

# **APPENDIX F—STANDARD-SETTING PROCESS SLIDE PRESENTATION**



# **New York State Alternate Assessment (NYSAA) Standard Setting**

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**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

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- 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

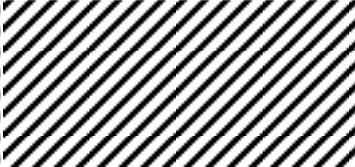
## Note:

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.

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

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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

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- 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?

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- 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

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- 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

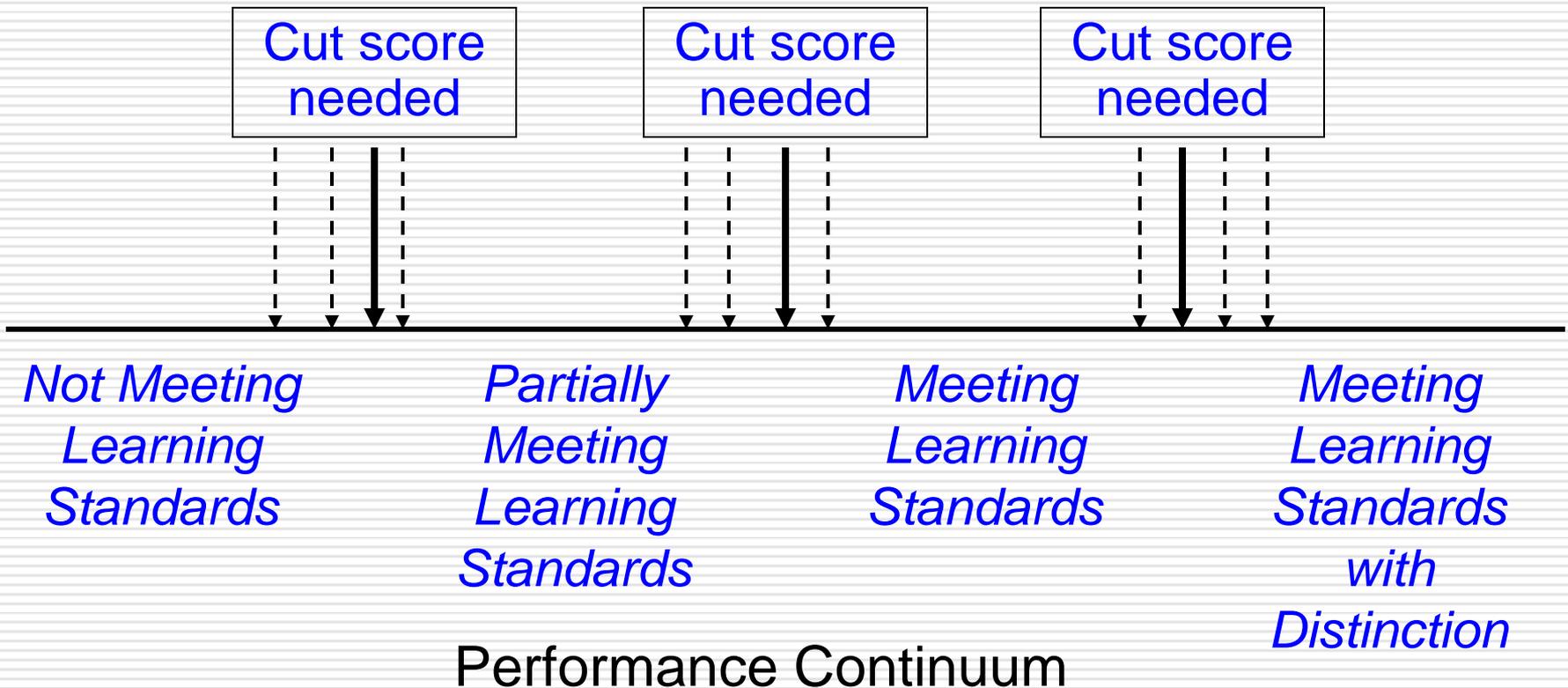
# Performance Continuum

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

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# General Phases of Standard Setting

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

# Final Recommendations

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

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# **Overview of Standard-Setting Method**

# Cut Score Recommendations

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- 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

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- 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?

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- ❑ 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

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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....

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- 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

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

# Alternate Performance Level Descriptors

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- 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**

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

# Student datafolios

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- ❑ 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

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- 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

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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:

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- 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

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## □ 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

# Round 2

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## 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

# Round 3

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## 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

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- ❑ 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

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- 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

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- 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](mailto:emscassessinfo@mail.nysed.gov)

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# Questions about the Body of Work Method?



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



# What Next?

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- 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

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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	