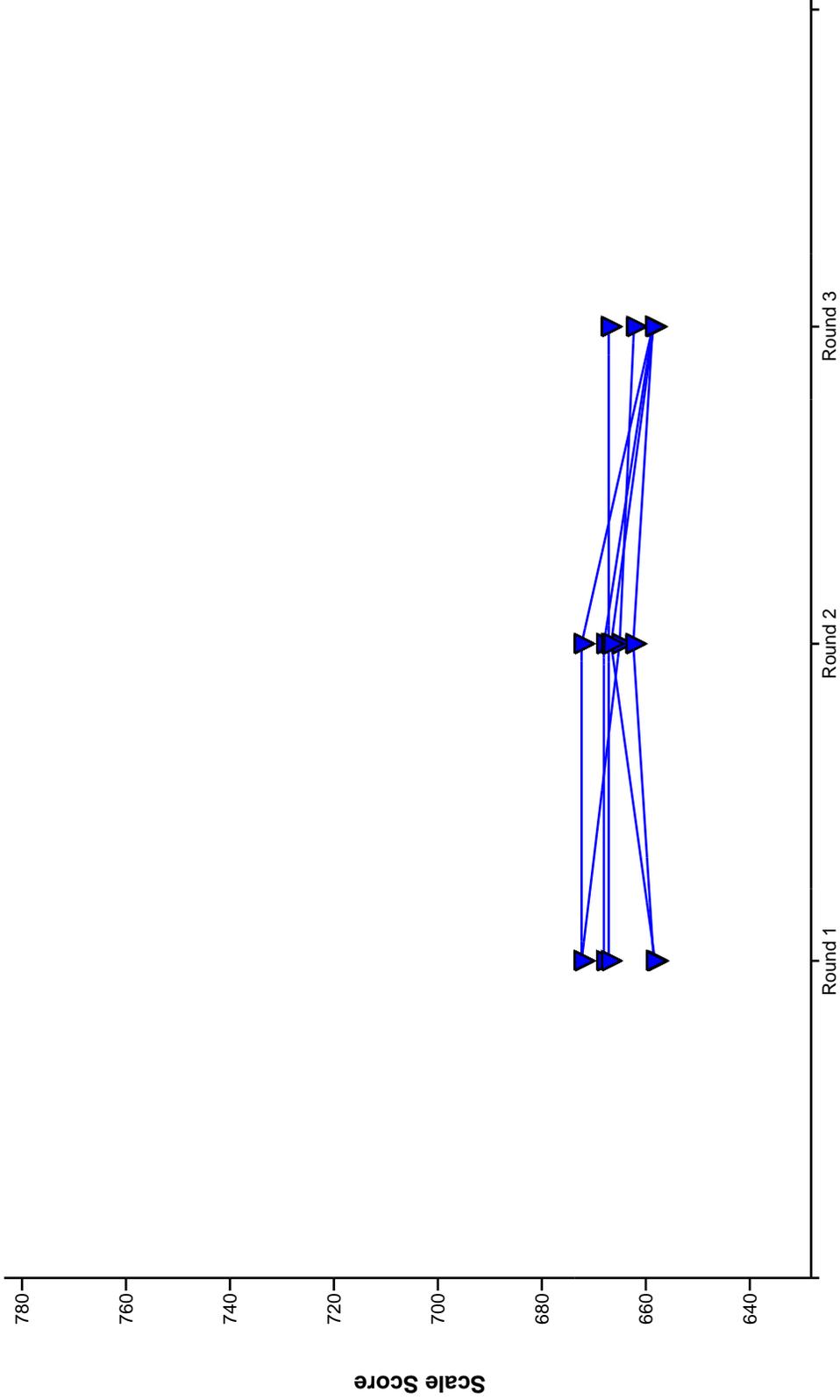


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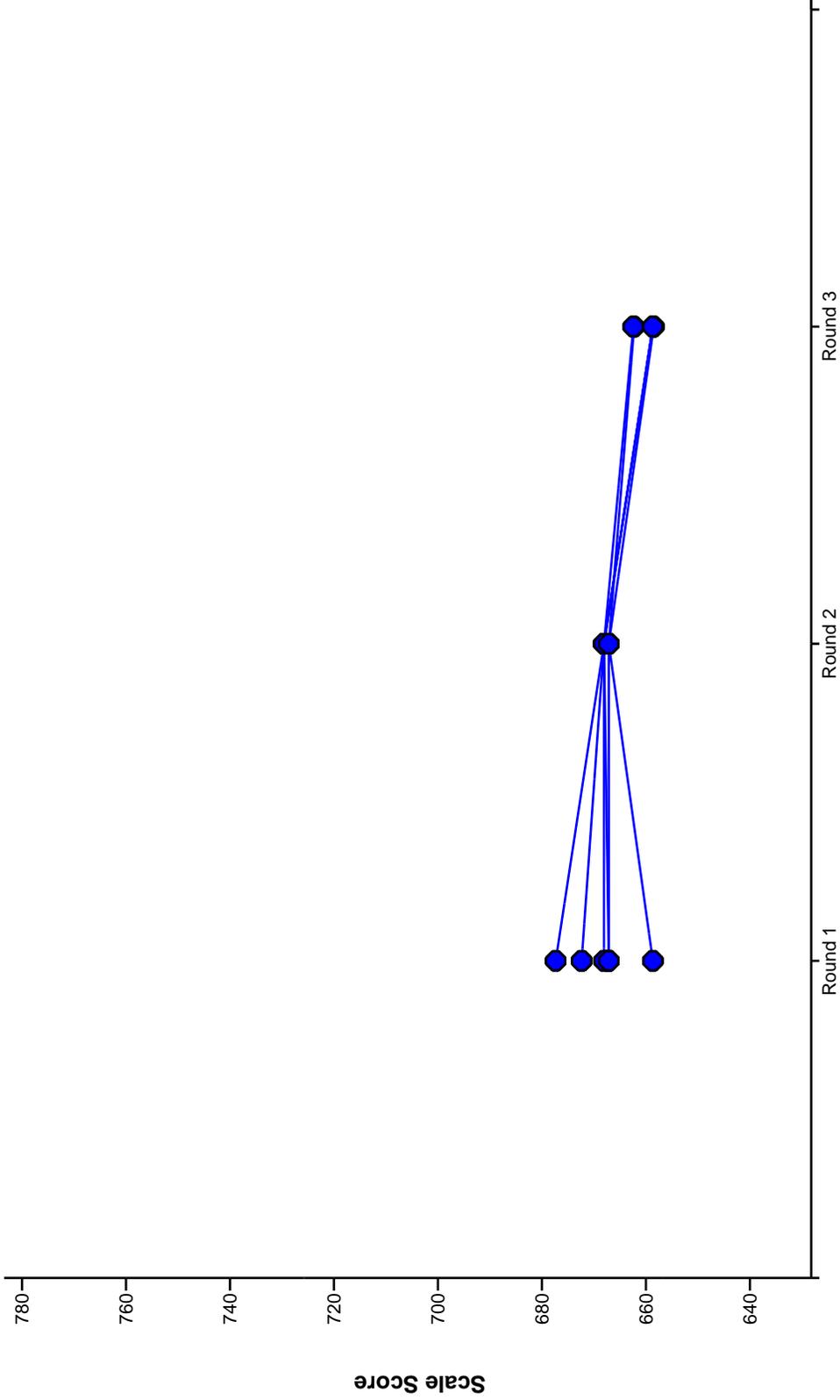
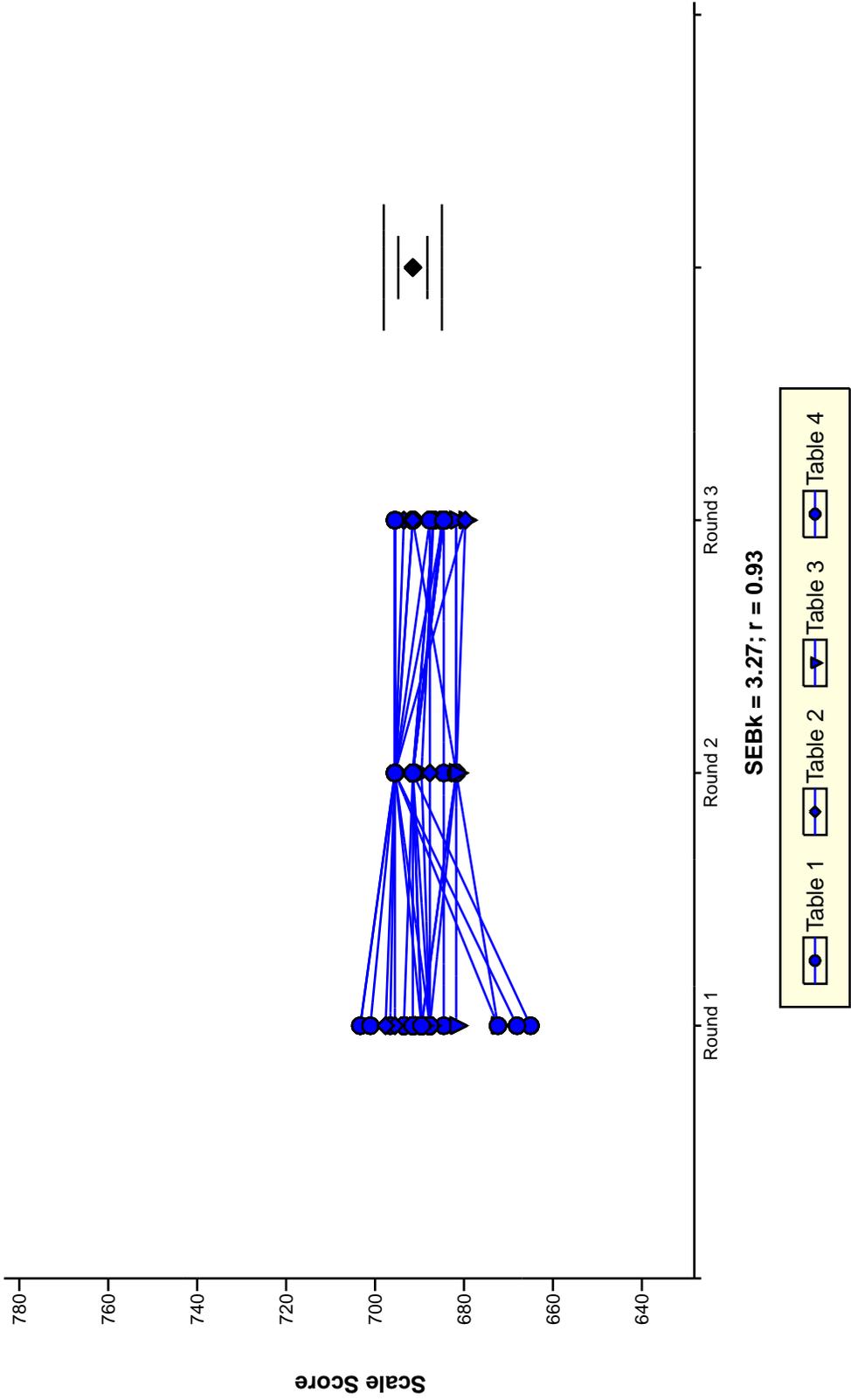


Table 4

New York State 2006 Grade 8 ELA Meeting Cut Point



New York State 2006 Grade 8 ELA Meeting Cut Point

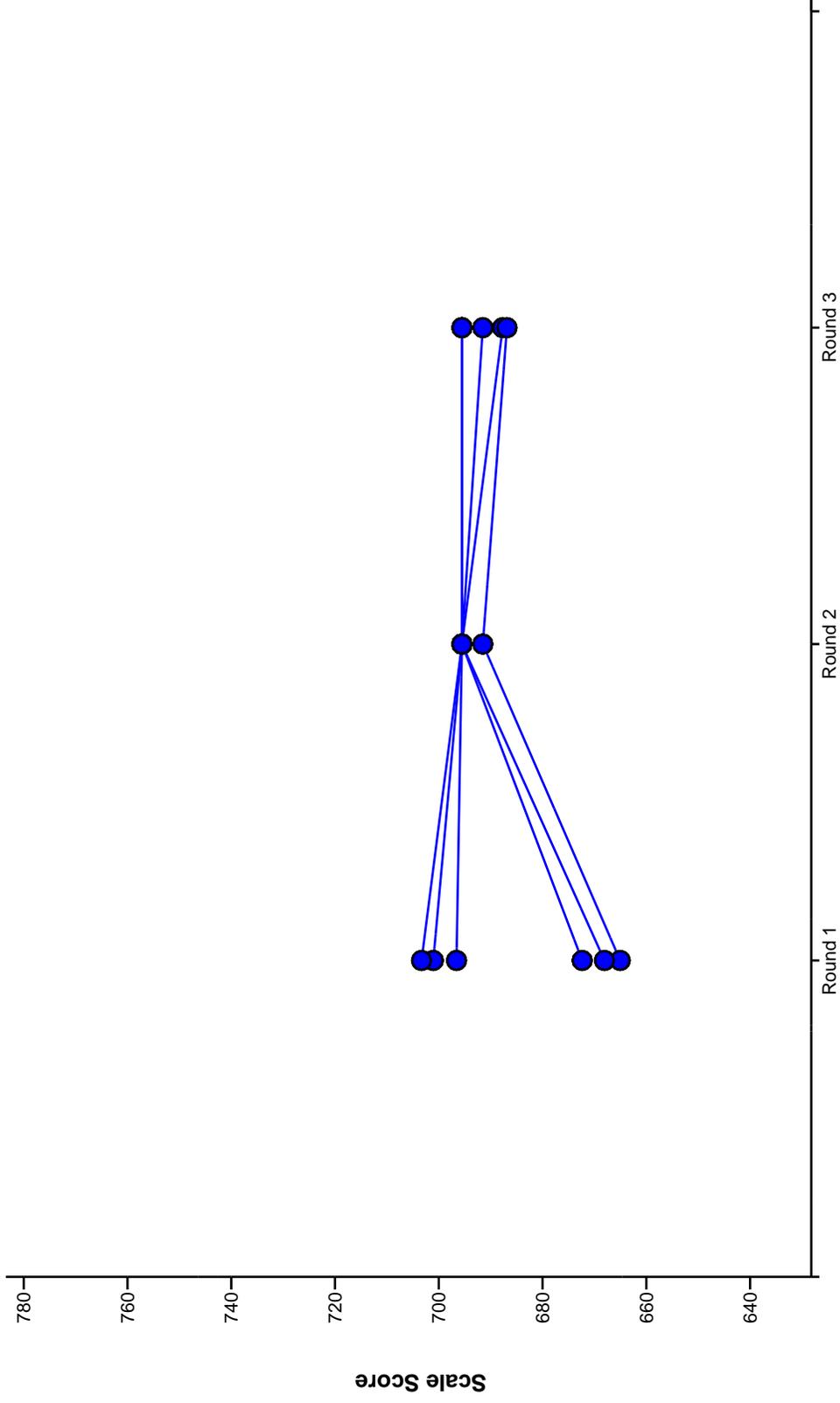


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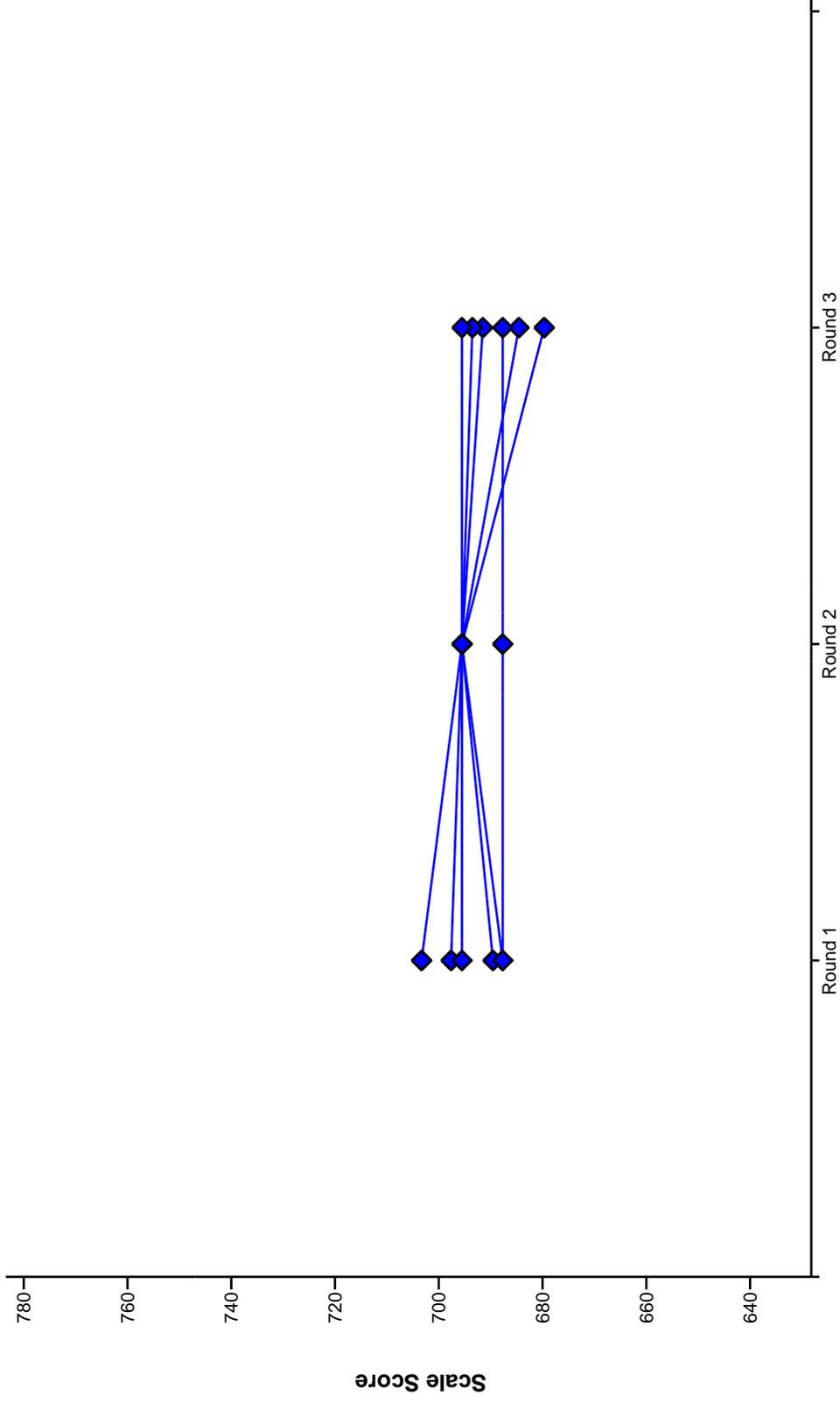


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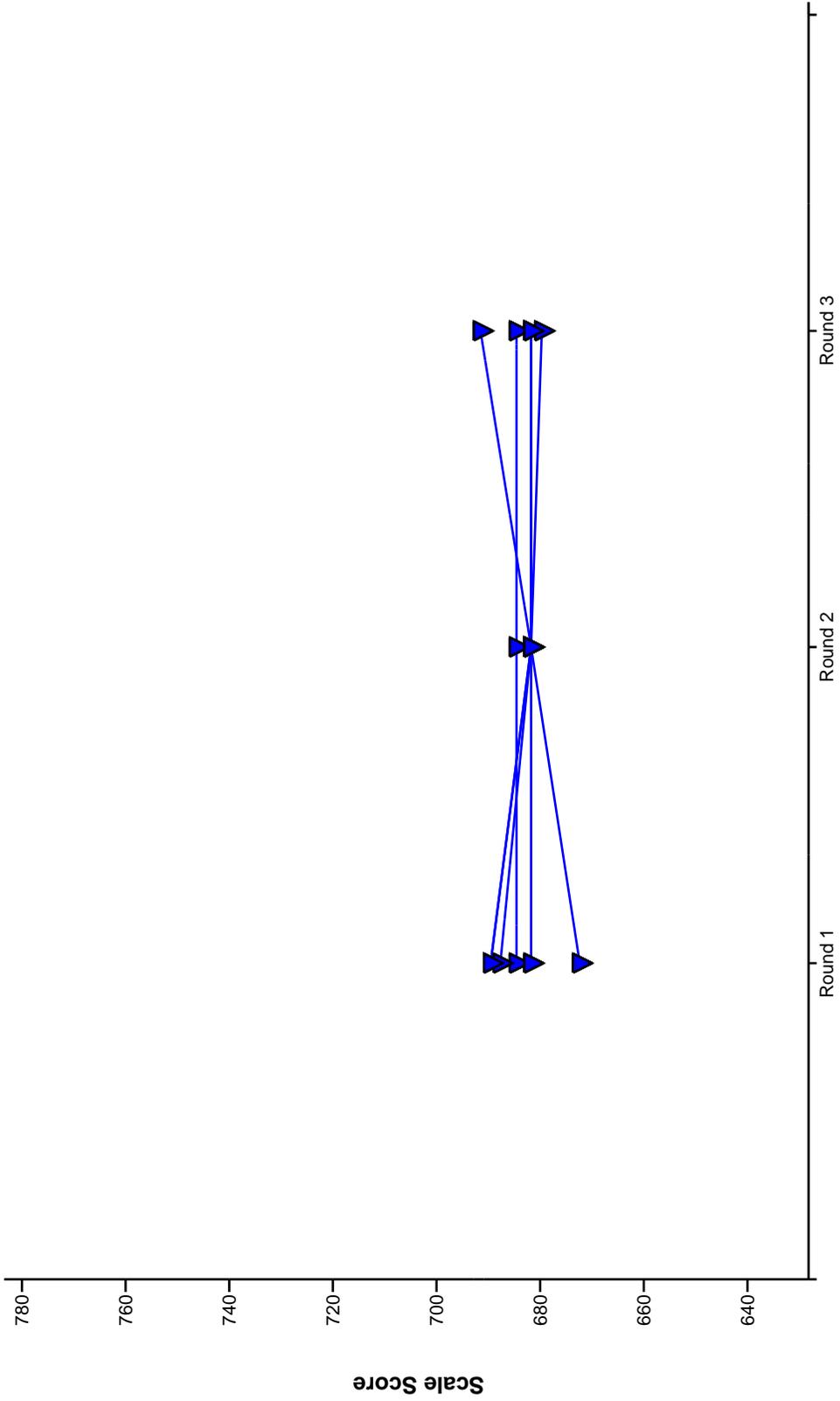


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New York State 2006 Grade 8 ELA Meeting Cut Point

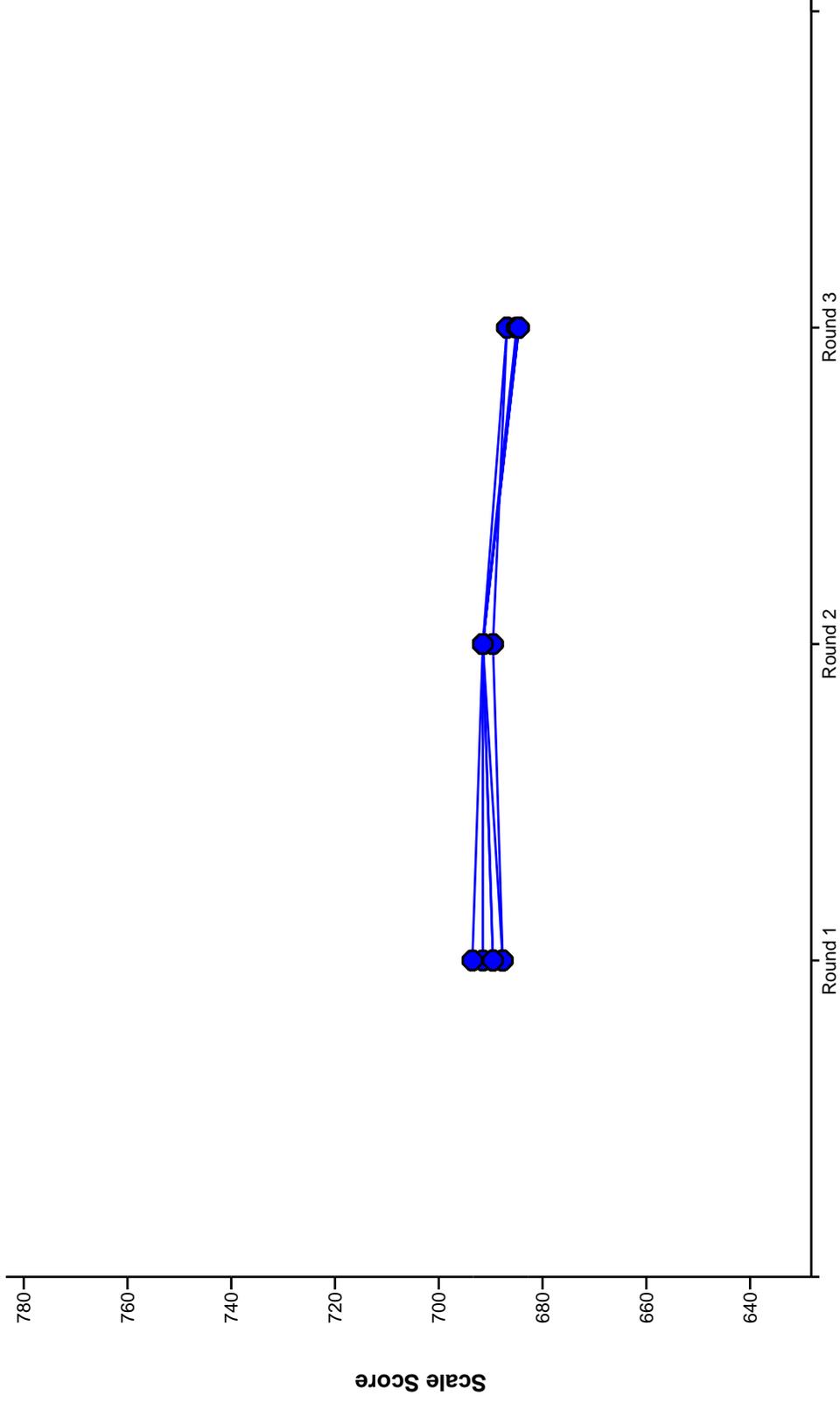
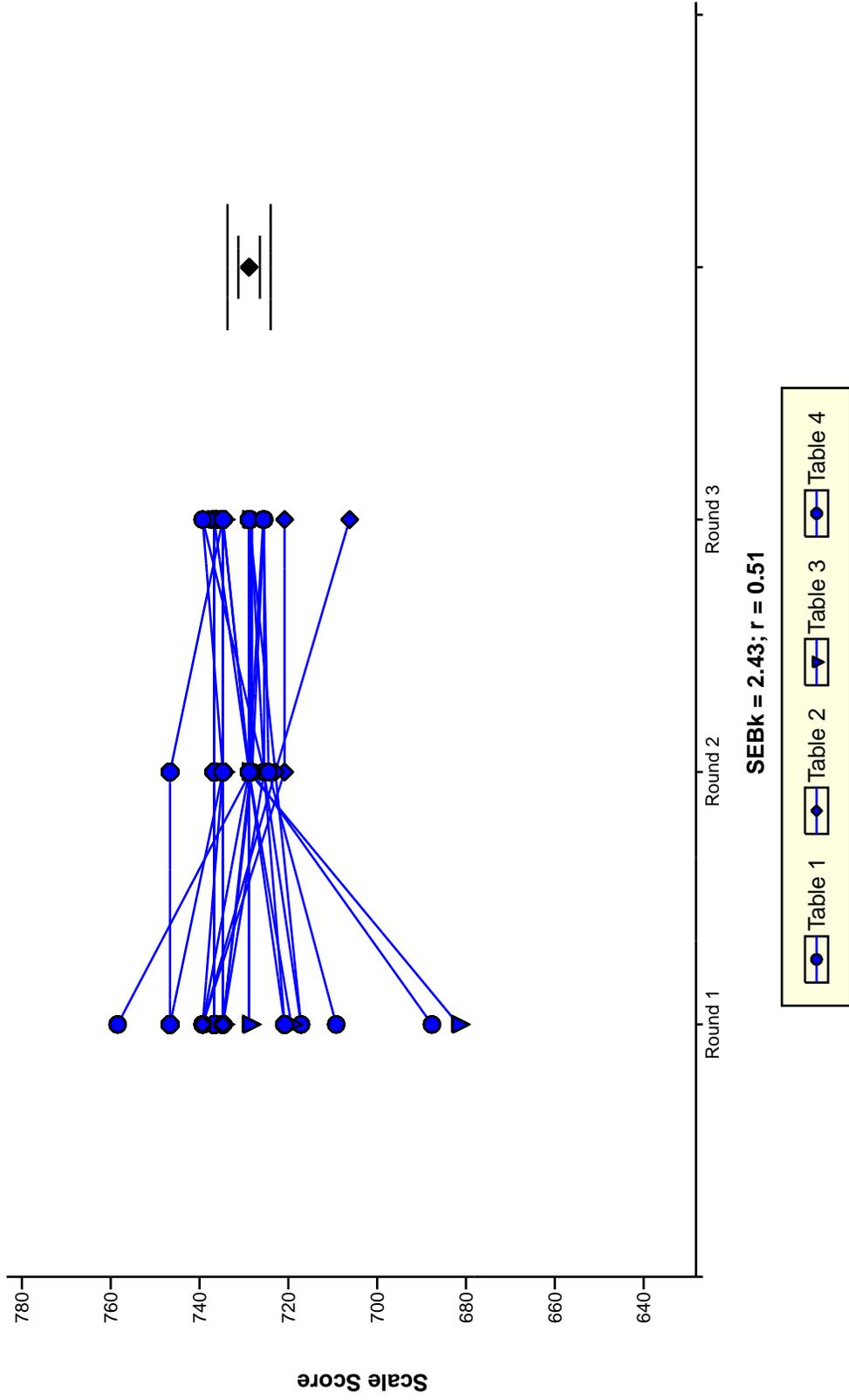


Table 4

New York State 2006 Grade 8 ELA Meeting with Distinction Cut Point



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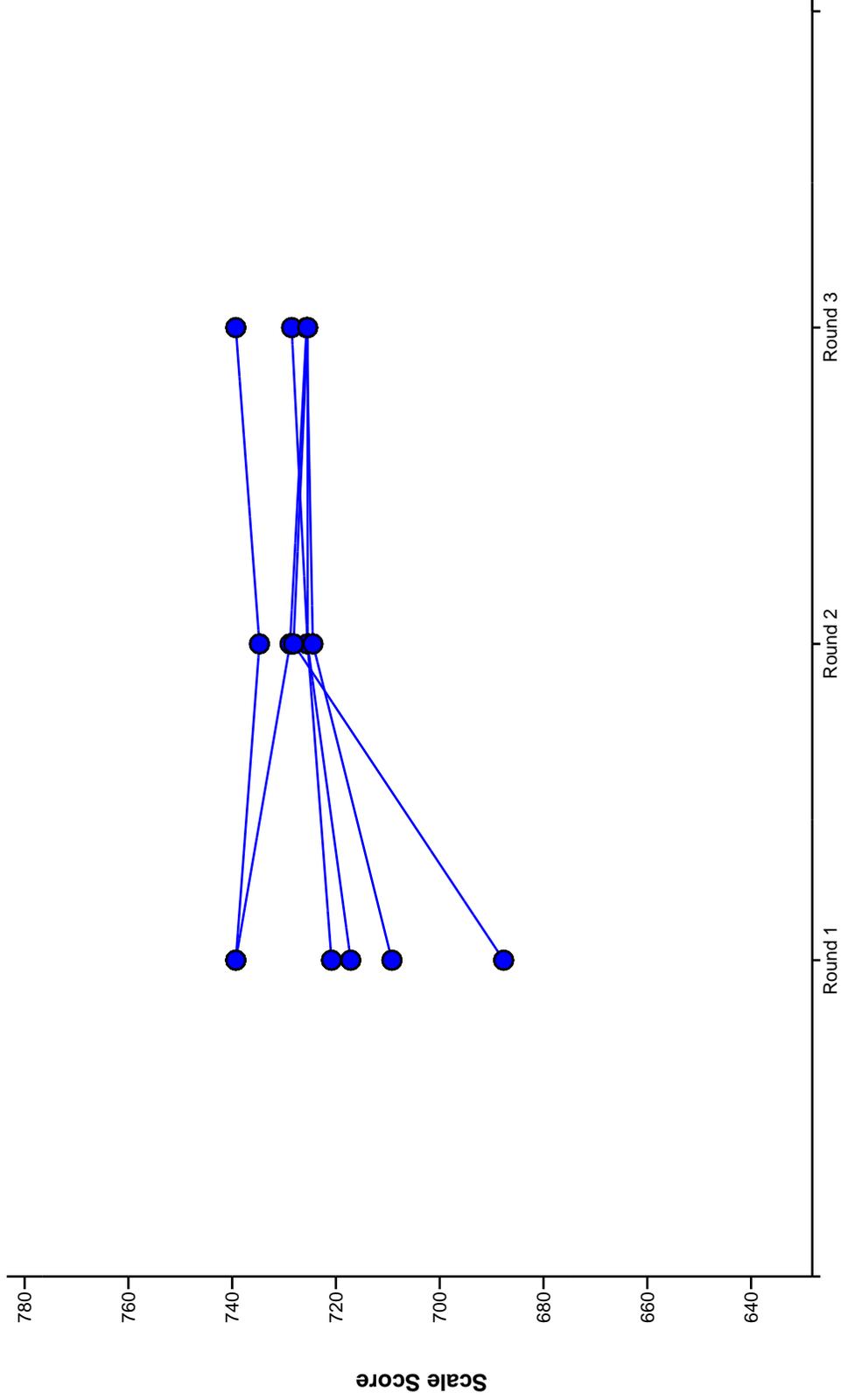


Table 1

New York State 2006 Grade 8 ELA Meeting with Distinction Cut Point

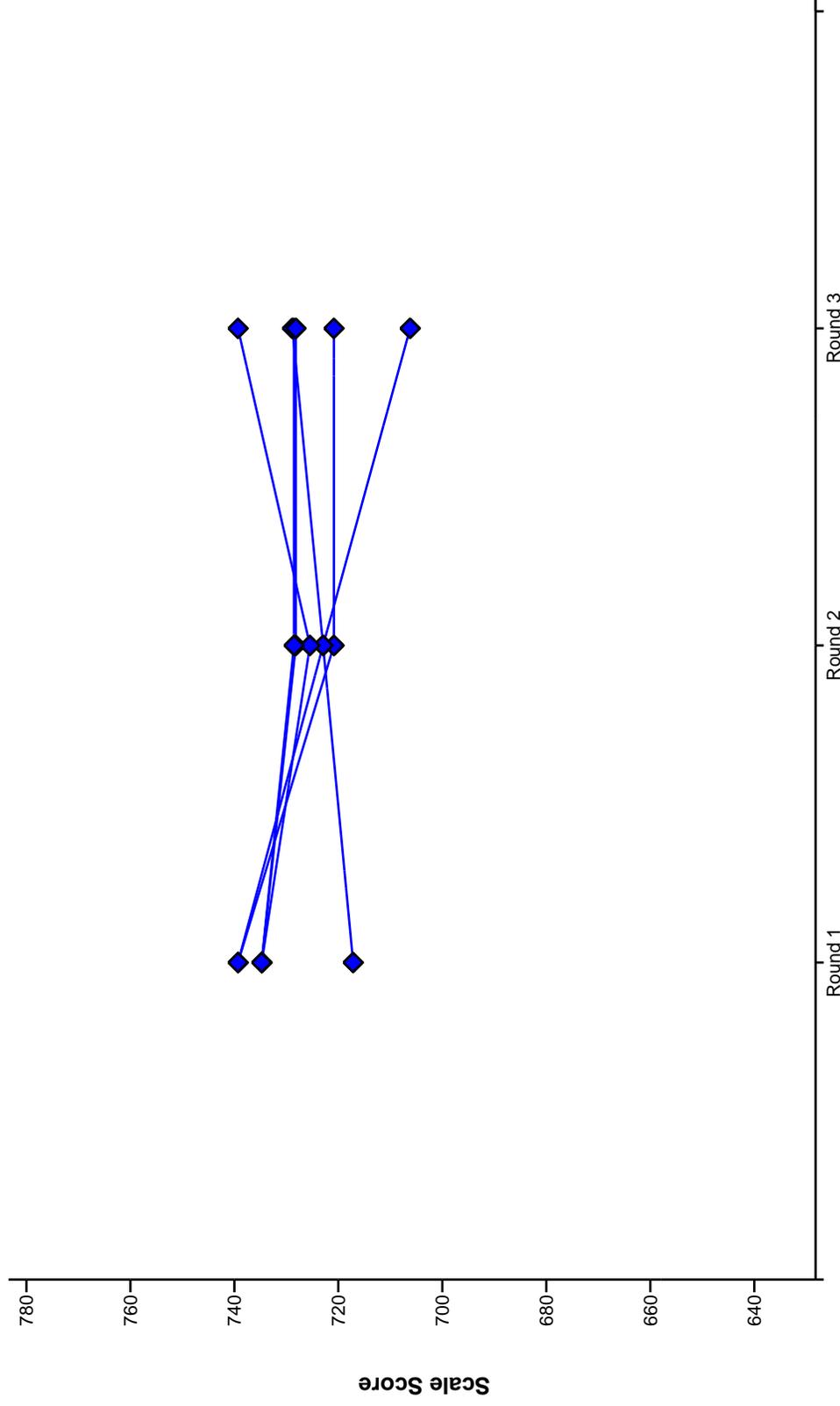


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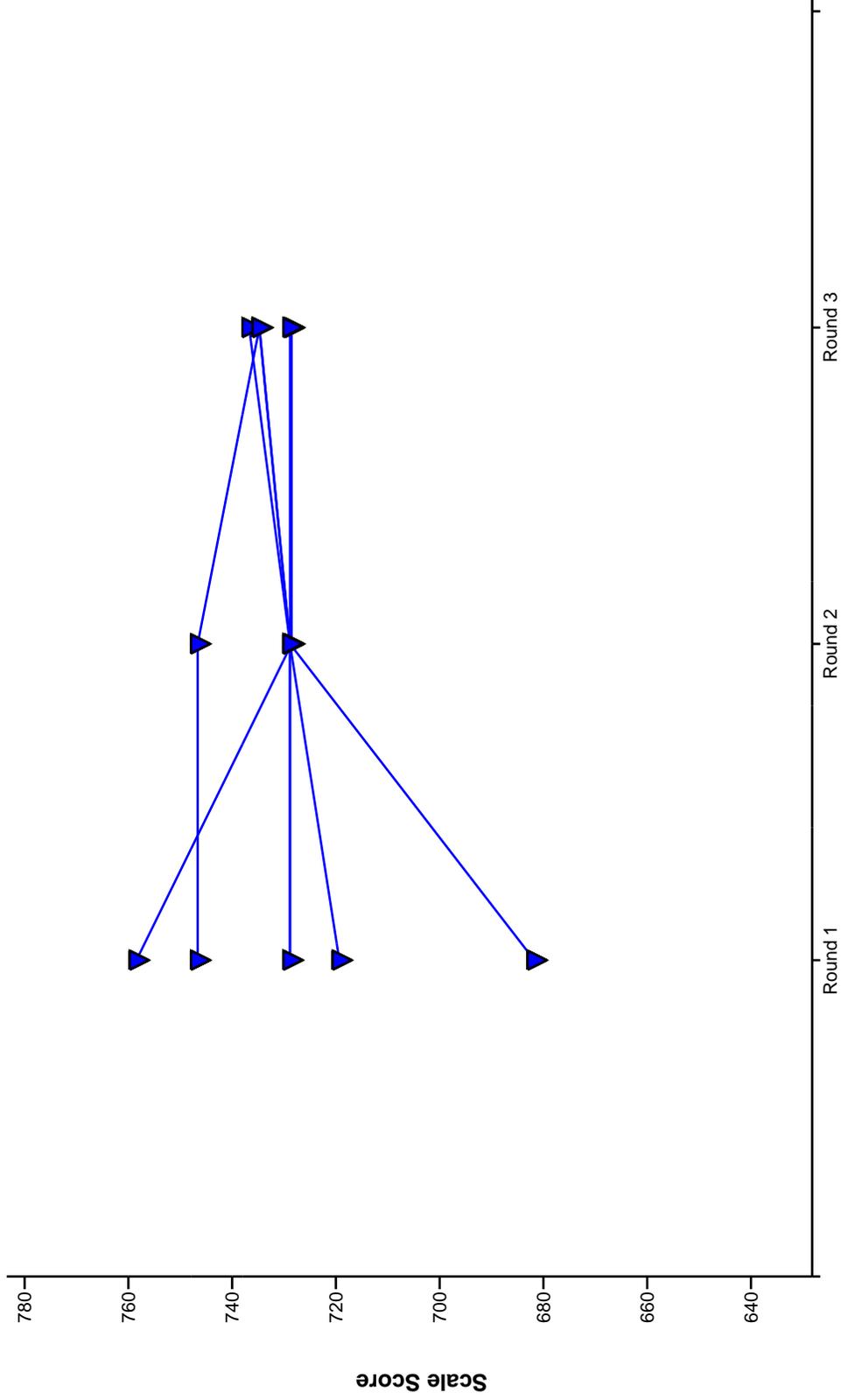


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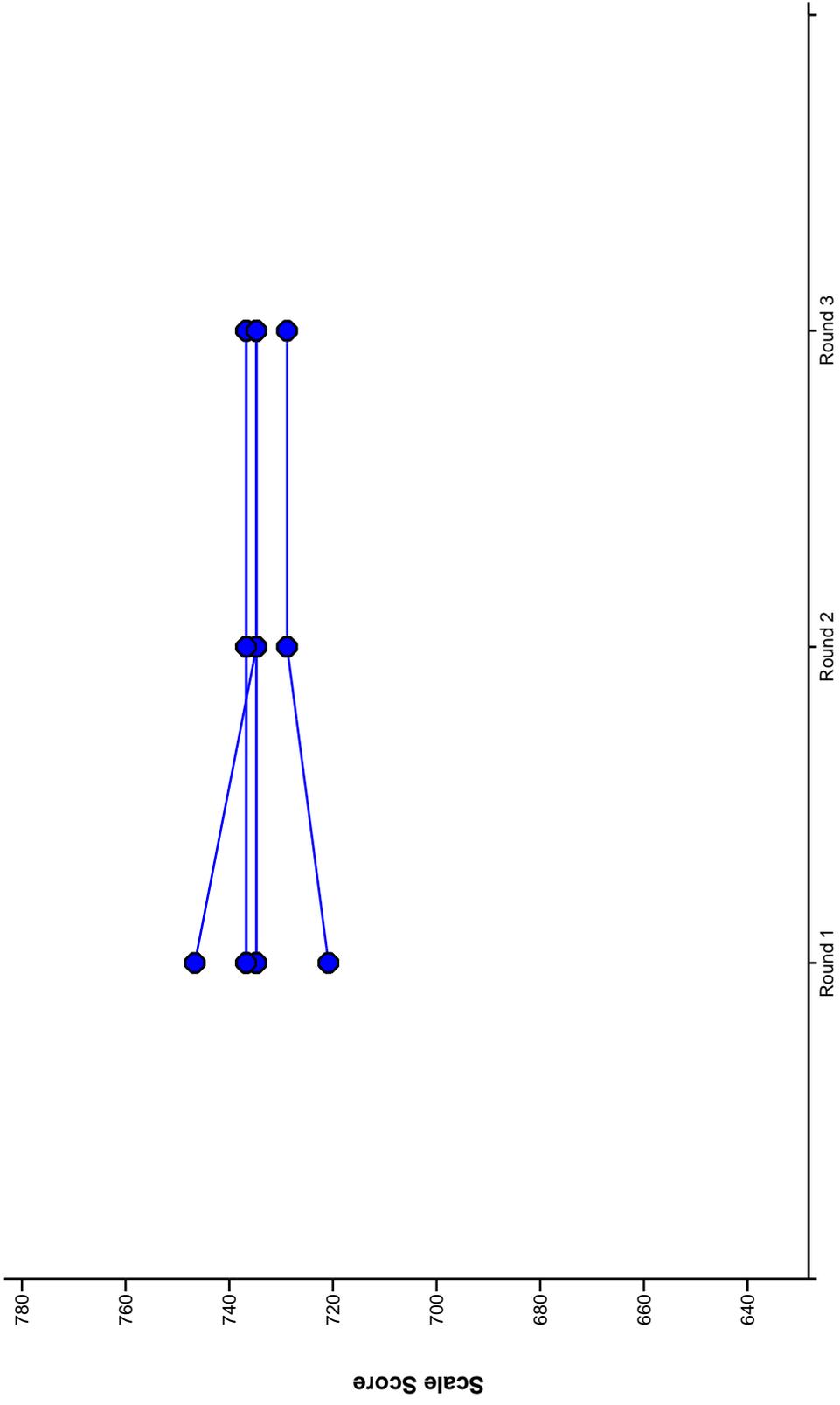
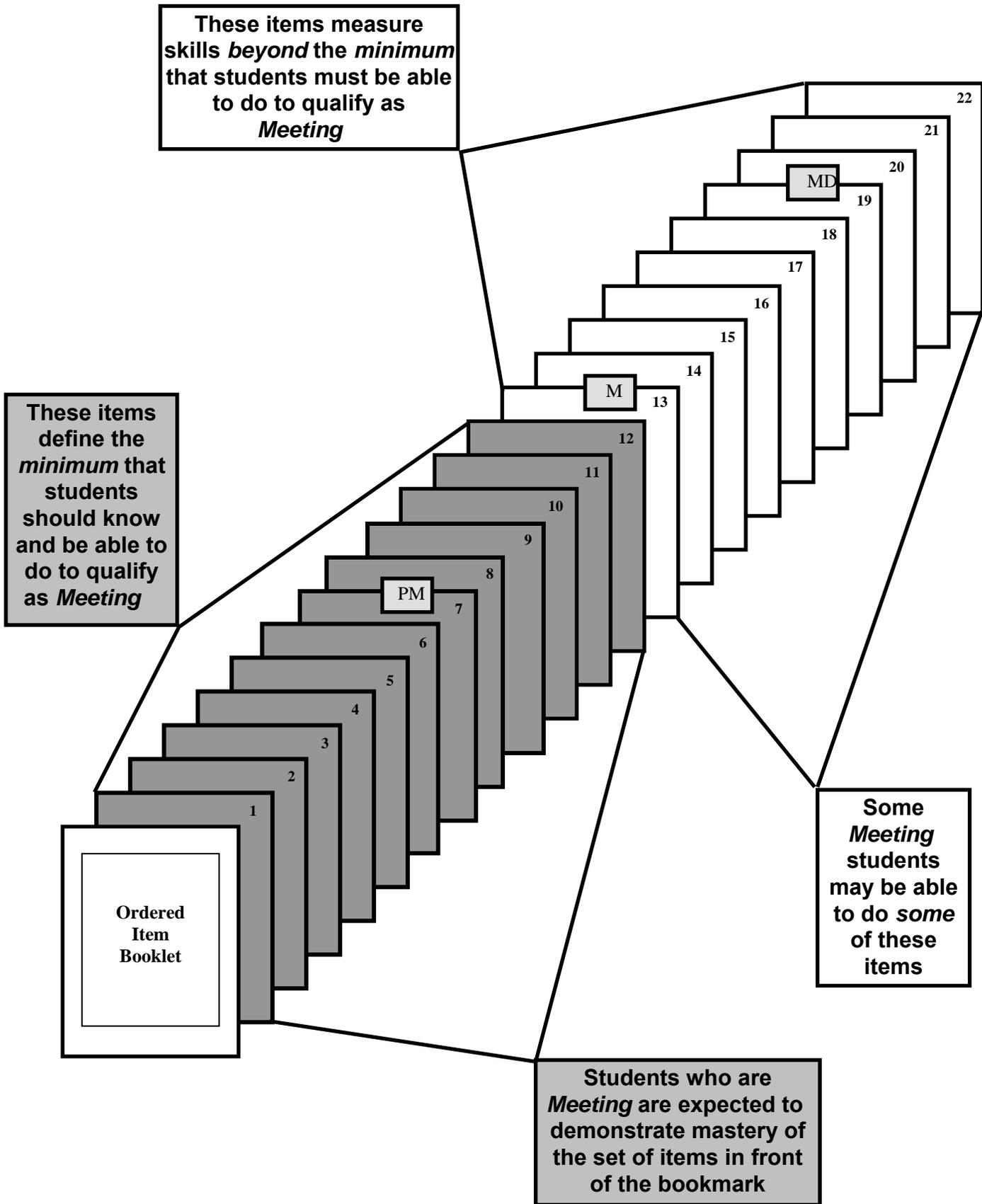


Table 4

Section H

Participant Training Materials



Bookmark Placement

These directions are written for placing the *Meeting* bookmark and apply analogously to the *Partially Meeting* and *Meeting with Distinction* bookmarks.

For whom am I placing this bookmark? The Target Student

When you place your *Meeting* bookmark, you are separating the highest ability *Partially Meeting* students from the lowest ability *Meeting* students. In other words, you are keeping in mind the Target Student who will just make it into the *Meeting* level.

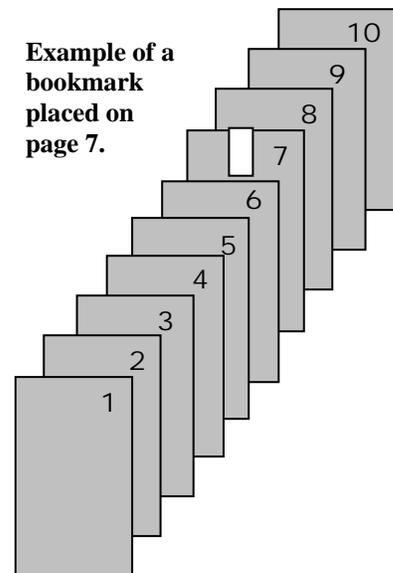
How do I place my bookmark? The Mechanics

The bookmark is exactly that: a bookmark. It separates the content students are expected to master from the content they are *not* expected to master. In the example below, a participant has placed the *Meeting* bookmark on page 7. With this bookmark placement, the participant says that a student must master the content represented by items 1 through 6 to be *Meeting*.

To place your bookmark, start at page 1 in the Ordered Item Booklet (OIB). Page through the OIB **looking at the content covered** until you find the **first** page where you think a student has demonstrated a sufficient body of evidence to indicate that the student is *Meeting* relative to the content standards. This is the content you are saying a *Meeting* Target Student needs to master to just make it into the *Meeting* level.

Hold the pages that contain the content you expect the student to master in your left hand. Place your bookmark on the page **AFTER** the last item you expect the student to master. This page number is your bookmark. Write it on your Rating Form.

Hint: It may be helpful to first identify the interval of items in which you are reasonably certain the bookmark should be placed; then you can place the bookmark within that interval. If you are uncertain about where to place your bookmark, make your best decision; you will have two more rounds of voting to reconsider your bookmark.



What does my *Meeting* Bookmark mean? Some Answers

- You expect *Meeting* students to master the knowledge, skills, and abilities contained in the items *before* your bookmark.
- *Meeting* students should know and be able to do the items *before* the bookmark. For multiple-choice items, *Meeting* students should know the correct response. For constructed-response items, *Meeting* students should most likely achieve the score points before the bookmark.

Is my bookmark the same as a raw score? NO

It is very important to remember that your bookmark placement is *not* equal to a raw score. In the example above, the *Meeting* bookmark was placed on page 7. The participant was *not* saying that a student must get six items correct to be classified as *Meeting*. This participant is saying that a just *Meeting* student must master the content measured by the items on pages 1 through 6. The numbers in the OIB correspond to the rank order of difficulty of each item. These numbers do *not* correspond to a raw score.

Frequently Asked Questions about Bookmark Placement

These questions are written in reference to the *Meeting* bookmark and apply analogously to the *Partially Meeting* and *Meeting with Distinction* bookmarks.

How do I know if I placed my bookmark in the “right” place?

The “right” place is a matter of judgment, *your* judgment. You are placing your bookmark based on the content you expect students to know and be able to do.

I set my bookmark based on the content I expect students to know and be able to do, that is, the content I expect students to master. What is the definition of mastery?

We look at mastery by considering the likelihood with which students will respond correctly to the items. This question is answered in more depth in the handout “Mastery.”

If a student misses some items before the *Meeting* bookmark and gets some correct after the bookmark, is that student still *Meeting*?

A student does *not* have to get every item before the bookmark correct to be *Meeting*. *Meeting* students can miss some items *before* the bookmark and correctly respond to some items *after* the bookmark.

Does the page number on which I place my bookmark correspond to the raw score a student must get on the test?

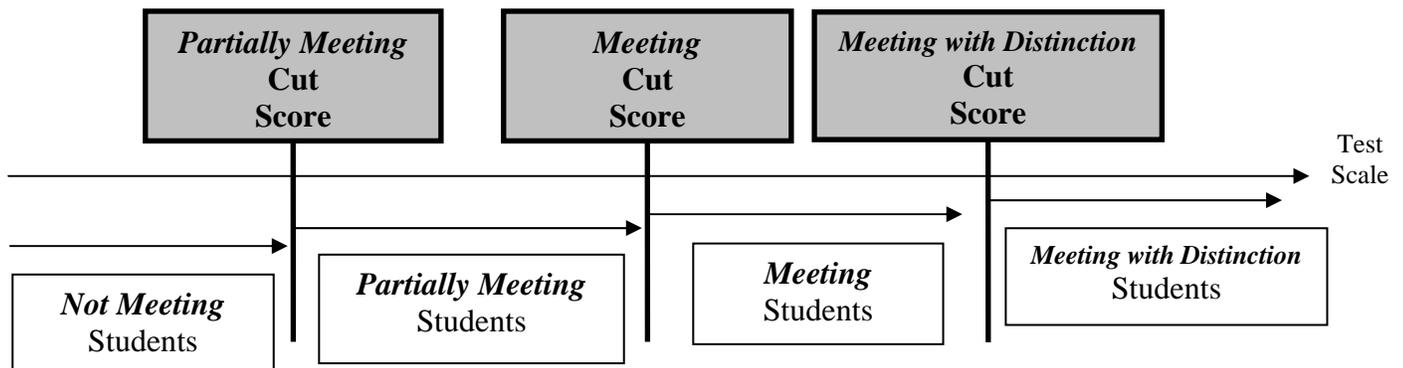
No. Remember, you are placing your bookmark based on the content you expect students to know and be able to do. You are *not* making your decision based on the number of items students must answer correctly. The bookmark is placed on a *page* in the Ordered Item Booklet. This page number corresponds to the difficulty ordering of the item, *not* to the raw score.

Should I place my bookmark in the first place in the Ordered Item Booklet where all the content standards have occurred?

Not necessarily. The test only samples the content domain. In some cases, some content standards will only be represented by difficult items that would be hard for most students to master.

How many bookmarks do I set?

You set one less bookmark than the number of performance levels. For New York State, you will set 3 bookmarks to separate students into 4 performance levels.



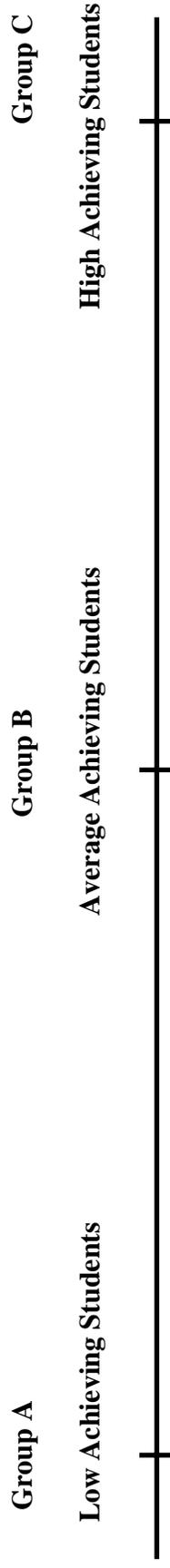
MASTERY

How Participants' Bookmark Judgments Relate to Expected Student Achievement within Each Performance Level

You are participating in this standard setting because of your experience with students and your knowledge of the state content standards, curriculum, and current instructional practices. You will be making judgments that will operationalize your expectations for the level of achievement students must demonstrate in order to place in each performance level. To understand how your judgments relate to expected student achievement within each performance level, consider the following examples.

Consider how students at various scale locations might perform on an imaginary assessment that consists of a total of 50 score points. In particular, we will consider the performance of groups of students who are at three specific points on the test scale. Group A consists of 100 low achieving students, Group B consists of 100 average achieving students, and Group C consists of 100 high achieving students. Assume that the students have all taken the assessment and that the 100 students within each group have all obtained the exact same scale score. Note the location of the obtained scale score for each of the three groups on the test scale below.

Test Scale



The following three figures show how students in each of the three groups might perform on the assessment.

Figure A shows how many students in Group A responded correctly to each item in the ordered item booklet. Observe that the students in Group A performed well on the items that appear early in the ordered item booklet but performed poorly on the items that appear later in the ordered item booklet. This makes sense, because the items appear in order of difficulty, with the easiest item first and the hardest item last. For example, 99 of the 100 Group A students responded correctly to item 1, 67 of the Group A students responded correctly to item 10, but only 1 of the Group A students responded correctly to item 50.

We say that a group of like students have demonstrated mastery of the content represented by an item if at least $\frac{2}{3}$ of the students (about 67 out of 100) in the group can be expected to respond successfully to the item. According to Figure A, Group A students have demonstrated mastery of items 1 through 10, but have not demonstrated mastery of items 11 through 50.

Figure A. The number (or percent) of Group A students who responded correctly to each item in the ordered item booklet.

item	item	item	item	item	item	item	item	item	item	item
1	2	3	4	5	6	7	8	9	10	
<u>99</u>	<u>100</u>	<u>93</u>	<u>87</u>	<u>83</u>	<u>82</u>	<u>78</u>	<u>74</u>	<u>69</u>	<u>67</u>	
100	100	100	100	100	100	100	100	100	100	100

item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
<u>63</u>	<u>100</u>	<u>59</u>	<u>58</u>	<u>57</u>	<u>53</u>	<u>52</u>	<u>50</u>	<u>50</u>	<u>49</u>	<u>49</u>	<u>48</u>	<u>47</u>	<u>43</u>	<u>41</u>	<u>39</u>	<u>37</u>	<u>35</u>	<u>34</u>	<u>31</u>		
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item
31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
<u>30</u>	<u>100</u>	<u>29</u>	<u>22</u>	<u>20</u>	<u>18</u>	<u>17</u>	<u>14</u>	<u>11</u>	<u>10</u>	<u>9</u>	<u>7</u>	<u>5</u>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>		
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

Definition of Mastery

We say that a group of like students have demonstrated mastery of the content represented by an item if at least 2/3 (67/100) of the students in the group can be expected to respond successfully to the item.

Figure B shows how many students in Group B responded correctly to each item in the ordered item booklet. Observe that the students in Group B performed much better than students in Group A. That makes sense because Group B students are average achieving students while Group A students are low achieving students.

Before you read further, use Figure B and the definition of mastery stated in the box above to determine which items Group B has mastered.

Group B students have demonstrated mastery of the content reflected in items 1 through 30 of the ordered item booklet, but have not demonstrated mastery of the content reflected by items 31 through 50. This is true according to the definition, because at least 67 of the 100 Group B students responded successfully to each of items 1 through 30, but fewer than 67 of them responded correctly to items 31 through 50.

Figure B. The number (or percent) of Group B students who responded correctly to each item in the ordered item booklet.

item	item	item	item	item	item	item	item	item	item	item
1	2	3	4	5	6	7	8	9	10	10
<u>99</u>	<u>100</u>	<u>99</u>	<u>100</u>	<u>99</u>	<u>100</u>	<u>98</u>	<u>98</u>	<u>97</u>	<u>97</u>	<u>97</u>
100	100	100	100	100	100	100	100	100	100	100

item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item	item
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	30
<u>96</u>	<u>100</u>	<u>95</u>	<u>93</u>	<u>89</u>	<u>85</u>	<u>84</u>	<u>83</u>	<u>83</u>	<u>81</u>	<u>79</u>	<u>79</u>	<u>78</u>	<u>73</u>	<u>72</u>	<u>72</u>	<u>71</u>	<u>70</u>	<u>69</u>	<u>67</u>	<u>67</u>
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

| item |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 50 |
| <u>65</u> | <u>63</u> | <u>63</u> | <u>61</u> | <u>58</u> | <u>57</u> | <u>57</u> | <u>55</u> | <u>55</u> | <u>54</u> | <u>53</u> | <u>53</u> | <u>52</u> | <u>51</u> | <u>44</u> | <u>41</u> | <u>39</u> | <u>37</u> | <u>35</u> | <u>33</u> | <u>33</u> |
| 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Definition of Mastery

We say that a group of like students have demonstrated mastery of the content represented by an item if at least 2/3 (67/100) of the students in the group can be expected to respond successfully to the item.

Figure C shows how many students in Group C responded correctly to each item in the ordered item booklet. Observe that Group C performed much better than Groups A or B. That makes sense because Group C consists of high achieving students while Groups A and B consist of low and average achieving students, respectively.

Before you read further, use Figure C and the definition of mastery stated in the box above to determine which items Group C has mastered. Group C students have demonstrated mastery of the content reflected in items 1 through 45 of the ordered item booklet, but have not demonstrated mastery of the content reflected by items 46 through 50. This is true according to the definition, because at least 67 of the 100 Group C students responded successfully to each of items 1 through 45, but fewer than 67 of them responded correctly to items 46 through 50.

Figure C. The number (or percent) of Group C students who responded correctly to each item in the ordered item booklet.

| item |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <u>99</u> | <u>97</u> | <u>97</u> |
| 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

item																			
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<u>97</u>	<u>97</u>	<u>95</u>	<u>95</u>	<u>94</u>	<u>93</u>	<u>92</u>	<u>92</u>	<u>91</u>	<u>89</u>	<u>89</u>	<u>89</u>	<u>88</u>	<u>88</u>	<u>88</u>	<u>87</u>	<u>87</u>	<u>86</u>	<u>85</u>	<u>84</u>
100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

| item |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| <u>83</u> | <u>81</u> | <u>81</u> | <u>81</u> | <u>80</u> | <u>80</u> | <u>79</u> | <u>78</u> | <u>77</u> | <u>75</u> | <u>74</u> | <u>72</u> | <u>70</u> | <u>68</u> | <u>67</u> | <u>64</u> | <u>58</u> | <u>53</u> | <u>49</u> | <u>46</u> |
| 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

You have seen from the above examples that by using a specific definition of mastery, we can identify the content in the ordered item booklet that students at any location of the test scale have mastered.

Also, if *you* identify a set of items in the ordered item booklet, the specific point on the test scale at which students have demonstrated mastery of the content you have specified can be determined. This is how the various cut scores are ascertained.

As experts, you will first specify the content in the ordered item booklet that you expect students to master in order to be classified as *Meeting*. This means that you will identify the items that reflect the knowledge, skills, and abilities you expect all *Meeting* students to master. When you have made that judgment, the point on the scale at which students achieve that level of mastery can be identified.

Print Name _____ Table Number _____

Sample Item Map - Grade 4 Reading/Language Arts

Order of Difficulty	Location	Form	Item No.	Item Type	Score Key	Standard*	What does this item measure? That is what do you know about a student who can respond successfully to this item/score point?	Why is this item more difficult than the preceding items?
1	489	2	4	MC	4	3		
2	511	2	7	MC	4	3		
3	540	1	1	CR	1 of 2	1		
4	561	1	6	MC	3	3		
5	569	2	5	CR	1 of 1	3		
6	588	1	1	CR	2 of 2	1		
7	601	2	6	CR	1 of 2	2		
8	615	1	5	MC	3	1		
9	617	2	6	CR	2 of 2	2		

* 1 = Reading Strategies; 2 = Writing Mechanics; 3 = Information Resources

Standard Setting Workshop

Grade 4
Reading/Language Arts

Sample

Ordered Item Booklet

use for training purposes only

CTB/McGraw-Hill

*My notes about
the poem*

My Friend Watches Whales

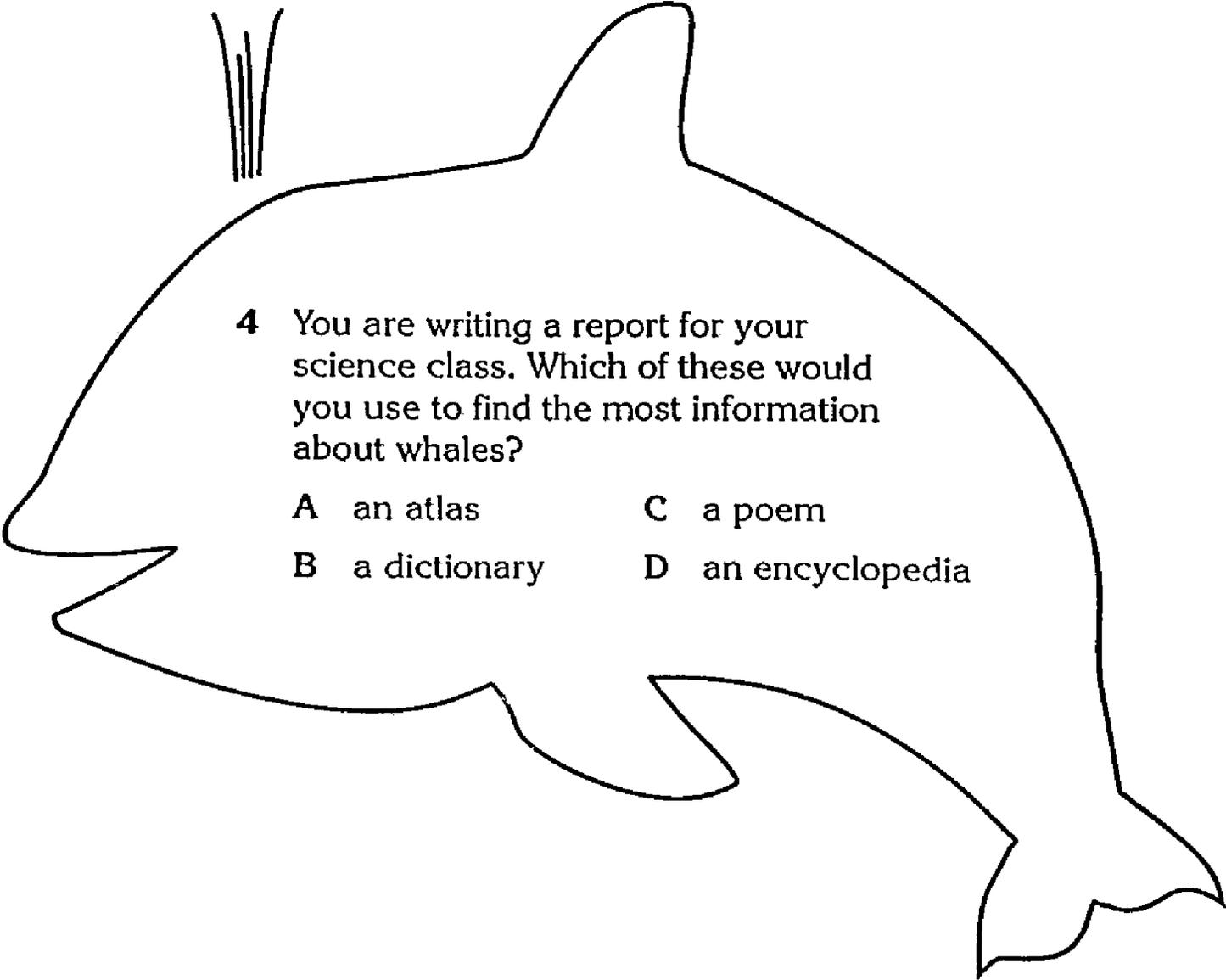
I have a friend. She is not like me.
My friend looks at the sky.
She sees—whales floating by!

I look outside. What do I see?
I see—clouds, fluffy and white.
No whales! Not one in sight!

Look, there's the tail.
Look, there's the spout.
She points them out,
and then I do see
the tail and the spout
of a big white whale
looking back at me!

Leslie Hall





4 You are writing a report for your science class. Which of these would you use to find the most information about whales?

A an atlas

C a poem

B a dictionary

D an encyclopedia



My Friend Watches Whales *(see passage A)*

3

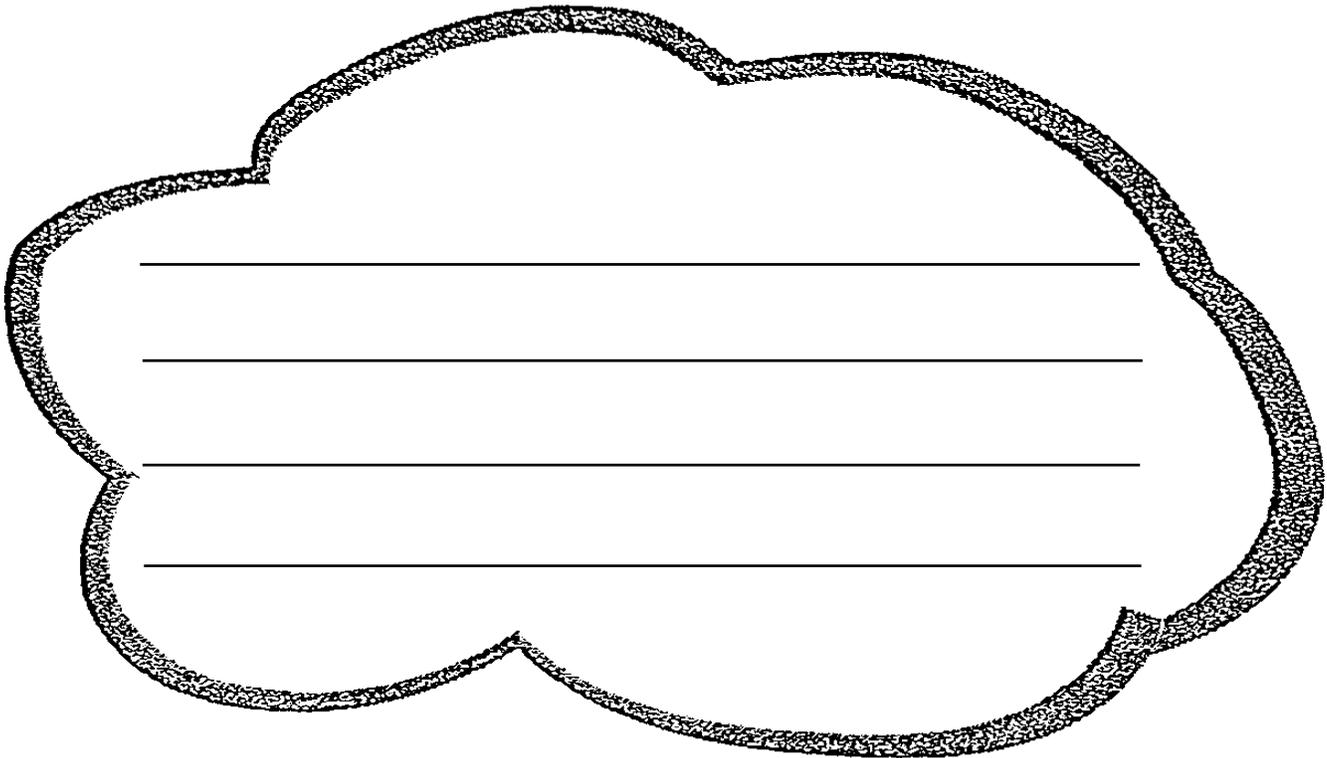
1 Write one word that tells what the poem is about.

Score

Point _____

1 of 2

On the lines below, give some reasons why this word tells about the poem.





*Session 2, Reading***1 Dimension: Interpretation/Guideline 15**

Write one word that tells what the poem is about. On the lines below, give some reasons why this word tells about the poem.

Exemplary Response: A version of one of the following:

- friends
- sharing
- differences

AND

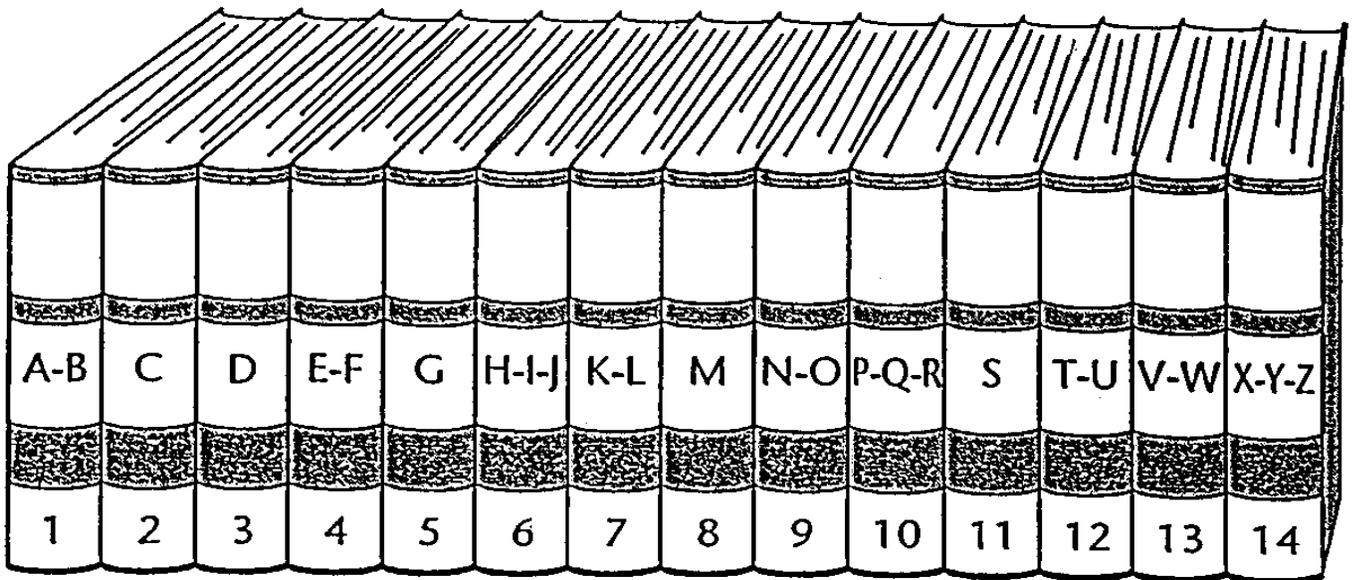
A version of one of the following:

- It is about friends being together and sharing. One friend is showing the other the shape she sees in the clouds.
- It is about differences and how the girls are not the same. They see different shapes in the clouds.

Note: Accept any other reasonable response and appropriate explanation that gives reasons and supports the main idea of the poem.

Point Scale:	2 points	Exemplary Response
	1 point	A reasonable response with a literal explanation. For example: “A girl sees whales in the clouds” or “Two girls are looking at clouds.”
	0 points	Other

- 5 In this set of books, you looked under W for information about whales.



In which other book will you look NEXT for more information about whales?

Book Number _____

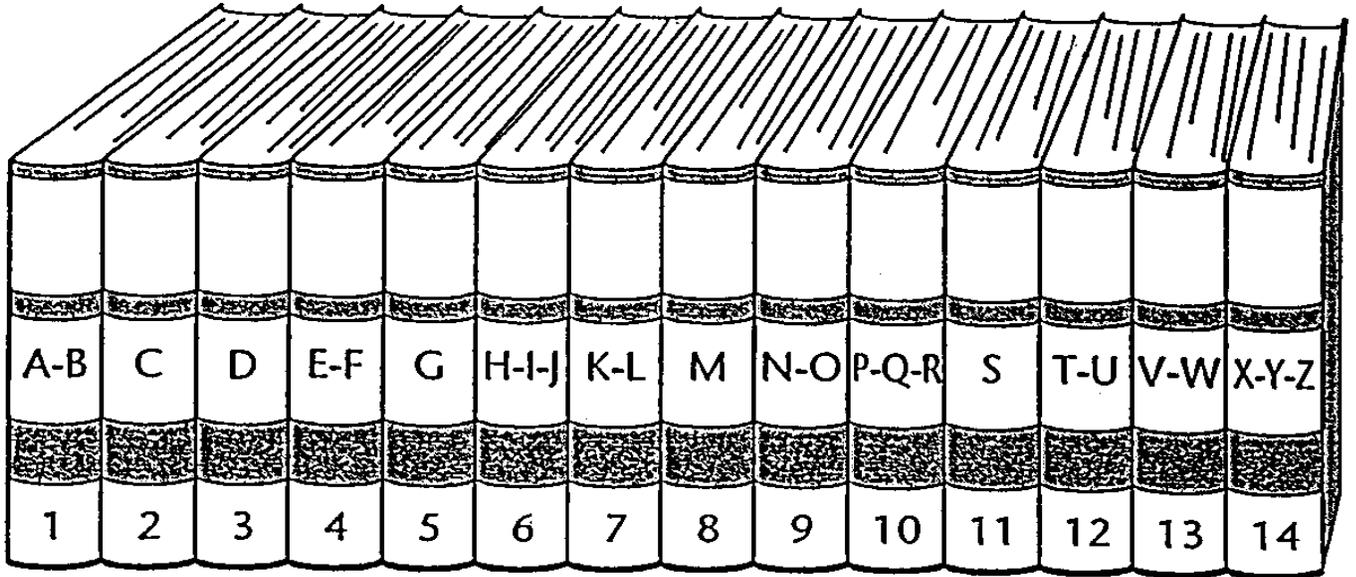
Why did you choose this book?

- 6 In a dictionary, you can find the word FRIEND before the word
- | | |
|--------|---------|
| A fish | C funny |
| B fade | D float |

- 7 Which word would come after the word ASTONISHED in the dictionary?

- | | |
|----------|----------|
| A alike | C artist |
| B animal | D author |

5 In this set of books, you looked under W for information about whales.



In which other book will you look NEXT for more information about whales?

Book Number _____

Why did you choose this book?

6 In a dictionary, you can find the word FRIEND before the word

A fish

C funny

B fade

D float

7 Which word would come after the word ASTONISHED in the dictionary?

A alike

C artist

B animal

D author

5 Dimension: Strategies/Guideline 17

*In which other book will you look NEXT for more information about whales?
Why did you choose this book?*

Exemplary Response: A book number with appropriate explanation of choice.

For example:

- 8 I looked under M for mammals.
- 1 I looked under B for blue whale.
- 9 I looked under O for ocean life.

Point Scale: 1 points Exemplary Response

0 points Other

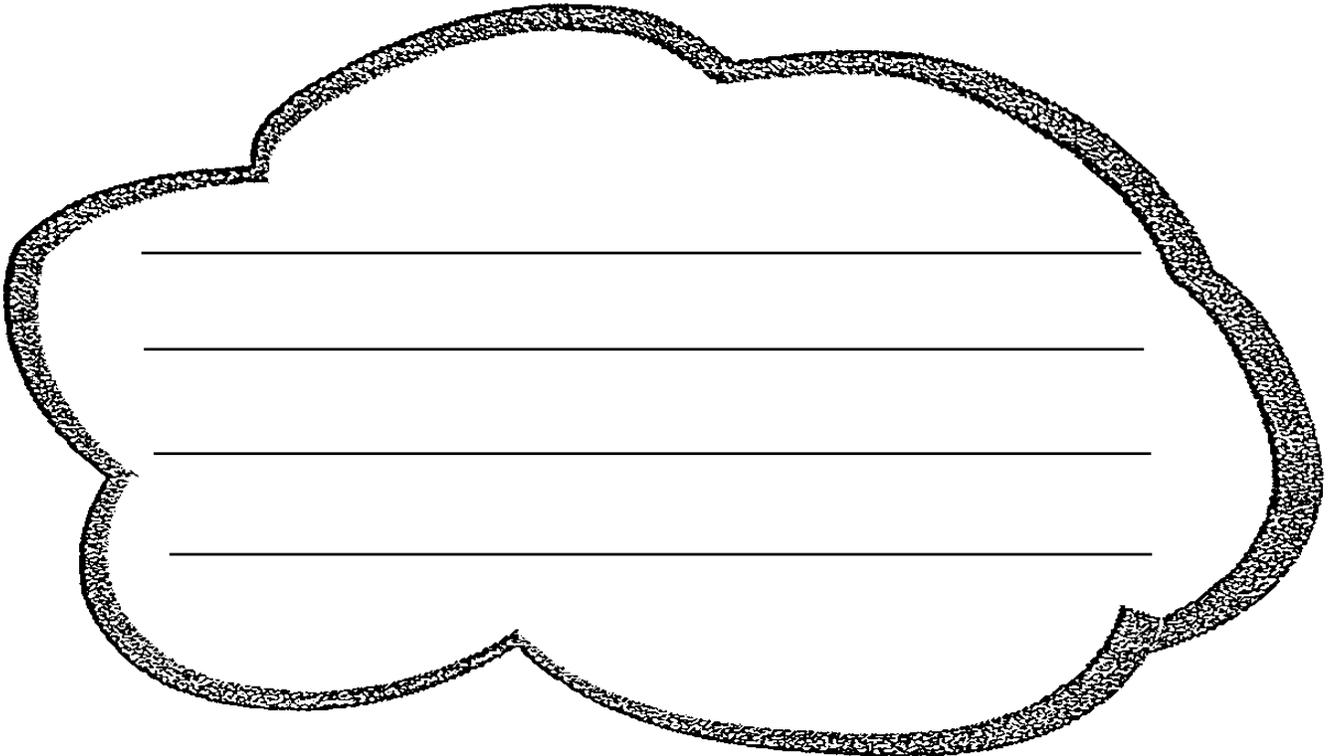
1 Write one word that tells what the poem is about.

Score _____

Point _____

2 of 2

On the lines below, give some reasons why this word tells about the poem.



Session 2, Reading

1 Dimension: Interpretation/Guideline 15

Write one word that tells what the poem is about. On the lines below, give some reasons why this word tells about the poem.

Exemplary Response: A version of one of the following:

- friends
- sharing
- differences

AND

A version of one of the following:

- It is about friends being together and sharing. One friend is showing the other the shape she sees in the clouds.
- It is about differences and how the girls are not the same. They see different shapes in the clouds.

Note: Accept any other reasonable response and appropriate explanation that gives reasons and supports the main idea of the poem.

Point Scale:	2 points	Exemplary Response
	1 point	A reasonable response with a literal explanation. For example: “A girl sees whales in the clouds” or “Two girls are looking at clouds.”
	0 points	Other

DIRECTIONS:

The following sentence has two errors. These errors are underlined.
Cross out the errors and fix them.

6. The Park has many places to visit, including a rose
(A)
garden; a lake, and a bike path.
(B)

Scoring Guides

6. Students receive one point for making each of the following corrections: (2-points possible)
 - Replacing “Park” with “park”
 - Replacing the semi-colon after “garden” with a comma.

7. Students receive one point for each of the following tasks: (2-points possible)
 - Providing a relevant title for the passage, including “Animal Feeding,” or “Feeding Time at the Zoo,” but not “Animals” or “Zoo.”
 - Providing a reason for the title that directly ties the title to the passage.

8. Students receive one point for each of the following elements: (3-points possible)
 - Identifying a person they respect, either by name or by clearly describing them.
 - Providing one reason why they respect that person, beyond “because I respect them.”
 - Providing a second reason why they respect that person.

5. Review the first sentence in the passage.

We live in a region that usually has little rain.

What part of speech is the word “usually”?

- a. Noun
- b. Verb
- c. Adverb
- d. Adjective

DIRECTIONS:

The following sentence has two errors. These errors are underlined.
Cross out the errors and fix them.

6. The Park has many places to visit, including a rose
(A)
garden; a lake, and a bike path.
(B)

Scoring Guides

6. Students receive one point for making each of the following corrections: (2-points possible)
- Replacing “Park” with “park”
 - Replacing the semi-colon after “garden” with a comma.
7. Students receive one point for each of the following tasks: (2-points possible)
- Providing a relevant title for the passage, including “Animal Feeding,” or “Feeding Time at the Zoo,” but not “Animals” or “Zoo.”
 - Providing a reason for the title that directly ties the title to the passage.
8. Students receive one point for each of the following elements: (3-points possible)
- Identifying a person they respect, either by name or by clearly describing them.
 - Providing one reason why they respect that person, beyond “because I respect them.”
 - Providing a second reason why they respect that person.

Section I

Participants' Evaluation of the Standard Setting

New York State ELA Standard Setting Evaluation– June 2006

Key: SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

1. During Round 1, I placed my bookmarks without consulting other participants.
2. I am confident that the Bookmark Procedure produced valid standards.
3. I considered the Content Standards when I placed my bookmarks.
4. I felt that this procedure was fair.
5. I had enough time to consider my Round 1 bookmarks.
6. I learned how to do the Bookmark placement as I went along, so my later ones may not be comparable to my earlier ones.
7. I understood how to place my bookmarks.
8. Overall, I believe that my opinions were considered and valued by my group.
9. Overall, I valued the conference as a professional development experience.
10. Overall, I was satisfied with my group's final bookmarks.
11. Overall, my table's discussions were open and honest.
12. Participating in the Bookmark Standard Setting Procedure increased my understanding of the test.
13. Reviewing the Target Student helped me place my bookmarks.
14. Taking the test helped me place my bookmarks.
15. The Bookmark Standard Setting Procedure was well described.
16. The conference was well organized.
17. The goals for this procedure were clear.
18. The ordering of the items in the ordered item booklet agreed with my perception of the relative difficulty of the items.
19. The training materials were helpful.
20. The presentation of the impact data was helpful to me.
21. The training on Bookmark placement made the task clear to me.
22. This experience will help me target instruction for the students in my classroom.
23. I would defend the Partially Meeting cut score against criticism that it is too high.
24. I would defend the Partially Meeting cut score against criticism that it's too low.
25. I would defend the Meeting cut score against criticism that it is too high.
26. I would defend the Meeting cut score against criticism that it is too low.
27. I would defend the Meeting with Distinction cut score against criticism that it is too high.
28. I would defend the Meeting with Distinction cut score against criticism that it is too low.

<p>29. What is your occupation?</p> <p><input type="radio"/> Teacher</p> <p><input type="radio"/> Administrator</p> <p><input type="radio"/> Other</p>	<p>30. How many years in your current profession?</p> <p><input type="radio"/> 0-5</p> <p><input type="radio"/> 6-10</p> <p><input type="radio"/> 11-15</p> <p><input type="radio"/> 16-20</p> <p><input type="radio"/> 21+</p>
<p>31. What is your education level?</p> <p><input type="radio"/> Bachelor's</p> <p><input type="radio"/> Master's</p> <p><input type="radio"/> Doctorate</p>	<p>32. What is your gender?</p> <p><input type="radio"/> Male</p> <p><input type="radio"/> Female</p>
<p>33. What is your racial/ethnic background?</p> <p><input type="radio"/> Asian/Pacific Islander</p> <p><input type="radio"/> African American</p> <p><input type="radio"/> American Indian</p> <p><input type="radio"/> Hispanic</p> <p><input type="radio"/> White</p> <p><input type="radio"/> Other</p>	<p>34. Have you taught Special Education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>35. Have you taught ESL/ELL?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p>36. Have you taught Vocational Education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>37. Have you taught Alternative Education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>	<p>38. Have you taught Adult Education?</p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
<p>39. Which grade did you work on during this standard setting?</p> <p><input type="radio"/> 4</p> <p><input type="radio"/> 6</p> <p><input type="radio"/> 8</p>	

On the back of this evaluation, please add your comments. Thank You!

**New York State English Language Arts
Bookmark Standard Setting June 2006
Evaluation Results**

About these results

Each question is shown, along with its answer choices and associated response percentages. For Likert-type questions, there are five possible responses: "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree." For each question, the number of respondents is shown in the column labeled "N."

Grade 4 participants also set standards for Grade 3; Grade 6 for Grade 5; and Grade 8 for Grade 7.

Question 1

During Round 1, I placed my bookmarks without consulting other participants.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	1.4%	1.4%	0.0%	20.3%	77.0%
	Grade 4	26	0.0%	0.0%	0.0%	30.8%	69.2%
	Grade 6	25	4.0%	4.0%	0.0%	20.0%	72.0%
	Grade 8	23	0.0%	0.0%	0.0%	8.7%	91.3%

Question 2

I am confident that the Bookmark Procedure produced valid standards.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	0.0%	5.4%	17.6%	55.4%	21.6%
	Grade 4	26	0.0%	11.5%	19.2%	61.5%	7.7%
	Grade 6	25	0.0%	0.0%	20.0%	60.0%	20.0%
	Grade 8	23	0.0%	4.3%	13.0%	43.5%	39.1%

Question 3

I considered the Content Standards when I placed my bookmarks.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	0.0%	1.4%	0.0%	23.0%	75.7%
	Grade 4	26	0.0%	0.0%	0.0%	19.2%	80.8%
	Grade 6	25	0.0%	4.0%	0.0%	20.0%	76.0%
	Grade 8	23	0.0%	0.0%	0.0%	30.4%	69.6%

Question 4

I felt that this procedure was fair.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		72	0.0%	2.8%	13.9%	41.7%	41.7%
	Grade 4	25	0.0%	0.0%	20.0%	52.0%	28.0%
	Grade 6	25	0.0%	8.0%	12.0%	36.0%	44.0%
	Grade 8	22	0.0%	0.0%	9.1%	36.4%	54.5%

Question 5

I had enough time to consider my Round 1 bookmarks.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	1.4%	1.4%	0.0%	28.8%	68.5%
	Grade 4	26	0.0%	3.8%	0.0%	30.8%	65.4%
	Grade 6	24	4.2%	0.0%	0.0%	20.8%	75.0%
	Grade 8	23	0.0%	0.0%	0.0%	34.8%	65.2%

Question 6

I learned how to do the Bookmark placement as I went along, so my later ones may not be comparable to my earlier ones.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	12.3%	24.7%	15.1%	30.1%	17.8%
	Grade 4	26	7.7%	23.1%	7.7%	34.6%	26.9%
	Grade 6	24	20.8%	16.7%	12.5%	25.0%	25.0%
	Grade 8	23	8.7%	34.8%	26.1%	30.4%	0.0%

Question 7

I understood how to place my bookmarks.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	2.7%	1.4%	1.4%	36.5%	58.1%
	Grade 4	26	0.0%	3.8%	3.8%	42.3%	50.0%
	Grade 6	25	8.0%	0.0%	0.0%	36.0%	56.0%
	Grade 8	23	0.0%	0.0%	0.0%	30.4%	69.6%

Question 8

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

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	1.4%	0.0%	0.0%	28.8%	69.9%
	Grade 4	25	0.0%	0.0%	0.0%	40.0%	60.0%
	Grade 6	25	4.0%	0.0%	0.0%	20.0%	76.0%
	Grade 8	23	0.0%	0.0%	0.0%	26.1%	73.9%

Question 9

Overall, I valued the conference as a professional development experience.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	1.4%	0.0%	2.7%	17.8%	78.1%
	Grade 4	26	0.0%	0.0%	0.0%	23.1%	76.9%
	Grade 6	24	4.2%	0.0%	4.2%	4.2%	87.5%
	Grade 8	23	0.0%	0.0%	4.3%	26.1%	69.6%

Question 10

Overall, I was satisfied with my group's final bookmarks.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		70	0.0%	1.4%	4.3%	47.1%	47.1%
	Grade 4	22	0.0%	0.0%	4.5%	50.0%	45.5%
	Grade 6	25	0.0%	4.0%	4.0%	44.0%	48.0%
	Grade 8	23	0.0%	0.0%	4.3%	47.8%	47.8%

Question 11

Overall, my table's discussions were open and honest.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	0.0%	0.0%	0.0%	9.6%	90.4%
	Grade 4	25	0.0%	0.0%	0.0%	4.0%	96.0%
	Grade 6	25	0.0%	0.0%	0.0%	4.0%	96.0%
	Grade 8	23	0.0%	0.0%	0.0%	21.7%	78.3%

Question 12

Participating in the Bookmark Standard Setting Procedure increased my understanding of the test.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	1.4%	1.4%	1.4%	20.3%	75.7%
	Grade 4	26	0.0%	0.0%	3.8%	15.4%	80.8%
	Grade 6	25	4.0%	0.0%	0.0%	12.0%	84.0%
	Grade 8	23	0.0%	4.3%	0.0%	34.8%	60.9%

Question 13

Reviewing the Target Student helped me place my bookmarks.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	1.4%	1.4%	14.9%	43.2%	39.2%
	Grade 4	26	0.0%	3.8%	7.7%	57.7%	30.8%
	Grade 6	25	4.0%	0.0%	24.0%	32.0%	40.0%
	Grade 8	23	0.0%	0.0%	13.0%	39.1%	47.8%

Question 14

Taking the test helped me place my bookmarks.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	5.4%	5.4%	20.3%	35.1%	33.8%
	Grade 4	26	3.8%	7.7%	19.2%	26.9%	42.3%
	Grade 6	25	8.0%	4.0%	16.0%	36.0%	36.0%
	Grade 8	23	4.3%	4.3%	26.1%	43.5%	21.7%

Question 15

The Bookmark Standard Setting Procedure was well described.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	5.4%	16.2%	4.1%	48.6%	25.7%
	Grade 4	26	3.8%	34.6%	11.5%	46.2%	3.8%
	Grade 6	25	8.0%	8.0%	0.0%	44.0%	40.0%
	Grade 8	23	4.3%	4.3%	0.0%	56.5%	34.8%

Question 16

The conference was well organized.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	1.4%	9.5%	9.5%	50.0%	29.7%
	Grade 4	26	0.0%	15.4%	7.7%	61.5%	15.4%
	Grade 6	25	0.0%	4.0%	16.0%	40.0%	40.0%
	Grade 8	23	4.3%	8.7%	4.3%	47.8%	34.8%

Question 17

The goals for this procedure were clear.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		72	6.9%	9.7%	18.1%	38.9%	26.4%
	Grade 4	26	7.7%	15.4%	30.8%	34.6%	11.5%
	Grade 6	25	4.0%	8.0%	12.0%	40.0%	36.0%
	Grade 8	21	9.5%	4.8%	9.5%	42.9%	33.3%

Question 18

The ordering of items in the ordered item booklet agreed with my perception of the relative difficulty of the items.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	1.4%	23.3%	24.7%	41.1%	9.6%
	Grade 4	25	0.0%	24.0%	36.0%	40.0%	0.0%
	Grade 6	25	4.0%	24.0%	16.0%	40.0%	16.0%
	Grade 8	23	0.0%	21.7%	21.7%	43.5%	13.0%

Question 19

The training materials were helpful.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	0.0%	4.1%	9.5%	71.6%	14.9%
	Grade 4	26	0.0%	7.7%	3.8%	80.8%	7.7%
	Grade 6	25	0.0%	4.0%	12.0%	60.0%	24.0%
	Grade 8	23	0.0%	0.0%	13.0%	73.9%	13.0%

Question 20

The presentation of the impact data was helpful to me.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		71	2.8%	2.8%	8.5%	54.9%	31.0%
	Grade 4	24	0.0%	0.0%	4.2%	54.2%	41.7%
	Grade 6	24	8.3%	8.3%	8.3%	58.3%	16.7%
	Grade 8	23	0.0%	0.0%	13.0%	52.2%	34.8%

Question 21

The training on Bookmark placement made the task clear to me.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		74	4.1%	12.2%	10.8%	45.9%	27.0%
	Grade 4	26	3.8%	34.6%	19.2%	38.5%	3.8%
	Grade 6	25	8.0%	0.0%	4.0%	44.0%	44.0%
	Grade 8	23	0.0%	0.0%	8.7%	56.5%	34.8%

Question 22

This experience will help me target instruction for the students in my classroom.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		72	2.8%	1.4%	4.2%	44.4%	47.2%
	Grade 4	26	0.0%	3.8%	0.0%	42.3%	53.8%
	Grade 6	24	4.2%	0.0%	4.2%	41.7%	50.0%
	Grade 8	22	4.5%	0.0%	9.1%	50.0%	36.4%

Question 23

I would defend the Partially Meeting cut score against criticism that it is too high.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		71	4.2%	8.5%	16.9%	42.3%	28.2%
	Grade 4	25	8.0%	4.0%	8.0%	52.0%	28.0%
	Grade 6	23	4.3%	17.4%	39.1%	26.1%	13.0%
	Grade 8	23	0.0%	4.3%	4.3%	47.8%	43.5%

Question 24

I would defend the Partially Meeting cut score against criticism that it is too low.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	2.7%	4.1%	13.7%	47.9%	31.5%
	Grade 4	25	0.0%	0.0%	4.0%	60.0%	36.0%
	Grade 6	25	4.0%	4.0%	32.0%	44.0%	16.0%
	Grade 8	23	4.3%	8.7%	4.3%	39.1%	43.5%

Question 25

I would defend the Meeting cut score against criticism that it is too high.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	0.0%	4.1%	15.1%	46.6%	34.2%
	Grade 4	25	0.0%	4.0%	16.0%	60.0%	20.0%
	Grade 6	25	0.0%	8.0%	24.0%	40.0%	28.0%
	Grade 8	23	0.0%	0.0%	4.3%	39.1%	56.5%

Question 26

I would defend the Meeting cut score against criticism that it is too low.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	4.1%	8.2%	11.0%	43.8%	32.9%
	Grade 4	25	4.0%	0.0%	12.0%	56.0%	28.0%
	Grade 6	25	4.0%	12.0%	20.0%	36.0%	28.0%
	Grade 8	23	4.3%	13.0%	0.0%	39.1%	43.5%

Question 27

I would defend the Meeting with Distinction cut score against criticism that it is too high.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	2.7%	6.8%	15.1%	39.7%	35.6%
	Grade 4	25	0.0%	0.0%	12.0%	52.0%	36.0%
	Grade 6	25	4.0%	12.0%	20.0%	36.0%	28.0%
	Grade 8	23	4.3%	8.7%	13.0%	30.4%	43.5%

Question 28

I would defend the Meeting with Distinction cut score against criticism that it is too low.

Content Area	Grade Level	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		73	4.1%	5.5%	16.4%	41.1%	32.9%
	Grade 4	25	8.0%	4.0%	16.0%	44.0%	28.0%
	Grade 6	25	0.0%	4.0%	28.0%	36.0%	32.0%
	Grade 8	23	4.3%	8.7%	4.3%	43.5%	39.1%

Question 29

What is your occupation?

Content Area	Grade Level	N	Teacher	Administrator	Other
Overall		72	80.6%	15.3%	4.2%
	Grade 4	24	87.5%	12.5%	0.0%
	Grade 6	25	80.0%	16.0%	4.0%
	Grade 8	23	73.9%	17.4%	8.7%

Question 30

How many years in your current position?

Content Area	Grade Level	N	1-5	6-10	11-15
Overall		74	17.6%	24.3%	17.6%
	Grade 4	26	15.4%	30.8%	23.1%
	Grade 6	25	20.0%	28.0%	16.0%
	Grade 8	23	17.4%	13.0%	13.0%

Content Area	Grade Level	N	16-20	21+
Overall		74	9.5%	31.1%
	Grade 4	26	7.7%	23.1%
	Grade 6	25	8.0%	28.0%
	Grade 8	23	13.0%	43.5%

Question 31

What is your educational level?

Content Area	Grade Level	N	Bachelor's	Master's	Doctorate
Overall		73	1.4%	95.9%	2.7%
	Grade 4	25	0.0%	100.0%	0.0%
	Grade 6	25	0.0%	96.0%	4.0%
	Grade 8	23	4.3%	91.3%	4.3%

Question 32

What is your gender?

Content Area	Grade Level	N	Male	Female
Overall		74	16.2%	83.8%
	Grade 4	26	7.7%	92.3%
	Grade 6	25	16.0%	84.0%
	Grade 8	23	26.1%	73.9%

Question 33

What is your racial/ethnic background?

Content Area	Grade Level	N	Asian/Pacific Islander	African American	American Indian
Overall		73	1.4%	9.6%	0.0%
	Grade 4	25	4.0%	0.0%	0.0%
	Grade 6	25	0.0%	12.0%	0.0%
	Grade 8	23	0.0%	17.4%	0.0%

Content Area	Grade Level	N	Hispanic	White	Other
Overall		73	1.4%	87.7%	0.0%
	Grade 4	25	4.0%	92.0%	0.0%
	Grade 6	25	0.0%	88.0%	0.0%
	Grade 8	23	0.0%	82.6%	0.0%

Question 34

Have you taught Special Education?

Content Area	Grade Level	N	Yes	No
Overall		74	37.8%	62.2%
	Grade 4	26	42.3%	57.7%
	Grade 6	25	52.0%	48.0%
	Grade 8	23	17.4%	82.6%

Question 35

Have you taught ESL/ELL?

Content Area	Grade Level	N	Yes	No
Overall		73	19.2%	80.8%
	Grade 4	25	40.0%	60.0%
	Grade 6	25	8.0%	92.0%
	Grade 8	23	8.7%	91.3%

Question 36

Have you taught Vocational Education?

Content Area	Grade Level	N	Yes	No
Overall		73	2.7%	97.3%
	Grade 4	25	0.0%	100.0%
	Grade 6	25	4.0%	96.0%
	Grade 8	23	4.3%	95.7%

Question 37

Have you taught Alternative Education?

Content Area	Grade Level	N	Yes	No
Overall		71	14.1%	85.9%
	Grade 4	24	0.0%	100.0%
	Grade 6	24	16.7%	83.3%
	Grade 8	23	26.1%	73.9%

Question 38

Have you taught Adult Education?

Content Area	Grade Level	N	Yes	No
Overall		74	37.8%	62.2%
	Grade 4	26	42.3%	57.7%
	Grade 6	25	44.0%	56.0%
	Grade 8	23	26.1%	73.9%

Question 39

Which grade did you work on during this standard setting?

Content Area	Grade Level	N	Grade 4	Grade 6
Overall		74	35.1%	33.8%
	Grade 4	26	100.0%	0.0%
	Grade 6	25	0.0%	100.0%
	Grade 8	23	0.0%	0.0%

Content Area	Grade Level	N	Grade 8
Overall		74	31.1%
	Grade 4	26	0.0%
	Grade 6	25	0.0%
	Grade 8	23	100.0%

Section J

Vertical Articulation Panel's Recommended Cut Scores Plus and Minus
One, Two, and Three Standard Errors with Associated Impact Data

New York State Testing Program - Grade 3 ELA

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

Standard Error (SE) _{measurement}	Not Meeting the Standards		Partially Meeting the Standards		Meeting the Standards		Meeting with Distinction		Standard Error Calculations	
			10.00	12.00	20.00					
Participants Recommended Cut Point* + 3 SEs			424.00	460.00	535.00					+ 3 SEs
Percent of students Below each Performance Level			26.15%	67.23%	97.91%					
Percent of students in each Performance Level		26.15%	41.08%	30.68%	2.09%					
Participants Recommended Cut Point* + 2 SEs			414.00	448.00	515.00					+ 2 SEs
Percent of students Below each Performance Level			16.05%	50.10%	92.91%					
Percent of students in each Performance Level		16.05%	34.05%	42.81%	7.09%					
Participants Recommended Cut Point* + 1 SE			404.00	436.00	495.00					+1 SE
Percent of students Below each Performance Level			11.68%	36.43%	92.91%					
Percent of students in each Performance Level		11.68%	24.75%	56.48%	7.09%					
Participants Recommended Cut Point*			394.00	424.00	475.00					Participants Recommended Cut Points*
Percent of students Below each Performance Level			7.12%	26.15%	76.67%					
Percent of students in each Performance Level		7.12%	19.03%	50.52%	23.33%					
Participants Recommended Cut Point* - 1 SE			384.00	412.00	455.00					- 1 SE
Percent of students Below each Performance Level			4.07%	16.05%	58.25%					
Percent of students in each Performance Level		4.07%	11.98%	42.20%	41.75%					
Participants Recommended Cut Point* - 2 SEs			374.00	400.00	435.00					- 2 SEs
Percent of students Below each Performance Level			2.54%	9.95%	36.43%					
Percent of students in each Performance Level		2.54%	7.41%	26.48%	63.57%					
Participants Recommended Cut Point* - 3 SEs			364.00	388.00	415.00					- 3 SEs
Percent of students Below each Performance Level			1.36%	4.99%	18.83%					
Percent of students in each Performance Level		1.36%	3.63%	13.84%	81.17%					

New York State Testing Program - Grade 4 ELA

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

Standard Error (SE) _{measurement}	Not Meeting the Standards		Partially Meeting the Standards		Meeting the Standards		Meeting with Distinction		Standard Error Calculations
			13.00		10.00	14.00			
Participants Recommended Cut Point* + 3 SEs			484.00		508.00	568.00			+ 3 SEs
Percent of students Below each Performance Level			34.95%		63.99%	97.39%			
Percent of students in each Performance Level		34.95%	29.04%		33.40%	2.61%			
Participants Recommended Cut Point* + 2 SEs			471.00		498.00	554.00			+ 2 SEs
Percent of students Below each Performance Level			21.79%		53.14%	94.64%			
Percent of students in each Performance Level		21.79%	31.35%		41.50%	5.36%			
Participants Recommended Cut Point* + 1 SE			458.00		488.00	540.00			+1 SE
Percent of students Below each Performance Level			12.31%		39.07%	91.25%			
Percent of students in each Performance Level		12.31%	26.76%		52.18%	8.75%			
Participants Recommended Cut Point*			445.00		478.00	526.00			Participants Recommended Cut Points*
Percent of students Below each Performance Level			7.49%		27.91%	81.63%			
Percent of students in each Performance Level		7.49%	20.42%		53.72%	18.37%			
Participants Recommended Cut Point* - 1 SE			432.00		468.00	512.00			- 1 SE
Percent of students Below each Performance Level			4.22%		19.09%	69.90%			
Percent of students in each Performance Level		4.22%	14.87%		50.81%	30.10%			
Participants Recommended Cut Point* - 2 SEs			419.00		458.00	498.00			- 2 SEs
Percent of students Below each Performance Level			2.65%		12.31%	53.14%			
Percent of students in each Performance Level		2.65%	9.66%		40.83%	46.86%			
Participants Recommended Cut Point* - 3 SEs			406.00		448.00	484.00			- 3 SEs
Percent of students Below each Performance Level			1.48%		8.90%	34.95%			
Percent of students in each Performance Level		1.48%	7.42%		26.05%	65.05%			

New York State Testing Program - Grade 5 ELA

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

Standard Error (SE) _{measurement}	Not Meeting the Standards		Partially Meeting the Standards		Meeting the Standards		Meeting with Distinction		Standard Error Calculations	
			16.00	13.00	18.00					
Participants Recommended Cut Point* + 3 SEs			543.00	566.00	637.00					+ 3 SEs
Percent of students Below each Performance Level			44.60%	73.75%	97.21%					
Percent of students in each Performance Level			29.15%	23.46%	2.79%					
Participants Recommended Cut Point* + 2 SEs			527.00	553.00	619.00					+ 2 SEs
Percent of students Below each Performance Level			27.70%	58.63%	97.21%					
Percent of students in each Performance Level			27.70%	38.58%	2.79%					
Participants Recommended Cut Point* + 1 SE			511.00	540.00	601.00					+1 SE
Percent of students Below each Performance Level			12.94%	38.33%	93.25%					
Percent of students in each Performance Level			12.94%	54.92%	6.75%					
Participants Recommended Cut Point*			495.00	527.00	583.00					Participants Recommended Cut Points*
Percent of students Below each Performance Level			6.30%	27.70%	81.06%					
Percent of students in each Performance Level			6.30%	53.36%	18.94%					
Participants Recommended Cut Point* - 1 SE			479.00	514.00	565.00					- 1 SE
Percent of students Below each Performance Level			3.51%	15.85%	66.15%					
Percent of students in each Performance Level			3.51%	50.30%	33.85%					
Participants Recommended Cut Point* - 2 SEs			463.00	501.00	547.00					- 2 SEs
Percent of students Below each Performance Level			2.44%	10.33%	51.38%					
Percent of students in each Performance Level			2.44%	41.05%	48.62%					
Participants Recommended Cut Point* - 3 SEs			447.00	488.00	529.00					- 3 SEs
Percent of students Below each Performance Level			1.60%	4.79%	27.70%					
Percent of students in each Performance Level			1.60%	22.91%	72.30%					

New York State Testing Program - Grade 6 ELA

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

Standard Error (SE) _{measurement}	Not Meeting the Standards	Partially Meeting the Standards	Meeting the Standards	Meeting with Distinction	Standard Error Calculations
	15.00	11.00	14.00		
Participants Recommended Cut Point* + 3 SEs					
Percent of students Below each Performance Level	588.00	612.00	667.00		+ 3 SEs
Percent of students in each Performance Level	39.17%	66.36%	98.25%		
	27.19%	31.89%	1.75%		
Participants Recommended Cut Point* + 2 SEs					
Percent of students Below each Performance Level	573.00	601.00	653.00		+ 2 SEs
Percent of students in each Performance Level	26.12%	54.74%	95.89%		
	28.62%	41.15%	4.11%		
Participants Recommended Cut Point* + 1 SE					
Percent of students Below each Performance Level	558.00	590.00	639.00		+1 SE
Percent of students in each Performance Level	13.38%	44.07%	88.30%		
	30.69%	44.23%	11.70%		
Participants Recommended Cut Point*					
Percent of students Below each Performance Level	543.00	579.00	625.00		Participants Recommended Cut Points*
Percent of students in each Performance Level	7.19%	30.08%	83.32%		
	22.89%	53.24%	16.68%		
Participants Recommended Cut Point* - 1 SE					
Percent of students Below each Performance Level	528.00	568.00	611.00		- 1 SE
Percent of students in each Performance Level	3.30%	19.07%	66.36%		
	15.77%	47.29%	33.64%		
Participants Recommended Cut Point* - 2 SEs					
Percent of students Below each Performance Level	513.00	557.00	597.00		- 2 SEs
Percent of students in each Performance Level	1.70%	13.38%	49.35%		
	11.68%	35.97%	50.65%		
Participants Recommended Cut Point* - 3 SEs					
Percent of students Below each Performance Level	498.00	546.00	583.00		- 3 SEs
Percent of students in each Performance Level	1.14%	8.94%	34.45%		
	7.80%	25.51%	65.55%		

New York State Testing Program - Grade 7 ELA

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

Standard Error (SE) _{measurement}	Not Meeting the Standards		Partially Meeting the Standards		Meeting the Standards		Meeting with Distinction		Standard Error Calculations
			12.00	10.00	16.00				
Participants Recommended Cut Point* + 3 SEs			641.00	663.00	727.00				+ 3 SEs
Percent of students Below each Performance Level			43.33%	70.14%	98.40%				
Percent of students in each Performance Level		43.33%	26.81%	28.26%	1.60%				
Participants Recommended Cut Point* + 2 SEs			629.00	653.00	711.00				+ 2 SEs
Percent of students Below each Performance Level			27.58%	58.44%	95.93%				
Percent of students in each Performance Level		27.58%	30.86%	37.49%	4.07%				
Participants Recommended Cut Point* + 1 SE			617.00	643.00	695.00				+1 SE
Percent of students Below each Performance Level			18.44%	43.33%	92.19%				
Percent of students in each Performance Level		18.44%	24.89%	48.86%	7.81%				
Participants Recommended Cut Point*			605.00	633.00	679.00				Participants Recommended Cut Points*
Percent of students Below each Performance Level			11.47%	34.83%	82.04%				
Percent of students in each Performance Level		11.47%	23.36%	47.21%	17.96%				
Participants Recommended Cut Point* - 1 SE			593.00	623.00	663.00				- 1 SE
Percent of students Below each Performance Level			6.42%	24.29%	70.14%				
Percent of students in each Performance Level		6.42%	17.87%	45.85%	29.86%				
Participants Recommended Cut Point* - 2 SEs			581.00	613.00	647.00				- 2 SEs
Percent of students Below each Performance Level			4.08%	15.84%	47.95%				
Percent of students in each Performance Level		4.08%	11.76%	32.11%	52.05%				
Participants Recommended Cut Point* - 3 SEs			569.00	603.00	631.00				- 3 SEs
Percent of students Below each Performance Level			2.37%	9.58%	31.04%				
Percent of students in each Performance Level		2.37%	7.21%	21.46%	68.96%				

New York State Testing Program - Grade 8 ELA

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

Standard Error (SE) _{measurement}	Not Meeting the Standards	Partially Meeting the Standards	Meeting the Standards	Meeting with Distinction	Standard Error Calculations
Participants Recommended Cut Point* + 3 SEs					
Percent of students Below each Performance Level		691.00	718.00	777.00	+ 3 SEs
Percent of students in each Performance Level	40.50%	40.50% 31.32%	71.82% 26.13%	97.95% 2.05%	
Participants Recommended Cut Point* + 2 SEs					
Percent of students Below each Performance Level		680.00	707.00	761.00	+ 2 SEs
Percent of students in each Performance Level	27.66%	27.66% 33.43%	61.09% 34.04%	95.13% 4.87%	
Participants Recommended Cut Point* + 1 SE					
Percent of students Below each Performance Level		669.00	696.00	745.00	+1 SE
Percent of students in each Performance Level	17.92%	17.92% 32.51%	50.43% 40.95%	91.38% 8.62%	
Participants Recommended Cut Point*					
Percent of students Below each Performance Level		658.00	685.00	729.00	Participants Recommended Cut Points*
Percent of students in each Performance Level	11.05%	11.05% 24.89%	35.94% 46.21%	82.15% 17.85%	
Participants Recommended Cut Point* - 1 SE					
Percent of students Below each Performance Level		647.00	674.00	713.00	- 1 SE
Percent of students in each Performance Level	6.43%	6.43% 17.61%	24.04% 42.42%	66.46% 33.54%	
Participants Recommended Cut Point* - 2 SEs					
Percent of students Below each Performance Level		636.00	663.00	697.00	- 2 SEs
Percent of students in each Performance Level	4.30%	4.30% 11.01%	15.31% 35.12%	50.43% 49.57%	
Participants Recommended Cut Point* - 3 SEs					
Percent of students Below each Performance Level		625.00	652.00	681.00	- 3 SEs
Percent of students in each Performance Level	2.12%	2.12% 7.19%	9.31% 22.31%	31.62% 68.38%	

Section K

Memoranda from Table Leaders on the Vertical Articulation Panel

3rd and 4th Grade Memo

Grade 3:

The MD's were adjusted from 467 to 475 because students were expected to give more significant details, make inferences, distinguish between fact and opinion, and make connections.

The Meets were adjusted from 416 to 424 because students were expected to sequence events and details, use context clues, make inferences, locate information and identify author's purpose.

Grade 4:

The meets were changed from 473 to 478 because students were expected to identify author's purpose, make determinations between cause and effect and inferences vs 442 were students were expected to recognize main idea, story structure and draw conclusions.

The PM's were adjusted from 442 to 445, because students were expected to make more literal extractions, more sequence of events and identifying details.

5th and 6th Grade Memo

First of all, all group members gave unanimous authorizations to table leaders to make changes as needed to maintain the integrity of the content and scale score setting process. To meet this end, as table leaders, we had the ability to better understand the effect of difficulty location numbers as well as the 38 longitudinal data. We, as a 5-6 group were unhappy with our percentages at Partially Meets after Round 3 and seeing the impact data. What we did not realize until we came to soothing was just where and how to make alignment changes. Prior to coming together, we knew we were chasing a moving target of numbers.

In viewing the data, we began by looking at the 6th grade percentages, knowing that the partially meets and meets with distinction numbers might need a little adjustment. We tried the change by breaking at different question difficulty and unanimously feel that the cut points we are currently recommending are in a progression and alignment with grades 5 and 7 to be sure vertical articulation and alignment exists.

In grade 5, we struggled with the change needed again at the partially meeting and meeting with distinction bookmarks. We had significant difficulty at the partially meets level as breaking at 3 instead of 5 left us with only 2 questions.

Upon completion of these tasks, keeping in mind our item map distinctive comments on measurement and difficulty, we reviewed our new bookmark cuts in the 3-8 testing continuum.

The following rationale for smoothing exists:

Though we wish the 7 & 8 percentages were a little higher for meets, we recognize the literacy performance drop as gaps in learning increase with greater difficulty of assessment performance. Therefore, 70+% (grade 3) → 64.1% (grade 8) in the 3-8 testing is a normal expectation. This will also highlight the strong intervention need for intermediate level students to achieve the level of meeting standards prior to dropping out of school.

In overviewing the table leader discussions and changes, the resulting cut points and impact data for the field are:

- 1.) We are no longer using as antiquated scale for assessment that have changed, measuring skills in different and sometimes new ways. This will result in the field seeing the positive effects of NCLB and the assessment system on their change in instruction/hard work/ professional development and change process of looking at data to inform our programmatic instruction. The teachers will feel that their ability to change and focus instruction is beginning to make a significant effect on student performance.

- 2.) There is very realistic 3-8 progression based on content and item difficulty data points. Seeing a 26-27% → steady level of 1 + 2 levels as the grade level increases and difficulty of questions increase, plus the meeting and meeting with distinction 70%+ → 65% progression. We looked at the alignment of all grade level segments and feel that our 5-6 adjustments sandwiched a smooth transitional flow at both ends of our scores 4/5 + 6/7.
- 3.) The new delineated performance indicators for the ELA standards pre-K-12 may have already, but will further, impact the instruction and the ability of students to perform at more specific and at higher performance levels.
- 4.) The new standard setting bookmarks will also assist the field in giving them cut point ranges for more predictable leveling of their students for differentiated intervention/instruction. The fact that the field has 3-8 tests that are scaled and aligned with the new tests now gives the field a better and more informed opportunity to address literacy and school improvement planning to focus professional development, materials acquisition for supplemental, intervention, and accelerated learning, and purchase/development of further assessment tools to use formatively and summatively to progress monitor, diagnostic assess, etc... student achievement.

7th and 8th Grade Memo

Grade 7:

No changes.

- Sound process = valid results.
- Content-based cut points
- Broad spectrum of participants validates the decisions
- Scores reflect standards based instruction in lower grades based on established core curriculum

Grade 8:

No changes

- Sound process = valid results
- Content-based cut points
- Increase in scores from previous years is a reflection of knowledge of student strength/weakness and improved instructional focus based on established core curriculum.