

APPENDIX F—STANDARD-SETTING PROCESS SLIDE PRESENTATION

New York State Alternate Assessment (NYSAA) Standard Setting

**NYSAA Setting Performance Standards
English Language Arts, Mathematics,
Science, & Social Studies**

June 11, 2014

Office of Assessment, Standards and
Curriculum



University of the
State of New York
State Education
Department


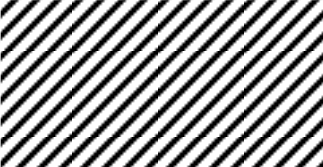

Today's Training

- In today's session we will cover:
 1. an overview of standard setting
 2. details of the Body of Work - Standard-Setting process as it will be implemented for the New York State Alternate Assessment; and
 3. your role in this process

Note:

This session is intended to be an overview. Your facilitator will give you more details and will guide you through the process step by step.

Logistical Overview – Standard-Setting Groups (Grade and Content Combinations)

Content	Grade 3/4	Grade 5/6	Grade 7/8	High School
ELA	X	X	X	X
Mathematics	X	X	X	X
Science	X (Grades 4 and 8)			X
Social Studies				X



Overview of Standard Setting

Content Standards vs. Performance Standards

- Content standards (Extensions) = “What”
 - Describe the knowledge and skills students are expected to demonstrate by content area and grade span
- Performance standards (e.g., Meets Standard) = “How well”
 - Describe attributes of student performance, based on Alternate Performance Level Descriptors

What is Your Job?

- To recommend cut scores for each of the performance levels, which will be used to report results for Alternate Assessment:
 - Not Meeting Learning Standards
 - Partially Meeting Learning Standards
 - Meeting Learning Standards
 - Meeting Learning Standards with Distinction

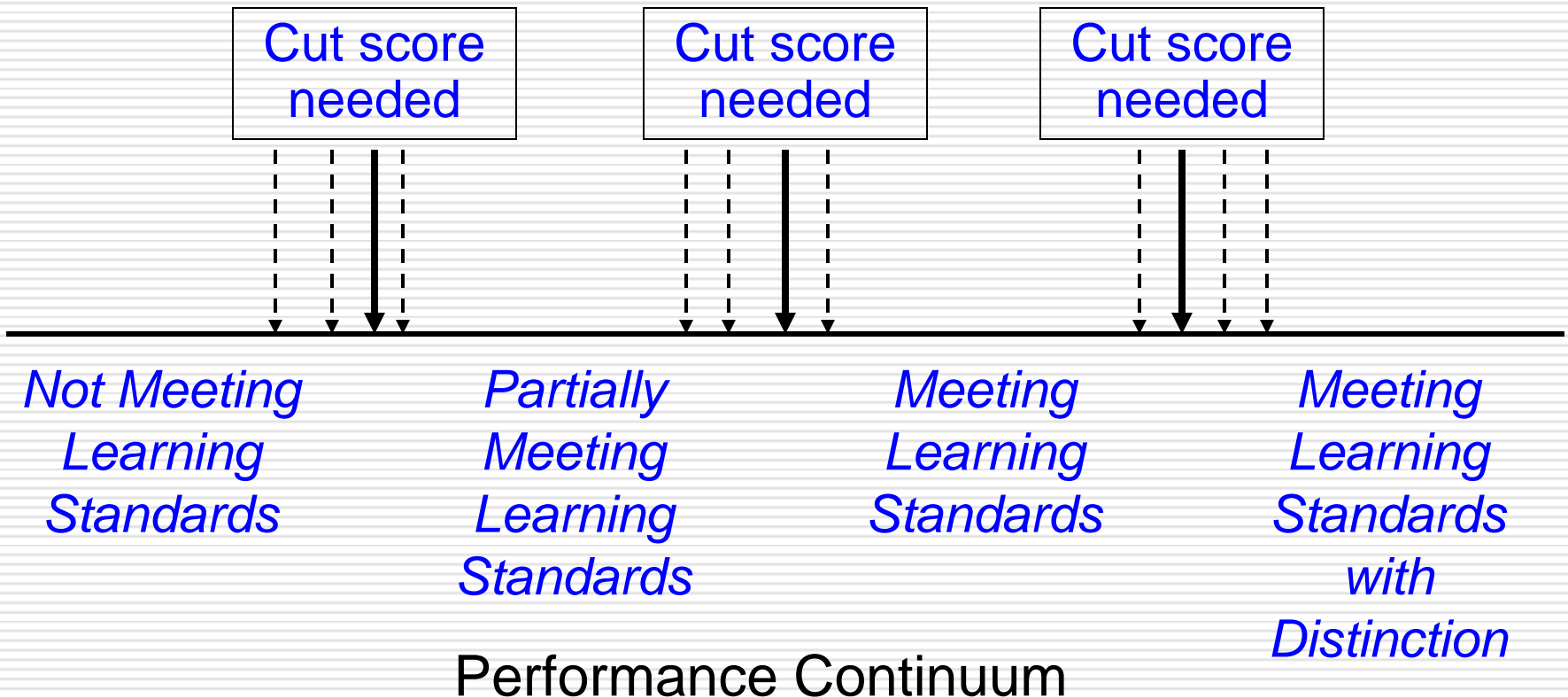
We are trying to determine

- What knowledge, skills, and understanding (KSUs) need to be demonstrated to be classified in each performance level?
- How much is enough?
- What datafolio evidence corresponds to:
 - Not Meeting Learning Standards
 - Partially Meeting Learning Standards
 - Meeting Learning Standards
 - Meeting Learning Standards with Distinction

Performance Continuum



Based on Alternate Performance Level Descriptors, you will recommend cut scores...



General Phases of Standard Setting

- Data-collection
- Policy-making/Decision-making

Final Recommendations

- ❑ Your recommendations may be accepted or modified by an articulation committee
- ❑ Cut scores for the performance levels will be recommended to the Commissioner

Overview of Standard-Setting Method

Cut Score Recommendations

- Provide data to establish the following cut scores:
 - *Not Meeting Learning Standards* ← Cut Score
 - *Partially Meeting Learning Standards* ← Cut Score
 - *Meeting Learning Standards* ← Cut Score
 - *Meeting Learning Standards with Distinction*
 - NYSAA is based on alternate achievement standards linked to grade-level content
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How: The Body of Work Method

- Examine student work and make a judgment regarding the performance level to which the student work most closely corresponds.
- Student Work Samples (datafolios)
 - Around 25 student datafolios
- Your job is to use your expert judgment regarding the appropriate performance level for each datafolio.

Why the Body of Work?

- ❑ Allows panelists to use samples of actual student work to make their determinations
- ❑ Is especially useful for assessments that consist primarily or entirely of performance-based items
- ❑ Has been used successfully for setting standards on similar assessments in the past
- ❑ Has resulted in defensible cut points

General Process

Classify each datafolio into one of 4 performance levels, based on the following:



- Alternate Performance Level Descriptors
- Knowledge, skills, and understanding, as measured by the datafolios
- How the students performed on the datafolios

Before you start classifying datafolios....

- You will need to become familiar with:
 - Extensions
 - Alternate Performance Level Descriptors
 - What each level means
 - Identify the knowledge, skills, and understanding necessary to be classified in each level
 - Student datafolios
 - Understand the knowledge, skills, and understanding demonstrated in the work samples

Alternate Performance Level Descriptors

- Individual review of Alternate Performance Level Descriptors
- Group discussion of what performance in each performance level looks like

Alternate Performance Level Descriptors

- Create bulleted lists of:
 - The **knowledge, skills, and understanding** a student must demonstrate to be classified in each performance level

 - The **knowledge, skills, and understanding** that distinguish one performance level from another

- Focus on the distinction at the threshold of each performance level

Alternate Performance Level Descriptors

- You must reach consensus as a group about the knowledge, skills, and understanding that define student performance at each performance level**

Student datafolios

- ❑ You will classify around 25 student datafolios.
- ❑ The datafolios cover the range of possible total scores, and are presented in order from lowest (e.g., Sample #1) to highest (e.g., Sample #25) total raw score.
- ❑ Each datafolio has been selected because it shows typical types of evidence submitted by students who received a given total score.

Your Task

- Think about a student who demonstrates the knowledge, skills, and understanding for each level.
- Classify each datafolio into the level that you feel it belongs:
 - *Not Meeting Learning Standards*
 - *Partially Meeting Learning Standards*
 - *Meeting Learning Standards*
 - *Meeting Learning Standards with Distinction*

Rating Sheets

Round _____ ID Number _____				
	NMS	PMS	MS	MSD
1	X			
2	X			
3	X			
4	X			
5		X		
6		x		
7	X			
8	X			
9		X		
10		X		
11		X		
12			X	
13		X		
14		X		
15			X	
16			X	
17			X	
18			X	
19			X	
20				X
21			X	
22				X
23				X
24				X
25				X

Please Note:

- You may disagree about the order of the datafolios; that's fine.
- You will categorize the datafolios as you see fit, whether your ratings agree with the order or not.
- However, it is not your job to rescore the datafolios; you need to stay focused on the task at hand.

Round 1

- **Working Individually:**
 - Review each datafolio
 - Focus on the knowledge, skills and understanding being demonstrated in the datafolio
 - Determine which Alternate Performance Level Descriptor best matches the knowledge, skills, and understanding demonstrated in the datafolio
 - Classify the datafolio into the appropriate performance level
 - Complete the rating form
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Round 2

Working as a Group:

- Discuss your datafolio classifications in relation to:
 - The average round 1 results and impact data
 - The other panelists
 - The knowledge, skills, and understanding

Working Individually:

- Determine which Alternate Performance Level Descriptor best matches the knowledge, skills, and understanding demonstrated in the datafolio
 - Classify the datafolio into the appropriate performance level
 - Complete the rating form
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Round 3

Working as a Group:

- Discuss your datafolio classifications in relation to:
 - The round 2 results and impact data (current & historical)
 - The other panelists
 - The knowledge, skills, and understanding

Working Individually:

- Determine which Alternate Performance Level Descriptor best matches the knowledge, skills, and understanding demonstrated in the datafolio
 - Classify the datafolio into the appropriate performance level
 - Complete the rating form
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A few reminders

- ❑ It is **not** necessary for panelists to reach a consensus as to how the datafolios should be categorized.
- ❑ You should be open-minded when listening to your colleagues' rationales for their ratings.
- ❑ You may or may not change your mind as a result of the discussions.
- ❑ We want each panelist to use his or her own **best judgment** in each round of rating.

Cross-grade Articulation Committee

- After all of the groups have completed Round 3 for each grade span, representatives from each group will meet to look at the results across grades and make recommendations for changes to the cut scores.

Evaluation

- At several different points in the process, we will ask you to complete an anonymous evaluation of the standard-setting procedures.
- Your honest feedback is important for improving future standard settings, and for evaluating the results of this one.
- Comments or questions about the NYSAA should be sent directly to the Department:
emscassessinfo@mail.nysed.gov

Questions about the Body of Work Method?



**Before you break into
groups...**

What Next?

- Some meeting logistics
- After this session, you will break into content/grade span groups and complete the standard-setting process!
 - First content/grade span
 - Review the datafolios
 - Discuss the Alternate Performance Level Descriptors
 - Rounds 1, 2, 3
 - Repeat for each content/grade span
 - Evaluation
 - Cross-grade articulation committee

Grade-Content Rooms

ELA 3/4 Executive Suite 307	Mathematics 3/4 State Room
ELA 5/6 Executive Suite 308	Mathematics 5/6 Capital Room
ELA 7/8 Executive Suite 303	Mathematics 7/8 Stonehenge D
ELA HS Executive Suite 304	Mathematics HS Hudson
Science 4/8 Townhouse Suite 305	Social Studies HS Stonehenge A
Science HS Townhouse Suite 302	