



## **Public Schools of North Carolina**

State Board of Education  
Department of Public Instruction

# **North Carolina General End-of-Course English II Assessment**

## **Standard Setting 2020 Technical Report**

Prepared for the  
North Carolina Department of Public Instruction

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## Table of Contents

A. Executive Summary.....	1
B. Standard Setting Methodology .....	4
C. Agenda.....	25
D. Training Presentation and Materials .....	32
E. Achievement Level Descriptors (ALDs) .....	74
F. Threshold Descriptors .....	81
G. Detailed Reports of Participants' Judgments .....	93
H. Graphical Representation of Participants' Judgments .....	109
I. Standard Errors Associated with Cut Scores .....	113
J. Participant Evaluations of the Workshop .....	117

A

## Executive Summary

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## Executive Summary

On August 5–6, 2020, a committee of 14 North Carolina educators participated in a standard setting for North Carolina’s End-of-Course English II examination. The goal of the workshop was to identify cut scores that divide students’ performance into four achievement levels: *Not Proficient*, *Level 3*, *Level 4*, and *Level 5*.

Table 1 shows the recommended cut scores and associated *impact data* for English II. Impact data are the percentages of students who would be classified in each achievement level on the fall 2019 administration of the test if the recommended cut scores were implemented.

**Table 1. Recommended cut scores and associated impact data for End-of-Course English II**

Recommended Cut Scores			Associated Percent of Students in Each Achievement Level			
<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>
549	555	565	42.4%	23.5%	28.3%	5.8%

### Bookmark Procedure

Meeting online, the standard setting committee engaged in these activities to recommend cut scores.

1. Participants re-examined the ALDs crafted the day before the standard setting and discussed the expectations of students on the threshold (point-of-entry) 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).
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 at least a two-thirds chance of answering the item correctly. Participants indicated the set of items in the OIB that measured skills expected of 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 (factoring out guessing) before the participant’s bookmark. Each group’s recommendation was taken as the median of participants’ recommendations for that round.
6. After round 2, participants examined the impact data associated with their recommendations.
7. After round 3 was complete, participants reviewed their recommendations.
8. NCDPI reviewed the recommendations from the committee. The final recommendations from the process are reflected in Table 1.

### Variations in Recommendations Across Rounds

Participants engaged in three rounds of cut score recommendations (*placing bookmarks*). In each round, participants made individual recommendations; and after each round, participants discussed their recommendations with their colleagues. Specifically, participants discussed their judgments in small groups of 4–5 participants after Round 1, and they discussed their Round 2 judgments as a committee.

After each round, DRC defined the committee’s recommendation as the median of participants’ cut score recommendations for that round. The median was selected because it is less sensitive to outliers (i.e., particularly high or low bookmarks) than other descriptives such as the mean.

The cut scores recommended by participants were somewhat different by round, as to be expected in an iterative process such as the Bookmark Procedure. Table 2 shows the median recommended cut scores (and associated impact data) by round. Table 3 shows descriptives associated with the bookmarks and cut scores recommended by participants, by round.

**Table 2. Recommended cut scores and associated impact data for End-of-Course English II, by round**

<i>Round</i>	<b>Recommended Cut Scores</b>			<b>Associated Percent of Students in Each Achievement Level</b>			
	<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>
1	548	556	563	38.9%	31.5%	20.0%	9.6%
2	548	555	564	38.9%	27.0%	26.5%	7.6%
3	549	555	565	42.4%	23.5%	28.3%	5.8%

**Table 3. Descriptives associated with participants’ bookmarks and recommended cut scores, by round**

		<b>Round 1</b>			<b>Round 2</b>			<b>Round 3</b>		
		<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
<b>Bookmarks</b>	<b>Minimum</b>	11	26	42	15	28	50	14	28	56
	<b>25<sup>th</sup> %ile</b>	12	29	54	16.75	30.75	57.75	19	32.25	58
	<b>Median</b>	16.5	34	58	19	33.5	59	20.5	33	60
	<b>75<sup>th</sup> %ile</b>	23	41.5	62	22	37.75	61.25	22	34	61
	<b>Maximum</b>	31	54	70	27	50	72	46	54	73
<b>Cut Scores</b>	<b>Minimum</b>	547	551	558	548	551	560	547	551	562
	<b>25<sup>th</sup> %ile</b>	547	552	562	548	553	563	548	555	563
	<b>Median</b>	<b>548</b>	<b>556</b>	<b>563</b>	<b>548</b>	<b>555</b>	<b>564</b>	<b>549</b>	<b>555</b>	<b>565</b>
	<b>75<sup>th</sup> %ile</b>	549	558	567	549	557	566	549	555	566
	<b>Maximum</b>	553	562	570	551	560	573	559	562	575

As shown in Tables 2 and 3, the range and the interquartile range (between the 25<sup>th</sup> and 75<sup>th</sup> percentiles) varied across rounds for both the bookmarks and cut scores recommended by participants across the three rounds of the Bookmark Procedure. However, the medians associated with the cut scores remained relatively stable. Across the three rounds:

- the median recommended *Level 3* cut score varied between 548–549;
- the median recommended *Level 4* cut score varied between 555–556; and
- the median recommended *Level 5* cut score varied between 563–565.

## B

### Standard Setting Methodology

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## Standard Setting Methodology

On August 5–6, 2020, a committee of 14 North Carolina educators participated in a standard setting for North Carolina’s End-of-Course English II examination. The goal of the workshop was to identify cut scores that divide students’ performance into four achievement levels: *Not Proficient*, *Level 3*, *Level 4*, and *Level 5*, where *Level 5* refers to the highest level of knowledge and skills.

Participants worked individually and as a committee to recommend achievement standards for the test. The achievement standards were approved by the North Carolina State Board of Education on September 10, 2020.

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 March 2018, the North Carolina State Board of Education (SBE) adopted revised reading content standards for K–12 students, the North Carolina Standard Course of Study (NCSCOS). The state’s tests are now in a period of transition to NCSCOS. In school year 2018–19, the latest edition of the state’s general and alternate assessments of mathematics were aligned to NCSCOS, and a standard setting was held in July 2019 for those assessments.

In school year 2019–20, the latest edit of the state’s general and alternate assessments of reading were scheduled to be aligned to NCSCOS, as were the state’s alternate assessments of science. Notably, the End-of-Course English II examination is usually administered twice a year—once in fall and once in spring—so students may test when they complete a course aligned to the North Carolina English II content standards. The first NCSCOS-aligned English II examination was administered in fall 2019 for students who completed an aligned course by December 2019.

The remaining NCSCOS-aligned reading tests were scheduled to have been administered in spring 2020, followed by a standard setting in summer 2020. However, due to the COVID-19 pandemic, all spring 2020 test administrations were canceled. The standard setting once planned for summer 2020 was postponed to summer 2021.

This presented an issue for students who took the English II examination in fall 2019: if standard setting were held in summer 2021, these students would need to wait nearly two years for their score reports. As an alternative, North Carolina Department of Public Instruction (NCDPI) elected to proceed with its plans for a standard setting on this single test. Accordingly, a standard setting was planned for August 2020 for the End-of-Course English II examination. This workshop was originally planned as an in-person workshop for North Carolina educators; however, because of the ongoing health emergency, the workshop was reimaged as an online workshop. This report summarizes this standard setting for End-of-Course English II.

### *Selecting the Standard Setting Methodology*

The Bookmark Standard Setting Procedure (BSSP; Lewis, Mitzel, & Green, 1996; Lewis, Mitzel, Mercado, & Schulz, 2012) was implemented to recommend cut scores for the English II examination. This method has been used on assessments in North Carolina and across the nation (Karantonis & Sireci, 2006). In particular, this method was also used to recommend cut scores for the North Carolina mathematics assessments in 2019, and it remains planned for use in developing cut scores for the remaining North Carolina reading tests in 2021.

The BSSP has been well documented in the standard setting literature. Developed in 1996, the BSSP has been used by 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 used standard setting processes in K–12 education (Karantonis & Sireci, 2006).

### *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 within the scope of the standard setting.)

NCDPI provided policy ALDs for the assessment prior to the standard setting workshop. These policy ALDs are presented in Table 1 and are the same as those used in 2019 for the mathematics standard setting. Participants used the policy ALDs to develop a high-level understanding of the knowledge and skills expected of students in each achievement level. On the day before the standard setting, a group of seven North Carolina educators used the policy ALDs and a pre-developed template document to create draft range ALDs for use at the standard setting. This process is described later in this document.

During the standard setting workshop, the standard setting committee used the range ALDs to create threshold ALDs. Participants used the threshold ALDs to help make their cut score recommendations during the Bookmark Procedure. This process is also described later in this section. The educator-developed range and threshold ALDs are presented in Section E and Section F of this report.

**Table 1. Policy achievement level descriptors (ALDs) for End-of-Course English II**

Not Proficient	Level 3	Level 4	Level 5
Students at the Not Proficient level demonstrate <b>inconsistent</b> understanding of grade level content standards and will need support at the next grade/course.	Students at Level 3 demonstrate <b>sufficient</b> 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 <b>thorough</b> understanding of grade level content standards and are on track for career and college.	Students at Level 5 demonstrate <b>comprehensive</b> understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

### *Data and Workshop Materials*

All the materials used at the standard setting workshop were based on test items and results from the fall 2019 administration of the North Carolina End-of-Course English II examination.

### *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 2018, detail the knowledge, skills, and abilities that students should be taught in each grade and subject. Copies of the content standards associated with the English II course—the reading standards for grades 9 and 10—were distributed to workshop participants.

### *Achievement Level Descriptors (ALDs) and Frameworks*

As described under the heading “Achievement Level Descriptors,” a committee of six participants worked on the day before the workshop to draft range ALDs for End-of-Course English II. To do so, they used the North Carolina policy ALDs and an *ALD Frameworks* document. DRC content expert Anne Kirpes led the committee through careful review of the content standards and how they are adapted in an ALD Framework. The ALD Frameworks document displayed the policy ALDs, Anchor Standard, and a draft range ALD associated with the standard, prepared by DRC content experts. Committee members were encouraged to edit the draft range ALDs for the levels *Not Proficient*, *Level 3*, and *Level 5*. The *Level 4* descriptor met the standard and was not available for revision. After the ALD workshop, NCDPI and DRC content experts incorporated the committee’s edits and it was this second draft range ALDs document



that went to the standard setting the following days. At the standard setting, participants studied the range ALDs to create threshold ALDs.

### *Ordered Item Booklets (OIBs)*

The ordered item booklet (OIB) is a key component of the BSSP. An OIB contains the items from a test, ordered by difficulty.

Within an OIB, items are ordered by their difficulty on the test scale. Easier items appear earlier in the OIB, and harder items appear later. The ordering of the items is based on each item's scale location, which is based on observed student performance.

### *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 BSSP, 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 acknowledged their longstanding belief that RP67GA reflected a reasonable, intuitive *mastery* criterion (as used during the Bookmark Procedure), and that they would prefer to use 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 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 selected as the RP criterion for the standard setting. This selection represented a policy decision made by NCDPI.

### *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 one of several materials that were distributed to participants via a secure online platform. 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. Facilitators monitored the progress of participants' work via their item maps online.

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

Participant Number: \_\_\_\_\_ Name: \_\_\_\_\_

North Carolina English II Standard Setting  
Item Map for Training

Order of Difficulty	Item Type	Passage	Standard	Score Key	What does this item or score point measure? What do you know about a student who can answer this item point correctly?
1	MC	MC C-ask	RL.5.5	A	
2	MC	MC C-ask	RI.5.3	D	
3	CI	MC C-ask	RI.5.3	1 of 2	
4	MC	MC C-ask	RI.5.2	C	
5	MC	MC C-ask	RI.5.1	A	
6	MC	MC C-ask	RI.5.1	B	
7	CI	MC C-ask	RI.5.3	2 of 2	

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Page 1 of 1

### ***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 et al., 2013), especially in the Bookmark Procedure (Lewis, Mitzel, Mercado, & Schulz, 2012). 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 the performance of North Carolina students on the new English II examination in fall 2019 and

the previous English II examination for spring 2019, particularly for the percentages of students classified as *Level 3* and above. NCDPI noted that the assessed reading content standards did not shift significantly between these administrations, so the *impact data* likely would not change markedly. NCDPI acknowledged that some stakeholders would compare student performance between years, and that the state had an interest in making sure that tests given in North Carolina sent consistent signals of student performance to schools and students. NCDPI also acknowledged that participants may ask how the End-of-Course English II exam fairs against similar national exams, such as the ACT English and ACT Reading exams. However, NCDPI also acknowledged that the tests were returning to a system of four achievement levels; and that one of the existing cut scores had been set statistically by NCDPI several years prior. For these reasons, NCDPI did not expect there to be exact correspondence between the old and new impact data.

At the same time, NCDPI noted that it 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, NCDPI chose to present the benchmarks based on the spring 2019 test results for North Carolina End-of-Course English II, 2019 ACT English, and 2019 ACT Reading after Round 1 of the Bookmark Procedure. The process used to present the benchmarks is shown later in this chapter.

### *Calculating the Benchmarks*

At the standard setting, the 2019 impact data for the North Carolina general English II, 2019 ACT English, and 2019 ACT Reading were presented as benchmarks for participants' consideration. Benchmarks took the form of benchmark-linked bookmarks, termed at the workshop simply as *benchmarks* or *OIB benchmarks*. To calculate these OIB benchmarks, the OIB positions associated with the existing cut scores were determined. The OIB benchmarks are presented here.

- Based on 2019 EOC English II performance: *Level 3* (Page 19), *Level 4* (Page 28), *Level 5* (Page 60)
- Based on 2019 ACT English performance: Page 29
- Based on 2019 ACT Reading performance: Page 34

### *Participant Instructions for Interpreting the Benchmarks*

As part of the training presentation, participants were instructed that they would see benchmarks after Round 1 of the BSSP, and that they should consider the OIB benchmarks. 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). Because the old *Level 3* cut score was calculated statistically by NCDPI—it was originally defined as one standard error of measurement (SEM) value below the original *Level 4* cut score—participants were told their bookmarks (and the resulting impact data) for *Level 4* might be expected to be somewhat different than the OIB benchmarks. For context, participants were also shown the ACT benchmarks shown above.

If there was good correspondence between the benchmarks and the content-based expectations of students in each achievement level, then participants were encouraged to use the OIB benchmark as their bookmark recommendation. If there was not good correspondence, participants were encouraged to use the OIB benchmark as a starting position and, working one OIB page at a time, to move their bookmark forward or backward in the OIB. At the point where there was good correspondence between the content measured by the items before the bookmark and the content expected of the relevant threshold student, participants were instructed to place their bookmark.

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.

### *Online Workshop Administration*

To comply with state health orders associated with the ongoing COVID-19 pandemic, the standard setting (plus the ALD development activity, described in this section) was conducted online using Zoom.

One week prior to the workshop, participants were invited to a pre-session where DRC welcomed them to the committee and, as needed, technicians from DRC helped participants make sure their computers were configured properly for the workshop. All participants used web cameras and headsets (or speakers and microphones) during the workshop. DRC mailed selected materials to participants' homes for their use during the workshop, including presentation slides and ALD frameworks.

On each day of the workshop, DRC admitted participants into the Zoom meeting from the list of invited participants. DRC stressed the importance of workshop security at the beginning and end of each workshop day, including the need for participants to keep their webcams on while the workshop was in session. DRC answered questions about workshop security as they arose.

Electronic workshop materials were provided to participants using a private web page called the *workshop hub*. The web link for the workshop hub changed daily and was provided to participants on Zoom. Test items were presented to participants using DRC's secure test delivery client, DRC INSIGHT. DRC provided single-use test-tickets to participants for access. Participants took notes on electronic item maps which were developed in Google Sheets and linked on the workshop hub. Participants made their Bookmark placements and responded to workshop evaluations using Google Forms.

Throughout the workshop, DRC facilitators and co-facilitators answered participants' questions, encouraged interaction between participants in Zoom breakout rooms, and monitored the workshop for security. As needed, technicians from DRC helped participants connect to the workshop and access workshop materials. At the conclusion of the workshop, all participants' access to workshop materials was deactivated, and participants were instructed to return their physical workshop materials to DRC.

## *Standard Setting Staff and Participants*

Staff members from NCDPI and DRC collaborated to conduct the standard setting workshop. These staff members worked in facilitative roles and did not contribute to the cut score recommendations during the workshop.

### *NCDPI Staff*

NCDPI staff members attended the workshop to monitor the process, answer assessment and curriculum questions, and address NCDPI policy questions. NCDPI also monitored participants' cut score recommendations throughout the workshop.

NCDPI was represented at the workshop by Dr. Tammy Howard, Director of Accountability Services; Kristen Maxey-Moore, Section Chief; Dr. Kinge Mbella, Psychometrician; and Dan Auman, Testing Measurement Specialist. Dr. Gregory Cizek, a member of the NCDPI Technical Advisory Committee, observed the workshop and issued an observer's report to NCDPI.

### *DRC Staff*

The DRC Standard Setting Team was composed of Ricardo Mercado, Research Director; Jessalyn Smith, Research Scientist; Sara Kendall, Sr. Research Analyst; Chalin Walters, Research Analyst; Alassane Savadogo, Research Analyst; Daisy Ye, Statistical Analyst; and Aurore Phenow, Research Associate. 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.

Anne Kirpes, Sr. Test Development Director, worked with the group to provide content-based support. Logistical coordination for the workshop, including hosting of the online event, was provided by Julie Pointner Korts of DRC Education Project Management.

### *Participants*

All participants for the workshop committee were recruited, selected, and invited to the workshop by NCDPI. 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). Because NCDPI and DRC had initially recruited educators in early 2020 to participate in an in-person workshop, DRC contacted participants again in July 2020 to determine whether they would be available to participate in an online workshop. As needed, participants were replaced.

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 J of this report.

### *Configuration of the Committee*

The workshop committee was composed of a total of 14 educators. Participants in each group were divided into three small groups (breakout groups). One participant in each small group served as the group leader. Group leaders moderated discussions in their small groups and helped the workshop staff during the process. The group leaders were not members of the workshop staff, and they contributed to their committees' recommendations.

### *Range ALDs Development*

The day before the workshop, seven people participated in a combined ALD workshop. They reviewed ALDs for Reading Grade 8 and End-of-Course English II. Six participants from the ALD workshop also attended the standard setting the following days.

### *Opening Session*

All participants<sup>1</sup> 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 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 groups by subject matter. Seven participants focused on the End-of-Course English II and Grade 8 reading tests. 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 start 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. (Prior to the

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<sup>1</sup> Participants from the NCEXTEND1 Biology ALD workshop were present during the opening session and training on ALD writing. They then adjourned to a separate breakout-room to develop their own ALDs. The two groups did not interact with each other in an official capacity for the remainder of the workshop.

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.)

Participants were told that the goal of the day's ALD development effort was to examine the language in the template (from the standards) and use it to describe the content-based expectations for students in the other levels. For example, participants were instructed to consider the core or prerequisite skills associated with each bullet, and to describe the expected performance of students in *Not Proficient* and *Level 3*; and to consider how a student in *Level 5* might fully demonstrate the skill associated with the bullet.

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. The group worked first on Grade 8 reading and then repeated the process for End-of-Course English II. At the end of this session, participants had a set of draft ALDs to be discussed with their colleagues at the standard setting.

### ***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 and Curriculum team members to promote consistency with the standards and across grades, only the End-of-Course English II ALDs were immediately used at the 2020 standard setting.

An electronic copy of the ALDs were shared with participants during the standard setting. Throughout the standard setting process, participants were encouraged to make use of the ALDs and use them to inform their content-based recommendations.

### ***Standard Setting***

The online standard setting workshop took place over a two-day period. The workshop agenda is included in Section C. Participants were given a pre-session survey to complete before standard setting began.

### ***Opening Session***

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.

### ***Participant Training***

Mr. Mercado from DRC 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 End-of-Course English II examination. 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. However, participants were reminded that although they would be given benchmarks, they should make cut score recommendations that were consistent with the state content standards, with the content-based expectations for students in each achievement level, and with their experience with students. The group was then divided into three break-out rooms.

### *Discussion of the Standards and the Threshold Students*

In each break-out room, DRC 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, that had been constructed prior to the workshop by their colleagues, and content standards to develop threshold ALDs. Six participants from the ALD workshop also attended the standard setting.

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. Each of the three groups was assigned one threshold student to focus their attention on.

The three DRC facilitators instructed their break-out rooms to each focus on one of the three threshold students. They informed them that later in the workshop, they would reunite as a whole group, and each break-out room would be asked to share what they had written for their assigned threshold student.

DRC facilitators recorded participants' expectations for the threshold students using an electronic template that showed the range ALDs side-by-side with the threshold ALDs. The threshold ALD template was shared electronically by the three break-out rooms, and participants could see what each group was writing for each threshold student in real-time. A link to the threshold student descriptors was provided to participants, and DRC instructed participants to refer back to these descriptors throughout the workshop.

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.



By the end of this discussion, participants had thoroughly considered the policy ALDs, range ALDs, learning 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 in each group examined the items in the OIB in terms of what each item measured. Participants were instructed to take notes on the item maps about the knowledge, skills, and abilities required to answer the items correctly.

OIBs and item maps were provided to participants via the secure website. OIBs were accessed with a one-time test ticket distributed by the DRC facilitator in each break-out group. Participants were given identical item maps via the secure website, though each participant had an individualized link which allowed them to record their own item specific notes.

### ***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 groups 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, and content standards.

Participants recorded their bookmark placements on an electronic 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 completed a post-round evaluation while they waited for their fellow participants to complete their bookmark judgments. Results of these surveys are shown in Section J 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 G and H of this report, respectively.

### ***Presentation of Benchmarks***

The benchmarks were shown to participants in terms of OIB positions on their item maps. Participants were reminded that they would use the OIB benchmarks as a starting point for their consideration of their Round 2 bookmarks, 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 in each break-out group. 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 completed a post-round evaluation while they waited for their fellow participants to complete their bookmark judgments. Results of these surveys are shown in Section J of this report.

### ***Presentation of Round 2 Recommendations***

Following Round 2 bookmark placements, DRC calculated the bookmark recommendations. As a whole 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.

### ***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 whole 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 completed a post-round evaluation while they waited for their fellow participants to complete their bookmark judgments. Results of these surveys are shown in Section J of this report.

### ***Presentation of Round 3 Recommendations***

Following Round 3 bookmark placements, DRC calculated the bookmark recommendations. 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.

### ***Review of Recommendations***

Participants were presented with their Round 3 cut score recommendations. Participants were informed that they could recommend adjustments to the cut scores, if needed, based on this review. However, participants were cautioned against suggesting adjustments which were inconsistent with the content: any adjusted bookmarks should still link the ALDs, tested content, and learning standards. The group did not recommend any 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 post-workshop evaluation. Participants were welcomed to leave the online meeting after completing the workshop evaluation.

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

### ***Workshop Security***

Throughout the workshop, security was of paramount importance. Secure test materials used during the workshop were only accessible to participants via the secure website. The link to access the secure website was changed nightly, and a new link was distributed to participants each day they attended. At all times, DRC staff monitored the online meeting and virtual break-out rooms to prevent inappropriate use of the secure materials. All participants were required to use a webcam and microphone to attend the standard setting, and participants were asked to keep the camera on for the duration of the meeting. When participants had to step away from their computer, they informed the DRC facilitators and were instructed to keep their camera on. This behavior allowed the DRC staff to monitor participants' computers while they were away and take preventative action if necessary. No

inappropriate access was detected or reported at this workshop. At the end of the workshop, the secure website was removed from the internet.

In addition, participants were required to sign non-disclosure agreements to participate in the workshop. These agreements were signed by participants electronically and copies were collected physically via the mail by the DRC staff.

## *Results*

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

### *Participants' Recommendations After Round 1*

Tables 4 and 5 show participants' recommendations from Round 1 of the BSSP. All the impact data shown in Table 5 and in this section are based on North Carolina students' performance in fall 2019. Prior to the workshop, Dr. Mbella of NCDPI shared results from previous years that showed student performance in fall administrations of the English II examination was similar to that from spring administrations: the impact data from fall 2019 were considered generalizable to other administrations of the assessment (neglecting the effects of COVID-19).

**Table 4. Cut score recommendations from Round 1 of the standard setting**

<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
548	556	563

**Table 5. Associated impact data from Round 1 of the standard setting**

<i>Not Proficient</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
38.9%	31.5%	20.0%	9.6%

### *Participants' Recommendations After Round 2*

Tables 6 and 7 show participants' recommendations from Round 2 of the BSSP. When considering impact data, participants were instructed to think about the proportions of students in each achievement level, plus the impact data.

Participants' individual recommendations from all rounds may be found in Section G of this report. During the workshop, participants were shown their recommendations in bookmark format.

**Table 6. Cut score recommendations from Round 2 of the standard setting**

<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
548	555	564

**Table 7. Associated impact data from Round 2 of the standard setting**

<i>Not Proficient</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
38.9%	27.0%	26.5%	7.6%

### *Participants' Recommendations After Round 3*

Tables 8 and 9 show participants' recommendations from Round 3 of the BSSP. When considering impact data, participants were instructed to think about the proportions of students in each achievement level, plus the impact data.

Participants' individual recommendations from all rounds may be found in Section G of this report. During the workshop, participants were shown their recommendations in bookmark format.

**Table 8. Cut score recommendations from Round 3 of the standard setting**

<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
549	555	565

**Table 9. Associated impact data from Round 3 of the standard setting**

<i>Not Proficient</i>	<i>Level 3</i>	<i>Level 4</i>	<i>Level 5</i>
42.4%	23.5%	28.3%	5.8%

**Table 10. Minimum, median, and maximum cut score recommendations made during the Bookmark Procedure, by round**

		Round 1			Round 2			Round 3		
Test		Min.	Med.	Max.	Min.	Med.	Max.	Min.	Med.	Max.
English II	Level 3	547	548	553	548	548	551	547	549	559
	Level 4	551	556	562	551	555	560	551	555	562
	Level 5	558	563	570	560	564	573	562	565	575

### *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 14 responded to a request on the first day of the workshop to share background and demographic information. All participants responded to the post-session workshop evaluations administered on the last day of the workshop.

Tables 13 and 15 present demographic data about the committee that was based on data collected in a pre-workshop recruitment questionnaire. The remaining tables are based on data collected in workshop surveys, and these surveys are presented in Section J of this report.

Participants were asked to report their gender, race, and ethnicity. As shown in Table 11, 79% of the participants were female; and Table 12 shows 57% of participants were white and non-Hispanic.

Participants were asked to report their years of experience in education and their current position. As shown in Table 13, approximately 36% of participants indicated they had taught for over 20 years and approximately 50% reported they had worked for 15 years or longer in education. Table 14 shows that 71% of participants were currently general education teachers, 7% were curriculum staff, and 21% were special education teachers.

In addition, participants responded whether they had teaching certification with students in special education and English language learners (ELLs). As shown in Table 15, 21% of the committee had teaching certification for special education students and 7% with ELLs.

In Tables 11 through 15, 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 J of this report.

**Table 11. Participants' self-reported gender**

N	Female	Male
14	79%	21%

**Table 12. Participants' self-reported race and ethnicity**

N	White	Black	Hispanic	American Indian/ Alaska Native	Mixed
14	57%	21%	0%	0%	21%

**Table 13. Participants' self-reported years in education**

N	1 to 5 years	5 to 10 years	10 to 15 years	15 to 20 years	20+ years
14	7%	7%	36%	14%	36%

**Table 14. Participants' self-reported current position**

N	General Education Teacher	Special Education Teacher	ELL Teacher	Curriculum Staff	Higher Education	Teacher on Special Assignment	Administrator
14	71%	21%	0%	7%	0%	0%	0%

**Table 15. Participants' self-reported certification teaching special populations**

N	EC Certification	ELL Certification
14	21%	7%

### ***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 secondary training. The mid-process evaluation and detailed results are shown in Section D. Of the standard setting committee participants, all 14 submitted completed mid-process evaluations. DRC facilitator Sara Kendallen reviewed the mid-process evaluation results with participants immediately after completion; answers were further discussed and explained to the group.

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. Results of the mid-process evaluation are shown in Table 16 and in Section D. All questions on the mid-process evaluation were scored dichotomously.

**Table 16. Participants answering each item correctly on the training mid-process evaluation**

N	#1	#2	#3	#4	#5
14	100%	64%	50%	100%	86%

### ***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 achievement levels.

### *Satisfaction with Workshop and Recommendations*

Generally, participants were satisfied with their recommendations and with the workshop as a whole. Table 17 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 17. 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
During the workshop, my opinions were considered.	0%	0%	0%	100%	100%
The facilitator provided clear instructions.	0%	0%	0%	100%	100%
The descriptions of the threshold students were useful during the process.	0%	0%	14%	86%	100%
The achievement standards represent a reasonable profile of achievement at each level.	0%	0%	36%	64%	100%
My group's work was reflected in the presentation of recommendations.	0%	0%	0%	100%	100%
Overall, I valued the workshop as a professional development experience.	0%	0%	7%	93%	100%

### *Cut Score Approval by the Department of Public Instruction*

The recommendations from the standard setting were reviewed by staff members from the North Carolina Department of Public Instruction who solicited feedback from policymakers, stakeholders, and technical advisors. After discussion, participants' Round 3 cut score recommendations, without adjustments, were presented to the North Carolina State Board of Education for review and adoption.

Dr. Howard from NCDPI presented the recommended cut scores to the State Board on September 9, 2020. On September 10, 2020, the Board voted to adopt the cut scores for implementation on the examination. Subsequently, NCDPI worked to implement the cut scores on the End-of-Course English II examination.



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## C

### Agenda

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# Public Schools of North Carolina

State Board of Education  
Department of Public Instruction

## Workshop Agenda

**North Carolina Reading  
End-of-Course English II**

***Standard Setting Workshop***  
**August 5–6, 2020**



**Welcome to the standard setting workshop for North Carolina End-of-Course English II! The North Carolina Department of Public Instruction (NCDPI) 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, August 5**

**Welcome!**

- |                 |  |
|-----------------|--|
| <b>8:00 AM</b>  | <b>Registration Opens</b><br>The virtual doors to the workshop will open at 8:00 am. Participants are encouraged to sign-in by 8:15 to allow for any potential technical challenges.   |
| <b>8:30 AM</b>  | <b>Opening Session</b><br>DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.   |
| <b>8:45 AM</b>  | <b>Participant Training</b><br>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.   |
| <b>9:45 AM</b>  | <b>Break and Division into Breakout Rooms</b><br>After the break, participants go to their pre-assigned breakout rooms to begin work.  |
| <b>10:00 AM</b> | <b>Study Content Standards and Range ALDs</b><br>In their breakout rooms, participants study the content standards and range ALDs. <ul style="list-style-type: none"><li>• Participants review the knowledge, skills, and abilities that are included in the content standards. Then they begin to consider the content-based expectations for students in each achievement level.</li></ul>   |
| <b>10:15 AM</b> | <b>Discuss Range ALDs</b><br>In their breakout rooms, participants use the content standards and range ALDs to discuss the knowledge and skills expected of students in each achievement level. <ul style="list-style-type: none"><li>• The range ALDs reflect the content-based expectations of students throughout each achievement level, not just at the thresholds.</li><li>• Participants who took part in the ALD writing workshop are invited to share their experience with the ALDs and the writing process.</li></ul> |

Discuss Threshold Students and Study OIB

- 10:45 AM**     **Discuss the Threshold Students in Breakout Rooms**  
In their breakout rooms, participants discuss the content-based expectations for each of the three threshold students, starting with the threshold *Level 4* student.
- Each group should consider the knowledge, skills, and abilities expected of the *Level 4* threshold student; that is, a student who is just entering *Level 4*.
  - Together, the group should create a brief, bulleted list that describes the skills expected of the threshold *Level 4* student. Participants should then continue with the threshold *Level 5* student and threshold *Level 3* student.
  - To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.
- 12:00 PM**     **Lunch**  
The group breaks for 30 minutes.
- 12:30 PM**     **Discuss the Threshold Students as a Committee**  
The facilitator asks each small group to share their threshold student descriptions.
- A spokesperson from each group should be prepared to report some of the highlights from the group's discussion of the threshold students.
  - Participants should listen during the discussion and update their bulleted lists of the skills expected of each of the three threshold students.
  - At the end of the discussion, the facilitator records any suggestions that the group may have on ways to make the ALDs clearer or more complete.
- 1:30 PM**     **Examine the Practice Test**  
Participants examine the practice English II test from the student's perspective.
- Participants briefly review the practice test to discover what the test measures.
- 2:30 PM**     **Break**  
The group breaks for 15 minutes.
- 2:45 PM**     **Begin Study of the Ordered Item Booklet (OIB) in Breakout Rooms**  
In the breakout rooms, facilitators help participants access the OIB and item map. Participants then examine the items in the OIB and use the item map to take notes.
- On the item map, participants record the content measured by each item.
  - Items are ordered according to students' performance on the test.
- 4:25 PM**     **Security Briefing**  
Facilitators remind participants about the security requirements for the workshop.
- 4:30 PM**     **Dismissal**

## Bookmark Placement Training and Round 1

**8:00 AM Registration Opens**

The virtual doors to the workshop will open at 8:00 am. Participants are encouraged to sign-in by 8:15 to allow for any potential technical challenges.

**8:30 AM Complete Study of the Ordered Item Booklet (OIB)**

In their breakout rooms, participants complete their study of the items in the OIB.

- On the item map, participants record the content measured by each item.

**9:15 AM Bookmark Placement Training**

As a committee, 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.

**10:15 AM Round 1 Bookmark Placement**

Facilitators direct all participants to place their Round 1 bookmarks.

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

**10:45 AM Break**

The group breaks for 15 minutes.

**11:00 AM Discuss Round 1 in Breakout Rooms**

DRC presents feedback from Round 1, including *benchmarks* based on well-respected measures of student performance.

- Participants discuss their Round 1 judgments in breakout rooms.
- Starting with *Level 4*, participants should share where they placed their bookmark, why they placed it there. Participants should refer to the items in the OIB, the ALDs, and the threshold student descriptions.
- The group 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*.

- 12:00 PM**      **Lunch**  
The group breaks for 30 minutes.
- 12:30 PM**      **Round 2 Bookmark Placement**  
Facilitators direct all participants to place their Round 2 bookmarks.
- Bookmark placement is always an individual activity.
  - Participants submit their bookmark placements in the Bookmark Kiosk.
- 1:30 PM**      **Discuss Round 2 as a Committee**  
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 participants, similar to the group-level discussions after Round 1.
- 2:30 PM**      **Round 3 Bookmark Placement**  
Facilitators direct all participants to place their Round 3 bookmarks.
- Bookmark placement is always an individual activity.
  - Participants submit their bookmark placements in the Bookmark Kiosk.
- 3:00 PM**      **Break**  
The group breaks for 15 minutes.
- 3:15 PM**      **Presentation of Recommendations**  
The facilitator presents a summary of the recommendations. Participants are encouraged to reflect on the recommendations and consider their defensibility.
- 4:15 PM**      **Workshop Evaluation**  
Each participant completes an evaluation of the standard setting.
- 4:25 PM**      **Security Briefing**  
Facilitators remind participants about the workshop Security Agreement and the importance of confidentiality.
- To be eligible for the workshop stipend, participants are reminded to return their workshop materials promptly to DRC.
- 4:30 PM**      **Dismissal**  
All participants are dismissed with thanks from NCDPI and DRC.



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

## ***Agenda at a Glance***

### ***North Carolina English II Standard Setting***

#### **Wednesday, August 5**

- 8:00 AM Registration Opens
- 8:30 AM Opening Session
- 8:45 AM Participant Training
- 9:45 AM Break and Division into Breakout Rooms
- 10:00 AM Study Content Standards and Range ALDs
- 10:15 AM Discuss Range ALDs
- 10:45 AM Discuss the Threshold Students in Breakout Rooms
- 12:00 PM Lunch
- 12:30 PM Discuss the Threshold Students as a Committee
- 1:30 PM Examine the Practice Test
- 2:30 PM Break
- 2:45 PM Begin Study of the Ordered Item Booklet (OIB) in Breakout Rooms
- 4:25 PM Security Briefing
- 4:30 PM Dismissal

#### **Thursday, August 6**

- 8:00 AM Registration Opens
- 8:30 AM Complete Study of the Ordered Item Booklet (OIB)
- 9:15 AM Bookmark Placement Training
- 10:15 AM Round 1 Bookmark Placement
- 10:45 AM Break
- 11:00 AM Discuss Round 1 in Breakout Rooms
- 12:00 PM Lunch
- 12:30 PM Round 2 Bookmark Placement
- 1:30 PM Discuss Round 2 as a Committee
- 2:30 PM Round 3 Bookmark Placement
- 3:00 PM Break
- 3:15 PM Presentation of Recommendations
- 4:15 PM Workshop Evaluation
- 4:25 PM Security Briefing
- 4:30 PM Dismissal



## D

### Training Presentation and Materials

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## North Carolina End-of-Course English II Standard Setting

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**Opening Session & Training**  
August 5, 2020



## Opening Session

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North Carolina Department of Education  
(NCDPI)



## Training Session

**Rick Mercado**

Director, Research  
Data Recognition Corporation

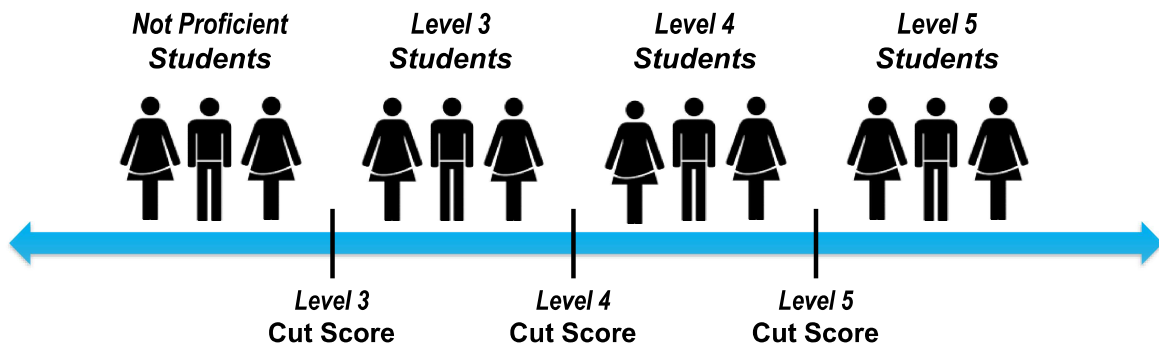
## Workshop Goal



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

## Cut Scores & Achievement Levels

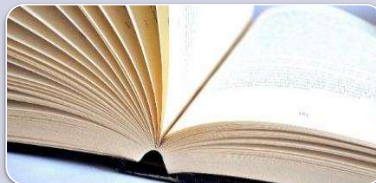
- Three cut scores classify students into four achievement levels.



## Bookmark Procedure



**Item-centered  
method**



**Content-based  
decisions**



**Iterative process**

## Process Overview



### Today

- Discuss the threshold students
- Examine a practice test form
- Study the ordered item booklet

### Tomorrow

- **Round 1:** Make cut score recommendations on your own
- Discuss recommendations with your group
- **Round 2:** Make cut score recommendations on your own
- Discuss your recommendations with your group
- **Round 3:** Make cut score recommendations on your own
- Review the group's recommendations
- Evaluate the workshop

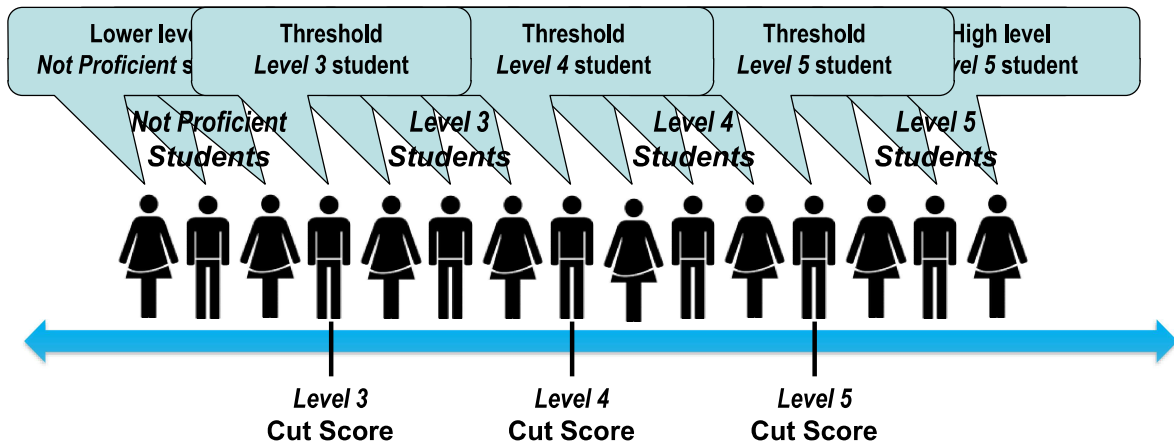
## Achievement Level Descriptors (ALDs)



- 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*.

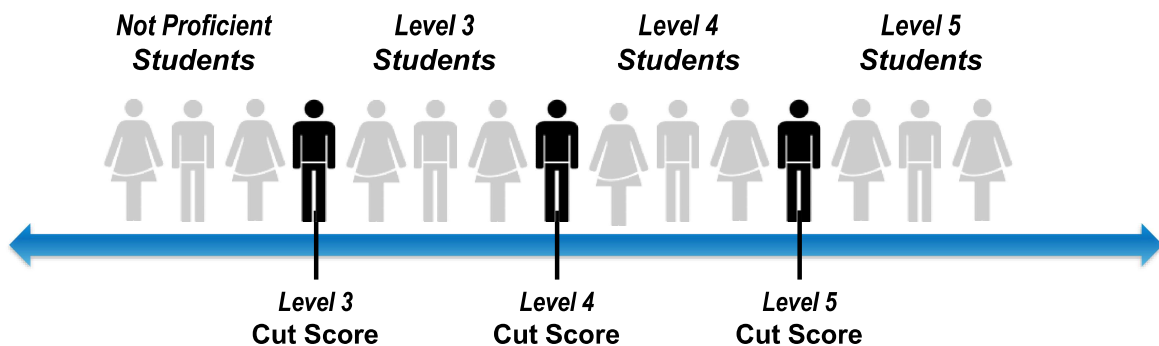
## Ranges and Thresholds

- Students fall along a continuum of knowledge and skills.
- Imagine if you could watch a student travel along this continuum.



## ALDs and Cut Scores

- ALDs describe the student in the middle of each achievement level. Cut scores refer to the thresholds.



## 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.

Threshold  
Not Proficient/Level 3  
**Student**



Threshold  
Level 3/Level 4  
**Student**



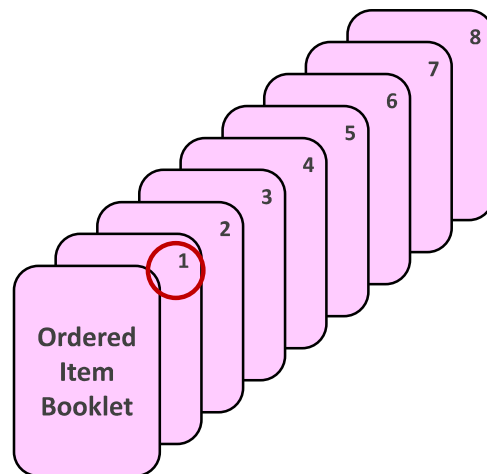
Threshold  
Level 4/Level 5  
**Student**



## Ordered Item Booklet (OIB)

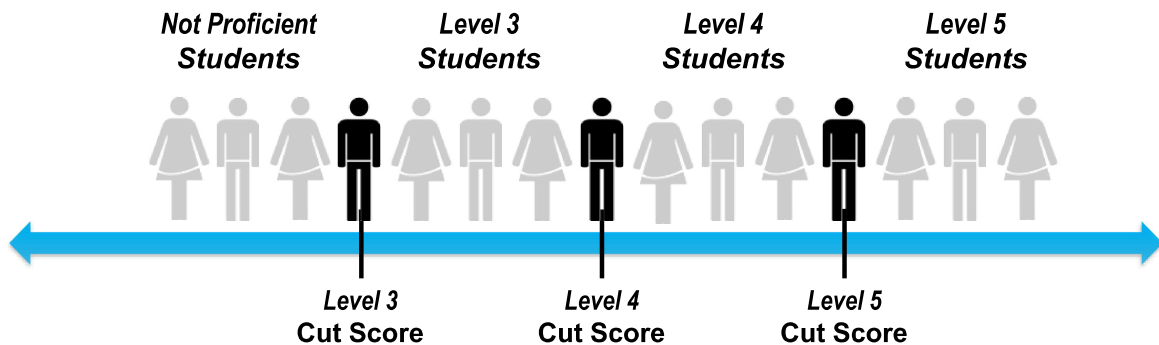


- The OIB comprises items from the tests given to students in Fall 2019.
  - One item per page
  - Easiest item first
  - Hardest item last
  - Items ascend in difficulty as based on student performance



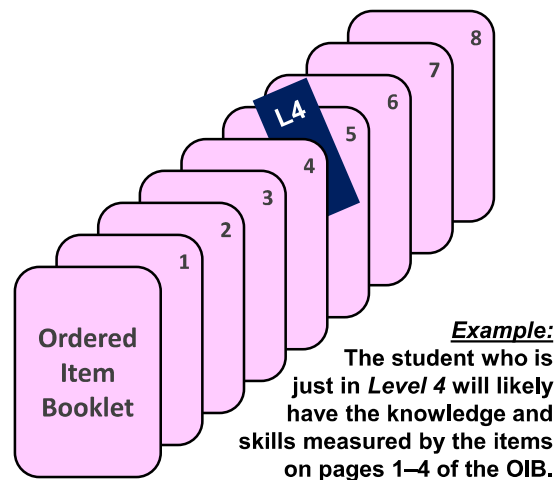
## Three Threshold Students

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



## 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.





## Three Rounds



### Round 1

Study OIB and  
make your own  
bookmark  
judgments

Discuss your  
bookmarks with  
your breakout  
group

### Round 2

On your own,  
make your own  
bookmark  
judgments

See feedback  
and discuss your  
bookmarks with  
the committee

### Round 3

On your own,  
make your own  
bookmark  
judgments

Review  
recommended  
cut scores

## Roles and Responsibilities



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

## Workshop Security

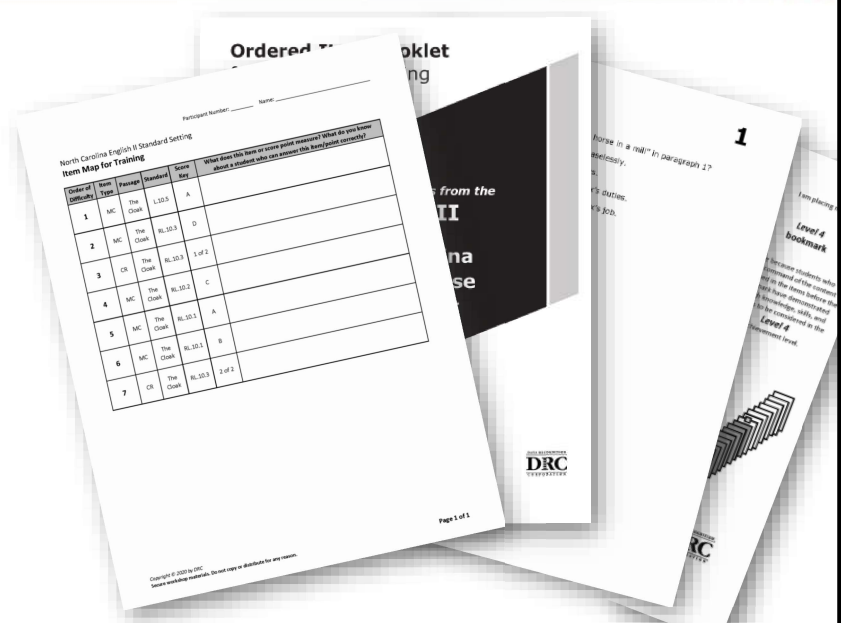


- You will receive access links and codes to confidential test information, including student performance data.
  - Please keep all these codes, links, and data confidential.
  - Do not attempt to access these materials outside the workshop.
- Do not discuss the materials outside the committee.
- When working with secure materials, please remain alone in your room with a clear desk and your phone out of view.
  - Please keep your webcam on when working with test materials.
  - Everyone is encouraged to keep their webcams on continuously.

## Training Materials



- Item map
- Training ordered item booklet (OIB)
- Bookmark



# Item Map



Participant Number: \_\_\_\_\_ Name: \_\_\_\_\_

## North Carolina English II Standard Setting Item Map for Training

Order of Difficulty	Item Type	Passage	Standard	Score Key	What does this item or score point measure? What do you know about a student who can answer this item/point correctly?
1	MC	The Cloak	L.10.5	A	
2	MC	The Cloak	RL.10.3	D	
3	CR	The Cloak	RL.10.3	1 of 2	
4	MC	The Cloak	RL.10.2	C	
5	MC	The Cloak	RL.10.1	A	
6	MC	The Cloak	RL.10.1	B	

# Examining an Item



## Adapted from "The Cloak" by Nikolai Vasilievich Gogol

- It would be difficult to find another man who lived so entirely for his duties. It is not enough to say that Alex labored with zeal; no, he labored with love. In his copying, he found a varied and agreeable employment. Enjoyment was written on his face; some letters were even favorites with him; and when he encountered these, he smiled, winked, and worked with his lips, till it seemed as though each letter might be read in his face, as his pen traced it. If his pay had been in proportion to his zeal, he would, perhaps, to his great surprise, have been made even a councillor of state.<sup>1</sup> But he worked, as his companions, the wits, put it, like a horse in a mill.
- Moreover, it is impossible to say that no attention was paid to him. One director being a kindly man, and desirous of rewarding him for his long service, ordered him to be given something more important than mere copying: the duty consisting simply in changing the <sup>document</sup> after to another department: the duty consisting simply in changing the <sup>distinguished person</sup> from the first to the third person. This caused him no

1

What is the effect of the simile "like a horse in a mill" in paragraph 1?

- A It emphasizes how Alex toiled ceaselessly.
- B It emphasizes how strong Alex was.
- C It emphasizes the perfection in Alex's duties.
- D It emphasizes the importance of Alex's job.

document, the person distinguished person.

Thus flowed on the peaceful life of the man, who, with a salary of four rubles<sup>2</sup>, understood how to be content with his lot; and thus it would have continued to flow on, perhaps, to extreme old age, were it not that there are various life-drops along the path of life for title councillors as well as for private, actual, court, and every other species of councillor, even for those who never give any advice or take any themselves.

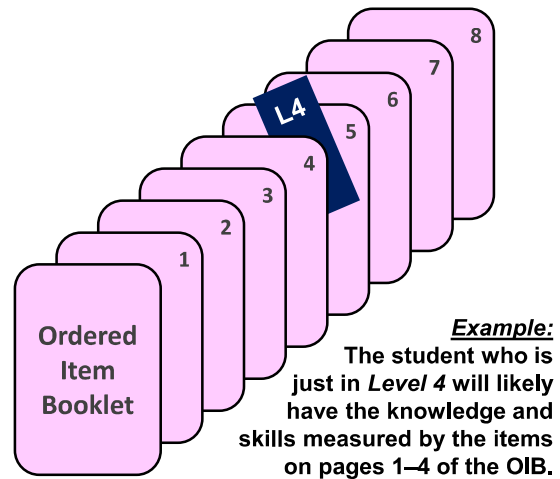
<sup>1</sup> councillor of state: a government official  
<sup>2</sup> rubles: monetary units of Russia and the Soviet Union

- 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?

## 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.



## 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.

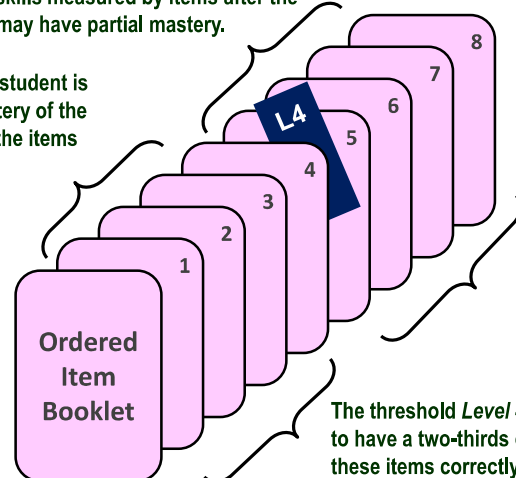
## Finding the Possible Bookmark Range



- 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.

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

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

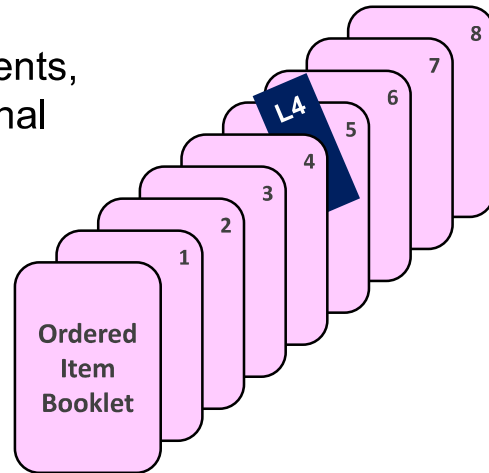


Some students in *Level 4* may have some of the skills measured by items after the bookmark.

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

## 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.



## Bookmark Kiosk

- Record your bookmarks on the Bookmark Kiosk.
  - You will place three bookmarks.
  - Write a few words to help you remember why you placed your bookmarks where you did.
  - Then record your possible bookmark ranges.





## Practice Exercise

North Carolina English II Standard Setting  
Training Session  
August 5, 2020

## Consider the Level 4 Threshold Student



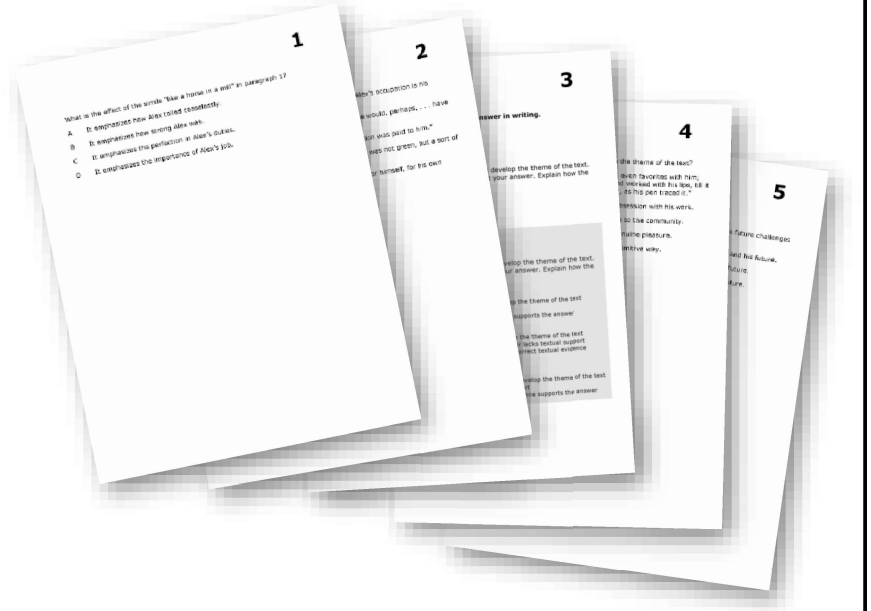
- Review this segment from the ALDs for *Level 4* and *Level 5*.
  - Consider the student who is just at the threshold of *Level 4*.
  - What knowledge and skills would you expect of this threshold student?

	Level 3	Level 4
	Students at Level 3 demonstrate <b>sufficient</b> 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 <b>thorough</b> understanding of grade level content standards and are on track for career and college.
<b>Example standard:</b> 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.	Cite strong textual evidence to support simplistic analysis of what the text says explicitly as well as simplistic inferences drawn from the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



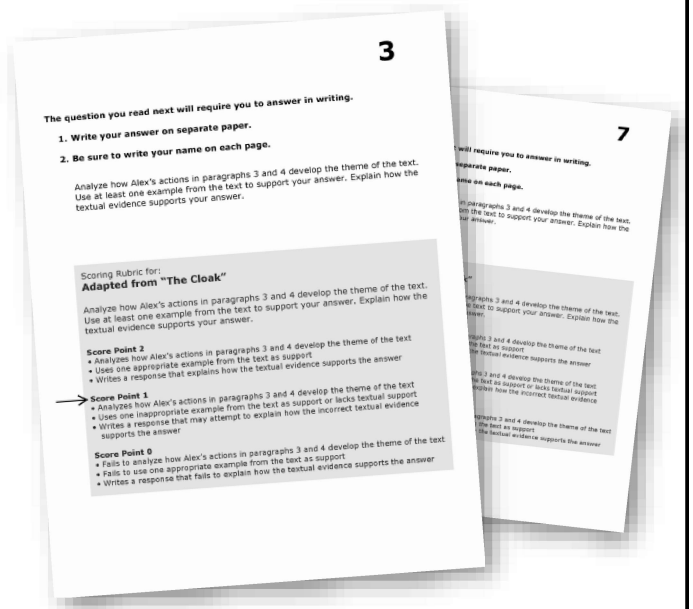
## Study the Test Items

- 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?



## Two-Point Questions

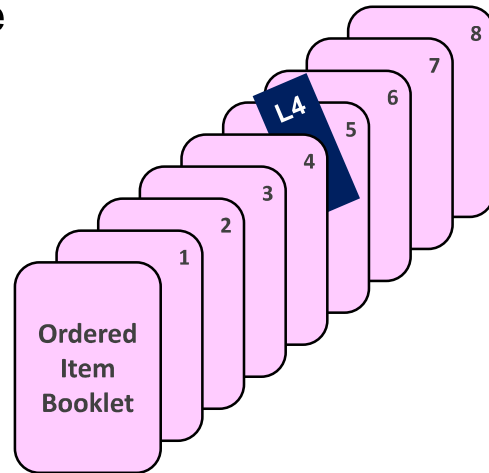
- Some questions are worth up to two points.
  - Items appear in the OIB once for every score point.
- On Page 3, consider the knowledge and skill needed to earn exactly one point.
  - Then on Page 7, consider the knowledge and skill needed to earn both points.





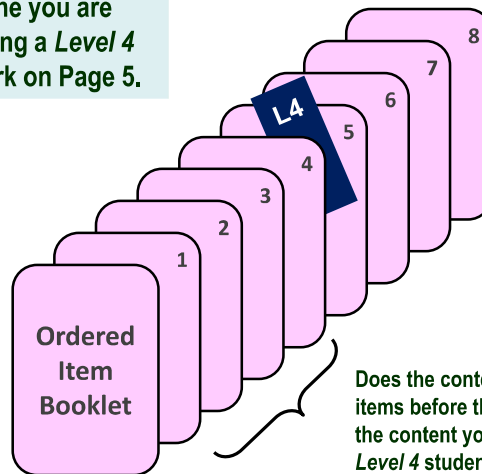
## Place Your Bookmark

- 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.



## 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?

## 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 describe how characters influence the plot of a somewhat complex text, as expected of the threshold student.”
  - Or, “Before the bookmark, students must cite strong, albeit imperfect, textual evidence to support a claim, as listed in ALDs.”
- Not-so-good rationales don’t make reference to the content of the items.
  - For example, “The second score point is just after the bookmark.”

## Place Your Training Bookmark

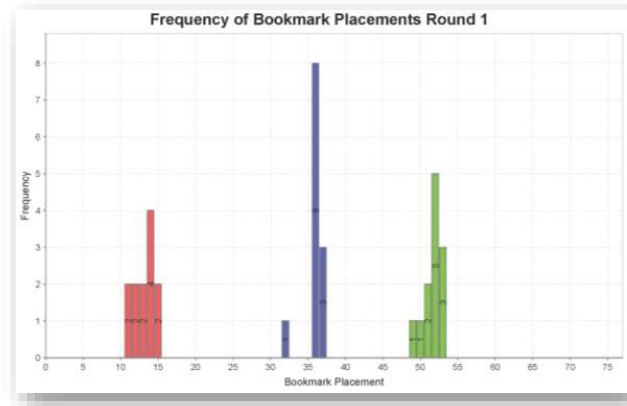


- Place your training *Level 4* bookmark.
  - Then write a brief content-based rationale for your bookmark.
- When you’re done, private chat your bookmark to Sara Kendallen at DRC.
  - Just send your bookmark, not your rationale.

## 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 last year's test results
- The benchmarks are provided as contextual information for you to consider.



## Discussion of Round 1 Ratings



- In the actual workshop, you will discuss your Round 1 bookmarks in breakout groups.
- 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.

## 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 in your breakout group has placed theirs.
- Keep the contents of your discussions private.

## After Round 2



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

## Round 3



- After Round 2, you will discuss your bookmark placements *as a whole committee*.
  - 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.

## 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.
  - You will be asked to reflect on the recommendations and consider how they reflect the group's work.

## After the Workshop



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

## Workshop Structure



- Discuss threshold students
- Study OIB and make Round 1 ratings
- Discuss Round 1 in breakout groups
- Make Round 2 ratings
- Discuss Round 2 as a whole committee
- Make Round 3 ratings
- Repeat the process for remaining grades
- Review recommendations

## Questions

- Do you have any questions?
  - If questions come up later, ask a facilitator.
  - For item-related questions, use the Item Ideas link on the Standard Setting Hub.



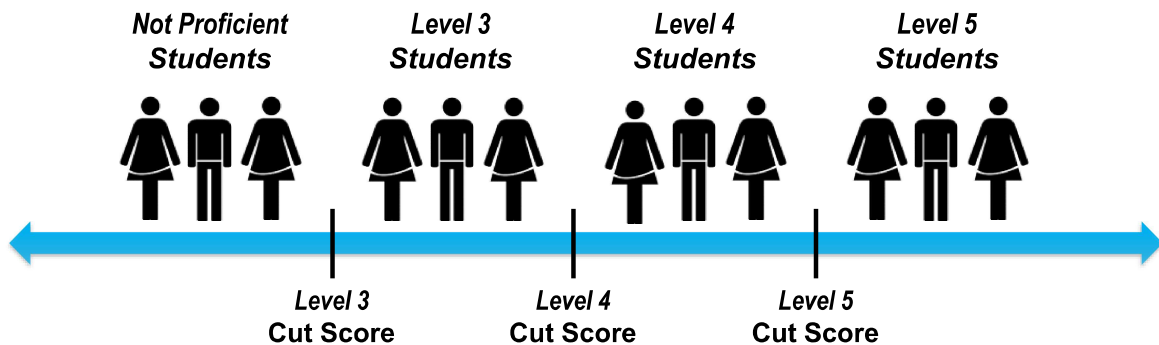
## Bookmark Refresher Training

North Carolina English II Standard Setting  
**August 6, 2020**

## Cut Scores & Achievement Levels



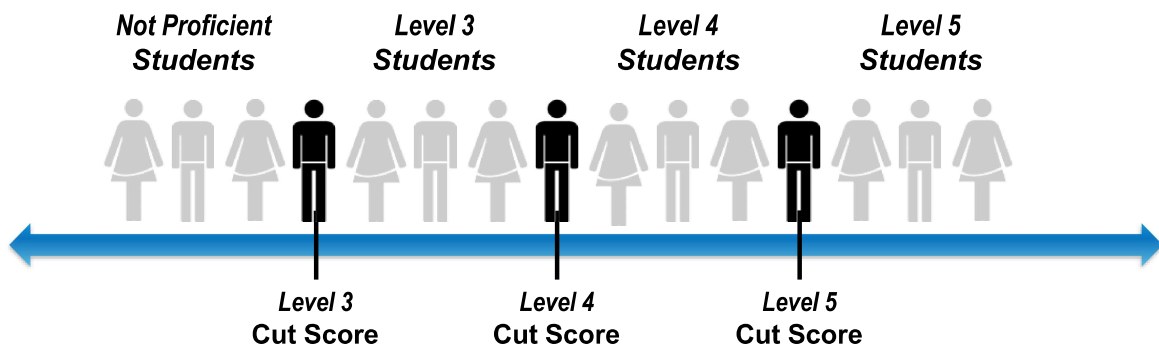
- Three cut scores classify students into four achievement levels.



## Three Threshold Students



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

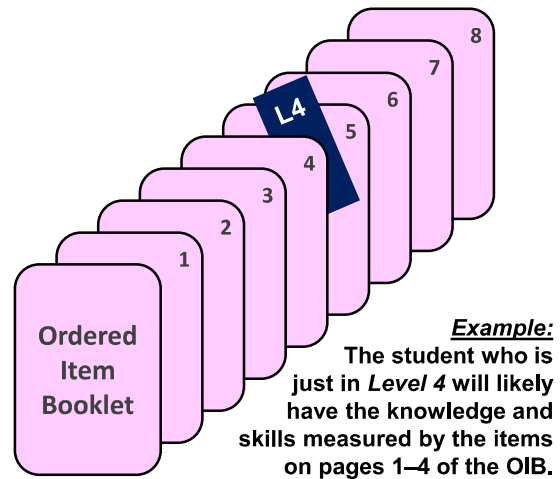




## Threshold Students and the OIB



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



## 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.

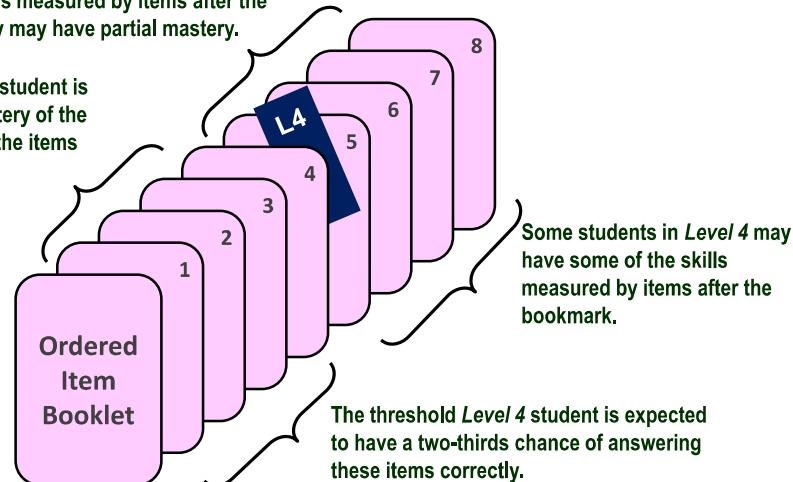
## Finding the Possible Bookmark Range



- 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.

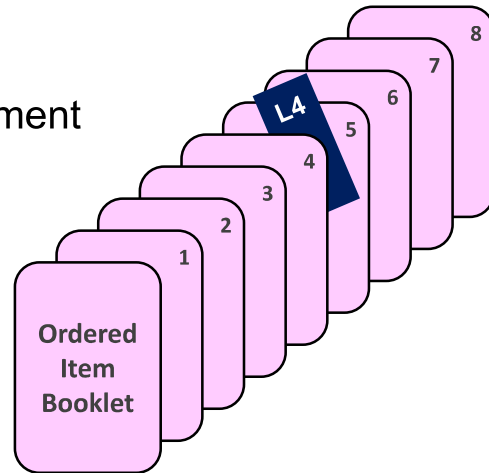
The threshold *Level 4* student is not expected to have mastery of the skills measured by items after the bookmark, but they may have partial mastery.

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



## Recording Your Bookmark

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



## Bookmark Kiosk

- Write your bookmarks on the Bookmark Kiosk.
  - The Kiosk is linked on the Standard Setting Hub.
  - You will place three bookmarks.
  - Then enter your rationales and bookmark ranges.
  - A brief survey follows.



## Not “Number Correct”

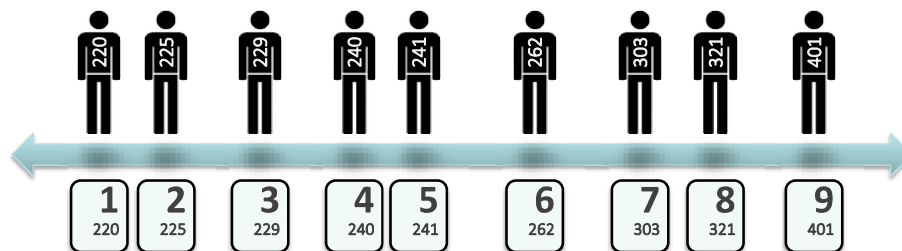


- Your bookmark placement does **not** correspond directly with the number of points a student needs to earn to be classified in an achievement level.
  - For example, if you place your *Level 4* bookmark on Page 6, this does *not* mean a student only needs to earn 6 points on the test to be in *Level 4*.
- Instead, your cut score recommendations are made on the test scale.

## Test Scale

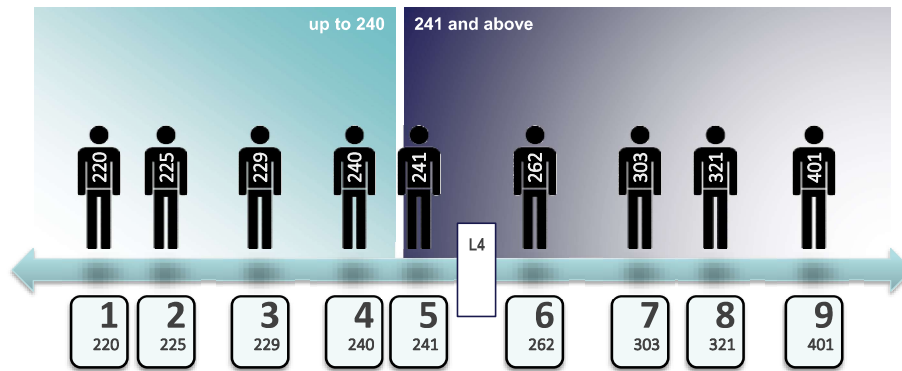


- Items are ordered by difficulty, easy to hard.
- Students are ordered by performance, low to high.



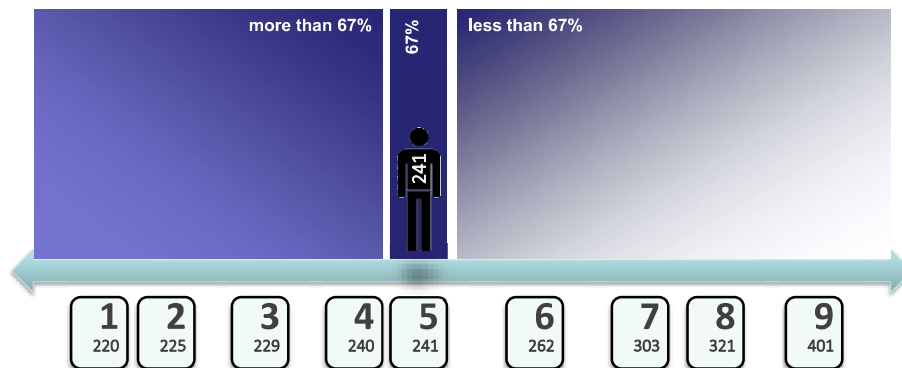
## Cut Score

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



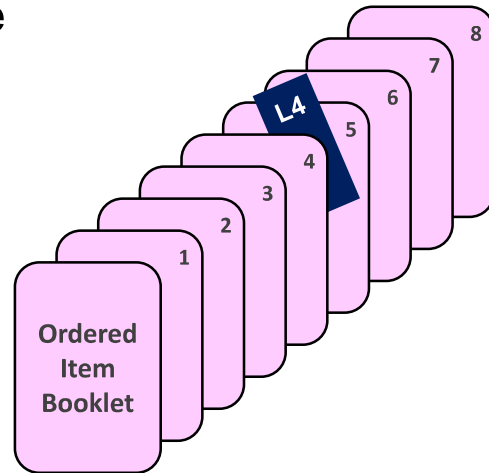
## Threshold Student

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



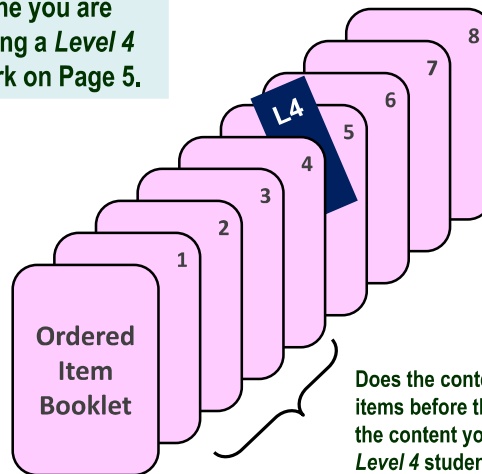
## Place Your Bookmark

- 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.



## Evaluating a Bookmark Holistically

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

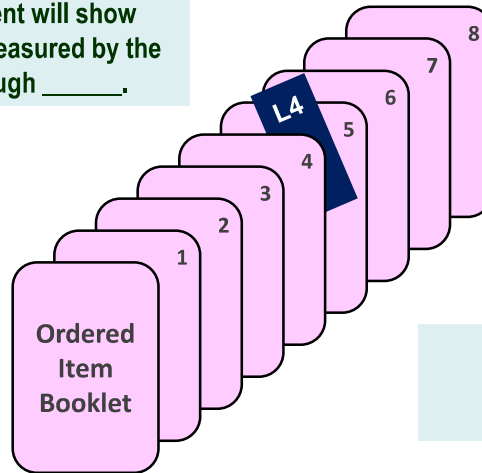


Does the content measured by the items before the bookmark best match the content you expect of the just *Level 4* student?

## 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 \_\_\_\_\_.

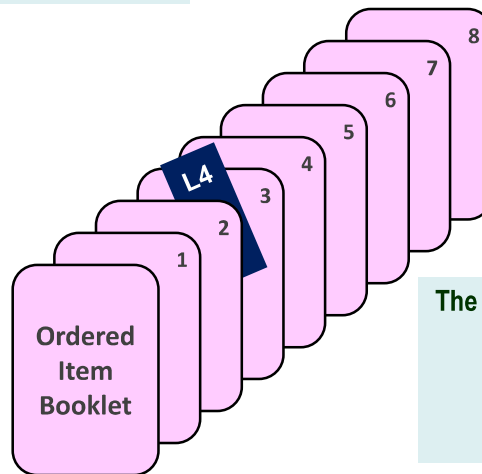


Item 2 is \_\_\_\_\_ than Item 7.  
a) Easier  
b) Harder

## Bookmark on Page \_\_\_\_



This is a bookmark on Page \_\_\_\_.



The threshold *Level 4* student would have a \_\_\_\_\_ chance of answering Items 1–2 correctly.  
a) two-thirds  
b) nearly 100%

## 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 describe how characters influence the plot of a somewhat complex text, as expected of the threshold student.”
  - Or, “Before the bookmark, students must cite strong, albeit imperfect, textual evidence to support a claim, as listed in ALDs.”
- Not-so-good rationales don’t make reference to the content of the items.
  - For example, “The second score point is just after the bookmark.”

## Rounds



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





## Mid-Process Evaluation for the North Carolina English II Standard Setting

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.

\* Required

What is your participant number? \*

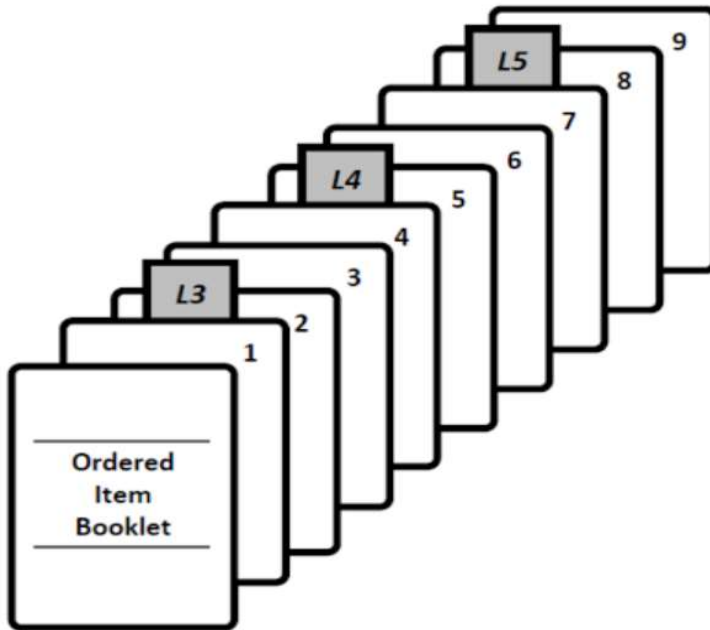
Your participant number (between 1 and 15) is shown on the upper-right corner of your item map.

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

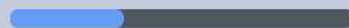
- ☐ easier to answer
- ☐ about the same difficulty
- ☐ harder to answer

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



## Mid-Process Evaluation for the North Carolina English II Standard Setting

\* Required

### 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training session leader clearly explained the standard setting procedure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training session leader clearly explained the materials used in the standard setting process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training addressed many of my questions and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The practice exercises were useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opening session provided a clear overview of the standard setting process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My role in the standard setting was well described.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel prepared to complete the standard setting task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



## Mid-Process Evaluation for the North Carolina English II Standard Setting

\* Required

### 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

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

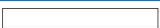
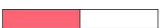

1. A student at the threshold of Level 4 is expected to demonstrate mastery of which set of items?

Response	Frequency	Percent	
* 1 to 4	14	100.00	
1 to 5	0	0.00	
1 to 7	0	0.00	

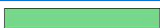


2. Imagine a student has mastery of the content in only items 1 through 3 (and nothing else). In which performance level would this student be?

Response	Frequency	Percent	
* Level 3	9	64.29	
Level 4	5	35.71	
Level 5	0	0.00	

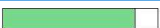


3. If a student has mastery of the content in items 1 through 7, in which performance level is the student?

Response	Frequency	Percent	
Level 3	0	0.00	
Level 4	7	50.00	
* Level 5	7	50.00	

4. 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	
* easier to answer	14	100.00	
about the same difficulty	0	0.00	
harder to answer	0	0.00	

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




Response	Frequency	Percent	
* Students must have mastery of the content measured by the items on Pages 1-7 to be Level 5.	12	85.71	
Students must answer EVERY ONE of the items before Page 8 correctly and miss none to be Level 5.	0	0.00	
Students must have mastery of the content measured by the items on Pages 8-9 to be Level 5.	2	14.29	






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

Response	Frequency	Percent	Mean: 1.00
1 to 4	14	100.00	
1 to 5	0	0.00	
1 to 7	0	0.00	




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

Response	Frequency	Percent	Mean: 2.50
Level 3	0	0.00	
Level 4	7	50.00	
Level 5	7	50.00	




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

Response	Frequency	Percent	Mean: 1.29
Students must have mastery of the content measured by the items on Pages 1-7 to be Level 5.	12	85.71	
Students must answer EVERY ONE of the items before Page 8 correctly and miss none to be Level 5.	0	0.00	
Students must have mastery of the content measured by the items on Pages 8-9 to be Level 5.	2	14.29	





2. 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	Mean: 1.36
Level 3	9	64.29	
Level 4	5	35.71	
Level 5	0	0.00	

4. 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	Mean: 1.00
easier to answer	14	100.00	
about the same difficulty	0	0.00	
harder to answer	0	0.00	

6. The training provided a clear description of the workshop goals.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	13	92.86	

**7. The training session leader clearly explained the standard setting procedure.**

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	14	100.00	<div></div>

**9. The training addressed many of my questions and concerns.**

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	1	7.14	<div></div>
Strongly Agree	13	92.86	<div></div>

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

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	1	7.14	<div></div>
Strongly Agree	13	92.86	<div></div>

**13. I feel prepared to complete the standard setting task.**

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	3	21.43	<div></div>
Strongly Agree	11	78.57	<div></div>

**15. Adequate information was provided regarding the ALDs.**

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	2	14.29	<div></div>
Strongly Agree	12	85.71	<div></div>

**17. Are you ready to proceed with Round 1?**

Response	Frequency	Percent	Mean: 1.00
Yes I am ready.	14	100.00	<div></div>
Not yet; I have questions.	0	0.00	<div></div>

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

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	14	100.00	<div></div>

**10. The practice exercises were useful.**

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	2	14.29	<div></div>
Strongly Agree	12	85.71	<div></div>

**12. My role in the standard setting was well described.**

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	1	7.14	<div></div>
Strongly Agree	13	92.86	<div></div>

**14. The achievement level descriptors (ALDs) are clear.**

Response	Frequency	Percent	Mean: 3.64
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	5	35.71	<div></div>
Strongly Agree	9	64.29	<div></div>

**16. The ALDs communicate a reasonable profile of student's achievement at each level.**

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	2	14.29	<div></div>
Strongly Agree	12	85.71	<div></div>

## E

### Achievement Level Descriptors (ALDs)

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General Grades 9-10 Reading				
Not Proficient		Level 3		Level 4
General Education Grades 9-10 Reading		Level 3		Level 4
Students who are not proficient demonstrate <b>inconsistent</b> understanding of grade level content standards and will need support at the next grade/course.		Students at Level 3 demonstrate <b>sufficient</b> 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 <b>thorough</b> understanding of grade level content standards and are on track for career and college.
Students at Level 5 demonstrate <b>comprehensive</b> 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"> <li>Attempt to cite textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Cite strong textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
		<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Determine an explicit theme of a text and analyze in detail its development over the course of a text, including how it emerges and is shaped or refined by specific details; provide a simplistic objective summary of the text.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

# North Carolina Achievement Level Descriptor (ALD) Writing Workshop

## General Grades 9-10 Reading

Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

Assess how point of view, perspective, or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Anchor Standard</b>	<b>Reading: Informational</b>			
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"> <li>Attempt to cite textual evidence to support what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Cite strong textual evidence to support what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

# North Carolina Achievement Level Descriptor (ALD) Writing Workshop

## General Grades 9-10 Reading

Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

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"> <li>Attempt to analyze author's ideas or claims are developed or refined by particular sentences, paragraphs, or larger portions of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze simplistically how an author's ideas or claims are developed or refined by particular sentences, paragraphs, or larger portions of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze in depth how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</li> </ul>
Assess how point of view, perspective, or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>



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"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p>Demonstrate understanding of figurative language and nuances in word meaning.</p>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

## **F**

### Threshold Descriptors

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	Not Proficient	Threshold Level 3	Level 3	Threshold Level 4	Level 4	Threshold Level 5	Level 5
<b>General Education Grades 9-10 Reading</b>	Students who are not proficient demonstrate <b>inconsistent</b> understanding of grade level content standards and will need support at the next grade/course.	Students at the <b>threshold of Level 3</b> have <b>just enough</b> knowledge and skills to be classified in Level 3.	Students at Level 3 demonstrate <b>sufficient</b> understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.	Students at the <b>threshold of Level 4</b> have <b>just enough</b> knowledge and skills to be classified in Level 4.  <i>(Students at a 4 have the ability to understand how to read and interpret the questions and answer choices and how it pertains to what the test question is asking. A level 4 student has more tools and techniques to be able to read or attack more complex text. A level 4 may not be an active reader, but they still have an understanding so the student can still do the task.)</i>	Students at Level 4 demonstrate a <b>thorough</b> understanding of grade level content standards and are on track for career and college.	Students at the <b>threshold of Level 5</b> have <b>just enough</b> knowledge and skills to be classified in Level 5.  <i>(The threshold Level 5 student is a skilled, active reader. They recognize meanings at a deeper level than Level 4 students and can offer a clear analysis of a passage, even without prompting. They can give clearer explanations and use relevant evidence when analyzing a text. They have a strong vocabulary and are attuned to the subtleties that authors use in word choice, even if they cannot always explain the effects. They can see multiple ideas presented in a text and discuss their connections.)</i>	Students at Level 5 demonstrate <b>comprehensive</b> understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.
<b>Anchor Standard</b>	<b>Reading: Literature</b>						

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.	Attempt to cite textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text.	Dependent on text complexity-- with a simpler text the student is more successful  Can cite textual evidence--may not be strong. More than likely supports simplistic analysis. Obvious inferences  They can determine state but not explain	Cite strong textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text.	Cite strong textual evidence but it may not be thorough because they are right at that threshold. Some of the textual evidence is strong, but others may not be as strong. We can interpret strong as relevant.  Threshold 4 is directly quoting the text, not summarizing. A threshold 4 will have some explanation and connection.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Students at the threshold of Level 5 can make a more complex inference, perhaps not with in-depth analysis. They can see the text that would support the inference, but may not be able to cite it clearly enough to show their depth of understanding. They use <i>strategic evidence</i> from the text to make their inference clear. They have the idea, but they're missing the execution. They aren't just regurgitating; they have a deep understanding of the text and what the author is communicating.	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.	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.	Not selecting the main theme  Can select theme but may not analyze how it emerges or is shaped or refined by details; Should be able to provide an	Determine an explicit 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.	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 in-depth objective summary of the text.	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.	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.	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.

		objective/simplistic summary			talk out exactly why their evidence is good.	
Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	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.	<p>Inconsistently and simplistically analyzes how complex characters develop and interact over the course of a text.</p> <p>Recognizes advancing the plot or developing the theme incompletely/ partially Not yet or getting there.</p> <p>Have Emerging Skills. They do more than attempt: they can “get it,” but not consistently (esp. depending on text complexity, familiarity, level of interest). They may not have all the skills, but the skills they have are emerging, even without extensive prompting or scaffolding. May need guided practice to make their demonstrable skills more consistent.</p>	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.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	They must be able to see how characters (including major, non-main characters) move the story forward. The student thinks about theme, including what the story/characters show about a broader message. This student can pick up on an implicitly stated theme.	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.

North Carolina End-of-Course English II Standard Setting

Threshold Student Descriptors

Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	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.	Not yet or getting there. Have Emerging Skills Partial analysis, can determine meaning of familiar words, depending on text complexity. Inconsistent skills.	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.		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.	They have a more expansive vocabulary than a Level 4 student. This student may not understand the exact meaning of an unfamiliar word, but they can understand the general connotation (even if not the specific nuance).	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.	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.		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.		Analyze 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.	<i>This student would read as a writer.</i> They understand that a writer is making deliberate choices that impact the narrative (even if they don't know exactly why).	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.

**North Carolina End-of-Course English II Standard Setting**

**Threshold Student Descriptors**

Assess how point of view, perspective, or purpose shapes the content and style of a text.	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.		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.		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.	The student can demonstrate cultural awareness and/or empathy. They understand more than what is right in front of them in the text. They can connect the text to some other kind of experience. The student can move beyond themselves as a reference point when analyzing a text (e.g., by using a character from the text).	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.
<b>Anchor Standard</b>	<b>Reading: Informational</b>						

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.	Attempt to cite textual evidence to support what the text says explicitly as well as inferences drawn from the text.	Dependent on text complexity-- with a simpler text the threshold student is more successful  Not yet or getting there.  Have Emerging Skills  Inconsistent skills  Can make obvious inferences	Cite strong textual evidence to support what the text says explicitly as well as inferences drawn from the text.	Can understand the language. Some of the inferences are obvious but will also have less obvious inferences. Lower 4 textual evidence may not be strong and thorough. Gaps and weakness in analysis. Gaps of knowledge in verbage, vocabulary, and language.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Can identify bias as they read, but this Level 5 threshold student might not be able to explain it well.  The threshold Level 5 student might need more time to craft written responses than their peers in mid- and high-range Level 5.  Threshold Level 5 students have emerging sophistication in their reading and writing skills. They often lack the polish or refinement of their peers in mid- and high-range Level 5.	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.	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.	Not selecting the central  Can select central but may not analyze how it emerges or is shaped or refined by details;  Should be able to provide an objective/simplistic summary	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.		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.	When studying an informational text, the threshold student understands and can state (with reasonable clarity) an implied central idea. They can show relevant (but perhaps not the best) evidence to support their claim.	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.



North Carolina End-of-Course English II Standard Setting

Threshold Student Descriptors

Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	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.	Inconsistently and simplistically analyzes how the author explains or makes the point or how they structured or connected ideas within the text.	Analyze simplistically how the author unfolds a 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.	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.	The threshold Level 5 student can recognize the logical progression that the author uses to support the central idea. They can see non-obvious connections between ideas or events, but these connections might not be particularly complex.	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.	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.	Dependent on text complexity-- with a simpler text the threshold student is more successful  Have Emerging Skills/Inconsistent skills when trying to understand how word choices affect the meaning and/or tone	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.	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.	These threshold students recognize jargon and may understand the gist, but they might not grasp all of the technical details communicated. They understand germane points made in technical text.	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.	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.	Can analyze the structure of an entire text.  Recognize claim but lacks the level of detail.  Can determine the overall basic/predominant structure.  (compare/contrast ...)	Analyze simplistically how an author's ideas or claims are developed or refined by particular sentences, paragraphs, or larger portions of a text.	Can identify author's ideas or claims correctly.  The refinement and articulating how it's refined is what separates a 3 from a 4. Lower level 4 can find the example but may not be able to explain clearly how that example answers the question.  Beyond the holistic structure, the threshold Level 4 students see how chunks of text refine an authors' claims.	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	This student reads as a writer and moves toward understanding the author's deliberate choices. The student sees how authors hone the text using these structures (esp. at the paragraph level).	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.	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.	Not yet or getting there.  Have Emerging Skills  Partial analysis--can determine meaning of familiar words.  Inconsistent skills.  The student can inconsistently	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.	The threshold Level 4 student can analyze how an author uses rhetoric to advance a point. They can identify rhetoric (without the proper name) and they begin to understand the purposes of certain rhetorical devices (e.g., repetition). They know the author uses rhetoric purposefully	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.	Can identify bias as they read, but this Level 5 threshold student might not be able to explain it well. They may be able to recognize when specific rhetorical devices (e.g., sarcasm) are used, and make some connections to tone. The student recognizes some of the	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.

<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>	<p>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.</p>	<p>Can <del>delineate</del> and evaluate simplistically the argument and specific claims in a text, Inconsistently assesses whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements.</p>	<p>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.</p>	<p></p>	<p>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.</p>	<p>This student can justify a claim of whether the author is successful in demonstrating a point in the advancement of a central idea. They use logic, and they can separate logic from emotion. This threshold student can recognize when authors are using certain devices (e.g., appeal to emotion) in their arguments, they might not know the exact impact on the reader.</p>	<p>more subtle tools that authors use (e.g., understatement).</p>	
<p><b>Anchor Standard</b></p>	<p><b>Language</b></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.	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, and simple word relationships, and reference materials.	Dependent on text complexity-- with a simpler text the threshold student is more successful and are likely to be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases  Successful at one or two strategies  Have their "go-to" strategies.	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.	Will be able to do one or other, but not both. A lower 4 may determine the meaning, but not clarify or explain/provide a rationale for it (They think it means this but can't say why).  Difference between 3 and 4 is the way they interpret the words. A 4 can employ more than one strategy to understand the word before they give up. Higher level thinking strategies in a 4.  Level 4 will have a broader vocabulary.	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.	The Level 5 threshold student can go beyond looking at context clues that are near the unknown word: they can return to the paragraph to look for clues, regardless of proximity. With jargon, the student can look for non-proximate clues to help determine general meaning. They use certain reference materials (e.g., footnotes) well. They go beyond the denotation of the word.	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.
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**North Carolina End-of-Course English II Standard Setting**

**Threshold Student Descriptors**

Demonstrate understanding of figurative language and nuances in word meaning.	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.	Dependent on text complexity-- with a simpler text the threshold student is more successful  Has emerging skills--  Demonstrate simplistic understanding of figurative language and nuances in word meanings: interpret common or familiar figures of speech in context	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.		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.	This student may not be able to recognize that the writer is using certain devices (e.g., an oxymoron) unless explicitly stated, but they can understand what is being said.  Moving beyond simile and metaphor, the student understands the nuance of other types of rhetorical devices. They will understand more of the difficult figures of speech in more complex text.	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.
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## G

### Detailed Reports of Participants' Judgments

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NC English II High School R1 - Detail Report  
Round 1 Bookmark Placements

Table	Participant	Level 3	Level 4	Level 5
1	1	20	40	55
1	2	15	35	57
1	3	12	29	58
1	4	26	47	70
1	5	13	37	66
2	6	18	41	61
2	7	30	43	58
2	8	12	29	61
2	9	11	26	42
2	10	14	33	62
3	11	11	26	46
3	12	21	32	58
3	13	22	30	51
3	14	31	54	62

Overall	Median	16.5	34	58
	25th %ile	12	29	54
	75th %ile	23	41.5	62
	Minimum	11	26	42
	Maximum	31	54	70

NC English II High School R1 - Cut-Score Detail Report  
Round 1 Cut Scores

Table	Participant	Level 3	Level 4	Level 5
1	1	549	557	562
1	2	548	556	562
1	3	547	552	563
1	4	551	560	570
1	5	547	556	568
2	6	548	558	566
2	7	553	558	563
2	8	547	552	566
2	9	547	551	558
2	10	547	555	567
3	11	547	551	559
3	12	549	554	563
3	13	549	553	561
3	14	553	562	567

Overall	Median	548	556	563
	25th %ile	547	552	562
	75th %ile	549	558	567
	Minimum	547	551	558
	Maximum	553	562	570



NC English II High School R1 - Summary Report  
Round 1 Summary of Bookmark Placements

Statistic	Table	Level 3	Level 4	Level 5
Median	1	15	37	58
Median	2	14	33	61
Median	3	21.5	31	54.5
Median	Overall	16.5	34	58
25th %ile	1	12.5	32	56
25th %ile	2	11.5	27.5	50
25th %ile	3	13.5	27	47.25
25th %ile	Overall	12	29	54
75th %ile	1	23	43.5	68
75th %ile	2	24	42	61.5
75th %ile	3	28.75	48.5	61
75th %ile	Overall	23	41.5	62
Minimum	1	12	29	55
Minimum	2	11	26	42
Minimum	3	11	26	46
Minimum	Overall	11	26	42
Maximum	1	26	47	70
Maximum	2	30	43	62
Maximum	3	31	54	62
Maximum	Overall	31	54	70

Overall	Median	16.5	34	58
	25th %ile	12	29	54
	75th %ile	23	41.5	62
	Minimum	11	26	42
	Maximum	31	54	70

NC English II High School R1 - Cut-Score Summary Report  
Round 1 Summary of Cut Scores

Statistic	Table	Level 3	Level 4	Level 5
Median	1	548	556	563
Median	2	547	555	566
Median	3	549	553	562
Median	Overall	548	556	563
25th %ile	1	547	554	562
25th %ile	2	547	551	561
25th %ile	3	547	551	560
25th %ile	Overall	547	552	562
75th %ile	1	550	559	569
75th %ile	2	550	558	566
75th %ile	3	552	560	566
75th %ile	Overall	549	558	567
Minimum	1	547	552	562
Minimum	2	547	551	558
Minimum	3	547	551	559
Minimum	Overall	547	551	558
Maximum	1	551	560	570
Maximum	2	553	558	567
Maximum	3	553	562	567
Maximum	Overall	553	562	570

Overall	Median	548	556	563
	25th %ile	547	552	562
	75th %ile	549	558	567
	Minimum	547	551	558
	Maximum	553	562	570

# NC English II High School R1 - Round Summary Report impact

## Round 1 Median Bookmark Summary

<b>Table</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
1	15	37	58
2	14	33	61
3	21.5	31	54.5
Overall	16.5	34	58

## Impact Data

	<b>Not Proficient</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Overall	38.9	31.5	20.0	9.6

NC English II High School R2 - Detail Report  
Round 2 Bookmark Placements

Table	Participant	Level 3	Level 4	Level 5
1	1	18	40	56
1	2	16	37	57
1	3	17	34	58
1	4	22	34	59
1	5	16	30	60
2	6	18	41	61
2	7	20	32	58
2	8	21	29	61
2	9	18	31	50
2	10	15	33	62
3	11	27	50	72
3	12	22	28	62
3	13	22	33	58
3	14	20	34	59

Overall	Median	19	33.5	59
	25th %ile	16.75	30.75	57.75
	75th %ile	22	37.75	61.25
	Minimum	15	28	50
	Maximum	27	50	72

NC English II High School R2 - Cut-Score Detail Report  
Round 2 Cut Scores

Table	Participant	Level 3	Level 4	Level 5
1	1	548	557	562
1	2	548	556	562
1	3	548	555	563
1	4	549	555	564
1	5	548	553	565
2	6	548	558	566
2	7	549	554	563
2	8	549	552	566
2	9	548	553	560
2	10	548	555	567
3	11	551	560	573
3	12	549	551	567
3	13	549	555	563
3	14	549	555	564

Overall	Median	548	555	564
	25th %ile	548	553	563
	75th %ile	549	557	566
	Minimum	548	551	560
	Maximum	551	560	573

NC English II High School R2 - Summary Report  
Round 2 Summary of Bookmark Placements

Statistic	Table	Level 3	Level 4	Level 5
Median	1	17	34	58
Median	2	18	32	61
Median	3	22	33.5	60.5
Median	Overall	19	33.5	59
25th %ile	1	16	32	56.5
25th %ile	2	16.5	30	54
25th %ile	3	20.5	29.25	58.25
25th %ile	Overall	16.75	30.75	57.75
75th %ile	1	20	38.5	59.5
75th %ile	2	20.5	37	61.5
75th %ile	3	25.75	46	69.5
75th %ile	Overall	22	37.75	61.25
Minimum	1	16	30	56
Minimum	2	15	29	50
Minimum	3	20	28	58
Minimum	Overall	15	28	50
Maximum	1	22	40	60
Maximum	2	21	41	62
Maximum	3	27	50	72
Maximum	Overall	27	50	72

Overall	Median	19	33.5	59
	25th %ile	16.75	30.75	57.75
	75th %ile	22	37.75	61.25
	Minimum	15	28	50
	Maximum	27	50	72

NC English II High School R2 - Cut-Score Summary Report  
Round 2 Summary of Cut Scores

Statistic	Table	Level 3	Level 4	Level 5
Median	1	548	555	563
Median	2	548	554	566
Median	3	549	555	565
Median	Overall	548	555	564
25th %ile	1	548	554	562
25th %ile	2	548	552	562
25th %ile	3	549	552	563
25th %ile	Overall	548	553	563
75th %ile	1	549	557	565
75th %ile	2	549	556	566
75th %ile	3	551	559	572
75th %ile	Overall	549	557	566
Minimum	1	548	553	562
Minimum	2	548	552	560
Minimum	3	549	551	563
Minimum	Overall	548	551	560
Maximum	1	549	557	565
Maximum	2	549	558	567
Maximum	3	551	560	573
Maximum	Overall	551	560	573

Overall	Median	548	555	564
	25th %ile	548	553	563
	75th %ile	549	557	566
	Minimum	548	551	560
	Maximum	551	560	573

# NC English II High School R2 - Round Summary Report

## impact

### Round 2 Median Bookmark Summary

<b>Table</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
1	17	34	58
2	18	32	61
3	22	33.5	60.5
Overall	19	33.5	59

### Impact Data

	<b>Not Proficient</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Overall	38.9	27.0	26.5	7.6



NC English II High School R3 - Detail Report  
Round 3 Bookmark Placements

Table	Participant	Level 3	Level 4	Level 5
1	1	14	34	56
1	2	21	37	58
1	3	20	34	58
1	4	22	34	58
1	5	17	30	61
2	6	20	33	61
2	7	20	33	58
2	8	21	29	61
2	9	23	33	62
2	10	19	33	58
3	11	46	54	73
3	12	21	28	61
3	13	22	34	61
3	14	19	33	59

Overall	Median	20.5	33	60
	25th %ile	19	32.25	58
	75th %ile	22	34	61
	Minimum	14	28	56
	Maximum	46	54	73

NC English II High School R3 - Cut-Score Detail Report  
Round 3 Cut Scores

Table	Participant	Level 3	Level 4	Level 5
1	1	547	555	562
1	2	549	556	563
1	3	549	555	563
1	4	549	555	563
1	5	548	553	566
2	6	549	555	566
2	7	549	555	563
2	8	549	552	566
2	9	550	555	567
2	10	548	555	563
3	11	559	562	575
3	12	549	551	566
3	13	549	555	566
3	14	548	555	564

Overall	Median	549	555	565
	25th %ile	548	555	563
	75th %ile	549	555	566
	Minimum	547	551	562
	Maximum	559	562	575

NC English II High School R3 - Summary Report  
Round 3 Summary of Bookmark Placements

Statistic	Table	Level 3	Level 4	Level 5
Median	1	20	34	58
Median	2	20	33	61
Median	3	21.5	33.5	61
Median	Overall	20.5	33	60
25th %ile	1	15.5	32	57
25th %ile	2	19.5	31	58
25th %ile	3	19.5	29.25	59.5
25th %ile	Overall	19	32.25	58
75th %ile	1	21.5	35.5	59.5
75th %ile	2	22	33	61.5
75th %ile	3	40	49	70
75th %ile	Overall	22	34	61
Minimum	1	14	30	56
Minimum	2	19	29	58
Minimum	3	19	28	59
Minimum	Overall	14	28	56
Maximum	1	22	37	61
Maximum	2	23	33	62
Maximum	3	46	54	73
Maximum	Overall	46	54	73

Overall	Median	20.5	33	60
	25th %ile	19	32.25	58
	75th %ile	22	34	61
	Minimum	14	28	56
	Maximum	46	54	73

NC English II High School R3 - Cut-Score Summary Report  
Round 3 Summary of Cut Scores

Statistic	Table	Level 3	Level 4	Level 5
Median	1	549	555	563
Median	2	549	555	566
Median	3	549	555	566
Median	Overall	549	555	565
25th %ile	1	548	554	563
25th %ile	2	548	554	563
25th %ile	3	548	552	565
25th %ile	Overall	548	555	563
75th %ile	1	549	556	565
75th %ile	2	549	555	566
75th %ile	3	557	560	573
75th %ile	Overall	549	555	566
Minimum	1	547	553	562
Minimum	2	548	552	563
Minimum	3	548	551	564
Minimum	Overall	547	551	562
Maximum	1	549	556	566
Maximum	2	550	555	567
Maximum	3	559	562	575
Maximum	Overall	559	562	575

Overall	Median	549	555	565
	25th %ile	548	555	563
	75th %ile	549	555	566
	Minimum	547	551	562
	Maximum	559	562	575

# NC English II High School R3 - Round Summary Report

## impact

### Round 3 Median Bookmark Summary

<b>Table</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
1	20	34	58
2	20	33	61
3	21.5	33.5	61
Overall	20.5	33	60

### Impact Data

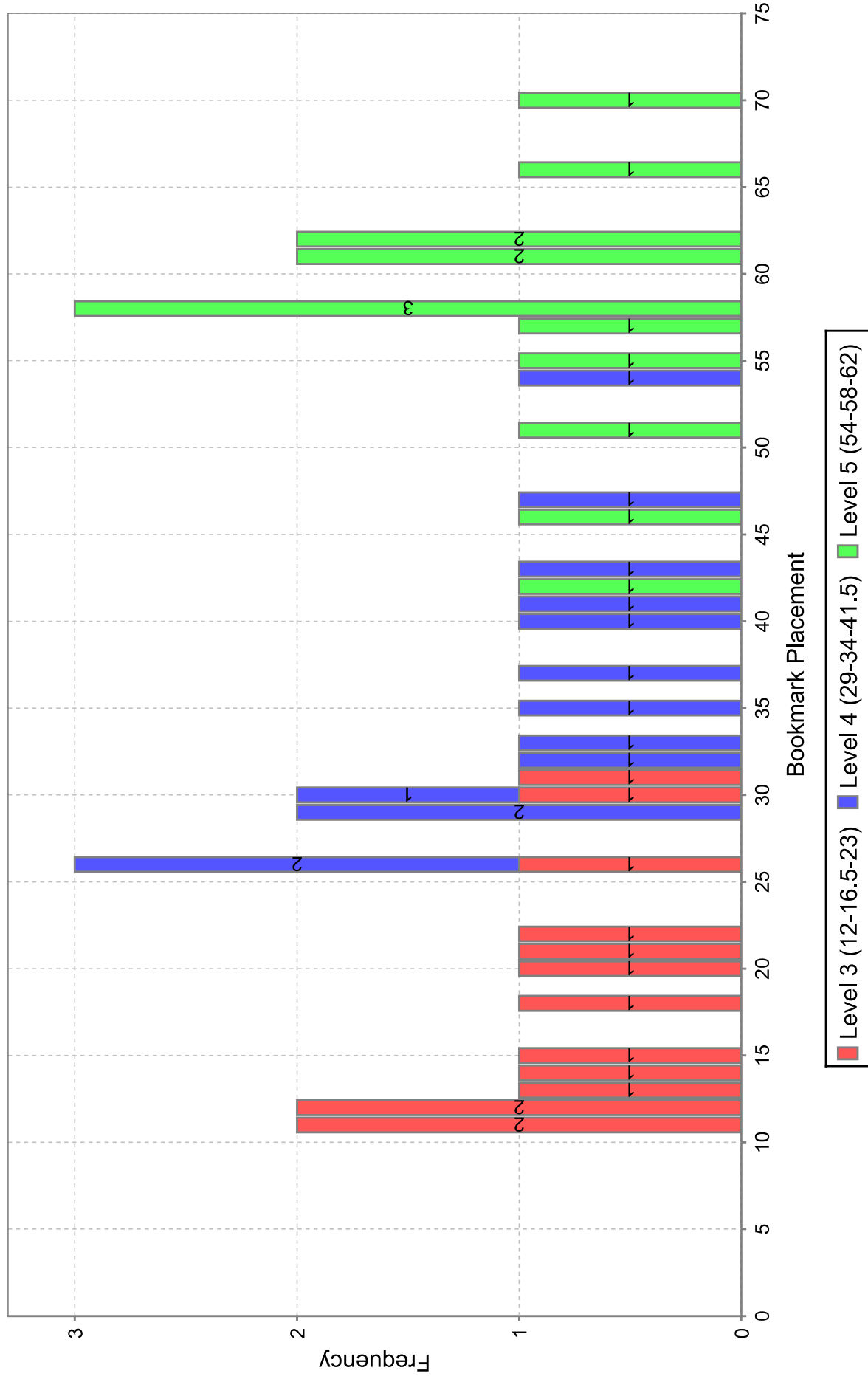
	<b>Not Proficient</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
Overall	42.4	23.5	28.3	5.8

## H

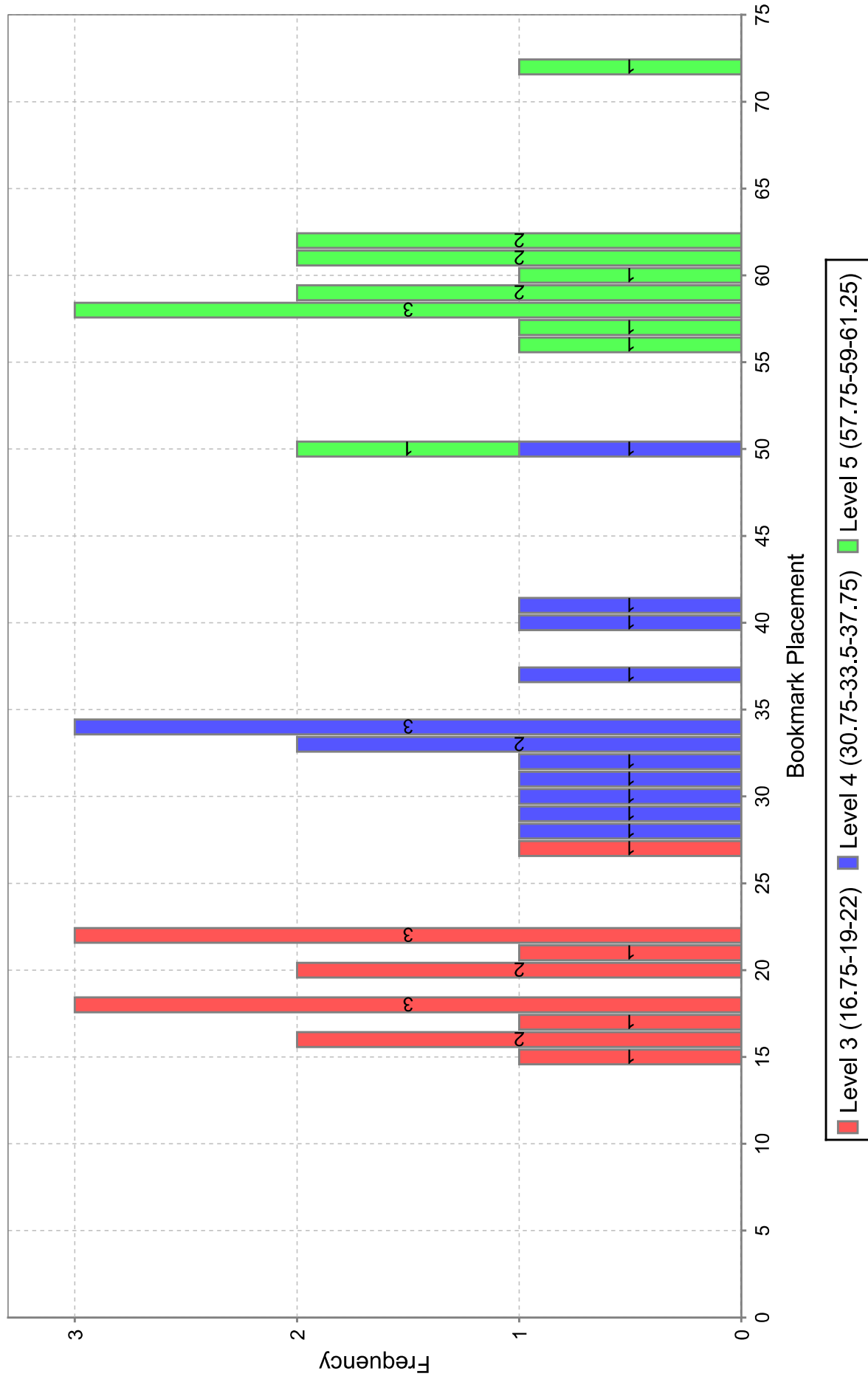
### Graphical Representation of Participants' Judgments

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# North Carolina English II End-of-Course Frequency of Bookmark Placements Round 1

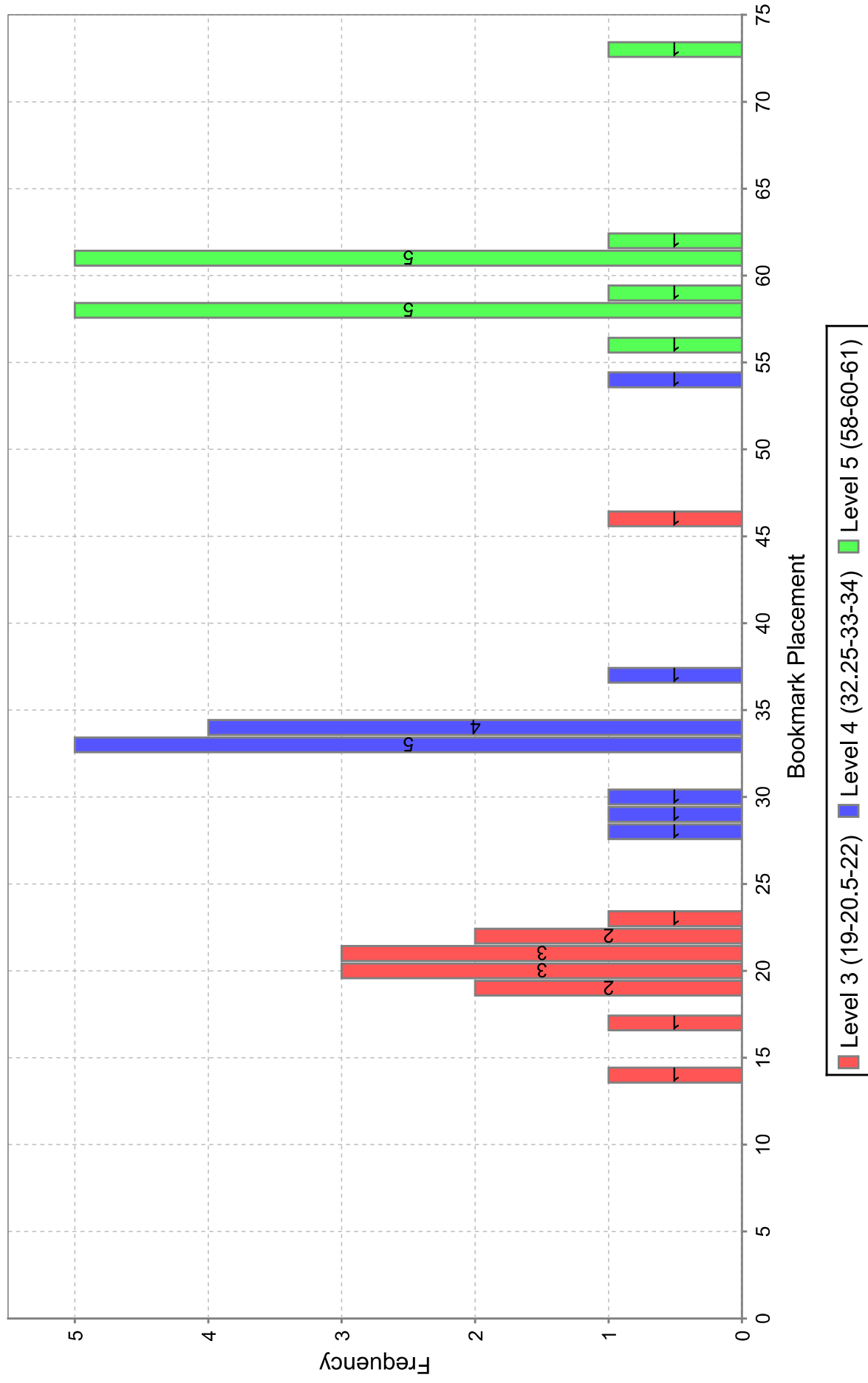


# North Carolina English II End-of-Course Frequency of Bookmark Placements Round 2





# North Carolina English II End-of-Course Frequency of Bookmark Placements Round 3



# I

## Standard Errors Associated with Cut Scores

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## North Carolina English II End-of-Course

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)		1.43	0.95	1.68	
Recommended Cut Point* + 3 SE		553	558	570	+ 3 SE
Percent of Students in Each Level	57.4	20.4	21.2	1.0	
Recommended Cut Point* + 2 SE		551	557	568	+ 2 SE
Percent of Students in Each Level	49.3	24.1	24.4	2.2	
Recommended Cut Point* + 1 SE		550	556	567	+ 1 SE
Percent of Students in Each Level	46.7	23.7	26.6	3.0	
Recommended Cut Point*		549	555	565	Recommended Cut Points*
Percent of Students in Each Level	42.4	23.5	28.3	5.8	
Recommended Cut Point* -1 SE		547	554	563	-1 SE
Percent of Students in Each Level	36.4	25.8	28.2	9.6	
Recommended Cut Point* -2 SE		546	553	562	-2 SE
Percent of Students in Each Level	33.2	24.2	30.9	11.8	
Recommended Cut Point* -3 SE		544	552	560	-3 SE
Percent of Students in Each Level	26.4	28.2	29.1	16.3	

\* Participants' Large Group Medians

## North Carolina English II End-of-Course

### Recommended Cut Points\* Plus/Minus Selected Standard Errors (SEs) of Measurement

Performance Level	Not Proficient	Level 3	Level 4	Level 5	
Standard Error (SE) measurement		3.00	2.00	3.00	
Recommended Cut Point* + 3 SE		558	561	574	+ 3 SE
Percent of Students in Each Level	77.8	8.3	13.8	0.1	
Recommended Cut Point* + 2 SE		555	559	571	+ 2 SE
Percent of Students in Each Level	65.9	14.6	19.0	0.6	
Recommended Cut Point* + 1 SE		552	557	568	+ 1 SE
Percent of Students in Each Level	54.6	18.8	24.4	2.2	
Recommended Cut Point*		549	555	565	Recommended Cut Points*
Percent of Students in Each Level	42.4	23.5	28.3	5.8	
Recommended Cut Point* -1 SE		546	553	562	-1 SE
Percent of Students in Each Level	33.2	24.2	30.9	11.8	
Recommended Cut Point* -2 SE		543	551	559	-2 SE
Percent of Students in Each Level	23.9	25.4	31.2	19.6	
Recommended Cut Point* -3 SE		540	549	556	-3 SE
Percent of Students in Each Level	17.3	25.2	27.9	29.6	

\* Participants' Large Group Medians

## North Carolina English II End-of-Course

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

Performance Level	Not Proficient	Level 3	Level 4	Level 5	
Standard Error (SE) measurement + cutscore		3.32	2.21	3.44	
Recommended Cut Point* + 3 SE		559	562	575	+ 3 SE
Percent of Students in Each Level	80.4	7.8	11.7	0.1	
Recommended Cut Point* + 2 SE		555	560	572	+ 2 SE
Percent of Students in Each Level	65.9	17.8	15.9	0.4	
Recommended Cut Point* + 1 SE		552	557	569	+ 1 SE
Percent of Students in Each Level	54.6	18.8	25.1	1.5	
Recommended Cut Point*		549	555	565	Recommended Cut Points*
Percent of Students in Each Level	42.4	23.5	28.3	5.8	
Recommended Cut Point* -1 SE		545	553	562	-1 SE
Percent of Students in Each Level	29.8	27.6	30.9	11.8	
Recommended Cut Point* -2 SE		542	551	558	-2 SE
Percent of Students in Each Level	21.3	27.9	28.5	22.2	
Recommended Cut Point* -3 SE		539	549	555	-3 SE
Percent of Students in Each Level	14.9	27.6	23.5	34.1	

\* Participants' Large Group Medians

## J

### Participant Evaluations of the Workshop

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## Pre-Workshop Survey for the North Carolina English II Standard Setting

Thank you for participating in the North Carolina End-of-Course English II standard setting!

The purpose of this survey is to (a) document the experience and diversity of standard setting participants, and (b) to learn about factors affecting panelists in a standard setting. By completing this evaluation, you consent to having your responses aggregated with others and used in research. While we need your information to describe the committee in the aggregate, your individual responses will be kept confidential.

\* Required

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

Next



Page 1 of 6



## Pre-Workshop Survey for the North Carolina English II Standard Setting

\* Required

### About Your Experience Before the Workshop

How were you initially contacted about participating in this standard setting? \*

- ☐ Principal
- ☐ Other school administrator
- ☐ District personnel
- ☐ DRC (Data Recognition Corporation)
- ☐ Referral from a teaching staff member
- ☐ North Carolina Department of Education (NCDPI)
- ☐ Other: \_\_\_\_\_



Have you ever attended a standard setting meeting before? \*

- ☐ No, I have not
- ☐ Yes, I have attended, only the 2019 North Carolina Standard Setting
- ☐ Yes, I have attended multiple, including the 2019 North Carolina Standard Setting
- ☐ Yes, I have attended, but not the 2019 North Carolina 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

Do you feel pressured to make recommendations at this standard setting to yield certain kinds of results (e.g., high standards, low standards)? \*

- ☐ Yes
- ☐ No

How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? \*

	No pressure	Slight pressure	Moderate pressure	Extreme pressure
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers outside of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff from the NCDPI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DRC meeting planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DRC facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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"/>

Have you worked with the content standards (i.e., the North Carolina Standard Course of Study) before? \*

☐ Yes

☐ No

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

☐ Yes, in the last week

☐ Yes, before last week

☐ No

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

☐ Yes

☐ No

Back

Next



Page 2 of 6



## Pre-Workshop Survey for the North Carolina English II Standard Setting

\* Required

### About Your Pre-Workshop Knowledge of Standard Setting

What do you envision your role being? \*

Your answer

What is your definition of a "threshold student"? \*

Your answer

What is one thing you are looking forward to as part of this process? \*

Your answer

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

Your answer

Back

Next

Page 3 of 6



## Pre-Workshop Survey for the North Carolina English II Standard Setting

\* Required

### About You and Your Experience

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
- ☐ State department staff
- ☐ Higher education
- ☐ Teacher on special assignment
- ☐ 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

How many years have you been in education? \*

Your answer \_\_\_\_\_

Approximately what percent of your students qualify for free or reduced-price meals? \*

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



What is your ethnicity? \*

- ☐ American Indian / Alaska Native
- ☐ Asian
- ☐ Hawaiian or Pacific Islander
- ☐ Black
- ☐ Hispanic
- ☐ Mixed (Two or more races)
- ☐ Caucasian

What is your gender? \*

- ☐ Female
- ☐ Male

In which community type is your district? \*

- ☐ Rural
- ☐ Urban
- ☐ Suburban

What is the name of your school district? \*

Your answer

Back

Next

Page 4 of 6



## Pre-Workshop Survey for the North Carolina English II Standard Setting

\* Required

### Security Agreements

During the registration process, you agreed to the Security Agreement from the 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 State 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 signing (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.


I have read and agree to the terms of the Security Agreements from the NCDPI and from DRC. \*

☐ Yes

☐ No

Back

Next

 Page 5 of 6



## Pre-Workshop Survey for the North Carolina English II Standard Setting

Thank you!

Thank you for completing this pre-workshop evaluation! The 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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Back

Submit

 Page 6 of 6

**1. How were you initially contacted about participating in this standard setting?**

Response	Frequency	Percent	Mean: 3.64
Principal	4	28.57	
Other school administrator	1	7.14	
District personnel	3	21.43	
DRC -Data Recognition Corporation	0	0.00	
Referral from a teaching staff member	0	0.00	
North Carolina Department of Public Instruction NCDPI	6	42.86	

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

Response	Frequency	Percent	Mean: 1.50
I have not attended a standard setting before.	11	78.57	
Less than 2 years	1	7.14	
2 to 5 years	0	0.00	
Over five years	2	14.29	

**5a. How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? Principal**

Response	Frequency	Percent	Mean: 1.00
No Pressure	14	100.00	
Slight pressure	0	0.00	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	

**2. Have you ever attended a standard setting meeting before?**

Response	Frequency	Percent	Mean: 1.36
No I have not	11	78.57	
Yes I have attended only the 2019 North Carolina Standard setting	1	7.14	
Yes I have attended but not the 2019 North Carolina Standard setting	2	14.29	





**4. Do you feel pressured to make recommendations at this standard setting to yield certain kinds of results?**

Response	Frequency	Percent	Mean: 2.00
Yes	0	0.00	
No	14	100.00	





**5b. How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? Other School administrator**

Response	Frequency	Percent	Mean: 1.00
No Pressure	14	100.00	
Slight pressure	0	0.00	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	





**5c. How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? Other teachers in your school**

Response	Frequency	Percent	Mean: 1.00
No Pressure	14	100.00	
Slight pressure	0	0.00	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	





**5e. How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? Other teachers outside of your school**

Response	Frequency	Percent	Mean: 1.00
No Pressure	14	100.00	
Slight pressure	0	0.00	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	





**5g. How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? DRC meeting planning**

Response	Frequency	Percent	Mean: 1.00
No Pressure	14	100.00	
Slight pressure	0	0.00	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	





**6a. Learning what is needed to make cut-score decisions**

Response	Frequency	Percent	Mean: 3.14
Not Confident	0	0.00	
Somewhat Confident	3	21.43	
Mostly Confident	6	42.86	
Very Confident	5	35.71	





**5d. How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? District personnel**

Response	Frequency	Percent	Mean: 1.00
No Pressure	14	100.00	
Slight pressure	0	0.00	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	





**5f. How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? Staff from the NCDPI**

Response	Frequency	Percent	Mean: 1.07
No Pressure	13	92.86	
Slight pressure	1	7.14	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	





**5h. How much pressure, if any, do you feel from people in these roles to make particular recommendations at this standard setting? DRC facilitator**

Response	Frequency	Percent	Mean: 1.00
No Pressure	14	100.00	
Slight pressure	0	0.00	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	





**6b. Learning the statistical processes needed to make these decisions**

Response	Frequency	Percent	Mean: 2.86
Not Confident	1	7.14	
Somewhat Confident	4	28.57	
Mostly Confident	5	35.71	
Very Confident	4	28.57	





**6c. Making cut-score decisions**

Response	Frequency	Percent	Mean: 2.93
Not Confident	0	0.00	
Somewhat Confident	3	21.43	
Mostly Confident	9	64.29	
Very Confident	2	14.29	





**6e. Tuning out all preconceived notions and focus on training**

Response	Frequency	Percent	Mean: 3.50
Not Confident	0	0.00	
Somewhat Confident	1	7.14	
Mostly Confident	5	35.71	
Very Confident	8	57.14	





**6g. Setting aside any preconceptions**

Response	Frequency	Percent	Mean: 3.64
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	5	35.71	
Very Confident	9	64.29	





**7a. I feel confident in sharing my thoughts and opinions**

Response	Frequency	Percent	Mean: 1.21
Disagree	0	0.00	
Slightly Disagree	0	0.00	
Slightly Agree	3	21.43	
Agree	11	78.57	





**7c. I let others talk**

Response	Frequency	Percent	Mean: 1.14
Disagree	0	0.00	
Slightly Disagree	0	0.00	
Slightly Agree	2	14.29	
Agree	12	85.71	





**6d. Making a cut-score decision regardless of another panelist's opinion**

Response	Frequency	Percent	Mean: 3.07
Not Confident	0	0.00	
Somewhat Confident	4	28.57	
Mostly Confident	5	35.71	
Very Confident	5	35.71	





**6f. Speaking up and asking questions when needed**

Response	Frequency	Percent	Mean: 3.64
Not Confident	0	0.00	
Somewhat Confident	1	7.14	
Mostly Confident	3	21.43	
Very Confident	10	71.43	





**6h. Setting aside other agendas and focusing on the current meeting**

Response	Frequency	Percent	Mean: 3.86
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	2	14.29	
Very Confident	12	85.71	

**7b. I am usually the quiet one**





Response	Frequency	Percent	Mean: 2.57
Disagree	3	21.43	
Slightly Disagree	5	35.71	
Slightly Agree	3	21.43	
Agree	3	21.43	

**7d. I tend to lead**





Response	Frequency	Percent	Mean: 2.43
Disagree	1	7.14	
Slightly Disagree	5	35.71	
Slightly Agree	7	50.00	
Agree	1	7.14	






**7e. I like to listen and not speak**

Response	Frequency	Percent	Mean: 2.79
Disagree	3	21.43	
Slightly Disagree	6	42.86	
Slightly Agree	4	28.57	
Agree	1	7.14	










**7g. I keep an open mind and wait for all information to be presented before making my decisions**

Response	Frequency	Percent	Mean: 1.07
Disagree	0	0.00	
Slightly Disagree	0	0.00	
Slightly Agree	1	7.14	
Agree	13	92.86	





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

Response	Frequency	Percent	Mean: 1.79
Yes in the last week	7	50.00	
Yes before last week	3	21.43	
No	4	28.57	



**15. What is your current position?**

Response	Frequency	Percent	Mean: 1.43
General education teacher	10	71.43	
Special education teacher	3	21.43	
ELL teacher	0	0.00	
Curriculum staff	1	7.14	
District assessment staff	0	0.00	
State department staff	0	0.00	
Higher education	0	0.00	
Teacher on special assignment	0	0.00	
Administrator	0	0.00	



**7f. I am good at listening to people even if I disagree**

Response	Frequency	Percent	Mean: 1.29
Disagree	1	7.14	
Slightly Disagree	0	0.00	
Slightly Agree	1	7.14	
Agree	12	85.71	







**8. Have you worked with the content standards (i.e., the North Carolina Standard Course of Study) before?**

Response	Frequency	Percent	Mean: 1.07
Yes	13	92.86	
No	1	7.14	






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

Response	Frequency	Percent	Mean: 1.00
Yes	14	100.00	
No	0	0.00	



**16. What is your educational setting?**

Response	Frequency	Percent	Mean: 2.86
Elementary school	0	0.00	
Middle school or 2 junior high school		14.29	
High school	12	85.71	
Higher education	0	0.00	
K-8 school	0	0.00	
6-12 school	0	0.00	



**18. Approximately what percent of your students qualify for free or reduced-price meals?**

Response	Frequency	Percent	Mean: 3.21
0-25%	2	14.29	
26%-50%	2	14.29	
51%-75%	3	21.43	
76%-100%	5	35.71	
Unknown or not applicable	2	14.29	








**20. What is your gender?**

Response	Frequency	Percent	Mean: 1.21
Female	11	78.57	
Male	3	21.43	




**23. I have read and agree to the terms of the Security Agreements from the NCDPI and from DRC.**

Response	Frequency	Percent	Mean: 1.00
Yes	14	100.00	
No	0	0.00	

**19. What is your ethnicity?**

Response	Frequency	Percent	Mean: 6.14
American Indian / Alaska Native	0	0.00	
Asian	0	0.00	
Hawaiian or Pacific Islander	0	0.00	
Black	3	21.43	
Hispanic	0	0.00	
Mixed -Two or more races	3	21.43	
Caucasian	8	57.14	

**21. In which community type is your district?**

Response	Frequency	Percent	Mean: 1.71
Rural	8	57.14	
Urban	2	14.29	
Suburban	4	28.57	



## Bookmark Kiosk

North Carolina End-of-Course English II Standard Setting

\* Required

Round \*

- ☐ 1
- ☐ 2
- ☐ 3

Breakout Group \*

- ☐ 1
- ☐ 2
- ☐ 3

Participant Number \*

Your answer

### Level 3 Bookmark

The Level 3 cut score separates Level 2 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



## Bookmark Kiosk

\* Required

### 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I considered the content standards when placing my bookmarks.

☐☐☐☐

I considered the test items when placing my bookmarks.

☐☐☐☐

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

☐☐☐☐

Personal experience working with students

☐☐☐☐

Definition of threshold student

☐☐☐☐

State content standards

☐☐☐☐

Test items

☐☐☐☐



Personal  
experience  
teaching the  
content at this  
grade level

☐☐☐☐

Possibility of not  
meeting  
standards in my  
school or district

☐☐☐☐

I felt strongly  
about my  
placements.

☐☐☐☐

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

Your answer

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

Back

Submit

## Post Round 1

### 1. I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.57
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	6	42.86	<div><div></div></div>
Strongly Agree	8	57.14	<div><div></div></div>

### 3. I considered the threshold students when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	2	14.29	<div><div></div></div>
Strongly Agree	12	85.71	<div><div></div></div>

### 5. I considered the content standards when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	7.14	<div><div></div></div>
Strongly Agree	13	92.86	<div><div></div></div>

### 7. Opinion of fellow panelists

Response	Frequency	Percent	Mean: 1.50
Not influential	11	78.57	<div><div></div></div>
Somewhat influential	1	7.14	<div><div></div></div>
Influential	0	0.00	<div><div></div></div>
Very influential	2	14.29	<div><div></div></div>

### 9. Definition of threshold student

Response	Frequency	Percent	Mean: 3.93
Not influential	0	0.00	<div><div></div></div>
Somewhat influential	0	0.00	<div><div></div></div>
Influential	1	7.14	<div><div></div></div>
Very influential	13	92.86	<div><div></div></div>

### 2. I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	3	21.43	<div><div></div></div>
Strongly Agree	11	78.57	<div><div></div></div>

### 4. Discussing the threshold students helped me place my bookmarks.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	2	14.29	<div><div></div></div>
Strongly Agree	12	85.71	<div><div></div></div>

### 6. I considered the test items when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	7.14	<div><div></div></div>
Strongly Agree	13	92.86	<div><div></div></div>

### 8. Personal experience working with students

Response	Frequency	Percent	Mean: 3.36
Not influential	0	0.00	<div><div></div></div>
Somewhat influential	2	14.29	<div><div></div></div>
Influential	5	35.71	<div><div></div></div>
Very influential	7	50.00	<div><div></div></div>

### 10 State content standards

Response	Frequency	Percent	Mean: 3.93
Not influential	0	0.00	<div><div></div></div>
Somewhat influential	0	0.00	<div><div></div></div>
Influential	1	7.14	<div><div></div></div>
Very influential	13	92.86	<div><div></div></div>

**11. Test items**

Response	Frequency	Percent	Mean: 3.79
Not influential	0	0.00	
Somewhat influential	0	0.00	
Influential	3	21.43	
Very influential	11	78.57	

**13. Possibility of not meeting standards in my school or district**

Response	Frequency	Percent	Mean: 1.64
Not influential	10	71.43	
Somewhat influential	1	7.14	
Influential	1	7.14	
Very influential	2	14.29	

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

Response	Frequency	Percent	Mean: 6.07
1	1	7.14	
2	0	0.00	
3	0	0.00	
4	2	14.29	
5	2	14.29	
6	2	14.29	
7	2	14.29	
8	5	35.71	
9	0	0.00	
10	0	0.00	

**12. Personal experience teaching the content at this grade level**

Response	Frequency	Percent	Mean: 3.43
Not influential	1	7.14	
Somewhat influential	0	0.00	
Influential	5	35.71	
Very influential	8	57.14	

**14. I felt strongly about my placements**

Response	Frequency	Percent	Mean: 2.93
Not influential	0	0.00	
Somewhat influential	4	28.57	
Influential	7	50.00	
Very influential	3	21.43	



## Bookmark Kiosk

\* Required

### 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.

☐☐☐☐

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

☐☐☐☐

Personal  
experience  
working with  
students

☐☐☐☐

Definition of  
threshold  
student

☐☐☐☐

Benchmarks

☐☐☐☐

State content  
standards

☐☐☐☐

Test items

☐☐☐☐

Personal  
experience  
teaching the  
content at this  
grade level

☐☐☐☐

Possibility of not  
meeting  
standards in my  
school or district

☐☐☐☐

Discussion with  
my breakout  
group

☐☐☐☐

I felt strongly  
about my  
placements.

☐☐☐☐

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

Your answer

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

☐☐☐☐☐☐☐☐☐☐☐

Very confident

Back

Submit

## Post Round 2

### 1. I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	2	14.29	<div><div></div></div>
Strongly Agree	12	85.71	<div><div></div></div>

### 2. I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	2	14.29	<div><div></div></div>
Strongly Agree	12	85.71	<div><div></div></div>

### 3. I considered the threshold students when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	2	14.29	<div><div></div></div>
Strongly Agree	12	85.71	<div><div></div></div>

### 4. There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	2	14.29	<div><div></div></div>
Strongly Agree	12	85.71	<div><div></div></div>

### 5. Discussing my Round 1 bookmarks with my breakout group was helpful.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	7.14	<div><div></div></div>
Strongly Agree	13	92.86	<div><div></div></div>

### 6. Opinion of fellow panelists

Response	Frequency	Percent	Mean: 2.71
Not influential	0	0.00	<div><div></div></div>
Somewhat influential	6	42.86	<div><div></div></div>
Influential	6	42.86	<div><div></div></div>
Very influential	2	14.29	<div><div></div></div>

### 7. Personal experience working with students

Response	Frequency	Percent	Mean: 3.43
Not influential	0	0.00	<div><div></div></div>
Somewhat influential	0	0.00	<div><div></div></div>
Influential	8	57.14	<div><div></div></div>
Very influential	6	42.86	<div><div></div></div>

### 8. Definition of threshold student

Response	Frequency	Percent	Mean: 3.57
Not influential	0	0.00	<div><div></div></div>
Somewhat influential	1	7.14	<div><div></div></div>
Influential	4	28.57	<div><div></div></div>
Very influential	9	64.29	<div><div></div></div>

### 9. Benchmarks

Response	Frequency	Percent	Mean: 3.21
Not influential	0	0.00	<div><div></div></div>
Somewhat influential	4	28.57	<div><div></div></div>
Influential	3	21.43	<div><div></div></div>
Very influential	7	50.00	<div><div></div></div>

### 10. State content standards

Response	Frequency	Percent	Mean: 3.79
Not influential	0	0.00	<div><div></div></div>
Somewhat influential	1	7.14	<div><div></div></div>
Influential	1	7.14	<div><div></div></div>
Very influential	12	85.71	<div><div></div></div>

### 11. Test items

Response	Frequency	Percent	Mean: 3.79
Not influential	0	0.00	<div></div>
Somewhat influential	0	0.00	<div></div>
Influential	3	21.43	<div></div>
Very influential	11	78.57	<div></div>

### 13. Possibility of not meeting standards in my school or district

Response	Frequency	Percent	Mean: 1.64
Not influential	9	64.29	<div></div>
Somewhat influential	3	21.43	<div></div>
Influential	0	0.00	<div></div>
Very influential	2	14.29	<div></div>

### 15. I felt strongly about my placements

Response	Frequency	Percent	Mean: 3.29
Not influential	0	0.00	<div></div>
Somewhat influential	3	21.43	<div></div>
Influential	4	28.57	<div></div>
Very influential	7	50.00	<div></div>

### 12. Personal experience teaching the content at this grade level

Response	Frequency	Percent	Mean: 3.07
Not influential	1	7.14	<div></div>
Somewhat influential	3	21.43	<div></div>
Influential	4	28.57	<div></div>
Very influential	6	42.86	<div></div>

### 14. Discussion with my breakout group

Response	Frequency	Percent	Mean: 3.29
Not influential	0	0.00	<div></div>
Somewhat influential	2	14.29	<div></div>
Influential	6	42.86	<div></div>
Very influential	6	42.86	<div></div>

### 16. How confident did you feel when placing your Round 2 bookmarks?

Response	Frequency	Percent	Mean: 8.14
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	7.14	<div></div>
7	3	21.43	<div></div>
8	3	21.43	<div></div>
9	7	50.00	<div></div>
10	0	0.00	<div></div>





## Bookmark Kiosk

\* Required

### 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 make my judgments.	<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.

☐☐☐☐

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

☐☐☐☐

Personal experience working with students

☐☐☐☐

Definition of threshold student

☐☐☐☐

Percent of students classified in each achievement level (impact data)

☐☐☐☐

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"/>
Personal experience teaching the content at this grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possibility of not meeting standards in my school or district	<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"/>
I felt strongly about my placements.	<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

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	<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

Back

Submit

## Post Round 3

### 1. I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

### 3. I considered the threshold students when making my judgments.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	13	92.86	

### 5. The committee-wide discussion was helpful.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	0	0.00	
Strongly Agree	13	92.86	

### 7. Personal experience working with students

Response	Frequency	Percent	Mean: 3.43
Not influential	0	0.00	
Somewhat influential	0	0.00	
Influential	8	57.14	
Very influential	6	42.86	

### 9. Percent of students classified in each achievement level (impact data)

Response	Frequency	Percent	Mean: 2.43
Not influential	2	14.29	
Somewhat influential	7	50.00	
Influential	2	14.29	
Very influential	3	21.43	

### 2. I had enough time to make my judgments.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	14	100.00	

### 4. There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	13	92.86	

### 6. Opinion of fellow panelists

Response	Frequency	Percent	Mean: 3.14
Not influential	0	0.00	
Somewhat influential	4	28.57	
Influential	4	28.57	
Very influential	6	42.86	

### 8. Definition of threshold student

Response	Frequency	Percent	Mean: 3.86
Not influential	0	0.00	
Somewhat influential	0	0.00	
Influential	2	14.29	
Very influential	12	85.71	

### 10. State content standards

Response	Frequency	Percent	Mean: 3.86
Not influential	0	0.00	
Somewhat influential	0	0.00	
Influential	2	14.29	
Very influential	12	85.71	

**11. Test items**

Response	Frequency	Percent	Mean: 3.79
Not influential	0	0.00	
Somewhat influential	0	0.00	
Influential	3	21.43	
Very influential	11	78.57	

**13. Possibility of not meeting standards in my school or district**

Response	Frequency	Percent	Mean: 1.57
Not influential	10	71.43	
Somewhat influential	2	14.29	
Influential	0	0.00	
Very influential	2	14.29	

**15. I felt strongly about my placements**

Response	Frequency	Percent	Mean: 3.57
Not influential	0	0.00	
Somewhat influential	0	0.00	
Influential	6	42.86	
Very influential	8	57.14	

**12. Personal experience teaching the content at this grade level**

Response	Frequency	Percent	Mean: 3.07
Not influential	2	14.29	
Somewhat influential	1	7.14	
Influential	5	35.71	
Very influential	6	42.86	

**14. Discussions with the whole committee**

Response	Frequency	Percent	Mean: 3.36
Not influential	0	0.00	
Somewhat influential	2	14.29	
Influential	5	35.71	
Very influential	7	50.00	

**16. How confident did you feel when placing your Round 3 bookmarks?**

Response	Frequency	Percent	Mean: 8.57
1	0	0.00	
2	0	0.00	
3	1	7.14	
4	0	0.00	
5	0	0.00	
6	0	0.00	
7	0	0.00	
8	5	35.71	
9	3	21.43	
10	5	35.71	



## Post-Workshop Evaluation for the North Carolina English II Standard Setting

Thank you again for participating in the North Carolina End-of-Course English II standard setting!

The purpose of this evaluation is (a) to document the level of satisfaction among standard setting panelists with the process and recommendations, and (b) to learn about factors affecting panelists in a standard setting. Your opinions and comments are important, as they will provide a basis for judging the quality of this process. By completing this evaluation, you consent to your responses being aggregated with others and used in research. Your name will not be associated with your responses.

Please do not put your name on this form. While we need the information to examine various steps in the process, we want your comments to remain anonymous. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

\* Required

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 Round 3 recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had enough time to discuss the Round 3 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 achievement 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The descriptions of the threshold students were useful during the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying the test items was useful during the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The item maps were useful during the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The impact data were useful during the process.	<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
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"/>
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"/>

Next



Page 1 of 4



## Post-Workshop Evaluation for the North Carolina English II Standard Setting

\* Required

### About the Recommendations

Please indicate your overall level of confidence in recommending the cut scores for each achievement level. \*

	Not Confident	Partially Confident	Confident	Very Confident
Level 3 cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level 4 cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level 5 cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate whether you believe the committee's recommended cut scores are too low, too high, or just right. \*

For this question, consider the committee's final recommendations, even if your own recommended cut scores were different.

	Much too low	A bit too low	Just right	A bit too high	Much too high
Level 3 cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level 4 cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level 5 cut score	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back

Next

Page 2 of 4



## Post-Workshop Evaluation for the North Carolina English II Standard Setting

\* Required

### 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

What is your definition of a "threshold student"? \*

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"/>
Turning 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"/>

Did you feel pressured to make recommendations at this standard setting to yield certain kinds of results (e.g., high standards, low standards)? \*

☐ Yes

☐ No

How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? \*

	No pressure	Slight pressure	Moderate pressure	Extreme pressure
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers outside of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff from the NCDPI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DRC meeting planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DRC facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Back

Next

Page 3 of 4



## Post-Workshop Evaluation for the North Carolina English II Standard Setting

### Thank you!

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

### Remember to return your physical materials!

To be eligible for the workshop stipend, you must return the materials that were sent to you before the workshop by DRC. Your packet contains a postage-paid envelope to return your materials. Details about this process are contained on the cover letter contained in your packet. If you have questions about this process, please contact [standardsetting@datarecognitioncorp.com](mailto:standardsetting@datarecognitioncorp.com) after the workshop.

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

---

Back

Submit

Page 4 of 4



**1. I had enough time to review the Round 3 recommendations.**

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	2	14.29	
Strongly Agree	11	78.57	

**2. I had enough time to discuss the Round 3 recommendations with my fellow panelists.**

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	3	21.43	
Agree	1	7.14	
Strongly Agree	10	71.43	

**3. The achievement standards represent a reasonable profile of achievement at each level.**

Response	Frequency	Percent	Mean: 3.64
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	35.71	
Strongly Agree	9	64.29	

**4. The achievement level descriptors (ALDs) were useful during the process.**

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

**5. The descriptions of the threshold students were useful during the process.**

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	14.29	
Strongly Agree	12	85.71	

**6. Studying the test items was useful during the process.**

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	13	92.86	

**7. The item maps were useful during the process.**

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	13	92.86	

**8. The impact data were useful during the process.**

Response	Frequency	Percent	Mean: 3.43
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	6	42.86	
Strongly Agree	7	50.00	

**9. During the workshop, my opinions were considered.**

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	14	100.00	

**10. My opinions were valued by my group.**

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	14	100.00	

**11. My group's work was reflected in the presentation of recommendations.**

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	14	100.00	<div></div>

**13. Overall, I valued the workshop as a professional development experience.**

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	1	7.14	<div></div>
Strongly Agree	13	92.86	<div></div>

**15. I was satisfied with the facilitator who worked with my breakout room.**

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	1	7.14	<div></div>
Strongly Agree	13	92.86	<div></div>

**17. I was satisfied with other DRC staff members I worked with.**

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	14	100.00	<div></div>

**19. Level of confidence you had in recommending the Level 4 cut score**

Response	Frequency	Percent	Mean: 3.64
Not Confident	0	0.00	<div></div>
Partially Confident	0	0.00	<div></div>
Confident	5	35.71	<div></div>
Very Confident	9	64.29	<div></div>

**12. The facilitator provided clear instructions.**

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	14	100.00	<div></div>

**14. I was satisfied with the facilitator who led the main training sessions.**

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	14	100.00	<div></div>

**16. I was satisfied with the DRC content expert who worked with my group.**

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	1	7.14	<div></div>
Strongly Agree	13	92.86	<div></div>

**18. Level of confidence you had in recommending the Level 3 cut score**






Response	Frequency	Percent	Mean: 3.14
Not Confident	0	0.00	<div></div>
Partially Confident	2	14.29	<div></div>
Confident	8	57.14	<div></div>
Very Confident	4	28.57	<div></div>

**20. Level of confidence you had in recommending the Level 5 cut score**






Response	Frequency	Percent	Mean: 3.36
Not Confident	0	0.00	<div></div>
Partially Confident	3	21.43	<div></div>
Confident	3	21.43	<div></div>
Very Confident	8	57.14	<div></div>







**21. Level 3 cut score**

Response	Frequency	Percent	Mean: 3.14
Much too low	0	0.00	
A bit too low	1	7.14	
Just right	10	71.43	
A bit too high	3	21.43	
Much too high	0	0.00	





**23. Level 5 cut score**

Response	Frequency	Percent	Mean: 3.36
Much too low	0	0.00	
A bit too low	0	0.00	
Just right	10	71.43	
A bit too high	3	21.43	
Much too high	1	7.14	





**27. Learning the statistical processes needed to make these decisions**

Response	Frequency	Percent	Mean: 2.57
Not Confident	1	7.14	
Somewhat Confident	6	42.86	
Mostly Confident	5	35.71	
Very Confident	2	14.29	






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

Response	Frequency	Percent	Mean: 3.57
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	6	42.86	
Very Confident	8	57.14	





**31. Speaking up and asking questions when needed**

Response	Frequency	Percent	Mean: 3.86
Not Confident	0	0.00	
Somewhat Confident	1	7.14	
Mostly Confident	0	0.00	
Very Confident	13	92.86	





**22. Level 4 cut score**

Response	Frequency	Percent	Mean: 3.00
Much too low	0	0.00	
A bit too low	0	0.00	
Just right	14	100.00	
A bit too high	0	0.00	
Much too high	0	0.00	





**26. Learning what is needed to make cut-score decisions**

Response	Frequency	Percent	Mean: 3.50
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	7	50.00	
Very Confident	7	50.00	





**28. Making cut-score decisions**

Response	Frequency	Percent	Mean: 3.43
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	8	57.14	
Very Confident	6	42.86	

**30. Tuning out all preconceived notions and focus on training**

Response	Frequency	Percent	Mean: 3.64
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	5	35.71	
Very Confident	9	64.29	

**32. Setting aside any preconceptions**

Response	Frequency	Percent	Mean: 3.79
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	3	21.43	
Very Confident	11	78.57	

**33. Setting aside other agendas and focusing on the current meeting**

Response	Frequency	Percent	Mean: 4.00
Not Confident	0	0.00	<input type="text"/>
Somewhat Confident	0	0.00	<input type="text"/>
Mostly Confident	0	0.00	<input type="text"/>
Very Confident	14	100.00	<input type="text"/>

**35. How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? Principal**

Response	Frequency	Percent	Mean: 1.00
No pressure	14	100.00	<input type="text"/>
Slight pressure	0	0.00	<input type="text"/>
Moderate pressure	0	0.00	<input type="text"/>
Extreme pressure	0	0.00	<input type="text"/>

**37. How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? Other teachers in your school**

Response	Frequency	Percent	Mean: 1.00
No pressure	14	100.00	<input type="text"/>
Slight pressure	0	0.00	<input type="text"/>
Moderate pressure	0	0.00	<input type="text"/>
Extreme pressure	0	0.00	<input type="text"/>

**39. How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? Other teachers outside of your school**

Response	Frequency	Percent	Mean: 1.00
No pressure	14	100.00	<input type="text"/>
Slight pressure	0	0.00	<input type="text"/>
Moderate pressure	0	0.00	<input type="text"/>
Extreme pressure	0	0.00	<input type="text"/>

**34. Did you feel pressured to make recommendations at this standard setting to yield certain kinds of results (e.g., high standards, low standards)?**

Response	Frequency	Percent	Mean: 0.00
Yes	0	0.00	<input type="text"/>
No	14	100.00	<input type="text"/>

**36. How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? Other school administrator**

Response	Frequency	Percent	Mean: 1.00
No pressure	14	100.00	<input type="text"/>
Slight pressure	0	0.00	<input type="text"/>
Moderate pressure	0	0.00	<input type="text"/>
Extreme pressure	0	0.00	<input type="text"/>





**38. How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? District personnel**

Response	Frequency	Percent	Mean: 1.00
No pressure	14	100.00	<input type="text"/>
Slight pressure	0	0.00	<input type="text"/>
Moderate pressure	0	0.00	<input type="text"/>
Extreme pressure	0	0.00	<input type="text"/>




**40. How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? Staff from the NCDPI**

Response	Frequency	Percent	Mean: 1.00
No pressure	14	100.00	<input type="text"/>
Slight pressure	0	0.00	<input type="text"/>
Moderate pressure	0	0.00	<input type="text"/>
Extreme pressure	0	0.00	<input type="text"/>

**41. How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? DRC meeting planning**

Response	Frequency	Percent	Mean: 1.00
No pressure	14	100.00	
Slight pressure	0	0.00	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	

**42. How much pressure, if any, did you feel from people in these roles to make particular recommendations at this standard setting? DRC facilitator**

Response	Frequency	Percent	Mean: 1.07
No pressure	13	92.86	
Slight pressure	1	7.14	
Moderate pressure	0	0.00	
Extreme pressure	0	0.00	