

## **Appendix 2\_2**

### **Standard Setting**

Appendix 2A – Agenda of Training

Appendix 2B – Participants

Appendix 2C – Sample Booklet

Appendix 2D – Performance Data Support Form

Appendix 2E – Evaluation Form



# Alaska

## Alternate Assessment (Extended Reading, Writing, Math) 2007 Standard Setting Agenda



**Outcome:** Each committee will set separate standards for the proficiency levels in each grade pair (3-4, 5-6, 7-8, 9-10) for Reading, Writing, and Mathematics.

<b>Date:</b>	<b>May 1-3, 2007</b> See below for additional meetings for table leaders
<b>Time:</b>	<b>8:15 am – 4:30 pm</b>
<b>Location:</b>	<b>Talking Books Library</b> Anchorage Alaska, 344 West 3rd Avenue, Suite 125 Anchorage, (907) 269-6575, (Ship Creek Center between C and E Streets)
<b>Facilitator:</b>	Jerry Tindal, Dillard Research and Associates

<i>Who</i>	<i>Dates</i>	<i>Start</i>	<i>Stop</i>
<i>DRA/EED Only (Preparation)</i>	<i>Monday, April 30</i>	<i>12:00 Noon</i>	<i>4:30 p.m.</i>
<i>Table Leaders Only (Dinner Meeting)</i>	<i>Monday, April 30</i>	<i>6:00 p.m.</i>	<i>8:00 p.m.</i>
<i>All participants</i>	<i>Tuesday, May 1</i>	<i>8:15 a.m.</i>	<i>4:30 p.m.</i>
<i>All participants</i>	<i>Wednesday, May 2</i>	<i>8:15 a.m.</i>	<i>4:30 p.m.</i>
<i>All participants</i>	<i>Thursday, May 3</i>	<i>8:15 a.m.</i>	<i>4:30 p.m.</i>
<i>Table Leaders And ELOS Committee</i>	<i>Friday, May 4</i>	<i>8:15 a.m.</i>	<i>12:30 p.m.</i>

- 1) Introductions and Overview
- 2) Training on test administration
- 3) Review cross-walk document and relevant tasks
- 4) Review proficiency level descriptors (PLDs)
- 5) Establish proficiency levels for each task and each level
- 6) Review example data set and confirm reasoning of each task
- 7) Devise a combined judgment for each proficiency level
- 8) Complete standard setting form for each grade level
- 9) Evaluate process
- 10) Articulation – review impact data

Appendix 4B –Participants

No.	Content Area	Expertise	Name	Title	District	Table Leader
1	Reading	Elementary General Education	Karin Halpin*	Teacher	Yupit Schools	
2	Reading	Elementary Special Education	Deb Priestly	SPED	Matanuska-Susitna Borough Schools	
3	Reading	Middle School General Education	Sheila Wallace*	Teacher	Lower Kuskokwim Schools	
4	Reading	Middle School Special Education	Diane Ahlstrom	SPED Teacher	Lower Kuskokwim Schools	ELOS
5	Reading	High School General Education	Janice Lund	Teacher	Craig City Schools	Yes
6	Reading	High School Special Education	Stacy Street	SPED	Kodiak Island Borough Schools	ELOS
	Reading	DTC or AST	Mary Ryall	Teacher	Juneau Schools	
	Reading	SPED Director/Coordinator	Karen Macklin	SPED Teacher/SPED Director	Sitka Schools	
7	Writing	Elementary General Education	Flora Beck*	Teacher/Curriculum Specialist	Lower Kuskokwim Schools	
8	Writing	Elementary Special Education	John Hutchins	SPED Teacher	Matanuska-Susitna Borough Schools	
9	Writing	Middle School General Education	Sabrina Sutton	Teacher	Kodiak Island Borough Schools	Yes
				SPED Teacher/Parent/Former Curriculum Specialist		
10	Writing	Middle School Special Education	Anne Delany Smith	Curriculum Specialist	Kodiak Island Borough Schools	
11	Writing	High School General Education	Carolyn Rains*	Teacher	Matanuska-Susitna Borough Schools	
12	Writing	High School Special Education	Jill Ramponi	SPED	Kenai Peninsula Borough Schools	ELOS
	Writing	DTC or AST	Priya Elizabeth Varghese	SPED Teacher	Fairbanks North Star Borough Schools	
	Writing	SPED Director/Coordinator	Fran Maiuri	SPED Coordinator	Anchorage Schools	ELOS
	Mathematics	Elementary School General Education	Adriel Baker*	Teacher	Northwest Arctic Borough Schools	
	Mathematics	Elementary School Special Education	Laura Hanson	SPED Teacher/Parent of SPED	Kodiak Island Borough Schools	
15	Mathematics	Middle School General Education	Harvey Kurzbard*	Teacher	Fairbanks North Star Borough Schools	
16	Mathematics	Middle School Special Education	Scott C. Olsen	SPED Teacher	Matanuska-Susitna Borough Schools	
17	Mathematics	High School General Education	Naomi Olson	Teacher	Lower Kuskokwim Schools	
18	Mathematics	High School Special Education	Daniel Kaasa	SPED	Kenai Peninsula Borough Schools	ELOS
	Mathematics	DTC or AST	Kris Selman	SPED	Anchorage Schools	Yes
	Mathematics	SPED Director/Coordinator	Theresa Owens	SPED	Northwest Arctic Borough Schools	ELOS

# Standard Setting Booklet

## Integrated Judgment



Grades 3-4 – Reading

May 1-4, 2007

Name \_\_\_\_\_

Table \_\_\_\_\_

**Step 1. Train on Test Administration, paying attention to both scoring protocols and student materials**

1. Identify Pictures/Representations of Objects
2. Identify Signs and Symbols
3. Identify Letter Names
4. Comprehend Oral Text (Listening)
5. Segment Phonemes
6. Identify Letter Sounds
7. Blend Sounds
8. Identify Beginning Reading Words
9. Identify Advanced Reading Words
10. Read Sentences
11. Read Passages
12. Comprehend Printed Text

## Step 2. Review Extended GLEs

<p><b>Grades 3/4 – The student uses strategies to decode or comprehend meaning of words in text.</b></p> <p>The student uses strategies to decode or comprehend meaning of words in text by</p> <p>[3] 1.1-1; [4] 2.1-1 <b>Identifying signs and symbols</b></p> <p>[3] 1.1-2; [4] 2.1-2 <b>Identifying at least 10 letter-sound relationships</b></p> <p>[3] 1.1-3; [4] 2.1-3 <b>Blending at least 5 sounds to make words</b></p> <p>[3] 1.1-4; [4] 2.1-4 <b>Identifying own name in print (ID)</b></p> <p>[3] 1.1-5; [4] 2.1-5 <b>Displaying an understanding of print directionality (L)</b></p>
<p><b>Grades 3/4 – The student comprehends literal or inferred meaning from text.</b></p> <p><b>The student comprehends literal or inferred meaning from text by</b></p> <p>[3/4] 1.2, 2.2-1 <b>Identifying a detail from a story read aloud using pictures, symbols, or words</b></p> <p>[3/4] 1.2, 2.2-2 <b>Communicating awareness of need to “reread,” “go back,” listen, or touch again (L)</b></p>
<p><b>Grades 3/4 – The student reads text aloud.</b></p> <p><b>The student reads text aloud by</b></p> <p>[3/4] 1.3, 2.3-1 <b>Recognizing that print moves left to right across the page and from top to bottom (L)</b></p> <p>[3/4] 1.3, 2.3-2 <b>Naming and identifying letters (L)</b></p>
<p><b>Grades 3/4 – The Student Restates/Summarizes Information.</b></p> <p><b>The student restates/summarizes information by</b></p> <p>[3/4] 1.4, 2.4-1 <b>Identifying beginning of a sequence of events using pictures, symbols, or words (L)</b></p>
<p><b>Grades 3/4 – The Student Demonstrates an Understanding of Main Idea.</b></p> <p>The student demonstrates an understanding of main idea by</p> <p>[3/4] 1.5, 2.5-1 <b>Identifying the general topic of a text (L)</b></p>
<p><b>Grades3/4 – The Student Follows Written Directions.</b></p> <p><b>The student follows written directions by</b></p> <p>[3/4] 1.6, 2.6-1 <b>Following an object cue to go to an activity (L)</b></p>
<p><b>Grades3/4 – The student analyzes content and structure of genres.</b></p> <p><b>The student analyzes content and structure of genres by</b></p> <p>[3/4] 1.7, 2.7-1 <b>Matching text type to purpose (for fun, to learn something) (L)</b></p> <p>[3/4] 1.7, 2.7-2 <b>Identifying rhyming words (L)</b></p>
<p><b>Grades 3/4 – The Student Analyzes Literary Elements and Devices</b></p> <p><b>The student analyzes literary elements and devices by</b></p> <p>[3/4] 1.8, 2.8-1 <b>Identifying that stories have characters (L)</b></p>
<p><b>Grades3/4 – The Student Analyzes Content of Text to Differentiate Fact and Opinion.</b></p> <p><b>The student analyzes content of text to differentiate fact and opinion by</b></p> <p>[3/4] 1.9, 2.9-1 <b>Stating if liked or disliked story (L)</b></p> <p>[3/4] 1.9, 2.9-2 <b>Identifying something specific about story that was liked or disliked (L)</b></p>
<p><b>Grades3/4 – The Student Connects Themes.</b></p> <p><b>The student connects themes by</b></p> <p>[3/4] 1.10, 2.10-1 <b>Identifying the lesson learned in a story when it is directly stated (L)</b></p> <p>[3/4] 1.10, 2.10-2 <b>Identifying a personal experience related to topic of text (e.g., matching illustrations with connections to self—family members, school) (L)</b></p>
<p><b>Grades 3/4 – The Student Makes Connections between Influences/Events.</b></p> <p><b>The student makes connections between cultural influences/events by</b></p> <p>[3/4] 1.11, 2.11-1 <b>Selecting pictures, objects, or text related to culture represented in text (L)</b></p>

### Step 3. Review cross walk document and relevant tasks; consider adding tasks to grade level band

Strand/ Attribute	Ex GLE	Task #	Total Tasks	# of Items	# of Points
Fluency					
Word Identification Skills	[3] 1.1-1; [4] 2.1-1 Identifying signs and symbols	1, 2	2	16	32
	[3] 1.1-2; [4] 2.1-2 Identifying at least 10 letter- sound relationships <sup>1</sup>	6	1	8	8
	[3] 1.1-3; [4] 2.1-3 Blending at least 5 sounds to make word	7	1	8	25
	[3] 1.1-4; [4] 2.1-4 Identify own name in print (ID)				
Forming a General Understanding	[3/4] 1.2, 2.2-1 Identifying detail from a story read aloud using pictures, symbols, or words.	4	1	6	12

Task 1 (Pictures @ 16 points)		Task 2 (Signs @ 16 points)		Task 6 (Sounds @ 8 points)		Task 7 (Blends @ 25 points)	
Shark	/2	poison	/2	m	/1	m-a-n	/3
Bear	/2	don't walk	/2	l	/1	l-e-t	/3
Skirt	/2	stop	/2	b	/1	d-o-g	/3
Bowl	/2	exit	/2	e	/1	f-a-n	/3
Airplane	/2	crossing	/2	f	/1	j-a-m	/3
Computer	/2	female		u	/1	t-u-b	/3
Fire	/2	restroom	/2	c	/1	b-e-t	/3
Tree	/2	wheelchair accessible	/2	y	/1	f-l-a-t	/4
		bike lane	/2				

Task 4 (Listening Comprehension @ 12 points)	
Who is the main character in this story?	/2
Where did this story take place?	/2
Why did Ben need to make a plan?	/2
What things did Ben do to raise money?	/2
How do you think Ben felt when he found the pennies in his piggy bank?	/2
What might Ben do when he gets home from the mall?	/2

<sup>1</sup> Standard calls for at least 10 letter-sound relationships, assessment measures only 8 letter-sound relationships

**Step 4: Review draft proficiency level descriptors (PLDs)**

**Grades 3 and 4 Reading  
Proficiency Level Descriptors**

**Advanced**

The student decodes or identifies simple sight words; identifies the main idea and/or main character from a story read aloud; identifies simple sight words in addition to his/her name; identifies all letter sound relationships; and blends more than 5 sounds to make words.

**Proficient**

The student identifies signs and symbols; identifies letter sound relationships; blends sounds to make words; identifies a detail using pictures, symbols, or words from a story read aloud; identifies own name in print; and displays an understanding of print directionality.

**Below Proficient**

The student handles books/literacy materials correctly; holds book upright, right direction; handles books/literacy materials correctly but without demonstration of directionality; identifies pictures and letters; points to words; and is developing phonological awareness.

**Far Below Proficient**

The student has an awareness of literacy materials, routines, and symbolic representation of objects and pictures; displays intention by responding with affect to objects or people; and displays a willingness to participate in literacy activities by refocusing towards the material.

**Step 5. Establish proficiency levels for each task and for each level**

**Step 6. Confer with partner and articulate your rationale. Consider the issues in item 1 above.**

**Reach consensus.**

*Word Identification Skills*

<b>Descriptor</b>	<b>Task 1 (Pictures) 16 points</b>	<b>Task 2 (Symbols) 16 points</b>	<b>Task 6 (Sounds) 8 points</b>	<b>Task 7 (Blends) 25 points</b>	<b>Total 65 points</b>
Advanced					
Proficient					
Below Proficient					
Far Below Proficient					

*Other Tasks*

<b>Descriptor</b>				<b>Total</b>
Advanced				
Proficient				
Below Proficient				
Far Below Proficient				

*Forming a General Understanding*

<b>Descriptor</b>	<b>Task 4 (Listen Comp) 12 points</b>	<b>Total 12 points</b>
Advanced		
Proficient		
Below Proficient		
Far Below Proficient		

*Other Tasks*

<b>Descriptor</b>			<b>Total</b>
Advanced			
Proficient			
Below Proficient			
Far Below Proficient			

**Step 7. Review an example data set to confirm your reasoning of each task.**

**Step 8. As a group, devise a combined (across task) judgment for each proficiency level. Use a weighting system to confer a value for individual tasks that allows them to be combined.**

**Step 9. Complete the Standard Setting Form for your grade level.**

<b>Descriptor and weight</b>	<b>Word Identification Skills 65 pts*.8=50</b>	<b>Forming a General Understanding 12 pts*4.2=50</b>	<b>Combined Proficiency Levels 100 points</b>
<b>Revised weight (if any)</b>			
Advanced			
Proficient			
Below			
Far Below			

**Step 10. Review Impact Data (in an articulation meeting following the subject matter panels)**

## Subject Area Codes Used in Reviewing Cut Scores Based on Student Performance

### *Reading*

XR1Tot=Extended Reading Task 1 Total

XR2Tot=Extended Reading Task 2 Total

XR3Tot=Extended Reading Task 3 Total

...

Task 11:

XR11\_SP\_UCORR=Extended Reading Task 11 Easy Un-timed Correct

XR11\_SP\_UERR=Extended Reading Task 11 Easy Un-timed Errors

XR11\_SP\_UTW=Extended Reading Task 11 Easy Total Words

XR11\_L1\_UCORR=Extended Reading Task 11 Level Medium (1) Un-timed Correct

XR11\_L2\_UCORR=Extended Reading Task 11 Level Hard (2) Un-timed Correct

### *Writing*

ExWTsk1Tot=Extended Writing Task 1 Total

ExWTsk2Tot=Extended Writing Task 2 Total

...

ExWTsk4\_1Pcnt=Extended Writing Task 4 First Name – Percent

ExWTsk4\_2Pcnt=Extended Writing Task 4 Second Name – Percent

ExWTsk4Pct=Extended Writing Task 4 Total Name Percent Correct

...

ExWTsk8\_TOTW=Extended Writing Task 8 Total Words

ExWTsk8\_CLS=Extended Writing Task 8 Total Correct Letter Sequences

ExWTsk8\_TOTLS=Extended Writing Task 8 Total Letter Sequences

...

XW9\_WORDS=Extended Writing Task 9 Total Words Written

XW9\_CORR=Extended Writing Task 9 Correct Words Written

XW9\_TOT=Extended Writing Task 9 Total Correct

ExWTsk9Pct=Extended Writing Task 9 Percent Correct

XW9\_IDEAS=Extended Writing Task 9 – Rating for Ideas

XW9\_ORG=Extended Writing Task 9 Rating for Organization

### *Mathematics*

XM1Tot=Extended Mathematics Task 1 Total

XM2Tot=Extended Mathematics Task 2 Total

...

XM20\_CDM=Extended Mathematics Task 20 Correct Digits per Minute

XM20\_TCD=Extended Mathematics Task 20 Total Correct Digits

### Statistical Terms Used in Reviewing Cut Scores Based on Student Performance

Minimum=lowest score

Maximum=High

Mean=Average

Std. Deviation=Average amount of variation around the arithmetic mean

#### Frequency Tables

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0.00	60	46.9	46.9	46.9
	1.00	8	6.3	6.3	53.1
	2.00	10	7.8	7.8	60.9
	3.00	16	12.5	12.5	73.4
	4.00	12	9.4	9.4	82.8
	5.00	22	17.2	17.2	100.0
	Total	128	100.0	100.0	

Valid - Value

Frequency - Number of students who scored this value

Percent – Percent of all students who **participated** in this task and scored at this value

Valid Percent – Percent of students who were **scored** on this task and scored at this value

Cumulative Percent – Cumulative percent of students who scored 0 through this value

(In this example, 100% of the 128 students who took this task were scored)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	14	11.0	29.2	29.2
	1	8	6.3	16.7	45.8
	2	3	2.4	6.3	52.1
	3	4	3.1	8.3	60.4
	4	8	6.3	16.7	77.1
	5	6	4.7	12.5	89.6
	6	1	.8	2.1	91.7
	...	...	...	...	...
	Total	<b>48</b>	<b>37.8</b>	<b>100.0</b>	<b>100.0</b>
Missing	System	79	62.2		
Total		<b>127</b>	<b>100.0</b>		

Valid - Value

Frequency - Number of students who scored this value

Percent – Percent of all students who **participated** in this task and scored at this value

Valid Percent – Percent of students who were **scored** on this task and scored at this value

Cumulative Percent – Cumulative percent of students who scored 0 through this value

(In this example, 37.8% of the 127 students who took this task were scored (only 48 of 127 students. The percent column represents the percentages relative to the total number of students who **PARTICIPATED** in this task (127). The Valid Percent column represents the percentage of students who were **SCORED** on this task. The Valid Percent column reflects the 48 students who were scored, as 100% of the test participants.

### Evaluation Form of Standard Setting: May 1- 4, 2007

The following information is being collected to help the Early Education Department and Dillard Research Associates understand the process for standard setting and help improve this process in the future when new achievement standards are needed in Reading, Writing, and Mathematics. Your responses are to be anonymous and are to be reported in aggregate form only.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The training materials were organized.	1	2	3	4
2. The 10 step (process) facilitated making the judgments of cut scores.	1	2	3	4
3. By the time I began making judgments on cut scores, I knew how to administer and score the test.	1	2	3	4
4. The Extended GLEs were important in making the cut score judgments.	1	2	3	4
5. The draft proficiency level (PLDs) descriptors were important in making the cut score judgments.	1	2	3	4
6. The outcome data helped ensure the judgments of cut scores were 'correct'.	1	2	3	4
7. Consensus was reached on the table judgments for cut scores.	1	2	3	4
8. I believe the cut scores being recommended to EED are defensible.	1	2	3	4
9. The Alternate Assessment in Alaska, with this test and its cut scores, provides a realistic accountability of students with significant disabilities.	1	2	3	4

Suggestions for Improvement

Positive Comments