



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

North Carolina General Reading Assessments

Standard Setting 2021 Final Technical Report

Prepared for the
North Carolina Department of Public Instruction

Data Recognition Corporation
Maple Grove, MN 55311



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A

Executive Summary

North Carolina EOG Reading Standard Setting

Executive Summary

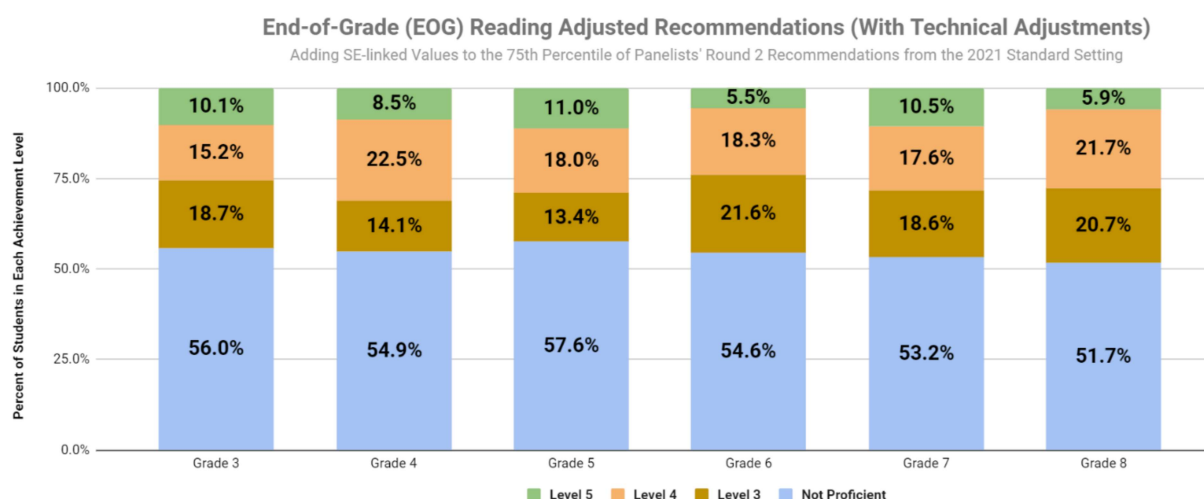
On July 14–16, 2021, a committee of 38 North Carolina educators participated in a standard setting for the North Carolina tests of End-of-Grade (EOG) Reading in grades 3–8. The goal of the workshop was to identify cut scores that divide students into four achievement levels: *Not Proficient* through *Level 5*.

Table 1 shows the recommended cut scores (in terms of scale score) and associated impact data from the standard setting. Impact data are the percentages of students who would be classified in each achievement level on the spring 2021 administration of the assessments if the recommended cut scores were implemented. Figure 1 shows the graphical representations of the associated impact data for each test.

Table 1. Recommended Cut Scores and Associated Impact Data for EOG Reading

| Test | Grade | Recommended Cut Scores | | | Percent of Students in Each Achievement Level Based on Recommended Cut Scores | | | |
|-------------|-------|------------------------|---------|---------|---|---------|---------|---------|
| | | Level 3 | Level 4 | Level 5 | Not Proficient | Level 3 | Level 4 | Level 5 |
| EOG Reading | 3 | 540 | 546 | 551 | 56.0% | 18.7% | 15.2% | 10.1% |
| | 4 | 544 | 548 | 556 | 54.9% | 14.1% | 22.5% | 8.5% |
| | 5 | 550 | 554 | 560 | 57.6% | 13.4% | 18.0% | 11.0% |
| | 6 | 552 | 558 | 567 | 54.6% | 21.6% | 18.3% | 5.5% |
| | 7 | 554 | 559 | 566 | 53.2% | 18.6% | 17.6% | 10.5% |
| | 8 | 557 | 563 | 572 | 51.7% | 20.7% | 21.7% | 5.9% |

Figure 1. EOG Reading Impact Data Associated with Recommended Cut Scores



Background

In school year 2019–20, the North Carolina tests of EOG Reading transitioned to measuring students' command of the North Carolina Standard Course of Study (NCSCOS). Test designs for EOG reading were also modified to improve measurement precision and minimize the impact of testing on classroom instruction time. These changes to the tests were put in place for planned testing in spring 2020; however, spring 2020 testing was canceled due to the COVID-19 pandemic. These changes were implemented in school year 2020–21 when testing resumed.

In response to the changes to the standards and tests, the North Carolina Department of Public Instruction (NCDPI) sponsored a standard setting for the EOG Reading, NCEXTEND1 Reading, and NCEXTEND1 Science tests, as facilitated by Data Recognition Corporation (DRC). This report describes the standard setting for EOG Reading. The standard setting for the NCEXTEND1 tests are presented in a separate report.

The standard setting took place in four components over a three-day period. The 38 participating North Carolina educators used the Bookmark Procedure to recommend cut scores. This procedure has been used to establish performance standards for educational assessments in North Carolina and around the world.

Bookmark Procedure

Participants were divided into three groups to focus on grades 3–4; on grades 5–6; or on grades 7–8. (A separate group of North Carolina educators convened in summer 2020 to recommend cut scores for End-of-Course English II.) In their groups, participants engaged in the activities below.

1. Working one grade at a time, participants reexamined the ALDs crafted by educators in summer 2020, and they discussed the content-based expectations of students on the threshold of each achievement level.
2. Participants examined an ordered item booklet (OIB) which comprised items from the assessment, ordered by difficulty (as calculated from students' performance in spring 2019).
3. For each item, participants considered whether a student on the threshold of each performance level (e.g., a just *Level 4* student) would have a two-thirds chance of answering the item correctly. Participants indicated the set of items in the OIB that measured skills expected of students these threshold students; participants represented these judgments with bookmarks.
4. Participants discussed their bookmark placements in three rounds of discussions and decisions. After each round, participants worked individually to revise their bookmark placements.
5. After each round, participants' cut score recommendations were recorded as the scale score a student would need to have at least a 67% chance of answering each item correctly (after controlling statistically for guessing) before the participant's bookmark.
6. After round 1, participants considered *benchmarks* which represented the cut scores from the prior edition of the test.
7. After round 2, participants examined the *impact data* associated with their recommendations. Impact data are the percentages of students who would be classified in each achievement level based on a set of cut scores. Impact data were based on students' performance in spring 2021.
8. After round 3 was complete for all tests, participants viewed the impact data across all six tests, plus the performance of North Carolina students on the English II assessment.
9. Table leaders convened to discuss the articulation of the recommendations across grades.
10. NCDPI reviewed the recommendations from the table leaders and from their respective committees. The final recommendations from the process are reflected in Table 1.

B

Standard Setting Methodology and Recommendations

Standard Setting Methodology

On July 14–16, 2021, the North Carolina Department of Public Instruction (NCDPI) and Data Recognition Corporation (DRC) conducted a standard setting for the North Carolina end-of-grade (EOG) tests of grades 3–8 reading.¹ The purpose of the standard setting was to develop achievement standards for the six assessments, including cut scores associated with four achievement levels: *Not Proficient*, *Level 3*, *Level 4*, and *Level 5*.

A total of 38 North Carolina educators and stakeholders worked individually and in committees to recommend achievement standards for the North Carolina EOG tests of reading. The achievement standards were approved by the North Carolina State Board of Education on August 5, 2021.

This section describes the standard setting process, the materials produced to implement the workshop, and the results of the standard setting. Selected materials used for the workshop and detailed data from the workshop are presented in subsequent sections of this report.

Background

In April 2017, the SBE adopted a plan to revise the North Carolina Standard Course of Study (NCSCOS), the state content standards for K–12 students. Field-test items aligned to the updated NCSCOS were included in the spring 2019 administration of the state’s EOG reading tests. These items were scheduled to be administered operationally in spring 2020; however, due to the COVID-19 pandemic, the spring 2020 test administration was cancelled. Accordingly, the spring 2021 test administration was the first to include operational test items aligned to the updated NCSCOS for grades 3–8 reading.²

Before 2021, five achievement levels were reported on the EOG tests, labeled *Level 1* through *Level 5*. However, starting in 2021, scores from EOG reading are summarized using four achievement levels, labeled *Not Proficient*, *Level 3*, *Level 4*, and *Level 5*. This reduction in the number of achievement levels was made by NCDPI to coincide with a reduction in the overall length of the tests, and to match the number of achievement levels reported by other EOG tests.

Prior to the standard setting, NCDPI noted three important features of the achievement standards for the EOG reading tests. First, NCDPI noted that the changes to the assessed NCSCOS for reading were important but slight: the content-based expectations for students in each grade had not changed much. Second, NCDPI noted that the old *Level 3* cut-score was derived by means of a statistical adjustment based on standard error estimates from the previous standard setting workshop that was recommended by NCDPI and approved by SBE. Third, NCDPI knew that the disruption to instruction due to COVID-19

¹ The standard setting described in this report focused on North Carolina’s tests of reading for students in general education. NCEXTEND1, the state’s alternate tests of reading for students with severe and profound cognitive disabilities, also underwent a standard setting in July 2021. The NCEXTEND1 reading standard setting is presented in a separate report.

² The high school end-of-course (EOC) examination of English II was administered beginning in spring 2020 using operational items aligned to the updated NCSCOS. A separate standard setting was conducted for EOC English II in summer 2020. This standard setting is presented in a separate report.

could have a tangible impact on the standard setting results, and it expected that student performance in 2021 may be lower than might have been expected.

Selecting the Standard Setting Methodology

The Bookmark Standard Setting Procedure (Lewis, Mitzel, & Green, 1996; Lewis, Mitzel, Mercado, & Schulz, 2012) was implemented to recommend cut scores for the EOG reading tests. This method has been used on assessments in North Carolina and across the nation (Karantonis & Sireci, 2006), including in 2019 on the EOG tests for mathematics. The Bookmark Procedure has been well documented in the standard setting literature. Developed in 1996, the Bookmark Procedure has been implemented in over half of the states in the U.S. and abroad by DRC and by other major testing firms, making it one of the most widely used standard setting procedure in K–12 education (Karantonis & Sireci, 2006).

In the months leading up to the standard setting, NCDPI and DRC presented the plan for the standard setting workshop to the Technical Advisory Committee (TAC), a group of nationally recognized experts in educational measurement and policy. The TAC cautioned that any test data collected in 2020 or 2021 should be treated very carefully: the disruption to instruction due to the COVID-19 pandemic means these test data may be different than those observed in past or future years.

Accordingly, two adjustments were made to the standard setting plan to reduce any potential over-reliance on the 2021 test data. First, to create the ordered item booklets (OIBs) as part of the Bookmark Procedure, item parameters from the 2019 field test were used; indeed, these 2019 parameters formed the base of the test scales for the tests. Second, additional messages were added to the standard setting training to caution participants from over-reacting to any impact data presented as part of the workshop. These two adjustments are described later in this section.

Achievement Level Descriptors

Achievement level descriptors (ALDs) are a key input into the standard setting process. ALDs summarize the knowledge, skills, and abilities expected of students in each achievement level. Egan, Schneider, and Ferrara (2012) suggest a framework of four types of ALDs, described here.

- 1) *Policy ALDs* summarize the state’s definition for each achievement level, providing information to stakeholders on the state’s suggested interpretation of each level. They are typically not specific to any given grade or content area. The policy ALDs are shown in Table 1.
- 2) *Range ALDs* summarize the knowledge, skills, and abilities expected of students in a given achievement level on a specific test. The range ALDs show the types of content, as informed by the state content standards, that should be mastered by students in each achievement level on the test at hand.
- 3) *Threshold ALDs* are based on the range ALDs and summarize the knowledge, skills, and abilities expected of students who are at the point-of-entry (the *threshold*) of each achievement level. For any given test, these descriptors show the types of skills needed just to be classified in a

given achievement level (e.g., just to be classified in *Level 3*).

- 4) *Reporting ALDs* are the version of the ALDs used for score reporting. Typically, a version of the policy or range ALDs are used, and the language in the reporting ALDs is adjusted to be accessible to a wide audience that may not have in-depth content knowledge. (Reporting ALDs were not part of the scope of the standard setting.)

NCDPI provided policy ALDs for the EOG reading tests in advance of the standard setting workshop. These policy ALDs were the same as those used for EOG mathematics. As part of a 2020 online workshop, groups of North Carolina educators worked to develop range ALDs. At the standard setting, workshop participants developed threshold ALDs using the policy ALDs and the range ALDs. The range ALDs are shown in Section E of this report.

Table 1. Policy achievement level descriptors (ALDs) for EOG reading

| Not Proficient | Level 3 | Level 4 | Level 5 |
|---|---|---|---|
| Students at the Not Proficient level demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course. | Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. | Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course. |

Development of Range ALDs for EOG Reading

In Summer 2020, the NCDPI sponsored a series of online workshops to develop range ALDs for the EOG reading, EOC English II, NCEXTEND1 reading, and NCEXTEND1 science tests. (These workshops coincided with the August 2020 standard setting for EOC English II, presented in a separate report.)

ALD Workshop Committees

A total of 15 North Carolina educators participated in the Summer 2020 ALD writing workshops. All participants were recruited from the pool of educators who were considered for the 2020 EOG reading standard setting, the workshop which had been cancelled due to the COVID-19 pandemic.

A separate committee of educators met each workshop day to develop range ALDs for the reading tests. Range ALDs were developed first for the middle grades (i.e., grades 6–7), as this allowed the other two committees to compare their work against these grades for across-grade (vertical) articulation.

- July 31, 2020: Grades 6–7 reading, four participants
- August 3, 2020: Grades 3–5 reading, five participants
- August 4, 2020: Grade 8 reading and English II, six participants

On these workshop days, additional committees were convened to develop range ALDs for the NCEXTEND1 tests of reading and science. This effort is presented in a separate report.

Workshop Staff

NCDPI staff members attended the workshop to monitor the process, answer and provide clarifications on assessment design, items standards, and address NCDPI policy questions. NCDPI also monitored participants' cut score recommendations throughout the workshop. NCDPI was represented at the workshop by Tammy Howard, Ph.D., Director of Accountability Services; Kristen Maxey-Moore, Section Chief; Kinge Mbella, Ph.D., Psychometrician; and Dan Auman, Testing Measurement Specialist.

The DRC Standard Setting Team was composed of Ricardo Mercado, Research Director; Jessalyn Smith, Ph.D., Research Scientist; and Sara Kendallen, Sr. Research Analyst. Anne Kirpes, Sr. Test Development Director, worked with the group to provide content-based support. Logistical coordination for the workshop was provided by Julie Pointner of DRC Psychometric Services.

Opening Session

On each workshop day, all participants began the workshop with a single opening session led by NCDPI. During this session, Ms. Moore welcomed the participants to the workshop and described the purpose of the workshop. Ms. Moore described the recent changes to the tests and described how valuable the participating educators' recommendations would be in identifying new cut scores for the tests.

Achievement Level Descriptor Development Training

Ms. Kirpes then greeted participants on behalf of DRC and led them through a training presentation on how they would use the NCSCOS and the North Carolina policy ALDs to construct range ALDs. During this presentation, DRC described the purpose of policy and range ALDs, how range ALDs could summarize the content-based expectations for students in each achievement level, and how the participating educators would construct range ALDs by using the state content standards and the policy ALDs.

At the end of this training session, participants were divided into their pre-assigned groups. Within each group, participants received subject specific instructions for the ALD workshop, and had access to a secure online website with links to workshop materials.

Creation of Range ALD Drafts

To begin the ALD development process, participants were provided with an *ALD template* that contained language from the state content standards. This template, created by DRC prior to the workshop, comprised a table containing one column for each achievement level. Ms. Kirpes from DRC introduced the templates to participants and provided support throughout the day.

The content-based expectations from the state content standards were divided into bullet points and grouped by strand. This language was inserted into the template under the *Level 4* column. Before the workshop, NCDPI reiterated that it was an expectation that students in *Level 4* should have a thorough understanding of the skills listed in the state content standards. Draft ALD language was prepared for

the remaining achievement levels by DRC and NCDPI, and this language was inserted in the ALD templates for review and consideration by educators.

Participants were told that the goal of the ALD development effort was to examine the language in the template and to make sure each ALD reflected the content-based expectations for students in each level.

Participants added information to the ALD templates, informed by the language from the state content standards. Participants dictated edits while a DRC facilitator applied them to the shared electronic file.

Each group worked first on its lowest-assigned grade (i.e., grade 3, 6, or 8) and then repeated the process for the remaining grade or grades. When the group was done, participants reviewed their draft range ALDs across grades. As needed, participants adjusted the range ALDs to promote vertical articulation.

After the ALD Development Session

DRC thanked participants for their time and expertise during the ALD development session. After the session, DRC and NCDPI reviewed the ALDs for vertical articulation and for style. As needed, the range ALDs were revised by NCDPI Standards, Curriculum and Instruction team members to promote consistency with the standards and across grades.

The range ALDs for EOC English II were used at the August 2020 standard setting workshop for that test. The remaining range ALDs for EOG reading were saved for use at the July 2021 standard setting.

Standard Setting Data and Workshop Materials

All the materials used at the standard setting workshop were based on test items and results from the spring 2019 and spring 2021 administrations of the North Carolina EOG reading tests. The workshop took place in person in Raleigh, North Carolina.

Standard Setting Hub

At the standard setting, each participant was assigned a laptop which could access *the Standard Setting Hub*, a specially designed, access-controlled website which contained materials accessible to standard setting participants. Participants used the Hub to access selected materials (e.g., content standards), view test items (e.g., ordered item booklets), and enter standard setting judgments (e.g., bookmarks). Access to the Hub was limited to workshop participants by DRC.

DRC recognized that participants would benefit from having certain frequently referenced materials (e.g., ALDs) available to them in hardcopy format. These materials were provided on paper and also on the Hub.

North Carolina Standard Course of Study (NCSCOS)

The state content standards formed the basis for all decisions at the standard setting. These content standards, as adopted by the North Carolina State Board of Education in 2017, detail the knowledge, skills, and abilities that students should be taught in each grade. Copies of the content standards were distributed to workshop participants in hardcopy format and on the Hub.

Achievement Level Descriptors (ALDs)

As described under the heading “Achievement Level Descriptors,” a committee of 15 North Carolinians worked in 2020 to draft range ALDs for the tests. At the standard setting, participants studied the range ALDs to create threshold ALDs. The ALDs were available in hardcopy format and on the Hub.

Ordered Item Booklets (OIBs)

The ordered item booklet (OIB) is a key component of the Bookmark Procedure. An OIB contains a selection of operational items, ordered by difficulty. Within an OIB, items are ordered by their estimated difficulty based on the 3PL IRT model. Easier items appear earlier in the OIB, and harder items appear later. The ordering of the items was based on each item’s scale location, which was based on student response data from 2019.

Selection of Items and Item Parameters

To create the OIB for each test, a purposeful selection of 71–73 items was made prior to the workshop. The selection—using only operational items from the various test forms—was made such that easy, medium, and difficult items would appear in each OIB; and as much as possible, the items associated with each reading stimulus (i.e., each reading *selection*) would be intact.

This technique afforded two main advantages. First, each operational item had been field-tested on pre-COVID test forms (in spring 2019), allowing for those pre-pandemic item parameters to be used. (These 2019 item parameters also formed the basis for the reporting scales on the tests.) Second, by preserving the sets of items associated with the reading selections (whenever possible), participants would see the types of questions typically asked of students for each reading stimulus.

Response Probability for the OIBs

Items are ordered in the OIB using a response probability (RP) criterion. An RP criterion specifies the probability with which a student with a given ability would be able to correctly answer an item of the same difficulty. For example, if the RP criterion is 0.67 (RP67), students with ability just at the cut score would have a 67% chance of correctly answering items with difficulty at the cut score.

In the Bookmark Procedure, items are often ordered using an RP criterion of 0.67 with an adjustment for guessing (RP67GA; Lewis, Green, Mitzel, Baum, & Patz, 1998). For example, at the 2013 North Carolina standard setting for the End-of-Course and End-of-Grade tests, a guess-adjusted RP criterion of 0.67 was used: the location for each item is defined as the IRT scale value associated with a 0.67 chance of answering the item correctly after guessing is factored out (Clark & Murphy, 2013). This criterion, often abbreviated as RP67GA, is most closely associated with the Bookmark Procedure (e.g., Lewis, Mitzel, &

Green, 1996). However, the choice of RP criterion is a policy decision, and many other states have selected different RP criteria for different purposes, and other RP criteria are often used (Cizek & Bunch, 2007, p. 162; Mitzel, et al., 2001).

Before the standard setting, DRC discussed the possible RP criteria with NCDPI. NCDPI agreed that RP67GA reflected a reasonable, intuitive *mastery* criterion (as used during the Bookmark Procedure), and that they would prefer to maintain RP67GA unless the test data made this RP criterion infeasible. Indeed, the 2019 mathematics standard setting used RP50 because the test items—especially in grades 7, 8, and high school—were particularly challenging to students. However, such a phenomenon did not recur: NCDPI and DRC examined the test data before the standard setting (and also before the English II standard setting), and NCDPI determined there was a good correspondence between students’ test scores and items’ RP-adjusted scale locations (difficulty values) when RP67GA was applied. Accordingly, RP67GA was recommended by DRC as the RP criterion for the standard setting.

Item Maps

The item map summarizes information about the items in an OIB. For each item, the item map indicates: the order of difficulty, standard, and score key. The operational item maps incorporate secure test information and are not included in this report. However, Figure 1 shows the item map that was used during the participant training session and is included for illustration.

Item maps were distributed to participants on the Hub. Participants were provided access to individual item maps, and they were instructed to type in their item-level notes directly to their online item map.

Figure 1. Item map used to train participants on the Bookmark Standard Setting Procedure

| North Carolina 2021 End-of-Grade Reading Standard Setting | | | | | |
|---|-----------|-------------------|----------|-----------|---|
| Item Map for Training | | | | | |
| Order of Difficulty | Item Type | Passage | Standard | Score Key | What does this item measure? What do you know about a student who can answer this item correctly? |
| 1 | MC | World in a Bottle | L.5.4 | C | |
| 2 | MC | World in a Bottle | RI.5.1 | B | |
| 3 | MC | World in a Bottle | RI.5.1 | C | |
| 4 | MC | World in a Bottle | RI.5.2 | D | |
| 5 | MC | World in a Bottle | L.5.4 | B | |
| 6 | MC | World in a Bottle | RI.5.1 | D | |
| 7 | MC | World in a Bottle | RI.5.3 | A | |
| 8 | MC | World in a Bottle | RI.5.8 | A | |

Benchmarks

Benchmarks comprised an important component of the standard setting process. Benchmarks refer to any external content- or policy-based information that is presented to participants to help them make their cut score recommendations. The use of benchmarks at standard setting is well established (Phillips, 2012; McClarty, Way, Porter, Beimers, & Miles, 2013), especially in the Bookmark Procedure (Lewis, Mitzel, Mercado, & Schulz, 2012; Ferrara, Lewis, & D’Brot, 2021). Many states have used benchmarks to provide actionable, policy-based information to achievement level setting participants. Participants can then bring their content-based expertise to bear, joining it with the benchmarks. Thoughtful use of benchmarks can bring policy- and content-based information together in a meaningful way.

In advance of the workshop, NCDPI noted that the state expected there to be a general correspondence between performance expectation of existing *Level 3* and *Level 5* cut scores and those recommended by participants. NCDPI noted that the underlying assessed content standards had not shifted a great deal, suggesting these cut scores should not be very different. However, NCDPI did not have the same assumption for the *Level 3/4* cut scores due to the out of process statistical methodology that was used to establish it in the previous edition 4 scale.

Notably, the NCDPI did *not* have an expectation that the percentage of students in each achievement level—the *impact data*—would be similar between 2019 and 2021. Because of interruptions to teaching and learning due to the COVID-19 pandemic and based on national trends from other state assessments, the NCDPI did not expect student performance in 2021 to mirror that from 2019. In addition, NCDPI noted that the number of achievement levels had changed in 2021, so direct comparisons were not particularly meaningful.

NCDPI wanted to make sure (a) standard setting participants would make content-based recommendations that linked the cut scores to the North Carolina state content standards, and (b) standard setting participants were not unduly influenced by the benchmarks. Accordingly, DRC and NCDPI agreed to present the benchmarks based on the existing cut scores after Round 1 of the Bookmark Procedure. The process used to present the benchmarks is shown later in this chapter.

Calculating the Benchmarks for the Bookmark Procedure

At the standard setting, the benchmarks based on the existing cut scores were presented after Round 1. Benchmarks took the form of benchmark-linked bookmarks, termed at the workshop simply as *benchmarks* or *OIB benchmarks*. To calculate these OIB benchmarks, the cut scores on the operational 2019 assessments were identified on the Z-metric (e.g., -0.500, +0.250), and these Z-scores were transferred onto the 2021 metric. The OIB pages associated with these *benchmarked cut scores* were then identified and termed *OIB benchmarks*. The OIB benchmarks are presented in Table 2.

Note that benchmarks were provided only for the *Level 3* and *Level 5* cut scores. For *Level 4*, participants had to use the content as a guide for cut score recommendations.

Table 2. Benchmarks for EOG Reading

| Grade | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 3 | 15 | — | 61 |
| 4 | 36 | — | 71 |
| 5 | 28 | — | 68 |
| 6 | 18 | — | 64 |
| 7 | 20 | — | 59 |
| 8 | 25 | — | 66 |

Participant Instructions for Interpreting the Benchmarks

As part of the training presentation, participants were instructed that they would see the benchmarks after Round 1 of the Bookmark Procedure, and that they should consider the benchmarks during Round 2. Participants were asked to consider the knowledge, skills, and abilities measured by the items before each benchmark in the OIB, and then to compare them with the content-based expectations associated with each threshold student (as described by their threshold ALDs).

Participants were instructed to consider the relationship between their Round 1 bookmarks and the benchmarks presented before Round 2. Participants were instructed that the OIB benchmarks were another piece of information to consider, and that additional information would be presented throughout the process to help them make their cut score recommendations.

Notably, the *Level 5* benchmark for grade 4 was on the last page of the OIB: only one item in the pool had an RP67GA-adjusted location (difficulty value) higher than the benchmarked cut score. When this benchmark was shown to participants, participants were given special instructions about (a) how items were selected for the OIB, (b) how future versions of the tests may have more items at the level, and (c) how recommending a bookmark on the last page of the OIB does *not* mean students must answer all item on the test correctly to be classified in *Level 5*.

Throughout the workshop, participants were asked to consider the benchmarks as they considered their bookmarks; however, participants were instructed that their judgments should be firmly based on the tested content and on the content-based expectations for students in each achievement level, as described in the ALDs and in North Carolina’s content standards.

Standard Setting Staff and Participants

The workshop was facilitated by staff members from DRC. DRC staff served as facilitators in all the breakout rooms and in other onsite support roles; remote staff supported the workshop by serving as data analysts. Selected staff members from NCDPI served as observers and had daily debrief meetings with DRC staff at the end of each day.

NCDPI Staff

NCDPI staff members attended the workshop to monitor the process, answer assessment and NCSCOS questions, and address NCDPI policy questions.

NCDPI was represented at the workshop by Tammy Howard, Ph. D., Director of Accountability Services; Kinge Mbella, Ph. D., Lead Psychometrician; Thakur Karkee, Ph. D., Psychometrician; Dan Auman and Beth Nash, Testing Measurement Specialists. Kristen Maxey-Moore, Section Chief of Test Development, attended the workshop virtually and supported the NCDPI staff members who attended the workshop in person. Dr. Gregory Cizek, a member of the state’s Technical Advisory Committee, observed the standard setting on behalf of NCDPI and wrote an observer’s report.

DRC Staff

The DRC Standard Setting Team was composed of Ricardo Mercado, Research Director; Jessalyn Smith, Ph. D., Research Scientist; Christie Plackner, Research Director; Pam Hermann, Ph. D., Research Vice President; Chalin Walters, Statistical Analyst; Sara Kendall, Sr. Research Analyst; Ping Wan, Research Director; Scott Li, Research Analyst; and Alassane Savadogo, Research Analyst. Prior to the standard setting, this team prepared the materials for the workshop. During the workshop, they were responsible for facilitating the workshop, training participants, entering participant results into a database,

performing data analyses, and tracking secure materials. Following the workshop, the team prepared this report.

A content expert from DRC Test Development—Anne Kirpes, Sr. Test Development Director—worked with the groups at the workshop to provide content-based support. Project management for the workshop was provided by Julie Pointner of DRC Psychometric Services.

Participants

NCDPI provided a recommended pool of qualified educators to serve as workshop participants. DRC in collaboration with NCDPI recruited final workshop participants from this pool. The recruitment process strived to empanel a sample of participants for the standard setting with diverse demographics (e.g., ethnicity, gender) and diverse points-of-view (e.g., geographic location).

The committee comprised a purposeful mix of educators with a variety of backgrounds. Special care was taken to promote geographic diversity among participants, with representation from across the state. Participants were asked to self-report their demographic characteristics (e.g., ethnicity, number of years in the profession) as part of the participant survey. The results of the participant survey can be found in Section I of this report.

Configuration of the Committee

The workshop committee was composed of a total of 38 educators. Three groups were convened for the standard setting, as listed here.

- Grades 3–4 (13 participants)
- Grades 5–6 (12 participants)
- Grades 7–8 (13 participants)

Participants in each group were divided into three tables. One participant at each table served as the table leader. Table leaders moderated discussions at their tables and helped the workshop staff distribute and collect the secure workshop materials. The table leaders were not members of the workshop staff, and they contributed to their committees' recommendations.

Standard Setting Workshop

The standard setting workshop took place over a three-day period. The workshop agenda is included in Section C. Participants were given a Pre-Workshop Evaluation to complete before standard setting began to collect demographic information and to learn more about participants' background.

Participant Orientation and Training

The workshop began with a welcome by Dr. Howard on behalf of NCDPI. Dr. Howard thanked participants for their expertise, and she then oriented participants to the purpose of the workshop. Dr. Howard told participants that NCDPI recognized that the COVID-19 pandemic had an impact on teaching and learning, but that workshop participants would be called upon to consider the knowledge and skills

expected of students in each achievement level based on the state content standards: the content-based expectations for students should underpin participants' judgments.

Mr. Mercado then welcomed participants on behalf of DRC, and he then introduced the standard setting methodology. Participants were introduced to the materials that would be used during the rest of the workshop. The training presentation and selected materials are included in Section D of this report.

Participants were instructed that their goal for the workshop was to set cut scores for the North Carolina EOG reading assessments. Participants understood that they would consider the knowledge and skills expected of students in each achievement level, and they would engage in the Bookmark Procedure to make cut score judgments.

Participants were reminded that they should make cut score recommendations that were consistent with the state content standards, the content-based expectations for students in each achievement level, and their experience with students. Participants were told that NCDPI recognized that student performance in 2021 may not be as high as teachers might have expected had COVID-19 not occurred, but that it was important to use content as a basis for the achievement standards. Participants were encouraged to imagine that students had received normal fulltime instruction in the state content standards throughout the school year, and to use the content-based expectations for these hypothetical students in each achievement level to make their cut score recommendations.

Following the training session, participants were divided into their pre-assigned groups and tables. Each group convened in a separate breakout room. To promote physical distancing, each group met in a large hotel ballroom. Participants in these groups began the standard setting process focused on either grade 3, 5, or 7. After these three grades, participants then repeated the process for grade 4, 6, or 8.

Discussion of the Standards, Range ALDs, and the Threshold Students

The group leaders instructed participants to read the content standards and policy ALDs, and to consider the knowledge, skills, and abilities (KSAs) that students were expected to demonstrate at the threshold of each achievement level. Specifically, participants were asked to use the range ALDs and content standards to develop threshold ALDs.

Participants engaged in structured discussions about the KSAs they expected to be demonstrated by each of the three threshold students. The three threshold students were just barely *Level 3*, just barely *Level 4*, and just barely *Level 5*. To engage in these discussions, participants referred to the policy and range ALDs, the content standards, and their knowledge of students.

As a group, participants discussed the ALD for each achievement level and the differences between them. During this discussion, participants considered the overall level of rigor implied by each range ALD. To focus participants on the lines of demarcation between the achievement levels, participants were asked to discuss the KSAs that separated students in one achievement level from those in another. For example, participants were asked to discuss the KSAs that separated the highest performing *Level 4* from the lowest performing *Level 5*. All participants were instructed to refer to the content standards during this discussion.

Participants recorded their expectations for students at the thresholds of each achievement level on shared electronic documents hosted on the Hub. Participants were encouraged to review these descriptions frequently throughout the workshop and to consider the threshold students when they placed their bookmarks.

By the end of this discussion, participants had thoroughly considered the policy ALDs, range ALDs, content standards, and threshold students, and they reached an understanding of the types of skills that the threshold student for each achievement level should have.

Study of the OIBs and Item Maps

Participants at each table examined the items in the OIB in terms of what each item measured and why it was more difficult than the items preceding it. Participants were instructed to take notes on the item maps about the knowledge, skills, and abilities required to answer the items correctly.

Secondary Training on Placing Bookmarks

Mr. Mercado provided the participants with additional training for placing bookmarks. Participants were reminded how cut score recommendations could be represented by bookmarks. Participants were instructed that all items preceding the bookmark contain the knowledge, skills, and abilities that a student who is just barely in *Level 4*, for example, is expected to know. The training presentation and training materials are included in Section D.

Participants were informed that they should have a content-based rationale for each of their bookmarks, and that these rationales should refer to the alignment between the content-based expectations for students in each achievement level and the content measured by the items before their bookmarks. Participants were instructed that they would share these rationales verbally with their tables after Round 1.

Following training, participants were tested on their understanding of bookmark placement with a short quiz, termed a *mid-process evaluation*. Afterwards, participants were provided the correct answers for the mid-process evaluation, as well as explanations of those answers. The mid-process evaluation and results are presented in Section D of this report and under the heading "Committee Training."

Round 1 Bookmarks

Participants then made their Round 1 bookmark judgments. Participants were informed that bookmark placement is an individual activity. They referred to their OIBs, item maps, ALDs, benchmarks, and content standards.

Participants recorded their bookmark placements on a form, along with a few words about their content-based rationale for doing so. Participants were instructed that they should have a content-based rationale for each bookmark placement that linked the content measured by the items before their bookmark and the content-based expectations for the threshold student. These content-based rationales were solely for participants' reference during their table's discussion before Round 2. Participants then completed Round 1 by recording their bookmark placements on the Hub.

Participants were given a Post-Round Survey for them to complete while they waited for their fellow participants to complete their bookmark judgments. Results of these surveys are shown in Section I of this report.

Presentation of Round 1 Recommendations

Following Round 1 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 1 recommendations. Specifically, participants were shown the median bookmark placements for each table, as well as the overall median bookmark for the group. Participants were also shown a histogram of the group's Round 1 ratings. Detailed participant judgments and graphical representation of participant judgments are presented in Sections F and G of this report, respectively.

Presentation of Benchmarks

In each group, the benchmarks were shown to participants in terms of OIB position. Participants were reminded that they would consider the OIB benchmarks during their Round 2 deliberations, so they should pay special attention to the items around each benchmark.

Round 2 Bookmarks

For each achievement level, participants discussed the rationales behind their Round 1 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 1. Participants were also informed that they could discuss items outside the range of their bookmarks. These content-based discussions took place at each table. Participants referred to their OIBs, item maps, benchmarks, ALDs, and the content standards throughout the discussions.

Following this discussion, participants placed their Round 2 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free to retain their bookmarks from Round 1 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Participants were given a Post-Round Survey for them to complete while they waited for their fellow participants to complete their bookmark judgments. Results of these surveys are shown in Section I of this report.

Presentation of Round 2 Recommendations

Following Round 2 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 2 recommendations and histogram representation of their ratings. DRC also presented the impact data for their test. Impact data are the percentages of students that would be classified in each achievement level if the median cut score recommendations were applied. Impact data for grades 3–8 reading were based on the Spring 2021 administration of the tests.

Round 3 Bookmarks

For each achievement level, participants discussed the rationales behind their Round 2 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 2. Participants were also informed that they could discuss items outside the range of their bookmarks. These content-based discussions took place as a group. Participants referred to their OIBs, item maps, benchmarks, ALDs, and the content standards throughout the discussions.

Following this discussion, participants placed their Round 3 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free to retain their bookmarks from Round 2 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Participants were given a Post-Round Survey for them to complete while they waited for their fellow participants to complete their bookmark judgments. Results of these surveys are shown in combined grade-range in Section I of this report.

Presentation of Round 3 Recommendations

Following Round 3 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 3 recommendations and histogram representation of their ratings. DRC also presented the impact data for their test.

Repeating the Process for Remaining Grades

Participants then repeated the Bookmark Procedure for grade 4, 6, or 8, starting with a study of the ALDs for that grade. Participants were encouraged to consider the articulation between the achievement standards for their grade, and they were reminded that there would be an opportunity at the end of the process to suggest adjustments to the cut scores, if needed, to promote better articulation across the grades.

Review of Recommendations

In their groups, participants were presented with the cut score recommendations for all grades. Participants were informed that they could recommend adjustments to the cut scores, if needed, to promote better articulation across grades. However, participants were cautioned against suggesting adjustments which were inconsistent with the content: any adjusted bookmarks should still link the ALDs, tested content, and content standards.

Participants were reminded that the table leaders would participate in the across-grade articulation discussion. Accordingly, all participants were encouraged to inform their table leaders about their opinions regarding the articulation of the achievement standards and any proposed cut score adjustments.

Workshop Evaluation

All participants were thanked for their time and effort during the standard setting. To conclude the workshop, participants were asked to complete a written evaluation. Participants not taking part in the across-grade discussion were welcomed to leave after completing the workshop evaluation.

Selected results are presented later in this section. The complete results of the evaluations are included in Section I of this report.

Across-Grade Articulation Discussion

The 9 table leaders then convened in a single breakout room to inspect their cut score recommendations together. DRC then presented table leaders with their median Round 3 recommendations. The impact data associated with their median cut score recommendations were presented graphically. Table leaders were asked to share any concerns or recommendations their tables had had for their grades.

DRC reminded participants that no group reached consensus on their cut score recommendations: all groups had a range of cut score recommendations, even at the end of Round 3. Although the median cut score recommendations were used to calculate the impact data for presentation, any cut scores within the range of cut score recommendations made by participants would still reflect the voice of the participating educators.

Mr. Mercado of DRC facilitated a wide-ranging discussion on the articulation of the cut scores. The table leaders were then shown how the cut scores could be adjusted—within the range of participants-recommended cut scores—to improve the across-grade articulation associated with the cut scores and still reflect the content-based expectations of students in each achievement level.

The table leaders examined the adjusted cut scores and voted to make them their final recommendations. Table leaders were reminded that these recommendations would then be presented to NCDPI and a final approval by SBE.

Workshop Security

Throughout the workshop, security was of paramount importance. At all times, DRC staff monitored the meeting rooms to prevent the removal of secure materials. At the end of the workshop, each participant's materials were collected and inventoried against a master list. Between workshop days, the standard setting Hub was deactivated, and participants were not granted access to the electronic materials.

In addition, participants were required to sign non-disclosure agreements to participate in the workshop. These agreements were signed by participants and were collected by the DRC staff at the beginning of the workshop.

Results

The standard setting was conducted according to the plans created by DRC and approved by NCDPI prior to the workshop. The results of the workshop are presented in this section.

Participants' Recommendations After Round 1

Tables 3 and 4 show participants' recommendations from Round 1 of the Bookmark Procedure. All of the impact data shown in Table 4 and in this section are based on North Carolina students' performance in Spring 2021.

Table 3. Cut score recommendations from Round 1 of the standard setting

| Grade | Level 3 | Level 4 | Level 5 |
|-------|---------|---------|---------|
| 3 | 539 | 542 | 549 |
| 4 | 538 | 542 | 549 |
| 5 | 546 | 552 | 557 |
| 6 | 552 | 556 | 565 |
| 7 | 550 | 555 | 563 |
| 8 | 554 | 561 | 565 |

Table 4. Associated impact data from Round 1 of the standard setting

| Grade | Not Proficient | Level 3 | Level 4 | Level 5 |
|-------|----------------|---------|---------|---------|
| 3 | 52.9% | 9.3% | 21.8% | 16.0% |
| 4 | 35.1% | 13.0% | 24.3% | 27.6% |
| 5 | 43.9% | 20.1% | 16.2% | 19.8% |
| 6 | 54.6% | 14.6% | 22.8% | 8.0% |
| 7 | 39.9% | 16.7% | 26.9% | 16.4% |
| 8 | 40.7% | 25.2% | 12.9% | 21.3% |

Participants' Recommendations After Round 2

Tables 5 and 6 show participants' recommendations from Round 2 of the Bookmark Procedure. When examining impact data, participants were instructed to think about the expected proportion of all North Carolina students in each achievement level for the grade at hand, and then consider the observed impact data.

Participants' individual recommendations from all rounds may be found in Section F of this report. During the workshop, participants were shown their recommendations in terms of OIB pages.

Table 5. Cut score recommendations from Round 2 of the standard setting

| Grade | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> |
|--------------|-----------------------|-----------------------|-----------------------|
| 3 | 540 | 543 | 549 |
| 4 | 542 | 544 | 553 |
| 5 | 547 | 552 | 558 |
| 6 | 552 | 556 | 565 |
| 7 | 550 | 556 | 563 |
| 8 | 555 | 561 | 569 |

Table 6. Associated impact data from Round 2 of the standard setting

| Grade | <i>Not Proficient</i> | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> |
|--------------|------------------------------|-----------------------|-----------------------|-----------------------|
| 3 | 56.0% | 9.3% | 18.7% | 16.0% |
| 4 | 48.1% | 6.8% | 29.9% | 15.2% |
| 5 | 47.0% | 17.0% | 19.5% | 16.4% |
| 6 | 54.6% | 14.6% | 22.8% | 8.0% |
| 7 | 39.9% | 20.1% | 23.6% | 16.4% |
| 8 | 44.4% | 21.4% | 22.7% | 11.5% |

Participants' Recommendations After Round 3

Tables 7 and 8 show participants' recommendations from Round 3 of the Bookmark Procedure. When examining impact data, participants were instructed to think about the expected proportion of all North Carolina students in each achievement level for the grade at hand, and then consider the observed impact data.

Participants' individual recommendations from all rounds may be found in Section F of this report. During the workshop, participants were shown their recommendations in terms of OIB pages.

Table 7. Cut score recommendations from Round 3 of the standard setting

| Grade | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> |
|--------------|-----------------------|-----------------------|-----------------------|
| 3 | 538 | 541 | 549 |
| 4 | 541 | 544 | 553 |
| 5 | 547 | 552 | 558 |
| 6 | 551 | 556 | 565 |
| 7 | 550 | 556 | 563 |
| 8 | 555 | 561 | 569 |

Table 8. Associated impact data from Round 3 of the standard setting

| Grade | <i>Not Proficient</i> | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> |
|--------------|------------------------------|-----------------------|-----------------------|-----------------------|
| 3 | 49.7% | 9.4% | 24.9% | 16.0% |
| 4 | 44.8% | 10.0% | 29.9% | 15.2% |
| 5 | 47.0% | 17.0% | 19.5% | 16.4% |
| 6 | 51.4% | 17.8% | 22.8% | 8.0% |
| 7 | 39.9% | 20.1% | 23.6% | 16.4% |
| 8 | 44.4% | 21.4% | 22.7% | 11.5% |

Across-Grade Articulation Discussion

Throughout the standard setting process, participants were informed they would have an opportunity at the end of the workshop to consider the across-grade articulation of the achievement standards. Participants were told that achievement standards were well-articulated when the impact data associated with a set of cut scores formed a reasonable, explainable pattern across grades.

The nine table leaders from the EOG reading groups convened to review the across-grade articulation of the cut score recommendations one last time. As part of a wide-ranging discussion, the table leaders noted several trends:

- *Acknowledgement of the impact of COVID-19.* The table leaders all acknowledged that COVID-19 had an impact on their school systems. However, the table leaders speculated that the impact of COVID-19 may have been experienced very differently in different school systems (e.g., impacting participation rates in different ways in different systems). The panel did not expect the results from 2021 to look similar to the 2019 results because of COVID-19.
- *General satisfaction with the recommendations.* The table leaders noted that they had gone through an elaborate process to recommend content-based achievement standards for the tests, and they were generally satisfied with the recommendations.

Working in front of the committee of table leaders, DRC examined the cut score recommendations made by participants during the standard setting. Although participants saw feedback based on the median cut score recommendations for each round of the main standard setting process, participants recognized that there was a range of cut scores recommended for each cut score. (In fact, participants saw histograms showing their various bookmark placements after each round of the Bookmark Procedure.) During the articulation discussion, table leaders were instructed that cut scores adopted within these ranges can be considered as reflecting the voice of the standard setting committee.

At the end of the articulation discussion, DRC asked the table leaders if they had any further adjustments to the recommended cut scores to improve the across-grade articulation. Afterwards, DRC and NCDPI thanked the table leaders for their time and expertise. DRC reminded the table leaders that

staff from NCDPI will review their cut score recommendations and present a final recommendation within the range of panelist acceptable cuts to the SBE for adoption.

After the articulation discussion, the nine table leaders all completed an evaluation of the discussion. (The full results are included in Section I of this report.) Notably, nearly all table leaders indicated that they felt the ranges of cut scores recommended by the committees were “about right,” and the table leaders gave their assent to the cut scores going forward to NCDPI for consideration.

After the Standard Setting

After the standard setting, NCDPI and DRC staff reviewed the recommendations from the standard setting participants, including the table leaders’ across-grade articulation discussion. To do so, NCDPI used data from each round of the Bookmark Procedure and from the articulation discussion to interpret the recommendations of the standard setting committee throughout the process.

After the standard setting for EOG Reading, participants’ judgments were reviewed. During this final evaluation and articulation process, interquartile range of recommended cut scores for each grade was considered, along with the impact data associated with student’s performance in 2021, participation rates and historical trends from previous edition of the EOG tests.

After deliberation, the upper quartile (75th percentile) recommended cut scores with a variable ± 1.0 standard error adjustment were adopted as the final recommendation for all grades. The final, adjusted cut scores are shown in Table 9.

During the Bookmark Procedure, it is common to show participants *impact data* between Rounds 2 and 3. However, the impact data presented for EOG reading may not have been a reliable estimate of expected student performance due to the significant impact COVID-19 had on the 2020–21 school year. During workshop discussions, participants noted they would expect students to perform worse in spring 2021 than might ordinarily be expected. Indeed, in the post-workshop survey, 82% of respondents said that “if it wasn’t for the COVID-19 related disruption, student performance probably would have been” better or much better “than what the committee saw in the impact at the end of the process.” Nevertheless, the impact data associated with participants’ median Round 3 recommendations was associated with a net gain percentage of students classified as *Level 3* and above on the tests. This inconsistency supported the decision to only consider the interquartile range of cut score recommendations from Rounds 1 and 2 during the final review of participants recommended cuts for EOG reading 3–8.

To mitigate the potential effect of showing impact data after Round 2, DRC with collaboration from NCDPI used participants’ Round 2 recommendations. Specifically, the 75th percentile of participants’ Round 2 recommendations was used as the baseline recommended cut scores. By using Round 2 recommendations, the final cut scores relied on educators’ content-based judgments before they were presented with impact data.

During final articulation using the 75th percentile, some statistical adjustments were made to account for two sources of variability or statistical error (i.e., measurement error and variability in participants

cut scores recommendations). For each cut score, a combined standard error value was identified by combining orthogonally these two sources of error. A confidence interval of plus or minus one combined standard error value ($\pm 1 SE_{\text{combined}}$) was then placed around each cut score. (Typically, these values were worth 2–3 scale score points.)

The final articulated recommended cut scores shown in Table 9 reflect adjustment to the 75th percentile cut scores for each achievement level within the estimated confidence interval range after accounting for errors associated with the scale and participants' ratings.

By making these adjustments, the cut scores still reflected the voice of the standard setting committee; were content-based; and the final set of cut scores reflected the performance expectations of the state and of standard setting panelists.

Table 9. Final, approved cut scores and associated impact data for the North Carolina EOG reading assessments

| Grade | Recommended Cut Scores | | | Percent of Students in Each Achievement Level Based on Cut Scores | | | |
|----------|------------------------|----------------|----------------|---|----------------|----------------|----------------|
| | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> | <i>Not Proficient</i> | <i>Level 3</i> | <i>Level 4</i> | <i>Level 5</i> |
| 3 | 540 | 546 | 551 | 56.0% | 18.7% | 15.2% | 10.1% |
| 4 | 544 | 548 | 556 | 54.9% | 14.1% | 22.5% | 8.5% |
| 5 | 550 | 554 | 560 | 57.6% | 13.4% | 18.0% | 11.0% |
| 6 | 552 | 558 | 567 | 54.6% | 21.6% | 18.3% | 5.5% |
| 7 | 554 | 559 | 566 | 53.2% | 18.6% | 17.6% | 10.5% |
| 8 | 557 | 563 | 572 | 51.7% | 20.7% | 21.7% | 5.9% |

On August 4, 2021, the North Carolina State Board of Education considered the cut score recommendations shown in Table 9. After deliberation, the SBE approved the cut scores for the current edition of EOG reading on August 5, 2021.

Evidence of Procedural Validity

The standard setting was conducted using a diverse, well-trained committee, and was perceived as valid by participants. This section supports these claims.

Committee Diversity

As part of the pre-session workshop survey, participants were asked about their backgrounds. The self-reported demographic characteristics of the participants are documented in this section. All 38 participants responded to a request on the first day of the workshop to share background and demographic information.

Participants were asked to report their gender, race, and ethnicity. As shown in Table 10, 89% of the participants were female; and Table 11 shows 63% of participants were white.

Participants were asked to report their years of experience in education and their current position. As shown in Table 12, approximately 11% of participants indicated they had taught for over 25 years and approximately 45% reported they had worked for 16 years or longer in education. Table 13 shows that 58% of participants were currently general education teachers, 21% were curriculum staff, 11% taught special education, and 11% held other roles (e.g., teacher of English language learners).

In Tables 10 through 13, the percentages may not sum to 100% due to rounding and due to individual participants omitting their responses to certain questions. The full results of the participant pre-session survey, including participants' self-reported demographic and background information, may be found in Section I of this report.

Table 10. Participants' self-reported gender

| N | Female | Male |
|----|--------|------|
| 38 | 34 | 4 |

Table 11. Participants' self-reported race and ethnicity

| N | White | Black | Hispanic (any race) | Asian | Decline to State |
|----|-------|-------|------------------------|-------|---------------------|
| 38 | 24 | 12 | 2 | 1 | 1 |

Table 12. Participants' self-reported years in education

| N | < 5 | 5–10 | 11–15 | 16–20 | 21–25 | > 25 |
|----|-----|------|-------|-------|-------|------|
| 38 | 4 | 9 | 8 | 8 | 5 | 4 |

Table 13. Participants' self-reported current position

| N | General Education Teacher | Special Education Teacher | ELL Teacher | Curriculum Staff | District Assessment Staff | District-Level Administrator |
|----|---------------------------------|---------------------------------|----------------|---------------------|---------------------------------|---------------------------------|
| 38 | 22 | 4 | 1 | 8 | 2 | 1 |

Committee Training

During the standard setting workshop, it was clear to the facilitators that participants understood how to make judgments as part of the standard setting methodology (e.g., setting bookmarks). To confirm participants' knowledge of the methodology, they were given a short quiz, termed a *mid-process evaluation*, after training. The mid-process evaluation and detailed results are shown in Section D. Of the standard setting committee participants, all 38 submitted completed mid-process evaluations.

Participants answered items 1–5 on the mid-process evaluation correctly most of the time. This indicates that, on the whole, participants were well prepared to make judgments and that the training

was effective. To reinforce the concepts covered during training, the correct answers to the questions were covered at the end of the training session. During this review, special emphasis was paid to the third item, a question about the relationship between the bookmark and the concept of *mastery*. Results of the mid-process evaluation are shown in Table 14. All questions on the mid-process evaluation were scored dichotomously.

Table 14. Participants answering each item correctly on the training mid-process evaluation

| N | #1 | #2 | #3 | #4 | #5 |
|----|----|----|----|----|----|
| 38 | 38 | 34 | 23 | 38 | 36 |

Participants' Perceived Validity of the Workshop

Participants indicated their perceived validity of the workshop and their recommendations as part of the post-session workshop evaluation. Hambleton (2001) noted that evaluations are important evidence for establishing the validity of performance levels.

Satisfaction with Workshop and Recommendations

Generally, participants were satisfied with their recommendations and with the workshop as a whole. Table 15 shows participants' level of satisfaction with their recommendations. Particularly, participants understood the connection between the benchmarks and their cut score recommendations, and participants generally agreed that the final recommendations reflected the work of the standard setting committee.

Table 15. Participants' agreement with various statements on the post-session workshop evaluation regarding their satisfaction with the process and the final recommendations

| Statement | Strongly Disagree | Disagree | Agree | Strongly Agree | Agree + Strongly Agree |
|--|-------------------|----------|-------|----------------|------------------------|
| The achievement standards represent a reasonable profile of performance at each level. | 0 | 2 | 14 | 22 | 36 (95%) |
| The facilitator provided clear instructions. | 0 | 0 | 10 | 28 | 38 (100%) |
| The threshold students were useful during the process. | 0 | 1 | 15 | 22 | 37 (97%) |
| I believe this process will yield defensible cut scores. | 0 | 3 | 8 | 27 | 35 (92%) |
| My opinions were valued by my group. | 0 | 0 | 7 | 31 | 38 (100%) |
| Overall, I valued the workshop as a professional development experience. | 0 | 0 | 3 | 35 | 38 (100%) |

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C

Agenda



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Workshop Agenda

North Carolina End-of-Grade
Grades 3–8 Reading

Standard Setting Workshop
Raleigh, NC
July 14–16, 2020



Welcome to the North Carolina 2021 standard setting workshop! This agenda is for the participants in the End-of-Grade (EOG) reading groups. The North Carolina Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) 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 facilitator.

Wednesday, July 14

Welcome!

- 7:30–8:15 AM Participants Find Their Seats**
Participants follow postings and locate their designated breakout room. Participants sign into their DRC-assigned workstation, start the Pre-Workshop Survey, e-sign the confidentiality agreement, and meet their colleagues.
- 8:30 AM Opening Session**
DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.
- 9:00 AM Standard Setting Methodology**
DRC introduces participants to the Bookmark Standard Setting Procedure and shows how a cut score can be represented in an ordered item booklet (OIB) as a bookmark.
- 10:00 AM Break**
- 10:15 AM Study Content Standards and Range Achievement Level Descriptors (ALDs)**
On their own, participants study the content standards and the range ALDs.
- Participants read the grade 3, 5, or 7 reading content standards to review the knowledge and skills that students should learn in the course.
 - Then participants begin to consider the content-based expectations for students in each achievement level.

ALDs and Threshold Student for Grade 3, 5, or 7

10:30 AM Discuss the ALDs and Threshold Students for Grade 3, 5, or 7

In tables, participants discuss the content-based expectations for all three threshold students, starting with the threshold *Level 4* student.

- Each table should consider the knowledge, skills, and abilities expected of the *Level 4* threshold student; that is, a student who is just entering *Level 4*.
- The table should create a brief, bulleted list that describes the skills expected of the threshold *Level 4* student.
- Participants should then continue by discussing the content-based expectations of the threshold *Level 5* student and the threshold *Level 3* student.
- To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.

11:00 AM Discuss the Grade 3, 5, or 7 Threshold Students as a Group

The facilitator asks each table to share their threshold student descriptions, starting with threshold *Level 4* and continuing with threshold *Level 5* and *Level 3*.

- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
- Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the three threshold students.

11:30 AM Examine the Student Test for Grade 3, 5, or 7

Participants examine the test items from the student's perspective.

- Participants should briefly review these items to get a general sense of what is measured by the test and how it is measured.
- Participants should make notes on their item maps.

Noon Lunch

The group breaks for 30 minutes.

12:30 PM Begin Study the Ordered Item Booklet (OIB) for Grade 3, 5, or 7

The facilitator introduces this task by inviting participants to find the item map in their secure materials. The facilitator leads the group in a review of each column on the item map. Participants then examine the items in the OIB.

- Each participant should briefly examine the items in the OIB, as ordered by students' performance on the test.
- All participants are encouraged to take notes on the item map, focusing on the knowledge and skills measured by each item.
- Facilitators remind participants to use the *Ideas & Comments* section of the Hub, as needed, to record comments and suggestions about the test items.

- 2:30 PM** **Break**
- 2:45 PM** **Complete Study of the Ordered Item Booklet (OIB) for Grade 3, 5, or 7**
Participants complete their study of the OIB.
- If they finish early, participants may review the items in the OIB and consider how the three threshold students might perform on them.
 - Participants are asked *not* to discuss their potential bookmark placements with their colleagues during this time.
- 3:30 PM** **Bookmark Placement Orientation**
DRC introduces bookmark placement, explaining and illustrating how bookmarks are placed and what bookmarks mean.
- DRC explains how participants make cut score recommendations by placing bookmarks in the OIB.
 - After the training, a brief evaluation is administered and discussed.
- 4:15 PM** **Round 1 Bookmark Placement for Grade 3, 5, or 7**
Facilitators direct all participants to place their Round 1 bookmarks.
- Bookmark placement is always an individual activity.
 - Participants mark their bookmark placements in the Kiosk on the Hub.
- 4:55 PM** **Secure Workstations**
Participants log-off of their workstations.
- 5:00 PM** **Dismissal**

- 7:30–8:15 AM** **Participants Find Their Seats**
Please be sure to use your designated workstation from the prior day.
- 8:30 AM** **Presentation of Feedback from Round 1 for Grade 3, 5, or 7**
The facilitator presents feedback from Round 1, including *benchmarks* based on the previous edition of the test.
- 8:45 AM** **Discuss Round 1 as a Table for Grade 3, 5, or 7**
In their tables, participants discuss their bookmark placements for each cut score.
- The table leader should lead the discussion at each table.
 - Starting with *Level 4*, participants should share where they placed their bookmark, and why they placed it there. Participants should refer to the items in the OIB, the ALDs, and the threshold student descriptions.
 - The table should start with the participant with the lowest bookmark, and then progress upward to the participant with the highest bookmark.
 - After *Level 4*, the discussion should continue with *Level 5* and *Level 3*.
- 9:30 AM** **Round 2 Bookmark Placement for Grade 3, 5, or 7**
Facilitators direct all participants to place their Round 2 bookmarks.
- Bookmark placement is always an individual activity.
 - Participants mark their bookmark placements in the Kiosk on the Hub.
- 10:00 AM** **Break**
- 10:15 AM** **Discuss Round 2 as a Group for Grade 3, 5, or 7**
The facilitator presents a summary of the Round 2 judgments to the entire group. Afterwards, the facilitator leads a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 1.
- 11:15 AM** **Round 3 Bookmark Placement for Grade 3, 5, or 7**
Facilitators direct all participants to place their Round 3 bookmarks.
- Bookmark placement is always an individual activity.
 - Participants mark their bookmark placements in the Kiosk on the Hub.

ALDs and Threshold Student for Grade 4, 6, or 8

- 11:45 AM** **Study Content Standards and Range Achievement Level Descriptors (ALDs)**
On their own, participants study the Reading Grade 4, 6, or 8 content standards and the range ALDs.
- Participants read the content standards to review the knowledge and skills that students should learn in the course.
 - Then participants begin to consider the content-based expectations for students in each achievement level.
- Noon** **Lunch**
The group breaks for 30 minutes.
- 12:30 PM** **Discuss the ALDs and Threshold Student for Grade 4, 6, or 8**
In tables, participants discuss the content-based expectations for all three threshold students, starting with the threshold *Level 4* student.
- Each table should consider the knowledge, skills, and abilities expected of the *Level 3* threshold student; that is, a student who is just entering *Level 4*.
 - The table should create a brief, bulleted list that describes the skills expected of the threshold *Level 4* student.
 - Participants should then continue by discussing the content-based expectations of the threshold *Level 5* student and the threshold *Level 3* student.
 - To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.
- 1:00 PM** **Discuss the Grade 4, 6, or 8 Threshold Student as a Group**
The facilitator asks each table to share their threshold student descriptions, starting with threshold *Level 4* and continuing with threshold *Level 5* and *Level 3*.
- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
 - Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the three threshold students.
- 1:30 PM** **Examine Items from the Student Test for Grade 4, 6, or 8**
Participants examine the test items from the student's perspective.
- Participants should briefly review these items to get a general sense of what is measured by the test and how it is measured.
 - Facilitators remind participants to use the *Ideas & Comments* section of the Hub, as needed, to record comments and suggestions about the test items.

2:00 PM **Break**

2:15 PM **Study the Ordered Item Booklet (OIB) for Grade 4, 6, or 8**

The facilitator introduces this task by inviting participants to find the item map in their secure materials. The facilitator leads the group in a review of each column on the item map. Participants then examine the items in the OIB.

- Each participant should briefly examine the items in the OIB, as ordered by students' performance on the test.
- All participants are encouraged to take notes on the item map, focusing on the knowledge and skills measured by each item.
- Facilitators remind participants to use the *Ideas & Comments* section of the Hub, as needed, to record comments and suggestions about the test items.

4:30 PM **Round 1 Bookmark Placement for Grade 4, 6, or 8**

Facilitators direct all participants to place their Round 1 bookmarks.

- Bookmark placement is always an individual activity.
- Participants mark their bookmark placements in the Kiosk on the Hub.

4:55 PM **Secure Workstations**

Participants log-off of their workstations.

5:00 PM **Dismissal**

- 7:30–8:15 AM** **Participants Find Their Seats**
Please be sure to use your designated workstation from the prior day.
- 8:30 AM** **Presentation of Feedback from Round 1 for Grade 4, 6, or 8**
The facilitator presents feedback from Round 1, including *benchmarks* based on the previous edition of the test.
- 8:45 AM** **Discuss Round 1 as a Table for Grade 4, 6, or 8**
In their tables, participants discuss their bookmark placements for each cut score.
- The table leader should lead the discussion at each table.
 - Starting with *Level 4*, participants should share where they placed their bookmark, and why they placed it there. Participants should refer to the items in the OIB, the ALDs, and the threshold student descriptions.
 - The table should start with the participant with the lowest bookmark, and then progress upward to the participant with the highest bookmark.
 - After *Level 4*, the discussion should continue with *Level 5* and *Level 3*.
- 9:45 AM** **Round 2 Bookmark Placement for Grade 4, 6, or 8**
Facilitators direct all participants to place their Round 2 bookmarks.
- Bookmark placement is always an individual activity.
 - Participants mark their bookmark placements in the Kiosk on the Hub.
- 10:15 AM** **Break**
- 10:30 AM** **Discuss Round 2 as a Group for Grade 4, 6, or 8**
The facilitator presents a summary of the Round 2 judgments to the entire group. Afterwards, the facilitator leads a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 1.
- 11:30 AM** **Round 3 Bookmark Placement for Grade 4, 6, or 8**
Facilitators direct all participants to place their Round 3 bookmarks.
- Bookmark placement is always an individual activity.
 - Participants mark their bookmark placements in the Kiosk on the Hub.
- Noon** **Lunch**
The group breaks for 30 minutes.

12:30 PM Presentation of Recommendations

The facilitator presents a summary of the recommendations from all grades. Participants are encouraged to consider whether the recommendations form a clear, explainable pattern across grades.

- Participants are encouraged to share their thoughts about the recommendations with their table leaders.
- Table leaders should take notes about their participants' views for use during the across-grade discussion.

2:00 PM Workshop Evaluation and Dismissal for Most Participants

Each participant completes an evaluation of the standard setting.

- Afterwards, table leaders remain in their seats for the across-grade discussion.
- All other participants are dismissed with the thanks of DPI and DRC.

2:15 PM Across-Grade Discussion for Table Leaders

In a general session, the table leaders from each group discuss their groups' recommendations and the consistency across grades. If needed, the table leaders recommend adjustments to their recommendations to improve across-grade consistency (*articulation*).

4:50 PM Articulation Evaluation for Table Leaders

Each table leader completes an evaluation of the across-grade discussion.

5:00 PM Dismissal for Table Leaders

- Table leaders are dismissed with the thanks of DPI and DRC.

Agenda at a Glance

North Carolina Reading Standard Setting



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Wednesday, July 14

| | |
|--------------|--|
| 7:30–8:15 AM | Participants Find Their Seats |
| 8:30 AM | Opening Session |
| 9:00 AM | Standard Setting Methodology |
| 10:00 AM | Break |
| 10:15 AM | Study Content Standards and Range Achievement Level Descriptors (ALDs) |
| 10:30 AM | Discuss the ALDs and Threshold Students for Grade 3, 5, or 7 |
| 11:00 AM | Discuss the Grade 3, 5, or 7 Threshold Students as a Group |
| 11:30 AM | Examine the Student Test for Grade 3, 5, or 7 |
| Noon | Lunch |
| 12:30 PM | Begin Study the Ordered Item Booklet (OIB) for Grade 3, 5, or 7 |
| 2:30 PM | Break |
| 2:45 PM | Complete Study of the Ordered Item Booklet (OIB) for Grade 3, 5, or 7 |
| 3:30 PM | Bookmark Placement Orientation |
| 4:15 PM | Round 1 Bookmark Placement for Grade 3, 5, or 7 |
| 4:55 PM | Secure Workstations |
| 5:00 PM | Dismissal |

Thursday, July 15

| | |
|--------------|--|
| 7:30–8:15 AM | Participants Find Their Seats |
| 8:30 AM | Presentation of Feedback from Round 1 for Grade 3, 5, or 7 |
| 8:45 AM | Discuss Round 1 as a Table for Grade 3, 5, or 7 |
| 9:30 AM | Round 2 Bookmark Placement for Grade 3, 5, or 7 |
| 10:00 AM | Break |
| 10:15 AM | Discuss Round 2 as a Group for Grade 3, 5, or 7 |
| 11:15 AM | Round 3 Bookmark Placement for Grade 3, 5, or 7 |
| 11:45 AM | Study Content Standards and Range Achievement Level Descriptors (ALDs) |
| Noon | Lunch |
| 12:30 PM | Discuss the ALDs and Threshold Student for Grade 4, 6, or 8 |
| 1:00 PM | Discuss the Grade 4, 6, or 8 Threshold Student as a Group |
| 1:30 PM | Examine Items from the Student Test for Grade 4, 6, or 8 |
| 2:00 PM | Break |
| 2:15 PM | Study the Ordered Item Booklet (OIB) for Grade 4, 6, or 8 |
| 4:30 PM | Round 1 Bookmark Placement for Grade 4, 6, or 8 |
| 4:55 PM | Secure Workstations |
| 5:00 PM | Dismissal |

Friday, July 16

| | |
|--------------|--|
| 7:30–8:15 AM | Participants Find Their Seats |
| 8:30 AM | Presentation of Feedback from Round 1 for Grade 4, 6, or 8 |
| 8:45 AM | Discuss Round 1 as a Table for Grade 4, 6, or 8 |
| 9:45 AM | Round 2 Bookmark Placement for Grade 4, 6, or 8 |
| 10:15 AM | Break |
| 10:30 AM | Discuss Round 2 as a Group for Grade 4, 6, or 8 |
| 11:30 AM | Round 3 Bookmark Placement for Grade 4, 6, or 8 |
| Noon | Lunch |
| 12:30 PM | Presentation of Recommendations |
| 2:00 PM | Workshop Evaluation and Dismissal for Most Participants |
| 2:15 PM | Across-Grade Discussion for Table Leaders |
| 4:50 PM | Articulation Evaluation for Table Leaders |
| 5:00 PM | Dismissal for Table Leaders |

D

Training Presentation and Materials



North Carolina End-of-Grade Standard Setting

Reading Grades 3–8
Bookmark Training Session
July 14, 2021

1



Training Session

Rick Mercado
Director, Research
Data Recognition Corporation

2

Workshop Goal



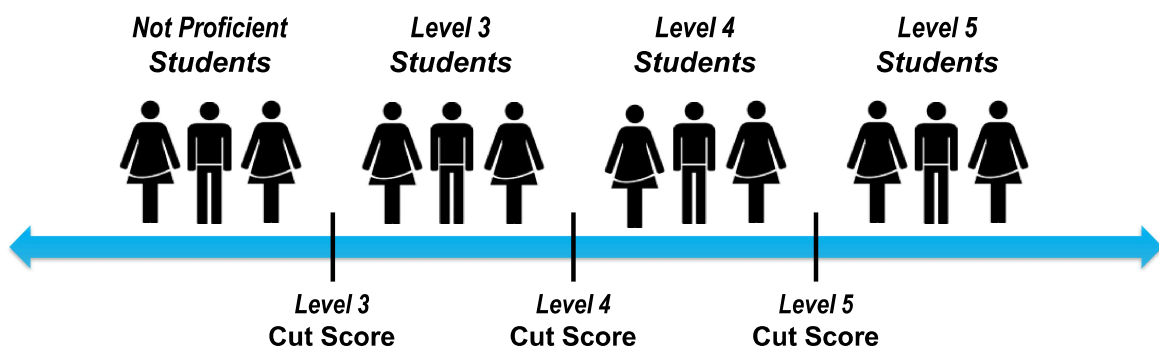
- To recommend cut scores that categorize students into one of four achievement levels:
 - *Not Proficient*
 - *Level 3*
 - *Level 4*
 - *Level 5*

3

Cut Scores & Achievement Levels



- Three cut scores classify students into four achievement levels.

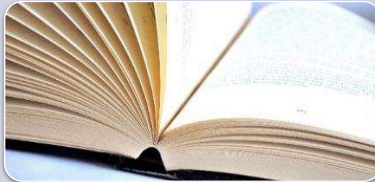


4

Bookmark Procedure



**Item-centered
method**



**Content-based
decisions**



Iterative process

5

Process Overview



Today

- Discuss the threshold students for grade 3, grade 5, or grade 7
- Study the ordered item booklet
- **Round 1:** Make cut score recommendations on your own

Tomorrow and Friday

- **Round 1:** Make cut score recommendations on your own
- Discuss recommendations with your table
- **Round 2:** Make cut score recommendations on your own
- Discuss your recommendations with your group
- **Round 3:** Make cut score recommendations on your own
- Repeat the process for grades 4, 6, and 8
- Review the group's recommendations
- Evaluate the workshop

6

Achievement Level Descriptors (ALDs)



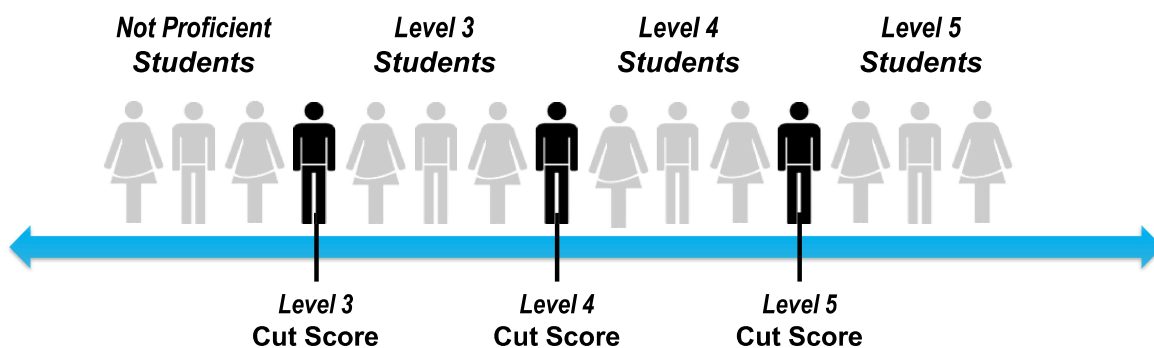
- ALDs describe the knowledge, skills, and abilities expected of students in each achievement level.
 - They are linked to the content standards.
 - ALDs describe students in the middle of each level, not on the *thresholds*.

7

ALDs and Achievement Levels



- ALDs describe the student in the middle of each achievement level.

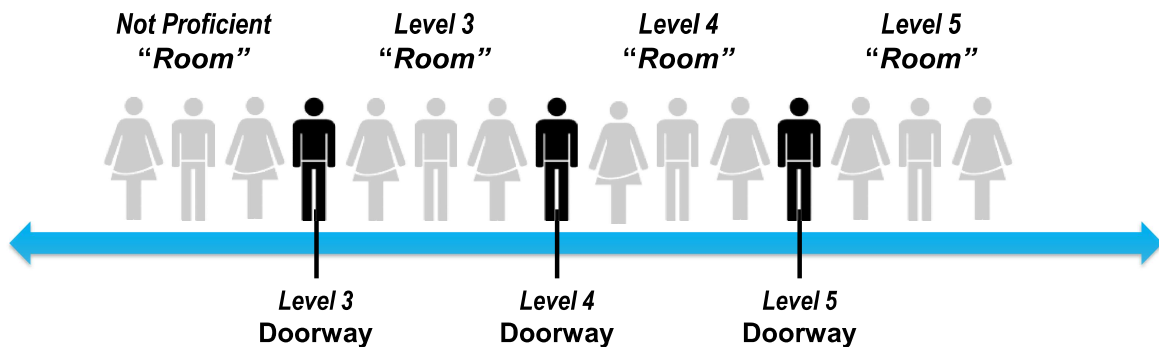


8

Rooms and Doorways



- Imagine that you could watch as a student gained knowledge and skills along the test scale.
 - He or she might pass through a series of “rooms.”

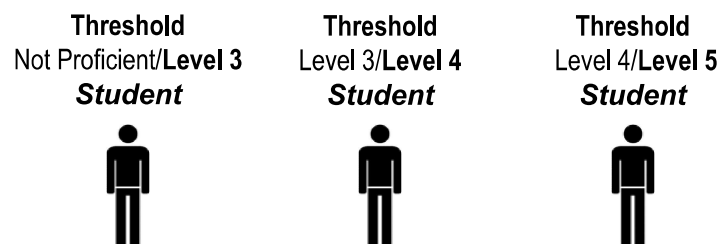


9

Three Threshold Students



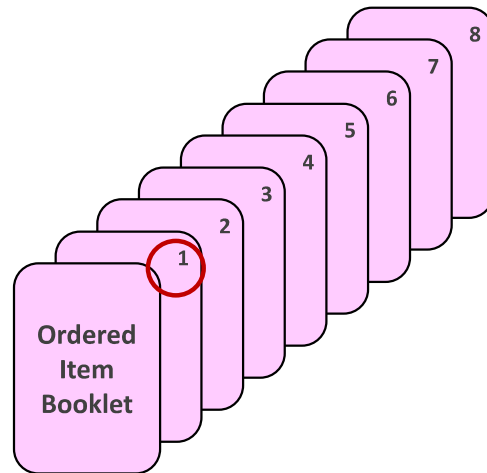
- Threshold students are those just barely leaving one level and entering the next level.
 - The ALDs do *not* describe these students directly.
 - There are three threshold students.



10

Ordered Item Booklet (OIB)

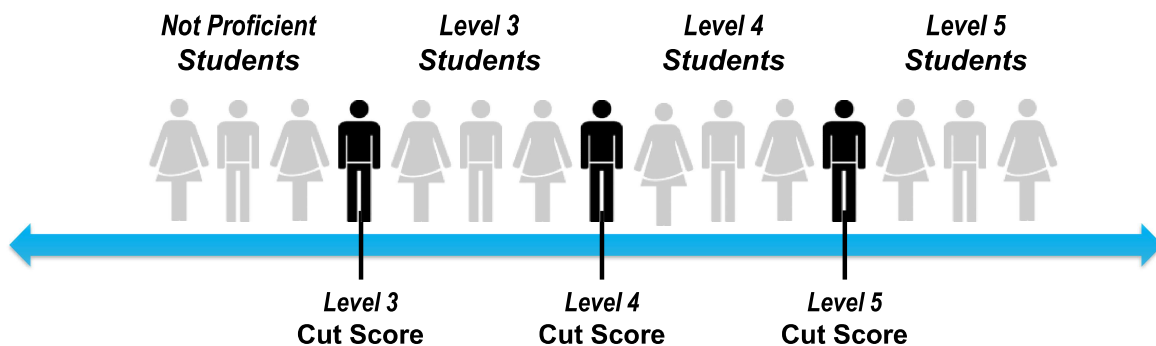
- The OIB comprises items from the spring test.
 - One item per page
 - Easiest item first
 - Hardest item last
 - Items ascend in difficulty as based on student performance



11

Three Threshold Students

- Bookmark judgments and cut scores are linked to the student *just* in each level.

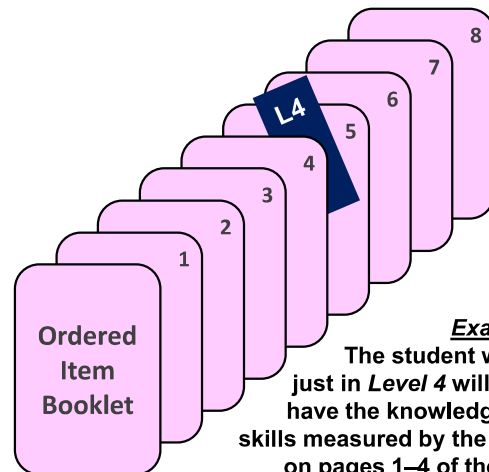


12

Threshold Students and the OIB



- You will consider the three threshold students.
- You will make statements in the OIB using *bookmarks*.
- These bookmarks are linked to cut score recommendations.



Example:
The student who is just in *Level 4* will likely have the knowledge and skills measured by the items on pages 1–4 of the OIB.

13

Three Rounds



Round 1

Study OIB and make your own bookmark judgments

Discuss your ratings with your tablemates

Round 2

On your own, make your own bookmark judgments

See feedback and discuss your ratings with your group

Round 3

On your own, make your own bookmark judgments

Then review recommended cut scores

14

Roles and Responsibilities



- You will recommend achievement standards to NCDPI.
- During the workshop, remember to:
 - Contribute to discussions at your table
 - Participate in group-wide discussions
 - Place your bookmarks independently
 - Ask a member of staff any questions
 - Use workshop materials only in meeting rooms
 - Keep workshop conversations confidential

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Workshop Security

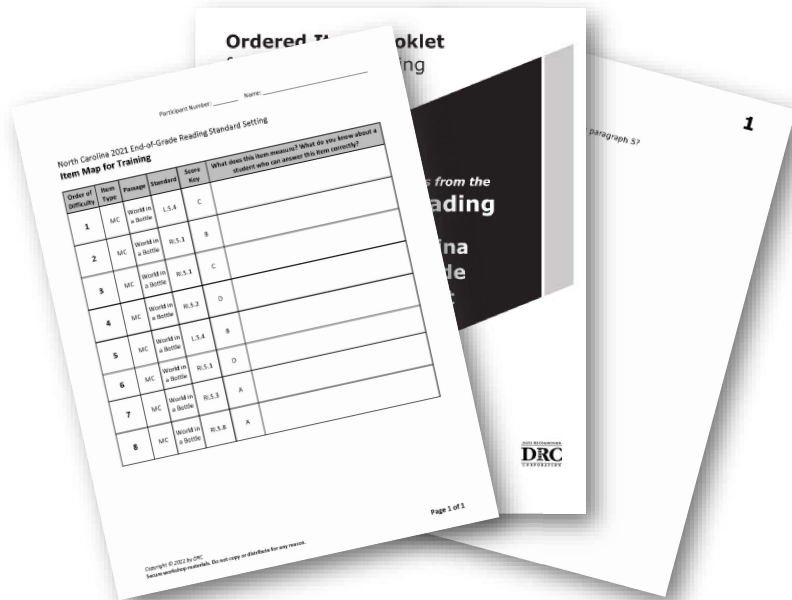


- Always leave the workshop materials in the meeting rooms.
 - Feel free to make notes on your printed workshop materials. Your facilitator will collect all the materials at the end of the workshop.
- Do not share or discuss the contents of the materials outside your meeting room.
 - Do not access the electronic materials after the workshop.
- You are welcome to use your personal electronic devices when you are *away* from the meeting tables.

16

Training Materials

- Item map
- Training ordered item booklet (OIB)



17

Item Map

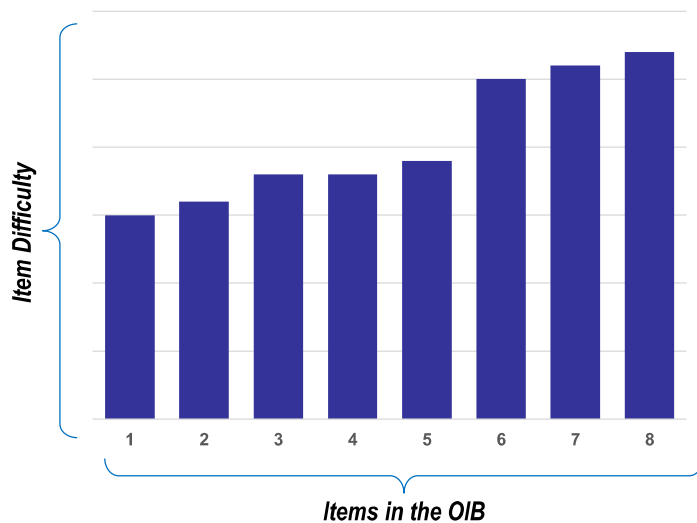
Participant Number: _____ Name: _____

North Carolina 2021 End-of-Grade Reading Standard Setting
Item Map for Training

| Order of Difficulty | Item Type | Passage | Standard | Score Key | What does this item measure? What do you know about a student who can answer this item correctly? |
|---------------------|-----------|-------------------|----------|-----------|---|
| 1 | MC | World in a Bottle | L.5.4 | C | |
| 2 | MC | World in a Bottle | RI.5.1 | B | |
| 3 | MC | World in a Bottle | RI.5.1 | C | |
| 4 | MC | World in a Bottle | RI.5.2 | D | |
| 5 | MC | World in a Bottle | L.5.4 | B | |

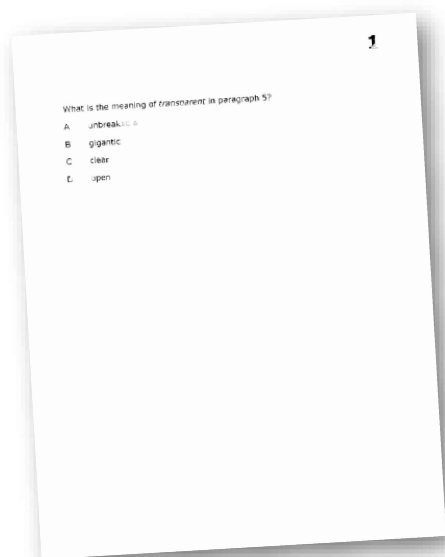
18

Illustration: Item Separation Chart



19

Examining an Item



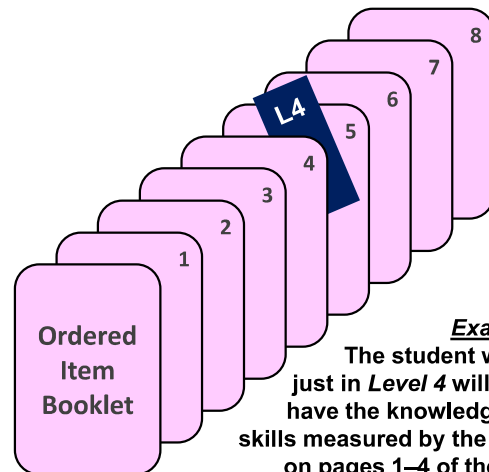
- Make a brief note to yourself about what the item measures.
 - What knowledge and skills does a student need to have in order to answer the item correctly?
 - If a student answers the item correctly, what do you know about the student?

20

Finding a Possible Bookmark Range



- You will consider the three threshold students.
- You will make statements in the OIB using *bookmarks*.
- These bookmarks are linked to cut score recommendations.



Example:
The student who is just in Level 4 will likely have the knowledge and skills measured by the items on pages 1–4 of the OIB.

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Possible Bookmark Range



- You will find a range of items where you could set your bookmark.
 - The possible bookmark range may be a couple of items wide, or may be more than that.
 - Do not get stuck on a single item.

22

Finding the Possible Bookmark Range

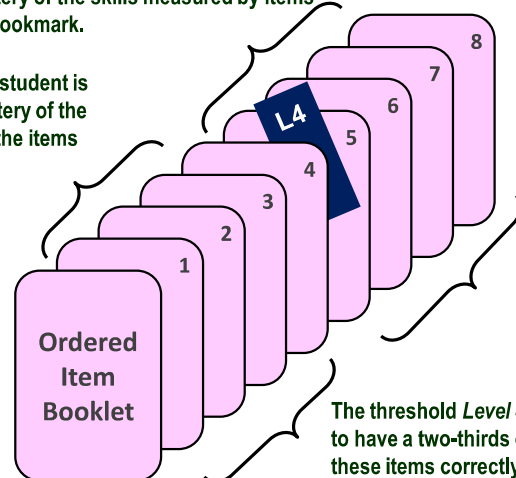


- Progress through the OIB until you reach an item that the threshold student would not have a two-thirds chance of answering correctly.
 - This is the start of your possible bookmark range.
- Keep going until you have reached the last item that a student would have a two-thirds chance of answering correctly.
 - The possible bookmark range ends after that page.

23

The threshold *Level 4* student is not expected to have mastery of the skills measured by items after the bookmark.

The threshold *Level 4* student is expected to have mastery of the content measured by the items before the bookmark.



Some students in *Level 4* may have some of the skills measured by items after the bookmark.

The threshold *Level 4* student is expected to have a two-thirds chance of answering these items correctly.

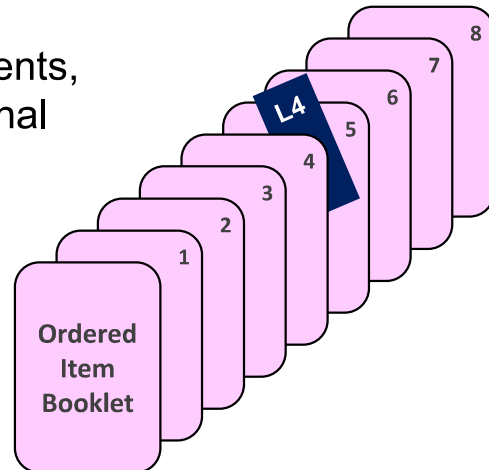


24

Recording Your Bookmark



- Place your bookmark within your possible bookmark range.
 - Use the ALDs, the threshold students, the test items, and your professional judgment as guides.
- Record the page number **after** your bookmark.



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Recording Bookmarks



- In the actual workshop, you will review the items (and complete your item map notes) on computer.
 - Materials are provided on a private website called the Hub.
- You will record your bookmarks in an online system.
 - You will place three bookmarks.
 - You'll also write a few words to help you remember why you placed your bookmarks where you did.

26

Pacing



- Some people will take longer than others to study the test items and place their Round 1 bookmarks.
 - Today, completing Round 1 is the last activity for the day. Please be considerate of others as you leave the workshop.
 - Tomorrow, before Round 2, please be considerate of others at your table and in the room.

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Practice Exercise

North Carolina EOG Reading Standard Setting
Bookmark Training Session
July 14, 2021

28

Consider the Threshold Student



- Review these policy ALDs for *Level 3* and *Level 4*.
 - Consider the student who is just barely in *Level 4*.
 - What knowledge, skills, and abilities would you expect of this threshold student?

| Level 3 | Level 4 |
|--|--|
| Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. |

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Study the Test Items



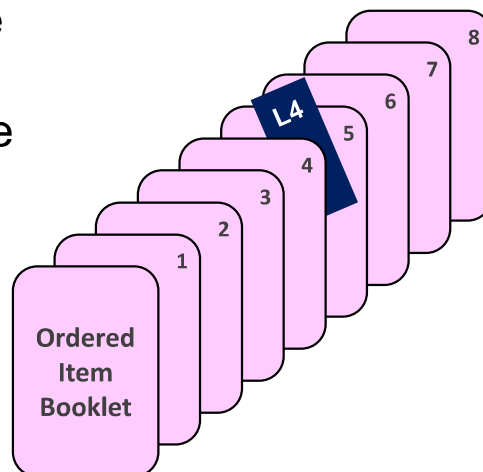
- For each question, ask yourself:
 - what does the item measure?
 - if a student can answer the item correctly, what do we know he or she can do?



30

Place Your Bookmark

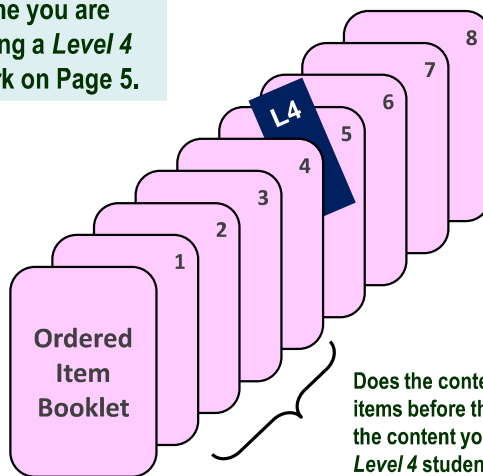
- Consider the *Level 4* threshold student.
- The student is expected to have at least a two-thirds chance of answering items correctly before the bookmark.
- The probability after the bookmark is less than two-thirds, but not zero.



31

Evaluating a Bookmark Holistically

Imagine you are evaluating a *Level 4* bookmark on Page 5.



Does the content measured by the items before the bookmark best match the content you expect of the just *Level 4* student?

32

Write a Rationale



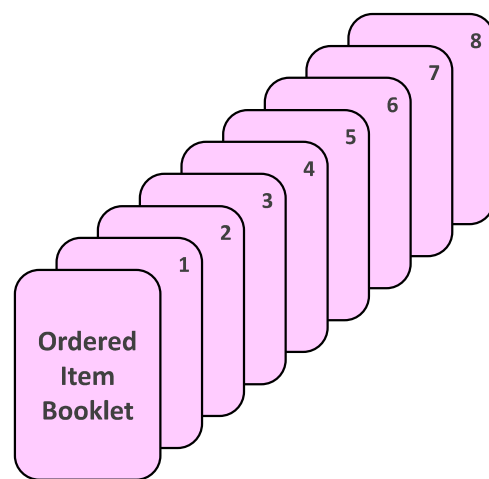
- Good rationales link the content of the items in front of the bookmark to the content-based expectations for the threshold student.
 - For example, “Students must determine the theme of a story using prominent details from the text, as expected of the threshold student.”
 - Or, “Students have to explain the relationships between characters using specific information from the text, as listed in ALDs.”
- Not-so-good rationales don’t make reference to the content of the items.
 - For example, “The first item with a poem is just after the bookmark.”

33

Make Your Bookmark Placements



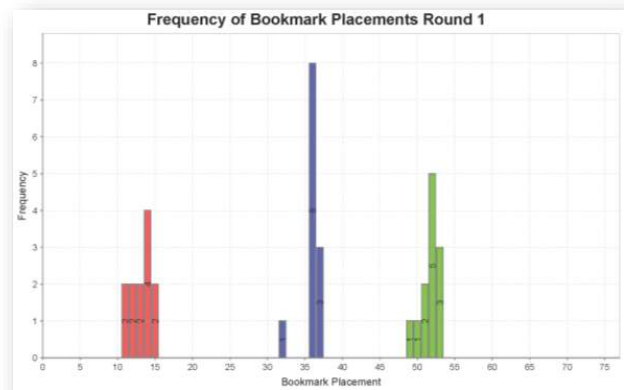
- Note your bookmark placement on your training item map.



34

After Round 1

- After Round 1, you will see:
 - the medians from the group's Round 1 bookmarks
 - a histogram of the recommended bookmarks
 - *benchmarks*, based on the existing cut scores
- The benchmarks are provided as contextual information for you to consider.



35

Benchmarks

- After Round 1, you will see benchmarks based on the existing cut scores for *Level 3 and Level 5*.
 - NCDPI does not expect these cut scores to change much (if at all) because the content standards are similar to those associated with the previous Edition of the test.
- You will *not* see a benchmark for *Level 4*.
 - NCDPI does not have a similar expectation for this cut score.
 - You should always use the content to guide your recommendations.

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Discussion of Round 1 Ratings



- In the actual workshop, you will discuss your Round 1 bookmarks at your table.
- Feel free to discuss:
 - Your bookmarks
 - Your possible bookmark ranges (and any overlaps)
- After discussion, you will have a second opportunity to make bookmark judgments.
 - You can change any, all, or none of your bookmarks.
 - Bookmark placement is always an individual activity.

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Suggestions for Discussions



- Practice active listening.
- Be open to changing your mind.
- Work to understand your colleagues' rationales for their bookmark placements.
- In a respectful manner, feel free to ask questions of your colleagues.
- Do not discuss your bookmarks until everyone at the table has placed theirs.
- Keep the contents of your discussions private.

38

After Round 2



- After Round 2, you will see:
 - the medians and histogram from the group's Round 2 bookmarks
 - *benchmarks*, based on the existing cut scores
 - *impact data*, the percent of students that would be classified in each achievement level if the Round 2 cut scores were implemented

39

Round 3



- After Round 2, you will discuss your bookmark placements *across tables*.
 - Again, you will share where you placed your bookmarks and why you placed them there.
- Then you will place your Round 3 bookmarks.
 - Bookmark placement is always an individual activity.

40

Repeat the Process



- After Round 3, you will see the impact data for your grade *plus* the other grades.
- Then you will repeat the process.
 - The group will likely pick up speed as it goes.

41

Reviewing the Recommendations



- After the Bookmark Procedure is complete for the final grade, your facilitator will show you a presentation of the Round 3 recommendations from all six tests.
 - You will be asked to look at the articulation of the achievement standards across grades.
 - You may wish to consider adjustments to your recommendations to improve the articulation across grades.
 - The table leaders will convene in a special session to look over the recommendations and, if needed, recommend adjustments to promote better across-grade articulation.

42

After the Workshop



- Your recommendations will be considered by NCDPI.
 - The recommendations from all groups will be considered by NCDPI and its advisors.

43

Workshop Structure

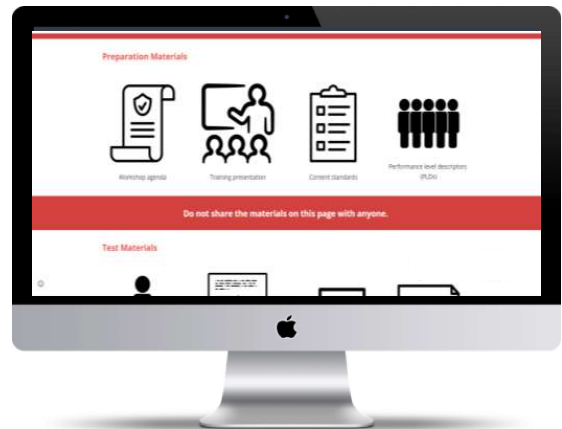


- Discuss threshold students
- Study OIB and make Round 1 ratings
- Discuss Round 1 at tables
- Make Round 2 ratings
- Discuss Round 2 as a group
- Make Round 3 ratings
- Repeat the process for remaining grades
- Review recommendations

44

Accessing Workshop Materials

- The Hub is a participants-only website that holds workshop materials.
 - Please do *not* share the Hub with anyone outside the workshop.
 - To access the Hub, use the shortcut on your desktop.
- You will use the Hub to access item maps, items, surveys, and more!



45

Housekeeping

- Throughout the workshop, please:
 - Keep a reasonable physical distance from your colleagues.
 - Participate actively in your group's discussions.
 - Do not use personal electronic devices at your table.
 - Do not remove workshop materials from the room.
 - Complete the Daily Check-in survey every morning.
 - Contact DRC if you feel unwell.

46

Questions



- Do you have any questions?
 - If questions come up later, ask your facilitator, or enter them in the Ideas & Comments section on the Hub.

47



Bookmark Refresher Training

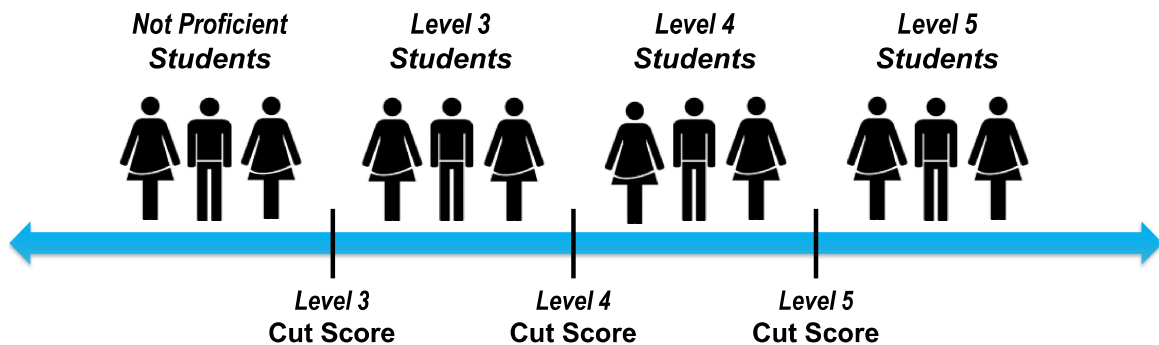
North Carolina EOG Reading Standard Setting
July 14, 2021

48

Cut Scores & Achievement Levels



- Three cut scores classify students into four achievement levels.

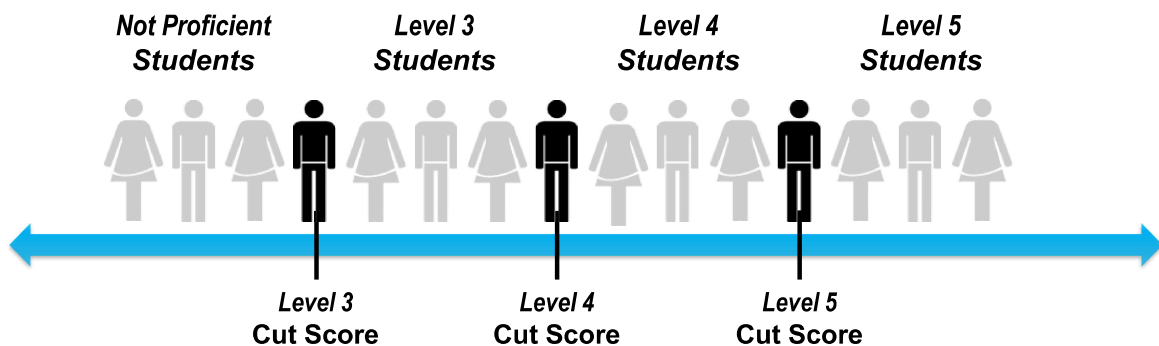


49

Three Threshold Students



- Bookmark judgments and cut scores are linked to the student *just* in each level.

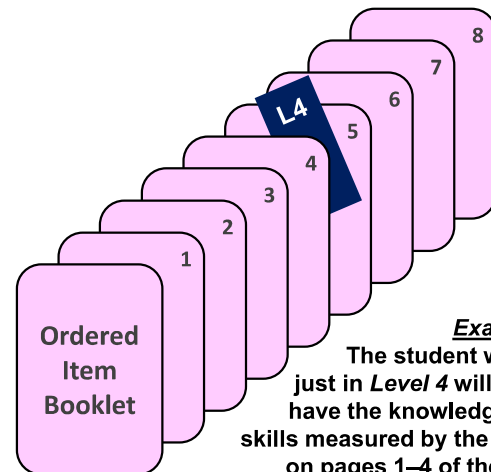


50

Threshold Students and the OIB



- You will consider the three threshold students.
- You will make statements in the OIB using *bookmarks*.
- These bookmarks are linked to cut score recommendations.



Example:
The student who is just in *Level 4* will likely have the knowledge and skills measured by the items on pages 1–4 of the OIB.

51

Possible Bookmark Range



- You will find a range of items where you could set your bookmark.
 - The possible bookmark range may be a couple of items wide, or may be more than that.
 - Do not get stuck on a single item.

52

Finding the Possible Bookmark Range

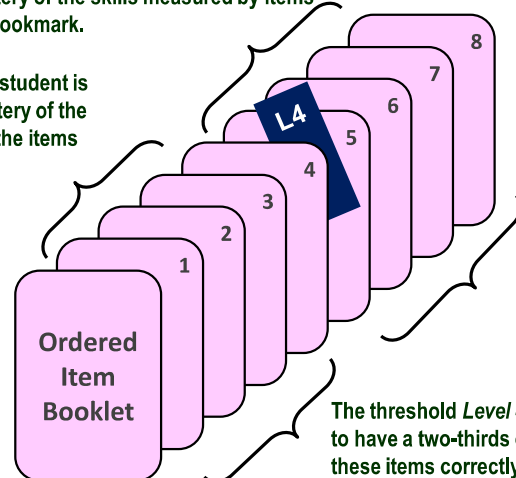


- Progress through the OIB until you reach an item that the threshold student would not have a two-thirds chance of answering correctly.
 - This is the start of your possible bookmark range.
- Keep going until you have reached the last item that a student would have a two-thirds chance of answering correctly.
 - The possible bookmark range ends after that page.

53

The threshold *Level 4* student is not expected to have mastery of the skills measured by items after the bookmark.

The threshold *Level 4* student is expected to have mastery of the content measured by the items before the bookmark.



Some students in *Level 4* may have some of the skills measured by items after the bookmark.

The threshold *Level 4* student is expected to have a two-thirds chance of answering these items correctly.

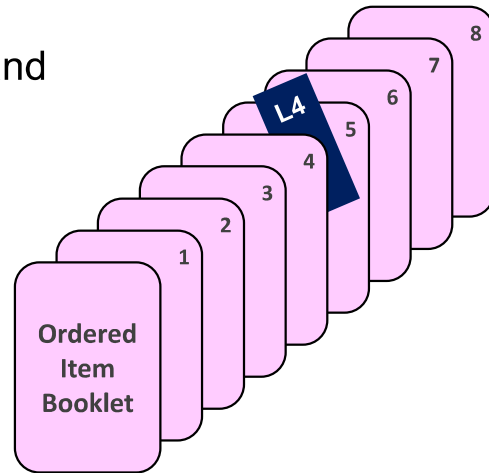


54

Recording Your Bookmark



- Place your bookmark within your possible bookmark range.
 - Use the ALDs, the benchmarks, and your professional judgment as guides.
- Record the page number **after** your bookmark.



55

Bookmark Kiosk



- Record your bookmarks on the Bookmark Kiosk.
 - The Kiosk is linked on the Hub.
 - You will place three bookmarks.
 - Write a few words to help you remember why you placed your bookmarks where you did.

56

Not “Number Correct”



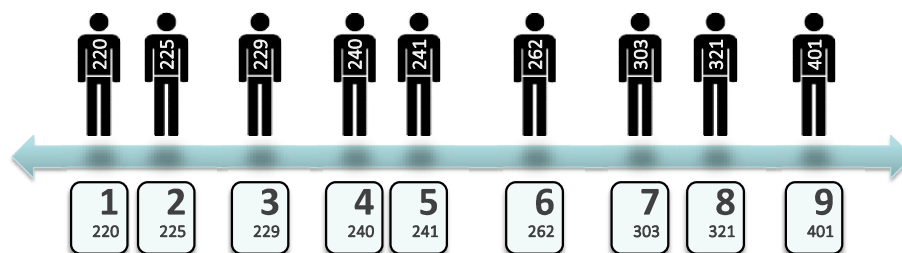
- Your bookmark placement does **not** correspond directly with the number of points a student needs to earn to be classified in an achievement level.
 - For example, if you place your *Level 4* bookmark on Page 10, this does *not* mean a student needs to get 10 points on the test to be in *Level 4*.
- Instead, your cut score recommendations are made on the test scale.

57

Test Scale



- Items are ordered by difficulty, easy to hard.
- Students are ordered by performance, low to high.

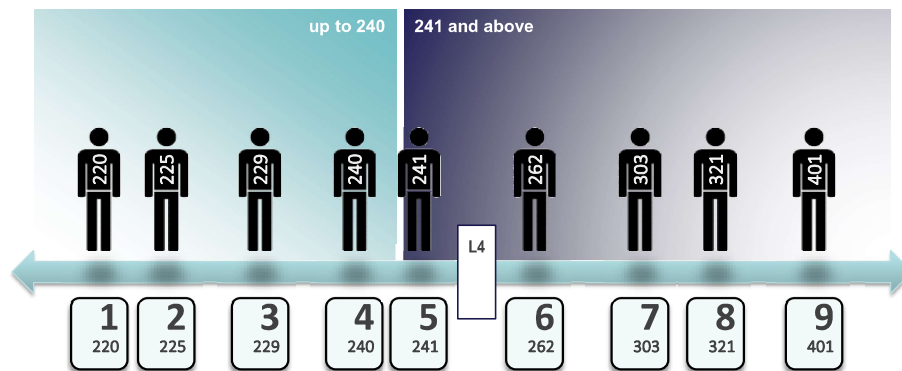


58

Cut Score



- The bookmark separates items.
- The cut score separates students.

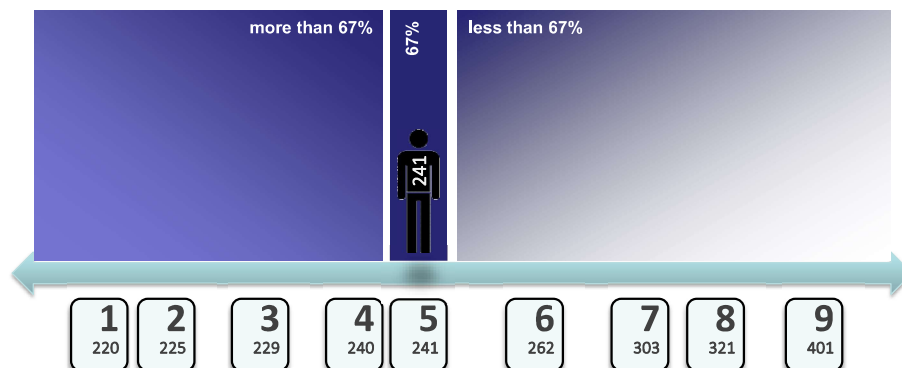


59

Threshold Student



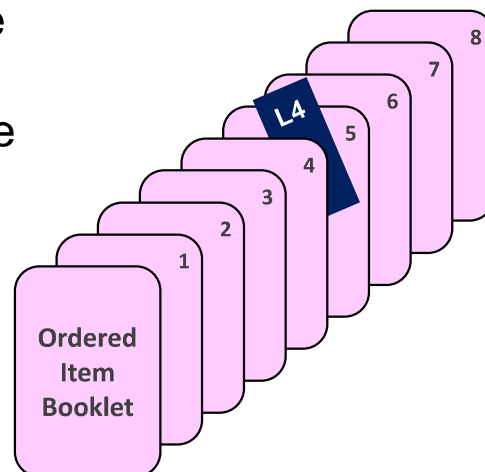
- The threshold student has a 67% chance of answering the item just before the bookmark.



60

Place Your Bookmark

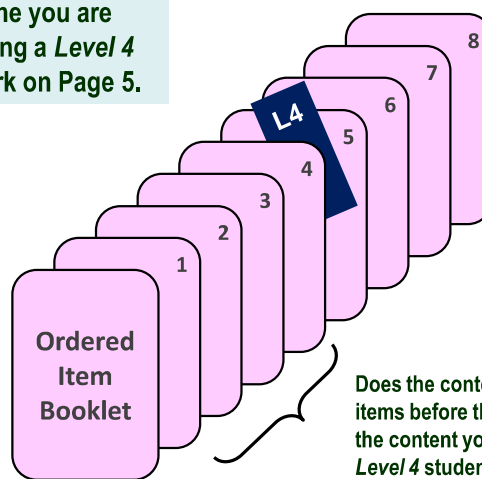
- Consider the *Level 4* threshold student.
- The student is expected to have at least a two-thirds chance of answering items correctly before the bookmark.
- The probability after the bookmark is less than two-thirds, but not zero.



61

Evaluating a Bookmark Holistically

Imagine you are evaluating a *Level 4* bookmark on Page 5.



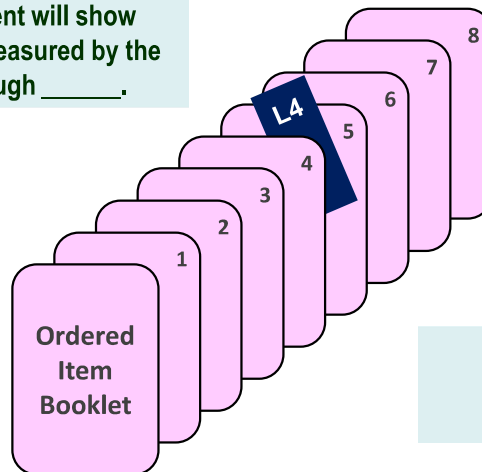
Does the content measured by the items before the bookmark best match the content you expect of the just *Level 4* student?

62

Bookmark on Page 5



If the *Level 4* bookmark is on Page 5, the threshold *Level 4* student will show mastery of the content measured by the items on Pages 1 through _____.



Item 2 is _____ than Item 7.

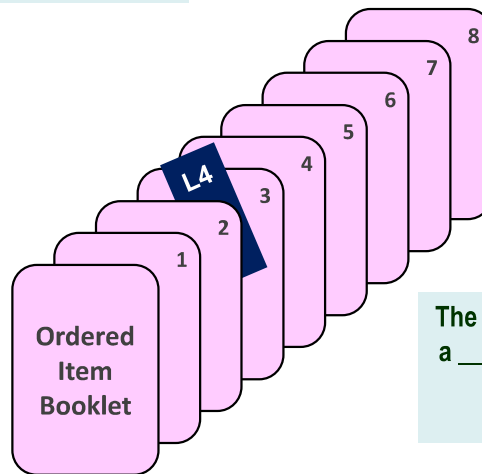
- a) Easier
- b) Harder

63

Bookmark on Page ____



This is a bookmark on Page ____.



The threshold *Level 4* student would have a _____ of answering Items 1–2 correctly.

- a) Two-thirds chance
- b) Nearly 100% chance

64

Write a Rationale



- Good rationales link the content of the items in front of the bookmark to the content-based expectations for the threshold student.
 - For example, “Students must determine the theme of a story using prominent details from the text, as expected of the threshold student.”
 - Or, “Students have to explain the relationships between characters using specific information from the text, as listed in ALDs.”
- Not-so-good rationales don’t make reference to the content of the items.
 - For example, “The first item with a poem is just after the bookmark.”

65

Rounds



- **Round 1:** Place bookmarks on your own
- **Round 2:** See feedback and benchmarks, discuss with your tablemates, place bookmarks on your own
- **Round 3:** See feedback and impact, discuss with the group, place bookmarks on your own

66

Mid-Process Evaluation



- Before we continue, let's complete the mid-process evaluation.



Mid-Process Evaluation for North Carolina End-of-Grade Reading

This section of the evaluation asks a few questions about bookmark placement, just to make sure everyone understands the process. Don't worry: you learned everything you needed to know during the training.

Try your best on the questions. You'll see the answers after you finish the evaluation.

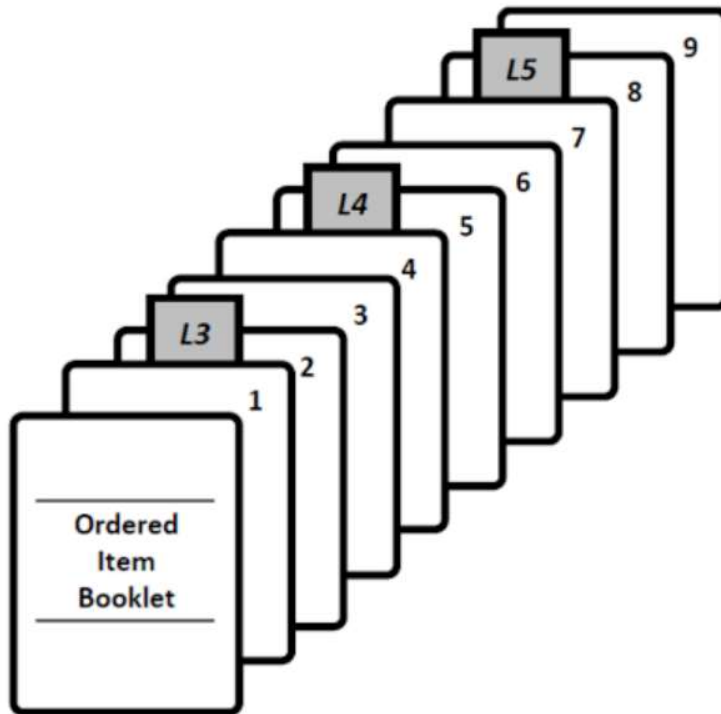
What is your full name? *

Your answer _____

Suppose the bookmarks were placed in a sample ordered item booklet (OIB) as follows:

| Cut Score | Bookmark on Page |
|----------------|------------------|
| <i>Level 3</i> | 2 |
| <i>Level 4</i> | 5 |
| <i>Level 5</i> | 8 |

Sample ordered item booklet (OIB)



A student at the threshold of Level 4 is expected to demonstrate mastery of which set of items? ^{*} 1 point

- ☐ 1 to 4
- ☐ 1 to 5
- ☐ 1 to 7

Imagine a student has mastery of the content in ONLY items 1 through 3 (and nothing else). In which performance level would this student be? *

1 point

Hint: Ask yourself what a student must know to be classified in Level 4.

- ☐ Level 3
- ☐ Level 4
- ☐ Level 5

If a student has mastery of the content in items 1 through 7, in which performance level is the student? *

1 point

- ☐ Level 3
- ☐ Level 4
- ☐ Level 5

Fill in the blank: For the Level 4 threshold student, the items before the Level 4 bookmark will be _____ than the items after the bookmark.

1 point

- ☐ easier to answer
- ☐ about the same difficulty
- ☐ harder to answer

What does a Level 5 bookmark placed on Page 8 represent?

1 point

- ☐ Students must have mastery of the content measured by the items on Pages 1-7 to be Level 5.
- ☐ Students must answer EVERY ONE of the items before Page 8 correctly (and miss none) to be Level 5.
- ☐ Students must have mastery of the content measured by the items on Pages 8-9 to be Level 5.

Next

Page 1 of 3

Clear form

About Your Experience So Far

For this section, think about your experiences with the opening training, the achievement level descriptors (ALDs), and this supplemental training.

Please consider the statements below and mark your level of agreement or disagreement you have with each. *

Strongly
Disagree

Disagree

Agree

Strongly Agree

The training provided a clear description of the workshop goals.

☐☐☐☐

The training session leader clearly explained the standard setting procedure.

☐☐☐☐

The training session leader clearly explained the materials used in the standard setting process.

☐☐☐☐

The training addressed many of my questions and concerns.

☐☐☐☐

The practice exercises were useful.

☐☐☐☐

The opening session provided a clear overview of the standard setting process.

☐☐☐☐

My role in the standard setting was well described.

☐☐☐☐

I feel prepared to complete the standard setting task.

☐☐☐☐

The achievement level descriptors (ALDs) are clear.

☐☐☐☐

Adequate information was provided regarding the ALDs.

☐☐☐☐

The ALDs communicate a reasonable profile of students' achievement at each level.

[Back](#)[Next](#)

Page 2 of 3

[Clear form](#)

Readiness

Before the committee begins Round 1, the facilitators want to make sure everyone feels reasonably comfortable with the process. In this section, indicate whether you are ready to proceed.

Are you ready to proceed with Round 1? *

- ☐ Yes, I am ready.
- ☐ Not yet: I have questions.

If not ready to proceed, please write your questions here. Questions will be addressed as a group.

Your answer

[Back](#)[Submit](#)

Page 3 of 3

[Clear form](#)

Mid-Process Evaluation

Legend: Correct: ■ Incorrect: ■ Distractors Chosen More than Correct Answer: ■ Changed Answer: ■

A student at the threshold of Level 4 is expected to demonstrate mastery of which set of items?

| Response | Frequency | Percent | |
|----------|-----------|---------|---|
| * 1 to 4 | 38 | 100.00 | <div><div style="width: 100%;"></div></div> |
| 1 to 5 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 1 to 7 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |

If a student has mastery of the content in items 1 through 7. in which performance level is the student?

| Response | Frequency | Percent | |
|-----------|-----------|---------|---|
| Level 3 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Level 4 | 15 | 39.47 | <div><div style="width: 39.47%;"></div></div> |
| * Level 5 | 23 | 60.53 | <div><div style="width: 60.53%;"></div></div> |

What does a Level 5 bookmark placed on Page 8 represent?

| Response | Frequency | Percent | |
|--|-----------|---------|---|
| * <i>Students must have mastery of the content measured by the items on Pages 1-7 to be Level 5.</i> | 36 | 94.74 | <div><div style="width: 94.74%;"></div></div> |
| Students must answer EVERY ONE of the items before Page 8 correctly and miss none to be Level 5. | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Students must have mastery of the content measured by the items on Pages 8-9 to be Level 5. | 2 | 5.26 | <div><div style="width: 5.26%;"></div></div> |

Imagine a student has mastery of the content in ONLY items 1 through 3 (and nothing else). In which performance level would this student be?

| Response | Frequency | Percent | |
|-----------|-----------|---------|---|
| * Level 3 | 34 | 89.47 | <div><div style="width: 89.47%;"></div></div> |
| Level 4 | 4 | 10.53 | <div><div style="width: 10.53%;"></div></div> |
| Level 5 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |

Fill in the blank: For the Level 4 threshold student, the items before the Level 4 bookmark will be ____ than the items after the bookmark.

| Response | Frequency | Percent | |
|---------------------------|-----------|---------|---|
| * <i>easier to answer</i> | 38 | 100.00 | <div><div style="width: 100%;"></div></div> |
| about the same difficulty | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| harder to answer | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |

Mid-Process Evaluation

The training provided a clear description of the workshop goals.

| Response | Frequency | Percent | Mean: 3.74 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 10 | 26.32 | <div><div></div></div> |
| Strongly Agree | 28 | 73.68 | <div><div></div></div> |

The training session leader clearly explained the materials used in the standard setting process.

| Response | Frequency | Percent | Mean: 3.87 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 5 | 13.16 | <div><div></div></div> |
| Strongly Agree | 33 | 86.84 | <div><div></div></div> |

The practice exercises were useful.

| Response | Frequency | Percent | Mean: 3.68 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 12 | 31.58 | <div><div></div></div> |
| Strongly Agree | 26 | 68.42 | <div><div></div></div> |

My role in the standard setting was well described.

| Response | Frequency | Percent | Mean: 3.82 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 7 | 18.42 | <div><div></div></div> |
| Strongly Agree | 31 | 81.58 | <div><div></div></div> |

The achievement level descriptors (ALDs) are clear.

| Response | Frequency | Percent | Mean: 3.55 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 17 | 44.74 | <div><div></div></div> |
| Strongly Agree | 21 | 55.26 | <div><div></div></div> |

The training session leader clearly explained the standard setting procedure.

| Response | Frequency | Percent | Mean: 3.84 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 6 | 15.79 | <div><div></div></div> |
| Strongly Agree | 32 | 84.21 | <div><div></div></div> |

The training addressed many of my questions and concerns.

| Response | Frequency | Percent | Mean: 3.71 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 11 | 28.95 | <div><div></div></div> |
| Strongly Agree | 27 | 71.05 | <div><div></div></div> |

The opening session provided a clear overview of the standard setting process.

| Response | Frequency | Percent | Mean: 3.71 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 11 | 28.95 | <div><div></div></div> |
| Strongly Agree | 27 | 71.05 | <div><div></div></div> |





I feel prepared to complete the standard setting task.

| Response | Frequency | Percent | Mean: 3.71 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 11 | 28.95 | <div><div></div></div> |
| Strongly Agree | 27 | 71.05 | <div><div></div></div> |



Adequate information was provided regarding the ALDs.

| Response | Frequency | Percent | Mean: 3.63 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 14 | 36.84 | <div><div></div></div> |
| Strongly Agree | 24 | 63.16 | <div><div></div></div> |

The ALDs communicate a reasonable profile of students' achievement at each level.

| Response | Frequency | Percent | Mean: 3.63 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 |  |
| Disagree | 0 | 0.00 |  |
| Agree | 14 | 36.84 |  |
| Strongly Agree | 24 | 63.16 |  |

Are you ready to proceed with Round 1?

| Response | Frequency | Percent | Mean: 1.03 |
|----------------------------|-----------|---------|---|
| Yes I am ready. | 37 | 97.37 |  |
| Not yet; I have questions. | 1 | 2.63 |  |

E

Achievement Level Descriptors (ALDs)

| Not Proficient | | Level 3 | Level 4 | Level 5 |
|---|---|---|--|--|
| General Education Grade 3 Reading | Students who are not proficient demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course. | Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. | Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course. |
| Anchor Standard | Reading: Literature | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to answer simplistic questions to demonstrate understanding of a text. | <ul style="list-style-type: none"> Ask and answer simplistic questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ul style="list-style-type: none"> Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to recount stories, including fables, folktales, and myths from diverse cultures; attempt to determine the explicitly stated central message, lesson, or moral and attempt to explain how it is conveyed through details in the text. | <ul style="list-style-type: none"> Simplistically recount stories, including fables, folktales, and myths from diverse cultures; determine the explicitly stated central message, lesson, or moral and explain how it is conveyed through details in the text. | <ul style="list-style-type: none"> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | <ul style="list-style-type: none"> Recount in depth stories, including fables, folktales, and myths from diverse cultures; determine the implied central message, lesson, or moral and explain in depth how it is conveyed through key details in the text. |

| | | | | |
|---|--|--|---|--|
| Analyze how and why individuals, events, and ideas develop and interact over the course of the text. | <ul style="list-style-type: none"> Describe characters in a story and attempt to simplistically explain how their actions contribute to the story. | <ul style="list-style-type: none"> Describe characters in a story and simplistically explain how their actions contribute to the story. | <ul style="list-style-type: none"> Describe characters in a story and explain how their actions contribute to the sequence of events. | <ul style="list-style-type: none"> Describe characters in a story and explain in depth how their actions contribute to the sequence of events. |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words and phrases in a text. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases in a text, identifying words that impact the meaning in a text. | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text, identifying words that impact the meaning in a text. |
| Anchor Standard | Reading: Informational | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to answer simplistic questions to demonstrate understanding of a text. | <ul style="list-style-type: none"> Ask and answer simplistic questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <ul style="list-style-type: none"> Ask and answer complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine the explicitly stated main idea of a text; attempt to recount a key detail and attempt to explain simplistically how it supports the main idea. | <ul style="list-style-type: none"> Determine the explicit main idea of a text; recount a key detail and explain simplistically how it supports the main idea. | <ul style="list-style-type: none"> Determine the main idea of a text; recount the key details and explain how they support the main idea. | <ul style="list-style-type: none"> Determine the implied stated main idea of a text; recount the key details and explain in depth how they support the main idea. |

| | | | | |
|---|--|--|--|---|
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <ul style="list-style-type: none"> Attempt to describe simplistically the relationship between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that attempts to pertain to time, sequence, or cause/effect. | <ul style="list-style-type: none"> Describe simplistically the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, or cause/effect. | <ul style="list-style-type: none"> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | <ul style="list-style-type: none"> Describe in depth the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using specific academic language that pertains to time, sequence, and cause/effect. |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of common or familiar academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | <ul style="list-style-type: none"> Attempt to describe simplistically how the author connects ideas between sentences or paragraphs to support specific points in a text. | <ul style="list-style-type: none"> Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. | <ul style="list-style-type: none"> Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. | <ul style="list-style-type: none"> Describe in depth how the author connects ideas between sentences and paragraphs to support specific points in a text. |

| Anchor Standard | Language |
|--|---|
| <p>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.</p> | <ul style="list-style-type: none"> ● Attempt to determine or clarify the meaning of basic unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing from a range of strategies: simple sentence-level context clues, common word parts, and simple word relationships. ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, common word parts, simple word relationships, and reference materials. ● Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. ● Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, uncommon word parts, complex word relationships, and reference materials. |
| <p>Demonstrate understanding of figurative language and nuances in word meaning.</p> | <ul style="list-style-type: none"> ● Demonstrate emerging understanding of basic word meanings: attempt to distinguish the literal and/or nonliteral meanings of words and phrases in context. ● Demonstrate simplistic understanding of nuances in word meanings: distinguish the literal and/or nonliteral meanings of words and phrases in context. ● Demonstrate understanding of nuances in word meanings: distinguish the literal and nonliteral meanings of words and phrases in context. ● Demonstrate in-depth understanding of nuances in word meanings: distinguish the literal and nonliteral meanings of words and phrases in context. |

| Not Proficient | | Level 3 | | Level 4 | Level 5 |
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| General Education Grade 4 Reading | Students who are not proficient demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course. | Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. | Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course. | |
| Anchor Standard | Reading: Literature | | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none">Attempt to refer to details and examples in a text when explaining what the text says explicitly. | <ul style="list-style-type: none">Refer to details and examples in a text when explaining what the text says explicitly and when drawing simplistic inferences from the text. | <ul style="list-style-type: none">Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none">Refer to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text. | |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none">Attempt to determine an explicit theme of a story, drama, or poem; attempt to summarize the text. | <ul style="list-style-type: none">Determine an explicit theme of a story, drama, or poem from details in the text; summarize the text simplistically. | <ul style="list-style-type: none">Determine a theme of a story, drama, or poem from details in the text; summarize the text. | <ul style="list-style-type: none">Determine an implied theme of a story, drama, or poem from details in the text; summarize the text in depth. | |
| Analyze how and why individuals, events, and ideas develop and interact over the course of the text. | <ul style="list-style-type: none">Attempt to describe a character, setting, or event in a story or drama, drawing on details in the text. | <ul style="list-style-type: none">Describe a character, a setting, or event in a story or drama, drawing on details in the text. | <ul style="list-style-type: none">Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. | <ul style="list-style-type: none">[Level 4 is the highest level supported by this standard.] | |

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| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words and phrases as they are used in a text, including words that affect meaning. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases as they are used in a text, including words that affect meaning and/or tone. | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text, including words that affect meaning and tone. |
| Anchor Standard | Reading: Informational | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to refer to details and examples in a text when explaining what the text says explicitly. | <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing simplistic inferences from the text. | <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Refer to details and examples in a text when explaining what the text says explicitly and when drawing complex inferences from the text. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine the explicit main idea of a text and attempt to explain how it is supported by key details; attempt to summarize the text. | <ul style="list-style-type: none"> Determine the explicit main idea of a text and explain simplistically how it is supported by key details; summarize the text simplistically. | <ul style="list-style-type: none"> Determine the main idea of a text and explain how it is supported by key details; summarize the text. | <ul style="list-style-type: none"> Determine the implied main idea of a text and explain how it is supported by key details; summarize the text in depth. |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <ul style="list-style-type: none"> Attempt to explain simplistically events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on information in the text. | <ul style="list-style-type: none"> Explain simplistically events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened or why, based on information in the text. | <ul style="list-style-type: none"> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <ul style="list-style-type: none"> Explain in depth events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |

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| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of common or familiar academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | <ul style="list-style-type: none"> Attempt to describe simplistically the structure of events, ideas, concepts, or information in a text or part of a text. | <ul style="list-style-type: none"> Describe simplistically the overall structure of events, ideas, concepts, or information in a text or part of a text. | <ul style="list-style-type: none"> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. | <ul style="list-style-type: none"> Describe in depth the overall structure of events, ideas, concepts, or information in a text or part of a text. |
| Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | <ul style="list-style-type: none"> Attempt to explain simplistically how an author uses reasons or evidence to support particular points in a text. | <ul style="list-style-type: none"> Explain simplistically how an author uses reasons and/or evidence to support particular points in a text. | <ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text. | <ul style="list-style-type: none"> Explain in depth how an author uses reasons and evidence to support particular points in a text. |

| Anchor Standard | Language |
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| Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. | <ul style="list-style-type: none"> Attempt to determine or clarify the meaning of basic unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing from a range of strategies: sentence-level context clues, known word parts, and simple word relationships. Determine or clarify the meaning of some unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, word parts, complex word relationships, and reference materials. |
| Demonstrate understanding of figurative language and nuances in word meaning. | <ul style="list-style-type: none"> Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to explain the meaning of simple similes and/or metaphors in context. Demonstrate simplistic understanding of figurative language and nuances in word meanings: explain simplistically the meaning of simple similes and/or metaphors in context. Demonstrate understanding of figurative language and nuances in word meanings: explain the meaning of simple similes and metaphors in context. Demonstrate in-depth understanding of figurative language and nuances in word meanings: explain in depth the meaning of simple similes and metaphors in context. |

| Not Proficient | | Level 3 | Level 4 | Level 5 |
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| General Education Grade 5 Reading | Students who are not proficient demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course. | Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. | Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course. |
| Anchor Standard | Reading: Literature | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to quote accurately from a text when explaining what the text says explicitly. | <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing simplistic inferences from the text. | <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences from the text. | <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences from the text. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine an explicit theme of a story, drama, or poem, from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; attempt to summarize the text. | <ul style="list-style-type: none"> Determine an explicit theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text simplistically. | <ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | <ul style="list-style-type: none"> Determine an implied theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text in depth. |

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| Analyze how and why individuals, events, and ideas develop and interact over the course of the text. | <ul style="list-style-type: none"> Attempt to compare simplistically two or more characters, settings, or events in a story or drama, drawing on details in the text. | <ul style="list-style-type: none"> Compare or contrast simplistically two or more characters, settings, or events in a story or drama, drawing on details in the text. | <ul style="list-style-type: none"> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. | <ul style="list-style-type: none"> Compare and contrast in depth two or more characters, settings, or events in a story or drama, drawing on specific details in the text. |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words and phrases as they are used in a text, recognizing word choices that contribute to meaning or tone. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases as they are used in a text, recognizing word choices that contribute to meaning and/or tone. | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. |
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to describe how a narrator's or speaker's point of view influences how events are described. | <ul style="list-style-type: none"> Describe simplistically how a narrator's or speaker's point of view influences how events are described. | <ul style="list-style-type: none"> Describe how a narrator's or speaker's point of view influences how events are described. | <ul style="list-style-type: none"> Describe in depth how a narrator's or speaker's point of view influences how events are described. |
| Anchor Standard | Reading: Informational | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to quote accurately from a text when explaining what the text says explicitly or when drawing simplistic inferences from the text. | <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing simplistic inferences from the text. | <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> Quote accurately from a text when explaining what the text says explicitly and when drawing complex inferences from the text. |

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| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine two explicit main ideas of a text and attempt to explain how they are supported by key details; attempt to summarize the text. | <ul style="list-style-type: none"> Determine two or more explicit main ideas of a text and explain how they are supported by key details; summarize the text simplistically. | <ul style="list-style-type: none"> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | <ul style="list-style-type: none"> Determine two or more main ideas of a text and explain in depth how they are supported by key details; summarize the text in depth. |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <ul style="list-style-type: none"> Attempt to explain simplistically the relationships or interactions between two or more individuals, events, ideas, or concepts in a text in a historical or scientific text based on specific information in the text. | <ul style="list-style-type: none"> Explain simplistically the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | <ul style="list-style-type: none"> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | <ul style="list-style-type: none"> Explain in depth the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of common or familiar academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | <ul style="list-style-type: none"> Attempt to explain simplistically how an author uses reasons and/or evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | <ul style="list-style-type: none"> Explain simplistically how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | <ul style="list-style-type: none"> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | <ul style="list-style-type: none"> Explain in depth how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

| Anchor Standard | Language | |
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| <p>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.</p> | <ul style="list-style-type: none"> ● Attempt to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing from a range of strategies: simple sentence-level context clues, known word parts, and simple word relationships. | <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials. |
| | <ul style="list-style-type: none"> ● Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. | <ul style="list-style-type: none"> ● Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: multi-paragraph-level context clues, word parts, complex word relationships, and reference materials. |
| <p>Demonstrate understanding of figurative language and nuances in word meanings.</p> | <ul style="list-style-type: none"> ● Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret figurative language, including similes and/or metaphors, in context. | <ul style="list-style-type: none"> ● Demonstrate in-depth understanding of figurative language, word relationships, and nuances in word meanings: interpret figurative language, including similes and metaphors, in context. |

| Not Proficient | | Level 3 | Level 4 | Level 5 |
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| General Education Grade 6 Reading | Students who are not proficient demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course. | Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. | Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course. |
| Anchor Standard | Reading: Literature | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to cite textual evidence to support a simplistic analysis of what the text says explicitly or simplistic inferences drawn from the text. | <ul style="list-style-type: none"> Cite textual evidence to support a simplistic analysis of what the text says explicitly or simplistic inferences drawn from the text. | <ul style="list-style-type: none"> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine an explicit theme of a text and attempt to state how it is conveyed through particular details; attempt to provide a simplistic summary of the text distinct from personal opinions or judgements. | <ul style="list-style-type: none"> Determine an explicit theme of a text and how it is conveyed through details; provide a simplistic summary of the text distinct from personal opinions or judgements. | <ul style="list-style-type: none"> Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. | <ul style="list-style-type: none"> Determine an implied theme of a text and how it is conveyed through particular details; provide an in-depth summary of the text distinct from personal opinions or judgements. |

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| Analyze how and why individuals, events, and ideas develop and interact over the course of the text. | <ul style="list-style-type: none"> Attempt to describe simplistically how a particular story's or drama's plot unfolds and/or how the characters respond as the plot moves toward a resolution. | <ul style="list-style-type: none"> Describe simplistically how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution. | <ul style="list-style-type: none"> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | <ul style="list-style-type: none"> Describe in depth how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward a resolution. |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words or phrases as they are used in a text; attempt to simplistically analyze the impact of a word choice on meaning or tone. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of a word choice on meaning and/or tone. | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of a specific word choice on meaning and tone. |
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | <ul style="list-style-type: none"> Attempt to analyze simplistically how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text or contributes to the development of the theme, setting, or plot. | <ul style="list-style-type: none"> Analyze simplistically how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text or contributes to the development of the theme, setting, or plot. | <ul style="list-style-type: none"> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | <ul style="list-style-type: none"> Analyze in depth how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to explain how an author develops the point of view of the narrator or speaker in a text. | <ul style="list-style-type: none"> Explain simplistically how an author develops the point of view of the narrator or speaker in a text. | <ul style="list-style-type: none"> Explain how an author develops the point of view of the narrator or speaker in a text. | <ul style="list-style-type: none"> Explain in depth how an author develops the point of view of the narrator or speaker in a text. |

| Anchor Standard | Reading: Informational | | | |
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| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none">Attempt to cite textual evidence to support a simplistic analysis of what the text says explicitly or simplistic inferences drawn from the text. | <ul style="list-style-type: none">Cite textual evidence to support a simplistic analysis of what the text says explicitly or simplistic inferences drawn from the text. | <ul style="list-style-type: none">Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none">Cite textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text. |
| Determine central ideas (RI) or themes (RI) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none">Attempt to determine an explicit central idea of a text and attempt to state how it is conveyed through details; attempt to provide a simplistic summary of the text distinct from personal opinions or judgements. | <ul style="list-style-type: none">Determine an explicit central idea of a text and how it is conveyed through details; provide a simplistic summary of the text distinct from personal opinions or judgements. | <ul style="list-style-type: none">Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements. | <ul style="list-style-type: none">Determine an implied central idea of a text and how it is conveyed through particular details; provide an in-depth summary of the text distinct from personal opinions or judgements. |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <ul style="list-style-type: none">Attempt to analyze how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text. | <ul style="list-style-type: none">Analyze simplistically how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text. | <ul style="list-style-type: none">Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. | <ul style="list-style-type: none">[Level 4 is the highest level supported by this standard.] |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none">Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of a specific word choice on meaning. | <ul style="list-style-type: none">Determine the explicit meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of a specific word choice on meaning. | <ul style="list-style-type: none">Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning. | <ul style="list-style-type: none">Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of a specific word choice on meaning. |

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| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | <ul style="list-style-type: none"> Attempt to analyze simplistically how a particular sentence, paragraph, chapter, or section contributes to the structure of a text or contributes to the development of the ideas. | <ul style="list-style-type: none"> Analyze simplistically how a particular sentence, paragraph, chapter, or section contributes to the structure of a text and/or contributes to the development of the ideas. | <ul style="list-style-type: none"> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | <ul style="list-style-type: none"> Analyze in depth how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to determine an author's point of view or purpose in a text and attempt to explain simplistically how it is conveyed in the text. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and explain in depth how it is conveyed in the text. |
| Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | <ul style="list-style-type: none"> Attempt to trace and evaluate simplistically the argument and explicit claims in a text, attempting to distinguish claims that are supported by reasons and evidence from claims that are not. | <ul style="list-style-type: none"> Trace and evaluate simplistically the argument and explicit claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | <ul style="list-style-type: none"> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | <ul style="list-style-type: none"> Trace and evaluate in depth the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |

| Anchor Standard | Language | | | | | | |
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| Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. | <ul style="list-style-type: none"> Attempt to determine or clarify the meaning of unknown or multiple-meaning words or phrases based on grade 6 reading and content, choosing from a range of strategies: sentence-level context clues, known word parts, and simple word relationships. | <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials. | <ul style="list-style-type: none"> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. | <ul style="list-style-type: none"> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. | <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials. | <ul style="list-style-type: none"> Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grade 6 reading and content. | <ul style="list-style-type: none"> Demonstrate understanding of figurative language and nuances in word meaning. |
| Demonstrate understanding of figurative language and nuances in word meaning. | <ul style="list-style-type: none"> Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grade 6 reading and content. | <ul style="list-style-type: none"> Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context based on grade 6 reading and content. | <ul style="list-style-type: none"> Demonstrate understanding of figurative language and nuances in word meanings: interpret figures of speech in context based on grade 6 reading and content. | <ul style="list-style-type: none"> Demonstrate understanding of figurative language and nuances in word meanings: interpret figures of speech in context based on grade 6 reading and content. | <ul style="list-style-type: none"> Demonstrate understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context based on grade 6 reading and content. | <ul style="list-style-type: none"> Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grade 6 reading and content. | <ul style="list-style-type: none"> Demonstrate in-depth understanding of figurative language and nuances in word meanings: interpret uncommon or unfamiliar figures of speech in context based on grade 6 reading and content. |

| Not Proficient | | Level 3 | Level 4 | Level 5 |
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| General Education Grade 7 Reading | Students who are not proficient demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course. | Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. | Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course. |
| Anchor Standard | Reading: Literature | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to cite at least two pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text. | <ul style="list-style-type: none"> Cite at least two pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text. | <ul style="list-style-type: none"> Cite several pieces of textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite several pieces of textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine an explicit theme of a text and attempt to analyze simplistically its development over the course of the text; attempt to provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine an explicit theme of a text and analyze its development over the course of the text; provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text. | <ul style="list-style-type: none"> Determine an implied theme of a text and analyze in depth its development over the course of the text; provide an in-depth objective summary of the text. |
| Analyze how and why individuals, events, and ideas develop and interact over the course of the text. | <ul style="list-style-type: none"> Attempt to analyze simplistically how particular elements of a story or drama interact. | <ul style="list-style-type: none"> Analyze simplistically how particular elements of a story or drama interact. | <ul style="list-style-type: none"> Analyze how particular elements of a story or drama interact. | <ul style="list-style-type: none"> Analyze in depth how particular elements of a story or drama interact. |

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| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words or phrases as they are used in a text; attempt to simplistically analyze the impact of rhymes and/or other repetitions of sounds on meaning or tone in a specific line or section of a literary work. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases as they are used in a text; analyze the impact of rhymes and other repetitions of sounds on meaning or tone in a specific line or section of a literary work. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of rhymes and other repetitions of sounds on meaning and tone in a specific line or section of a literary work. |
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | <ul style="list-style-type: none"> Attempt to analyze simplistically how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning. | <ul style="list-style-type: none"> Analyze simplistically how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning. | <ul style="list-style-type: none"> Analyze in depth how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning. |
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to analyze simplistically how an author develops and/or contrasts the perspectives of different characters in a text. | <ul style="list-style-type: none"> Analyze simplistically how an author develops and contrasts the perspectives of different characters in a text. | <ul style="list-style-type: none"> Analyze in depth how an author develops and contrasts the perspectives of different characters in a text. |

| Anchor Standard | Reading: Informational | | | |
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| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to cite at least two pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text. | <ul style="list-style-type: none"> Cite at least two pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text. | <ul style="list-style-type: none"> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite several pieces of textual evidence to support an in-depth analysis of what the text says explicitly as well as inferences drawn from the text. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine two or more explicit central ideas in a text and attempt to analyze simplistically their development over the course of the text; attempt to provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine two or more explicit central ideas in a text and analyze simplistically their development over the course of the text; provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | <ul style="list-style-type: none"> Determine two or more implied central ideas in a text and analyze in depth their development over the course of the text; provide an in-depth objective summary of the text. |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <ul style="list-style-type: none"> Attempt to analyze simplistically the interactions between individuals, events, and ideas in a text. | <ul style="list-style-type: none"> Analyze simplistically the interactions between individuals, events, and ideas in a text. | <ul style="list-style-type: none"> Analyze the interactions between individuals, events, and ideas in a text. | <ul style="list-style-type: none"> Analyze in depth the interactions between individuals, events, and ideas in a text. |

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| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of a specific word choice on meaning and tone. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of a specific word choice on meaning and tone. | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of a specific word choice on meaning and tone. |
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | <ul style="list-style-type: none"> Attempt to analyze simplistically the structure an author uses to organize a text, including how the major sections contribute to the whole and/or to the development of the ideas. | <ul style="list-style-type: none"> Analyze simplistically the structure an author uses to organize a text, including how the major sections contribute to the whole and/or to the development of the ideas. | <ul style="list-style-type: none"> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | <ul style="list-style-type: none"> Analyze in depth the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to determine an author's point of view or purpose in a text and attempt to analyze simplistically how the author distinguishes his or her position from that of others. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze simplistically how the author distinguishes his or her position from that of others. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze in depth how the author distinguishes his or her position from that of others. |

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| <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | <ul style="list-style-type: none"> ● Attempt to trace and evaluate simplistically the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | <ul style="list-style-type: none"> ● Trace and evaluate simplistically the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | <ul style="list-style-type: none"> ● Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | <ul style="list-style-type: none"> ● Trace and evaluate in depth the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| Anchor Standard | Language | | | |
| <p>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.</p> | <ul style="list-style-type: none"> ● Attempt to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing from a range of strategies: sentence-level context clues, known word parts, simple word relationships. | <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials. | <ul style="list-style-type: none"> ● Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. | <ul style="list-style-type: none"> ● Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, word parts, complex word relationships, and reference materials. |
| <p>Demonstrate understanding of figurative language and nuances in word meaning.</p> | <ul style="list-style-type: none"> ● Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grade 7 reading and content. | <ul style="list-style-type: none"> ● Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context based on grade 7 reading and content. | <ul style="list-style-type: none"> ● Demonstrate understanding of figurative language and nuances in word meanings: interpret figures of speech in context based on grade 7 reading and content. | <ul style="list-style-type: none"> ● Demonstrate in-depth understanding of figurative language and nuances in word meanings: interpret uncommon or unfamiliar figures of speech in context based on grade 7 reading and content. |

| Not Proficient | | Level 3 | | Level 4 | Level 5 |
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| General Education Grade 8 Reading | Students who are not proficient demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course. | Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. | Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course. | |
| Anchor Standard | Reading: Literature | | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none">Attempt to cite textual evidence that supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none">Cite textual evidence that supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none">Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none">Cite textual evidence that most strongly supports an in-depth analysis of what the text says explicitly as well as inferences drawn from the text. | |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none">Attempt to determine an explicit theme of a text and attempt to analyze simplistically its development over the course of the text, including its relationship to characters, setting, and/or plot; attempt to provide a simplistic objective summary of the text. | <ul style="list-style-type: none">Determine an explicit theme of a text and analyze simplistically its development over the course of the text, including its relationship to characters, setting, and/or plot; provide a simplistic objective summary of the text. | <ul style="list-style-type: none">Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | <ul style="list-style-type: none">Determine an implicit theme of a text and analyze in depth its development over the course of the text, including its relationship to the characters, setting, and plot; provide an in-depth objective summary of the text. | |

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| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <ul style="list-style-type: none"> Attempt to analyze simplistically how lines of dialogue or incidents in a story or drama propel the action, reveal basic aspects of character, or provoke a decision. | <ul style="list-style-type: none"> Analyze simplistically how particular lines of dialogue or incidents in a story or drama propel the action, reveal basic aspects of character, or provoke a decision. | <ul style="list-style-type: none"> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision. | <ul style="list-style-type: none"> Analyze in depth how particular lines of dialogue or incidents in a story or drama propel the action, reveal complex aspects of character, or provoke a decision. |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of specific word choices on meaning and/or tone. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of specific word choices on meaning and/or tone, including analogies or allusions to other texts. | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases used in a text; analyze in depth the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to analyze simplistically how differences in the perspectives of the main characters and the audience or reader create such effects as suspense or humor. | <ul style="list-style-type: none"> Analyze simplistically how differences in the perspectives of the main characters and the audience or reader create such effects as suspense or humor. | <ul style="list-style-type: none"> Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor. | <ul style="list-style-type: none"> Analyze in depth how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor. |

| Anchor Standard | Reading: Informational | | | |
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| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to cite textual evidence that supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite textual evidence that supports a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite textual evidence that most strongly supports an in-depth analysis of what the text says explicitly as well as inferences drawn from the text. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine an explicit central idea of a text and attempt to analyze simplistically its development over the course of the text, including its relationship to supporting ideas; attempt to provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine an explicit central idea of a text and analyze simplistically its development over the course of the text, including its relationship to supporting ideas; provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | <ul style="list-style-type: none"> Determine an implicit central idea of a text and analyze in depth its development over the course of the text, including its relationship to supporting ideas; provide an in-depth objective summary of the text. |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <ul style="list-style-type: none"> Attempt to analyze simplistically how a text makes explicit connections among and distinctions between individuals, ideas, or events. | <ul style="list-style-type: none"> Analyze simplistically how a text makes explicit connections among and distinctions between individuals, ideas, or events. | <ul style="list-style-type: none"> Analyze how a text makes connections among and distinctions between individuals, ideas, or events. | <ul style="list-style-type: none"> Analyze in depth how a text makes connections among and distinctions between individuals, ideas, or events. |

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| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of a specific word choice on meaning and/or tone. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases as they are used in a text; analyze simplistically the impact of a specific word choice on meaning and/or tone, including analogies or allusions to other texts. | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts. |
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | <ul style="list-style-type: none"> Attempt to analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing a key concept. | <ul style="list-style-type: none"> Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing a key concept. | <ul style="list-style-type: none"> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | <ul style="list-style-type: none"> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a complex key concept. |
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to determine an author's point of view or purpose in a text and attempt to analyze simplistically how the author acknowledges or responds to conflicting evidence or viewpoints. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze simplistically how the author acknowledges or responds to conflicting evidence or viewpoints. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze in depth how the author acknowledges and responds to conflicting evidence or viewpoints. |

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| <p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | <ul style="list-style-type: none"> ● Attempt to delineate and evaluate simplistically the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient; attempt to recognize irrelevant evidence. | <ul style="list-style-type: none"> ● Delineate and evaluate simplistically the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient; recognize irrelevant evidence. | <ul style="list-style-type: none"> ● Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | <ul style="list-style-type: none"> ● Delineate and evaluate in depth the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. |
| Anchor Standard | | | | |
| Language | | | | |
| <p>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.</p> | <ul style="list-style-type: none"> ● Attempt to determine or clarify the meaning of unknown or multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, and simple word relationships, and reference materials. | <ul style="list-style-type: none"> ● Determine or clarify the meaning of unknown or multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials. | <ul style="list-style-type: none"> ● Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. | <ul style="list-style-type: none"> ● Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, word parts, complex word relationships, and reference materials. |

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| <p>Demonstrate understanding of figurative language and nuances in word meaning.</p> | <ul style="list-style-type: none"> ● Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grade 8 reading and content. | <ul style="list-style-type: none"> ● Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context based on grade 8 reading and content. | <ul style="list-style-type: none"> ● Demonstrate understanding of figurative language and nuances in word meanings: interpret figures of speech in context based on grade 8 reading and content. | <ul style="list-style-type: none"> ● Demonstrate in-depth understanding of figurative language and nuances in word meanings: interpret uncommon or unfamiliar figures of speech in context based on grade 8 reading and content. |
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| Not Proficient | | Level 3 | Level 4 | Level 5 |
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| General Education Grades 9-10 Reading | Students who are not proficient demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course. | Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course. | Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college. | Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course. |
| Anchor Standard | Reading: Literature | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to cite textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite strong textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support an in-depth analysis of what the text says explicitly as well as complex inferences drawn from the text. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine an explicit theme of a text and attempt to analyze simplistically its development over the course of a text; attempt to provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine an explicit theme of a text and analyze its development over the course of a text, including how it emerges or is shaped or refined by details; provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine a theme of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | <ul style="list-style-type: none"> Determine an implicit theme of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provide an in-depth objective summary of the text. |

| | | | | |
|--|--|---|---|--|
| Analyze how and why individuals, events, and ideas develop and interact over the course of the text. | <ul style="list-style-type: none"> Attempt to analyze simplistically how complex characters develop over the course of a text, interact with other characters, and/or advance the plot or develop the theme. | <ul style="list-style-type: none"> Analyze simplistically how complex characters develop over the course of a text, interact with other characters, and/or advance the plot or develop the theme. | <ul style="list-style-type: none"> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | <ul style="list-style-type: none"> Analyze in depth how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> Attempt to determine the meaning of common or familiar words and phrases as they are used in the text; attempt to analyze simplistically the impact of specific word choices on meaning and/or tone. | <ul style="list-style-type: none"> Determine the meaning of common or familiar words and phrases as they are used in the text; analyze simplistically the impact of specific word choices on meaning and/or tone. | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone. | <ul style="list-style-type: none"> Determine the meaning of uncommon or unfamiliar words and phrases as they are used in the text; analyze in depth the cumulative impact of specific word choices on meaning and tone. |
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | <ul style="list-style-type: none"> Attempt to analyze simplistically how an author's choices concerning how to structure a text, order events within it, or manipulate time create effects such as mystery, tension, or surprise. | <ul style="list-style-type: none"> Analyze simplistically how an author's choices concerning how to structure a text, order events within it, or manipulate time create effects such as mystery, tension, or surprise. | <ul style="list-style-type: none"> Analyze how an author's choices concerning how to structure a text, order events within it, and create effects such as mystery, tension, or surprise. | <ul style="list-style-type: none"> Analyze in depth how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise. |

| | | | | |
|---|---|--|---|---|
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to analyze simplistically a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a reading of world literature. | <ul style="list-style-type: none"> Analyze simplistically a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a reading of world literature. | <ul style="list-style-type: none"> Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | <ul style="list-style-type: none"> Analyze in depth a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| Anchor Standard | Reading: Informational | | | |
| Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | <ul style="list-style-type: none"> Attempt to cite textual evidence to support simplistic analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite strong textual evidence to support simplistic analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support in-depth analysis of what the text says explicitly as well as complex inferences drawn from the text. |
| Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | <ul style="list-style-type: none"> Attempt to determine an explicit central idea of a text and attempt to analyze simplistically its development over the course of the text; attempt to provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine an explicit central idea of a text and analyze its development over the course of the text, including how it emerges or is shaped and refined by specific details; provide a simplistic objective summary of the text. | <ul style="list-style-type: none"> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | <ul style="list-style-type: none"> Determine an implicit central idea of a text and analyze in depth its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an in-depth objective summary of the text. |

| | | | | |
|---|--|---|---|--|
| Analyze how and why individuals, events, and ideas develop and interact over the course of the text. | <ul style="list-style-type: none"> ● Attempt to analyze simplistically how the author unfolds an analysis or series of ideas or events including the order in which the points are made and the simplistic connections that are drawn between them. | <ul style="list-style-type: none"> ● Analyze simplistically how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the simplistic connections that are drawn between them. | <ul style="list-style-type: none"> ● Analyze how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | <ul style="list-style-type: none"> ● Analyze in depth how the author unfolds an analysis or series of ideas or events including the order in which the points are made, how they are introduced and developed, and the complex connections that are drawn between them. |
| Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | <ul style="list-style-type: none"> ● Attempt to determine the meaning of common or familiar words and phrases as they are used in a text; attempt to analyze simplistically the impact of specific word choices on meaning and/or tone. | <ul style="list-style-type: none"> ● Determine the meaning of common or familiar words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and/or tone. | <ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone. | <ul style="list-style-type: none"> ● Determine the meaning of uncommon or unfamiliar words and phrases as they are used in a text; analyze in depth the cumulative impact of specific word choices on meaning and tone. |

| | | | | |
|--|--|--|--|---|
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | <ul style="list-style-type: none"> Attempt to analyze simplistically how an author's ideas or claims are developed or refined by particular sentences, paragraphs, or larger portions of a text. | <ul style="list-style-type: none"> Analyze simplistically how an author's ideas or claims are developed or refined by particular sentences, paragraphs, or larger portions of a text. | <ul style="list-style-type: none"> Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. | <ul style="list-style-type: none"> Analyze in depth how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| Assess how point of view, perspective, or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> Attempt to determine an author's point of view or purpose in a text and attempt to analyze simplistically how an author uses rhetoric to advance that point of view or purpose. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze simplistically how an author uses rhetoric to advance that point of view or purpose. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | <ul style="list-style-type: none"> Determine an author's point of view or purpose in a text and analyze in depth how an author uses rhetoric to advance that point of view or purpose. |
| Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | <ul style="list-style-type: none"> Attempt to delineate and evaluate simplistically the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; attempt to identify false statements. | <ul style="list-style-type: none"> Delineate and evaluate simplistically the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements. | <ul style="list-style-type: none"> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | <ul style="list-style-type: none"> Delineate and evaluate in depth the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |

| Anchor Standard | Language | | | | |
|--|---|---|--|--|--|
| <p>Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.</p> | <ul style="list-style-type: none"> Attempt to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials. | <ul style="list-style-type: none"> Determine or clarify the meaning of unknown words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies: sentence-level context clues, known word parts, simple word relationships, and reference materials. | <ul style="list-style-type: none"> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. | <ul style="list-style-type: none"> Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies: paragraph-level context clues, word parts, complex word relationships, and reference materials. | <ul style="list-style-type: none"> Demonstrate in-depth understanding of figurative language and nuances in word meanings: interpret uncommon or unfamiliar figures of speech in context and analyze their role in the text based on grades 9-10 reading and content. |
| <p>Demonstrate understanding of figurative language and nuances in word meaning.</p> | <ul style="list-style-type: none"> Demonstrate emerging understanding of figurative language and nuances in word meanings: attempt to interpret common or familiar figures of speech in context based on grades 9-10 reading and content. | <ul style="list-style-type: none"> Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context and analyze their role in the text based on grades 9-10 reading and content. | <ul style="list-style-type: none"> Demonstrate understanding of figurative language and nuances in word meanings: interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content. | | |

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Detailed Reports of Participants' Judgments

North Carolina Grade 3 Reading
Round 1 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 32 | 39 | 63 |
| 1 | 502 | 11 | 23 | 33 |
| 1 | 504 | 24 | 34 | 62 |
| 1 | 505 | 25 | 40 | 51 |
| 2 | 506 | 20 | 54 | 62 |
| 2 | 508 | 14 | 23 | 37 |
| 2 | 509 | 9 | 20 | 55 |
| 2 | 510 | 34 | 49 | 62 |
| 3 | 511 | 10 | 14 | 26 |
| 3 | 512 | 27 | 45 | 62 |
| 3 | 513 | 40 | 59 | 65 |
| 3 | 514 | 45 | 59 | 69 |
| 3 | 515 | 39 | 49 | 62 |

| | | | | |
|---------|-----------|------|------|------|
| Overall | Median | 25 | 40 | 62 |
| | 25th %ile | 12.5 | 23 | 44 |
| | 75th %ile | 36.5 | 51.5 | 62.5 |
| | Minimum | 9 | 14 | 26 |
| | Maximum | 45 | 59 | 69 |

North Carolina Grade 3 Reading
Round 1 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 540 | 541 | 549 |
| 1 | 502 | 536 | 538 | 540 |
| 1 | 504 | 539 | 541 | 549 |
| 1 | 505 | 539 | 542 | 545 |
| 2 | 506 | 538 | 546 | 549 |
| 2 | 508 | 537 | 538 | 541 |
| 2 | 509 | 536 | 538 | 546 |
| 2 | 510 | 541 | 544 | 549 |
| 3 | 511 | 536 | 537 | 539 |
| 3 | 512 | 540 | 543 | 549 |
| 3 | 513 | 542 | 548 | 550 |
| 3 | 514 | 543 | 548 | 551 |
| 3 | 515 | 541 | 544 | 549 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 539 | 542 | 549 |
| | 25th %ile | 536 | 538 | 543 |
| | 75th %ile | 541 | 545 | 549 |
| | Minimum | 536 | 537 | 539 |
| | Maximum | 543 | 548 | 551 |

North Carolina Grade 3 Reading
Round 1 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 24.5 | 36.5 | 56.5 |
| Median | 2 | 17 | 36 | 58.5 |
| Median | 3 | 39 | 49 | 62 |
| Median | Overall | 25 | 40 | 62 |
| | | | | |
| 25th %ile | 1 | 14.25 | 25.75 | 37.5 |
| 25th %ile | 2 | 10.25 | 20.75 | 41.5 |
| 25th %ile | 3 | 18.5 | 29.5 | 44 |
| 25th %ile | Overall | 12.5 | 23 | 44 |
| | | | | |
| 75th %ile | 1 | 30.25 | 39.75 | 62.75 |
| 75th %ile | 2 | 30.5 | 52.75 | 62 |
| 75th %ile | 3 | 42.5 | 59 | 67 |
| 75th %ile | Overall | 36.5 | 51.5 | 62.5 |
| | | | | |
| Minimum | 1 | 11 | 23 | 33 |
| Minimum | 2 | 9 | 20 | 37 |
| Minimum | 3 | 10 | 14 | 26 |
| Minimum | Overall | 9 | 14 | 26 |
| | | | | |
| Maximum | 1 | 32 | 40 | 63 |
| Maximum | 2 | 34 | 54 | 62 |
| Maximum | 3 | 45 | 59 | 69 |
| Maximum | Overall | 45 | 59 | 69 |
| | | | | |

| | | | | |
|---------|-----------|------|------|------|
| Overall | Median | 25 | 40 | 62 |
| | 25th %ile | 12.5 | 23 | 44 |
| | 75th %ile | 36.5 | 51.5 | 62.5 |
| | Minimum | 9 | 14 | 26 |
| | Maximum | 45 | 59 | 69 |

North Carolina Grade 3 Reading
Round 1 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 539 | 541 | 547 |
| Median | 2 | 537 | 541 | 548 |
| Median | 3 | 541 | 544 | 549 |
| Median | Overall | 539 | 542 | 549 |
| | | | | |
| 25th %ile | 1 | 537 | 539 | 541 |
| 25th %ile | 2 | 536 | 538 | 542 |
| 25th %ile | 3 | 538 | 540 | 544 |
| 25th %ile | Overall | 536 | 538 | 543 |
| | | | | |
| 75th %ile | 1 | 540 | 542 | 549 |
| 75th %ile | 2 | 540 | 545 | 549 |
| 75th %ile | 3 | 542 | 548 | 550 |
| 75th %ile | Overall | 541 | 545 | 549 |
| | | | | |
| Minimum | 1 | 536 | 538 | 540 |
| Minimum | 2 | 536 | 538 | 541 |
| Minimum | 3 | 536 | 537 | 539 |
| Minimum | Overall | 536 | 537 | 539 |
| | | | | |
| Maximum | 1 | 540 | 542 | 549 |
| Maximum | 2 | 541 | 546 | 549 |
| Maximum | 3 | 543 | 548 | 551 |
| Maximum | Overall | 543 | 548 | 551 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 539 | 542 | 549 |
| | 25th %ile | 536 | 538 | 543 |
| | 75th %ile | 541 | 545 | 549 |
| | Minimum | 536 | 537 | 539 |
| | Maximum | 543 | 548 | 551 |

North Carolina Grade 3 Reading Round 1 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 24.5 | 36.5 | 56.5 |
| 2 | 17 | 36 | 58.5 |
| 3 | 39 | 49 | 62 |
| Overall | 25 | 40 | 62 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 52.9 | 9.3 | 21.8 | 16.0 |

North Carolina Grade 3 Reading
Round 2 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 25 | 36 | 61 |
| 1 | 502 | 25 | 34 | 61 |
| 1 | 504 | 25 | 35 | 62 |
| 1 | 505 | 25 | 35 | 61 |
| 2 | 506 | 35 | 53 | 62 |
| 2 | 508 | 37 | 52 | 62 |
| 2 | 509 | 35 | 42 | 61 |
| 2 | 510 | 33 | 49 | 62 |
| 3 | 511 | 36 | 49 | 67 |
| 3 | 512 | 29 | 39 | 62 |
| 3 | 513 | 40 | 46 | 65 |
| 3 | 514 | 43 | 58 | 66 |
| 3 | 515 | 25 | 44 | 60 |

| | | | | |
|---------|-----------|------|------|------|
| Overall | Median | 33 | 44 | 62 |
| | 25th %ile | 25 | 35.5 | 61 |
| | 75th %ile | 36.5 | 50.5 | 63.5 |
| | Minimum | 25 | 34 | 60 |
| | Maximum | 43 | 58 | 67 |

North Carolina Grade 3 Reading
Round 2 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 539 | 541 | 548 |
| 1 | 502 | 539 | 541 | 548 |
| 1 | 504 | 539 | 541 | 549 |
| 1 | 505 | 539 | 541 | 548 |
| 2 | 506 | 541 | 545 | 549 |
| 2 | 508 | 541 | 545 | 549 |
| 2 | 509 | 541 | 542 | 548 |
| 2 | 510 | 540 | 544 | 549 |
| 3 | 511 | 541 | 544 | 550 |
| 3 | 512 | 540 | 541 | 549 |
| 3 | 513 | 542 | 543 | 550 |
| 3 | 514 | 542 | 547 | 550 |
| 3 | 515 | 539 | 543 | 548 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 540 | 543 | 549 |
| | 25th %ile | 539 | 541 | 548 |
| | 75th %ile | 541 | 544 | 549 |
| | Minimum | 539 | 541 | 548 |
| | Maximum | 542 | 547 | 550 |

North Carolina Grade 3 Reading
Round 2 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 25 | 35 | 61 |
| Median | 2 | 35 | 50.5 | 62 |
| Median | 3 | 36 | 46 | 65 |
| Median | Overall | 33 | 44 | 62 |
| | | | | |
| 25th %ile | 1 | 25 | 34.25 | 61 |
| 25th %ile | 2 | 33.5 | 43.75 | 61.25 |
| 25th %ile | 3 | 27 | 41.5 | 61 |
| 25th %ile | Overall | 25 | 35.5 | 61 |
| | | | | |
| 75th %ile | 1 | 25 | 35.75 | 61.75 |
| 75th %ile | 2 | 36.5 | 52.75 | 62 |
| 75th %ile | 3 | 41.5 | 53.5 | 66.5 |
| 75th %ile | Overall | 36.5 | 50.5 | 63.5 |
| | | | | |
| Minimum | 1 | 25 | 34 | 61 |
| Minimum | 2 | 33 | 42 | 61 |
| Minimum | 3 | 25 | 39 | 60 |
| Minimum | Overall | 25 | 34 | 60 |
| | | | | |
| Maximum | 1 | 25 | 36 | 62 |
| Maximum | 2 | 37 | 53 | 62 |
| Maximum | 3 | 43 | 58 | 67 |
| Maximum | Overall | 43 | 58 | 67 |
| | | | | |

| | | | | |
|---------|-----------|------|------|------|
| Overall | Median | 33 | 44 | 62 |
| | 25th %ile | 25 | 35.5 | 61 |
| | 75th %ile | 36.5 | 50.5 | 63.5 |
| | Minimum | 25 | 34 | 60 |
| | Maximum | 43 | 58 | 67 |

North Carolina Grade 3 Reading
Round 2 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 539 | 541 | 548 |
| Median | 2 | 541 | 544 | 549 |
| Median | 3 | 541 | 543 | 550 |
| Median | Overall | 540 | 543 | 549 |
| | | | | |
| 25th %ile | 1 | 539 | 541 | 548 |
| 25th %ile | 2 | 540 | 542 | 548 |
| 25th %ile | 3 | 539 | 542 | 548 |
| 25th %ile | Overall | 539 | 541 | 548 |
| | | | | |
| 75th %ile | 1 | 539 | 541 | 549 |
| 75th %ile | 2 | 541 | 545 | 549 |
| 75th %ile | 3 | 542 | 546 | 550 |
| 75th %ile | Overall | 541 | 544 | 549 |
| | | | | |
| Minimum | 1 | 539 | 541 | 548 |
| Minimum | 2 | 540 | 542 | 548 |
| Minimum | 3 | 539 | 541 | 548 |
| Minimum | Overall | 539 | 541 | 548 |
| | | | | |
| Maximum | 1 | 539 | 541 | 549 |
| Maximum | 2 | 541 | 545 | 549 |
| Maximum | 3 | 542 | 547 | 550 |
| Maximum | Overall | 542 | 547 | 550 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 540 | 543 | 549 |
| | 25th %ile | 539 | 541 | 548 |
| | 75th %ile | 541 | 544 | 549 |
| | Minimum | 539 | 541 | 548 |
| | Maximum | 542 | 547 | 550 |

North Carolina Grade 3 Reading Round 2 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 25 | 35 | 61 |
| 2 | 35 | 50.5 | 62 |
| 3 | 36 | 46 | 65 |
| Overall | 33 | 44 | 62 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 56.0 | 9.3 | 18.7 | 16.0 |

North Carolina Grade 3 Reading
Round 3 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 15 | 33 | 62 |
| 1 | 502 | 10 | 32 | 61 |
| 1 | 504 | 18 | 34 | 62 |
| 1 | 505 | 15 | 32 | 61 |
| 2 | 506 | 24 | 44 | 62 |
| 2 | 508 | 22 | 38 | 62 |
| 2 | 509 | 24 | 36 | 61 |
| 2 | 510 | 23 | 42 | 62 |
| 3 | 511 | 22 | 46 | 66 |
| 3 | 512 | 22 | 40 | 62 |
| 3 | 513 | 22 | 46 | 65 |
| 3 | 514 | 22 | 35 | 62 |
| 3 | 515 | 21 | 40 | 62 |

| | | | | |
|---------|-----------|------|------|------|
| Overall | Median | 22 | 38 | 62 |
| | 25th %ile | 16.5 | 33.5 | 61.5 |
| | 75th %ile | 22.5 | 43 | 62 |
| | Minimum | 10 | 32 | 61 |
| | Maximum | 24 | 46 | 66 |

North Carolina Grade 3 Reading
Round 3 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 537 | 540 | 549 |
| 1 | 502 | 536 | 540 | 548 |
| 1 | 504 | 537 | 541 | 549 |
| 1 | 505 | 537 | 540 | 548 |
| 2 | 506 | 539 | 543 | 549 |
| 2 | 508 | 538 | 541 | 549 |
| 2 | 509 | 539 | 541 | 548 |
| 2 | 510 | 538 | 542 | 549 |
| 3 | 511 | 538 | 543 | 550 |
| 3 | 512 | 538 | 542 | 549 |
| 3 | 513 | 538 | 543 | 550 |
| 3 | 514 | 538 | 541 | 549 |
| 3 | 515 | 538 | 542 | 549 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 538 | 541 | 549 |
| | 25th %ile | 537 | 541 | 549 |
| | 75th %ile | 538 | 542 | 549 |
| | Minimum | 536 | 540 | 548 |
| | Maximum | 539 | 543 | 550 |

North Carolina Grade 3 Reading
Round 3 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 15 | 32.5 | 61.5 |
| Median | 2 | 23.5 | 40 | 62 |
| Median | 3 | 22 | 40 | 62 |
| Median | Overall | 22 | 38 | 62 |
| | | | | |
| 25th %ile | 1 | 11.25 | 32 | 61 |
| 25th %ile | 2 | 22.25 | 36.5 | 61.25 |
| 25th %ile | 3 | 21.5 | 37.5 | 62 |
| 25th %ile | Overall | 16.5 | 33.5 | 61.5 |
| | | | | |
| 75th %ile | 1 | 17.25 | 33.75 | 62 |
| 75th %ile | 2 | 24 | 43.5 | 62 |
| 75th %ile | 3 | 22 | 46 | 65.5 |
| 75th %ile | Overall | 22.5 | 43 | 62 |
| | | | | |
| Minimum | 1 | 10 | 32 | 61 |
| Minimum | 2 | 22 | 36 | 61 |
| Minimum | 3 | 21 | 35 | 62 |
| Minimum | Overall | 10 | 32 | 61 |
| | | | | |
| Maximum | 1 | 18 | 34 | 62 |
| Maximum | 2 | 24 | 44 | 62 |
| Maximum | 3 | 22 | 46 | 66 |
| Maximum | Overall | 24 | 46 | 66 |
| | | | | |

| | | | | |
|---------|-----------|------|------|------|
| Overall | Median | 22 | 38 | 62 |
| | 25th %ile | 16.5 | 33.5 | 61.5 |
| | 75th %ile | 22.5 | 43 | 62 |
| | Minimum | 10 | 32 | 61 |
| | Maximum | 24 | 46 | 66 |

North Carolina Grade 3 Reading
Round 3 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 537 | 540 | 549 |
| Median | 2 | 539 | 541 | 549 |
| Median | 3 | 538 | 542 | 549 |
| Median | Overall | 538 | 541 | 549 |
| | | | | |
| 25th %ile | 1 | 536 | 540 | 548 |
| 25th %ile | 2 | 538 | 541 | 548 |
| 25th %ile | 3 | 538 | 541 | 549 |
| 25th %ile | Overall | 537 | 541 | 549 |
| | | | | |
| 75th %ile | 1 | 537 | 541 | 549 |
| 75th %ile | 2 | 539 | 542 | 549 |
| 75th %ile | 3 | 538 | 543 | 550 |
| 75th %ile | Overall | 538 | 542 | 549 |
| | | | | |
| Minimum | 1 | 536 | 540 | 548 |
| Minimum | 2 | 538 | 541 | 548 |
| Minimum | 3 | 538 | 541 | 549 |
| Minimum | Overall | 536 | 540 | 548 |
| | | | | |
| Maximum | 1 | 537 | 541 | 549 |
| Maximum | 2 | 539 | 543 | 549 |
| Maximum | 3 | 538 | 543 | 550 |
| Maximum | Overall | 539 | 543 | 550 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 538 | 541 | 549 |
| | 25th %ile | 537 | 541 | 549 |
| | 75th %ile | 538 | 542 | 549 |
| | Minimum | 536 | 540 | 548 |
| | Maximum | 539 | 543 | 550 |

North Carolina Grade 3 Reading Round 3 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 15 | 32.5 | 61.5 |
| 2 | 23.5 | 40 | 62 |
| 3 | 22 | 40 | 62 |
| Overall | 22 | 38 | 62 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 49.7 | 9.4 | 24.9 | 16.0 |

North Carolina Grade 4 Reading
Round 1 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 17 | 35 | 48 |
| 1 | 502 | 19 | 37 | 51 |
| 1 | 504 | 16 | 22 | 62 |
| 1 | 505 | 18 | 45 | 63 |
| 2 | 506 | 17 | 30 | 60 |
| 2 | 508 | 29 | 40 | 58 |
| 2 | 509 | 21 | 54 | 66 |
| 2 | 510 | 29 | 50 | 60 |
| 3 | 511 | 11 | 31 | 67 |
| 3 | 512 | 9 | 30 | 57 |
| 3 | 513 | 13 | 40 | 57 |
| 3 | 514 | 15 | 29 | 52 |
| 3 | 515 | 17 | 34 | 58 |

| | | | | |
|---------|-----------|----|------|------|
| Overall | Median | 17 | 35 | 58 |
| | 25th %ile | 14 | 30 | 54.5 |
| | 75th %ile | 20 | 42.5 | 62.5 |
| | Minimum | 9 | 22 | 48 |
| | Maximum | 29 | 54 | 67 |

North Carolina Grade 4 Reading
Round 1 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 538 | 542 | 545 |
| 1 | 502 | 540 | 543 | 547 |
| 1 | 504 | 538 | 540 | 550 |
| 1 | 505 | 538 | 545 | 551 |
| 2 | 506 | 538 | 541 | 550 |
| 2 | 508 | 541 | 544 | 549 |
| 2 | 509 | 540 | 547 | 554 |
| 2 | 510 | 541 | 546 | 550 |
| 3 | 511 | 537 | 541 | 554 |
| 3 | 512 | 536 | 541 | 549 |
| 3 | 513 | 538 | 544 | 549 |
| 3 | 514 | 538 | 541 | 547 |
| 3 | 515 | 538 | 542 | 549 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 538 | 542 | 549 |
| | 25th %ile | 538 | 541 | 548 |
| | 75th %ile | 540 | 544 | 551 |
| | Minimum | 536 | 540 | 545 |
| | Maximum | 541 | 547 | 554 |

North Carolina Grade 4 Reading
Round 1 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 17.5 | 36 | 56.5 |
| Median | 2 | 25 | 45 | 60 |
| Median | 3 | 13 | 31 | 57 |
| Median | Overall | 17 | 35 | 58 |
| | | | | |
| 25th %ile | 1 | 16.25 | 25.25 | 48.75 |
| 25th %ile | 2 | 18 | 32.5 | 58.5 |
| 25th %ile | 3 | 10 | 29.5 | 54.5 |
| 25th %ile | Overall | 14 | 30 | 54.5 |
| | | | | |
| 75th %ile | 1 | 18.75 | 43 | 62.75 |
| 75th %ile | 2 | 29 | 53 | 64.5 |
| 75th %ile | 3 | 16 | 37 | 62.5 |
| 75th %ile | Overall | 20 | 42.5 | 62.5 |
| | | | | |
| Minimum | 1 | 16 | 22 | 48 |
| Minimum | 2 | 17 | 30 | 58 |
| Minimum | 3 | 9 | 29 | 52 |
| Minimum | Overall | 9 | 22 | 48 |
| | | | | |
| Maximum | 1 | 19 | 45 | 63 |
| Maximum | 2 | 29 | 54 | 66 |
| Maximum | 3 | 17 | 40 | 67 |
| Maximum | Overall | 29 | 54 | 67 |
| | | | | |

| | | | | |
|---------|-----------|----|------|------|
| Overall | Median | 17 | 35 | 58 |
| | 25th %ile | 14 | 30 | 54.5 |
| | 75th %ile | 20 | 42.5 | 62.5 |
| | Minimum | 9 | 22 | 48 |
| | Maximum | 29 | 54 | 67 |

North Carolina Grade 4 Reading
Round 1 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 538 | 543 | 548 |
| Median | 2 | 540 | 545 | 550 |
| Median | 3 | 538 | 541 | 549 |
| Median | Overall | 538 | 542 | 549 |
| | | | | |
| 25th %ile | 1 | 538 | 541 | 545 |
| 25th %ile | 2 | 539 | 542 | 549 |
| 25th %ile | 3 | 537 | 541 | 548 |
| 25th %ile | Overall | 538 | 541 | 548 |
| | | | | |
| 75th %ile | 1 | 539 | 544 | 551 |
| 75th %ile | 2 | 541 | 547 | 553 |
| 75th %ile | 3 | 538 | 543 | 551 |
| 75th %ile | Overall | 540 | 544 | 551 |
| | | | | |
| Minimum | 1 | 538 | 540 | 545 |
| Minimum | 2 | 538 | 541 | 549 |
| Minimum | 3 | 536 | 541 | 547 |
| Minimum | Overall | 536 | 540 | 545 |
| | | | | |
| Maximum | 1 | 540 | 545 | 551 |
| Maximum | 2 | 541 | 547 | 554 |
| Maximum | 3 | 538 | 544 | 554 |
| Maximum | Overall | 541 | 547 | 554 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 538 | 542 | 549 |
| | 25th %ile | 538 | 541 | 548 |
| | 75th %ile | 540 | 544 | 551 |
| | Minimum | 536 | 540 | 545 |
| | Maximum | 541 | 547 | 554 |

North Carolina Grade 4 Reading Round 1 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 17.5 | 36 | 56.5 |
| 2 | 25 | 45 | 60 |
| 3 | 13 | 31 | 57 |
| Overall | 17 | 35 | 58 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 35.1 | 13.0 | 24.3 | 27.6 |

North Carolina Grade 4 Reading
Round 2 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 17 | 40 | 65 |
| 1 | 502 | 25 | 41 | 61 |
| 1 | 504 | 35 | 41 | 68 |
| 1 | 505 | 34 | 41 | 68 |
| 2 | 506 | 35 | 55 | 67 |
| 2 | 508 | 33 | 54 | 69 |
| 2 | 509 | 32 | 56 | 71 |
| 2 | 510 | 32 | 50 | 63 |
| 3 | 511 | 12 | 45 | 60 |
| 3 | 512 | 17 | 39 | 57 |
| 3 | 513 | 23 | 41 | 60 |
| 3 | 514 | 21 | 36 | 58 |
| 3 | 515 | 40 | 50 | 69 |

| | | | | |
|---------|-----------|------|------|------|
| Overall | Median | 32 | 41 | 65 |
| | 25th %ile | 19 | 40.5 | 60 |
| | 75th %ile | 34.5 | 52 | 68.5 |
| | Minimum | 12 | 36 | 57 |
| | Maximum | 40 | 56 | 71 |

North Carolina Grade 4 Reading
Round 2 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 538 | 544 | 553 |
| 1 | 502 | 540 | 544 | 550 |
| 1 | 504 | 542 | 544 | 554 |
| 1 | 505 | 542 | 544 | 554 |
| 2 | 506 | 542 | 547 | 554 |
| 2 | 508 | 542 | 547 | 554 |
| 2 | 509 | 542 | 549 | 554 |
| 2 | 510 | 542 | 546 | 551 |
| 3 | 511 | 538 | 545 | 550 |
| 3 | 512 | 538 | 544 | 549 |
| 3 | 513 | 540 | 544 | 550 |
| 3 | 514 | 540 | 543 | 549 |
| 3 | 515 | 544 | 546 | 554 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 542 | 544 | 553 |
| | 25th %ile | 539 | 544 | 550 |
| | 75th %ile | 542 | 546 | 554 |
| | Minimum | 538 | 543 | 549 |
| | Maximum | 544 | 549 | 554 |

North Carolina Grade 4 Reading
Round 2 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 29.5 | 41 | 66.5 |
| Median | 2 | 32.5 | 54.5 | 68 |
| Median | 3 | 21 | 41 | 60 |
| Median | Overall | 32 | 41 | 65 |
| | | | | |
| 25th %ile | 1 | 19 | 40.25 | 62 |
| 25th %ile | 2 | 32 | 51 | 64 |
| 25th %ile | 3 | 14.5 | 37.5 | 57.5 |
| 25th %ile | Overall | 19 | 40.5 | 60 |
| | | | | |
| 75th %ile | 1 | 34.75 | 41 | 68 |
| 75th %ile | 2 | 34.5 | 55.75 | 70.5 |
| 75th %ile | 3 | 31.5 | 47.5 | 64.5 |
| 75th %ile | Overall | 34.5 | 52 | 68.5 |
| | | | | |
| Minimum | 1 | 17 | 40 | 61 |
| Minimum | 2 | 32 | 50 | 63 |
| Minimum | 3 | 12 | 36 | 57 |
| Minimum | Overall | 12 | 36 | 57 |
| | | | | |
| Maximum | 1 | 35 | 41 | 68 |
| Maximum | 2 | 35 | 56 | 71 |
| Maximum | 3 | 40 | 50 | 69 |
| Maximum | Overall | 40 | 56 | 71 |
| | | | | |

| | | | | |
|---------|-----------|------|------|------|
| Overall | Median | 32 | 41 | 65 |
| | 25th %ile | 19 | 40.5 | 60 |
| | 75th %ile | 34.5 | 52 | 68.5 |
| | Minimum | 12 | 36 | 57 |
| | Maximum | 40 | 56 | 71 |

North Carolina Grade 4 Reading
Round 2 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 541 | 544 | 553 |
| Median | 2 | 542 | 547 | 554 |
| Median | 3 | 540 | 544 | 550 |
| Median | Overall | 542 | 544 | 553 |
| | | | | |
| 25th %ile | 1 | 539 | 544 | 551 |
| 25th %ile | 2 | 542 | 546 | 552 |
| 25th %ile | 3 | 538 | 544 | 549 |
| 25th %ile | Overall | 539 | 544 | 550 |
| | | | | |
| 75th %ile | 1 | 542 | 544 | 554 |
| 75th %ile | 2 | 542 | 548 | 554 |
| 75th %ile | 3 | 542 | 545 | 552 |
| 75th %ile | Overall | 542 | 546 | 554 |
| | | | | |
| Minimum | 1 | 538 | 544 | 550 |
| Minimum | 2 | 542 | 546 | 551 |
| Minimum | 3 | 538 | 543 | 549 |
| Minimum | Overall | 538 | 543 | 549 |
| | | | | |
| Maximum | 1 | 542 | 544 | 554 |
| Maximum | 2 | 542 | 549 | 554 |
| Maximum | 3 | 544 | 546 | 554 |
| Maximum | Overall | 544 | 549 | 554 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 542 | 544 | 553 |
| | 25th %ile | 539 | 544 | 550 |
| | 75th %ile | 542 | 546 | 554 |
| | Minimum | 538 | 543 | 549 |
| | Maximum | 544 | 549 | 554 |

North Carolina Grade 4 Reading Round 2 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 29.5 | 41 | 66.5 |
| 2 | 32.5 | 54.5 | 68 |
| 3 | 21 | 41 | 60 |
| Overall | 32 | 41 | 65 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 48.1 | 6.8 | 29.9 | 15.2 |

North Carolina Grade 4 Reading
Round 3 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 17 | 40 | 65 |
| 1 | 502 | 21 | 41 | 61 |
| 1 | 504 | 33 | 41 | 68 |
| 1 | 505 | 28 | 41 | 65 |
| 2 | 506 | 34 | 55 | 67 |
| 2 | 508 | 33 | 54 | 65 |
| 2 | 509 | 32 | 56 | 71 |
| 2 | 510 | 32 | 50 | 67 |
| 3 | 511 | 18 | 48 | 65 |
| 3 | 512 | 21 | 41 | 57 |
| 3 | 513 | 23 | 41 | 60 |
| 3 | 514 | 26 | 46 | 64 |
| 3 | 515 | 35 | 41 | 69 |

| | | | | |
|---------|-----------|----|----|------|
| Overall | Median | 28 | 41 | 65 |
| | 25th %ile | 21 | 41 | 62.5 |
| | 75th %ile | 33 | 52 | 67.5 |
| | Minimum | 17 | 40 | 57 |
| | Maximum | 35 | 56 | 71 |

North Carolina Grade 4 Reading
Round 3 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 501 | 538 | 544 | 553 |
| 1 | 502 | 540 | 544 | 550 |
| 1 | 504 | 542 | 544 | 554 |
| 1 | 505 | 541 | 544 | 553 |
| 2 | 506 | 542 | 547 | 554 |
| 2 | 508 | 542 | 547 | 553 |
| 2 | 509 | 542 | 549 | 554 |
| 2 | 510 | 542 | 546 | 554 |
| 3 | 511 | 538 | 545 | 553 |
| 3 | 512 | 540 | 544 | 549 |
| 3 | 513 | 540 | 544 | 550 |
| 3 | 514 | 540 | 545 | 552 |
| 3 | 515 | 542 | 544 | 554 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 541 | 544 | 553 |
| | 25th %ile | 540 | 544 | 551 |
| | 75th %ile | 542 | 546 | 554 |
| | Minimum | 538 | 544 | 549 |
| | Maximum | 542 | 549 | 554 |

North Carolina Grade 4 Reading
Round 3 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 24.5 | 41 | 65 |
| Median | 2 | 32.5 | 54.5 | 67 |
| Median | 3 | 23 | 41 | 64 |
| Median | Overall | 28 | 41 | 65 |
| | | | | |
| 25th %ile | 1 | 18 | 40.25 | 62 |
| 25th %ile | 2 | 32 | 51 | 65.5 |
| 25th %ile | 3 | 19.5 | 41 | 58.5 |
| 25th %ile | Overall | 21 | 41 | 62.5 |
| | | | | |
| 75th %ile | 1 | 31.75 | 41 | 67.25 |
| 75th %ile | 2 | 33.75 | 55.75 | 70 |
| 75th %ile | 3 | 30.5 | 47 | 67 |
| 75th %ile | Overall | 33 | 52 | 67.5 |
| | | | | |
| Minimum | 1 | 17 | 40 | 61 |
| Minimum | 2 | 32 | 50 | 65 |
| Minimum | 3 | 18 | 41 | 57 |
| Minimum | Overall | 17 | 40 | 57 |
| | | | | |
| Maximum | 1 | 33 | 41 | 68 |
| Maximum | 2 | 34 | 56 | 71 |
| Maximum | 3 | 35 | 48 | 69 |
| Maximum | Overall | 35 | 56 | 71 |
| | | | | |

| | | | | |
|---------|-----------|----|----|------|
| Overall | Median | 28 | 41 | 65 |
| | 25th %ile | 21 | 41 | 62.5 |
| | 75th %ile | 33 | 52 | 67.5 |
| | Minimum | 17 | 40 | 57 |
| | Maximum | 35 | 56 | 71 |

North Carolina Grade 4 Reading
Round 3 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 540 | 544 | 553 |
| Median | 2 | 542 | 547 | 554 |
| Median | 3 | 540 | 544 | 552 |
| Median | Overall | 541 | 544 | 553 |
| | | | | |
| 25th %ile | 1 | 539 | 544 | 551 |
| 25th %ile | 2 | 542 | 546 | 553 |
| 25th %ile | 3 | 539 | 544 | 549 |
| 25th %ile | Overall | 540 | 544 | 551 |
| | | | | |
| 75th %ile | 1 | 542 | 544 | 554 |
| 75th %ile | 2 | 542 | 548 | 554 |
| 75th %ile | 3 | 541 | 545 | 553 |
| 75th %ile | Overall | 542 | 546 | 554 |
| | | | | |
| Minimum | 1 | 538 | 544 | 550 |
| Minimum | 2 | 542 | 546 | 553 |
| Minimum | 3 | 538 | 544 | 549 |
| Minimum | Overall | 538 | 544 | 549 |
| | | | | |
| Maximum | 1 | 542 | 544 | 554 |
| Maximum | 2 | 542 | 549 | 554 |
| Maximum | 3 | 542 | 545 | 554 |
| Maximum | Overall | 542 | 549 | 554 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 541 | 544 | 553 |
| | 25th %ile | 540 | 544 | 551 |
| | 75th %ile | 542 | 546 | 554 |
| | Minimum | 538 | 544 | 549 |
| | Maximum | 542 | 549 | 554 |

North Carolina Grade 4 Reading Round 3 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 24.5 | 41 | 65 |
| 2 | 32.5 | 54.5 | 67 |
| 3 | 23 | 41 | 64 |
| Overall | 28 | 41 | 65 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 44.8 | 10.0 | 29.9 | 15.2 |

North Carolina Grade 5 Reading
Round 1 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 12 | 43 | 57 |
| 1 | 603 | 14 | 22 | 38 |
| 1 | 604 | 10 | 24 | 48 |
| 2 | 605 | 30 | 41 | 61 |
| 2 | 606 | 39 | 53 | 66 |
| 2 | 607 | 31 | 49 | 61 |
| 2 | 608 | 38 | 46 | 64 |
| 2 | 609 | 24 | 46 | 56 |
| 3 | 610 | 8 | 43 | 69 |
| 3 | 611 | 21 | 40 | 66 |
| 3 | 612 | 16 | 40 | 62 |
| 3 | 613 | 27 | 52 | 65 |

| | | | | |
|---------|-----------|-------|-------|-------|
| Overall | Median | 22.5 | 43 | 61.5 |
| | 25th %ile | 12.5 | 40 | 56.25 |
| | 75th %ile | 30.75 | 48.25 | 65.75 |
| | Minimum | 8 | 22 | 38 |
| | Maximum | 39 | 53 | 69 |

North Carolina Grade 5 Reading
Round 1 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 544 | 552 | 556 |
| 1 | 603 | 544 | 546 | 550 |
| 1 | 604 | 543 | 546 | 554 |
| 2 | 605 | 548 | 552 | 557 |
| 2 | 606 | 550 | 555 | 558 |
| 2 | 607 | 548 | 555 | 557 |
| 2 | 608 | 550 | 553 | 558 |
| 2 | 609 | 546 | 553 | 556 |
| 3 | 610 | 543 | 552 | 562 |
| 3 | 611 | 546 | 551 | 558 |
| 3 | 612 | 545 | 551 | 557 |
| 3 | 613 | 547 | 555 | 558 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 546 | 552 | 557 |
| | 25th %ile | 544 | 551 | 556 |
| | 75th %ile | 548 | 554 | 558 |
| | Minimum | 543 | 546 | 550 |
| | Maximum | 550 | 555 | 562 |

North Carolina Grade 5 Reading
Round 1 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 12 | 24 | 48 |
| Median | 2 | 31 | 46 | 61 |
| Median | 3 | 18.5 | 41.5 | 65.5 |
| Median | Overall | 22.5 | 43 | 61.5 |
| | | | | |
| 25th %ile | 1 | 10 | 22 | 38 |
| 25th %ile | 2 | 27 | 43.5 | 58.5 |
| 25th %ile | 3 | 10 | 40 | 62.75 |
| 25th %ile | Overall | 12.5 | 40 | 56.25 |
| | | | | |
| 75th %ile | 1 | 14 | 43 | 57 |
| 75th %ile | 2 | 38.5 | 51 | 65 |
| 75th %ile | 3 | 25.5 | 49.75 | 68.25 |
| 75th %ile | Overall | 30.75 | 48.25 | 65.75 |
| | | | | |
| Minimum | 1 | 10 | 22 | 38 |
| Minimum | 2 | 24 | 41 | 56 |
| Minimum | 3 | 8 | 40 | 62 |
| Minimum | Overall | 8 | 22 | 38 |
| | | | | |
| Maximum | 1 | 14 | 43 | 57 |
| Maximum | 2 | 39 | 53 | 66 |
| Maximum | 3 | 27 | 52 | 69 |
| Maximum | Overall | 39 | 53 | 69 |
| | | | | |

| | | | | |
|---------|-----------|-------|-------|-------|
| Overall | Median | 22.5 | 43 | 61.5 |
| | 25th %ile | 12.5 | 40 | 56.25 |
| | 75th %ile | 30.75 | 48.25 | 65.75 |
| | Minimum | 8 | 22 | 38 |
| | Maximum | 39 | 53 | 69 |

North Carolina Grade 5 Reading
Round 1 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 544 | 546 | 554 |
| Median | 2 | 548 | 553 | 557 |
| Median | 3 | 546 | 552 | 558 |
| Median | Overall | 546 | 552 | 557 |
| | | | | |
| 25th %ile | 1 | 543 | 546 | 550 |
| 25th %ile | 2 | 547 | 552 | 556 |
| 25th %ile | 3 | 544 | 551 | 557 |
| 25th %ile | Overall | 544 | 551 | 556 |
| | | | | |
| 75th %ile | 1 | 544 | 552 | 556 |
| 75th %ile | 2 | 550 | 555 | 558 |
| 75th %ile | 3 | 547 | 554 | 561 |
| 75th %ile | Overall | 548 | 554 | 558 |
| | | | | |
| Minimum | 1 | 543 | 546 | 550 |
| Minimum | 2 | 546 | 552 | 556 |
| Minimum | 3 | 543 | 551 | 557 |
| Minimum | Overall | 543 | 546 | 550 |
| | | | | |
| Maximum | 1 | 544 | 552 | 556 |
| Maximum | 2 | 550 | 555 | 558 |
| Maximum | 3 | 547 | 555 | 562 |
| Maximum | Overall | 550 | 555 | 562 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 546 | 552 | 557 |
| | 25th %ile | 544 | 551 | 556 |
| | 75th %ile | 548 | 554 | 558 |
| | Minimum | 543 | 546 | 550 |
| | Maximum | 550 | 555 | 562 |

North Carolina Grade 5 Reading Round 1 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 12 | 24 | 48 |
| 2 | 31 | 46 | 61 |
| 3 | 18.5 | 41.5 | 65.5 |
| Overall | 22.5 | 43 | 61.5 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 43.9 | 20.1 | 16.2 | 19.8 |

North Carolina Grade 5 Reading
Round 2 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 27 | 43 | 65 |
| 1 | 603 | 27 | 43 | 64 |
| 1 | 604 | 27 | 43 | 65 |
| 2 | 605 | 31 | 41 | 61 |
| 2 | 606 | 35 | 49 | 66 |
| 2 | 607 | 31 | 44 | 60 |
| 2 | 608 | 30 | 42 | 65 |
| 2 | 609 | 25 | 39 | 63 |
| 3 | 610 | 15 | 43 | 69 |
| 3 | 611 | 23 | 40 | 66 |
| 3 | 612 | 26 | 43 | 65 |
| 3 | 613 | 23 | 43 | 63 |

| | | | | |
|---------|-----------|-------|-------|-------|
| Overall | Median | 27 | 43 | 65 |
| | 25th %ile | 23.5 | 41.25 | 63 |
| | 75th %ile | 30.75 | 43 | 65.75 |
| | Minimum | 15 | 39 | 60 |
| | Maximum | 35 | 49 | 69 |

North Carolina Grade 5 Reading
Round 2 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 547 | 552 | 558 |
| 1 | 603 | 547 | 552 | 558 |
| 1 | 604 | 547 | 552 | 558 |
| 2 | 605 | 548 | 552 | 557 |
| 2 | 606 | 549 | 555 | 558 |
| 2 | 607 | 548 | 553 | 556 |
| 2 | 608 | 548 | 552 | 558 |
| 2 | 609 | 547 | 550 | 557 |
| 3 | 610 | 544 | 552 | 562 |
| 3 | 611 | 546 | 551 | 558 |
| 3 | 612 | 547 | 552 | 558 |
| 3 | 613 | 546 | 552 | 557 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 547 | 552 | 558 |
| | 25th %ile | 546 | 552 | 557 |
| | 75th %ile | 548 | 552 | 558 |
| | Minimum | 544 | 550 | 556 |
| | Maximum | 549 | 555 | 562 |

North Carolina Grade 5 Reading
Round 2 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 27 | 43 | 65 |
| Median | 2 | 31 | 42 | 63 |
| Median | 3 | 23 | 43 | 65.5 |
| Median | Overall | 27 | 43 | 65 |
| | | | | |
| 25th %ile | 1 | 27 | 43 | 64 |
| 25th %ile | 2 | 27.5 | 40 | 60.5 |
| 25th %ile | 3 | 17 | 40.75 | 63.5 |
| 25th %ile | Overall | 23.5 | 41.25 | 63 |
| | | | | |
| 75th %ile | 1 | 27 | 43 | 65 |
| 75th %ile | 2 | 33 | 46.5 | 65.5 |
| 75th %ile | 3 | 25.25 | 43 | 68.25 |
| 75th %ile | Overall | 30.75 | 43 | 65.75 |
| | | | | |
| Minimum | 1 | 27 | 43 | 64 |
| Minimum | 2 | 25 | 39 | 60 |
| Minimum | 3 | 15 | 40 | 63 |
| Minimum | Overall | 15 | 39 | 60 |
| | | | | |
| Maximum | 1 | 27 | 43 | 65 |
| Maximum | 2 | 35 | 49 | 66 |
| Maximum | 3 | 26 | 43 | 69 |
| Maximum | Overall | 35 | 49 | 69 |
| | | | | |

| | | | | |
|---------|-----------|-------|-------|-------|
| Overall | Median | 27 | 43 | 65 |
| | 25th %ile | 23.5 | 41.25 | 63 |
| | 75th %ile | 30.75 | 43 | 65.75 |
| | Minimum | 15 | 39 | 60 |
| | Maximum | 35 | 49 | 69 |

North Carolina Grade 5 Reading
Round 2 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 547 | 552 | 558 |
| Median | 2 | 548 | 552 | 557 |
| Median | 3 | 546 | 552 | 558 |
| Median | Overall | 547 | 552 | 558 |
| | | | | |
| 25th %ile | 1 | 547 | 552 | 558 |
| 25th %ile | 2 | 547 | 551 | 556 |
| 25th %ile | 3 | 545 | 551 | 557 |
| 25th %ile | Overall | 546 | 552 | 557 |
| | | | | |
| 75th %ile | 1 | 547 | 552 | 558 |
| 75th %ile | 2 | 548 | 554 | 558 |
| 75th %ile | 3 | 547 | 552 | 561 |
| 75th %ile | Overall | 548 | 552 | 558 |
| | | | | |
| Minimum | 1 | 547 | 552 | 558 |
| Minimum | 2 | 547 | 550 | 556 |
| Minimum | 3 | 544 | 551 | 557 |
| Minimum | Overall | 544 | 550 | 556 |
| | | | | |
| Maximum | 1 | 547 | 552 | 558 |
| Maximum | 2 | 549 | 555 | 558 |
| Maximum | 3 | 547 | 552 | 562 |
| Maximum | Overall | 549 | 555 | 562 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 547 | 552 | 558 |
| | 25th %ile | 546 | 552 | 557 |
| | 75th %ile | 548 | 552 | 558 |
| | Minimum | 544 | 550 | 556 |
| | Maximum | 549 | 555 | 562 |

North Carolina Grade 5 Reading Round 2 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 27 | 43 | 65 |
| 2 | 31 | 42 | 63 |
| 3 | 23 | 43 | 65.5 |
| Overall | 27 | 43 | 65 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 47.0 | 17.0 | 19.5 | 16.4 |

North Carolina Grade 5 Reading
Round 3 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 25 | 43 | 65 |
| 1 | 603 | 27 | 43 | 65 |
| 1 | 604 | 24 | 43 | 65 |
| 2 | 605 | 15 | 43 | 66 |
| 2 | 606 | 32 | 47 | 66 |
| 2 | 607 | 27 | 44 | 66 |
| 2 | 608 | 27 | 42 | 68 |
| 2 | 609 | 25 | 39 | 65 |
| 3 | 610 | 15 | 43 | 69 |
| 3 | 611 | 24 | 43 | 67 |
| 3 | 612 | 26 | 43 | 68 |
| 3 | 613 | 27 | 43 | 63 |

| | | | | |
|---------|-----------|------|----|-------|
| Overall | Median | 25.5 | 43 | 66 |
| | 25th %ile | 24 | 43 | 65 |
| | 75th %ile | 27 | 43 | 67.75 |
| | Minimum | 15 | 39 | 63 |
| | Maximum | 32 | 47 | 69 |

North Carolina Grade 5 Reading
Round 3 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 547 | 552 | 558 |
| 1 | 603 | 547 | 552 | 558 |
| 1 | 604 | 546 | 552 | 558 |
| 2 | 605 | 544 | 552 | 558 |
| 2 | 606 | 548 | 553 | 558 |
| 2 | 607 | 547 | 553 | 558 |
| 2 | 608 | 547 | 552 | 561 |
| 2 | 609 | 547 | 550 | 558 |
| 3 | 610 | 544 | 552 | 562 |
| 3 | 611 | 546 | 552 | 561 |
| 3 | 612 | 547 | 552 | 561 |
| 3 | 613 | 547 | 552 | 557 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 547 | 552 | 558 |
| | 25th %ile | 546 | 552 | 558 |
| | 75th %ile | 547 | 552 | 561 |
| | Minimum | 544 | 550 | 557 |
| | Maximum | 548 | 553 | 562 |

North Carolina Grade 5 Reading
Round 3 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 25 | 43 | 65 |
| Median | 2 | 27 | 43 | 66 |
| Median | 3 | 25 | 43 | 67.5 |
| Median | Overall | 25.5 | 43 | 66 |
| | | | | |
| 25th %ile | 1 | 24 | 43 | 65 |
| 25th %ile | 2 | 20 | 40.5 | 65.5 |
| 25th %ile | 3 | 17.25 | 43 | 64 |
| 25th %ile | Overall | 24 | 43 | 65 |
| | | | | |
| 75th %ile | 1 | 27 | 43 | 65 |
| 75th %ile | 2 | 29.5 | 45.5 | 67 |
| 75th %ile | 3 | 26.75 | 43 | 68.75 |
| 75th %ile | Overall | 27 | 43 | 67.75 |
| | | | | |
| Minimum | 1 | 24 | 43 | 65 |
| Minimum | 2 | 15 | 39 | 65 |
| Minimum | 3 | 15 | 43 | 63 |
| Minimum | Overall | 15 | 39 | 63 |
| | | | | |
| Maximum | 1 | 27 | 43 | 65 |
| Maximum | 2 | 32 | 47 | 68 |
| Maximum | 3 | 27 | 43 | 69 |
| Maximum | Overall | 32 | 47 | 69 |
| | | | | |

| | | | | |
|---------|-----------|------|----|-------|
| Overall | Median | 25.5 | 43 | 66 |
| | 25th %ile | 24 | 43 | 65 |
| | 75th %ile | 27 | 43 | 67.75 |
| | Minimum | 15 | 39 | 63 |
| | Maximum | 32 | 47 | 69 |

North Carolina Grade 5 Reading
Round 3 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 547 | 552 | 558 |
| Median | 2 | 547 | 552 | 558 |
| Median | 3 | 547 | 552 | 561 |
| Median | Overall | 547 | 552 | 558 |
| | | | | |
| 25th %ile | 1 | 546 | 552 | 558 |
| 25th %ile | 2 | 546 | 551 | 558 |
| 25th %ile | 3 | 545 | 552 | 558 |
| 25th %ile | Overall | 546 | 552 | 558 |
| | | | | |
| 75th %ile | 1 | 547 | 552 | 558 |
| 75th %ile | 2 | 547 | 553 | 559 |
| 75th %ile | 3 | 547 | 552 | 561 |
| 75th %ile | Overall | 547 | 552 | 561 |
| | | | | |
| Minimum | 1 | 546 | 552 | 558 |
| Minimum | 2 | 544 | 550 | 558 |
| Minimum | 3 | 544 | 552 | 557 |
| Minimum | Overall | 544 | 550 | 557 |
| | | | | |
| Maximum | 1 | 547 | 552 | 558 |
| Maximum | 2 | 548 | 553 | 561 |
| Maximum | 3 | 547 | 552 | 562 |
| Maximum | Overall | 548 | 553 | 562 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 547 | 552 | 558 |
| | 25th %ile | 546 | 552 | 558 |
| | 75th %ile | 547 | 552 | 561 |
| | Minimum | 544 | 550 | 557 |
| | Maximum | 548 | 553 | 562 |

North Carolina Grade 5 Reading Round 3 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 25 | 43 | 65 |
| 2 | 27 | 43 | 66 |
| 3 | 25 | 43 | 67.5 |
| Overall | 25.5 | 43 | 66 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 47.0 | 17.0 | 19.5 | 16.4 |

North Carolina Grade 6 Reading
Round 1 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 13 | 42 | 64 |
| 1 | 603 | 25 | 42 | 65 |
| 1 | 604 | 12 | 39 | 69 |
| 2 | 605 | 32 | 43 | 69 |
| 2 | 606 | 25 | 43 | 62 |
| 2 | 607 | 24 | 32 | 65 |
| 2 | 608 | 29 | 43 | 63 |
| 2 | 609 | 25 | 35 | 64 |
| 3 | 610 | 23 | 49 | 64 |
| 3 | 611 | 30 | 43 | 65 |
| 3 | 612 | 28 | 44 | 62 |
| 3 | 613 | 30 | 44 | 54 |

| | | | | |
|---------|-----------|-------|-------|-------|
| Overall | Median | 25 | 43 | 64 |
| | 25th %ile | 23.25 | 39.75 | 62.25 |
| | 75th %ile | 29.75 | 43.75 | 65 |
| | Minimum | 12 | 32 | 54 |
| | Maximum | 32 | 49 | 69 |

North Carolina Grade 6 Reading
Round 1 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 549 | 556 | 565 |
| 1 | 603 | 552 | 556 | 565 |
| 1 | 604 | 548 | 555 | 569 |
| 2 | 605 | 554 | 556 | 569 |
| 2 | 606 | 552 | 556 | 564 |
| 2 | 607 | 552 | 554 | 565 |
| 2 | 608 | 553 | 556 | 565 |
| 2 | 609 | 552 | 554 | 565 |
| 3 | 610 | 552 | 559 | 565 |
| 3 | 611 | 553 | 556 | 565 |
| 3 | 612 | 553 | 556 | 564 |
| 3 | 613 | 553 | 556 | 562 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 552 | 556 | 565 |
| | 25th %ile | 552 | 555 | 564 |
| | 75th %ile | 553 | 556 | 565 |
| | Minimum | 548 | 554 | 562 |
| | Maximum | 554 | 559 | 569 |

North Carolina Grade 6 Reading
Round 1 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 13 | 42 | 65 |
| Median | 2 | 25 | 43 | 64 |
| Median | 3 | 29 | 44 | 63 |
| Median | Overall | 25 | 43 | 64 |
| | | | | |
| 25th %ile | 1 | 12 | 39 | 64 |
| 25th %ile | 2 | 24.5 | 33.5 | 62.5 |
| 25th %ile | 3 | 24.25 | 43.25 | 56 |
| 25th %ile | Overall | 23.25 | 39.75 | 62.25 |
| | | | | |
| 75th %ile | 1 | 25 | 42 | 69 |
| 75th %ile | 2 | 30.5 | 43 | 67 |
| 75th %ile | 3 | 30 | 47.75 | 64.75 |
| 75th %ile | Overall | 29.75 | 43.75 | 65 |
| | | | | |
| Minimum | 1 | 12 | 39 | 64 |
| Minimum | 2 | 24 | 32 | 62 |
| Minimum | 3 | 23 | 43 | 54 |
| Minimum | Overall | 12 | 32 | 54 |
| | | | | |
| Maximum | 1 | 25 | 42 | 69 |
| Maximum | 2 | 32 | 43 | 69 |
| Maximum | 3 | 30 | 49 | 65 |
| Maximum | Overall | 32 | 49 | 69 |
| | | | | |

| | | | | |
|---------|-----------|-------|-------|-------|
| Overall | Median | 25 | 43 | 64 |
| | 25th %ile | 23.25 | 39.75 | 62.25 |
| | 75th %ile | 29.75 | 43.75 | 65 |
| | Minimum | 12 | 32 | 54 |
| | Maximum | 32 | 49 | 69 |

North Carolina Grade 6 Reading
Round 1 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 549 | 556 | 565 |
| Median | 2 | 552 | 556 | 565 |
| Median | 3 | 553 | 556 | 565 |
| Median | Overall | 552 | 556 | 565 |
| | | | | |
| 25th %ile | 1 | 548 | 555 | 565 |
| 25th %ile | 2 | 552 | 554 | 565 |
| 25th %ile | 3 | 552 | 556 | 562 |
| 25th %ile | Overall | 552 | 555 | 564 |
| | | | | |
| 75th %ile | 1 | 552 | 556 | 569 |
| 75th %ile | 2 | 553 | 556 | 567 |
| 75th %ile | 3 | 553 | 558 | 565 |
| 75th %ile | Overall | 553 | 556 | 565 |
| | | | | |
| Minimum | 1 | 548 | 555 | 565 |
| Minimum | 2 | 552 | 554 | 564 |
| Minimum | 3 | 552 | 556 | 562 |
| Minimum | Overall | 548 | 554 | 562 |
| | | | | |
| Maximum | 1 | 552 | 556 | 569 |
| Maximum | 2 | 554 | 556 | 569 |
| Maximum | 3 | 553 | 559 | 565 |
| Maximum | Overall | 554 | 559 | 569 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 552 | 556 | 565 |
| | 25th %ile | 552 | 555 | 564 |
| | 75th %ile | 553 | 556 | 565 |
| | Minimum | 548 | 554 | 562 |
| | Maximum | 554 | 559 | 569 |

North Carolina Grade 6 Reading Round 1 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 13 | 42 | 65 |
| 2 | 25 | 43 | 64 |
| 3 | 29 | 44 | 63 |
| Overall | 25 | 43 | 64 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 54.6 | 14.6 | 22.8 | 8.0 |

North Carolina Grade 6 Reading
Round 2 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 13 | 42 | 65 |
| 1 | 603 | 13 | 43 | 66 |
| 1 | 604 | 13 | 40 | 67 |
| 2 | 605 | 32 | 37 | 62 |
| 2 | 606 | 25 | 43 | 63 |
| 2 | 607 | 24 | 43 | 64 |
| 2 | 608 | 25 | 38 | 62 |
| 2 | 609 | 25 | 35 | 64 |
| 3 | 610 | 20 | 42 | 64 |
| 3 | 611 | 27 | 43 | 64 |
| 3 | 612 | 28 | 44 | 64 |
| 3 | 613 | 20 | 44 | 62 |

| | | | | |
|---------|-----------|-------|------|-------|
| Overall | Median | 24.5 | 42.5 | 64 |
| | 25th %ile | 14.75 | 38.5 | 62.25 |
| | 75th %ile | 26.5 | 43 | 64.75 |
| | Minimum | 13 | 35 | 62 |
| | Maximum | 32 | 44 | 67 |

North Carolina Grade 6 Reading
Round 2 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 549 | 556 | 565 |
| 1 | 603 | 549 | 556 | 566 |
| 1 | 604 | 549 | 555 | 566 |
| 2 | 605 | 554 | 554 | 564 |
| 2 | 606 | 552 | 556 | 565 |
| 2 | 607 | 552 | 556 | 565 |
| 2 | 608 | 552 | 555 | 564 |
| 2 | 609 | 552 | 554 | 565 |
| 3 | 610 | 551 | 556 | 565 |
| 3 | 611 | 553 | 556 | 565 |
| 3 | 612 | 553 | 556 | 565 |
| 3 | 613 | 551 | 556 | 564 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 552 | 556 | 565 |
| | 25th %ile | 549 | 555 | 564 |
| | 75th %ile | 553 | 556 | 565 |
| | Minimum | 549 | 554 | 564 |
| | Maximum | 554 | 556 | 566 |

North Carolina Grade 6 Reading
Round 2 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 13 | 42 | 66 |
| Median | 2 | 25 | 38 | 63 |
| Median | 3 | 23.5 | 43.5 | 64 |
| Median | Overall | 24.5 | 42.5 | 64 |
| | | | | |
| 25th %ile | 1 | 13 | 40 | 65 |
| 25th %ile | 2 | 24.5 | 36 | 62 |
| 25th %ile | 3 | 20 | 42.25 | 62.5 |
| 25th %ile | Overall | 14.75 | 38.5 | 62.25 |
| | | | | |
| 75th %ile | 1 | 13 | 43 | 67 |
| 75th %ile | 2 | 28.5 | 43 | 64 |
| 75th %ile | 3 | 27.75 | 44 | 64 |
| 75th %ile | Overall | 26.5 | 43 | 64.75 |
| | | | | |
| Minimum | 1 | 13 | 40 | 65 |
| Minimum | 2 | 24 | 35 | 62 |
| Minimum | 3 | 20 | 42 | 62 |
| Minimum | Overall | 13 | 35 | 62 |
| | | | | |
| Maximum | 1 | 13 | 43 | 67 |
| Maximum | 2 | 32 | 43 | 64 |
| Maximum | 3 | 28 | 44 | 64 |
| Maximum | Overall | 32 | 44 | 67 |
| | | | | |

| | | | | |
|---------|-----------|-------|------|-------|
| Overall | Median | 24.5 | 42.5 | 64 |
| | 25th %ile | 14.75 | 38.5 | 62.25 |
| | 75th %ile | 26.5 | 43 | 64.75 |
| | Minimum | 13 | 35 | 62 |
| | Maximum | 32 | 44 | 67 |

North Carolina Grade 6 Reading
Round 2 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 549 | 556 | 566 |
| Median | 2 | 552 | 555 | 565 |
| Median | 3 | 552 | 556 | 565 |
| Median | Overall | 552 | 556 | 565 |
| | | | | |
| 25th %ile | 1 | 549 | 555 | 565 |
| 25th %ile | 2 | 552 | 554 | 564 |
| 25th %ile | 3 | 551 | 556 | 565 |
| 25th %ile | Overall | 549 | 555 | 564 |
| | | | | |
| 75th %ile | 1 | 549 | 556 | 566 |
| 75th %ile | 2 | 553 | 556 | 565 |
| 75th %ile | 3 | 553 | 556 | 565 |
| 75th %ile | Overall | 553 | 556 | 565 |
| | | | | |
| Minimum | 1 | 549 | 555 | 565 |
| Minimum | 2 | 552 | 554 | 564 |
| Minimum | 3 | 551 | 556 | 564 |
| Minimum | Overall | 549 | 554 | 564 |
| | | | | |
| Maximum | 1 | 549 | 556 | 566 |
| Maximum | 2 | 554 | 556 | 565 |
| Maximum | 3 | 553 | 556 | 565 |
| Maximum | Overall | 554 | 556 | 566 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 552 | 556 | 565 |
| | 25th %ile | 549 | 555 | 564 |
| | 75th %ile | 553 | 556 | 565 |
| | Minimum | 549 | 554 | 564 |
| | Maximum | 554 | 556 | 566 |

North Carolina Grade 6 Reading Round 2 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 13 | 42 | 66 |
| 2 | 25 | 38 | 63 |
| 3 | 23.5 | 43.5 | 64 |
| Overall | 24.5 | 42.5 | 64 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 54.6 | 14.6 | 22.8 | 8.0 |

North Carolina Grade 6 Reading
Round 3 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 13 | 42 | 64 |
| 1 | 603 | 13 | 42 | 65 |
| 1 | 604 | 13 | 40 | 64 |
| 2 | 605 | 24 | 37 | 63 |
| 2 | 606 | 25 | 42 | 63 |
| 2 | 607 | 24 | 40 | 63 |
| 2 | 608 | 22 | 38 | 63 |
| 2 | 609 | 23 | 35 | 63 |
| 3 | 610 | 19 | 42 | 64 |
| 3 | 611 | 20 | 43 | 64 |
| 3 | 612 | 23 | 40 | 64 |
| 3 | 613 | 20 | 44 | 63 |

| | | | | |
|---------|-----------|-------|------|------|
| Overall | Median | 21 | 41 | 63.5 |
| | 25th %ile | 14.5 | 38.5 | 63 |
| | 75th %ile | 23.75 | 42 | 64 |
| | Minimum | 13 | 35 | 63 |
| | Maximum | 25 | 44 | 65 |

North Carolina Grade 6 Reading
Round 3 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 601 | 549 | 556 | 565 |
| 1 | 603 | 549 | 556 | 565 |
| 1 | 604 | 549 | 555 | 565 |
| 2 | 605 | 552 | 554 | 565 |
| 2 | 606 | 552 | 556 | 565 |
| 2 | 607 | 552 | 555 | 565 |
| 2 | 608 | 552 | 555 | 565 |
| 2 | 609 | 552 | 554 | 565 |
| 3 | 610 | 551 | 556 | 565 |
| 3 | 611 | 551 | 556 | 565 |
| 3 | 612 | 552 | 555 | 565 |
| 3 | 613 | 551 | 556 | 565 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 551 | 556 | 565 |
| | 25th %ile | 549 | 555 | 565 |
| | 75th %ile | 552 | 556 | 565 |
| | Minimum | 549 | 554 | 565 |
| | Maximum | 552 | 556 | 565 |

North Carolina Grade 6 Reading
Round 3 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 13 | 42 | 64 |
| Median | 2 | 24 | 38 | 63 |
| Median | 3 | 20 | 42.5 | 64 |
| Median | Overall | 21 | 41 | 63.5 |
| | | | | |
| 25th %ile | 1 | 13 | 40 | 64 |
| 25th %ile | 2 | 22.5 | 36 | 63 |
| 25th %ile | 3 | 19.25 | 40.5 | 63.25 |
| 25th %ile | Overall | 14.5 | 38.5 | 63 |
| | | | | |
| 75th %ile | 1 | 13 | 42 | 65 |
| 75th %ile | 2 | 24.5 | 41 | 63 |
| 75th %ile | 3 | 22.25 | 43.75 | 64 |
| 75th %ile | Overall | 23.75 | 42 | 64 |
| | | | | |
| Minimum | 1 | 13 | 40 | 64 |
| Minimum | 2 | 22 | 35 | 63 |
| Minimum | 3 | 19 | 40 | 63 |
| Minimum | Overall | 13 | 35 | 63 |
| | | | | |
| Maximum | 1 | 13 | 42 | 65 |
| Maximum | 2 | 25 | 42 | 63 |
| Maximum | 3 | 23 | 44 | 64 |
| Maximum | Overall | 25 | 44 | 65 |
| | | | | |

| | | | | |
|---------|-----------|-------|------|------|
| Overall | Median | 21 | 41 | 63.5 |
| | 25th %ile | 14.5 | 38.5 | 63 |
| | 75th %ile | 23.75 | 42 | 64 |
| | Minimum | 13 | 35 | 63 |
| | Maximum | 25 | 44 | 65 |

North Carolina Grade 6 Reading
Round 3 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 549 | 556 | 565 |
| Median | 2 | 552 | 555 | 565 |
| Median | 3 | 551 | 556 | 565 |
| Median | Overall | 551 | 556 | 565 |
| | | | | |
| 25th %ile | 1 | 549 | 555 | 565 |
| 25th %ile | 2 | 552 | 554 | 565 |
| 25th %ile | 3 | 551 | 556 | 565 |
| 25th %ile | Overall | 549 | 555 | 565 |
| | | | | |
| 75th %ile | 1 | 549 | 556 | 565 |
| 75th %ile | 2 | 552 | 556 | 565 |
| 75th %ile | 3 | 552 | 556 | 565 |
| 75th %ile | Overall | 552 | 556 | 565 |
| | | | | |
| Minimum | 1 | 549 | 555 | 565 |
| Minimum | 2 | 552 | 554 | 565 |
| Minimum | 3 | 551 | 555 | 565 |
| Minimum | Overall | 549 | 554 | 565 |
| | | | | |
| Maximum | 1 | 549 | 556 | 565 |
| Maximum | 2 | 552 | 556 | 565 |
| Maximum | 3 | 552 | 556 | 565 |
| Maximum | Overall | 552 | 556 | 565 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 551 | 556 | 565 |
| | 25th %ile | 549 | 555 | 565 |
| | 75th %ile | 552 | 556 | 565 |
| | Minimum | 549 | 554 | 565 |
| | Maximum | 552 | 556 | 565 |

North Carolina Grade 6 Reading Round 3 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 13 | 42 | 64 |
| 2 | 24 | 38 | 63 |
| 3 | 20 | 42.5 | 64 |
| Overall | 21 | 41 | 63.5 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 51.4 | 17.8 | 22.8 | 8.0 |

North Carolina Grade 7 Reading
Round 1 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 30 | 46 | 57 |
| 1 | 702 | 12 | 27 | 47 |
| 1 | 703 | 14 | 36 | 60 |
| 1 | 704 | 41 | 53 | 61 |
| 1 | 705 | 11 | 24 | 55 |
| 2 | 706 | 27 | 45 | 59 |
| 2 | 707 | 12 | 31 | 63 |
| 2 | 708 | 17 | 37 | 56 |
| 2 | 709 | 13 | 56 | 66 |
| 3 | 710 | 39 | 52 | 67 |
| 3 | 711 | 12 | 16 | 55 |
| 3 | 712 | 23 | 36 | 52 |
| 3 | 713 | 24 | 38 | 67 |

| | | | | |
|---------|-----------|------|----|------|
| Overall | Median | 17 | 37 | 59 |
| | 25th %ile | 12 | 29 | 55 |
| | 75th %ile | 28.5 | 49 | 64.5 |
| | Minimum | 11 | 16 | 47 |
| | Maximum | 41 | 56 | 67 |

North Carolina Grade 7 Reading
Round 1 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 553 | 558 | 562 |
| 1 | 702 | 549 | 552 | 558 |
| 1 | 703 | 550 | 555 | 564 |
| 1 | 704 | 556 | 560 | 564 |
| 1 | 705 | 549 | 552 | 561 |
| 2 | 706 | 552 | 558 | 563 |
| 2 | 707 | 549 | 553 | 566 |
| 2 | 708 | 550 | 555 | 561 |
| 2 | 709 | 550 | 561 | 567 |
| 3 | 710 | 556 | 559 | 567 |
| 3 | 711 | 549 | 550 | 561 |
| 3 | 712 | 552 | 555 | 559 |
| 3 | 713 | 552 | 556 | 567 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 550 | 555 | 563 |
| | 25th %ile | 549 | 553 | 561 |
| | 75th %ile | 552 | 559 | 567 |
| | Minimum | 549 | 550 | 558 |
| | Maximum | 556 | 561 | 567 |

North Carolina Grade 7 Reading
Round 1 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 14 | 36 | 57 |
| Median | 2 | 15 | 41 | 61 |
| Median | 3 | 23.5 | 37 | 61 |
| Median | Overall | 17 | 37 | 59 |
| | | | | |
| 25th %ile | 1 | 11.5 | 25.5 | 51 |
| 25th %ile | 2 | 12.25 | 32.5 | 56.75 |
| 25th %ile | 3 | 14.75 | 21 | 52.75 |
| 25th %ile | Overall | 12 | 29 | 55 |
| | | | | |
| 75th %ile | 1 | 35.5 | 49.5 | 60.5 |
| 75th %ile | 2 | 24.5 | 53.25 | 65.25 |
| 75th %ile | 3 | 35.25 | 48.5 | 67 |
| 75th %ile | Overall | 28.5 | 49 | 64.5 |
| | | | | |
| Minimum | 1 | 11 | 24 | 47 |
| Minimum | 2 | 12 | 31 | 56 |
| Minimum | 3 | 12 | 16 | 52 |
| Minimum | Overall | 11 | 16 | 47 |
| | | | | |
| Maximum | 1 | 41 | 53 | 61 |
| Maximum | 2 | 27 | 56 | 66 |
| Maximum | 3 | 39 | 52 | 67 |
| Maximum | Overall | 41 | 56 | 67 |
| | | | | |

| | | | | |
|---------|-----------|------|----|------|
| Overall | Median | 17 | 37 | 59 |
| | 25th %ile | 12 | 29 | 55 |
| | 75th %ile | 28.5 | 49 | 64.5 |
| | Minimum | 11 | 16 | 47 |
| | Maximum | 41 | 56 | 67 |

North Carolina Grade 7 Reading
Round 1 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 550 | 555 | 562 |
| Median | 2 | 550 | 557 | 565 |
| Median | 3 | 552 | 555 | 564 |
| Median | Overall | 550 | 555 | 563 |
| | | | | |
| 25th %ile | 1 | 549 | 552 | 560 |
| 25th %ile | 2 | 549 | 554 | 562 |
| 25th %ile | 3 | 550 | 551 | 560 |
| 25th %ile | Overall | 549 | 553 | 561 |
| | | | | |
| 75th %ile | 1 | 555 | 559 | 564 |
| 75th %ile | 2 | 551 | 560 | 567 |
| 75th %ile | 3 | 555 | 558 | 567 |
| 75th %ile | Overall | 552 | 559 | 567 |
| | | | | |
| Minimum | 1 | 549 | 552 | 558 |
| Minimum | 2 | 549 | 553 | 561 |
| Minimum | 3 | 549 | 550 | 559 |
| Minimum | Overall | 549 | 550 | 558 |
| | | | | |
| Maximum | 1 | 556 | 560 | 564 |
| Maximum | 2 | 552 | 561 | 567 |
| Maximum | 3 | 556 | 559 | 567 |
| Maximum | Overall | 556 | 561 | 567 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 550 | 555 | 563 |
| | 25th %ile | 549 | 553 | 561 |
| | 75th %ile | 552 | 559 | 567 |
| | Minimum | 549 | 550 | 558 |
| | Maximum | 556 | 561 | 567 |

North Carolina Grade 7 Reading Round 1 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 14 | 36 | 57 |
| 2 | 15 | 41 | 61 |
| 3 | 23.5 | 37 | 61 |
| Overall | 17 | 37 | 59 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 39.9 | 16.7 | 26.9 | 16.4 |

North Carolina Grade 7 Reading
Round 2 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 18 | 39 | 59 |
| 1 | 702 | 17 | 38 | 57 |
| 1 | 703 | 18 | 35 | 58 |
| 1 | 704 | 18 | 39 | 58 |
| 1 | 705 | 17 | 36 | 55 |
| 2 | 706 | 20 | 43 | 59 |
| 2 | 707 | 19 | 40 | 59 |
| 2 | 708 | 18 | 37 | 59 |
| 2 | 709 | 21 | 39 | 59 |
| 3 | 710 | 23 | 39 | 66 |
| 3 | 711 | 19 | 34 | 56 |
| 3 | 712 | 22 | 36 | 58 |
| 3 | 713 | 22 | 36 | 60 |

| | | | | |
|---------|-----------|------|----|------|
| Overall | Median | 19 | 38 | 59 |
| | 25th %ile | 18 | 36 | 57.5 |
| | 75th %ile | 21.5 | 39 | 59 |
| | Minimum | 17 | 34 | 55 |
| | Maximum | 23 | 43 | 66 |

North Carolina Grade 7 Reading
Round 2 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 550 | 556 | 563 |
| 1 | 702 | 550 | 556 | 562 |
| 1 | 703 | 550 | 554 | 563 |
| 1 | 704 | 550 | 556 | 563 |
| 1 | 705 | 550 | 555 | 561 |
| 2 | 706 | 550 | 557 | 563 |
| 2 | 707 | 550 | 556 | 563 |
| 2 | 708 | 550 | 555 | 563 |
| 2 | 709 | 551 | 556 | 563 |
| 3 | 710 | 552 | 556 | 567 |
| 3 | 711 | 550 | 554 | 561 |
| 3 | 712 | 551 | 555 | 563 |
| 3 | 713 | 551 | 555 | 564 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 550 | 556 | 563 |
| | 25th %ile | 550 | 555 | 563 |
| | 75th %ile | 551 | 556 | 563 |
| | Minimum | 550 | 554 | 561 |
| | Maximum | 552 | 557 | 567 |

North Carolina Grade 7 Reading
Round 2 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 18 | 38 | 58 |
| Median | 2 | 19.5 | 39.5 | 59 |
| Median | 3 | 22 | 36 | 59 |
| Median | Overall | 19 | 38 | 59 |
| | | | | |
| 25th %ile | 1 | 17 | 35.5 | 56 |
| 25th %ile | 2 | 18.25 | 37.5 | 59 |
| 25th %ile | 3 | 19.75 | 34.5 | 56.5 |
| 25th %ile | Overall | 18 | 36 | 57.5 |
| | | | | |
| 75th %ile | 1 | 18 | 39 | 58.5 |
| 75th %ile | 2 | 20.75 | 42.25 | 59 |
| 75th %ile | 3 | 22.75 | 38.25 | 64.5 |
| 75th %ile | Overall | 21.5 | 39 | 59 |
| | | | | |
| Minimum | 1 | 17 | 35 | 55 |
| Minimum | 2 | 18 | 37 | 59 |
| Minimum | 3 | 19 | 34 | 56 |
| Minimum | Overall | 17 | 34 | 55 |
| | | | | |
| Maximum | 1 | 18 | 39 | 59 |
| Maximum | 2 | 21 | 43 | 59 |
| Maximum | 3 | 23 | 39 | 66 |
| Maximum | Overall | 23 | 43 | 66 |
| | | | | |

| | | | | |
|---------|-----------|------|----|------|
| Overall | Median | 19 | 38 | 59 |
| | 25th %ile | 18 | 36 | 57.5 |
| | 75th %ile | 21.5 | 39 | 59 |
| | Minimum | 17 | 34 | 55 |
| | Maximum | 23 | 43 | 66 |

North Carolina Grade 7 Reading
Round 2 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 550 | 556 | 563 |
| Median | 2 | 550 | 556 | 563 |
| Median | 3 | 551 | 555 | 563 |
| Median | Overall | 550 | 556 | 563 |
| | | | | |
| 25th %ile | 1 | 550 | 555 | 562 |
| 25th %ile | 2 | 550 | 555 | 563 |
| 25th %ile | 3 | 551 | 554 | 562 |
| 25th %ile | Overall | 550 | 555 | 563 |
| | | | | |
| 75th %ile | 1 | 550 | 556 | 563 |
| 75th %ile | 2 | 551 | 557 | 563 |
| 75th %ile | 3 | 551 | 556 | 566 |
| 75th %ile | Overall | 551 | 556 | 563 |
| | | | | |
| Minimum | 1 | 550 | 554 | 561 |
| Minimum | 2 | 550 | 555 | 563 |
| Minimum | 3 | 550 | 554 | 561 |
| Minimum | Overall | 550 | 554 | 561 |
| | | | | |
| Maximum | 1 | 550 | 556 | 563 |
| Maximum | 2 | 551 | 557 | 563 |
| Maximum | 3 | 552 | 556 | 567 |
| Maximum | Overall | 552 | 557 | 567 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 550 | 556 | 563 |
| | 25th %ile | 550 | 555 | 563 |
| | 75th %ile | 551 | 556 | 563 |
| | Minimum | 550 | 554 | 561 |
| | Maximum | 552 | 557 | 567 |

North Carolina Grade 7 Reading Round 2 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 18 | 38 | 58 |
| 2 | 19.5 | 39.5 | 59 |
| 3 | 22 | 36 | 59 |
| Overall | 19 | 38 | 59 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 39.9 | 20.1 | 23.6 | 16.4 |

North Carolina Grade 7 Reading
Round 3 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 19 | 39 | 58 |
| 1 | 702 | 19 | 38 | 57 |
| 1 | 703 | 18 | 37 | 58 |
| 1 | 704 | 19 | 39 | 58 |
| 1 | 705 | 17 | 37 | 55 |
| 2 | 706 | 21 | 40 | 59 |
| 2 | 707 | 20 | 39 | 59 |
| 2 | 708 | 20 | 39 | 59 |
| 2 | 709 | 21 | 39 | 59 |
| 3 | 710 | 22 | 39 | 65 |
| 3 | 711 | 19 | 37 | 56 |
| 3 | 712 | 20 | 36 | 58 |
| 3 | 713 | 19 | 36 | 58 |

| | | | | |
|---------|-----------|------|----|------|
| Overall | Median | 19 | 39 | 58 |
| | 25th %ile | 19 | 37 | 57.5 |
| | 75th %ile | 20.5 | 39 | 59 |
| | Minimum | 17 | 36 | 55 |
| | Maximum | 22 | 40 | 65 |

North Carolina Grade 7 Reading
Round 3 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 550 | 556 | 563 |
| 1 | 702 | 550 | 556 | 562 |
| 1 | 703 | 550 | 555 | 563 |
| 1 | 704 | 550 | 556 | 563 |
| 1 | 705 | 550 | 555 | 561 |
| 2 | 706 | 551 | 556 | 563 |
| 2 | 707 | 550 | 556 | 563 |
| 2 | 708 | 550 | 556 | 563 |
| 2 | 709 | 551 | 556 | 563 |
| 3 | 710 | 551 | 556 | 567 |
| 3 | 711 | 550 | 555 | 561 |
| 3 | 712 | 550 | 555 | 563 |
| 3 | 713 | 550 | 555 | 563 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 550 | 556 | 563 |
| | 25th %ile | 550 | 555 | 563 |
| | 75th %ile | 551 | 556 | 563 |
| | Minimum | 550 | 555 | 561 |
| | Maximum | 551 | 556 | 567 |

North Carolina Grade 7 Reading
Round 3 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 19 | 38 | 58 |
| Median | 2 | 20.5 | 39 | 59 |
| Median | 3 | 19.5 | 36.5 | 58 |
| Median | Overall | 19 | 39 | 58 |
| | | | | |
| 25th %ile | 1 | 17.5 | 37 | 56 |
| 25th %ile | 2 | 20 | 39 | 59 |
| 25th %ile | 3 | 19 | 36 | 56.5 |
| 25th %ile | Overall | 19 | 37 | 57.5 |
| | | | | |
| 75th %ile | 1 | 19 | 39 | 58 |
| 75th %ile | 2 | 21 | 39.75 | 59 |
| 75th %ile | 3 | 21.5 | 38.5 | 63.25 |
| 75th %ile | Overall | 20.5 | 39 | 59 |
| | | | | |
| Minimum | 1 | 17 | 37 | 55 |
| Minimum | 2 | 20 | 39 | 59 |
| Minimum | 3 | 19 | 36 | 56 |
| Minimum | Overall | 17 | 36 | 55 |
| | | | | |
| Maximum | 1 | 19 | 39 | 58 |
| Maximum | 2 | 21 | 40 | 59 |
| Maximum | 3 | 22 | 39 | 65 |
| Maximum | Overall | 22 | 40 | 65 |
| | | | | |

| | | | | |
|---------|-----------|------|----|------|
| Overall | Median | 19 | 39 | 58 |
| | 25th %ile | 19 | 37 | 57.5 |
| | 75th %ile | 20.5 | 39 | 59 |
| | Minimum | 17 | 36 | 55 |
| | Maximum | 22 | 40 | 65 |

North Carolina Grade 7 Reading
Round 3 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 550 | 556 | 563 |
| Median | 2 | 551 | 556 | 563 |
| Median | 3 | 550 | 555 | 563 |
| Median | Overall | 550 | 556 | 563 |
| | | | | |
| 25th %ile | 1 | 550 | 555 | 562 |
| 25th %ile | 2 | 550 | 556 | 563 |
| 25th %ile | 3 | 550 | 555 | 562 |
| 25th %ile | Overall | 550 | 555 | 563 |
| | | | | |
| 75th %ile | 1 | 550 | 556 | 563 |
| 75th %ile | 2 | 551 | 556 | 563 |
| 75th %ile | 3 | 551 | 556 | 566 |
| 75th %ile | Overall | 551 | 556 | 563 |
| | | | | |
| Minimum | 1 | 550 | 555 | 561 |
| Minimum | 2 | 550 | 556 | 563 |
| Minimum | 3 | 550 | 555 | 561 |
| Minimum | Overall | 550 | 555 | 561 |
| | | | | |
| Maximum | 1 | 550 | 556 | 563 |
| Maximum | 2 | 551 | 556 | 563 |
| Maximum | 3 | 551 | 556 | 567 |
| Maximum | Overall | 551 | 556 | 567 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 550 | 556 | 563 |
| | 25th %ile | 550 | 555 | 563 |
| | 75th %ile | 551 | 556 | 563 |
| | Minimum | 550 | 555 | 561 |
| | Maximum | 551 | 556 | 567 |

North Carolina Grade 7 Reading Round 3 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 19 | 38 | 58 |
| 2 | 20.5 | 39 | 59 |
| 3 | 19.5 | 36.5 | 58 |
| Overall | 19 | 39 | 58 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 39.9 | 20.1 | 23.6 | 16.4 |

North Carolina Grade 8 Reading
Round 1 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 25 | 47 | 58 |
| 1 | 702 | 14 | 38 | 51 |
| 1 | 703 | 18 | 38 | 65 |
| 1 | 704 | 18 | 35 | 46 |
| 1 | 705 | 22 | 41 | 61 |
| 2 | 706 | 22 | 40 | 54 |
| 2 | 707 | 23 | 35 | 61 |
| 2 | 708 | 20 | 43 | 49 |
| 2 | 709 | 19 | 40 | 63 |
| 3 | 710 | 11 | 31 | 59 |
| 3 | 711 | 19 | 34 | 54 |
| 3 | 712 | 25 | 35 | 56 |
| 3 | 713 | 23 | 35 | 55 |

| | | | | |
|---------|-----------|----|------|------|
| Overall | Median | 20 | 38 | 56 |
| | 25th %ile | 18 | 35 | 52.5 |
| | 75th %ile | 23 | 40.5 | 61 |
| | Minimum | 11 | 31 | 46 |
| | Maximum | 25 | 47 | 65 |

North Carolina Grade 8 Reading
Round 1 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 556 | 562 | 566 |
| 1 | 702 | 553 | 561 | 564 |
| 1 | 703 | 554 | 561 | 570 |
| 1 | 704 | 554 | 558 | 562 |
| 1 | 705 | 555 | 561 | 568 |
| 2 | 706 | 555 | 561 | 564 |
| 2 | 707 | 555 | 558 | 568 |
| 2 | 708 | 554 | 561 | 563 |
| 2 | 709 | 554 | 561 | 570 |
| 3 | 710 | 553 | 557 | 566 |
| 3 | 711 | 554 | 558 | 564 |
| 3 | 712 | 556 | 558 | 565 |
| 3 | 713 | 555 | 558 | 565 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 554 | 561 | 565 |
| | 25th %ile | 554 | 558 | 564 |
| | 75th %ile | 555 | 561 | 568 |
| | Minimum | 553 | 557 | 562 |
| | Maximum | 556 | 562 | 570 |

North Carolina Grade 8 Reading
Round 1 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 18 | 38 | 58 |
| Median | 2 | 21 | 40 | 57.5 |
| Median | 3 | 21 | 34.5 | 55.5 |
| Median | Overall | 20 | 38 | 56 |
| | | | | |
| 25th %ile | 1 | 16 | 36.5 | 48.5 |
| 25th %ile | 2 | 19.25 | 36.25 | 50.25 |
| 25th %ile | 3 | 13 | 31.75 | 54.25 |
| 25th %ile | Overall | 18 | 35 | 52.5 |
| | | | | |
| 75th %ile | 1 | 23.5 | 44 | 63 |
| 75th %ile | 2 | 22.75 | 42.25 | 62.5 |
| 75th %ile | 3 | 24.5 | 35 | 58.25 |
| 75th %ile | Overall | 23 | 40.5 | 61 |
| | | | | |
| Minimum | 1 | 14 | 35 | 46 |
| Minimum | 2 | 19 | 35 | 49 |
| Minimum | 3 | 11 | 31 | 54 |
| Minimum | Overall | 11 | 31 | 46 |
| | | | | |
| Maximum | 1 | 25 | 47 | 65 |
| Maximum | 2 | 23 | 43 | 63 |
| Maximum | 3 | 25 | 35 | 59 |
| Maximum | Overall | 25 | 47 | 65 |
| | | | | |

| | | | | |
|---------|-----------|----|------|------|
| Overall | Median | 20 | 38 | 56 |
| | 25th %ile | 18 | 35 | 52.5 |
| | 75th %ile | 23 | 40.5 | 61 |
| | Minimum | 11 | 31 | 46 |
| | Maximum | 25 | 47 | 65 |

North Carolina Grade 8 Reading
Round 1 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 554 | 561 | 566 |
| Median | 2 | 555 | 561 | 566 |
| Median | 3 | 555 | 558 | 565 |
| Median | Overall | 554 | 561 | 565 |
| | | | | |
| 25th %ile | 1 | 554 | 559 | 563 |
| 25th %ile | 2 | 554 | 559 | 563 |
| 25th %ile | 3 | 553 | 557 | 565 |
| 25th %ile | Overall | 554 | 558 | 564 |
| | | | | |
| 75th %ile | 1 | 555 | 562 | 569 |
| 75th %ile | 2 | 555 | 561 | 569 |
| 75th %ile | 3 | 556 | 558 | 566 |
| 75th %ile | Overall | 555 | 561 | 568 |
| | | | | |
| Minimum | 1 | 553 | 558 | 562 |
| Minimum | 2 | 554 | 558 | 563 |
| Minimum | 3 | 553 | 557 | 564 |
| Minimum | Overall | 553 | 557 | 562 |
| | | | | |
| Maximum | 1 | 556 | 562 | 570 |
| Maximum | 2 | 555 | 561 | 570 |
| Maximum | 3 | 556 | 558 | 566 |
| Maximum | Overall | 556 | 562 | 570 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 554 | 561 | 565 |
| | 25th %ile | 554 | 558 | 564 |
| | 75th %ile | 555 | 561 | 568 |
| | Minimum | 553 | 557 | 562 |
| | Maximum | 556 | 562 | 570 |

North Carolina Grade 8 Reading Round 1 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 18 | 38 | 58 |
| 2 | 21 | 40 | 57.5 |
| 3 | 21 | 34.5 | 55.5 |
| Overall | 20 | 38 | 56 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 40.7 | 25.2 | 12.9 | 21.3 |

North Carolina Grade 8 Reading
Round 2 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 24 | 39 | 62 |
| 1 | 702 | 18 | 39 | 61 |
| 1 | 703 | 21 | 39 | 61 |
| 1 | 704 | 21 | 39 | 63 |
| 1 | 705 | 21 | 40 | 61 |
| 2 | 706 | 22 | 40 | 62 |
| 2 | 707 | 22 | 39 | 61 |
| 2 | 708 | 21 | 39 | 66 |
| 2 | 709 | 22 | 39 | 63 |
| 3 | 710 | 23 | 35 | 64 |
| 3 | 711 | 20 | 35 | 64 |
| 3 | 712 | 25 | 35 | 64 |
| 3 | 713 | 23 | 35 | 62 |

| | | | | |
|---------|-----------|----|----|----|
| Overall | Median | 22 | 39 | 62 |
| | 25th %ile | 21 | 35 | 61 |
| | 75th %ile | 23 | 39 | 64 |
| | Minimum | 18 | 35 | 61 |
| | Maximum | 25 | 40 | 66 |

North Carolina Grade 8 Reading
Round 2 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 556 | 561 | 569 |
| 1 | 702 | 554 | 561 | 568 |
| 1 | 703 | 555 | 561 | 568 |
| 1 | 704 | 555 | 561 | 570 |
| 1 | 705 | 555 | 561 | 568 |
| 2 | 706 | 555 | 561 | 569 |
| 2 | 707 | 555 | 561 | 568 |
| 2 | 708 | 555 | 561 | 570 |
| 2 | 709 | 555 | 561 | 570 |
| 3 | 710 | 555 | 558 | 570 |
| 3 | 711 | 554 | 558 | 570 |
| 3 | 712 | 556 | 558 | 570 |
| 3 | 713 | 555 | 558 | 569 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 555 | 561 | 569 |
| | 25th %ile | 555 | 558 | 568 |
| | 75th %ile | 555 | 561 | 570 |
| | Minimum | 554 | 558 | 568 |
| | Maximum | 556 | 561 | 570 |

North Carolina Grade 8 Reading
Round 2 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 21 | 39 | 61 |
| Median | 2 | 22 | 39 | 62.5 |
| Median | 3 | 23 | 35 | 64 |
| Median | Overall | 22 | 39 | 62 |
| | | | | |
| 25th %ile | 1 | 19.5 | 39 | 61 |
| 25th %ile | 2 | 21.25 | 39 | 61.25 |
| 25th %ile | 3 | 20.75 | 35 | 62.5 |
| 25th %ile | Overall | 21 | 35 | 61 |
| | | | | |
| 75th %ile | 1 | 22.5 | 39.5 | 62.5 |
| 75th %ile | 2 | 22 | 39.75 | 65.25 |
| 75th %ile | 3 | 24.5 | 35 | 64 |
| 75th %ile | Overall | 23 | 39 | 64 |
| | | | | |
| Minimum | 1 | 18 | 39 | 61 |
| Minimum | 2 | 21 | 39 | 61 |
| Minimum | 3 | 20 | 35 | 62 |
| Minimum | Overall | 18 | 35 | 61 |
| | | | | |
| Maximum | 1 | 24 | 40 | 63 |
| Maximum | 2 | 22 | 40 | 66 |
| Maximum | 3 | 25 | 35 | 64 |
| Maximum | Overall | 25 | 40 | 66 |
| | | | | |

| | | | | |
|---------|-----------|----|----|----|
| Overall | Median | 22 | 39 | 62 |
| | 25th %ile | 21 | 35 | 61 |
| | 75th %ile | 23 | 39 | 64 |
| | Minimum | 18 | 35 | 61 |
| | Maximum | 25 | 40 | 66 |

North Carolina Grade 8 Reading
Round 2 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 555 | 561 | 568 |
| Median | 2 | 555 | 561 | 569 |
| Median | 3 | 555 | 558 | 570 |
| Median | Overall | 555 | 561 | 569 |
| | | | | |
| 25th %ile | 1 | 554 | 561 | 568 |
| 25th %ile | 2 | 555 | 561 | 568 |
| 25th %ile | 3 | 555 | 558 | 569 |
| 25th %ile | Overall | 555 | 558 | 568 |
| | | | | |
| 75th %ile | 1 | 555 | 561 | 569 |
| 75th %ile | 2 | 555 | 561 | 570 |
| 75th %ile | 3 | 556 | 558 | 570 |
| 75th %ile | Overall | 555 | 561 | 570 |
| | | | | |
| Minimum | 1 | 554 | 561 | 568 |
| Minimum | 2 | 555 | 561 | 568 |
| Minimum | 3 | 554 | 558 | 569 |
| Minimum | Overall | 554 | 558 | 568 |
| | | | | |
| Maximum | 1 | 556 | 561 | 570 |
| Maximum | 2 | 555 | 561 | 570 |
| Maximum | 3 | 556 | 558 | 570 |
| Maximum | Overall | 556 | 561 | 570 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 555 | 561 | 569 |
| | 25th %ile | 555 | 558 | 568 |
| | 75th %ile | 555 | 561 | 570 |
| | Minimum | 554 | 558 | 568 |
| | Maximum | 556 | 561 | 570 |

North Carolina Grade 8 Reading Round 2 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 21 | 39 | 61 |
| 2 | 22 | 39 | 62.5 |
| 3 | 23 | 35 | 64 |
| Overall | 22 | 39 | 62 |

Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 44.4 | 21.4 | 22.7 | 11.5 |

North Carolina Grade 8 Reading
Round 3 Bookmark Placements

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 21 | 39 | 62 |
| 1 | 702 | 22 | 39 | 60 |
| 1 | 703 | 22 | 39 | 61 |
| 1 | 704 | 22 | 39 | 63 |
| 1 | 705 | 22 | 41 | 61 |
| 2 | 706 | 22 | 39 | 62 |
| 2 | 707 | 22 | 39 | 62 |
| 2 | 708 | 21 | 39 | 64 |
| 2 | 709 | 22 | 39 | 63 |
| 3 | 710 | 23 | 35 | 64 |
| 3 | 711 | 22 | 39 | 64 |
| 3 | 712 | 25 | 35 | 65 |
| 3 | 713 | 23 | 35 | 62 |

| | | | | |
|---------|-----------|------|----|------|
| Overall | Median | 22 | 39 | 62 |
| | 25th %ile | 22 | 37 | 61.5 |
| | 75th %ile | 22.5 | 39 | 64 |
| | Minimum | 21 | 35 | 60 |
| | Maximum | 25 | 41 | 65 |

North Carolina Grade 8 Reading
Round 3 Cut Scores

| Table | Participant | Level 3 | Level 4 | Level 5 |
|-------|-------------|---------|---------|---------|
| 1 | 701 | 555 | 561 | 569 |
| 1 | 702 | 555 | 561 | 567 |
| 1 | 703 | 555 | 561 | 568 |
| 1 | 704 | 555 | 561 | 570 |
| 1 | 705 | 555 | 561 | 568 |
| 2 | 706 | 555 | 561 | 569 |
| 2 | 707 | 555 | 561 | 569 |
| 2 | 708 | 555 | 561 | 570 |
| 2 | 709 | 555 | 561 | 570 |
| 3 | 710 | 555 | 558 | 570 |
| 3 | 711 | 555 | 561 | 570 |
| 3 | 712 | 556 | 558 | 570 |
| 3 | 713 | 555 | 558 | 569 |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 555 | 561 | 569 |
| | 25th %ile | 555 | 560 | 568 |
| | 75th %ile | 555 | 561 | 570 |
| | Minimum | 555 | 558 | 567 |
| | Maximum | 556 | 561 | 570 |

North Carolina Grade 8 Reading
Round 3 Summary of Bookmark Placements

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 22 | 39 | 61 |
| Median | 2 | 22 | 39 | 62.5 |
| Median | 3 | 23 | 35 | 64 |
| Median | Overall | 22 | 39 | 62 |
| | | | | |
| 25th %ile | 1 | 21.5 | 39 | 60.5 |
| 25th %ile | 2 | 21.25 | 39 | 62 |
| 25th %ile | 3 | 22.25 | 35 | 62.5 |
| 25th %ile | Overall | 22 | 37 | 61.5 |
| | | | | |
| 75th %ile | 1 | 22 | 40 | 62.5 |
| 75th %ile | 2 | 22 | 39 | 63.75 |
| 75th %ile | 3 | 24.5 | 38 | 64.75 |
| 75th %ile | Overall | 22.5 | 39 | 64 |
| | | | | |
| Minimum | 1 | 21 | 39 | 60 |
| Minimum | 2 | 21 | 39 | 62 |
| Minimum | 3 | 22 | 35 | 62 |
| Minimum | Overall | 21 | 35 | 60 |
| | | | | |
| Maximum | 1 | 22 | 41 | 63 |
| Maximum | 2 | 22 | 39 | 64 |
| Maximum | 3 | 25 | 39 | 65 |
| Maximum | Overall | 25 | 41 | 65 |
| | | | | |

| | | | | |
|---------|-----------|------|----|------|
| Overall | Median | 22 | 39 | 62 |
| | 25th %ile | 22 | 37 | 61.5 |
| | 75th %ile | 22.5 | 39 | 64 |
| | Minimum | 21 | 35 | 60 |
| | Maximum | 25 | 41 | 65 |

North Carolina Grade 8 Reading
Round 3 Summary of Cut Scores

| Statistic | Table | Level 3 | Level 4 | Level 5 |
|-----------|---------|---------|---------|---------|
| Median | 1 | 555 | 561 | 568 |
| Median | 2 | 555 | 561 | 569 |
| Median | 3 | 555 | 558 | 570 |
| Median | Overall | 555 | 561 | 569 |
| | | | | |
| 25th %ile | 1 | 555 | 561 | 567 |
| 25th %ile | 2 | 555 | 561 | 569 |
| 25th %ile | 3 | 555 | 558 | 569 |
| 25th %ile | Overall | 555 | 560 | 568 |
| | | | | |
| 75th %ile | 1 | 555 | 561 | 569 |
| 75th %ile | 2 | 555 | 561 | 570 |
| 75th %ile | 3 | 556 | 560 | 570 |
| 75th %ile | Overall | 555 | 561 | 570 |
| | | | | |
| Minimum | 1 | 555 | 561 | 567 |
| Minimum | 2 | 555 | 561 | 569 |
| Minimum | 3 | 555 | 558 | 569 |
| Minimum | Overall | 555 | 558 | 567 |
| | | | | |
| Maximum | 1 | 555 | 561 | 570 |
| Maximum | 2 | 555 | 561 | 570 |
| Maximum | 3 | 556 | 561 | 570 |
| Maximum | Overall | 556 | 561 | 570 |
| | | | | |

| | | | | |
|---------|-----------|-----|-----|-----|
| Overall | Median | 555 | 561 | 569 |
| | 25th %ile | 555 | 560 | 568 |
| | 75th %ile | 555 | 561 | 570 |
| | Minimum | 555 | 558 | 567 |
| | Maximum | 556 | 561 | 570 |

North Carolina Grade 8 Reading Round 3 Median Bookmark Summary

| Table | Level 3 | Level 4 | Level 5 |
|--------------|----------------|----------------|----------------|
| 1 | 22 | 39 | 61 |
| 2 | 22 | 39 | 62.5 |
| 3 | 23 | 35 | 64 |
| Overall | 22 | 39 | 62 |

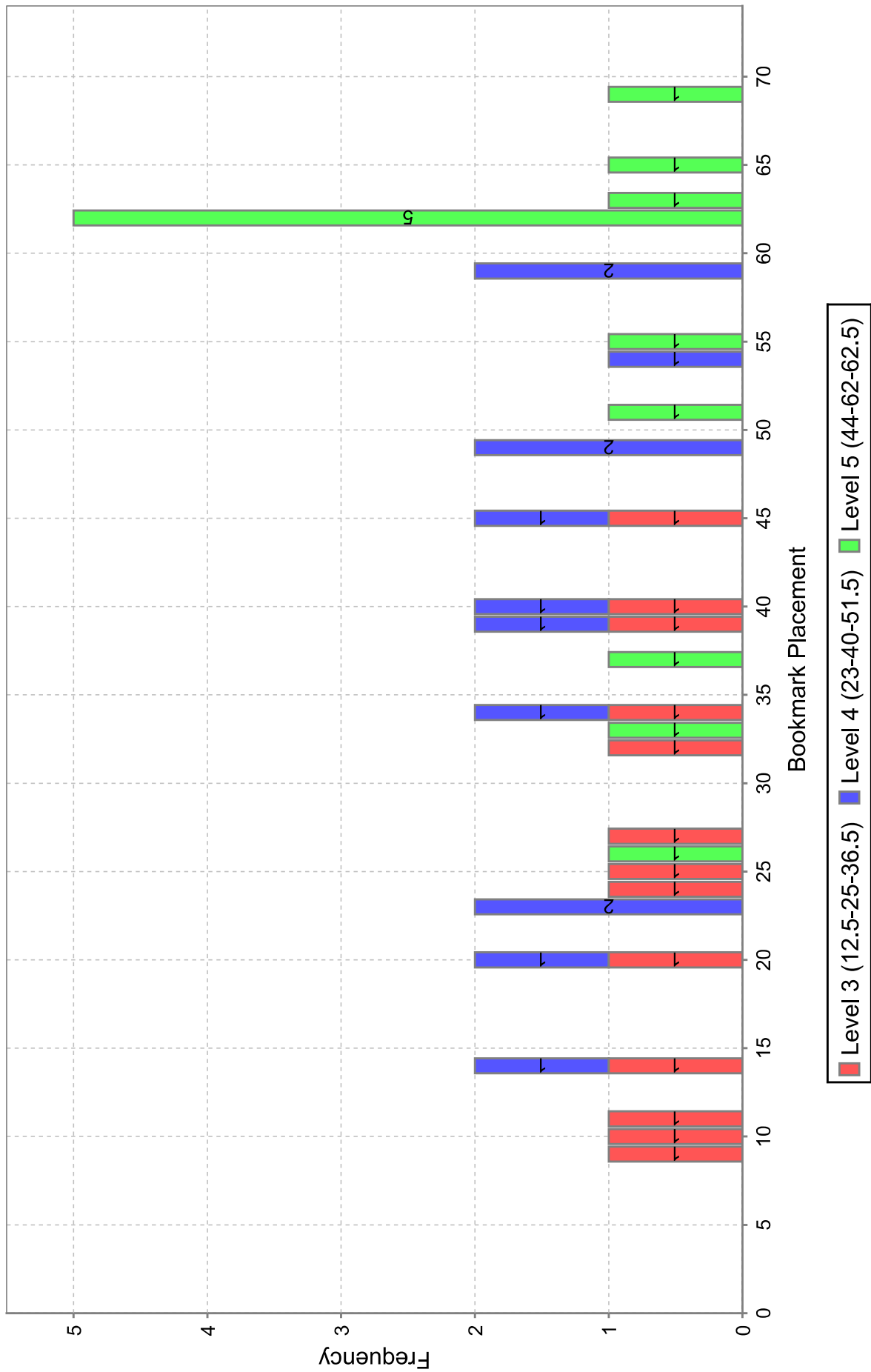
Impact Data

| | Not Proficient | Level 3 | Level 4 | Level 5 |
|---------|---------------------------|----------------|----------------|----------------|
| Overall | 44.4 | 21.4 | 22.7 | 11.5 |

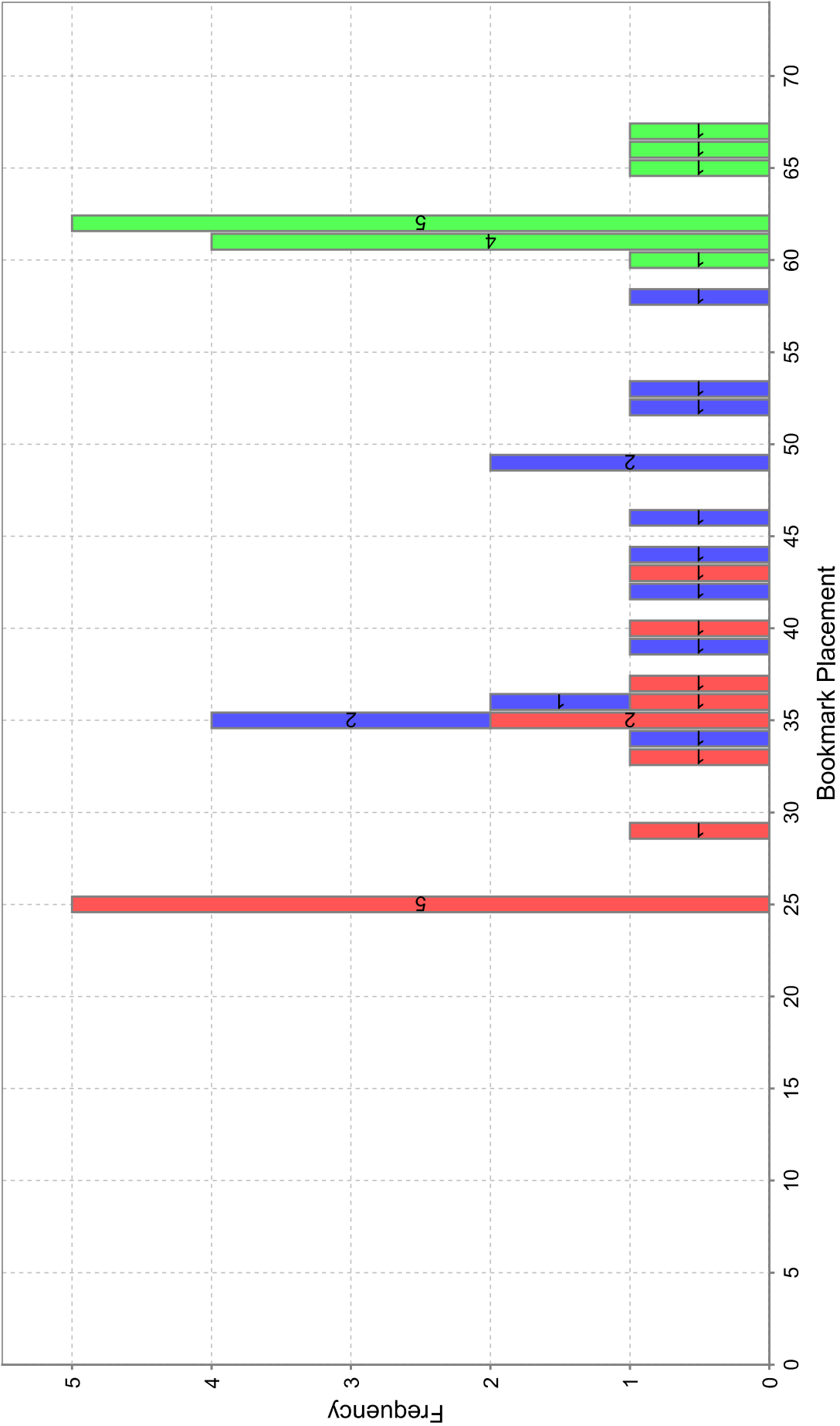
G

Graphical Representation of Participants' Judgments

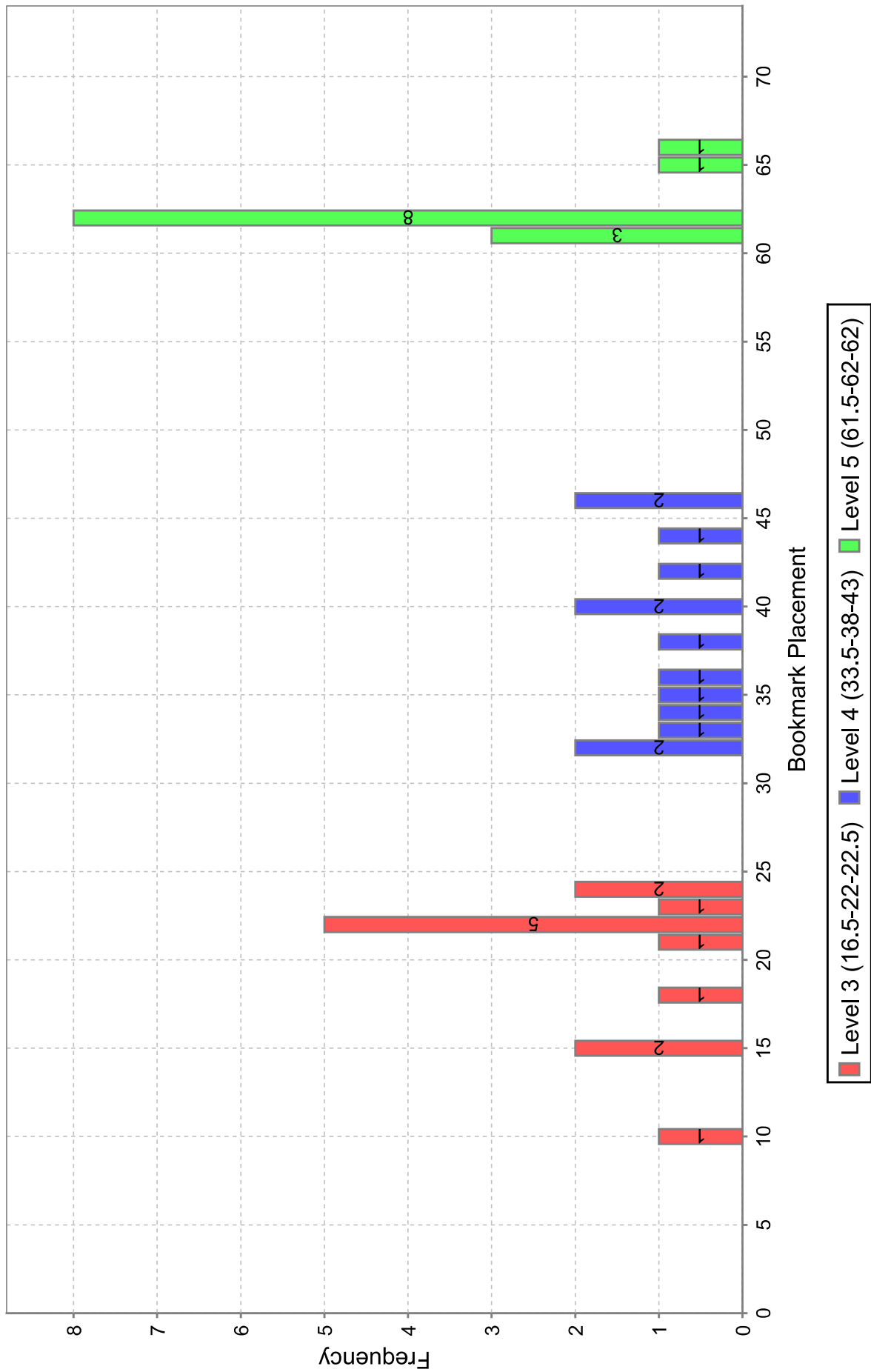
North Carolina Grade 3 Reading Frequency of Bookmark Placements Round 1



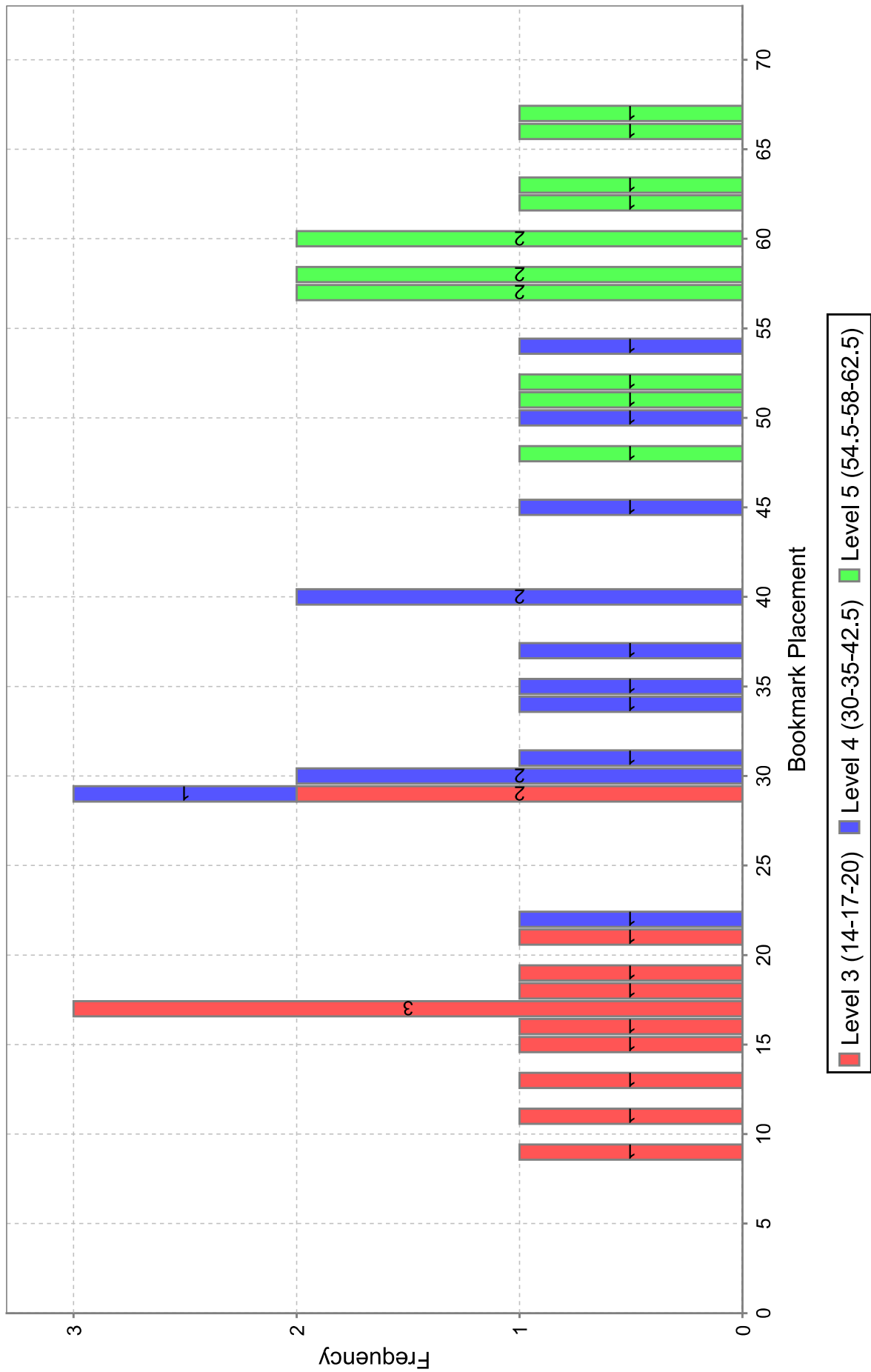
North Carolina Grade 3 Reading



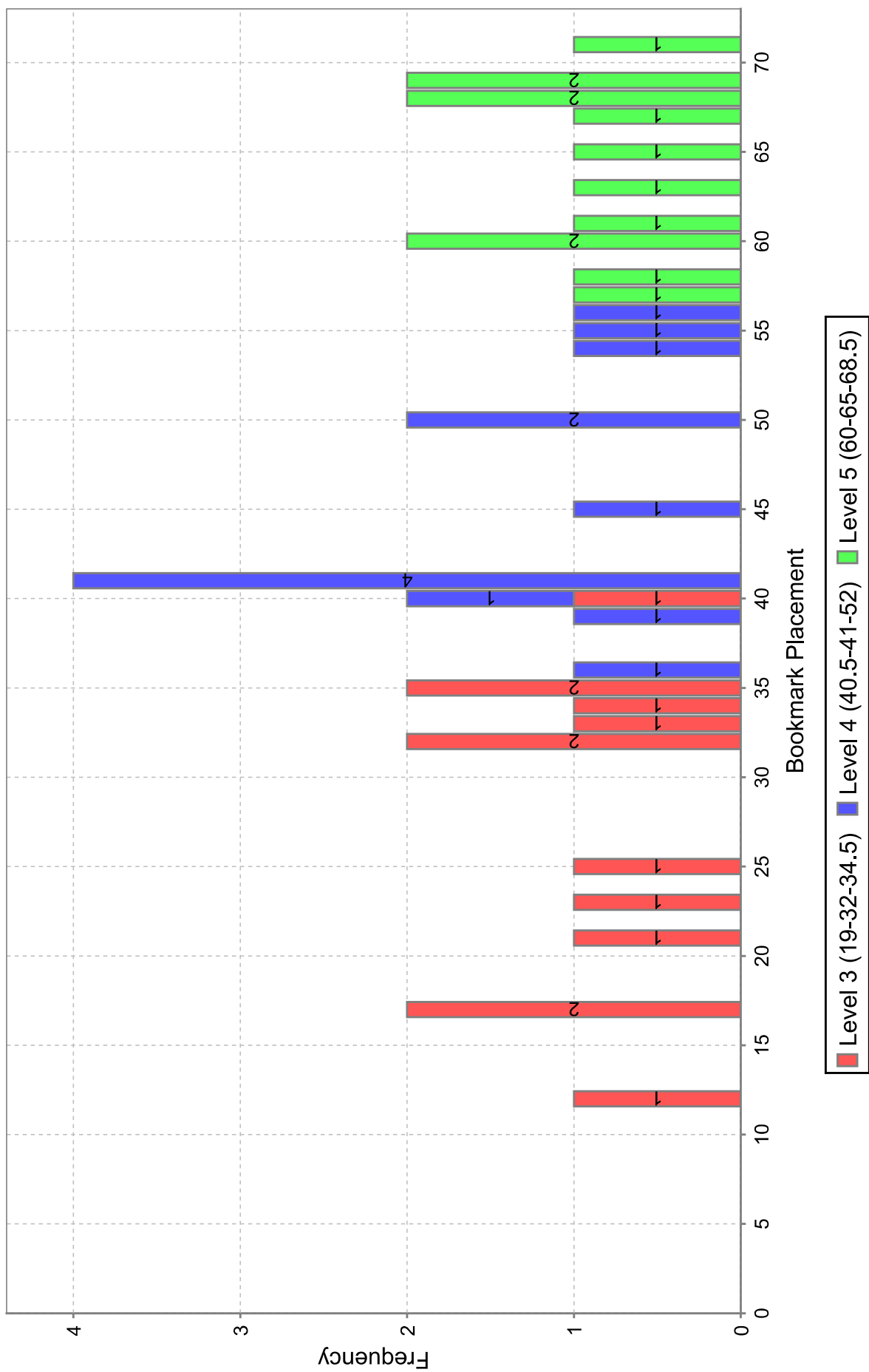
North Carolina Grade 3 Reading Frequency of Bookmark Placements Round 3



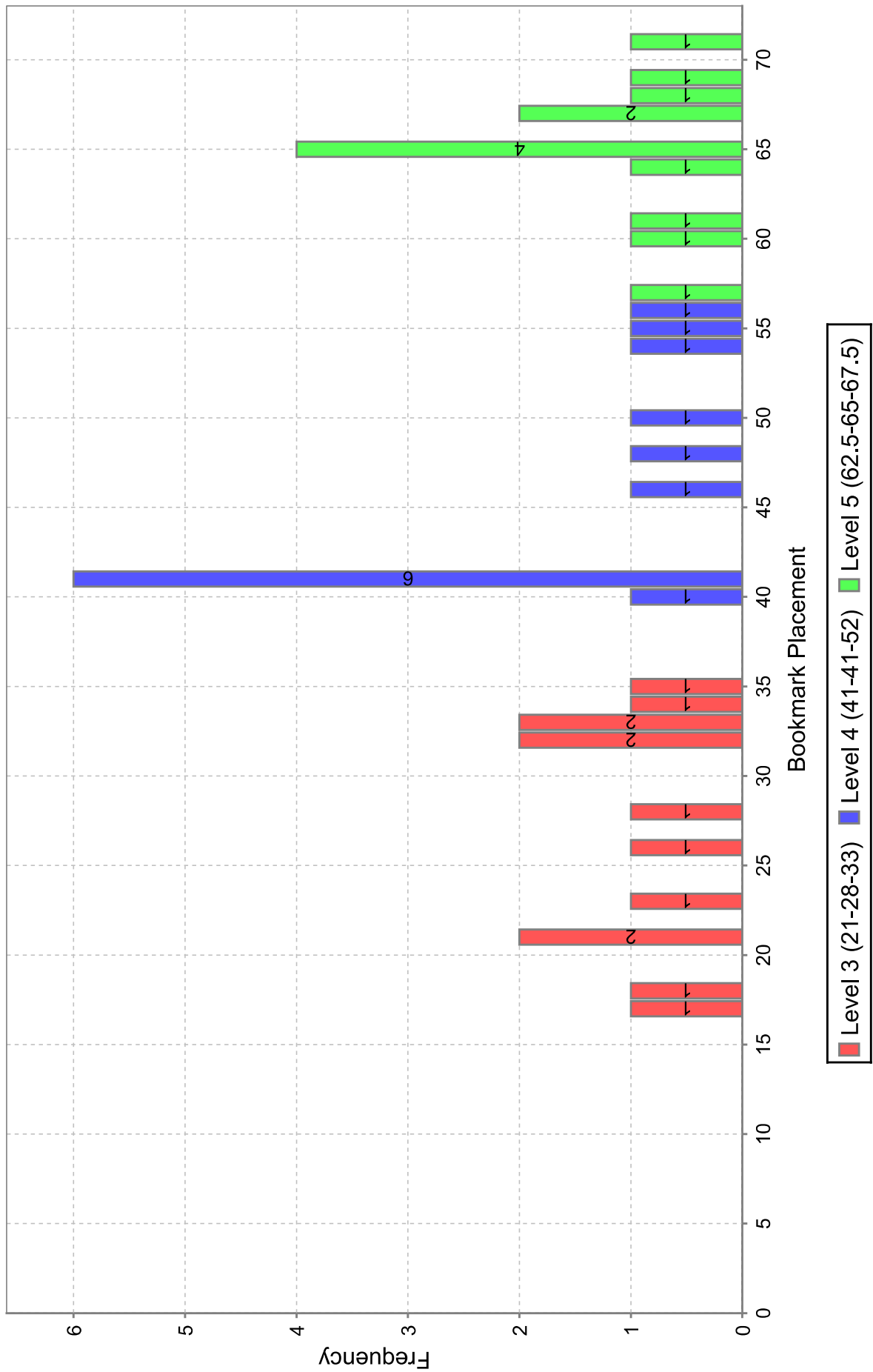
North Carolina Grade 4 Reading Frequency of Bookmark Placements Round 1



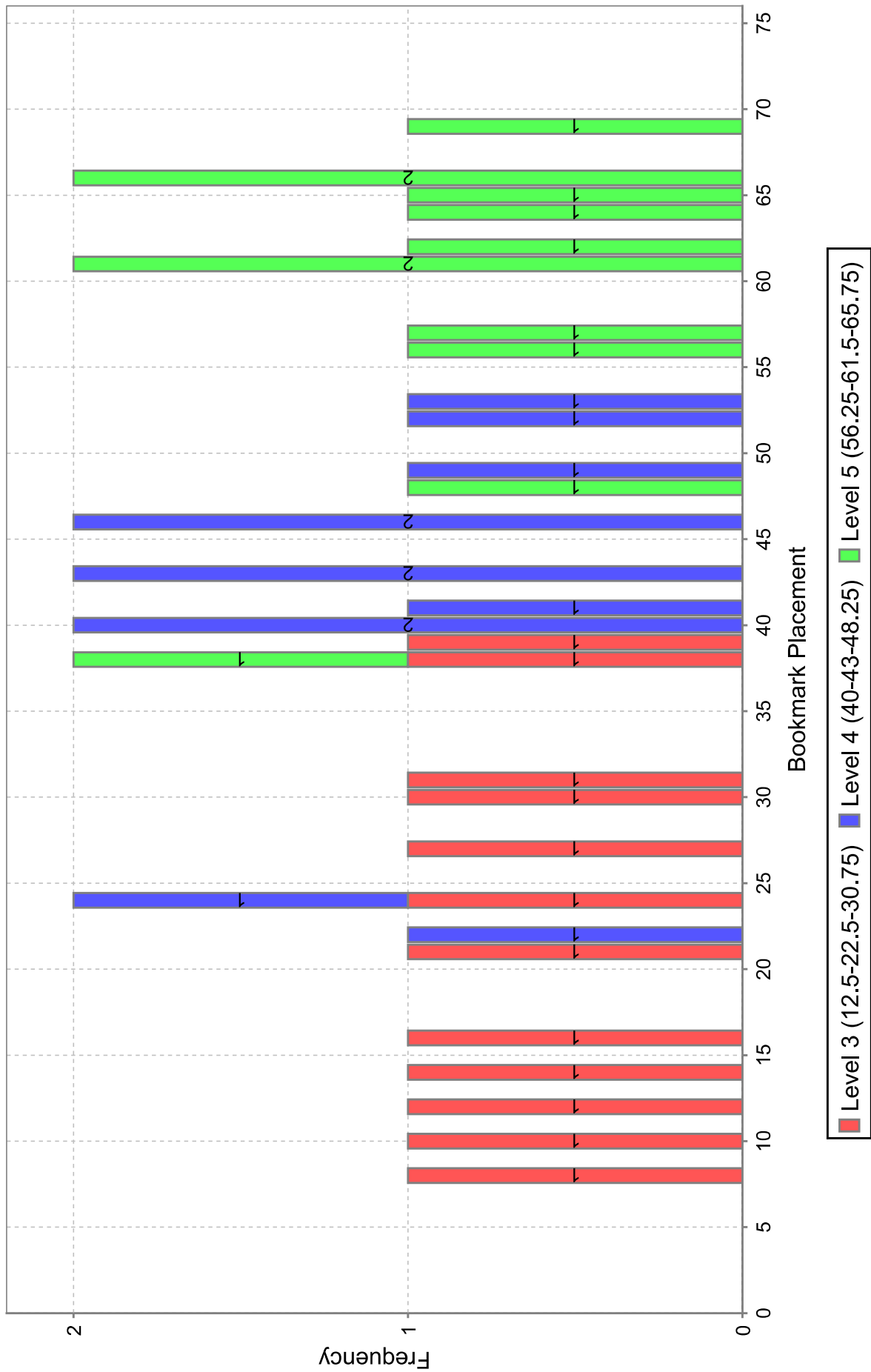
North Carolina Grade 4 Reading Frequency of Bookmark Placements Round 2



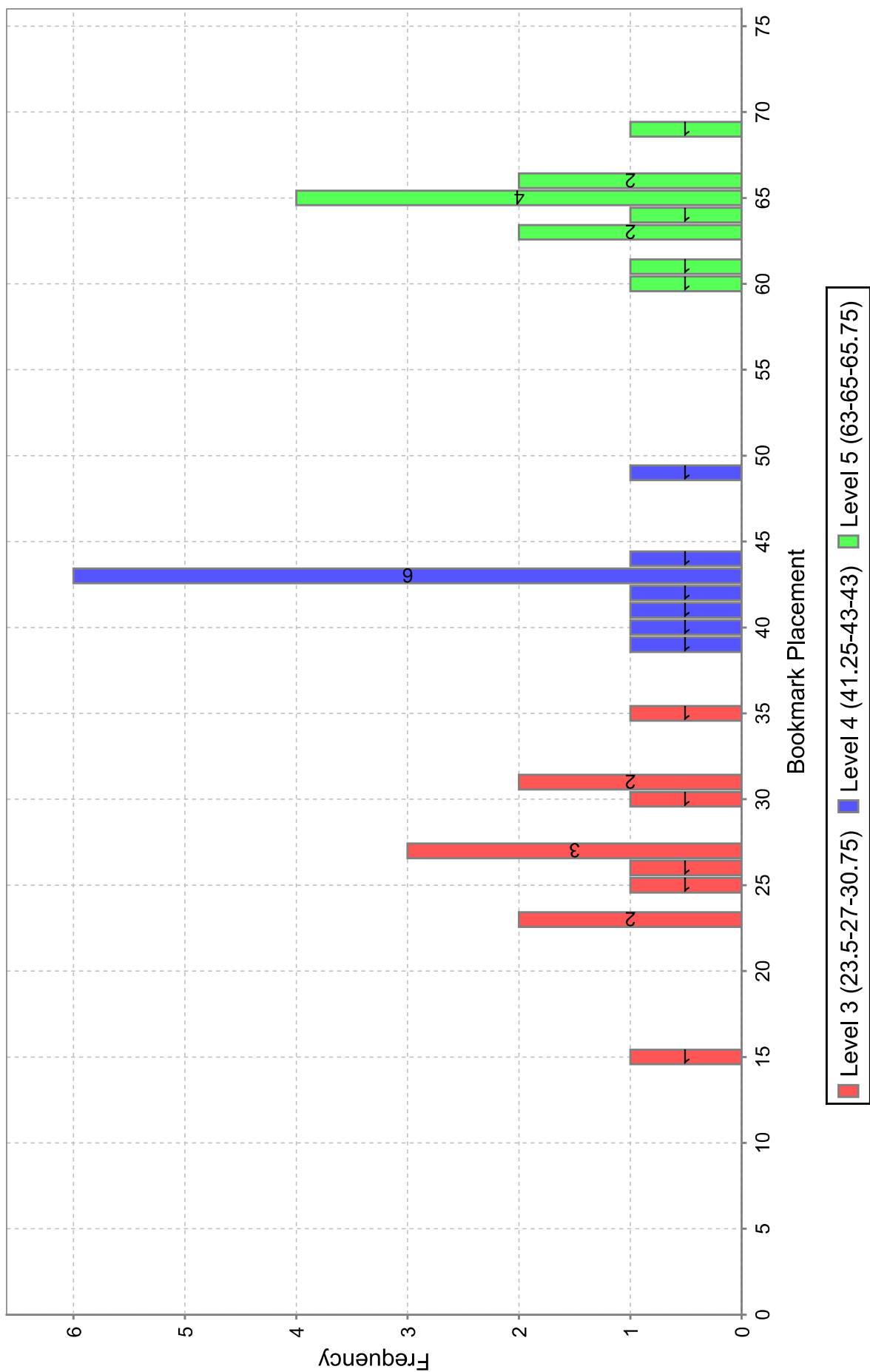
North Carolina Grade 4 Reading Frequency of Bookmark Placements Round 3



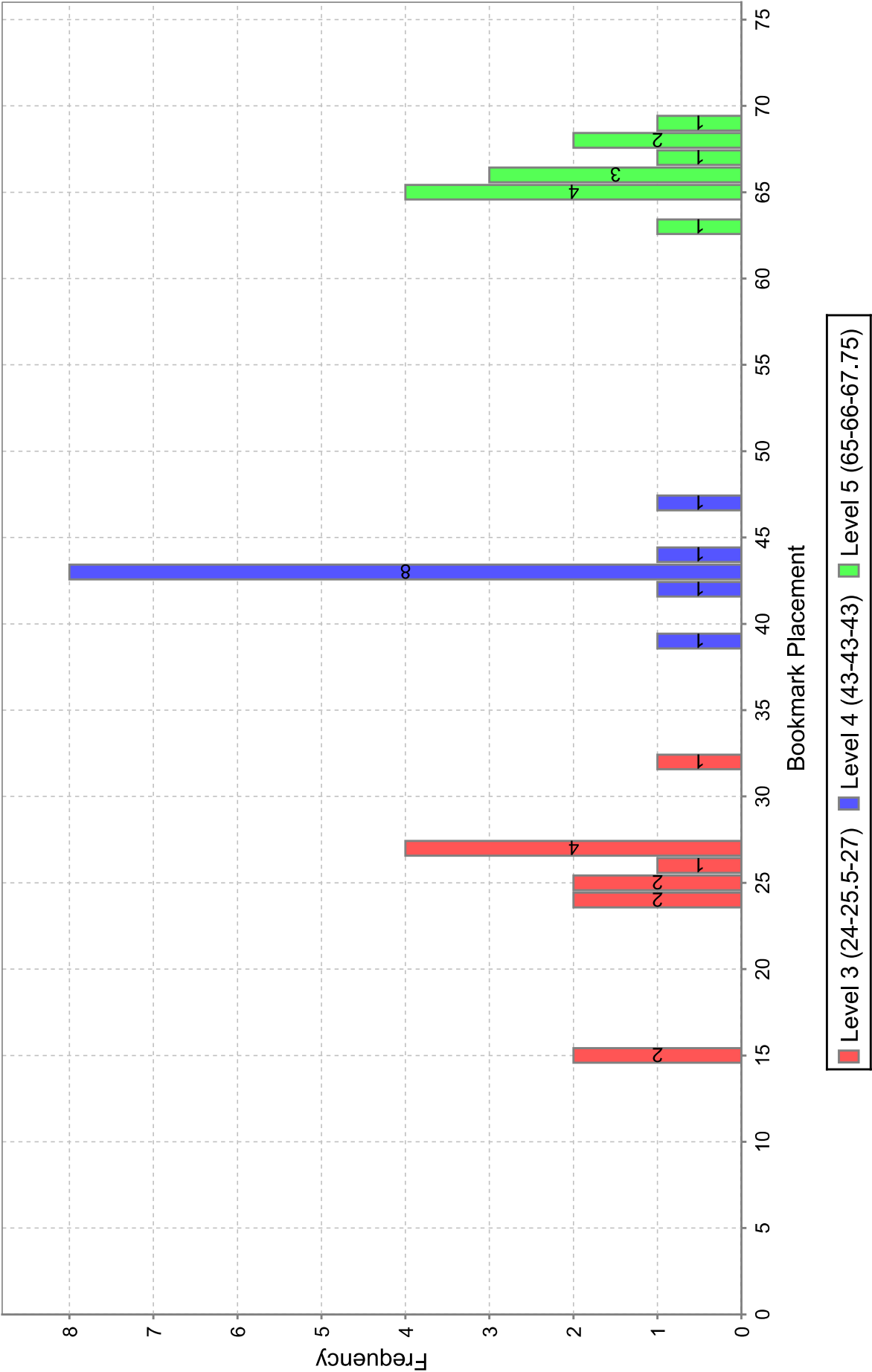
North Carolina Grade 5 Reading Frequency of Bookmark Placements Round 1



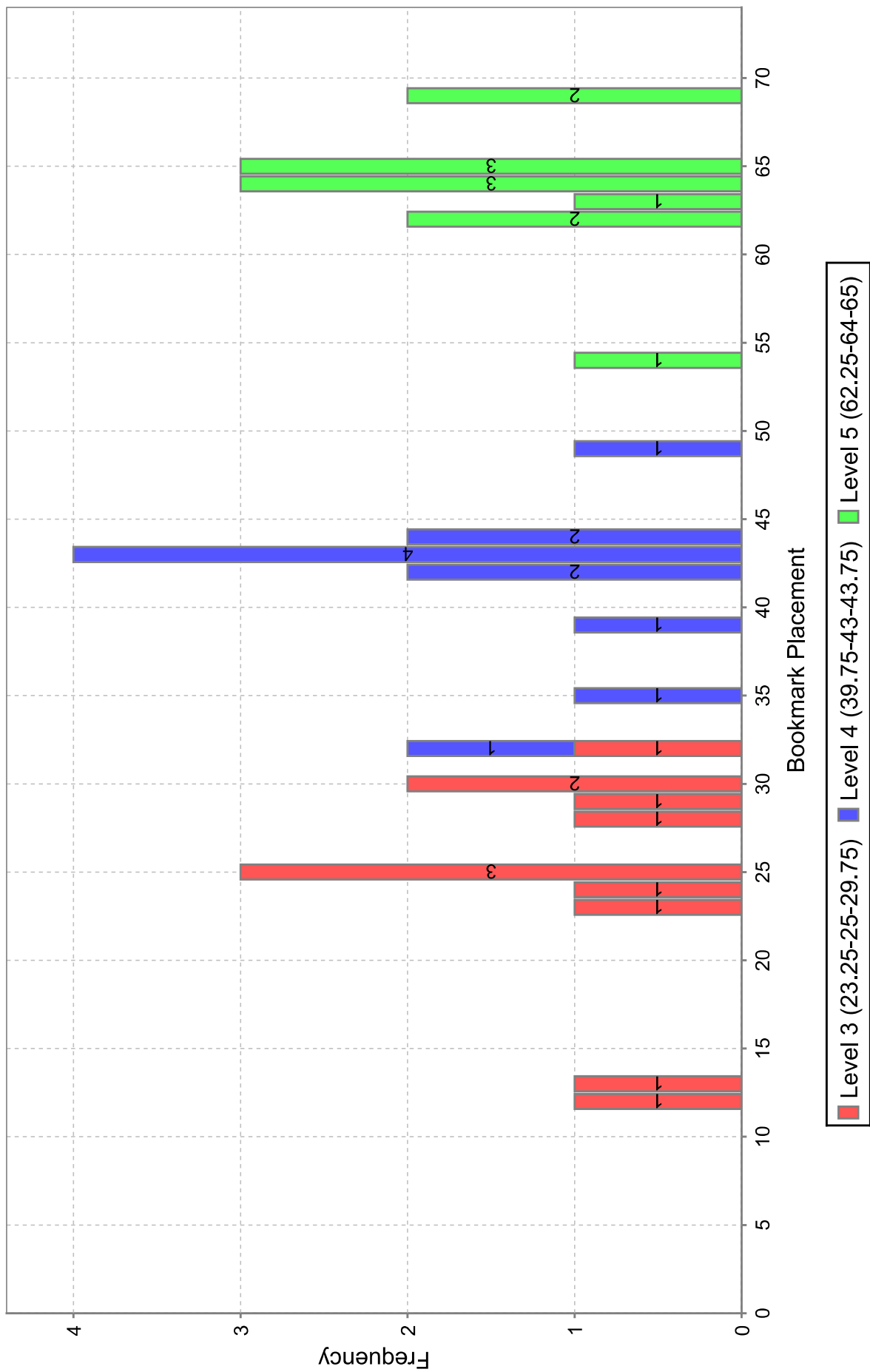
North Carolina Grade 5 Reading Frequency of Bookmark Placements Round 2



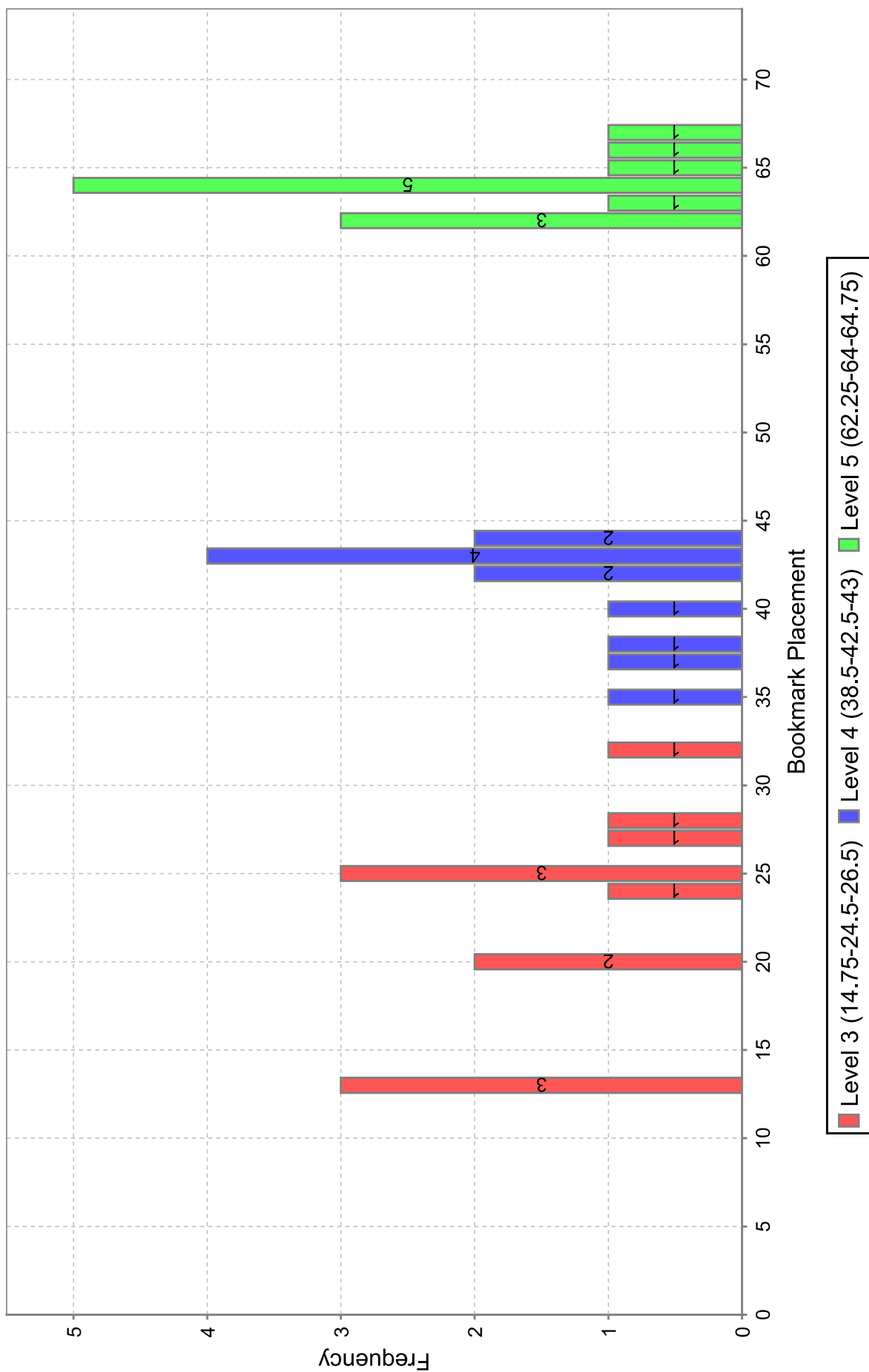
North Carolina Grade 5 Reading Frequency of Bookmark Placements Round 3



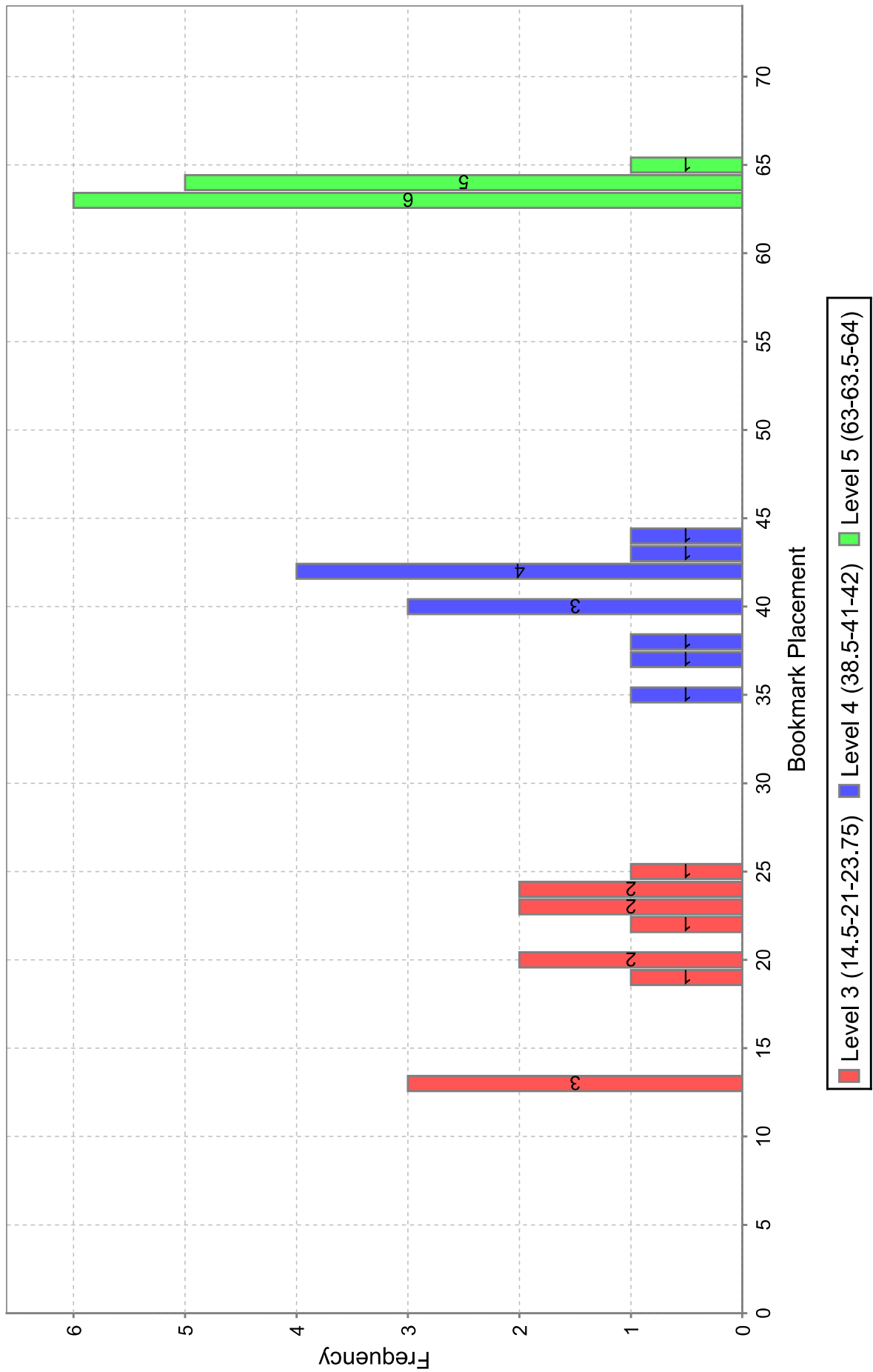
North Carolina Grade 6 Reading Frequency of Bookmark Placements Round 1



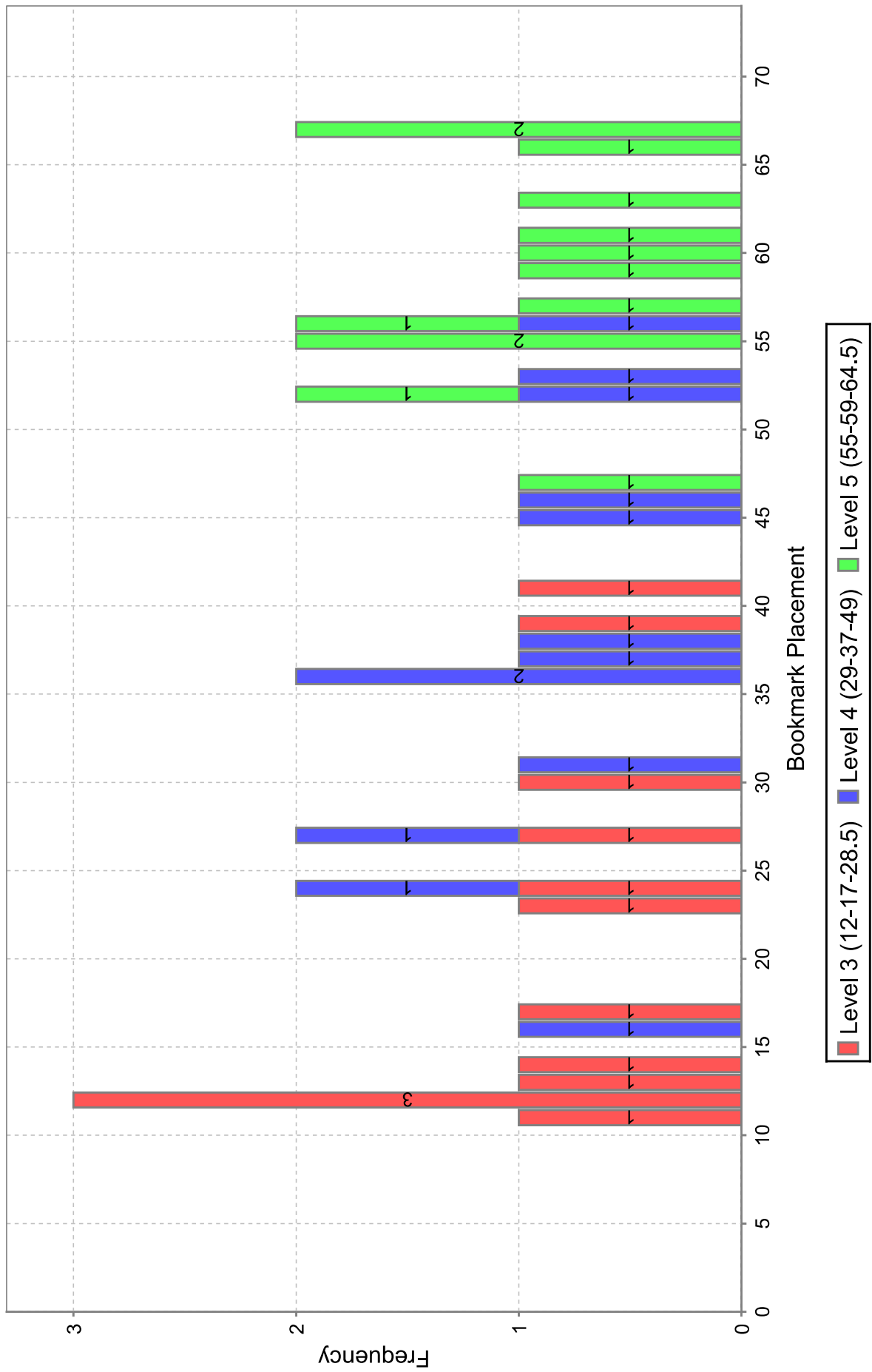
North Carolina Grade 6 Reading Frequency of Bookmark Placements Round 2



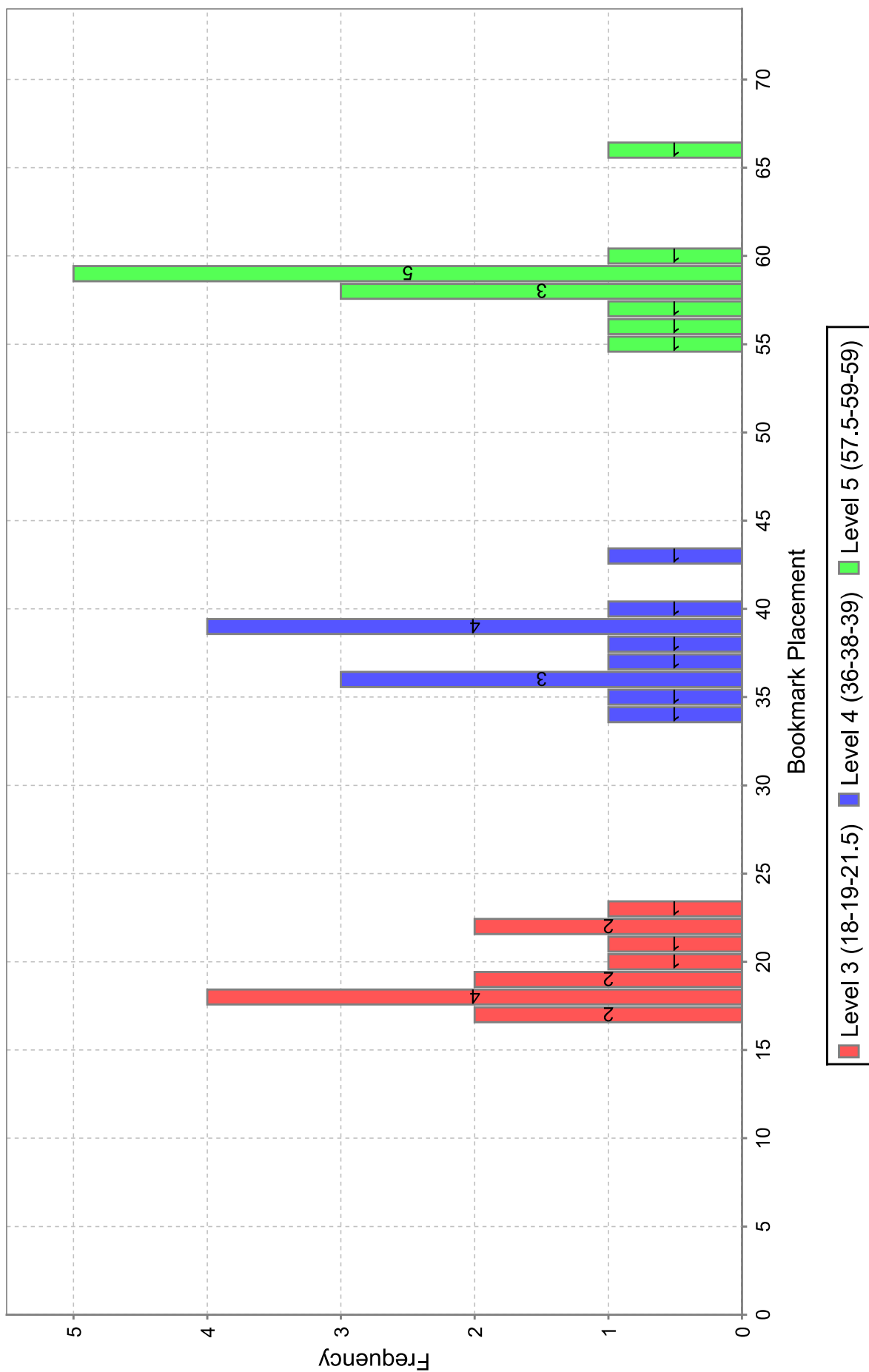
North Carolina Grade 6 Reading Frequency of Bookmark Placements Round 3



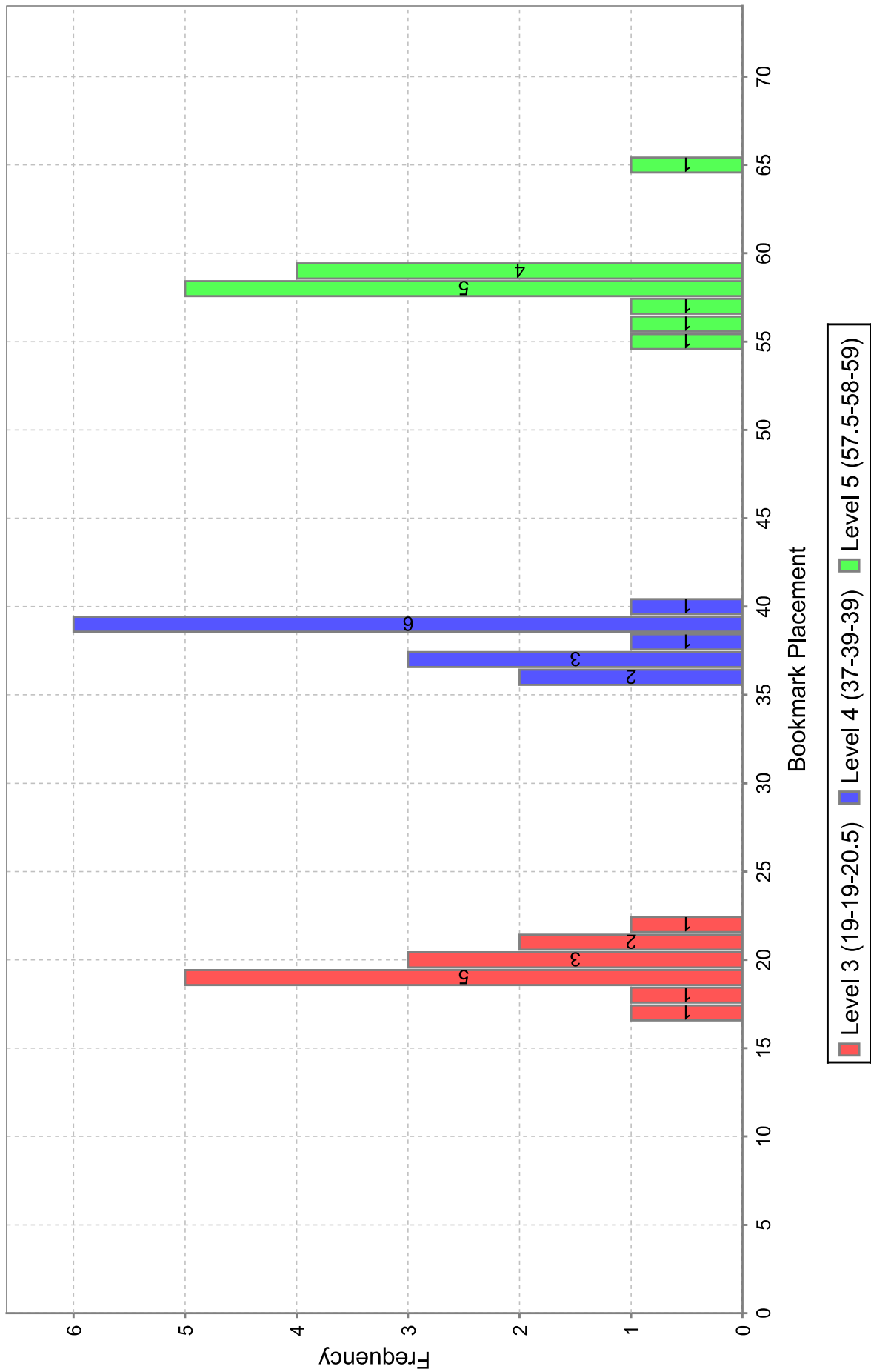
North Carolina Grade 7 Reading Frequency of Bookmark Placements Round 1



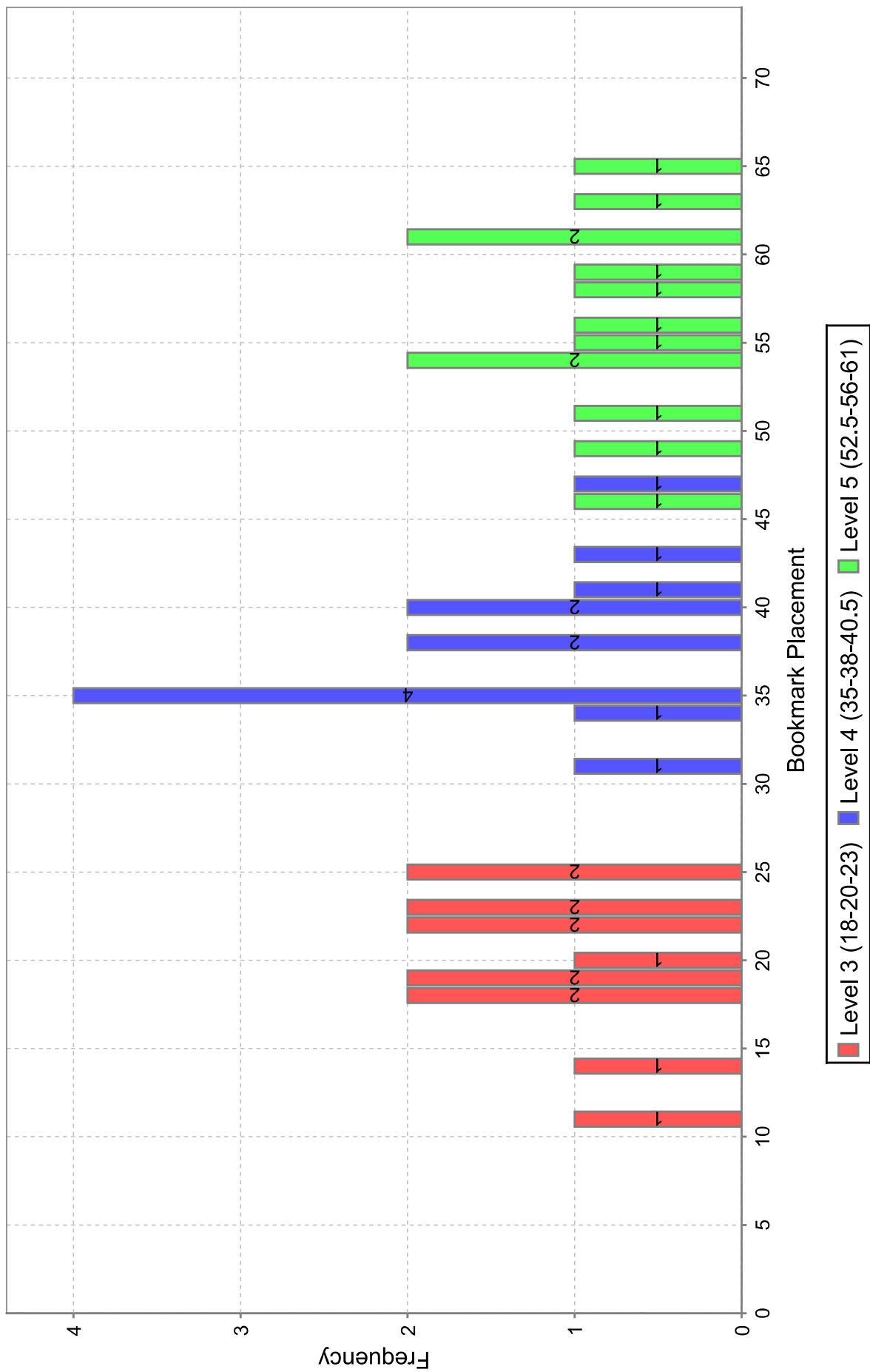
North Carolina Grade 7 Reading Frequency of Bookmark Placements Round 2



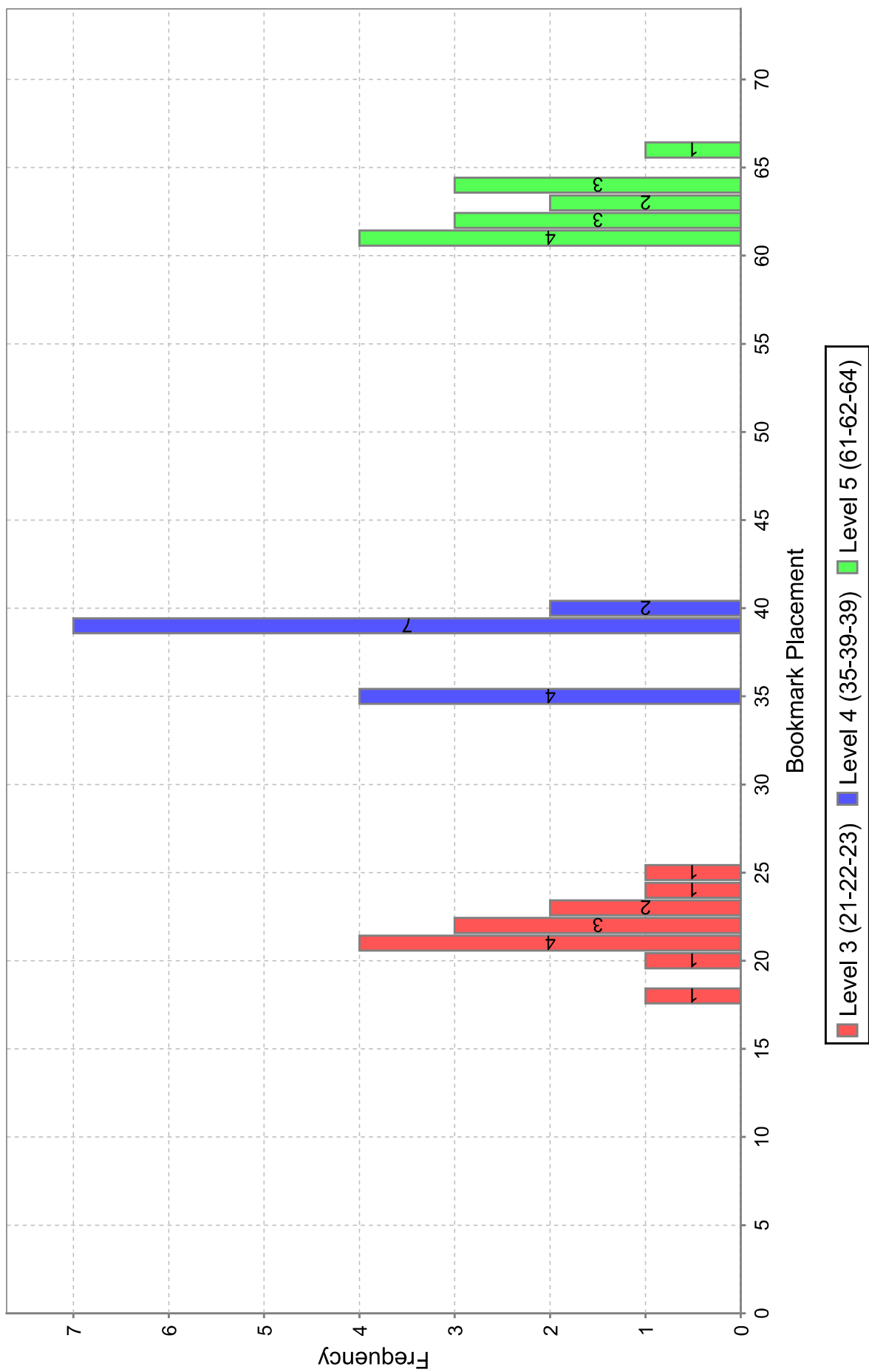
North Carolina Grade 7 Reading Frequency of Bookmark Placements Round 3



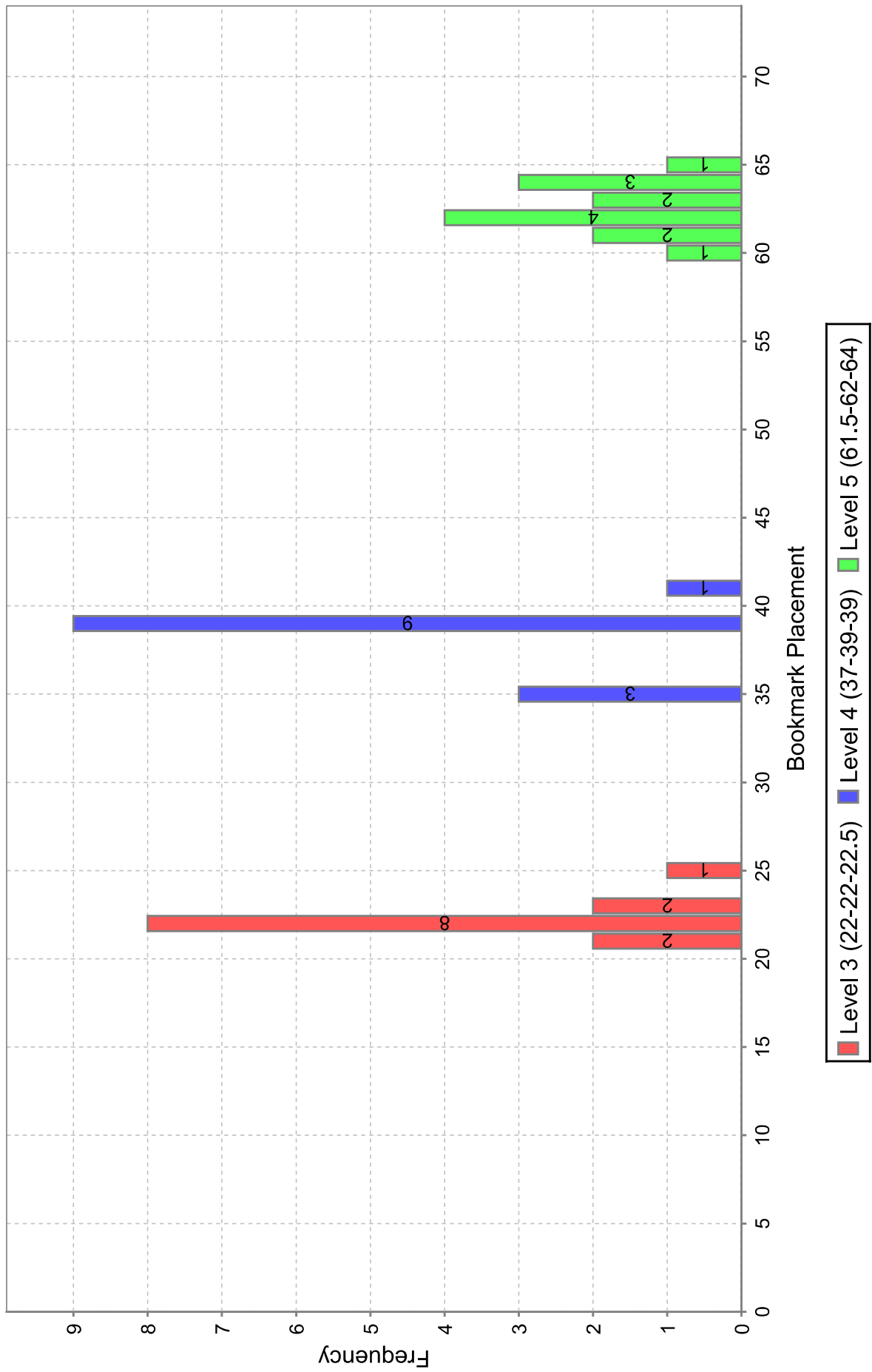
North Carolina Grade 8 Reading Frequency of Bookmark Placements Round 1



North Carolina Grade 8 Reading Frequency of Bookmark Placements Round 2



North Carolina Grade 8 Reading Frequency of Bookmark Placements Round 3



H

Standard Errors Associated with Cut Scores

North Carolina Grade 3 Reading

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

| Performance Level | Not Proficient | Level 3 | Level 4 | Level 5 | |
|-----------------------------------|----------------|---------|---------|---------|-------------------------|
| SE (cut score) | | 0.62 | 0.57 | 0.27 | |
| | | | | | |
| Recommended Cut Point* + 3 SE | | 540 | 543 | 550 | + 3 SE |
| Percent of Students in Each Level | 56.0 | 9.3 | 21.7 | 13.1 | |
| | | | | | |
| Recommended Cut Point* + 2 SE | | 539 | 542 | 549 | + 2 SE |
| Percent of Students in Each Level | 52.9 | 9.3 | 21.8 | 16.0 | |
| | | | | | |
| Recommended Cut Point* + 1 SE | | 539 | 541 | 549 | + 1 SE |
| Percent of Students in Each Level | 52.9 | 6.2 | 24.9 | 16.0 | |
| | | | | | |
| Recommended Cut Point* | | 538 | 541 | 549 | Recommended Cut Points* |
| Percent of Students in Each Level | 49.7 | 9.4 | 24.9 | 16.0 | |
| | | | | | |
| Recommended Cut Point* -1 SE | | 537 | 540 | 549 | -1 SE |
| Percent of Students in Each Level | 46.6 | 9.4 | 28.0 | 16.0 | |
| | | | | | |
| Recommended Cut Point* -2 SE | | 537 | 540 | 548 | -2 SE |
| Percent of Students in Each Level | 46.6 | 9.4 | 24.9 | 19.1 | |
| | | | | | |
| Recommended Cut Point* -3 SE | | 536 | 539 | 548 | -3 SE |
| Percent of Students in Each Level | 43.4 | 9.5 | 28.0 | 19.1 | |

* Participants' Large Group Medians

North Carolina Grade 4 Reading

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

| Performance Level | Not Proficient | Level 3 | Level 4 | Level 5 | |
|-----------------------------------|----------------|---------|---------|---------|-------------------------|
| SE (cut score) | | 0.78 | 1.12 | 0.91 | |
| | | | | | |
| Recommended Cut Point* + 3 SE | | 543 | 547 | 556 | + 3 SE |
| Percent of Students in Each Level | 51.5 | 13.9 | 26.1 | 8.5 | |
| | | | | | |
| Recommended Cut Point* + 2 SE | | 542 | 546 | 555 | + 2 SE |
| Percent of Students in Each Level | 48.1 | 13.7 | 26.5 | 11.8 | |
| | | | | | |
| Recommended Cut Point* + 1 SE | | 542 | 545 | 554 | + 1 SE |
| Percent of Students in Each Level | 48.1 | 10.2 | 26.5 | 15.2 | |
| | | | | | |
| Recommended Cut Point* | | 541 | 544 | 553 | Recommended Cut Points* |
| Percent of Students in Each Level | 44.8 | 10.0 | 29.9 | 15.2 | |
| | | | | | |
| Recommended Cut Point* -1 SE | | 540 | 543 | 552 | -1 SE |
| Percent of Students in Each Level | 41.5 | 10.0 | 29.8 | 18.7 | |
| | | | | | |
| Recommended Cut Point* -2 SE | | 539 | 542 | 551 | -2 SE |
| Percent of Students in Each Level | 38.3 | 9.8 | 29.6 | 22.3 | |
| | | | | | |
| Recommended Cut Point* -3 SE | | 538 | 541 | 550 | -3 SE |
| Percent of Students in Each Level | 35.1 | 9.7 | 31.1 | 24.0 | |

* Participants' Large Group Medians

North Carolina Grade 5 Reading

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

| Performance Level | Not Proficient | Level 3 | Level 4 | Level 5 | |
|-----------------------------------|----------------|---------|---------|---------|-------------------------|
| SE (cut score) | | 0.42 | 0.26 | 0.85 | |
| | | | | | |
| Recommended Cut Point* + 3 SE | | 548 | 553 | 560 | + 3 SE |
| Percent of Students in Each Level | 50.2 | 17.3 | 21.5 | 11.0 | |
| | | | | | |
| Recommended Cut Point* + 2 SE | | 548 | 553 | 560 | + 2 SE |
| Percent of Students in Each Level | 50.2 | 17.3 | 21.5 | 11.0 | |
| | | | | | |
| Recommended Cut Point* + 1 SE | | 547 | 553 | 559 | + 1 SE |
| Percent of Students in Each Level | 47.0 | 20.5 | 19.3 | 13.2 | |
| | | | | | |
| Recommended Cut Point* | | 547 | 552 | 558 | Recommended Cut Points* |
| Percent of Students in Each Level | 47.0 | 17.0 | 19.5 | 16.4 | |
| | | | | | |
| Recommended Cut Point* -1 SE | | 546 | 552 | 557 | -1 SE |
| Percent of Students in Each Level | 43.9 | 20.1 | 16.2 | 19.8 | |
| | | | | | |
| Recommended Cut Point* -2 SE | | 546 | 552 | 556 | -2 SE |
| Percent of Students in Each Level | 43.9 | 20.1 | 14.0 | 22.0 | |
| | | | | | |
| Recommended Cut Point* -3 SE | | 545 | 552 | 555 | -3 SE |
| Percent of Students in Each Level | 40.8 | 23.2 | 10.5 | 25.5 | |

* Participants' Large Group Medians

North Carolina Grade 6 Reading

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

| Performance Level | Not Proficient | Level 3 | Level 4 | Level 5 | |
|-----------------------------------|----------------|---------|---------|---------|-------------------------|
| SE (cut score) | | 1.07 | 0.42 | 0.16 | |
| | | | | | |
| Recommended Cut Point* + 3 SE | | 554 | 557 | 566 | + 3 SE |
| Percent of Students in Each Level | 61.0 | 12.3 | 20.7 | 6.0 | |
| | | | | | |
| Recommended Cut Point* + 2 SE | | 553 | 557 | 565 | + 2 SE |
| Percent of Students in Each Level | 57.8 | 15.5 | 18.7 | 8.0 | |
| | | | | | |
| Recommended Cut Point* + 1 SE | | 552 | 556 | 565 | + 1 SE |
| Percent of Students in Each Level | 54.6 | 14.6 | 22.8 | 8.0 | |
| | | | | | |
| Recommended Cut Point* | | 551 | 556 | 565 | Recommended Cut Points* |
| Percent of Students in Each Level | 51.4 | 17.8 | 22.8 | 8.0 | |
| | | | | | |
| Recommended Cut Point* -1 SE | | 550 | 555 | 565 | -1 SE |
| Percent of Students in Each Level | 48.1 | 15.9 | 28.0 | 8.0 | |
| | | | | | |
| Recommended Cut Point* -2 SE | | 549 | 555 | 565 | -2 SE |
| Percent of Students in Each Level | 44.7 | 19.3 | 28.0 | 8.0 | |
| | | | | | |
| Recommended Cut Point* -3 SE | | 548 | 555 | 565 | -3 SE |
| Percent of Students in Each Level | 41.3 | 22.7 | 28.0 | 8.0 | |

* Participants' Large Group Medians

North Carolina Grade 7 Reading

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

| Performance Level | Not Proficient | Level 3 | Level 4 | Level 5 | |
|-----------------------------------|----------------|---------|---------|---------|-------------------------|
| SE (cut score) | | 0.20 | 0.21 | 0.61 | |
| | | | | | |
| Recommended Cut Point* + 3 SE | | 551 | 556 | 565 | + 3 SE |
| Percent of Students in Each Level | 43.2 | 16.8 | 28.0 | 12.0 | |
| | | | | | |
| Recommended Cut Point* + 2 SE | | 551 | 556 | 564 | + 2 SE |
| Percent of Students in Each Level | 43.2 | 16.8 | 26.6 | 13.4 | |
| | | | | | |
| Recommended Cut Point* + 1 SE | | 551 | 556 | 563 | + 1 SE |
| Percent of Students in Each Level | 43.2 | 16.8 | 23.6 | 16.4 | |
| | | | | | |
| Recommended Cut Point* | | 550 | 556 | 563 | Recommended Cut Points* |
| Percent of Students in Each Level | 39.9 | 20.1 | 23.6 | 16.4 | |
| | | | | | |
| Recommended Cut Point* -1 SE | | 550 | 556 | 562 | -1 SE |
| Percent of Students in Each Level | 39.9 | 20.1 | 20.3 | 19.7 | |
| | | | | | |
| Recommended Cut Point* -2 SE | | 550 | 555 | 562 | -2 SE |
| Percent of Students in Each Level | 39.9 | 16.7 | 23.7 | 19.7 | |
| | | | | | |
| Recommended Cut Point* -3 SE | | 550 | 555 | 561 | -3 SE |
| Percent of Students in Each Level | 39.9 | 16.7 | 20.5 | 22.9 | |

* Participants' Large Group Medians

North Carolina Grade 8 Reading

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

| Performance Level | Not Proficient | Level 3 | Level 4 | Level 5 | |
|-----------------------------------|----------------|---------|---------|---------|-------------------------|
| SE (cut score) | | 0.24 | 0.66 | 0.50 | |
| | | | | | |
| Recommended Cut Point* + 3 SE | | 555 | 563 | 570 | + 3 SE |
| Percent of Students in Each Level | 44.4 | 28.0 | 17.2 | 10.3 | |
| | | | | | |
| Recommended Cut Point* + 2 SE | | 555 | 562 | 570 | + 2 SE |
| Percent of Students in Each Level | 44.4 | 24.8 | 20.5 | 10.3 | |
| | | | | | |
| Recommended Cut Point* + 1 SE | | 555 | 561 | 569 | + 1 SE |
| Percent of Students in Each Level | 44.4 | 21.4 | 22.7 | 11.5 | |
| | | | | | |
| Recommended Cut Point* | | 555 | 561 | 569 | Recommended Cut Points* |
| Percent of Students in Each Level | 44.4 | 21.4 | 22.7 | 11.5 | |
| | | | | | |
| Recommended Cut Point* -1 SE | | 555 | 560 | 568 | -1 SE |
| Percent of Students in Each Level | 44.4 | 18.0 | 23.5 | 14.2 | |
| | | | | | |
| Recommended Cut Point* -2 SE | | 554 | 559 | 568 | -2 SE |
| Percent of Students in Each Level | 40.7 | 18.3 | 26.9 | 14.2 | |
| | | | | | |
| Recommended Cut Point* -3 SE | | 554 | 559 | 567 | -3 SE |
| Percent of Students in Each Level | 40.7 | 18.3 | 25.5 | 15.5 | |

* Participants' Large Group Medians

I

Participant Evaluations of the Workshop



Pre-Workshop Survey for the 2021 North Carolina Standard Setting

Thank you for participating in the 2021 North Carolina standard setting! NCDPI and DRC thank you for your time and expertise during this important step in the assessment process.

This survey is designed to document the experience and diversity of standard setting participants. While we need your information to describe the committee in the aggregate, your individual responses will be kept confidential.

What is your full name? *

Your answer

If you have a name you prefer to be called during the workshop, please enter it here.

Your answer

To what group have you been assigned at the standard setting?

- ☐ NCEXTEND1 Science (starts on Mon. 7/12)
- ☐ NCEXTEND1 Reading (starts on Mon. 7/12 or Tues. 7/13)
- ☐ End-of-Grade Reading (starts on Wed. 7/14)

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Clear form

Security Agreements

During the registration process, you agreed to the Security Agreement from NCDPI. In this section, you will be shown the Security Agreement once again, as well as a Security Agreement from DRC. Please review the Security Agreements below and signify your acceptance by checking the button below.

NCDPI SECURITY AGREEMENT

- North Carolina Department of Public Instruction
- Division of Accountability Services – Test Development Section

All North Carolina test materials are the property of the North Carolina Department of Public Instruction (NCDPI). North Carolina test materials must remain secure at all times.

In order to insure test security, I understand that I am not to discuss/share information relating to the test, the testing process, or test scoring. This restriction applies to discussion with the media, including, but not limited to, print and television media. I agree to refer any and all questions from the media to the appropriate NCDPI project coordinator.

I agree not to publish any educational testing or scoring material or share this material outside of the secure work site. Any knowledge or experience gained during this process is not to be discussed, shared, or likewise published in any form during or after the completion of the project. I realize that testing and scoring materials are secure and must not be taken from the work site or photocopied at anytime unless the removal is specifically approved by the Department of Public Instruction leadership.

I agree that I will not generate/produce products (test selections, compositions, prompts, items, tasks, reviews, etc.) while I am on duty at my regular employer/employee duty station.

In the event of a violation of this agreement I understand that the State of North Carolina, in accordance with the contested case provisions of Chapter 150B of the General Statutes, may impose any one or more of the following sanctions:

- 1) file a civil action against the person or persons responsible for the violation
- 2) seek criminal prosecution of the person or persons responsible for the violation
- 3) in accordance with the provisions of 16 NCAC 6C.0312, suspend or revoke the professional license of the person or persons responsible for the violation.

By typing my name electronically below, I am acknowledging that I have read and understand the consequences of violating the security of North Carolina tests.

DRC SECURITY AGREEMENT

AS A PARTICIPANT AT THIS WORKSHOP, you will have access to materials that must be regarded as confidential. You are required to treat all test materials used in this meeting as confidential. Test security and student confidentiality are of the utmost importance to Data Recognition Corporation (DRC), and DRC must protect information about tests and students in the assessment process. Such information includes performance tasks, multiple-choice items, stimuli, and student responses used in each exam. The nature and quality of an individual student's performance must not be released. In addition, the training materials, standard setting materials (including ordered item booklets and item maps), workshop feedback, and workshop recommendations must not be released.

DO NOT REPRODUCE ANY MATERIALS, directly or indirectly, disclose the contents of these materials, use the tasks as future instructional activities, or reveal any personally identifiable information from student responses to any person for any purpose. We are certain that you share our concern that all items and students' responses be handled in a professional and confidential manner and ask that you acknowledge your adherence to these guidelines by agreeing to these terms and conditions.

DRC technology, processes, records and information related to DRC and its customers are confidential and must be treated accordingly. DRC-related information, including without limitation, documents, notes, files, records, oral information, computer files, or similar materials may not be saved, duplicated or removed from DRC premises or systems (including this website) without permission from DRC.

Additionally, the contents of DRC's records or information otherwise obtained regarding business may not be disclosed to anyone, except where required for a business purpose.

Meeting attendees must not disclose any confidential information, purposefully or inadvertently, through casual conversation, with any unauthorized person inside or outside DRC.

BY SIGNING ON AS A MEMBER OF THIS WORKSHOP COMMITTEE, I AGREE:

a) that all training materials, items (test questions) and student responses are the property of DRC and/or its clients;

b) that commenting on the content of test questions or responses with non-project related personnel is prohibited;

c) that reproducing, in part or in whole, through means including but not limited to printing, taking pictures, downloading, or capturing screen shots of student responses, test questions, training materials, standard setting materials, workshop feedback, or workshop recommendations is expressly prohibited;

d) that the privacy of the students whose work is presented is to be respected, and all related data is to be protected from disclosure;

e) that I will work in a private environment, separate from others and free from distractions;

f) that I will be the only one to read items and student responses that have been assigned to me;

g) that I will adhere to the criteria defined by the training that I receive;

h) that I will not discuss test questions, student responses, training materials, standard setting materials, workshop feedback, and workshop recommendations with anyone except the workshop facilitators and committee members; and

i) that I will not share test questions, student responses, training materials, standard setting materials, workshop feedback, or workshop recommendations on any media, including social media.

I acknowledge that I have received and am responsible for reading and complying with the aforementioned test security terms, as shown on this site and in linked documents. By virtue of the foregoing, I am on notice that any actions by me that are contrary to the foregoing affirmations and acknowledgements will subject me to possible legal action by Data Recognition Corporation to protect its interest in its intellectual property rights and the integrity and security of the assessments.

By printing my full name here, I acknowledge that I have read and agree to the terms of the Security Agreements presented here. *

Please type your full name here.

Your answer

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Clear form

Health Check-in

In the past 14 days, have you or someone in your household tested positive for COVID-19; or have you experienced any of the symptoms listed below in the past 48 hours? *

Symptoms: fever or chills; cough; shortness of breath or difficulty breathing; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.

- ☐ No
- ☐ Yes
- ☐ Decline to State

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Clear form

About Your Experience Before the Workshop

Have you ever attended a standard setting meeting before? *

- ☐ No, I have not.
- ☐ Yes, I have attended one other standard setting.
- ☐ Yes, I have attended more than one standard setting.

How long has it been since your most recent standard setting experience? *

- ☐ I have not attended a standard setting before.
- ☐ Less than 2 years
- ☐ 2 to 5 years
- ☐ Over five years

Have you worked with the state content standards (i.e., Standard Courses of Study) before? *

- ☐ Yes
- ☐ No

Have you worked with the state extended content standards (i.e., Extended Essential Standards) before? *

The extended content standards are designed for "students with the most significant cognitive disabilities."

- ☐ Yes
- ☐ No

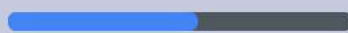
Have you worked with achievement level descriptors (ALDs) before? *

Note: These are sometimes called performance level descriptors (PLDs). These should not be confused with the Alternate Achievement Standards.

- ☐ Yes, I have.
- ☐ No, I've heard of them but haven't worked with them.
- ☐ No, I haven't heard of these before.

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Clear form

About You and Your Experience

This section asks about your background. This information will be used to describe the diversity and experience of the standard setting committee.

What is your current position? *

Please choose one answer that best describes where a majority of your time is spent.

- ☐ General education teacher
- ☐ Special education teacher
- ☐ ELL teacher
- ☐ Curriculum staff
- ☐ District assessment staff
- ☐ Higher education
- ☐ School-level administrator
- ☐ District-level administrator

What is your educational setting? *

Please choose one answer that best describes where a majority of your time is spent.

- ☐ Elementary school
- ☐ Middle school or junior high school
- ☐ High school
- ☐ Higher education
- ☐ K-8 school
- ☐ 6-12 school
- ☐ Other: _____

How many years have you worked in education? *

- ☐ Less than 5 years
- ☐ 5-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ 21-25 years
- ☐ More than 25 years

What percent of students in your district/LEA qualify for free or reduced-price meals? *

Estimates are OK. If you don't know, choose Unknown.

- ☐ 0-25%
- ☐ 26-50%
- ☐ 51-75%
- ☐ 76-100%
- ☐ Unknown or not applicable

In which community type is your district/LEA? *

- ☐ Rural
- ☐ Urban
- ☐ Suburban

What is the name of your school district/LEA? If not working in a school or district, enter place of employment. *

Your answer _____

What is your highest level of education? *

- ☐ High school diploma
- ☐ Bachelor's degree
- ☐ Bachelor's degree + additional hours
- ☐ Master's degree
- ☐ Master's degree + additional hours
- ☐ Doctoral degree

What is your gender? *

- ☐ Female
- ☐ Male
- ☐ Prefer not to answer
- ☐ Other: _____

Are you of Hispanic, Latino/a, or Spanish origin? *

- ☐ No
- ☐ Yes
- ☐ Prefer not to answer

What is your race? *

Please choose as many as apply.

- ☐ White
- ☐ Black or African-American
- ☐ American Indian or Alaska Native
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Asian
- ☐ Prefer not to answer
- ☐ Other: _____

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Clear form

Your Background

This section asks about your background. Please give your honest responses to these questions.

What is your level of confidence with these skills and characteristics? *

| | Not Confident | Somewhat Confident | Mostly Confident | Very Confident |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Learning what is needed to make cut-score decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning the statistical processes needed to make these decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making cut-score decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making a cut score decision regardless of another panelist's opinion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuning out all preconceived notions and focus on training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Speaking up and asking questions when needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Setting aside any preconceptions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Setting aside other agendas and focusing on the current meeting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

To what extent do you agree or disagree with the following statements about working in small groups? *

| | Disagree | Slightly Disagree | Slightly Agree | Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| I feel confident in sharing my thoughts and opinions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am usually the quiet one | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I let others talk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I tend to lead | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to listen and not speak | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am good at listening to people even if I disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I keep an open mind and wait for all information to be presented before making my decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Clear form

About Your Pre-Workshop Knowledge of Standard Setting

What do you envision your role at the workshop being? *

Your answer

Do you know what a "achievement level descriptor" (or "ALD") is? *

- ☐ Yes, I am familiar with ALDs and have worked with them in the past.
- ☐ Yes, I am familiar with ALDs but have not worked with them before.
- ☐ Somewhat, I am familiar with just the term.
- ☐ No, I do not know what ALDs are.

Do you know what a "threshold student" is? *

- ☐ Yes, I am familiar with threshold students and have discussed them in the past.
- ☐ Yes, I am familiar with threshold students but have not discussed them before.
- ☐ Somewhat, I am familiar with just the term.
- ☐ No, I do not know what threshold students are.

What you are looking forward to as part of this process? *

Choose as many as apply.

- ☐ Learning more about the test
- ☐ Talking with educators from across the state
- ☐ Discussing educational goals for students
- ☐ Reviewing the state content standards
- ☐ Understanding how the cut scores are established for the test
- ☐ Seeing how the test results will impact students and schools
- ☐ Other: _____

What do you think might be challenging as part of this process? *

Choose as many as apply.

- ☐ Studying test questions and thinking about what they measure
- ☐ Discussing educational topics with educators who have different backgrounds
- ☐ Considering how the test results will impact schools and students
- ☐ Learning the process that will be used to establish cut scores
- ☐ Other: _____

Do you believe that your input at this standard setting will have value? *

- ☐ Yes
- ☐ Maybe/Unsure
- ☐ No

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Thank you!

Thank you for completing this pre-workshop evaluation! NCDPI and DRC thank you for your time and attention to this important step of the standard setting process.

If you have any other questions or comments, please enter them here.
Otherwise, press "Submit" to save your responses. Thank you again for your participation!

Your answer

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[Submit](#)

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End-of-Grade Pre-Workshop Survey

To what group have you been assigned at the standard setting?

| Response | Frequency | Percent | Mean: 3.00 |
|----------------------|-----------|---------|------------------------|
| NCEXTEND1 Science | 0 | 0.00 | <div><div></div></div> |
| NCEXTEND1 Reading | 0 | 0.00 | <div><div></div></div> |
| End-of-Grade Reading | 38 | 100.00 | <div><div></div></div> |

How long has it been since your most recent standard setting experience?

| Response | Frequency | Percent | Mean: 1.24 |
|--|-----------|---------|------------------------|
| I have not attended a standard setting before. | 30 | 78.95 | <div><div></div></div> |
| Less than 2 years | 7 | 18.42 | <div><div></div></div> |
| 2 to 5 years | 1 | 2.63 | <div><div></div></div> |
| Over five years | 0 | 0.00 | <div><div></div></div> |

Have you worked with the state extended content standards (i.e., Extended Essential Standards) before?

| Response | Frequency | Percent | Mean: 1.84 |
|----------|-----------|---------|------------------------|
| Yes | 6 | 15.79 | <div><div></div></div> |
| No | 32 | 84.21 | <div><div></div></div> |

Have you ever attended a standard setting meeting before?

| Response | Frequency | Percent | Mean: 1.24 |
|---|-----------|---------|------------------------|
| No I have not. | 30 | 78.95 | <div><div></div></div> |
| Yes I have attended one other standard setting. | 7 | 18.42 | <div><div></div></div> |
| Yes I have attended more than one standard setting. | 1 | 2.63 | <div><div></div></div> |

Have you worked with the state content standards (i.e., Standard Courses of Study) before?

| Response | Frequency | Percent | Mean: 1.39 |
|----------|-----------|---------|------------------------|
| Yes | 23 | 60.53 | <div><div></div></div> |
| No | 15 | 39.47 | <div><div></div></div> |

Have you worked with achievement level descriptors (ALDs) before?

| Response | Frequency | Percent | Mean: 2.00 |
|---|-----------|---------|------------------------|
| Yes I have. | 10 | 26.32 | <div><div></div></div> |
| No I've heard of them but haven't worked with them. | 18 | 47.37 | <div><div></div></div> |
| No I haven't heard of these before. | 10 | 26.32 | <div><div></div></div> |

What is your current position?

| Response | Frequency | Percent | Mean: 2.18 |
|------------------------------|-----------|---------|------------|
| General education teacher | 22 | 57.89 | |
| Special education teacher | 4 | 10.53 | |
| ELL teacher | 1 | 2.63 | |
| Curriculum staff | 8 | 21.05 | |
| District assessment staff | 2 | 5.26 | |
| Higher education | 0 | 0.00 | |
| School-level administrator | 0 | 0.00 | |
| District-level administrator | 1 | 2.63 | |

How many years have you worked in education?

| Response | Frequency | Percent | Mean: 3.34 |
|--------------------|-----------|---------|------------|
| Less than 5 years | 4 | 10.53 | |
| 5-10 years | 9 | 23.68 | |
| 11-15 years | 8 | 21.05 | |
| 16-20 years | 8 | 21.05 | |
| 21-25 years | 5 | 13.16 | |
| More than 25 years | 4 | 10.53 | |

In which community type is your district/LEA?

| Response | Frequency | Percent | Mean: 1.82 |
|----------|-----------|---------|------------|
| Rural | 16 | 42.11 | |
| Urban | 13 | 34.21 | |
| Suburban | 9 | 23.68 | |

What is your educational setting?

| Response | Frequency | Percent | Mean: 2.55 |
|--|-----------|---------|------------|
| Elementary school | 16 | 42.11 | |
| Middle school or 10 junior high school | | 26.32 | |
| High school | 5 | 13.16 | |
| Higher education | 0 | 0.00 | |
| K-8 school | 1 | 2.63 | |
| 6-12 school | 1 | 2.63 | |
| Other: | 5 | 13.16 | |

What percent of students in your district/LEA qualify for free or reduced-price meals?

| Response | Frequency | Percent | Mean: 3.82 |
|---------------------------|-----------|---------|------------|
| 0-25% | 0 | 0.00 | |
| 26-50% | 4 | 10.53 | |
| 51-75% | 11 | 28.95 | |
| 76-100% | 11 | 28.95 | |
| Unknown or not applicable | 12 | 31.58 | |

What is your highest level of education?

| Response | Frequency | Percent | Mean: 3.87 |
|--------------------------------------|-----------|---------|------------|
| High school diploma | 0 | 0.00 | |
| Bachelor's degree | 4 | 10.53 | |
| Bachelor's degree + additional hours | 8 | 21.05 | |
| Master's degree | 15 | 39.47 | |
| Master's degree + additional hours | 11 | 28.95 | |
| Doctoral degree | 0 | 0.00 | |

What is your gender?

| Response | Frequency | Percent | Mean: 1.11 |
|----------------------|-----------|---------|------------|
| Female | 34 | 89.47 | |
| Male | 4 | 10.53 | |
| Prefer not to answer | 0 | 0.00 | |
| Other: | 0 | 0.00 | |

What is your race?

| Response | Frequency | Percent | Mean: 1.55 |
|---|-----------|---------|------------|
| White | 24 | 63.16 | |
| Black or African-American | 12 | 31.58 | |
| American Indian or Alaska Native | 0 | 0.00 | |
| Native Hawaiian or Other Pacific Islander | 0 | 0.00 | |
| Asian | 1 | 2.63 | |
| Prefer not to answer | 1 | 2.63 | |
| Other: | 0 | 0.00 | |

Learning the statistical processes needed to make these decisions

| Response | Frequency | Percent | Mean: 2.58 |
|--------------------|-----------|---------|------------|
| Not Confident | 6 | 15.79 | |
| Somewhat Confident | 11 | 28.95 | |
| Mostly Confident | 14 | 36.84 | |
| Very Confident | 7 | 18.42 | |

Making a cut score decision regardless of another panelist's opinion

| Response | Frequency | Percent | Mean: 3.08 |
|--------------------|-----------|---------|------------|
| Not Confident | 0 | 0.00 | |
| Somewhat Confident | 11 | 28.95 | |
| Mostly Confident | 13 | 34.21 | |
| Very Confident | 14 | 36.84 | |

Are you of Hispanic, Latino/a, or Spanish origin?

| Response | Frequency | Percent | Mean: 1.05 |
|----------------------|-----------|---------|------------|
| No | 36 | 94.74 | |
| Yes | 2 | 5.26 | |
| Prefer not to answer | 0 | 0.00 | |

Learning what is needed to make cut-score decisions

| Response | Frequency | Percent | Mean: 2.87 |
|--------------------|-----------|---------|------------|
| Not Confident | 2 | 5.26 | |
| Somewhat Confident | 12 | 31.58 | |
| Mostly Confident | 13 | 34.21 | |
| Very Confident | 11 | 28.95 | |

Making cut-score decisions

| Response | Frequency | Percent | Mean: 2.76 |
|--------------------|-----------|---------|------------|
| Not Confident | 2 | 5.26 | |
| Somewhat Confident | 12 | 31.58 | |
| Mostly Confident | 17 | 44.74 | |
| Very Confident | 7 | 18.42 | |

Tuning out all preconceived notions and focus on training

| Response | Frequency | Percent | Mean: 3.63 |
|--------------------|-----------|---------|------------|
| Not Confident | 0 | 0.00 | |
| Somewhat Confident | 1 | 2.63 | |
| Mostly Confident | 12 | 31.58 | |
| Very Confident | 25 | 65.79 | |

Speaking up and asking questions when needed

| Response | Frequency | Percent | Mean: 3.61 |
|--------------------|-----------|---------|------------|
| Not Confident | 1 | 2.63 | |
| Somewhat Confident | 2 | 5.26 | |
| Mostly Confident | 8 | 21.05 | |
| Very Confident | 27 | 71.05 | |

Setting aside other agendas and focusing on the current meeting

| Response | Frequency | Percent | Mean: 3.79 |
|--------------------|-----------|---------|------------|
| Not Confident | 0 | 0.00 | |
| Somewhat Confident | 0 | 0.00 | |
| Mostly Confident | 8 | 21.05 | |
| Very Confident | 30 | 78.95 | |

I am usually the quiet one

| Response | Frequency | Percent | Mean: 2.26 |
|-------------------|-----------|---------|------------|
| Disagree | 9 | 23.68 | |
| Slightly Disagree | 13 | 34.21 | |
| Slightly Agree | 13 | 34.21 | |
| Agree | 3 | 7.89 | |

I tend to lead

| Response | Frequency | Percent | Mean: 3.00 |
|-------------------|-----------|---------|------------|
| Disagree | 1 | 2.63 | |
| Slightly Disagree | 5 | 13.16 | |
| Slightly Agree | 25 | 65.79 | |
| Agree | 7 | 18.42 | |

I am good at listening to people even if I disagree

| Response | Frequency | Percent | Mean: 3.87 |
|-------------------|-----------|---------|------------|
| Disagree | 0 | 0.00 | |
| Slightly Disagree | 1 | 2.63 | |
| Slightly Agree | 3 | 7.89 | |
| Agree | 34 | 89.47 | |

Setting aside any preconceptions

| Response | Frequency | Percent | Mean: 3.71 |
|--------------------|-----------|---------|------------|
| Not Confident | 0 | 0.00 | |
| Somewhat Confident | 0 | 0.00 | |
| Mostly Confident | 11 | 28.95 | |
| Very Confident | 27 | 71.05 | |

I feel confident in sharing my thoughts and opinions

| Response | Frequency | Percent | Mean: 3.87 |
|-------------------|-----------|---------|------------|
| Disagree | 0 | 0.00 | |
| Slightly Disagree | 0 | 0.00 | |
| Slightly Agree | 5 | 13.16 | |
| Agree | 33 | 86.84 | |

I let others talk

| Response | Frequency | Percent | Mean: 3.68 |
|-------------------|-----------|---------|------------|
| Disagree | 0 | 0.00 | |
| Slightly Disagree | 0 | 0.00 | |
| Slightly Agree | 12 | 31.58 | |
| Agree | 26 | 68.42 | |





I like to listen and not speak

| Response | Frequency | Percent | Mean: 2.58 |
|-------------------|-----------|---------|------------|
| Disagree | 2 | 5.26 | |
| Slightly Disagree | 17 | 44.74 | |
| Slightly Agree | 14 | 36.84 | |
| Agree | 5 | 13.16 | |





I keep an open mind and wait for all information to be presented before making my decisions

| Response | Frequency | Percent | Mean: 3.87 |
|-------------------|-----------|---------|------------|
| Disagree | 1 | 2.63 | |
| Slightly Disagree | 0 | 0.00 | |
| Slightly Agree | 2 | 5.26 | |
| Agree | 35 | 92.11 | |








Do you know what a "achievement level descriptor" (or "ALD") is?

| Response | Frequency | Percent | Mean: 2.42 |
|--|-----------|---------|---|
| Yes I am familiar with ALDs and have worked with them in the past. | 12 | 31.58 |  |
| Yes I am familiar with ALDs but have not worked with them before. | 5 | 13.16 |  |
| Somewhat I am familiar with just the term. | 14 | 36.84 |  |
| No I do not know what ALDs are. | 7 | 18.42 |  |




Do you know what a "threshold student" is?

| Response | Frequency | Percent | Mean: 2.76 |
|--|-----------|---------|---|
| Yes I am familiar with threshold students and have discussed them in the past. | 10 | 26.32 |  |
| Yes I am familiar with threshold students but have not discussed them before. | 3 | 7.89 |  |
| Somewhat I am familiar with just the term. | 11 | 28.95 |  |
| No I do not know what threshold students are. | 14 | 36.84 |  |






What you are looking forward to as part of this process?

| Response | Frequency | Percent | Mean: - |
|---|-----------|---------|---|
| Learning more about the test | 30 | 78.95 |  |
| Talking with educators from across the state | 31 | 81.58 |  |
| Discussing educational goals for students | 34 | 89.47 |  |
| Reviewing the state content standards | 33 | 86.84 |  |
| Understanding how the cut scores are established for the test | 35 | 92.11 |  |
| Seeing how the test results will impact students and schools | 31 | 81.58 |  |
| Other: | 0 | 0.00 |  |

Do you believe that your input at this standard setting will have value?

| Response | Frequency | Percent | Mean: 1.08 |
|--------------|-----------|---------|---|
| Yes | 35 | 92.11 |  |
| Maybe/Unsure | 3 | 7.89 |  |
| No | 0 | 0.00 |  |

What do you think might be challenging as part of this process?

| Response | Frequency | Percent | Mean: - |
|---|-----------|---------|---|
| Studying test questions and thinking about what they measure | 16 | 42.11 |  |
| Discussing educational topics with educators who have different backgrounds | 3 | 7.89 |  |
| Considering how the test results will impact schools and students | 15 | 39.47 |  |
| Learning the process that will be used to establish cut scores | 23 | 60.53 |  |
| Other: | 1 | 2.63 |  |



Bookmark Kiosk

North Carolina 2021 Standard Setting for End-of-Grade Reading

Grade

- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

Round *

- ☐ 1
- ☐ 2
- ☐ 3

Table Number *

☐ 1

☐ 2

☐ 3

☐ 4

Participant Number *

Your answer

Level 3 Bookmark

The Level 3 cut score separates Not Proficient from Level 3. Items before your Level 3 bookmark measure skills of which the threshold Level 3 student should have mastery. The threshold Level 3 student may have incomplete or partial mastery of the skills measured by items after your Level 3 bookmark.

What is your bookmark for Level 3? *

Please enter your bookmark as a single value (e.g., 5, 29, 102). The threshold student should have mastery of the skills measured by the items up to and including your bookmark page (e.g., 1-5, 1-29, 1-101).

Your answer

What is your bookmark page range for Level 3? *

Please enter your range of possible bookmarks (e.g., 3-12, 20-32, 102-102).

Your answer

What is your content-based rationale for your Level 3 bookmark? *

In a few words, please describe why you placed your bookmark where you did.

Your answer

Level 4 Bookmark

The Level 4 cut score separates Level 3 from Level 4. Items before your Level 4 bookmark measure skills of which the threshold Level 4 student should have mastery. The threshold Level 4 student may have incomplete or partial mastery of the skills measured by items after your Level 4 bookmark.

What is your bookmark for Level 4? *

Your answer

What is your bookmark page range for Level 4? *

Your answer

What is your content-based rationale for your Level 4 bookmark? *

Your answer

Level 5 Bookmark

The Level 5 cut score separates Level 4 from Level 5. Items before your Level 5 bookmark measure skills of which the threshold Level 5 student should have mastery. The threshold Level 5 student may have incomplete or partial mastery of the skills measured by items after your Level 5 bookmark.

What is your bookmark for Level 5? *

Your answer

What is your bookmark page range for Level 5? *

Your answer

What is your content-based rationale for your Level 5 bookmark recommendation? *

Your answer

Next

Clear form

About Your Round Experience: Round 1

Think about the round that just finished as you complete these questions.

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I understood how to place my bookmarks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I had enough time to place my bookmarks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I considered the threshold students when placing my bookmarks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Discussing the threshold students helped me place my bookmarks.

☐☐☐☐

I considered the content standards when placing my bookmarks.

☐☐☐☐

I considered the test items when placing my bookmarks.

☐☐☐☐

How confident did you feel when placing your Round 1 bookmarks? *

1 2 3 4 5 6 7 8 9 10

Not confident at all

☐☐☐☐☐☐☐☐☐☐

Very confident

What influenced your judgments this round? Read each of these factors, and indicate how influential or not influential each factor was on your item level judgments.

| | Not influential | Somewhat influential | Influential | Very influential |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Opinion of fellow participants | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal experience working with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Definition of threshold student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Test items | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Potential impact of test results in my school or district | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My feelings about my bookmark placements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Consider these factors again, and this time order them by how influential they were to you. Choose "1st" for the factor that was most influential in your judgments this round, "2nd" for the next most influential, and so on.

| | 1st (most influential) | 2nd | 3rd | 4th | 5th | 6th | 7th (least influential) |
|---|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Opinion of fellow panelists | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal experience working with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Definition of threshold student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Test items | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Potential impact of test results in my school or district | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My feelings about my bookmark placements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Is there a factor that influenced you that is not listed above? If so, write it here.

Your answer

Back

Submit

Clear form

Grade 3 Reading Post Round 1 Survey

Grade

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|---|
| 3 | 13 | 100.00 | <div><div style="width: 100%;"></div></div> |
| 4 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 5 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 6 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 7 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 8 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.15 |
|----------|-----------|---------|---|
| 1 | 4 | 30.77 | <div><div style="width: 30.77%;"></div></div> |
| 2 | 3 | 23.08 | <div><div style="width: 23.08%;"></div></div> |
| 3 | 6 | 46.15 | <div><div style="width: 46.15%;"></div></div> |
| 4 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.54 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 6 | 46.15 | <div><div style="width: 46.15%;"></div></div> |
| Strongly Agree | 7 | 53.85 | <div><div style="width: 53.85%;"></div></div> |

Discussing the threshold students helped me place my bookmarks.

| Response | Frequency | Percent | Mean: 3.54 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 6 | 46.15 | <div><div style="width: 46.15%;"></div></div> |
| Strongly Agree | 7 | 53.85 | <div><div style="width: 53.85%;"></div></div> |

Round

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|---|
| 1 | 13 | 100.00 | <div><div style="width: 100%;"></div></div> |
| 2 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 3 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.31 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 9 | 69.23 | <div><div style="width: 69.23%;"></div></div> |
| Strongly Agree | 4 | 30.77 | <div><div style="width: 30.77%;"></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 5 | 38.46 | <div><div style="width: 38.46%;"></div></div> |
| Strongly Agree | 8 | 61.54 | <div><div style="width: 61.54%;"></div></div> |

I considered the content standards when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.54 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 6 | 46.15 | <div><div style="width: 46.15%;"></div></div> |
| Strongly Agree | 7 | 53.85 | <div><div style="width: 53.85%;"></div></div> |

I considered the test items when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 5 | 38.46 | <div><div></div></div> |
| Strongly Agree | 8 | 61.54 | <div><div></div></div> |

How confident did you feel when placing your Round 1 bookmarks?

| Response | Frequency | Percent | Mean: 6.23 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 1 | 7.69 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 4 | 30.77 | <div><div></div></div> |
| 6 | 1 | 7.69 | <div><div></div></div> |
| 7 | 4 | 30.77 | <div><div></div></div> |
| 8 | 3 | 23.08 | <div><div></div></div> |
| 9 | 0 | 0.00 | <div><div></div></div> |
| 10 | 0 | 0.00 | <div><div></div></div> |

Opinion of fellow participants

| Response | Frequency | Percent | Mean: 1.38 |
|----------------------|-----------|---------|------------------------|
| Not influential | 10 | 76.92 | <div><div></div></div> |
| Somewhat influential | 1 | 7.69 | <div><div></div></div> |
| Influential | 2 | 15.38 | <div><div></div></div> |
| Very influential | 0 | 0.00 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.69 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 6 | 46.15 | <div><div></div></div> |
| Influential | 5 | 38.46 | <div><div></div></div> |
| Very influential | 2 | 15.38 | <div><div></div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.62 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 5 | 38.46 | <div><div></div></div> |
| Very influential | 8 | 61.54 | <div><div></div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.38 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 2 | 15.38 | <div><div></div></div> |
| Influential | 4 | 30.77 | <div><div></div></div> |
| Very influential | 7 | 53.85 | <div><div></div></div> |





Test items

| Response | Frequency | Percent | Mean: 3.58 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 5 | 38.46 | <div><div></div></div> |
| Very influential | 7 | 53.85 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |








Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.62 |
|----------------------|-----------|---------|------------------------|
| Not influential | 8 | 61.54 | <div><div></div></div> |
| Somewhat influential | 2 | 15.38 | <div><div></div></div> |
| Influential | 3 | 23.08 | <div><div></div></div> |
| Very influential | 0 | 0.00 | <div><div></div></div> |

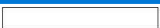

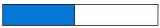




My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 1.92 |
|----------------------|-----------|---------|---|
| Not influential | 5 | 38.46 |  |
| Somewhat influential | 4 | 30.77 |  |
| Influential | 4 | 30.77 |  |
| Very influential | 0 | 0.00 |  |








Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 6.08 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 1 | 7.69 |  |
| 5th | 2 | 15.38 |  |
| 6th | 5 | 38.46 |  |
| 7th least influential | 5 | 38.46 |  |







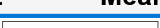
Personal experience working with students

| Response | Frequency | Percent | Mean: 3.85 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 3 | 23.08 |  |
| 4th | 6 | 46.15 |  |
| 5th | 3 | 23.08 |  |
| 6th | 0 | 0.00 |  |
| 7th least influential | 0 | 0.00 |  |







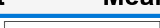
Definition of threshold student

| Response | Frequency | Percent | Mean: 1.46 |
|-----------------------|-----------|---------|---|
| 1st most influential | 7 | 53.85 |  |
| 2nd | 6 | 46.15 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 0 | 0.00 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th least influential | 0 | 0.00 |  |

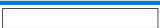






State content standards

| Response | Frequency | Percent | Mean: 2.31 |
|-----------------------|-----------|---------|---|
| 1st most influential | 3 | 23.08 |  |
| 2nd | 5 | 38.46 |  |
| 3rd | 3 | 23.08 |  |
| 4th | 2 | 15.38 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th least influential | 0 | 0.00 |  |

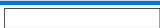






Test items

| Response | Frequency | Percent | Mean: 2.77 |
|-----------------------|-----------|---------|---|
| 1st most influential | 3 | 23.08 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 6 | 46.15 |  |
| 4th | 2 | 15.38 |  |
| 5th | 1 | 7.69 |  |
| 6th | 0 | 0.00 |  |
| 7th least influential | 0 | 0.00 |  |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.15 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 0 | 0.00 |  |
| 5th | 3 | 23.08 |  |
| 6th | 5 | 38.46 |  |
| 7th least influential | 5 | 38.46 |  |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 5.38 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 2 | 15.38 |  |
| 5th | 4 | 30.77 |  |
| 6th | 3 | 23.08 |  |
| 7th least influential | 3 | 23.08 |  |

Grade 4 Reading Post Round 1 Survey

Grade

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 13 | 100.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.31 |
|----------|-----------|---------|------------------------|
| 1 | 3 | 23.08 | <div><div></div></div> |
| 2 | 4 | 30.77 | <div><div></div></div> |
| 3 | 5 | 38.46 | <div><div></div></div> |
| 4 | 1 | 7.69 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 1 | 7.69 | <div><div></div></div> |
| Agree | 3 | 23.08 | <div><div></div></div> |
| Strongly Agree | 9 | 69.23 | <div><div></div></div> |

Discussing the threshold students helped me place my bookmarks.

| Response | Frequency | Percent | Mean: 3.31 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 1 | 7.69 | <div><div></div></div> |
| Disagree | 1 | 7.69 | <div><div></div></div> |
| Agree | 4 | 30.77 | <div><div></div></div> |
| Strongly Agree | 7 | 53.85 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|------------------------|
| 1 | 13 | 100.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 4 | 30.77 | <div><div></div></div> |
| Strongly Agree | 9 | 69.23 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

I considered the content standards when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 1 | 7.69 | <div><div></div></div> |
| Agree | 3 | 23.08 | <div><div></div></div> |
| Strongly Agree | 9 | 69.23 | <div><div></div></div> |

I considered the test items when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 3 | 23.08 | <div><div></div></div> |
| Strongly Agree | 10 | 76.92 | <div><div></div></div> |

How confident did you feel when placing your Round 1 bookmarks?

| Response | Frequency | Percent | Mean: 8.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 2 | 15.38 | <div><div></div></div> |
| 7 | 1 | 7.69 | <div><div></div></div> |
| 8 | 5 | 38.46 | <div><div></div></div> |
| 9 | 5 | 38.46 | <div><div></div></div> |
| 10 | 0 | 0.00 | <div><div></div></div> |

Opinion of fellow participants

| Response | Frequency | Percent | Mean: 1.46 |
|----------------------|-----------|---------|------------------------|
| Not influential | 9 | 69.23 | <div><div></div></div> |
| Somewhat influential | 2 | 15.38 | <div><div></div></div> |
| Influential | 2 | 15.38 | <div><div></div></div> |
| Very influential | 0 | 0.00 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.31 |
|----------------------|-----------|---------|------------------------|
| Not influential | 2 | 15.38 | <div><div></div></div> |
| Somewhat influential | 5 | 38.46 | <div><div></div></div> |
| Influential | 6 | 46.15 | <div><div></div></div> |
| Very influential | 0 | 0.00 | <div><div></div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.92 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 1 | 7.69 | <div><div></div></div> |
| Very influential | 12 | 92.31 | <div><div></div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 1 | 7.69 | <div><div></div></div> |
| Influential | 2 | 15.38 | <div><div></div></div> |
| Very influential | 10 | 76.92 | <div><div></div></div> |

Test items

| Response | Frequency | Percent | Mean: 3.77 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 3 | 23.08 | <div><div></div></div> |
| Very influential | 10 | 76.92 | <div><div></div></div> |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.54 |
|----------------------|-----------|---------|------------------------|
| Not influential | 8 | 61.54 | <div><div></div></div> |
| Somewhat influential | 3 | 23.08 | <div><div></div></div> |
| Influential | 2 | 15.38 | <div><div></div></div> |
| Very influential | 0 | 0.00 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.23 |
|----------------------|-----------|---------|------------|
| Not influential | 3 | 23.08 | |
| Somewhat influential | 5 | 38.46 | |
| Influential | 4 | 30.77 | |
| Very influential | 1 | 7.69 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.85 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 1 | 7.69 | |
| 4th | 1 | 7.69 | |
| 5th | 2 | 15.38 | |
| 6th | 4 | 30.77 | |
| 7th least influential | 5 | 38.46 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 4.46 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 1 | 7.69 | |
| 4th | 6 | 46.15 | |
| 5th | 5 | 38.46 | |
| 6th | 1 | 7.69 | |
| 7th least influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 2.15 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 6 | 46.15 | |
| 2nd | 3 | 23.08 | |
| 3rd | 3 | 23.08 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 1 | 7.69 | |

State content standards

| Response | Frequency | Percent | Mean: 2.31 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 4 | 30.77 | |
| 2nd | 5 | 38.46 | |
| 3rd | 2 | 15.38 | |
| 4th | 1 | 7.69 | |
| 5th | 0 | 0.00 | |
| 6th | 1 | 7.69 | |
| 7th least influential | 0 | 0.00 | |

Test items

| Response | Frequency | Percent | Mean: 2.54 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 2 | 15.38 | |
| 2nd | 4 | 30.77 | |
| 3rd | 6 | 46.15 | |
| 4th | 0 | 0.00 | |
| 5th | 1 | 7.69 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 5.85 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 7.69 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 1 | 7.69 | |
| 5th | 1 | 7.69 | |
| 6th | 4 | 30.77 | |
| 7th least influential | 6 | 46.15 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 4.85 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 7.69 | |
| 3rd | 0 | 0.00 | |
| 4th | 4 | 30.77 | |
| 5th | 4 | 30.77 | |
| 6th | 3 | 23.08 | |
| 7th least influential | 1 | 7.69 | |

Grade 5 Reading Post Round 1 Survey

Grade

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|------------|
| 3 | 0 | 0.00 | |
| 4 | 0 | 0.00 | |
| 5 | 12 | 100.00 | |
| 6 | 0 | 0.00 | |
| 7 | 0 | 0.00 | |
| 8 | 0 | 0.00 | |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|------------|
| 1 | 3 | 25.00 | |
| 2 | 5 | 41.67 | |
| 3 | 4 | 33.33 | |
| 4 | 0 | 0.00 | |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.42 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 8.33 | |
| Agree | 5 | 41.67 | |
| Strongly Agree | 6 | 50.00 | |

Discussing the threshold students helped me place my bookmarks.

| Response | Frequency | Percent | Mean: 3.33 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 8.33 | |
| Agree | 6 | 50.00 | |
| Strongly Agree | 5 | 41.67 | |

Round

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|------------|
| 1 | 12 | 100.00 | |
| 2 | 0 | 0.00 | |
| 3 | 0 | 0.00 | |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.33 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 8 | 66.67 | |
| Strongly Agree | 4 | 33.33 | |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.58 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 41.67 | |
| Strongly Agree | 7 | 58.33 | |

I considered the content standards when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.67 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 33.33 | |
| Strongly Agree | 8 | 66.67 | |

I considered the test items when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.75 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 3 | 25.00 | <div><div></div></div> |
| Strongly Agree | 9 | 75.00 | <div><div></div></div> |

How confident did you feel when placing your Round 1 bookmarks?

| Response | Frequency | Percent | Mean: 5.75 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 1 | 8.33 | <div><div></div></div> |
| 4 | 1 | 8.33 | <div><div></div></div> |
| 5 | 2 | 16.67 | <div><div></div></div> |
| 6 | 5 | 41.67 | <div><div></div></div> |
| 7 | 2 | 16.67 | <div><div></div></div> |
| 8 | 1 | 8.33 | <div><div></div></div> |
| 9 | 0 | 0.00 | <div><div></div></div> |
| 10 | 0 | 0.00 | <div><div></div></div> |

Opinion of fellow participants

| Response | Frequency | Percent | Mean: 1.00 |
|----------------------|-----------|---------|------------------------|
| Not influential | 12 | 100.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 0 | 0.00 | <div><div></div></div> |
| Very influential | 0 | 0.00 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.42 |
|----------------------|-----------|---------|------------------------|
| Not influential | 2 | 16.67 | <div><div></div></div> |
| Somewhat influential | 5 | 41.67 | <div><div></div></div> |
| Influential | 3 | 25.00 | <div><div></div></div> |
| Very influential | 2 | 16.67 | <div><div></div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.42 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 1 | 8.33 | <div><div></div></div> |
| Influential | 5 | 41.67 | <div><div></div></div> |
| Very influential | 6 | 50.00 | <div><div></div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 4 | 33.33 | <div><div></div></div> |
| Very influential | 8 | 66.67 | <div><div></div></div> |





Test items

| Response | Frequency | Percent | Mean: 3.58 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 5 | 41.67 | <div><div></div></div> |
| Very influential | 7 | 58.33 | <div><div></div></div> |








Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.42 |
|----------------------|-----------|---------|------------------------|
| Not influential | 10 | 83.33 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 1 | 8.33 | <div><div></div></div> |
| Very influential | 1 | 8.33 | <div><div></div></div> |

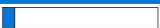






My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 1.75 |
|----------------------|-----------|---------|---|
| Not influential | 6 | 50.00 |  |
| Somewhat influential | 3 | 25.00 |  |
| Influential | 3 | 25.00 |  |
| Very influential | 0 | 0.00 |  |








Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 6.33 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 1 | 8.33 |  |
| 5th | 1 | 8.33 |  |
| 6th | 3 | 25.00 |  |
| 7th least influential | 7 | 58.33 |  |








Personal experience working with students

| Response | Frequency | Percent | Mean: 3.83 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 8.33 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 2 | 16.67 |  |
| 4th | 6 | 50.00 |  |
| 5th | 3 | 25.00 |  |
| 6th | 0 | 0.00 |  |
| 7th least influential | 0 | 0.00 |  |








Definition of threshold student

| Response | Frequency | Percent | Mean: 1.75 |
|-----------------------|-----------|---------|---|
| 1st most influential | 5 | 41.67 |  |
| 2nd | 5 | 41.67 |  |
| 3rd | 2 | 16.67 |  |
| 4th | 0 | 0.00 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th least influential | 0 | 0.00 |  |

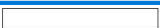






State content standards

| Response | Frequency | Percent | Mean: 2.33 |
|-----------------------|-----------|---------|---|
| 1st most influential | 4 | 33.33 |  |
| 2nd | 3 | 25.00 |  |
| 3rd | 3 | 25.00 |  |
| 4th | 1 | 8.33 |  |
| 5th | 1 | 8.33 |  |
| 6th | 0 | 0.00 |  |
| 7th least influential | 0 | 0.00 |  |

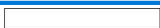






Test items

| Response | Frequency | Percent | Mean: 2.42 |
|-----------------------|-----------|---------|---|
| 1st most influential | 2 | 16.67 |  |
| 2nd | 4 | 33.33 |  |
| 3rd | 5 | 41.67 |  |
| 4th | 1 | 8.33 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th least influential | 0 | 0.00 |  |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.08 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 1 | 8.33 |  |
| 5th | 1 | 8.33 |  |
| 6th | 6 | 50.00 |  |
| 7th least influential | 4 | 33.33 |  |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 5.25 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 2 | 16.67 |  |
| 5th | 6 | 50.00 |  |
| 6th | 3 | 25.00 |  |
| 7th least influential | 1 | 8.33 |  |

Grade 6 Reading Post Round 1 Survey

Grade

| Response | Frequency | Percent | Mean: 4.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 12 | 100.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|------------------------|
| 1 | 3 | 25.00 | <div><div></div></div> |
| 2 | 5 | 41.67 | <div><div></div></div> |
| 3 | 4 | 33.33 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 1 | 8.33 | <div><div></div></div> |
| Agree | 0 | 0.00 | <div><div></div></div> |
| Strongly Agree | 11 | 91.67 | <div><div></div></div> |

Discussing the threshold students helped me place my bookmarks.

| Response | Frequency | Percent | Mean: 3.58 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 2 | 16.67 | <div><div></div></div> |
| Agree | 1 | 8.33 | <div><div></div></div> |
| Strongly Agree | 9 | 75.00 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|------------------------|
| 1 | 12 | 100.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

I considered the content standards when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

I considered the test items when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 8.33 | <div><div></div></div> |
| Strongly Agree | 11 | 91.67 | <div><div></div></div> |

How confident did you feel when placing your Round 1 bookmarks?

| Response | Frequency | Percent | Mean: 7.25 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 4 | 33.33 | <div><div></div></div> |
| 7 | 4 | 33.33 | <div><div></div></div> |
| 8 | 1 | 8.33 | <div><div></div></div> |
| 9 | 3 | 25.00 | <div><div></div></div> |
| 10 | 0 | 0.00 | <div><div></div></div> |

Opinion of fellow participants

| Response | Frequency | Percent | Mean: 1.00 |
|----------------------|-----------|---------|------------------------|
| Not influential | 12 | 100.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 0 | 0.00 | <div><div></div></div> |
| Very influential | 0 | 0.00 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.00 |
|----------------------|-----------|---------|------------------------|
| Not influential | 3 | 25.00 | <div><div></div></div> |
| Somewhat influential | 7 | 58.33 | <div><div></div></div> |
| Influential | 1 | 8.33 | <div><div></div></div> |
| Very influential | 1 | 8.33 | <div><div></div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 4 | 33.33 | <div><div></div></div> |
| Very influential | 8 | 66.67 | <div><div></div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.75 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 1 | 8.33 | <div><div></div></div> |
| Influential | 1 | 8.33 | <div><div></div></div> |
| Very influential | 10 | 83.33 | <div><div></div></div> |

Test items

| Response | Frequency | Percent | Mean: 3.83 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 2 | 16.67 | <div><div></div></div> |
| Very influential | 10 | 83.33 | <div><div></div></div> |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.42 |
|----------------------|-----------|---------|------------------------|
| Not influential | 10 | 83.33 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 1 | 8.33 | <div><div></div></div> |
| Very influential | 1 | 8.33 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.00 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 8.33 | |
| Somewhat influential | 10 | 83.33 | |
| Influential | 1 | 8.33 | |
| Very influential | 0 | 0.00 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 6.50 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 0 | 0.00 | |
| 5th | 1 | 8.33 | |
| 6th | 4 | 33.33 | |
| 7th least influential | 7 | 58.33 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 4.58 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 6 | 50.00 | |
| 5th | 5 | 41.67 | |
| 6th | 1 | 8.33 | |
| 7th least influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 1.75 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 6 | 50.00 | |
| 2nd | 3 | 25.00 | |
| 3rd | 3 | 25.00 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |

State content standards

| Response | Frequency | Percent | Mean: 2.08 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 3 | 25.00 | |
| 2nd | 5 | 41.67 | |
| 3rd | 4 | 33.33 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |

Test items

| Response | Frequency | Percent | Mean: 2.50 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 3 | 25.00 | |
| 2nd | 2 | 16.67 | |
| 3rd | 5 | 41.67 | |
| 4th | 2 | 16.67 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.00 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 8.33 | |
| 3rd | 0 | 0.00 | |
| 4th | 0 | 0.00 | |
| 5th | 1 | 8.33 | |
| 6th | 5 | 41.67 | |
| 7th least influential | 5 | 41.67 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 4.58 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 8.33 | |
| 3rd | 0 | 0.00 | |
| 4th | 4 | 33.33 | |
| 5th | 5 | 41.67 | |
| 6th | 2 | 16.67 | |
| 7th least influential | 0 | 0.00 | |

Grade 7 Reading Post Round 1 Survey

Grade

| Response | Frequency | Percent | Mean: 5.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 13 | 100.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 1.92 |
|----------|-----------|---------|------------------------|
| 1 | 5 | 38.46 | <div><div></div></div> |
| 2 | 4 | 30.77 | <div><div></div></div> |
| 3 | 4 | 30.77 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.31 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 2 | 15.38 | <div><div></div></div> |
| Agree | 5 | 38.46 | <div><div></div></div> |
| Strongly Agree | 6 | 46.15 | <div><div></div></div> |

Discussing the threshold students helped me place my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|------------------------|
| 1 | 13 | 100.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 1 | 7.69 | <div><div></div></div> |
| Agree | 3 | 23.08 | <div><div></div></div> |
| Strongly Agree | 9 | 69.23 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 3 | 23.08 | <div><div></div></div> |
| Strongly Agree | 10 | 76.92 | <div><div></div></div> |

I considered the content standards when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

I considered the test items when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

How confident did you feel when placing your Round 1 bookmarks?

| Response | Frequency | Percent | Mean: 6.31 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 1 | 7.69 | <div><div></div></div> |
| 5 | 2 | 15.38 | <div><div></div></div> |
| 6 | 4 | 30.77 | <div><div></div></div> |
| 7 | 4 | 30.77 | <div><div></div></div> |
| 8 | 2 | 15.38 | <div><div></div></div> |
| 9 | 0 | 0.00 | <div><div></div></div> |
| 10 | 0 | 0.00 | <div><div></div></div> |

Opinion of fellow participants

| Response | Frequency | Percent | Mean: 1.92 |
|----------------------|-----------|---------|------------------------|
| Not influential | 5 | 38.46 | <div><div></div></div> |
| Somewhat influential | 4 | 30.77 | <div><div></div></div> |
| Influential | 2 | 15.38 | <div><div></div></div> |
| Very influential | 1 | 7.69 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 3.08 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 2 | 15.38 | <div><div></div></div> |
| Influential | 7 | 53.85 | <div><div></div></div> |
| Very influential | 3 | 23.08 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.50 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 1 | 7.69 | <div><div></div></div> |
| Influential | 4 | 30.77 | <div><div></div></div> |
| Very influential | 7 | 53.85 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.75 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 3 | 23.08 | <div><div></div></div> |
| Very influential | 9 | 69.23 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

Test items

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 4 | 30.77 | <div><div></div></div> |
| Very influential | 8 | 61.54 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.75 |
|----------------------|-----------|---------|------------------------|
| Not influential | 7 | 53.85 | <div><div></div></div> |
| Somewhat influential | 2 | 15.38 | <div><div></div></div> |
| Influential | 2 | 15.38 | <div><div></div></div> |
| Very influential | 1 | 7.69 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.50 |
|----------------------|-----------|---------|------------|
| Not influential | 2 | 15.38 | |
| Somewhat influential | 2 | 15.38 | |
| Influential | 8 | 61.54 | |
| Very influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 3.25 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 3 | 23.08 | |
| 2nd | 0 | 0.00 | |
| 3rd | 2 | 15.38 | |
| 4th | 5 | 38.46 | |
| 5th | 2 | 15.38 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

State content standards

| Response | Frequency | Percent | Mean: 1.83 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 5 | 38.46 | |
| 2nd | 4 | 30.77 | |
| 3rd | 3 | 23.08 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.67 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 7.69 | |
| 3rd | 0 | 0.00 | |
| 4th | 0 | 0.00 | |
| 5th | 3 | 23.08 | |
| 6th | 5 | 38.46 | |
| 7th least influential | 3 | 23.08 | |
| No Response | 1 | 7.69 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 2.25 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 3 | 23.08 | |
| 2nd | 5 | 38.46 | |
| 3rd | 2 | 15.38 | |
| 4th | 2 | 15.38 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

Test items

| Response | Frequency | Percent | Mean: 3.08 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 7.69 | |
| 2nd | 2 | 15.38 | |
| 3rd | 5 | 38.46 | |
| 4th | 3 | 23.08 | |
| 5th | 1 | 7.69 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.33 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 1 | 7.69 | <div><div></div></div> |
| 5th | 0 | 0.00 | <div><div></div></div> |
| 6th | 5 | 38.46 | <div><div></div></div> |
| 7th least influential | 6 | 46.15 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 5.58 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 1 | 7.69 | <div><div></div></div> |
| 5th | 6 | 46.15 | <div><div></div></div> |
| 6th | 2 | 15.38 | <div><div></div></div> |
| 7th least influential | 3 | 23.08 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

Grade 8 Reading Post Round 1 Survey

Grade

| Response | Frequency | Percent | Mean: 6.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 13 | 100.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 1.92 |
|----------|-----------|---------|------------------------|
| 1 | 5 | 38.46 | <div><div></div></div> |
| 2 | 4 | 30.77 | <div><div></div></div> |
| 3 | 4 | 30.77 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

Discussing the threshold students helped me place my bookmarks.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 4 | 30.77 | <div><div></div></div> |
| Strongly Agree | 9 | 69.23 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|------------------------|
| 1 | 13 | 100.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 3 | 23.08 | <div><div></div></div> |
| Strongly Agree | 10 | 76.92 | <div><div></div></div> |

I considered the content standards when placing my bookmarks.

| Response | Frequency | Percent | Mean: 4.00 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 0 | 0.00 | <div><div></div></div> |
| Strongly Agree | 13 | 100.00 | <div><div></div></div> |

I considered the test items when placing my bookmarks.

| Response | Frequency | Percent | Mean: 4.00 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 0 | 0.00 | <div><div></div></div> |
| Strongly Agree | 13 | 100.00 | <div><div></div></div> |

How confident did you feel when placing your Round 1 bookmarks?

| Response | Frequency | Percent | Mean: 7.38 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 1 | 7.69 | <div><div></div></div> |
| 7 | 7 | 53.85 | <div><div></div></div> |
| 8 | 4 | 30.77 | <div><div></div></div> |
| 9 | 1 | 7.69 | <div><div></div></div> |
| 10 | 0 | 0.00 | <div><div></div></div> |

Opinion of fellow participants

| Response | Frequency | Percent | Mean: 1.62 |
|----------------------|-----------|---------|------------------------|
| Not influential | 8 | 61.54 | <div><div></div></div> |
| Somewhat influential | 3 | 23.08 | <div><div></div></div> |
| Influential | 1 | 7.69 | <div><div></div></div> |
| Very influential | 1 | 7.69 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 3.00 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 3 | 23.08 | <div><div></div></div> |
| Influential | 7 | 53.85 | <div><div></div></div> |
| Very influential | 3 | 23.08 | <div><div></div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.46 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 2 | 15.38 | <div><div></div></div> |
| Influential | 3 | 23.08 | <div><div></div></div> |
| Very influential | 8 | 61.54 | <div><div></div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.85 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 2 | 15.38 | <div><div></div></div> |
| Very influential | 11 | 84.62 | <div><div></div></div> |

Test items

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 1 | 7.69 | <div><div></div></div> |
| Influential | 2 | 15.38 | <div><div></div></div> |
| Very influential | 10 | 76.92 | <div><div></div></div> |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.85 |
|----------------------|-----------|---------|------------------------|
| Not influential | 8 | 61.54 | <div><div></div></div> |
| Somewhat influential | 0 | 0.00 | <div><div></div></div> |
| Influential | 4 | 30.77 | <div><div></div></div> |
| Very influential | 1 | 7.69 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.38 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 7.69 | |
| Somewhat influential | 7 | 53.85 | |
| Influential | 4 | 30.77 | |
| Very influential | 1 | 7.69 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.92 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 1 | 7.69 | |
| 5th | 3 | 23.08 | |
| 6th | 4 | 30.77 | |
| 7th least influential | 4 | 30.77 | |
| No Response | 1 | 7.69 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 3.08 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 7.69 | |
| 2nd | 2 | 15.38 | |
| 3rd | 4 | 30.77 | |
| 4th | 5 | 38.46 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 2.25 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 6 | 46.15 | |
| 2nd | 1 | 7.69 | |
| 3rd | 2 | 15.38 | |
| 4th | 2 | 15.38 | |
| 5th | 1 | 7.69 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

State content standards

| Response | Frequency | Percent | Mean: 1.67 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 5 | 38.46 | |
| 2nd | 6 | 46.15 | |
| 3rd | 1 | 7.69 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

Test items

| Response | Frequency | Percent | Mean: 3.17 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 3 | 23.08 | |
| 3rd | 5 | 38.46 | |
| 4th | 3 | 23.08 | |
| 5th | 1 | 7.69 | |
| 6th | 0 | 0.00 | |
| 7th least influential | 0 | 0.00 | |
| No Response | 1 | 7.69 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.58 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 0 | 0.00 | <div><div></div></div> |
| 5th | 0 | 0.00 | <div><div></div></div> |
| 6th | 5 | 38.46 | <div><div></div></div> |
| 7th least influential | 7 | 53.85 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 5.33 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 1 | 7.69 | <div><div></div></div> |
| 5th | 7 | 53.85 | <div><div></div></div> |
| 6th | 3 | 23.08 | <div><div></div></div> |
| 7th least influential | 1 | 7.69 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |



Bookmark Kiosk

North Carolina 2021 Standard Setting for End-of-Grade Reading

Grade

- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

Round *

- ☐ 1
- ☐ 2
- ☐ 3

Table Number *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

Participant Number *

Your answer

Level 3 Bookmark

The Level 3 cut score separates Not Proficient from Level 3. Items before your Level 3 bookmark measure skills of which the threshold Level 3 student should have mastery. The threshold Level 3 student may have incomplete or partial mastery of the skills measured by items after your Level 3 bookmark.

What is your bookmark for Level 3? *

Please enter your bookmark as a single value (e.g., 5, 29, 102). The threshold student should have mastery of the skills measured by the items up to and including your bookmark page (e.g., 1-5, 1-29, 1-101).

Your answer

What is your bookmark page range for Level 3? *

Please enter your range of possible bookmarks (e.g., 3-12, 20-32, 102-102).

Your answer

What is your content-based rationale for your Level 3 bookmark? *

In a few words, please describe why you placed your bookmark where you did.

Your answer

Level 4 Bookmark

The Level 4 cut score separates Level 3 from Level 4. Items before your Level 4 bookmark measure skills of which the threshold Level 4 student should have mastery. The threshold Level 4 student may have incomplete or partial mastery of the skills measured by items after your Level 4 bookmark.

What is your bookmark for Level 4? *

Your answer

What is your bookmark page range for Level 4? *

Your answer

What is your content-based rationale for your Level 4 bookmark? *

Your answer

Level 5 Bookmark

The Level 5 cut score separates Level 4 from Level 5. Items before your Level 5 bookmark measure skills of which the threshold Level 5 student should have mastery. The threshold Level 5 student may have incomplete or partial mastery of the skills measured by items after your Level 5 bookmark.

What is your bookmark for Level 5? *

Your answer

What is your bookmark page range for Level 5? *

Your answer

What is your content-based rationale for your Level 5 bookmark recommendation? *

Your answer

Next

Clear form

About Your Round Experience: Round 2

Think about the round that just finished as you complete these questions.

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| I understood how to place my bookmarks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I had enough time to place my bookmarks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I considered the threshold students when placing my bookmarks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There was adequate time provided for discussion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussing my Round 1 bookmarks with my breakout group was helpful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How confident did you feel when placing your Round 2 bookmarks? *

| | | | | | | | | | | | |
|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| Not confident at all | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very confident |

What influenced your judgments this round? Read each of these factors, and indicate how influential or not influential each factor was on your item level judgments.

| | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| | Not influential | Somewhat influential | Influential | Very influential |
| Opinion of fellow panelists | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal experience working with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Definition of threshold student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Test items | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Potential impact of test results in my school or district | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My feelings about my bookmark placements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussion with my table | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Consider these factors again, and this time order them by how influential they were to you. Choose "1st" for the factor that was most influential in your judgments this round, "2nd" for the next most influential, and so on. *

| | 1st (most influential) | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th (least influential) |
|---|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Opinion of fellow panelists | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal experience working with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Definition of threshold student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

State
content
standards

☐☐☐☐☐☐☐☐☐

Test items

☐☐☐☐☐☐☐☐☐

Potential
impact of
test results
in my
school or
district

☐☐☐☐☐☐☐☐☐

My feelings
about my
bookmark
placements

☐☐☐☐☐☐☐☐☐

Discussion
with my
table

☐☐☐☐☐☐☐☐☐

Is there a factor that influenced you that is not listed above? If so, write it here.

Your answer

Back

Submit

Clear form

Grade 3 Reading Post Round 2 Survey

Grade

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|------------|
| 3 | 13 | 100.00 | |
| 4 | 0 | 0.00 | |
| 5 | 0 | 0.00 | |
| 6 | 0 | 0.00 | |
| 7 | 0 | 0.00 | |
| 8 | 0 | 0.00 | |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|------------|
| 1 | 4 | 30.77 | |
| 2 | 4 | 30.77 | |
| 3 | 5 | 38.46 | |
| 4 | 0 | 0.00 | |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 30.77 | |
| Strongly Agree | 9 | 69.23 | |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 3 | 23.08 | |
| Strongly Agree | 10 | 76.92 | |

Round

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------|
| 1 | 0 | 0.00 | |
| 2 | 13 | 100.00 | |
| 3 | 0 | 0.00 | |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 38.46 | |
| Strongly Agree | 8 | 61.54 | |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 2 | 15.38 | |
| Strongly Agree | 11 | 84.62 | |

Discussing my Round 1 bookmarks with my breakout group was helpful.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 30.77 | |
| Strongly Agree | 9 | 69.23 | |

How confident did you feel when placing your Round 2 bookmarks?

| Response | Frequency | Percent | Mean: 8.38 |
|----------|-----------|---------|------------|
| 1 | 0 | 0.00 | |
| 2 | 0 | 0.00 | |
| 3 | 0 | 0.00 | |
| 4 | 0 | 0.00 | |
| 5 | 0 | 0.00 | |
| 6 | 1 | 7.69 | |
| 7 | 0 | 0.00 | |
| 8 | 5 | 38.46 | |
| 9 | 7 | 53.85 | |
| 10 | 0 | 0.00 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.46 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 7 | 53.85 | |
| Influential | 6 | 46.15 | |
| Very influential | 0 | 0.00 | |

State content standards

| Response | Frequency | Percent | Mean: 3.38 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 7.69 | |
| Somewhat influential | 1 | 7.69 | |
| Influential | 3 | 23.08 | |
| Very influential | 8 | 61.54 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.77 |
|----------------------|-----------|---------|------------|
| Not influential | 7 | 53.85 | |
| Somewhat influential | 3 | 23.08 | |
| Influential | 2 | 15.38 | |
| Very influential | 1 | 7.69 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.69 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 4 | 30.77 | |
| Influential | 9 | 69.23 | |
| Very influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 4 | 30.77 | |
| Very influential | 9 | 69.23 | |






Test items

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 4 | 30.77 | |
| Very influential | 9 | 69.23 | |






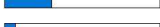


My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.38 |
|----------------------|-----------|---------|------------|
| Not influential | 3 | 23.08 | |
| Somewhat influential | 2 | 15.38 | |
| Influential | 8 | 61.54 | |
| Very influential | 0 | 0.00 | |

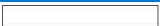







Discussion with my table

| Response | Frequency | Percent | Mean: 3.08 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 2 | 15.38 |  |
| Influential | 7 | 53.85 |  |
| Very influential | 3 | 23.08 |  |
| No Response | 1 | 7.69 |  |









Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 4.85 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 3 | 23.08 |  |
| 5th | 3 | 23.08 |  |
| 6th | 4 | 30.77 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 0 | 0.00 |  |









Personal experience working with students

| Response | Frequency | Percent | Mean: 4.77 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 5 | 38.46 |  |
| 5th | 4 | 30.77 |  |
| 6th | 1 | 7.69 |  |
| 7th | 2 | 15.38 |  |
| 8th least influential | 0 | 0.00 |  |









Definition of threshold student

| Response | Frequency | Percent | Mean: 2.31 |
|-----------------------|-----------|---------|---|
| 1st most influential | 7 | 53.85 |  |
| 2nd | 3 | 23.08 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 0 | 0.00 |  |
| 5th | 0 | 0.00 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 1 | 7.69 |  |









State content standards

| Response | Frequency | Percent | Mean: 3.46 |
|-----------------------|-----------|---------|---|
| 1st most influential | 2 | 15.38 |  |
| 2nd | 4 | 30.77 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 2 | 15.38 |  |
| 5th | 2 | 15.38 |  |
| 6th | 0 | 0.00 |  |
| 7th | 2 | 15.38 |  |
| 8th least influential | 0 | 0.00 |  |









Test items

| Response | Frequency | Percent | Mean: 3.46 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 7.69 |  |
| 2nd | 3 | 23.08 |  |
| 3rd | 6 | 46.15 |  |
| 4th | 0 | 0.00 |  |
| 5th | 1 | 7.69 |  |
| 6th | 0 | 0.00 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 1 | 7.69 |  |









Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.54 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 7.69 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 0 | 0.00 |  |
| 5th | 0 | 0.00 |  |
| 6th | 2 | 15.38 |  |
| 7th | 2 | 15.38 |  |
| 8th least influential | 7 | 53.85 |  |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 5.54 |
|-----------------------|-----------|---------|---|
| 1st most influential | 2 | 15.38 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 2 | 15.38 |  |
| 4th | 1 | 7.69 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th | 4 | 30.77 |  |
| 8th least influential | 4 | 30.77 |  |

Discussion with my table

| Response | Frequency | Percent | Mean: 5.08 |
|-----------------------|-----------|---------|--|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 2 | 15.38 |  |
| 4th | 2 | 15.38 |  |
| 5th | 3 | 23.08 |  |
| 6th | 5 | 38.46 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 0 | 0.00 |  |

Grade 4 Reading Post Round 2 Survey

Grade

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 13 | 100.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|------------------------|
| 1 | 4 | 30.77 | <div><div></div></div> |
| 2 | 4 | 30.77 | <div><div></div></div> |
| 3 | 5 | 38.46 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 13 | 100.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

Discussing my Round 1 bookmarks with my breakout group was helpful.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

How confident did you feel when placing your Round 2 bookmarks?

| Response | Frequency | Percent | Mean: 8.77 |
|----------|-----------|---------|-------------|
| 1 | 0 | 0.00 | <div></div> |
| 2 | 0 | 0.00 | <div></div> |
| 3 | 0 | 0.00 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |
| 5 | 0 | 0.00 | <div></div> |
| 6 | 1 | 7.69 | <div></div> |
| 7 | 1 | 7.69 | <div></div> |
| 8 | 2 | 15.38 | <div></div> |
| 9 | 5 | 38.46 | <div></div> |
| 10 | 4 | 30.77 | <div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.62 |
|----------------------|-----------|---------|-------------|
| Not influential | 1 | 7.69 | <div></div> |
| Somewhat influential | 4 | 30.77 | <div></div> |
| Influential | 7 | 53.85 | <div></div> |
| Very influential | 1 | 7.69 | <div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 1 | 7.69 | <div></div> |
| Influential | 2 | 15.38 | <div></div> |
| Very influential | 9 | 69.23 | <div></div> |
| No Response | 1 | 7.69 | <div></div> |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.54 |
|----------------------|-----------|---------|-------------|
| Not influential | 9 | 69.23 | <div></div> |
| Somewhat influential | 1 | 7.69 | <div></div> |
| Influential | 3 | 23.08 | <div></div> |
| Very influential | 0 | 0.00 | <div></div> |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.85 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 2 | 15.38 | <div></div> |
| Influential | 11 | 84.62 | <div></div> |
| Very influential | 0 | 0.00 | <div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 1 | 7.69 | <div></div> |
| Influential | 2 | 15.38 | <div></div> |
| Very influential | 10 | 76.92 | <div></div> |





Test items

| Response | Frequency | Percent | Mean: 3.92 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 1 | 7.69 | <div></div> |
| Very influential | 12 | 92.31 | <div></div> |









My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.77 |
|----------------------|-----------|---------|-------------|
| Not influential | 2 | 15.38 | <div></div> |
| Somewhat influential | 3 | 23.08 | <div></div> |
| Influential | 4 | 30.77 | <div></div> |
| Very influential | 4 | 30.77 | <div></div> |









Discussion with my table

| Response | Frequency | Percent | Mean: 3.00 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 3 | 23.08 |  |
| Influential | 7 | 53.85 |  |
| Very influential | 3 | 23.08 |  |









Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.46 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 2 | 15.38 |  |
| 4th | 2 | 15.38 |  |
| 5th | 4 | 30.77 |  |
| 6th | 0 | 0.00 |  |
| 7th | 3 | 23.08 |  |
| 8th least influential | 2 | 15.38 |  |









Personal experience working with students

| Response | Frequency | Percent | Mean: 5.08 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 2 | 15.38 |  |
| 4th | 3 | 23.08 |  |
| 5th | 3 | 23.08 |  |
| 6th | 3 | 23.08 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 1 | 7.69 |  |









Definition of threshold student

| Response | Frequency | Percent | Mean: 2.62 |
|-----------------------|-----------|---------|---|
| 1st most influential | 6 | 46.15 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 3 | 23.08 |  |
| 4th | 1 | 7.69 |  |
| 5th | 0 | 0.00 |  |
| 6th | 1 | 7.69 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 0 | 0.00 |  |

State content standards

| Response | Frequency | Percent | Mean: 2.31 |
|-----------------------|-----------|---------|---|
| 1st most influential | 4 | 30.77 |  |
| 2nd | 6 | 46.15 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 2 | 15.38 |  |
| 5th | 0 | 0.00 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

Test items

| Response | Frequency | Percent | Mean: 3.46 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 7.69 |  |
| 2nd | 5 | 38.46 |  |
| 3rd | 3 | 23.08 |  |
| 4th | 1 | 7.69 |  |
| 5th | 1 | 7.69 |  |
| 6th | 0 | 0.00 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 2 | 15.38 |  |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.08 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 2 | 15.38 | |
| 2nd | 0 | 0.00 | |
| 3rd | 1 | 7.69 | |
| 4th | 1 | 7.69 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th | 2 | 15.38 | |
| 8th least influential | 7 | 53.85 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 5.15 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 7.69 | |
| 3rd | 2 | 15.38 | |
| 4th | 2 | 15.38 | |
| 5th | 2 | 15.38 | |
| 6th | 2 | 15.38 | |
| 7th | 3 | 23.08 | |
| 8th least influential | 1 | 7.69 | |

Discussion with my table

| Response | Frequency | Percent | Mean: 5.85 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 1 | 7.69 | |
| 5th | 3 | 23.08 | |
| 6th | 6 | 46.15 | |
| 7th | 3 | 23.08 | |
| 8th least influential | 0 | 0.00 | |

Grade 5 Reading Post Round 2 Survey

Grade

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 12 | 100.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|------------------------|
| 1 | 3 | 25.00 | <div><div></div></div> |
| 2 | 5 | 41.67 | <div><div></div></div> |
| 3 | 4 | 33.33 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.67 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 4 | 33.33 | <div><div></div></div> |
| Strongly Agree | 8 | 66.67 | <div><div></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.58 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 5 | 41.67 | <div><div></div></div> |
| Strongly Agree | 7 | 58.33 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 12 | 100.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.50 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 6 | 50.00 | <div><div></div></div> |
| Strongly Agree | 6 | 50.00 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.75 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 3 | 25.00 | <div><div></div></div> |
| Strongly Agree | 9 | 75.00 | <div><div></div></div> |

Discussing my Round 1 bookmarks with my breakout group was helpful.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

How confident did you feel when placing your Round 2 bookmarks?

| Response | Frequency | Percent | Mean: 7.42 |
|----------|-----------|---------|-------------|
| 1 | 0 | 0.00 | <div></div> |
| 2 | 0 | 0.00 | <div></div> |
| 3 | 0 | 0.00 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |
| 5 | 0 | 0.00 | <div></div> |
| 6 | 1 | 8.33 | <div></div> |
| 7 | 6 | 50.00 | <div></div> |
| 8 | 4 | 33.33 | <div></div> |
| 9 | 1 | 8.33 | <div></div> |
| 10 | 0 | 0.00 | <div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.67 |
|----------------------|-----------|---------|-------------|
| Not influential | 2 | 16.67 | <div></div> |
| Somewhat influential | 3 | 25.00 | <div></div> |
| Influential | 4 | 33.33 | <div></div> |
| Very influential | 3 | 25.00 | <div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.83 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 2 | 16.67 | <div></div> |
| Very influential | 10 | 83.33 | <div></div> |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.50 |
|----------------------|-----------|---------|-------------|
| Not influential | 10 | 83.33 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 0 | 0.00 | <div></div> |
| Very influential | 2 | 16.67 | <div></div> |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.83 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 4 | 33.33 | <div></div> |
| Influential | 6 | 50.00 | <div></div> |
| Very influential | 2 | 16.67 | <div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 4 | 33.33 | <div></div> |
| Very influential | 8 | 66.67 | <div></div> |





Test items

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 4 | 33.33 | <div></div> |
| Very influential | 8 | 66.67 | <div></div> |









My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.17 |
|----------------------|-----------|---------|-------------|
| Not influential | 4 | 33.33 | <div></div> |
| Somewhat influential | 3 | 25.00 | <div></div> |
| Influential | 4 | 33.33 | <div></div> |
| Very influential | 1 | 8.33 | <div></div> |









Discussion with my table

| Response | Frequency | Percent | Mean: 3.33 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 1 | 8.33 |  |
| Influential | 6 | 50.00 |  |
| Very influential | 5 | 41.67 |  |









Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.17 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 2 | 16.67 |  |
| 3rd | 1 | 8.33 |  |
| 4th | 1 | 8.33 |  |
| 5th | 1 | 8.33 |  |
| 6th | 5 | 41.67 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 2 | 16.67 |  |









Personal experience working with students

| Response | Frequency | Percent | Mean: 5.42 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 1 | 8.33 |  |
| 4th | 3 | 25.00 |  |
| 5th | 3 | 25.00 |  |
| 6th | 1 | 8.33 |  |
| 7th | 3 | 25.00 |  |
| 8th least influential | 1 | 8.33 |  |









Definition of threshold student

| Response | Frequency | Percent | Mean: 2.67 |
|-----------------------|-----------|---------|---|
| 1st most influential | 4 | 33.33 |  |
| 2nd | 2 | 16.67 |  |
| 3rd | 3 | 25.00 |  |
| 4th | 2 | 16.67 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th | 1 | 8.33 |  |
| 8th least influential | 0 | 0.00 |  |

State content standards

| Response | Frequency | Percent | Mean: 2.67 |
|-----------------------|-----------|---------|---|
| 1st most influential | 4 | 33.33 |  |
| 2nd | 3 | 25.00 |  |
| 3rd | 2 | 16.67 |  |
| 4th | 0 | 0.00 |  |
| 5th | 2 | 16.67 |  |
| 6th | 1 | 8.33 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

Test items

| Response | Frequency | Percent | Mean: 2.92 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 8.33 |  |
| 2nd | 4 | 33.33 |  |
| 3rd | 4 | 33.33 |  |
| 4th | 1 | 8.33 |  |
| 5th | 2 | 16.67 |  |
| 6th | 0 | 0.00 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 7.42 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 0 | 0.00 | <div><div></div></div> |
| 5th | 0 | 0.00 | <div><div></div></div> |
| 6th | 3 | 25.00 | <div><div></div></div> |
| 7th | 1 | 8.33 | <div><div></div></div> |
| 8th least influential | 8 | 66.67 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 6.25 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 3 | 25.00 | <div><div></div></div> |
| 5th | 0 | 0.00 | <div><div></div></div> |
| 6th | 1 | 8.33 | <div><div></div></div> |
| 7th | 7 | 58.33 | <div><div></div></div> |
| 8th least influential | 1 | 8.33 | <div><div></div></div> |

Discussion with my table

| Response | Frequency | Percent | Mean: 3.50 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 3 | 25.00 | <div><div></div></div> |
| 2nd | 1 | 8.33 | <div><div></div></div> |
| 3rd | 1 | 8.33 | <div><div></div></div> |
| 4th | 2 | 16.67 | <div><div></div></div> |
| 5th | 4 | 33.33 | <div><div></div></div> |
| 6th | 1 | 8.33 | <div><div></div></div> |
| 7th | 0 | 0.00 | <div><div></div></div> |
| 8th least influential | 0 | 0.00 | <div><div></div></div> |

Grade 6 Reading Post Round 2 Survey

Grade

| Response | Frequency | Percent | Mean: 4.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 12 | 100.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|------------------------|
| 1 | 3 | 25.00 | <div><div></div></div> |
| 2 | 5 | 41.67 | <div><div></div></div> |
| 3 | 4 | 33.33 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 8.33 | <div><div></div></div> |
| Strongly Agree | 11 | 91.67 | <div><div></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 12 | 100.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.75 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 3 | 25.00 | <div><div></div></div> |
| Strongly Agree | 9 | 75.00 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

Discussing my Round 1 bookmarks with my breakout group was helpful.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

How confident did you feel when placing your Round 2 bookmarks?

| Response | Frequency | Percent | Mean: 8.00 |
|----------|-----------|---------|------------|
| 1 | 0 | 0.00 | |
| 2 | 0 | 0.00 | |
| 3 | 0 | 0.00 | |
| 4 | 0 | 0.00 | |
| 5 | 0 | 0.00 | |
| 6 | 1 | 8.33 | |
| 7 | 2 | 16.67 | |
| 8 | 5 | 41.67 | |
| 9 | 4 | 33.33 | |
| 10 | 0 | 0.00 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.42 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 8.33 | |
| Somewhat influential | 6 | 50.00 | |
| Influential | 4 | 33.33 | |
| Very influential | 1 | 8.33 | |

State content standards

| Response | Frequency | Percent | Mean: 3.50 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 2 | 16.67 | |
| Influential | 2 | 16.67 | |
| Very influential | 8 | 66.67 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.58 |
|----------------------|-----------|---------|------------|
| Not influential | 9 | 75.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 2 | 16.67 | |
| Very influential | 1 | 8.33 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.75 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 8.33 | |
| Somewhat influential | 2 | 16.67 | |
| Influential | 8 | 66.67 | |
| Very influential | 1 | 8.33 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.58 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 1 | 8.33 | |
| Influential | 3 | 25.00 | |
| Very influential | 8 | 66.67 | |





Test items

| Response | Frequency | Percent | Mean: 3.58 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 5 | 41.67 | |
| Very influential | 7 | 58.33 | |









My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.08 |
|----------------------|-----------|---------|------------|
| Not influential | 3 | 25.00 | |
| Somewhat influential | 6 | 50.00 | |
| Influential | 2 | 16.67 | |
| Very influential | 1 | 8.33 | |









Discussion with my table

| Response | Frequency | Percent | Mean: 3.17 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 2 | 16.67 |  |
| Influential | 6 | 50.00 |  |
| Very influential | 4 | 33.33 |  |









Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 4.83 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 8.33 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 2 | 16.67 |  |
| 4th | 1 | 8.33 |  |
| 5th | 4 | 33.33 |  |
| 6th | 1 | 8.33 |  |
| 7th | 3 | 25.00 |  |
| 8th least influential | 0 | 0.00 |  |









Personal experience working with students

| Response | Frequency | Percent | Mean: 5.75 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 3 | 25.00 |  |
| 5th | 1 | 8.33 |  |
| 6th | 5 | 41.67 |  |
| 7th | 2 | 16.67 |  |
| 8th least influential | 1 | 8.33 |  |









Definition of threshold student

| Response | Frequency | Percent | Mean: 2.33 |
|-----------------------|-----------|---------|---|
| 1st most influential | 4 | 33.33 |  |
| 2nd | 4 | 33.33 |  |
| 3rd | 2 | 16.67 |  |
| 4th | 0 | 0.00 |  |
| 5th | 2 | 16.67 |  |
| 6th | 0 | 0.00 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

State content standards

| Response | Frequency | Percent | Mean: 2.42 |
|-----------------------|-----------|---------|---|
| 1st most influential | 4 | 33.33 |  |
| 2nd | 4 | 33.33 |  |
| 3rd | 1 | 8.33 |  |
| 4th | 1 | 8.33 |  |
| 5th | 2 | 16.67 |  |
| 6th | 0 | 0.00 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

Test items

| Response | Frequency | Percent | Mean: 3.08 |
|-----------------------|-----------|---------|---|
| 1st most influential | 2 | 16.67 |  |
| 2nd | 1 | 8.33 |  |
| 3rd | 6 | 50.00 |  |
| 4th | 1 | 8.33 |  |
| 5th | 1 | 8.33 |  |
| 6th | 1 | 8.33 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 7.08 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 8.33 | |
| 3rd | 1 | 8.33 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 10 | 83.33 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 6.67 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 0 | 0.00 | |
| 5th | 1 | 8.33 | |
| 6th | 3 | 25.00 | |
| 7th | 7 | 58.33 | |
| 8th least influential | 1 | 8.33 | |

Discussion with my table

| Response | Frequency | Percent | Mean: 3.83 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 8.33 | |
| 2nd | 2 | 16.67 | |
| 3rd | 0 | 0.00 | |
| 4th | 6 | 50.00 | |
| 5th | 1 | 8.33 | |
| 6th | 2 | 16.67 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Grade 7 Reading Post Round 2 Survey

Grade

| Response | Frequency | Percent | Mean: 5.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 13 | 100.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 1.92 |
|----------|-----------|---------|------------------------|
| 1 | 5 | 38.46 | <div><div></div></div> |
| 2 | 4 | 30.77 | <div><div></div></div> |
| 3 | 4 | 30.77 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 13 | 100.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

Discussing my Round 1 bookmarks with my breakout group was helpful.

| Response | Frequency | Percent | Mean: 4.00 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 0 | 0.00 | <div><div></div></div> |
| Strongly Agree | 13 | 100.00 | <div><div></div></div> |

How confident did you feel when placing your Round 2 bookmarks?

| Response | Frequency | Percent | Mean: 8.62 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 2 | 15.38 | <div><div></div></div> |
| 8 | 2 | 15.38 | <div><div></div></div> |
| 9 | 8 | 61.54 | <div><div></div></div> |
| 10 | 1 | 7.69 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 3.00 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 4 | 30.77 | <div><div></div></div> |
| Influential | 4 | 30.77 | <div><div></div></div> |
| Very influential | 4 | 30.77 | <div><div></div></div> |
| No Response | 1 | 7.69 | <div><div></div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.46 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 1 | 7.69 | <div><div></div></div> |
| Influential | 5 | 38.46 | <div><div></div></div> |
| Very influential | 7 | 53.85 | <div><div></div></div> |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.92 |
|----------------------|-----------|---------|------------------------|
| Not influential | 6 | 46.15 | <div><div></div></div> |
| Somewhat influential | 3 | 23.08 | <div><div></div></div> |
| Influential | 3 | 23.08 | <div><div></div></div> |
| Very influential | 1 | 7.69 | <div><div></div></div> |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.62 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 6 | 46.15 | <div><div></div></div> |
| Influential | 6 | 46.15 | <div><div></div></div> |
| Very influential | 1 | 7.69 | <div><div></div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.23 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 3 | 23.08 | <div><div></div></div> |
| Influential | 4 | 30.77 | <div><div></div></div> |
| Very influential | 6 | 46.15 | <div><div></div></div> |

Test items

| Response | Frequency | Percent | Mean: 3.62 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 1 | 7.69 | <div><div></div></div> |
| Influential | 3 | 23.08 | <div><div></div></div> |
| Very influential | 9 | 69.23 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.38 |
|----------------------|-----------|---------|------------------------|
| Not influential | 1 | 7.69 | <div><div></div></div> |
| Somewhat influential | 7 | 53.85 | <div><div></div></div> |
| Influential | 4 | 30.77 | <div><div></div></div> |
| Very influential | 1 | 7.69 | <div><div></div></div> |

Discussion with my table

| Response | Frequency | Percent | Mean: 3.50 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 6 | 46.15 | |
| Very influential | 6 | 46.15 | |
| No Response | 1 | 7.69 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.08 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 7.69 | |
| 2nd | 0 | 0.00 | |
| 3rd | 1 | 7.69 | |
| 4th | 3 | 23.08 | |
| 5th | 1 | 7.69 | |
| 6th | 4 | 30.77 | |
| 7th | 3 | 23.08 | |
| 8th least influential | 0 | 0.00 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 4.54 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 7.69 | |
| 2nd | 1 | 7.69 | |
| 3rd | 0 | 0.00 | |
| 4th | 4 | 30.77 | |
| 5th | 3 | 23.08 | |
| 6th | 3 | 23.08 | |
| 7th | 1 | 7.69 | |
| 8th least influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 2.54 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 4 | 30.77 | |
| 2nd | 2 | 15.38 | |
| 3rd | 5 | 38.46 | |
| 4th | 0 | 0.00 | |
| 5th | 2 | 15.38 | |
| 6th | 0 | 0.00 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

State content standards

| Response | Frequency | Percent | Mean: 2.15 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 4 | 30.77 | |
| 2nd | 5 | 38.46 | |
| 3rd | 3 | 23.08 | |
| 4th | 0 | 0.00 | |
| 5th | 1 | 7.69 | |
| 6th | 0 | 0.00 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Test items

| Response | Frequency | Percent | Mean: 3.46 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 2 | 15.38 | |
| 2nd | 2 | 15.38 | |
| 3rd | 3 | 23.08 | |
| 4th | 1 | 7.69 | |
| 5th | 4 | 30.77 | |
| 6th | 1 | 7.69 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 7.38 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 0 | 0.00 | <div><div></div></div> |
| 5th | 1 | 7.69 | <div><div></div></div> |
| 6th | 2 | 15.38 | <div><div></div></div> |
| 7th | 1 | 7.69 | <div><div></div></div> |
| 8th least influential | 9 | 69.23 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 7.00 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 1 | 7.69 | <div><div></div></div> |
| 5th | 0 | 0.00 | <div><div></div></div> |
| 6th | 1 | 7.69 | <div><div></div></div> |
| 7th | 7 | 53.85 | <div><div></div></div> |
| 8th least influential | 4 | 30.77 | <div><div></div></div> |

Discussion with my table

| Response | Frequency | Percent | Mean: 3.85 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 1 | 7.69 | <div><div></div></div> |
| 2nd | 3 | 23.08 | <div><div></div></div> |
| 3rd | 1 | 7.69 | <div><div></div></div> |
| 4th | 4 | 30.77 | <div><div></div></div> |
| 5th | 1 | 7.69 | <div><div></div></div> |
| 6th | 2 | 15.38 | <div><div></div></div> |
| 7th | 1 | 7.69 | <div><div></div></div> |
| 8th least influential | 0 | 0.00 | <div><div></div></div> |

Grade 8 Reading Post Round 2 Survey

Grade

| Response | Frequency | Percent | Mean: 6.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 13 | 100.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 1.92 |
|----------|-----------|---------|------------------------|
| 1 | 5 | 38.46 | <div><div></div></div> |
| 2 | 4 | 30.77 | <div><div></div></div> |
| 3 | 4 | 30.77 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 3 | 23.08 | <div><div></div></div> |
| Strongly Agree | 10 | 76.92 | <div><div></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 13 | 100.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

Discussing my Round 1 bookmarks with my breakout group was helpful.

| Response | Frequency | Percent | Mean: 4.00 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 0 | 0.00 | <div><div></div></div> |
| Strongly Agree | 13 | 100.00 | <div><div></div></div> |

How confident did you feel when placing your Round 2 bookmarks?

| Response | Frequency | Percent | Mean: 8.77 |
|----------|-----------|---------|-------------|
| 1 | 0 | 0.00 | <div></div> |
| 2 | 0 | 0.00 | <div></div> |
| 3 | 0 | 0.00 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |
| 5 | 0 | 0.00 | <div></div> |
| 6 | 0 | 0.00 | <div></div> |
| 7 | 0 | 0.00 | <div></div> |
| 8 | 4 | 30.77 | <div></div> |
| 9 | 8 | 61.54 | <div></div> |
| 10 | 1 | 7.69 | <div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 3.31 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 9 | 69.23 | <div></div> |
| Very influential | 4 | 30.77 | <div></div> |

State content standards

| Response | Frequency | Percent | Mean: 3.92 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 1 | 7.69 | <div></div> |
| Very influential | 12 | 92.31 | <div></div> |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.31 |
|----------------------|-----------|---------|-------------|
| Not influential | 10 | 76.92 | <div></div> |
| Somewhat influential | 2 | 15.38 | <div></div> |
| Influential | 1 | 7.69 | <div></div> |
| Very influential | 0 | 0.00 | <div></div> |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.77 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 5 | 38.46 | <div></div> |
| Influential | 6 | 46.15 | <div></div> |
| Very influential | 2 | 15.38 | <div></div> |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 4 | 30.77 | <div></div> |
| Very influential | 9 | 69.23 | <div></div> |





Test items

| Response | Frequency | Percent | Mean: 3.77 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 0 | 0.00 | <div></div> |
| Influential | 3 | 23.08 | <div></div> |
| Very influential | 10 | 76.92 | <div></div> |









My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.38 |
|----------------------|-----------|---------|-------------|
| Not influential | 2 | 15.38 | <div></div> |
| Somewhat influential | 4 | 30.77 | <div></div> |
| Influential | 7 | 53.85 | <div></div> |
| Very influential | 0 | 0.00 | <div></div> |









Discussion with my table

| Response | Frequency | Percent | Mean: 3.38 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 1 | 7.69 |  |
| Influential | 6 | 46.15 |  |
| Very influential | 6 | 46.15 |  |









Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.85 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 1 | 7.69 |  |
| 5th | 2 | 15.38 |  |
| 6th | 4 | 30.77 |  |
| 7th | 4 | 30.77 |  |
| 8th least influential | 1 | 7.69 |  |









Personal experience working with students

| Response | Frequency | Percent | Mean: 4.15 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 7.69 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 6 | 46.15 |  |
| 5th | 4 | 30.77 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |









Definition of threshold student

| Response | Frequency | Percent | Mean: 2.62 |
|-----------------------|-----------|---------|---|
| 1st most influential | 5 | 38.46 |  |
| 2nd | 2 | 15.38 |  |
| 3rd | 3 | 23.08 |  |
| 4th | 0 | 0.00 |  |
| 5th | 2 | 15.38 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

State content standards

| Response | Frequency | Percent | Mean: 1.92 |
|-----------------------|-----------|---------|---|
| 1st most influential | 4 | 30.77 |  |
| 2nd | 7 | 53.85 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 1 | 7.69 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

Test items

| Response | Frequency | Percent | Mean: 3.00 |
|-----------------------|-----------|---------|---|
| 1st most influential | 3 | 23.08 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 5 | 38.46 |  |
| 4th | 2 | 15.38 |  |
| 5th | 1 | 7.69 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 7.69 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 0 | 0.00 | <div><div></div></div> |
| 4th | 0 | 0.00 | <div><div></div></div> |
| 5th | 0 | 0.00 | <div><div></div></div> |
| 6th | 1 | 7.69 | <div><div></div></div> |
| 7th | 2 | 15.38 | <div><div></div></div> |
| 8th least influential | 10 | 76.92 | <div><div></div></div> |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 6.54 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 0 | 0.00 | <div><div></div></div> |
| 3rd | 1 | 7.69 | <div><div></div></div> |
| 4th | 0 | 0.00 | <div><div></div></div> |
| 5th | 1 | 7.69 | <div><div></div></div> |
| 6th | 2 | 15.38 | <div><div></div></div> |
| 7th | 7 | 53.85 | <div><div></div></div> |
| 8th least influential | 2 | 15.38 | <div><div></div></div> |

Discussion with my table

| Response | Frequency | Percent | Mean: 4.23 |
|-----------------------|-----------|---------|------------------------|
| 1st most influential | 0 | 0.00 | <div><div></div></div> |
| 2nd | 2 | 15.38 | <div><div></div></div> |
| 3rd | 2 | 15.38 | <div><div></div></div> |
| 4th | 3 | 23.08 | <div><div></div></div> |
| 5th | 3 | 23.08 | <div><div></div></div> |
| 6th | 3 | 23.08 | <div><div></div></div> |
| 7th | 0 | 0.00 | <div><div></div></div> |
| 8th least influential | 0 | 0.00 | <div><div></div></div> |



Bookmark Kiosk

North Carolina 2021 Standard Setting for End-of-Grade Reading

Grade

- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

Round *

- ☐ 1
- ☐ 2
- ☐ 3

Table Number *

☐ 1

☐ 2

☐ 3

☐ 4

Participant Number *

Your answer

Level 3 Bookmark

The Level 3 cut score separates Not Proficient from Level 3. Items before your Level 3 bookmark measure skills of which the threshold Level 3 student should have mastery. The threshold Level 3 student may have incomplete or partial mastery of the skills measured by items after your Level 3 bookmark.

What is your bookmark for Level 3? *

Please enter your bookmark as a single value (e.g., 5, 29, 102). The threshold student should have mastery of the skills measured by the items up to and including your bookmark page (e.g., 1-5, 1-29, 1-101).

Your answer

What is your bookmark page range for Level 3? *

Please enter your range of possible bookmarks (e.g., 3-12, 20-32, 102-102).

Your answer

What is your content-based rationale for your Level 3 bookmark? *

In a few words, please describe why you placed your bookmark where you did.

Your answer

Level 4 Bookmark

The Level 4 cut score separates Level 3 from Level 4. Items before your Level 4 bookmark measure skills of which the threshold Level 4 student should have mastery. The threshold Level 4 student may have incomplete or partial mastery of the skills measured by items after your Level 4 bookmark.

What is your bookmark for Level 4? *

Your answer

What is your bookmark page range for Level 4? *

Your answer

What is your content-based rationale for your Level 4 bookmark? *

Your answer

Level 5 Bookmark

The Level 5 cut score separates Level 4 from Level 5. Items before your Level 5 bookmark measure skills of which the threshold Level 5 student should have mastery. The threshold Level 5 student may have incomplete or partial mastery of the skills measured by items after your Level 5 bookmark.

What is your bookmark for Level 5? *

Your answer

What is your bookmark page range for Level 5? *

Your answer

What is your content-based rationale for your Level 5 bookmark recommendation? *

Your answer

Next

Clear form

About Your Round Experience: Round 3

Think about the round that just finished as you complete these questions.

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| I understood how to place my bookmarks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I had enough time to place my bookmarks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I considered the threshold students when making my judgments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There was adequate time provided for discussion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The committee-wide discussion was helpful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How confident did you feel when placing your Round 3 bookmarks? *

1 2 3 4 5 6 7 8 9 10

Not confident at all

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Very confident

What influenced your judgments this round? Read each of these factors, and indicate how influential or not influential each factor was on your item level judgments.

| | Not influential | Somewhat influential | Influential | Very influential |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Opinion of fellow panelists | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal experience working with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Definition of threshold student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Test items | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|

| | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Potential impact of test results in my school or district | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|

| | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| My feelings about my bookmark placements | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|

| | | | | |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Discussions with the whole committee | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|

Consider these factors again, and this time order them by how influential they were to you. Choose "1st" for the factor that was most influential in your judgments this round, "2nd" for the next most influential, and so on. *

| | 1st (most influential) | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th (least influential) |
|---|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------------------|
| Opinion of fellow panelists | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal experience working with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Definition of threshold student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

State
content
standards

☐☐☐☐☐☐☐☐

Test items

☐☐☐☐☐☐☐☐

Potential
impact of
test results
in my
school or
district

☐☐☐☐☐☐☐☐

My feelings
about my
bookmark
placements

☐☐☐☐☐☐☐☐

Discussion
with the
whole
committee

☐☐☐☐☐☐☐☐

Is there a factor that influenced you that is not listed above? If so, write it here.

Your answer

Back

Submit

Clear form

Grade 3 Reading Post Round 3 Survey

Grade

| Response | Frequency | Percent | Mean: 1.00 |
|----------|-----------|---------|---|
| 3 | 13 | 100.00 | <div><div style="width: 100%;"></div></div> |
| 4 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 5 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 6 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 7 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 8 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|---|
| 1 | 4 | 30.77 | <div><div style="width: 30.77%;"></div></div> |
| 2 | 4 | 30.77 | <div><div style="width: 30.77%;"></div></div> |
| 3 | 5 | 38.46 | <div><div style="width: 38.46%;"></div></div> |
| 4 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 4 | 30.77 | <div><div style="width: 30.77%;"></div></div> |
| Strongly Agree | 9 | 69.23 | <div><div style="width: 69.23%;"></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 3 | 23.08 | <div><div style="width: 23.08%;"></div></div> |
| Strongly Agree | 10 | 76.92 | <div><div style="width: 76.92%;"></div></div> |

How confident did you feel when placing your Round 3 bookmarks?

| Response | Frequency | Percent | Mean: 8.69 |
|----------|-----------|---------|---|
| 1 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 2 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 3 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 4 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 5 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 6 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 7 | 2 | 15.38 | <div><div style="width: 15.38%;"></div></div> |
| 8 | 2 | 15.38 | <div><div style="width: 15.38%;"></div></div> |
| 9 | 7 | 53.85 | <div><div style="width: 53.85%;"></div></div> |
| 10 | 2 | 15.38 | <div><div style="width: 15.38%;"></div></div> |

Round

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|---|
| 1 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 2 | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| 3 | 13 | 100.00 | <div><div style="width: 100%;"></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 4 | 30.77 | <div><div style="width: 30.77%;"></div></div> |
| Strongly Agree | 9 | 69.23 | <div><div style="width: 69.23%;"></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 3 | 23.08 | <div><div style="width: 23.08%;"></div></div> |
| Strongly Agree | 10 | 76.92 | <div><div style="width: 76.92%;"></div></div> |





The committee-wide discussion was helpful.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|---|
| Strongly Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Disagree | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Agree | 4 | 30.77 | <div><div style="width: 30.77%;"></div></div> |
| Strongly Agree | 9 | 69.23 | <div><div style="width: 69.23%;"></div></div> |





Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.92 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 | <div><div style="width: 0%;"></div></div> |
| Somewhat influential | 3 | 23.08 | <div><div style="width: 23.08%;"></div></div> |
| Influential | 8 | 61.54 | <div><div style="width: 61.54%;"></div></div> |
| Very influential | 2 | 15.38 | <div><div style="width: 15.38%;"></div></div> |





Personal experience working with students

| Response | Frequency | Percent | Mean: 2.85 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 3 | 23.08 |  |
| Influential | 9 | 69.23 |  |
| Very influential | 1 | 7.69 |  |





State content standards

| Response | Frequency | Percent | Mean: 3.54 |
|----------------------|-----------|---------|---|
| Not influential | 1 | 7.69 |  |
| Somewhat influential | 0 | 0.00 |  |
| Influential | 3 | 23.08 |  |
| Very influential | 9 | 69.23 |  |









Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 2.15 |
|----------------------|-----------|---------|---|
| Not influential | 4 | 30.77 |  |
| Somewhat influential | 4 | 30.77 |  |
| Influential | 4 | 30.77 |  |
| Very influential | 1 | 7.69 |  |





Discussions with the whole committee

| Response | Frequency | Percent | Mean: 3.31 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 3 | 23.08 |  |
| Influential | 3 | 23.08 |  |
| Very influential | 7 | 53.85 |  |





Personal experience working with students

| Response | Frequency | Percent | Mean: 5.31 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 3 | 23.08 |  |
| 5th | 5 | 38.46 |  |
| 6th | 1 | 7.69 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 2 | 15.38 |  |





Definition of threshold student

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 0 | 0.00 |  |
| Influential | 4 | 30.77 |  |
| Very influential | 9 | 69.23 |  |









Test items

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 0 | 0.00 |  |
| Influential | 4 | 30.77 |  |
| Very influential | 9 | 69.23 |  |









My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.38 |
|----------------------|-----------|---------|---|
| Not influential | 2 | 15.38 |  |
| Somewhat influential | 5 | 38.46 |  |
| Influential | 5 | 38.46 |  |
| Very influential | 1 | 7.69 |  |







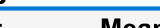

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.15 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 2 | 15.38 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 3 | 23.08 |  |
| 5th | 1 | 7.69 |  |
| 6th | 1 | 7.69 |  |
| 7th | 3 | 23.08 |  |
| 8th least influential | 2 | 15.38 |  |







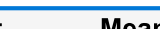

Definition of threshold student

| Response | Frequency | Percent | Mean: 2.38 |
|-----------------------|-----------|---------|---|
| 1st most influential | 7 | 53.85 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 2 | 15.38 |  |
| 4th | 2 | 15.38 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 1 | 7.69 |  |









State content standards

| Response | Frequency | Percent | Mean: 3.15 |
|-----------------------|-----------|---------|---|
| 1st most influential | 2 | 15.38 |  |
| 2nd | 7 | 53.85 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 0 | 0.00 |  |
| 5th | 2 | 15.38 |  |
| 6th | 0 | 0.00 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 1 | 7.69 |  |







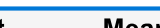

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.46 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 7.69 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 1 | 7.69 |  |
| 5th | 0 | 0.00 |  |
| 6th | 2 | 15.38 |  |
| 7th | 5 | 38.46 |  |
| 8th least influential | 4 | 30.77 |  |









Discussion with the whole committee

| Response | Frequency | Percent | Mean: 4.69 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 7.69 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 2 | 15.38 |  |
| 4th | 2 | 15.38 |  |
| 5th | 3 | 23.08 |  |
| 6th | 4 | 30.77 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 0 | 0.00 |  |

Test items

| Response | Frequency | Percent | Mean: 2.85 |
|-----------------------|-----------|---------|---|
| 1st most influential | 2 | 15.38 |  |
| 2nd | 2 | 15.38 |  |
| 3rd | 7 | 53.85 |  |
| 4th | 1 | 7.69 |  |
| 5th | 0 | 0.00 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 6.00 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 1 | 7.69 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 1 | 7.69 |  |
| 5th | 2 | 15.38 |  |
| 6th | 4 | 30.77 |  |
| 7th | 2 | 15.38 |  |
| 8th least influential | 3 | 23.08 |  |

Grade 4 Reading Post Round 3 Survey

Grade

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 13 | 100.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|------------------------|
| 1 | 4 | 30.77 | <div><div></div></div> |
| 2 | 4 | 30.77 | <div><div></div></div> |
| 3 | 5 | 38.46 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

How confident did you feel when placing your Round 3 bookmarks?

| Response | Frequency | Percent | Mean: 9.23 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 1 | 7.69 | <div><div></div></div> |
| 8 | 2 | 15.38 | <div><div></div></div> |
| 9 | 3 | 23.08 | <div><div></div></div> |
| 10 | 7 | 53.85 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 13 | 100.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 3 | 23.08 | <div><div></div></div> |
| Strongly Agree | 10 | 76.92 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

The committee-wide discussion was helpful.

| Response | Frequency | Percent | Mean: 3.38 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 2 | 15.38 | <div><div></div></div> |
| Agree | 4 | 30.77 | <div><div></div></div> |
| Strongly Agree | 7 | 53.85 | <div><div></div></div> |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.54 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 7 | 53.85 | <div><div></div></div> |
| Influential | 5 | 38.46 | <div><div></div></div> |
| Very influential | 1 | 7.69 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.62 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 7.69 | |
| Somewhat influential | 5 | 38.46 | |
| Influential | 5 | 38.46 | |
| Very influential | 2 | 15.38 | |

State content standards

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 7.69 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 1 | 7.69 | |
| Very influential | 11 | 84.62 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.62 |
|----------------------|-----------|---------|------------|
| Not influential | 9 | 69.23 | |
| Somewhat influential | 1 | 7.69 | |
| Influential | 2 | 15.38 | |
| Very influential | 1 | 7.69 | |

Discussions with the whole committee

| Response | Frequency | Percent | Mean: 2.85 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 7.69 | |
| Somewhat influential | 5 | 38.46 | |
| Influential | 2 | 15.38 | |
| Very influential | 5 | 38.46 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 5.15 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 6 | 46.15 | |
| 5th | 1 | 7.69 | |
| 6th | 4 | 30.77 | |
| 7th | 2 | 15.38 | |
| 8th least influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.85 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 2 | 15.38 | |
| Very influential | 11 | 84.62 | |

Test items

| Response | Frequency | Percent | Mean: 3.85 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 2 | 15.38 | |
| Very influential | 11 | 84.62 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.62 |
|----------------------|-----------|---------|------------|
| Not influential | 3 | 23.08 | |
| Somewhat influential | 2 | 15.38 | |
| Influential | 5 | 38.46 | |
| Very influential | 3 | 23.08 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.54 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 7.69 | |
| 3rd | 1 | 7.69 | |
| 4th | 1 | 7.69 | |
| 5th | 3 | 23.08 | |
| 6th | 3 | 23.08 | |
| 7th | 2 | 15.38 | |
| 8th least influential | 2 | 15.38 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 2.08 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 8 | 61.54 | |
| 2nd | 1 | 7.69 | |
| 3rd | 2 | 15.38 | |
| 4th | 1 | 7.69 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th | 1 | 7.69 | |
| 8th least influential | 0 | 0.00 | |

State content standards

| Response | Frequency | Percent | Mean: 2.62 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 2 | 15.38 | |
| 2nd | 8 | 61.54 | |
| 3rd | 1 | 7.69 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 1 | 7.69 | |
| 7th | 1 | 7.69 | |
| 8th least influential | 0 | 0.00 | |

Test items

| Response | Frequency | Percent | Mean: 2.85 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 2 | 15.38 | |
| 2nd | 3 | 23.08 | |
| 3rd | 7 | 53.85 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 1 | 7.69 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.85 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 7.69 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 1 | 7.69 | |
| 5th | 0 | 0.00 | |
| 6th | 1 | 7.69 | |
| 7th | 2 | 15.38 | |
| 8th least influential | 8 | 61.54 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 5.69 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 2 | 15.38 | |
| 4th | 3 | 23.08 | |
| 5th | 1 | 7.69 | |
| 6th | 0 | 0.00 | |
| 7th | 5 | 38.46 | |
| 8th least influential | 2 | 15.38 | |

Discussion with the whole committee

| Response | Frequency | Percent | Mean: 5.23 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 1 | 7.69 | |
| 5th | 8 | 61.54 | |
| 6th | 4 | 30.77 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Grade 5 Reading Post Round 3 Survey

Grade

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 12 | 100.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|------------------------|
| 1 | 3 | 25.00 | <div><div></div></div> |
| 2 | 5 | 41.67 | <div><div></div></div> |
| 3 | 4 | 33.33 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 8.33 | <div><div></div></div> |
| Strongly Agree | 11 | 91.67 | <div><div></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 8.33 | <div><div></div></div> |
| Strongly Agree | 11 | 91.67 | <div><div></div></div> |

How confident did you feel when placing your Round 3 bookmarks?

| Response | Frequency | Percent | Mean: 8.42 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 3 | 25.00 | <div><div></div></div> |
| 8 | 2 | 16.67 | <div><div></div></div> |
| 9 | 6 | 50.00 | <div><div></div></div> |
| 10 | 1 | 8.33 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 12 | 100.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 8.33 | <div><div></div></div> |
| Strongly Agree | 11 | 91.67 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

The committee-wide discussion was helpful.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 16.67 | <div><div></div></div> |
| Strongly Agree | 10 | 83.33 | <div><div></div></div> |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 3.00 |
|----------------------|-----------|---------|------------------------|
| Not influential | 0 | 0.00 | <div><div></div></div> |
| Somewhat influential | 3 | 25.00 | <div><div></div></div> |
| Influential | 6 | 50.00 | <div><div></div></div> |
| Very influential | 3 | 25.00 | <div><div></div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.75 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 8.33 | |
| Somewhat influential | 3 | 25.00 | |
| Influential | 6 | 50.00 | |
| Very influential | 2 | 16.67 | |

State content standards

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 1 | 8.33 | |
| Influential | 2 | 16.67 | |
| Very influential | 9 | 75.00 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.67 |
|----------------------|-----------|---------|------------|
| Not influential | 8 | 66.67 | |
| Somewhat influential | 1 | 8.33 | |
| Influential | 2 | 16.67 | |
| Very influential | 1 | 8.33 | |

Discussions with the whole committee

| Response | Frequency | Percent | Mean: 3.58 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 1 | 8.33 | |
| Influential | 3 | 25.00 | |
| Very influential | 8 | 66.67 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 5.75 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 1 | 8.33 | |
| 4th | 1 | 8.33 | |
| 5th | 2 | 16.67 | |
| 6th | 4 | 33.33 | |
| 7th | 4 | 33.33 | |
| 8th least influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.83 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 2 | 16.67 | |
| Very influential | 10 | 83.33 | |

Test items

| Response | Frequency | Percent | Mean: 3.75 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 3 | 25.00 | |
| Very influential | 9 | 75.00 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.25 |
|----------------------|-----------|---------|------------|
| Not influential | 1 | 8.33 | |
| Somewhat influential | 8 | 66.67 | |
| Influential | 2 | 16.67 | |
| Very influential | 1 | 8.33 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 4.58 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 8.33 | |
| 2nd | 2 | 16.67 | |
| 3rd | 1 | 8.33 | |
| 4th | 2 | 16.67 | |
| 5th | 1 | 8.33 | |
| 6th | 3 | 25.00 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 2 | 16.67 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.17 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 4 | 33.33 | |
| 2nd | 0 | 0.00 | |
| 3rd | 4 | 33.33 | |
| 4th | 2 | 16.67 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th | 2 | 16.67 | |
| 8th least influential | 0 | 0.00 | |

State content standards

| Response | Frequency | Percent | Mean: 2.92 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 4 | 33.33 | |
| 2nd | 4 | 33.33 | |
| 3rd | 0 | 0.00 | |
| 4th | 1 | 8.33 | |
| 5th | 1 | 8.33 | |
| 6th | 1 | 8.33 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 1 | 8.33 | |

Test items

| Response | Frequency | Percent | Mean: 3.00 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 5 | 41.67 | |
| 3rd | 4 | 33.33 | |
| 4th | 1 | 8.33 | |
| 5th | 2 | 16.67 | |
| 6th | 0 | 0.00 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 6.92 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 1 | 8.33 | |
| 4th | 1 | 8.33 | |
| 5th | 0 | 0.00 | |
| 6th | 2 | 16.67 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 8 | 66.67 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 6.08 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 1 | 8.33 | |
| 4th | 1 | 8.33 | |
| 5th | 2 | 16.67 | |
| 6th | 1 | 8.33 | |
| 7th | 6 | 50.00 | |
| 8th least influential | 1 | 8.33 | |

Discussion with the whole committee

| Response | Frequency | Percent | Mean: 3.58 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 3 | 25.00 | |
| 2nd | 1 | 8.33 | |
| 3rd | 0 | 0.00 | |
| 4th | 3 | 25.00 | |
| 5th | 4 | 33.33 | |
| 6th | 1 | 8.33 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Grade 6 Reading Post Round 3 Survey

Grade

| Response | Frequency | Percent | Mean: 4.00 |
|----------|-----------|---------|-------------|
| 3 | 0 | 0.00 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |
| 5 | 0 | 0.00 | <div></div> |
| 6 | 12 | 100.00 | <div></div> |
| 7 | 0 | 0.00 | <div></div> |
| 8 | 0 | 0.00 | <div></div> |

Table

| Response | Frequency | Percent | Mean: 2.08 |
|----------|-----------|---------|-------------|
| 1 | 3 | 25.00 | <div></div> |
| 2 | 5 | 41.67 | <div></div> |
| 3 | 4 | 33.33 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 1 | 8.33 | <div></div> |
| Strongly Agree | 11 | 91.67 | <div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 2 | 16.67 | <div></div> |
| Strongly Agree | 10 | 83.33 | <div></div> |

How confident did you feel when placing your Round 3 bookmarks?

| Response | Frequency | Percent | Mean: 8.42 |
|----------|-----------|---------|-------------|
| 1 | 0 | 0.00 | <div></div> |
| 2 | 0 | 0.00 | <div></div> |
| 3 | 0 | 0.00 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |
| 5 | 0 | 0.00 | <div></div> |
| 6 | 0 | 0.00 | <div></div> |
| 7 | 2 | 16.67 | <div></div> |
| 8 | 3 | 25.00 | <div></div> |
| 9 | 7 | 58.33 | <div></div> |
| 10 | 0 | 0.00 | <div></div> |

Round

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|-------------|
| 1 | 0 | 0.00 | <div></div> |
| 2 | 0 | 0.00 | <div></div> |
| 3 | 12 | 100.00 | <div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 2 | 16.67 | <div></div> |
| Strongly Agree | 10 | 83.33 | <div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 2 | 16.67 | <div></div> |
| Strongly Agree | 10 | 83.33 | <div></div> |

The committee-wide discussion was helpful.

| Response | Frequency | Percent | Mean: 3.83 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 2 | 16.67 | <div></div> |
| Strongly Agree | 10 | 83.33 | <div></div> |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 3.00 |
|----------------------|-----------|---------|-------------|
| Not influential | 0 | 0.00 | <div></div> |
| Somewhat influential | 2 | 16.67 | <div></div> |
| Influential | 8 | 66.67 | <div></div> |
| Very influential | 2 | 16.67 | <div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 2.25 |
|----------------------|-----------|---------|------------|
| Not influential | 3 | 25.00 | |
| Somewhat influential | 4 | 33.33 | |
| Influential | 4 | 33.33 | |
| Very influential | 1 | 8.33 | |

State content standards

| Response | Frequency | Percent | Mean: 3.75 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 1 | 8.33 | |
| Influential | 1 | 8.33 | |
| Very influential | 10 | 83.33 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.42 |
|----------------------|-----------|---------|------------|
| Not influential | 10 | 83.33 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 1 | 8.33 | |
| Very influential | 1 | 8.33 | |

Discussions with the whole committee

| Response | Frequency | Percent | Mean: 3.58 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 2 | 16.67 | |
| Influential | 1 | 8.33 | |
| Very influential | 9 | 75.00 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 5.92 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 0 | 0.00 | |
| 5th | 5 | 41.67 | |
| 6th | 3 | 25.00 | |
| 7th | 4 | 33.33 | |
| 8th least influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 1 | 8.33 | |
| Influential | 2 | 16.67 | |
| Very influential | 9 | 75.00 | |

Test items

| Response | Frequency | Percent | Mean: 3.67 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 4 | 33.33 | |
| Very influential | 8 | 66.67 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.25 |
|----------------------|-----------|---------|------------|
| Not influential | 2 | 16.67 | |
| Somewhat influential | 6 | 50.00 | |
| Influential | 3 | 25.00 | |
| Very influential | 1 | 8.33 | |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 4.75 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 8.33 | |
| 3rd | 1 | 8.33 | |
| 4th | 3 | 25.00 | |
| 5th | 3 | 25.00 | |
| 6th | 3 | 25.00 | |
| 7th | 1 | 8.33 | |
| 8th least influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 2.33 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 5 | 41.67 | |
| 2nd | 2 | 16.67 | |
| 3rd | 3 | 25.00 | |
| 4th | 1 | 8.33 | |
| 5th | 0 | 0.00 | |
| 6th | 1 | 8.33 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

State content standards

| Response | Frequency | Percent | Mean: 3.00 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 3 | 25.00 | |
| 2nd | 3 | 25.00 | |
| 3rd | 2 | 16.67 | |
| 4th | 2 | 16.67 | |
| 5th | 0 | 0.00 | |
| 6th | 1 | 8.33 | |
| 7th | 1 | 8.33 | |
| 8th least influential | 0 | 0.00 | |

Test items

| Response | Frequency | Percent | Mean: 3.25 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 8.33 | |
| 2nd | 2 | 16.67 | |
| 3rd | 5 | 41.67 | |
| 4th | 2 | 16.67 | |
| 5th | 1 | 8.33 | |
| 6th | 1 | 8.33 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 7.33 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 8.33 | |
| 3rd | 0 | 0.00 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th | 2 | 16.67 | |
| 8th least influential | 9 | 75.00 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 5.92 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 8.33 | |
| 3rd | 1 | 8.33 | |
| 4th | 1 | 8.33 | |
| 5th | 1 | 8.33 | |
| 6th | 2 | 16.67 | |
| 7th | 3 | 25.00 | |
| 8th least influential | 3 | 25.00 | |

Discussion with the whole committee

| Response | Frequency | Percent | Mean: 3.50 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 3 | 25.00 | |
| 2nd | 2 | 16.67 | |
| 3rd | 0 | 0.00 | |
| 4th | 3 | 25.00 | |
| 5th | 2 | 16.67 | |
| 6th | 1 | 8.33 | |
| 7th | 1 | 8.33 | |
| 8th least influential | 0 | 0.00 | |

Grade 7 Reading Post Round 3 Survey

Grade

| Response | Frequency | Percent | Mean: 5.00 |
|----------|-----------|---------|-------------|
| 3 | 0 | 0.00 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |
| 5 | 0 | 0.00 | <div></div> |
| 6 | 0 | 0.00 | <div></div> |
| 7 | 13 | 100.00 | <div></div> |
| 8 | 0 | 0.00 | <div></div> |

Table

| Response | Frequency | Percent | Mean: 2.00 |
|----------|-----------|---------|-------------|
| 1 | 5 | 38.46 | <div></div> |
| 2 | 3 | 23.08 | <div></div> |
| 3 | 5 | 38.46 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 2 | 15.38 | <div></div> |
| Strongly Agree | 11 | 84.62 | <div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 2 | 15.38 | <div></div> |
| Strongly Agree | 11 | 84.62 | <div></div> |

How confident did you feel when placing your Round 3 bookmarks?

| Response | Frequency | Percent | Mean: 9.31 |
|----------|-----------|---------|-------------|
| 1 | 0 | 0.00 | <div></div> |
| 2 | 0 | 0.00 | <div></div> |
| 3 | 0 | 0.00 | <div></div> |
| 4 | 0 | 0.00 | <div></div> |
| 5 | 0 | 0.00 | <div></div> |
| 6 | 0 | 0.00 | <div></div> |
| 7 | 0 | 0.00 | <div></div> |
| 8 | 2 | 15.38 | <div></div> |
| 9 | 5 | 38.46 | <div></div> |
| 10 | 6 | 46.15 | <div></div> |

Round

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|-------------|
| 1 | 0 | 0.00 | <div></div> |
| 2 | 0 | 0.00 | <div></div> |
| 3 | 13 | 100.00 | <div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 2 | 15.38 | <div></div> |
| Strongly Agree | 11 | 84.62 | <div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 1 | 7.69 | <div></div> |
| Strongly Agree | 12 | 92.31 | <div></div> |

The committee-wide discussion was helpful.

| Response | Frequency | Percent | Mean: 3.77 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 3 | 23.08 | <div></div> |
| Strongly Agree | 10 | 76.92 | <div></div> |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.15 |
|----------------------|-----------|---------|-------------|
| Not influential | 3 | 23.08 | <div></div> |
| Somewhat influential | 5 | 38.46 | <div></div> |
| Influential | 5 | 38.46 | <div></div> |
| Very influential | 0 | 0.00 | <div></div> |

Personal experience working with students

| Response | Frequency | Percent | Mean: 3.15 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 11 | 84.62 | |
| Very influential | 2 | 15.38 | |

State content standards

| Response | Frequency | Percent | Mean: 3.62 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 0 | 0.00 | |
| Influential | 5 | 38.46 | |
| Very influential | 8 | 61.54 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.38 |
|----------------------|-----------|---------|------------|
| Not influential | 9 | 69.23 | |
| Somewhat influential | 3 | 23.08 | |
| Influential | 1 | 7.69 | |
| Very influential | 0 | 0.00 | |

Discussions with the whole committee

| Response | Frequency | Percent | Mean: 3.15 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 1 | 7.69 | |
| Influential | 9 | 69.23 | |
| Very influential | 3 | 23.08 | |

Personal experience working with students

| Response | Frequency | Percent | Mean: 3.46 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 1 | 7.69 | |
| 2nd | 3 | 23.08 | |
| 3rd | 3 | 23.08 | |
| 4th | 2 | 15.38 | |
| 5th | 3 | 23.08 | |
| 6th | 1 | 7.69 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Definition of threshold student

| Response | Frequency | Percent | Mean: 3.31 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 1 | 7.69 | |
| Influential | 7 | 53.85 | |
| Very influential | 5 | 38.46 | |

Test items

| Response | Frequency | Percent | Mean: 3.31 |
|----------------------|-----------|---------|------------|
| Not influential | 0 | 0.00 | |
| Somewhat influential | 2 | 15.38 | |
| Influential | 5 | 38.46 | |
| Very influential | 6 | 46.15 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.15 |
|----------------------|-----------|---------|------------|
| Not influential | 3 | 23.08 | |
| Somewhat influential | 5 | 38.46 | |
| Influential | 5 | 38.46 | |
| Very influential | 0 | 0.00 | |









Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.54 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 1 | 7.69 | |
| 4th | 2 | 15.38 | |
| 5th | 3 | 23.08 | |
| 6th | 3 | 23.08 | |
| 7th | 4 | 30.77 | |
| 8th least influential | 0 | 0.00 | |









Definition of threshold student

| Response | Frequency | Percent | Mean: 2.62 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 4 | 30.77 | |
| 2nd | 3 | 23.08 | |
| 3rd | 3 | 23.08 | |
| 4th | 1 | 7.69 | |
| 5th | 1 | 7.69 | |
| 6th | 1 | 7.69 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |




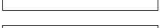




State content standards

| Response | Frequency | Percent | Mean: 1.77 |
|-----------------------|-----------|---------|---|
| 1st most influential | 6 | 46.15 |  |
| 2nd | 5 | 38.46 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 1 | 7.69 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |




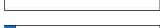




Test items

| Response | Frequency | Percent | Mean: 3.31 |
|-----------------------|-----------|---------|---|
| 1st most influential | 2 | 15.38 |  |
| 2nd | 2 | 15.38 |  |
| 3rd | 3 | 23.08 |  |
| 4th | 3 | 23.08 |  |
| 5th | 2 | 15.38 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |









Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 7.77 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 0 | 0.00 |  |
| 4th | 0 | 0.00 |  |
| 5th | 0 | 0.00 |  |
| 6th | 0 | 0.00 |  |
| 7th | 3 | 23.08 |  |
| 8th least influential | 10 | 76.92 |  |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 6.54 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 0 | 0.00 |  |
| 5th | 1 | 7.69 |  |
| 6th | 3 | 23.08 |  |
| 7th | 5 | 38.46 |  |
| 8th least influential | 3 | 23.08 |  |

Discussion with the whole committee

| Response | Frequency | Percent | Mean: 5.00 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 1 | 7.69 |  |
| 4th | 4 | 30.77 |  |
| 5th | 3 | 23.08 |  |
| 6th | 4 | 30.77 |  |
| 7th | 1 | 7.69 |  |
| 8th least influential | 0 | 0.00 |  |

Grade 8 Reading Post Round 3 Survey

Grade

| Response | Frequency | Percent | Mean: 6.00 |
|----------|-----------|---------|------------------------|
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 13 | 100.00 | <div><div></div></div> |

Table

| Response | Frequency | Percent | Mean: 1.92 |
|----------|-----------|---------|------------------------|
| 1 | 5 | 38.46 | <div><div></div></div> |
| 2 | 4 | 30.77 | <div><div></div></div> |
| 3 | 4 | 30.77 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |

I had enough time to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 15.38 | <div><div></div></div> |
| Strongly Agree | 11 | 84.62 | <div><div></div></div> |

There was adequate time provided for discussion.

| Response | Frequency | Percent | Mean: 4.00 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 0 | 0.00 | <div><div></div></div> |
| Strongly Agree | 13 | 100.00 | <div><div></div></div> |

How confident did you feel when placing your Round 3 bookmarks?

| Response | Frequency | Percent | Mean: 9.46 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 0 | 0.00 | <div><div></div></div> |
| 4 | 0 | 0.00 | <div><div></div></div> |
| 5 | 0 | 0.00 | <div><div></div></div> |
| 6 | 0 | 0.00 | <div><div></div></div> |
| 7 | 0 | 0.00 | <div><div></div></div> |
| 8 | 0 | 0.00 | <div><div></div></div> |
| 9 | 7 | 53.85 | <div><div></div></div> |
| 10 | 6 | 46.15 | <div><div></div></div> |

Round

| Response | Frequency | Percent | Mean: 3.00 |
|----------|-----------|---------|------------------------|
| 1 | 0 | 0.00 | <div><div></div></div> |
| 2 | 0 | 0.00 | <div><div></div></div> |
| 3 | 13 | 100.00 | <div><div></div></div> |

I understood how to place my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |

I considered the threshold students when placing my bookmarks.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |





The committee-wide discussion was helpful.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 7.69 | <div><div></div></div> |
| Strongly Agree | 12 | 92.31 | <div><div></div></div> |





Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 2.69 |
|----------------------|-----------|---------|------------------------|
| Not influential | 1 | 7.69 | <div><div></div></div> |
| Somewhat influential | 5 | 38.46 | <div><div></div></div> |
| Influential | 4 | 30.77 | <div><div></div></div> |
| Very influential | 3 | 23.08 | <div><div></div></div> |





Personal experience working with students

| Response | Frequency | Percent | Mean: 3.00 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 4 | 30.77 |  |
| Influential | 5 | 38.46 |  |
| Very influential | 4 | 30.77 |  |





State content standards

| Response | Frequency | Percent | Mean: 3.77 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 0 | 0.00 |  |
| Influential | 3 | 23.08 |  |
| Very influential | 10 | 76.92 |  |









Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 1.54 |
|----------------------|-----------|---------|---|
| Not influential | 9 | 69.23 |  |
| Somewhat influential | 2 | 15.38 |  |
| Influential | 1 | 7.69 |  |
| Very influential | 1 | 7.69 |  |





Discussions with the whole committee

| Response | Frequency | Percent | Mean: 3.23 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 2 | 15.38 |  |
| Influential | 6 | 46.15 |  |
| Very influential | 5 | 38.46 |  |





Personal experience working with students

| Response | Frequency | Percent | Mean: 4.00 |
|-----------------------|-----------|---------|---|
| 1st most influential | 1 | 7.69 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 3 | 23.08 |  |
| 4th | 4 | 30.77 |  |
| 5th | 4 | 30.77 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |





Definition of threshold student

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 0 | 0.00 |  |
| Influential | 4 | 30.77 |  |
| Very influential | 9 | 69.23 |  |









Test items

| Response | Frequency | Percent | Mean: 3.69 |
|----------------------|-----------|---------|---|
| Not influential | 0 | 0.00 |  |
| Somewhat influential | 0 | 0.00 |  |
| Influential | 4 | 30.77 |  |
| Very influential | 9 | 69.23 |  |









My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 2.23 |
|----------------------|-----------|---------|---|
| Not influential | 3 | 23.08 |  |
| Somewhat influential | 4 | 30.77 |  |
| Influential | 6 | 46.15 |  |
| Very influential | 0 | 0.00 |  |

Opinion of fellow panelists

| Response | Frequency | Percent | Mean: 5.31 |
|-----------------------|-----------|---------|---|
| 1st most influential | 0 | 0.00 |  |
| 2nd | 0 | 0.00 |  |
| 3rd | 2 | 15.38 |  |
| 4th | 3 | 23.08 |  |
| 5th | 2 | 15.38 |  |
| 6th | 2 | 15.38 |  |
| 7th | 3 | 23.08 |  |
| 8th least influential | 1 | 7.69 |  |

Definition of threshold student

| Response | Frequency | Percent | Mean: 2.46 |
|-----------------------|-----------|---------|---|
| 1st most influential | 5 | 38.46 |  |
| 2nd | 3 | 23.08 |  |
| 3rd | 2 | 15.38 |  |
| 4th | 1 | 7.69 |  |
| 5th | 1 | 7.69 |  |
| 6th | 1 | 7.69 |  |
| 7th | 0 | 0.00 |  |
| 8th least influential | 0 | 0.00 |  |

State content standards

| Response | Frequency | Percent | Mean: 1.85 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 5 | 38.46 | |
| 2nd | 6 | 46.15 | |
| 3rd | 1 | 7.69 | |
| 4th | 1 | 7.69 | |
| 5th | 0 | 0.00 | |
| 6th | 0 | 0.00 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Test items

| Response | Frequency | Percent | Mean: 2.92 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 2 | 15.38 | |
| 2nd | 3 | 23.08 | |
| 3rd | 4 | 30.77 | |
| 4th | 2 | 15.38 | |
| 5th | 2 | 15.38 | |
| 6th | 0 | 0.00 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 0 | 0.00 | |

Potential impact of test results in my school or district

| Response | Frequency | Percent | Mean: 7.69 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 0 | 0.00 | |
| 5th | 0 | 0.00 | |
| 6th | 1 | 7.69 | |
| 7th | 2 | 15.38 | |
| 8th least influential | 10 | 76.92 | |

My feelings about my bookmark placements

| Response | Frequency | Percent | Mean: 6.62 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 0 | 0.00 | |
| 3rd | 0 | 0.00 | |
| 4th | 0 | 0.00 | |
| 5th | 2 | 15.38 | |
| 6th | 2 | 15.38 | |
| 7th | 8 | 61.54 | |
| 8th least influential | 1 | 7.69 | |

Discussion with the whole committee

| Response | Frequency | Percent | Mean: 5.15 |
|-----------------------|-----------|---------|------------|
| 1st most influential | 0 | 0.00 | |
| 2nd | 1 | 7.69 | |
| 3rd | 1 | 7.69 | |
| 4th | 2 | 15.38 | |
| 5th | 2 | 15.38 | |
| 6th | 6 | 46.15 | |
| 7th | 0 | 0.00 | |
| 8th least influential | 1 | 7.69 | |



Post-Workshop Evaluation

Thank you again for participating in the North Carolina 2021 standard setting! The North Carolina Department of Public Instruction (NCDPI) and Data Recognition Corporation (DRC) appreciate your hard work.

This evaluation is designed to record your level of satisfaction with the standard setting process and recommendations. Your opinions and comments are important, as they will provide a basis for judging the quality of this process. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

In what group did you work during the standard setting? *

- ☐ NCEXTEND1 Science, lower grades (5 & 8)
- ☐ NCEXTEND1 Science, upper grades (8 & HS)
- ☐ NCEXTEND1 Reading, lower grades (3-6)
- ☐ NCEXTEND1 Reading, upper grades (6-HS)
- ☐ End-of-Grade Reading, lower grades (3 & 4)
- ☐ End-of-Grade Reading, middle grades (5 & 6)
- ☐ End-of-Grade Reading, upper grades (7 & 8)

What is your participant number? *

Your answer _____

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I had enough time to review the group's recommendations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I had enough time to discuss the group's recommendations with my fellow panelists. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The achievement standards represent a reasonable profile of performance at each level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

The achievement level descriptors (ALDs) were useful during the process.

☐☐☐☐

The descriptions of the threshold students were useful during the process.

☐☐☐☐

Studying the test items was useful during the process.

☐☐☐☐

The item maps (where I took notes on each item) were useful during the process.

☐☐☐☐

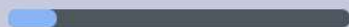
Please consider the statements below and mark the level of agreement or disagreement you have with each. *

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| During the workshop, my opinions were considered. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My opinions were valued by my group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My group's work was reflected in the presentation of recommendations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The facilitator provided clear instructions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe this process will yield defensible cut scores. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I valued the workshop as a professional development experience. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| I was satisfied with the facilitator who led the main training sessions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was satisfied with the facilitator who worked with my breakout room. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was satisfied with the DRC content expert who worked with my group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was satisfied with other DRC staff members I worked with. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The food and service at the facility met my expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The breakout rooms had appropriate accommodations to facilitate our work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Next



Page 1 of 7

Clear form

About the End-of-Grade Recommendations

This section asks about your level of confidence and satisfaction with the recommendations made for each grade. Only respond for grades you worked on: leave the rest blank.

Grade 3

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I was confident in my recommendations for the Level 3 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 4 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 5 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 3 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 4 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 5 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grade 4

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I was confident in my recommendations for the Level 3 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 4 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 5 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 3 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 4 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 5 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grade 5

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I was confident in my recommendations for the Level 3 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 4 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 5 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 3 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 4 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 5 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grade 6

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I was confident in my recommendations for the Level 3 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 4 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 5 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 3 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 4 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 5 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grade 7

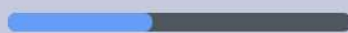
If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I was confident in my recommendations for the Level 3 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 4 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 5 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 3 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 4 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 5 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Grade 8

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I was confident in my recommendations for the Level 3 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 4 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I was confident in my recommendations for the Level 5 cut score. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 3 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 4 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The group's recommended cut score for Level 5 is about right. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Hypothetical Results without COVID-19

For a moment, imagine....

Imagine temporarily that the COVID-related disruption to instruction didn't happen in 2020 and 2021. Also imagine that all students received typical instruction in the state content standards in both of these years.

Some people might expect the impact data for the test might have looked somewhat different. Others might expect the impact data wouldn't look particularly different.

What do you think?

Complete the sentence: If it wasn't for the COVID-19 related disruption to instruction, student performance on the tests in 2021 probably would have been _____ than what the committee saw in the impact data at the end of the process. *

- ☐ ... much better ...
- ☐ ... somewhat better ...
- ☐ ... about the same ...
- ☐ ... somewhat worse ...
- ☐ ... much worse ...

How come? Please use this space to describe any thoughts you have about your answer to the question above.

This question is optional, but we appreciate any insight you can share about your answer. Take as much space as you need.

Your answer

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Interacting With Workshop Tools

How comfortable did you feel using the following technologies during the workshop? *

| | Very uncomfortable | Somewhat uncomfortable | Somewhat comfortable | Very comfortable |
|------------------------|-----------------------|------------------------|-----------------------|-----------------------|
| The DRC workshop "Hub" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Google Sheets/Forms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Did you use the following paper-based materials during the workshop? *

| | Frequently | Occasionally | Rarely | Never |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Paper agenda | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Paper content standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Paper ALDs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Paper training items and map | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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About Your Standard Setting Experience

What was the most rewarding part of this experience?

Your answer

If you struggled with any part of the process, what was most challenging?

Your answer _____

Imagine you were telling a colleague about your experience at the standard setting. How would you describe what your role was at the workshop?

Your answer _____

How would you define the concept of "threshold student" for your colleague?

Your answer _____

What is your level of confidence with these skills and characteristics?

An "agenda" can be defined as a specific plan or motive to follow.

| | Not Confident | Somewhat Confident | Mostly Confident | Very Confident |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Learning what is needed to make cut-score decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning the statistical processes needed to make these decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making cut-score decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Making a cut score decision regardless of another panelist's opinion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tuning out all preconceived notions and focus on training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Speaking up and asking questions when needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Setting aside any preconceptions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Setting aside other agendas and focusing on the current meeting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Do you believe that your input at this standard setting will have value? *

- ☐ Yes
- ☐ Maybe/Unsure
- ☐ No

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Thank you!

Thank you for completing this post-workshop evaluation! We thank you for your time and attention to this important step of the standard setting process.

If you have any other questions or comments, please enter them here.
Otherwise, press "Submit" to save your responses. Thank you again for your participation!

Your answer

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Submit

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End-of-Grade Post-Workshop Survey

In what group did you work during the standard setting?

| Response | Frequency | Percent | Mean: 6.00 |
|--|-----------|---------|-------------|
| NCEXTEND1 Science lower grades 5 & 8 | 0 | 0.00 | <div></div> |
| NCEXTEND1 Science upper grades 8 & HS | 0 | 0.00 | <div></div> |
| NCEXTEND1 Reading lower grades 3-6 | 0 | 0.00 | <div></div> |
| NCEXTEND1 Reading upper grades 6-HS | 0 | 0.00 | <div></div> |
| End-of-Grade Reading lower grades 3 & 4 | 13 | 34.21 | <div></div> |
| End-of-Grade Reading middle grades 5 & 6 | 12 | 31.58 | <div></div> |
| End-of-Grade Reading upper grades 7 & 8 | 13 | 34.21 | <div></div> |

I had enough time to discuss the group's recommendations with my fellow panelists.

| Response | Frequency | Percent | Mean: 3.61 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 2 | 5.26 | <div></div> |
| Agree | 11 | 28.95 | <div></div> |
| Strongly Agree | 25 | 65.79 | <div></div> |

The achievement level descriptors (ALDs) were useful during the process.

| Response | Frequency | Percent | Mean: 3.66 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 13 | 34.21 | <div></div> |
| Strongly Agree | 25 | 65.79 | <div></div> |

Studying the test items was useful during the process.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 4 | 10.53 | <div></div> |
| Strongly Agree | 34 | 89.47 | <div></div> |

I had enough time to review the group's recommendations.

| Response | Frequency | Percent | Mean: 3.68 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 1 | 2.63 | <div></div> |
| Agree | 10 | 26.32 | <div></div> |
| Strongly Agree | 27 | 71.05 | <div></div> |

The achievement standards represent a reasonable profile of performance at each level.

| Response | Frequency | Percent | Mean: 3.53 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 2 | 5.26 | <div></div> |
| Agree | 14 | 36.84 | <div></div> |
| Strongly Agree | 22 | 57.89 | <div></div> |

The descriptions of the threshold students were useful during the process.

| Response | Frequency | Percent | Mean: 3.55 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 1 | 2.63 | <div></div> |
| Agree | 15 | 39.47 | <div></div> |
| Strongly Agree | 22 | 57.89 | <div></div> |

The item maps (where I took notes on each item) were useful during the process.

| Response | Frequency | Percent | Mean: 3.82 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 1 | 2.63 | <div></div> |
| Agree | 5 | 13.16 | <div></div> |
| Strongly Agree | 32 | 84.21 | <div></div> |

During the workshop, my opinions were considered.

| Response | Frequency | Percent | Mean: 3.82 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 7 | 18.42 | |
| Strongly Agree | 31 | 81.58 | |

My group's work was reflected in the presentation of recommendations.

| Response | Frequency | Percent | Mean: 3.76 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 9 | 23.68 | |
| Strongly Agree | 29 | 76.32 | |

I believe this process will yield defensible cut scores.

| Response | Frequency | Percent | Mean: 3.63 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 3 | 7.89 | |
| Agree | 8 | 21.05 | |
| Strongly Agree | 27 | 71.05 | |

I was satisfied with the facilitator who led the main training sessions.

| Response | Frequency | Percent | Mean: 3.87 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 33 | 86.84 | |

I was satisfied with the DRC content expert who worked with my group.

| Response | Frequency | Percent | Mean: 3.58 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 1 | 2.63 | |
| Disagree | 2 | 5.26 | |
| Agree | 9 | 23.68 | |
| Strongly Agree | 26 | 68.42 | |

My opinions were valued by my group.

| Response | Frequency | Percent | Mean: 3.82 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 7 | 18.42 | |
| Strongly Agree | 31 | 81.58 | |

The facilitator provided clear instructions.

| Response | Frequency | Percent | Mean: 3.74 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 10 | 26.32 | |
| Strongly Agree | 28 | 73.68 | |

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

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 3 | 7.89 | |
| Strongly Agree | 35 | 92.11 | |

I was satisfied with the facilitator who worked with my breakout room.

| Response | Frequency | Percent | Mean: 3.74 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 2.63 | |
| Agree | 8 | 21.05 | |
| Strongly Agree | 29 | 76.32 | |

I was satisfied with other DRC staff members I worked with.

| Response | Frequency | Percent | Mean: 3.76 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 9 | 23.68 | |
| Strongly Agree | 29 | 76.32 | |

The food and service at the facility met my expectations.

| Response | Frequency | Percent | Mean: 3.87 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 33 | 86.84 | |

Grade 3: I was confident in my recommendations for the Level 3 cut score.

| Response | Frequency | Percent | Mean: 3.46 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 2.63 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 7 | 18.42 | |
| No Response | 25 | 65.79 | |

Grade 3: I was confident in my recommendations for the Level 5 cut score.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 25 | 65.79 | |

Grade 3: The group's recommended cut score for Level 4 is about right.

| Response | Frequency | Percent | Mean: 3.31 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 1 | 2.63 | |
| Disagree | 1 | 2.63 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 7 | 18.42 | |
| No Response | 25 | 65.79 | |

Grade 4: I was confident in my recommendations for the Level 3 cut score.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 9 | 23.68 | |
| No Response | 25 | 65.79 | |

The breakout rooms had appropriate accommodations to facilitate our work.

| Response | Frequency | Percent | Mean: 3.84 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 2.63 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 33 | 86.84 | |

Grade 3: I was confident in my recommendations for the Level 4 cut score.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 25 | 65.79 | |

Grade 3: The group's recommended cut score for Level 3 is about right.

| Response | Frequency | Percent | Mean: 3.38 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 2 | 5.26 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 7 | 18.42 | |
| No Response | 25 | 65.79 | |

Grade 3: The group's recommended cut score for Level 5 is about right.

| Response | Frequency | Percent | Mean: 3.54 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 2.63 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 25 | 65.79 | |

Grade 4: I was confident in my recommendations for the Level 4 cut score.

| Response | Frequency | Percent | Mean: 3.69 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 9 | 23.68 | |
| No Response | 25 | 65.79 | |

Grade 4: I was confident in my recommendations for the Level 5 cut score.

| Response | Frequency | Percent | Mean: 3.62 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 25 | 65.79 | |

Grade 4: The group's recommended cut score for Level 4 is about right.

| Response | Frequency | Percent | Mean: 3.38 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 1 | 2.63 | |
| Disagree | 1 | 2.63 | |
| Agree | 3 | 7.89 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 25 | 65.79 | |

Grade 5: I was confident in my recommendations for the Level 3 cut score.

| Response | Frequency | Percent | Mean: 3.25 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 2 | 5.26 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 5 | 13.16 | |
| No Response | 26 | 68.42 | |

Grade 5: I was confident in my recommendations for the Level 5 cut score.

| Response | Frequency | Percent | Mean: 3.50 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 6 | 15.79 | |
| Strongly Agree | 6 | 15.79 | |
| No Response | 26 | 68.42 | |

Grade 5: The group's recommended cut score for Level 4 is about right.

| Response | Frequency | Percent | Mean: 3.67 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 26 | 68.42 | |

Grade 4: The group's recommended cut score for Level 3 is about right.

| Response | Frequency | Percent | Mean: 3.31 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 1 | 2.63 | |
| Disagree | 1 | 2.63 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 7 | 18.42 | |
| No Response | 25 | 65.79 | |

Grade 4: The group's recommended cut score for Level 5 is about right.

| Response | Frequency | Percent | Mean: 3.46 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 2.63 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 7 | 18.42 | |
| No Response | 25 | 65.79 | |

Grade 5: I was confident in my recommendations for the Level 4 cut score.

| Response | Frequency | Percent | Mean: 3.50 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 6 | 15.79 | |
| Strongly Agree | 6 | 15.79 | |
| No Response | 26 | 68.42 | |

Grade 5: The group's recommended cut score for Level 3 is about right.

| Response | Frequency | Percent | Mean: 3.58 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 7 | 18.42 | |
| No Response | 26 | 68.42 | |

Grade 5: The group's recommended cut score for Level 5 is about right.

| Response | Frequency | Percent | Mean: 3.67 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 26 | 68.42 | |

Grade 6: I was confident in my recommendations for the Level 3 cut score.

| Response | Frequency | Percent | Mean: 3.25 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 2.63 | |
| Agree | 7 | 18.42 | |
| Strongly Agree | 4 | 10.53 | |
| No Response | 26 | 68.42 | |

Grade 6: I was confident in my recommendations for the Level 5 cut score.

| Response | Frequency | Percent | Mean: 3.58 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 7 | 18.42 | |
| No Response | 26 | 68.42 | |

Grade 6: The group's recommended cut score for Level 4 is about right.

| Response | Frequency | Percent | Mean: 3.67 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 26 | 68.42 | |

Grade 7: I was confident in my recommendations for the Level 3 cut score.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 2 | 5.26 | |
| Strongly Agree | 11 | 28.95 | |
| No Response | 25 | 65.79 | |

Grade 7: I was confident in my recommendations for the Level 5 cut score.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 2 | 5.26 | |
| Strongly Agree | 11 | 28.95 | |
| No Response | 25 | 65.79 | |

Grade 6: I was confident in my recommendations for the Level 4 cut score.

| Response | Frequency | Percent | Mean: 3.58 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 7 | 18.42 | |
| No Response | 26 | 68.42 | |

Grade 6: The group's recommended cut score for Level 3 is about right.

| Response | Frequency | Percent | Mean: 3.42 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 1 | 2.63 | |
| Agree | 5 | 13.16 | |
| Strongly Agree | 6 | 15.79 | |
| No Response | 26 | 68.42 | |

Grade 6: The group's recommended cut score for Level 5 is about right.

| Response | Frequency | Percent | Mean: 3.67 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 4 | 10.53 | |
| Strongly Agree | 8 | 21.05 | |
| No Response | 26 | 68.42 | |

Grade 7: I was confident in my recommendations for the Level 4 cut score.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 1 | 2.63 | |
| Strongly Agree | 12 | 31.58 | |
| No Response | 25 | 65.79 | |

Grade 7: The group's recommended cut score for Level 3 is about right.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 1 | 2.63 | |
| Strongly Agree | 12 | 31.58 | |
| No Response | 25 | 65.79 | |

Grade 7: The group's recommended cut score for Level 4 is about right.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 2.63 | <div><div></div></div> |
| Strongly Agree | 12 | 31.58 | <div><div></div></div> |
| No Response | 25 | 65.79 | <div><div></div></div> |

Grade 8: I was confident in my recommendations for the Level 3 cut score.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 5.26 | <div><div></div></div> |
| Strongly Agree | 11 | 28.95 | <div><div></div></div> |
| No Response | 25 | 65.79 | <div><div></div></div> |

Grade 8: I was confident in my recommendations for the Level 5 cut score.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 2.63 | <div><div></div></div> |
| Strongly Agree | 12 | 31.58 | <div><div></div></div> |
| No Response | 25 | 65.79 | <div><div></div></div> |

Grade 8: The group's recommended cut score for Level 4 is about right.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 5.26 | <div><div></div></div> |
| Strongly Agree | 11 | 28.95 | <div><div></div></div> |
| No Response | 25 | 65.79 | <div><div></div></div> |

Grade 7: The group's recommended cut score for Level 5 is about right.

| Response | Frequency | Percent | Mean: 3.92 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 1 | 2.63 | <div><div></div></div> |
| Strongly Agree | 12 | 31.58 | <div><div></div></div> |
| No Response | 25 | 65.79 | <div><div></div></div> |

Grade 8: I was confident in my recommendations for the Level 4 cut score.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 5.26 | <div><div></div></div> |
| Strongly Agree | 11 | 28.95 | <div><div></div></div> |
| No Response | 25 | 65.79 | <div><div></div></div> |

Grade 8: The group's recommended cut score for Level 3 is about right.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 5.26 | <div><div></div></div> |
| Strongly Agree | 11 | 28.95 | <div><div></div></div> |
| No Response | 25 | 65.79 | <div><div></div></div> |

Grade 8: The group's recommended cut score for Level 5 is about right.

| Response | Frequency | Percent | Mean: 3.85 |
|-------------------|-----------|---------|------------------------|
| Strongly Disagree | 0 | 0.00 | <div><div></div></div> |
| Disagree | 0 | 0.00 | <div><div></div></div> |
| Agree | 2 | 5.26 | <div><div></div></div> |
| Strongly Agree | 11 | 28.95 | <div><div></div></div> |
| No Response | 25 | 65.79 | <div><div></div></div> |

If it wasn't for the COVID-19 related disruption to instruction, student performance on the tests in 2021 probably would have been _____ than what the committee saw in the impact data at the end of the process.

| Response | Frequency | Percent | Mean: 2.05 |
|-------------------------|-----------|---------|------------|
| ... much better | 6 | 15.79 | |
| ... | | | |
| ... somewhat better ... | 25 | 65.79 | |
| ... about the same ... | 6 | 15.79 | |
| ... somewhat worse ... | 1 | 2.63 | |
| ... much worse | 0 | 0.00 | |
| ... | | | |

Google Sheets/Forms

| Response | Frequency | Percent | Mean: 3.97 |
|------------------------|-----------|---------|------------|
| Very uncomfortable | 0 | 0.00 | |
| Somewhat uncomfortable | 0 | 0.00 | |
| Somewhat comfortable | 1 | 2.63 | |
| Very comfortable | 37 | 97.37 | |

Paper content standards

| Response | Frequency | Percent | Mean: 1.39 |
|--------------|-----------|---------|------------|
| Frequently | 26 | 68.42 | |
| Occasionally | 9 | 23.68 | |
| Rarely | 3 | 7.89 | |
| Never | 0 | 0.00 | |

Paper training items and map

| Response | Frequency | Percent | Mean: 1.76 |
|--------------|-----------|---------|------------|
| Frequently | 21 | 55.26 | |
| Occasionally | 9 | 23.68 | |
| Rarely | 4 | 10.53 | |
| Never | 4 | 10.53 | |

The DRC workshop "Hub"

| Response | Frequency | Percent | Mean: 3.95 |
|------------------------|-----------|---------|------------|
| Very uncomfortable | 0 | 0.00 | |
| Somewhat uncomfortable | 0 | 0.00 | |
| Somewhat comfortable | 2 | 5.26 | |
| Very comfortable | 36 | 94.74 | |

Paper agenda

| Response | Frequency | Percent | Mean: 2.11 |
|--------------|-----------|---------|------------|
| Frequently | 14 | 36.84 | |
| Occasionally | 11 | 28.95 | |
| Rarely | 8 | 21.05 | |
| Never | 5 | 13.16 | |

Paper ALDs

| Response | Frequency | Percent | Mean: 1.08 |
|--------------|-----------|---------|------------|
| Frequently | 35 | 92.11 | |
| Occasionally | 3 | 7.89 | |
| Rarely | 0 | 0.00 | |
| Never | 0 | 0.00 | |

Learning what is needed to make cut-score decisions

| Response | Frequency | Percent | Mean: 3.63 |
|--------------------|-----------|---------|------------|
| Not Confident | 0 | 0.00 | |
| Somewhat Confident | 1 | 2.63 | |
| Mostly Confident | 12 | 31.58 | |
| Very Confident | 25 | 65.79 | |

Learning the statistical processes needed to make these decisions

| Response | Frequency | Percent | Mean: 3.11 |
|--------------------|-----------|---------|------------|
| Not Confident | 4 | 10.53 | |
| Somewhat Confident | 4 | 10.53 | |
| Mostly Confident | 14 | 36.84 | |
| Very Confident | 16 | 42.11 | |

Making a cut score decision regardless of another panelist's opinion

| Response | Frequency | Percent | Mean: 3.61 |
|--------------------|-----------|---------|------------|
| Not Confident | 1 | 2.63 | |
| Somewhat Confident | 1 | 2.63 | |
| Mostly Confident | 10 | 26.32 | |
| Very Confident | 26 | 68.42 | |

Speaking up and asking questions when needed

| Response | Frequency | Percent | Mean: 3.76 |
|--------------------|-----------|---------|------------|
| Not Confident | 1 | 2.63 | |
| Somewhat Confident | 0 | 0.00 | |
| Mostly Confident | 6 | 15.79 | |
| Very Confident | 31 | 81.58 | |

Setting aside other agendas and focusing on the current meeting

| Response | Frequency | Percent | Mean: 3.68 |
|--------------------|-----------|---------|------------|
| Not Confident | 2 | 5.26 | |
| Somewhat Confident | 0 | 0.00 | |
| Mostly Confident | 6 | 15.79 | |
| Very Confident | 30 | 78.95 | |

Making cut-score decisions

| Response | Frequency | Percent | Mean: 3.50 |
|--------------------|-----------|---------|------------|
| Not Confident | 0 | 0.00 | |
| Somewhat Confident | 2 | 5.26 | |
| Mostly Confident | 15 | 39.47 | |
| Very Confident | 21 | 55.26 | |

Tuning out all preconceived notions and focus on training

| Response | Frequency | Percent | Mean: 3.53 |
|--------------------|-----------|---------|------------|
| Not Confident | 1 | 2.63 | |
| Somewhat Confident | 3 | 7.89 | |
| Mostly Confident | 9 | 23.68 | |
| Very Confident | 25 | 65.79 | |

Setting aside any preconceptions

| Response | Frequency | Percent | Mean: 3.68 |
|--------------------|-----------|---------|------------|
| Not Confident | 1 | 2.63 | |
| Somewhat Confident | 1 | 2.63 | |
| Mostly Confident | 7 | 18.42 | |
| Very Confident | 29 | 76.32 | |

Do you believe that your input at this standard setting will have value?

| Response | Frequency | Percent | Mean: 1.11 |
|--------------|-----------|---------|------------|
| Yes | 34 | 89.47 | |
| Maybe/Unsure | 4 | 10.53 | |
| No | 0 | 0.00 | |



Across-Grade Discussion Evaluation

This evaluation is designed to document the process used to review the cut scores across grades during the standard setting. Your opinions and comments are important, as they will provide a basis for judging the quality of this process. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

In what group did you work during the standard setting? *

- ☐ NCEXTEND1 Science, lower grades (5 & 8)
- ☐ NCEXTEND1 Science, upper grades (8 & HS)
- ☐ NCEXTEND1 Reading, lower grades (3-6)
- ☐ NCEXTEND1 Reading, upper grades (6-HS)
- ☐ End-of-Grade Reading, lower grades (3 & 4)
- ☐ End-of-Grade Reading, middle grades (5 & 6)
- ☐ End-of-Grade Reading, upper grades (7 & 8)

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| I understood the purpose of the across-grade discussion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The facilitator made the across-grade discussion process clear to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I considered the recommendations from my original grade/group during the discussion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I considered the content-based expectations for students during the discussion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I considered the impact data during the discussion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understood how the impact data were calculated. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I had enough time to hear about the recommendations made by other groups. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I had enough time to share the recommendations made by my group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall, the impact data form an explainable pattern across grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, the recommendations reflect appropriately rigorous expectations for students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I believe my opinions were considered and valued by my group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My group's work was reflected in the presentation of recommendations across grades. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This process will lead to defensible achievement standards for the test. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Clear form

About the End-of-Grade Recommendations

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score. *

| | Too Low | About Right | Too High |
|---|-----------------------|-----------------------|-----------------------|
| The Level 3 cut scores for the grades I worked on | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Level 4 cut scores for the grades I worked on | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Level 5 cut scores for the grades I worked on | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Level 3 cut scores for the other grades | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Level 4 cut scores for the other grades | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Level 5 cut scores for the other grades | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

(Optional.) Use this space to explain any of your responses from above.

Your answer

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Clear form

Thank you!

Thank you for completing this evaluation! We thank you for your time and attention to this important step of the standard setting process.

If you have any other questions or comments, please enter them here.
Otherwise, press "Submit" to save your responses. Thank you again for your participation!

Your answer

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[Submit](#)



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[Clear form](#)

End-of-Grade Articulation Evaluation

In what group did you work during the standard setting?

| Response | Frequency | Percent | Mean: 6.00 |
|--|-----------|---------|-------------|
| NCEXTEND1 Science lower grades 5 & 8 | 0 | 0.00 | <div></div> |
| NCEXTEND1 Science upper grades 8 & HS | 0 | 0.00 | <div></div> |
| NCEXTEND1 Reading lower grades 3-6 | 0 | 0.00 | <div></div> |
| NCEXTEND1 Reading upper grades 6-HS | 0 | 0.00 | <div></div> |
| End-of-Grade Reading lower grades 3 & 4 | 3 | 33.33 | <div></div> |
| End-of-Grade Reading middle grades 5 & 6 | 3 | 33.33 | <div></div> |
| End-of-Grade Reading upper grades 7 & 8 | 3 | 33.33 | <div></div> |

The facilitator made the across-grade discussion process clear to me.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 1 | 11.11 | <div></div> |
| Strongly Agree | 8 | 88.89 | <div></div> |

I considered the content-based expectations for students during the discussion.

| Response | Frequency | Percent | Mean: 4.00 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 0 | 0.00 | <div></div> |
| Strongly Agree | 9 | 100.00 | <div></div> |

I understood how the impact data were calculated.

| Response | Frequency | Percent | Mean: 4.00 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 0 | 0.00 | <div></div> |
| Strongly Agree | 9 | 100.00 | <div></div> |

I understood the purpose of the across-grade discussion.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 1 | 11.11 | <div></div> |
| Strongly Agree | 8 | 88.89 | <div></div> |

I considered the recommendations from my original grade/group during the discussion.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 1 | 11.11 | <div></div> |
| Strongly Agree | 8 | 88.89 | <div></div> |

I considered the impact data during the discussion.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 1 | 11.11 | <div></div> |
| Strongly Agree | 8 | 88.89 | <div></div> |

I had enough time to hear about the recommendations made by other groups.

| Response | Frequency | Percent | Mean: 4.00 |
|-------------------|-----------|---------|-------------|
| Strongly Disagree | 0 | 0.00 | <div></div> |
| Disagree | 0 | 0.00 | <div></div> |
| Agree | 0 | 0.00 | <div></div> |
| Strongly Agree | 9 | 100.00 | <div></div> |

I had enough time to share the recommendations made by my group.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 1 | 11.11 | |
| Strongly Agree | 8 | 88.89 | |

Overall, the recommendations reflect appropriately rigorous expectations for students.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 1 | 11.11 | |
| Strongly Agree | 8 | 88.89 | |

My group's work was reflected in the presentation of recommendations across grades.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 1 | 11.11 | |
| Strongly Agree | 8 | 88.89 | |

The Level 3 cut scores for the grades I worked on

| Response | Frequency | Percent | Mean: 2.11 |
|-------------|-----------|---------|------------|
| Too Low | 0 | 0.00 | |
| About Right | 8 | 88.89 | |
| Too High | 1 | 11.11 | |

The Level 5 cut scores for the grades I worked on

| Response | Frequency | Percent | Mean: 2.00 |
|-------------|-----------|---------|------------|
| Too Low | 1 | 11.11 | |
| About Right | 7 | 77.78 | |
| Too High | 1 | 11.11 | |

The Level 4 cut scores for the other grades

| Response | Frequency | Percent | Mean: 2.00 |
|-------------|-----------|---------|------------|
| Too Low | 0 | 0.00 | |
| About Right | 9 | 100.00 | |
| Too High | 0 | 0.00 | |

Overall, the impact data form an explainable pattern across grades.

| Response | Frequency | Percent | Mean: 3.78 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 2 | 22.22 | |
| Strongly Agree | 7 | 77.78 | |

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

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 1 | 11.11 | |
| Strongly Agree | 8 | 88.89 | |

This process will lead to defensible achievement standards for the test.

| Response | Frequency | Percent | Mean: 3.89 |
|-------------------|-----------|---------|------------|
| Strongly Disagree | 0 | 0.00 | |
| Disagree | 0 | 0.00 | |
| Agree | 1 | 11.11 | |
| Strongly Agree | 8 | 88.89 | |

The Level 4 cut scores for the grades I worked on

| Response | Frequency | Percent | Mean: 2.00 |
|-------------|-----------|---------|------------|
| Too Low | 0 | 0.00 | |
| About Right | 9 | 100.00 | |
| Too High | 0 | 0.00 | |

The Level 3 cut scores for the other grades

| Response | Frequency | Percent | Mean: 2.11 |
|-------------|-----------|---------|------------|
| Too Low | 0 | 0.00 | |
| About Right | 8 | 88.89 | |
| Too High | 1 | 11.11 | |

The Level 5 cut scores for the other grades

| Response | Frequency | Percent | Mean: 2.11 |
|-------------|-----------|---------|------------|
| Too Low | 0 | 0.00 | |
| About Right | 8 | 88.89 | |
| Too High | 1 | 11.11 | |