

APPENDIX I—EVALUATIONS

Content Area: ELA

Grades: 3/4

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	0	7	3
<u>I understood the procedures we used to set standards.</u>	0	0	0	8	2
<u>The facilitator helped me to understand the process.</u>	0	0	0	5	5
<u>The materials contained the information needed to set standards.</u>	0	0	1	6	3
<u>I understood how to use the materials provided.</u>	0	0	0	6	4
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	0	4	4	2
<u>I understood how to make the cut score judgments.</u>	0	0	2	5	2
<u>I understood how to use the feedback provided after each round.</u>	0	0	0	6	4
<u>I understood how to use the impact data.</u>	0	0	2	5	3
<u>I understood how the cut scores were calculated.</u>	0	0	1	8	1
<u>The facilitator was able to get answers to my questions.</u>	0	0	1	5	4
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	2	2	3	2
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	1	4	2	1	2
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	1	1	4	4

Content Area: ELA

Grades: 3/4

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
The opening session	0	0	4	3	3
The small group activities	0	0	1	6	3
Becoming familiar with the assessment	0	1	1	3	5
Articulating the differences between the performance levels	0	0	2	5	2
Discussions with other participants	0	0	0	5	5
Providing additional details to the APLDs	0	0	2	4	4

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
The APLDs	0	0	2	4	4
My expectations of students	0	0	4	3	3
The difficulty of the Extensions	0	0	2	7	1
The student responses	0	2	0	4	4
My experience in the field	0	0	2	4	4
Discussions with other participants	0	0	1	4	5
Cut scores of other participants	0	0	3	4	3
Impact data	0	0	4	4	2

Content Area: ELA
 Grades: 3/4

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	About Right	Too High
Performance Levels:			
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	0	10	0
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	0	9	1
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	0	10	0

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- I think we could have used extra time to really discuss the cut scores and discuss 2nd round decisions.
- Should have included student responses for tasks
- Not enough copies of ELA Assessment task binders
- Facilitator needed to get control over the person who kept dominating discussions, and slowing us down. This person did not have NYSAA experience and probably should not have been there.
- We did not start 4th grade until day 2 at 2pm!
- Training extended to include more exposure to student tasks to decide how well they reflect standard
- Perhaps would be better to create criteria after more familiarity. Since I am not familiar with this population, setting the criteria was done in ignorance of authentic expectation

Gender: Male 1 Female 9

Race/ethnicity: White 7 Black 3 Hispanic 0 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 0 10-15 6 More than 15 4

Area of Expertise (Check all that apply):

Students with Disabilities	7
Students with Limited English Proficiency	3
Economically Disadvantaged Students	5
Gifted and Talented Students	2
General Education	7

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	0	6	3
<u>I understood the procedures we used to set standards.</u>	0	0	0	5	4
<u>The facilitator helped me to understand the process.</u>	0	0	1	3	5
<u>The materials contained the information needed to set standards.</u>	0	0	0	7	2
<u>I understood how to use the materials provided.</u>	0	0	0	7	2
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	1	4	2	2
<u>I understood how to make the cut score judgments.</u>	0	0	1	6	2
<u>I understood how to use the feedback provided after each round.</u>	0	0	0	4	5
<u>I understood how to use the impact data.</u>	0	0	1	4	4
<u>I understood how the cut scores were calculated.</u>	0	0	1	4	3
<u>The facilitator was able to get answers to my questions.</u>	0	0	1	1	5
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	1	1	4	3
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	2	1	1	5
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	0	0	3	6

Content Area: ELA
 Grades: 5/6

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
The opening session	3	1	2	1	2
The small group activities	0	0	0	4	5
Becoming familiar with the assessment	2	2	0	2	3
Articulating the differences between the performance levels	0	0	1	5	3
Discussions with other participants	0	0	0	1	8
Providing additional details to the APLDs	0	0	2	3	4

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
The APLDs	1	0	0	3	4
My expectations of students	0	0	0	2	6
The difficulty of the Extensions	0	0	0	5	4
The student responses	0	0	0	4	5
My experience in the field	0	0	0	1	8
Discussions with other participants	0	0	0	0	8
Cut scores of other participants	0	0	1	4	3
Impact data	0	0	1	5	3

Content Area: ELA

Grades: 5/6

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	About Right	Too High
Performance Levels:			
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	<u>0</u>	<u>8</u>	<u>1</u>
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	<u>0</u>	<u>9</u>	<u>0</u>
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	<u>0</u>	<u>9</u>	<u>0</u>

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- In the 6th grade samples, there were a lot of Data Summary Sheets. It was easier to evaluate samples with work products, versus data summary sheets.
- Emailed information said each day would end at 4:30, then, here the paperwork said 5pm, so it seemed like some were rushing 2nd day to meet travel arrangements.
- Perhaps the opening session might be shortened as both days of work are very intense and require significant amount of time and careful thought. 2 hours is too long for the opening session, this time can be used to strengthen the initial guidance and training on the tasks at hand.

Gender: Male 1 Female 8

Race/ethnicity: White 4 Black 3 Hispanic 2 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 1 10-15 2 More than 15 6

Area of Expertise (Check all that apply):

Students with Disabilities	9
Students with Limited English Proficiency	1
Economically Disadvantaged Students	4
Gifted and Talented Students	0
General Education	4

Content Area: ELA
 Grades: 7/8

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	0	3	6
<u>I understood the procedures we used to set standards.</u>	0	0	0	3	6
<u>The facilitator helped me to understand the process.</u>	0	0	0	1	8
<u>The materials contained the information needed to set standards.</u>	0	0	1	2	6
<u>I understood how to use the materials provided.</u>	0	0	0	2	7
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	0	0	4	5
<u>I understood how to make the cut score judgments.</u>	0	0	2	4	3
<u>I understood how to use the feedback provided after each round.</u>	0	0	0	2	7
<u>I understood how to use the impact data.</u>	0	0	1	5	3
<u>I understood how the cut scores were calculated.</u>	0	1	2	3	3
<u>The facilitator was able to get answers to my questions.</u>	0	0	2	1	6
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	0	1	2	6
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	0	0	2	7
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	0	0	3	6

Content Area: ELA
 Grades: 7/8

Please rate the usefulness of each of the following:

	Not at all useful			Extremely useful	
The opening session	0	0	2	4	3
The small group activities	0	0	1	2	6
Becoming familiar with the assessment	0	0	0	3	6
Articulating the differences between the performance levels	0	0	0	4	5
Discussions with other participants	0	0	1	1	7
Providing additional details to the APLDs	0	0	1	3	5

Please rate the influence of the following when setting standards

	Not at all influential			Extremely influential	
The APLDs	0	0	2	4	3
My expectations of students	0	0	2	5	2
The difficulty of the Extensions	0	0	1	4	4
The student responses	0	0	1	5	3
My experience in the field	0	1	1	5	2
Discussions with other participants	0	0	2	3	4
Cut scores of other participants	1	0	0	8	0
Impact data	0	1	1	6	1

Content Area: ELA
 Grades: 7/8

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	About Right	Too High
<u>Performance Levels:</u>			
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	1	4	4
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	1	4	4
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	1	6	1

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- The influence of the level of complexity of the tasks was too strong and impacted the results with bias.

Gender: Male 0 Female 9

Race/ethnicity: White 6 Black 3 Hispanic 0 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 1 10-15 1 More than 15 7

Area of Expertise (Check all that apply):

Students with Disabilities	4
Students with Limited English Proficiency	0
Economically Disadvantaged Students	0
Gifted and Talented Students	0
General Education	4

Content Area: ELA

Grade: HS

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	0	3	5
<u>I understood the procedures we used to set standards.</u>	0	0	0	2	6
<u>The facilitator helped me to understand the process.</u>	0	0	0	1	7
<u>The materials contained the information needed to set standards.</u>	0	0	0	4	4
<u>I understood how to use the materials provided.</u>	0	0	0	4	4
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	0	1	3	4
<u>I understood how to make the cut score judgments.</u>	0	0	1	5	2
<u>I understood how to use the feedback provided after each round.</u>	0	0	1	4	3
<u>I understood how to use the impact data.</u>	0	0	2	3	3
<u>I understood how the cut scores were calculated.</u>	0	1	1	3	3
<u>The facilitator was able to get answers to my questions.</u>	0	0	0	3	5
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	1	0	2	5
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	2	0	1	5
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	0	0	1	7

Content Area: ELA

Grade: HS

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
<u>The opening session</u>	0	1	1	3	3
<u>The small group activities</u>	0	0	0	2	4
<u>Becoming familiar with the assessment</u>	0	1	0	2	5
<u>Articulating the differences between the performance levels</u>	0	0	0	3	5
<u>Discussions with other participants</u>	0	0	0	2	6
<u>Providing additional details to the APLDs</u>	0	0	0	4	4

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
<u>The APLDs</u>	0	0	1	3	4
<u>My expectations of students</u>	0	0	1	4	1
<u>The difficulty of the Extensions</u>	0	0	1	5	2
<u>The student responses</u>	0	0	0	6	2
<u>My experience in the field</u>	0	1	0	1	6
<u>Discussions with other participants</u>	0	0	0	3	5
<u>Cut scores of other participants</u>	1	0	1	4	2
<u>Impact data</u>	0	0	1	6	1

Content Area: ELA

Grade: HS

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	About Right	Too High
Performance Levels:			
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	<u>0</u>	<u>8</u>	<u>0</u>
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	<u>0</u>	<u>8</u>	<u>0</u>
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	<u>0</u>	<u>7</u>	<u>1</u>

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- We spent a significant amount of time and care on this. The discussion is critical. Keep it

Gender: Male 2 Female 6

Race/ethnicity: White 7 Black 0 Hispanic 1 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 1 5-10 0 10-15 1 More than 15 6

Area of Expertise (Check all that apply):

Students with Disabilities	4
Students with Limited English Proficiency	2
Economically Disadvantaged Students	5
Gifted and Talented Students	2
General Education	6

Content Area: MATH

Grades: 3/4

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	1	1	4	4
<u>I understood the procedures we used to set standards.</u>	0	1	2	4	3
<u>The facilitator helped me to understand the process.</u>	0	2	0	6	2
<u>The materials contained the information needed to set standards.</u>	0	0	1	7	2
<u>I understood how to use the materials provided.</u>	0	0	1	6	2
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	2	1	5	2
<u>I understood how to make the cut score judgments.</u>	0	1	1	7	2
<u>I understood how to use the feedback provided after each round.</u>	0	0	1	6	3
<u>I understood how to use the impact data.</u>	0	1	0	8	1
<u>I understood how the cut scores were calculated.</u>	0	2	4	3	1
<u>The facilitator was able to get answers to my questions.</u>	0	1	1	5	3
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	3	0	6	1
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	2	1	3	3
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	1	1	5	2

Content Area: MATH
 Grades: 3/4

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
The opening session	0	2	2	3	2
The small group activities	0	1	2	4	3
Becoming familiar with the assessment	1	0	2	4	2
Articulating the differences between the performance levels	1	0	1	4	3
Discussions with other participants	0	2	0	5	3
Providing additional details to the APLDs	0	1	1	6	2

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
The APLDs	0	1	2	4	4
My expectations of students	0	0	2	4	4
The difficulty of the Extensions	0	0	0	4	5
The student responses	0	1	2	3	3
My experience in the field	1	0	0	2	7
Discussions with other participants	0	0	2	4	4
Cut scores of other participants	0	2	3	3	2
Impact data	0	1	4	3	2

Content Area: MATH

Grades: 3/4

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	About Right	Too High
Performance Levels:			
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	<u>2</u>	<u>7</u>	<u>1</u>
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	<u>0</u>	<u>7</u>	<u>2</u>
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	<u>2</u>	<u>5</u>	<u>1</u>

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- It is not fair that a student who has the least complex task will never move above a level 1!
- I think my group spent way too much time in futile argument over the different tasks teachers set up for their students. That boat had already sailed therefore the moderator should have been more assertive in sticking to the task at hand. Now I understand why there are changes year after year in the way we administer the test. All in all, it's been an amazing experience and I am looking forward to the next time I am invited.
- It would have been beneficial to have a separate time to meet with the SED and/or Measured Progress about NYSAA
- Labels for all the packets and things we need to put our name & number on.
- The opening session was redundant for those of us who completed the NYSAA, redundant, but ok
- The difficulty of the extensions need to be more clear – some assessments less-more were flip flopped – we had good discussions on these
- The performance levels were right. It was interesting to complete this and see how scores were cut.
- This was well planned and organized! It was obvious much time and effort was devoted to these days. My question is; since each group developed their own system for rating for each content area, how is this process standardized. Just wondering. I enjoyed the process very much, thank you.

Gender: Male 1 Female 8

Race/ethnicity: White 8 Black 1 Hispanic 0 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 1 10-15 1 More than 15 7

Content Area: MATH
Grades: 3/4

Area of Expertise (Check all that apply):

Students with Disabilities	8
Students with Limited English Proficiency	1
Economically Disadvantaged Students	3
Gifted and Talented Students	1
General Education	2

Content Area: MATH

Grades: 5/6

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	0	8	1
<u>I understood the procedures we used to set standards.</u>	0	0	0	6	3
<u>The facilitator helped me to understand the process.</u>	0	0	1	6	2
<u>The materials contained the information needed to set standards.</u>	0	0	1	7	0
<u>I understood how to use the materials provided.</u>	0	0	2	6	1
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	1	1	7	0
<u>I understood how to make the cut score judgments.</u>	0	0	2	5	2
<u>I understood how to use the feedback provided after each round.</u>	0	0	0	5	4
<u>I understood how to use the impact data.</u>	0	0	1	5	4
<u>I understood how the cut scores were calculated.</u>	0	1	1	3	4
<u>The facilitator was able to get answers to my questions.</u>	0	0	1	5	3
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	0	0	6	3
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	0	0	4	5
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	0	0	5	4

Content Area: MATH
 Grades: 5/6

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
The opening session	0	2	5	1	1
The small group activities	0	0	2	3	4
Becoming familiar with the assessment	0	1	4	3	1
Articulating the differences between the performance levels	1	0	4	2	2
Discussions with other participants	0	0	1	1	7
Providing additional details to the APLDs	1	1	2	3	2

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
The APLDs	1	1	1	4	1
My expectations of students	0	0	1	5	2
The difficulty of the Extensions	1	0	1	3	3
The student responses	1	1	1	3	2
My experience in the field	0	0	0	3	5
Discussions with other participants	0	0	0	1	7
Cut scores of other participants	0	1	0	4	3
Impact data	0	1	0	3	4

Content Area: MATH
 Grades: 5/6

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

Performance Levels:	Too Low	About Right	Too High
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	0	9	0
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	0	9	0
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	1	8	0

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- In order to preserve a more accurate picture of a child’s ability – not to mention self-esteem, two scores would be advisable. Score content (complexity) and accuracy separately. For example, a student who scores 100% on low level tasks (post test) would be given the following.
 Complexity 1, accuracy 4

Gender: Male 1 Female 8

Race/ethnicity: White 6 Black 0 Hispanic 0 Asian 2 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 0 10-15 2 More than 15 6

Area of Expertise (Check all that apply):

Students with Disabilities	7
Students with Limited English Proficiency	3
Economically Disadvantaged Students	4
Gifted and Talented Students	1
General Education	3

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	0	3	5
<u>I understood the procedures we used to set standards.</u>	0	0	0	3	5
<u>The facilitator helped me to understand the process.</u>	0	0	0	2	6
<u>The materials contained the information needed to set standards.</u>	0	1	0	3	4
<u>I understood how to use the materials provided.</u>	0	0	2	1	5
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	0	0	3	5
<u>I understood how to make the cut score judgments.</u>	0	0	0	5	3
<u>I understood how to use the feedback provided after each round.</u>	0	0	1	3	4
<u>I understood how to use the impact data.</u>	0	1	2	2	3
<u>I understood how the cut scores were calculated.</u>	1	1	3	2	1
<u>The facilitator was able to get answers to my questions.</u>	0	0	0	3	5
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	0	0	3	5
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	1	0	2	5
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	0	0	2	6

Content Area: MATH
 Grades: 7/8

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
The opening session	0	3	2	1	2
The small group activities	0	0	0	4	4
Becoming familiar with the assessment	0	0	3	2	3
Articulating the differences between the performance levels	0	0	0	4	4
Discussions with other participants	0	0	0	0	8
Providing additional details to the APLDs	0	0	0	2	1

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
The APLDs	0	0	0	2	6
My expectations of students	1	0	1	4	2
The difficulty of the Extensions	0	0	0	2	6
The student responses	0	1	0	4	3
My experience in the field	0	0	0	2	1
Discussions with other participants	0	0	1	1	1
Cut scores of other participants	0	1	2	3	2
Impact data	0	2	1	2	3

Content Area: MATH

Grades: 7/8

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	About Right	Too High
Performance Levels:			
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	<u>0</u>	<u>3</u>	<u>3</u>
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	<u>0</u>	<u>7</u>	<u>1</u>
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	<u>0</u>	<u>8</u>	<u>0</u>

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- Information given to individuals who are new to the process of NYSAA materials ahead of time to expedite the morning, less need for review and less need for “immediate” understanding of process, more probability of more in depth discussion & application of expertise.

Gender: Male 2 Female 4

Race/ethnicity: White 6 Black 0 Hispanic 0 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 2 10-15 3 More than 15 2

Area of Expertise (Check all that apply):

Students with Disabilities	7
Students with Limited English Proficiency	2
Economically Disadvantaged Students	3
Gifted and Talented Students	2
General Education	4

Content Area: MATH

Grade: HS

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	0	7	2
<u>I understood the procedures we used to set standards.</u>	0	0	0	6	3
<u>The facilitator helped me to understand the process.</u>	0	0	0	2	7
<u>The materials contained the information needed to set standards.</u>	0	0	0	5	4
<u>I understood how to use the materials provided.</u>	0	0	0	6	3
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	0	0	7	2
<u>I understood how to make the cut score judgments.</u>	0	0	0	7	2
<u>I understood how to use the feedback provided after each round.</u>	0	0	0	6	3
<u>I understood how to use the impact data.</u>	0	0	1	6	2
<u>I understood how the cut scores were calculated.</u>	0	0	2	4	3
<u>The facilitator was able to get answers to my questions.</u>	0	0	0	4	5
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	0	0	3	6
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	0	0	4	5
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	0	0	2	7

Content Area: MATH

Grade: HS

Please rate the usefulness of each of the following:

	Not at all useful			Extremely useful	
The opening session	0	0	4	3	2
The small group activities	0	0	1	3	5
Becoming familiar with the assessment	0	0	3	2	4
Articulating the differences between the performance levels	0	0	2	2	5
Discussions with other participants	0	0	1	3	5
Providing additional details to the APLDs	0	0	1	5	3

Please rate the influence of the following when setting standards

	Not at all influential			Extremely influential	
The APLDs	0	0	2	5	1
My expectations of students	0	0	2	4	2
The difficulty of the Extensions	0	0	0	5	3
The student responses	0	0	1	2	5
My experience in the field	1	0	0	3	4
Discussions with other participants	0	0	0	1	7
Cut scores of other participants	0	0	3	2	3
Impact data	0	0	2	3	3

Content Area: MATH

Grade: HS

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	About Right	Too High
Performance Levels:			
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	<u>0</u>	<u>9</u>	<u>0</u>
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	<u>1</u>	<u>8</u>	<u>0</u>
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	<u>0</u>	<u>9</u>	<u>0</u>

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- A clearer understanding of “Standard Setting” would be helpful prior to the training. Half of the first day was spent with an uncertainty of what the expectation would be.
- I think this process went very smoothly. This is my first time participating in the standard setting process, and I found it very interesting. I would love to do it again, I learned a great deal from my colleagues.
- Was wonderful learning experience and hope to utilize information gained to improve future/test preparation.

Gender: Male 1 Female 8

Race/ethnicity: White 7 Black 2 Hispanic 0 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 1 10-15 2 More than 15 6

Area of Expertise (Check all that apply):

Students with Disabilities	8
Students with Limited English Proficiency	2
Economically Disadvantaged Students	4
Gifted and Talented Students	6
General Education	3

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	1	8	1
<u>I understood the procedures we used to set standards.</u>	0	0	1	9	0
<u>The facilitator helped me to understand the process.</u>	0	0	1	7	3
<u>The materials contained the information needed to set standards.</u>	0	0	1	8	1
<u>I understood how to use the materials provided.</u>	0	0	1	6	3
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	0	2	5	3
<u>I understood how to make the cut score judgments.</u>	0	0	2	8	0
<u>I understood how to use the feedback provided after each round.</u>	0	0	0	7	3
<u>I understood how to use the impact data.</u>	0	0	5	4	1
<u>I understood how the cut scores were calculated.</u>	0	2	1	6	0
<u>The facilitator was able to get answers to my questions.</u>	0	0	0	6	4
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	0	1	7	2
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	0	2	5	3
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	0	0	6	4

Content Area: Science
 Grades: 4/8

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
The opening session	1	3	2	2	2
The small group activities	0	0	3	2	5
Becoming familiar with the assessment	0	0	3	2	5
Articulating the differences between the performance levels	0	0	1	7	2
Discussions with other participants	0	0	1	2	7
Providing additional details to the APLDs	0	0	2	2	6

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
The APLDs	0	0	3	4	3
My expectations of students	0	0	1	5	4
The difficulty of the Extensions	0	0	1	7	2
The student responses	0	1	1	5	3
My experience in the field	0	0	3	3	3
Discussions with other participants	0	0	1	3	6
Cut scores of other participants	0	1	3	3	3
Impact data	0	2	3	4	1

Content Area: Science
 Grades: 4/8

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

	Too Low	About Right	Too High
Performance Levels:			
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	0	10	0
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	0	10	0
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	0	10	0

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- Great 2 days, very interesting, room was good, like how it split off, less distraction and noise for work group
- It needs to be more spread out. It is difficult to remain focused over 2 long days.

Gender: Male 0 Female 10

Race/ethnicity: White 7 Black 2 Hispanic 0 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 1 10-15 3 More than 15 6

Area of Expertise (Check all that apply):

Students with Disabilities	10
Students with Limited English Proficiency	4
Economically Disadvantaged Students	6
Gifted and Talented Students	2
General Education	3

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<u>I understood the goals of the standard-setting meeting.</u>	0	0	0	7	2
<u>I understood the procedures we used to set standards.</u>	0	0	0	7	2
<u>The facilitator helped me to understand the process.</u>	0	0	1	8	0
<u>The materials contained the information needed to set standards.</u>	0	0	2	4	2
<u>I understood how to use the materials provided.</u>	0	1	2	5	1
<u>The Alternate Performance Level Descriptors (APLDs) were clear.</u>	0	1	6	2	0
<u>I understood how to make the cut score judgments.</u>	0	1	1	7	0
<u>I understood how to use the feedback provided after each round.</u>	0	0	2	4	3
<u>I understood how to use the impact data.</u>	0	0	0	6	3
<u>I understood how the cut scores were calculated.</u>	0	1	2	6	0
<u>The facilitator was able to get answers to my questions.</u>	0	0	1	8	0
<u>Sufficient time was allotted for training on the standard-setting tasks.</u>	0	0	0	8	1
<u>Sufficient time was allotted to complete the standard-setting tasks.</u>	0	0	0	7	2
<u>The facilitator helped the standard-setting process run smoothly.</u>	0	0	0	7	2

Content Area: Science

Grade: HS

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
<u>The opening session</u>	0	1	1	5	1
<u>The small group activities</u>	0	0	0	5	3
<u>Becoming familiar with the assessment</u>	0	1	1	5	1
<u>Articulating the differences between the performance levels</u>	0	0	0	6	2
<u>Discussions with other participants</u>	0	0	1	3	4
<u>Providing additional details to the APLDs</u>	0	1	2	3	2

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
<u>The APLDs</u>	0	0	0	7	2
<u>My expectations of students</u>	0	1	3	2	3
<u>The difficulty of the Extensions</u>	0	0	2	4	3
<u>The student responses</u>	0	0	0	5	4
<u>My experience in the field</u>	1	0	0	3	6
<u>Discussions with other participants</u>	0	0	0	3	6
<u>Cut scores of other participants</u>	0	0	0	7	2
<u>Impact data</u>	0	0	0	5	3

Content Area: Science

Grade: HS

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

Performance Levels:	Too Low	About Right	Too High
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	1	7	1
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	1	8	0
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	0	9	0

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- This was thoroughly educational experience. I feel I gained valuable information about the standard setting process. All aspects of the training and preparation for it went smoothly.
- APLD's created an issue: if the task was not cited in MLS or MLSD – can the child be scored a 3 or 4? If this is the case, the teacher must be very selective in choosing tasks to be included in the datafolio.
- More information is needed to clearly distinguish between MS and MSD. It will be useful to make sure that the teachers will not be using standards that are low, but on how students perform.
- The samples (BOW) given to us could have influenced the way the cuts fell, based on the AGLI's chosen by the teacher
- Tests (BOW's) should have been collated randomly for the first round to eliminate bias. Once round 1 was done, participants could reorder BOW's in numerical order.
- The language in the APLD's re: tasks were confusing. I felt that without explanation, most of us felt like we could not "move" a student up a level if the task was not specifically written into a sentence. I think this is what may have caused issue with knowing what was a "3" or a "4"

Content Area: Science

Grade: HS

Gender: Male 2 Female 7

Race/ethnicity: White 8 Black 0 Hispanic 0 Asian 0 Pacific Islander 0 American Indian 0

Years of experience in education: 0-5 0 5-10 3 10-15 0 More than 15 6

Area of Expertise (Check all that apply):	Students with Disabilities	8
	Students with Limited English Proficiency	3
	Economically Disadvantaged Students	6
	Gifted and Talented Students	2
	General Education	4

Content Area: Social Studies

Grade: HS

Standard Setting Final Evaluation

Please complete the information below. Your feedback will provide a basis for evaluating the training, methods, and materials. **Do not put your name on the form.** We want your feedback to be anonymous.

Please mark the appropriate box for each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I understood the goals of the standard-setting meeting.	0	0	2	6	2
I understood the procedures we used to set standards.	0	1	1	6	2
The facilitator helped me to understand the process.	0	1	3	3	3
The materials contained the information needed to set standards.	0	1	2	4	3
I understood how to use the materials provided.	0	0	1	6	3
The Alternate Performance Level Descriptors (APLDs) were clear.	1	3	1	3	2
I understood how to make the cut score judgments.	0	2	0	6	2
I understood how to use the feedback provided after each round.	0	0	1	4	5
I understood how to use the impact data.	0	0	0	6	4
I understood how the cut scores were calculated.	0	1	0	5	4
The facilitator was able to get answers to my questions.	0	0	1	3	6
Sufficient time was allotted for training on the standard-setting tasks.	0	0	1	5	4
Sufficient time was allotted to complete the standard-setting tasks.	0	0	1	4	5
The facilitator helped the standard-setting process run smoothly.	0	1	1	4	4

Content Area: Social Studies

Grade: HS

Please rate the usefulness of each of the following:

	Not at all useful				Extremely useful
The opening session	0	2	2	2	4
The small group activities	0	0	0	7	3
Becoming familiar with the assessment	1	0	1	3	5
Articulating the differences between the performance levels	0	0	1	5	4
Discussions with other participants	0	0	0	1	9
Providing additional details to the APLDs	0	0	1	2	6

Please rate the influence of the following when setting standards

	Not at all influential				Extremely influential
The APLDs	0	0	2	5	3
My expectations of students	0	0	4	3	3
The difficulty of the Extensions	0	0	1	5	4
The student responses	0	1	1	4	4
My experience in the field	0	0	0	4	6
Discussions with other participants	0	0	0	4	6
Cut scores of other participants	0	0	0	8	2
Impact data	0	0	0	7	3

Content Area: Social Studies

Grade: HS

Do you believe the final recommended cut score for each of the performance levels is too low, about right, or too high?

Performance Levels:	Too Low	About Right	Too High
<u>Meeting Learning Standards/Meeting Learning Standards with Distinction</u>	0	10	0
<u>Partially Meeting Learning Standards/Meeting Learning Standards</u>	0	7	3
<u>Not Meeting Learning Standards/Partially Meeting Learning Standards</u>	0	6	3

Please provide any additional comments about the standard-setting process or suggestions as to how the training and process could be improved.

- More examples with actual scores and rationale behind the scores
- More information on how the information is used and the direct impact on the student and teacher – both negative and positive.
- Phrase “not meeting learning standard” is difficult to interpret and agree with in regards to the level (low) of cognitive ability of many of our students.
- There was way too much wasted/down time in small work sessions – it wasn’t clear when we needed to return from breaks as a result we sat and waited.
- Facilitator didn’t guide us in a clear direction and at times I was unclear as to what we were doing – many participants sought clarification where by wasting time.
- I’m still unclear as to how students will receive a score other than completely basing it on level of complexity and student accuracy.
- I felt that too many of the datafolios we looked at came from same schools. With the number of samples taken from High School students taking NYSAA across the state I was surprised to see some of the exact same activities a few times.
- Do not let commissioner change what the panelists have determined.
- We should have been told prior that complexity was being weighed
- Presenter needed confidence to stop people who were monopolizing conversations – put group back on track
- People without background in administration of the NYSAA could have been given materials (overview) of NYSAA before meeting started to give them time to process.

Gender: Male **3** Female **7**

Race/ethnicity: White **6** Black **2** Hispanic **1** Asian **0** Pacific Islander **0** American Indian **0**

Years of experience in education: 0-5 **0** 5-10 **2** 10-15 **3** More than 15 **5**

Area of Expertise (Check all that apply):

Students with Disabilities	8
Students with Limited English Proficiency	4
Economically Disadvantaged Students	6
Gifted and Talented Students	1
General Education	5