



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

North Carolina EXTEND1 Reading and Science Assessments

Standard Setting 2021 Final Technical Report

Prepared for the
North Carolina Department of Public Instruction

Data Recognition Corporation
Maple Grove, MN 55311



Table of Contents

A. Executive Summary	1
B. Standard Setting Methodology and Recommendations	5
C. Agenda.....	29
D. Training Presentation and Materials	56
E. Achievement Level Descriptors (ALDs)	116
F. Detailed Reports of Participants' Judgments	147
G. Graphical Representation of Participants' Judgments	177
H. Participant Evaluations of the Workshop	205

A

Executive Summary

NCEXTEND1 Reading and Science Standard Setting

Executive Summary

On July 12–16, 2021, a committee of 48 North Carolina educators participated in a standard setting for the North Carolina tests of NCEXTEND1 Reading in grades 3–8 and English II; and NCEXTEND1 Science in grades 5, 8, and Biology. The goal of the workshop was to identify cut scores that divide students into three achievement levels: *Not Proficient* through *Level 4*.

Tables 1–2 show the recommended cut scores (in terms of scale score) and associated impact data from the standard setting. Impact data are the percentages of students who would be classified in each achievement level on the spring 2021 administration of the assessments if the recommended cut scores were implemented. Figures 1–2 show the graphical representations of the associated impact data for each test.

Table 1. Recommended Cut Scores and Associated Impact Data for NCEXTEND1 Reading

Test	Grade	Recommended Cut Scores		Percent of Students in Each Achievement Level Based on Recommended Cut Scores		
		<i>Level 3</i>	<i>Level 4</i>	<i>Not Proficient</i>	<i>Level 3</i>	<i>Level 4</i>
NCEXTEND1 Reading	3	433	444	58.6%	30.1%	11.3%
	4	443	454	64.0%	28.8%	7.2%
	5	452	463	55.9%	35.5%	8.6%
	6	463	474	57.7%	31.5%	10.8%
	7	473	483	57.8%	31.8%	10.5%
	8	483	494	60.1%	33.0%	6.9%
	English II	494	505	62.4%	32.3%	5.2%

Table 2. Recommended Cut Scores and Associated Impact Data for NCEXTEND1 Science

Test	Grade	Recommended Cut Scores		Percent of Students in Each Achievement Level Based on Recommended Cut Scores		
		<i>Level 3</i>	<i>Level 4</i>	<i>Not Proficient</i>	<i>Level 3</i>	<i>Level 4</i>
NCEXTEND1 Science	5	449	460	43.1%	36.4%	20.6%
	8	478	490	40.0%	42.9%	17.1%
	Biology	489	502	41.8%	45.5%	12.7%

Figure 1. NCEXTEND1 Reading Impact Data Associated with Recommended Cut Scores

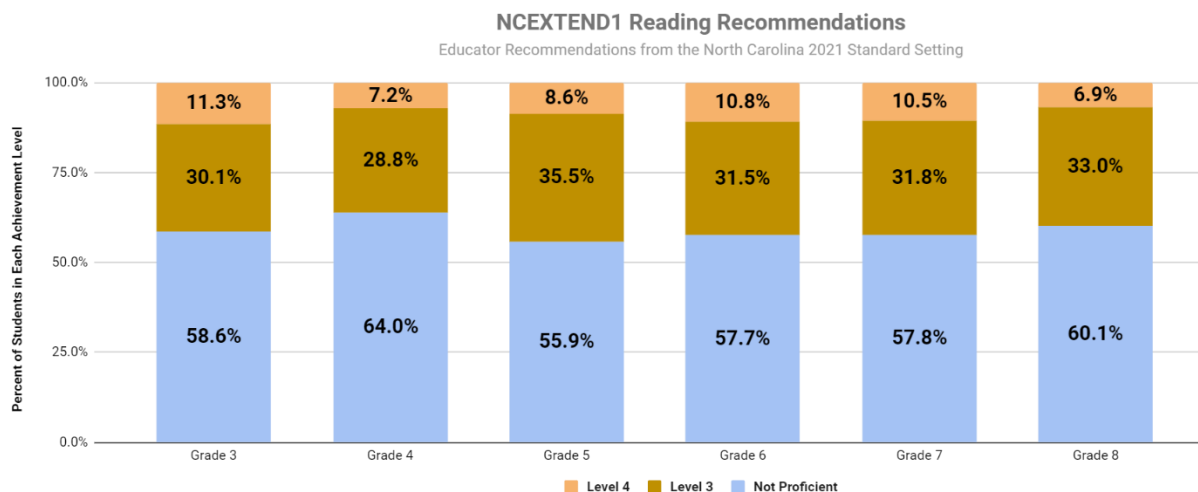
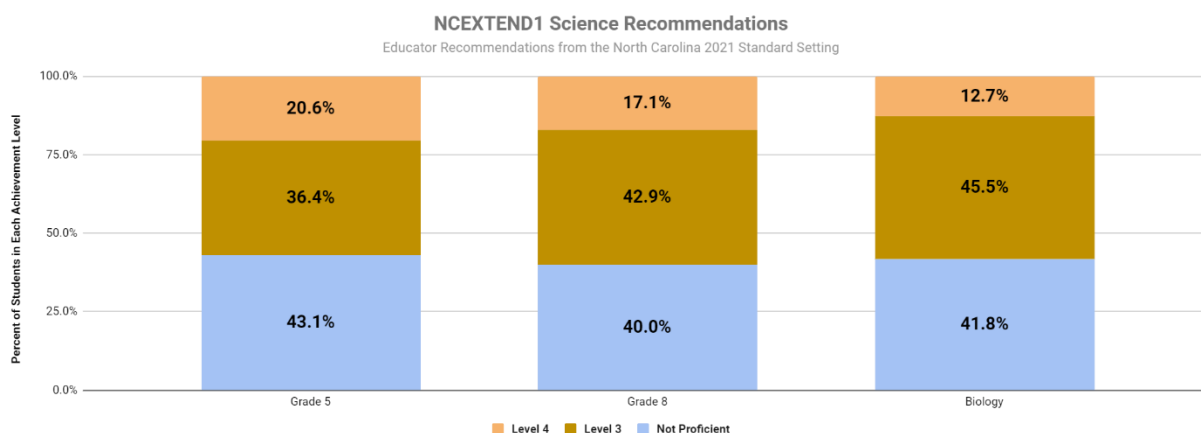


Figure 2. NCEXTEND1 Science Impact Data Associated with Recommended Cut Scores



Background

In school year 2019–20, the North Carolina tests of NCEXTEND1 Reading transitioned to measuring students' command of the North Carolina Extended reading standards. Test designs for NCEXTEND1 Science and Biology together with NCEXTEND1 reading were also modified to improve measurement precision and minimize the impact of testing on classroom instruction time. The rigor associated with the NCEXTEND1 assessment was also enhanced to align with expectations outlined in the extended content standards. These changes to the tests were put in place for planned testing in spring 2020; however, spring 2020 testing was canceled due to the COVID-19 pandemic. These changes were implemented in school year 2020–21 when testing resumed.

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

the standard setting for NCEXTEND1 Reading and Science. The standard setting for EOG Reading is presented in a separate report.

The standard setting took place in three components over a five-day period, as shown in Table 3. Participants used the Angoff Yes/No process to recommend cut scores. This procedure has been used to establish performance standards for educational assessments in North Carolina and around the world.

Table 3. Three Components of the 2021 NCEXTEND1 Standard Setting

Workshop Component	Dates	Number of Participants
NCEXTEND1 Reading ALD writing for grade 8 and English II	July 12, 2021	6
NCEXTEND1 Reading standard setting for grades 3–8 and English II	July 13–16, 2021	24
NCEXTEND Science standard setting for grades 5, 8, and Biology	July 12–13, 2021	24

Achievement Level Descriptor (ALD) Development for NCEXTEND1 Reading

In summer 2020, North Carolina educators took part in a virtual workshop to develop achievement level descriptors (ALDs) for the tests of NCEXTEND1 Science and EOG Reading; and for grades 3–7 NCEXTEND1 Reading. However, because of Hurricane Zeta, ALDs were not developed for NCEXTEND1 Reading in grade 8 and English II. To begin the workshop, six participants from the NCEXTEND1 Reading standard setting committee convened on Monday, July 12, 2021, to develop ALDs. Informed by the NCSCOS, ALDs describe the knowledge and skills expected of students in each achievement level.

Participants drafted ALDs for both tests, and then they inspected the ALDs for consistency across grades. The ALDs were edited and then used throughout the rest of the workshop.

Yes/No Angoff Procedure for NCEXTEND1 Reading and Science

For NCEXTEND1 Science, participants worked in a single group to focus on grade 8, and the committee then divided into two groups to recommend cut scores for grade 5 and for Biology. For NCEXTEND1 Reading, the committee focused on grade 6 before dividing into two groups to focus on grades 3–5 and on grades 7–8 and English II.

1. For each grade, participants examined the educator-crafted ALDs and discussed the content-based expectations of students on the threshold of each achievement level.
2. Participants examined the operational items from the spring 2021 assessment.
3. For each item, participants considered whether a student on the threshold of each achievement level (e.g., just in *Level 3*) would answer the item correctly on the first trial, would respond correctly on the second trial (after removing an answer choice), or would not answer correctly.
4. Participants discussed their judgments for each item with their fellow participants.
5. Participants engaged in three total rounds of discussions and decisions. After each round, participants worked individually to make their judgments for each item.
6. After each round, a participant's cut score recommendation was recorded as the number of points they expected a student on the threshold of a given achievement level to earn.
7. After the final round for all 7 tests, participants viewed the impact data across grades.
8. Table leaders convened to discuss the articulation of the recommendations across grades. As needed, table leaders recommended adjustments to the cut scores to promote articulation. These adjusted cut scores comprise the group's final recommendations.
9. NCDPI accepted the recommendations from the table leaders and from their respective committees. The final recommendations from the process are reflected in Table 1.

B

Standard Setting Methodology and Recommendations

Standard Setting Methodology

On July 12–16, 2021, the North Carolina Department of Public Instruction (NCDPI) and Data Recognition Corporation (DRC) conducted a standard setting for the NCEXTEND1 tests of grades 3–8 reading; English II; grades 5 and 8 science; and Biology¹. The purpose of the standard setting was to develop achievement standards for these 10 alternate assessments, including the development of cut scores which divide students into three achievement levels: *Not Proficient*, *Level 3*, and *Level 4*.

A total of 48 North Carolina educators and stakeholders worked individually and in committees to recommend achievement standards for the tests. The achievement standards were approved by the North Carolina State Board of Education on August 5, 2021.

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

Background

The North Carolina State Board of Education (SBE) adopted newly updated extended content standards for K–12 students, the extended North Carolina Standard Course of Study (NCSCOS), in June 2017 for reading and in February 2011 for science. By law, students with the most significant cognitive disabilities—approximately 1% of North Carolina students at each grade—are given NCEXTEND1 assessments of reading, mathematics, and science.

The NCEXTEND1 assessments are designed for students identified as having the most significant cognitive disabilities. Participation of eligible students is determined by a student’s Individualized Education Program (IEP). Students must be enrolled in the appropriate grade levels (3–8 and 10) to be eligible for the respective grade-level NCEXTEND1 assessments.

In school year 2019–20, The NCEXTEND1 tests for reading were adapted to the new extended NCSCOS, and the NCEXTEND1 tests for science were updated with new test specifications. However, due to the COVID-19 pandemic, the NCEXTEND1 testing window was cancelled. Accordingly, the spring 2021 administration of the NCEXTEND1 tests of reading and science represent the first operational administration of the tests which align to the updated extended content standards.

Selecting the Standard Setting Methodology

The modified Angoff (1971) procedure is one of the most implemented methods to establish achievement standards on educational assessments. In one modification, panelists review each item and estimate what proportion of a hypothetical group of hypothetical threshold examinees would answer

¹ The standard setting described in this report focused on North Carolina’s tests of reading and science for students in special education programs who have the most significant cognitive disabilities. The state’s end-of-grade (EOG) tests of reading, for students in general education programs, also underwent a standard setting in July 2021. The EOG reading standard setting is presented in a separate report.

each item correctly (Livingston & Zieky, 1982; Zieky, 2012). Several modifications to this original procedure have been implemented. The Yes/No Angoff method addresses two difficulties that panelists may have in applying the procedure (Impara & Plake, 1997). First, panelists may have difficulty in conceptualizing the hypothetical threshold students. Second, estimating the proportion correct may be a difficult task even for a clearly defined group of examinees. In the Yes/No method, panelists are directed to make a dichotomous (“yes” or “no”) judgment about whether the hypothetical threshold examinees would be able to answer each question correctly.

The Yes/No Angoff method is well-suited to assessments comprised entirely (or predominantly) of selected-response items, like the NCEXTEND1, and was selected for this reason. The Yes/No Angoff method was selected over other standard setting procedures, notably item-mapping procedures like the Bookmark Standard Setting Procedure (Lewis, Mitzel, & Green, 1996). Item-mapping procedures were not selected because of the relatively low number of students who take each NCEXTEND1 test. Within the NCEXTEND1 program, the Yes/No Angoff method was also used in 2019 to establish achievement standards for the tests of mathematics.

Achievement Level Descriptors

Achievement level descriptors (ALDs) are a key input into the standard setting process. ALDs summarize the knowledge, skills, and understandings 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 understandings expected of students in a given achievement level on a specific test. The range ALDs show the types of content, as informed by the extended 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 understandings expected of students who are at the point-of-entry (the *threshold*) of each achievement level. For any given test, these descriptors show the types of skills needed just to be classified in a given achievement level (e.g., just to be classified in *Level 3*).
- 4) *Reporting ALDs* are the version of the ALDs used for score reporting. Typically, a version of the policy or range ALDs are used, and the language in the reporting ALDs is adjusted to be accessible to a wide audience that may not have in-depth content knowledge. (Reporting ALDs were not part of the scope of the standard setting.)

NCDPI provided policy ALDs for the NCEXTEND1 reading and science tests in advance of the standard setting workshop. These policy ALDs were the same as those used for NCEXTEND1 mathematics. As part of a 2020 online workshop, groups of North Carolina educators worked to develop range ALDs. At the

standard setting, workshop participants developed threshold ALDs using the policy ALDs and the range ALDs. The range ALDs are shown in Section E of this report.

Table 1. Policy achievement level descriptors (ALDs) for NCEXTEND1 reading and science

Not Proficient	Level 3	Level 4
Students at Not Proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.

Development of Range ALDs for NCEXTEND1 Reading and Science

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

ALD Workshop Committees

A total of 21 North Carolina educators participated in the Summer 2020 ALD writing workshops for NCEXTEND1. All participants were recruited from the pool of educators who were considered for the once-planned 2020 NCEXTEND1 standard setting, a workshop which had been cancelled due to the COVID-19 pandemic.

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

- July 31, 2020: Grades 6–7 reading, three participants; grade 8 science, three participants
- August 3, 2020: Grades 3–5 reading, six participants; grade 5 science, three participants
- August 4, 2020: Biology, three participants

Note that a separate committee of four participants had been planned for August 4, 2020, that would have focused on the range ALDs for grade 8 reading and English II. However, storm activity in the coastal regions of the state knocked out power to several participants, and the committee could not meet virtually on that day. Accordingly, the range ALDs for these two tests were developed on July 12, 2021, the day before the NCEXTEND1 reading standard setting began. On that day, four special education practitioners took part in the ALD writing committee, and all six went on to participate in the NCEXTEND1 reading standard setting. The process used by that committee is virtually identical to the process described here; however, the committee met in-person, not online.

Workshop Staff

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

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

Opening Session

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

Achievement Level Descriptor Development Training

Mr. Durette and Ms. Wright 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.

Ms. Wright then led participants in a discussion on the tested population. Participants were reminded that the NCEXTEND1 program was designed for students with significant cognitive disabilities, and that the range of knowledge and skills held by students in this population was extraordinarily diverse. Participants shared their experiences with the NCEXTEND1 test and with students in this population.

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

Creation of Range ALD Drafts

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

The content-based expectations from the extended content standards were divided into bullet points and grouped by strand. This language was inserted into the template under the *Level 4* column. Before

the workshop, NCDPI reiterated that it was an expectation that students in *Level 4* should have a thorough understanding of the skills listed in the state content standards.

Participants were told that the goal of the 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*.

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

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

After the ALD Development Session

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

The remaining range ALDs developed during the July and August 2020 sessions were saved for use at the July 2021 standard setting. As previously noted, a committee of six educators convened on July 12, 2021, to develop range ALDs for NCEXTEND1 grade 8 reading and English II using the same method.

Standard Setting Workshop Materials

All of the materials used at the standard setting workshop were based on test items and results from the Spring 2021 administration of the North Carolina NCEXTEND1 reading and science assessments.

North Carolina Extended Content Standards

The extended NCSCOS formed the basis for all decisions at the standard setting. These extended content standards detail the knowledge, skills, and understandings that students with the most significant cognitive disabilities should be taught in each grade and subject. Copies of the extended content standards were distributed to workshop participants.

Achievement Level Descriptors (ALDs)

As described under the heading “Achievement Level Descriptors,” participants were provided with the North Carolina policy and range ALDs. Participants considered these descriptors to create threshold ALDs during the standard setting.

Test Forms

The test form is a key component of the Yes/No Angoff method. A test form contains the items from a test, just as a student and test administrator (i.e., the student's teacher) saw them.

Participants saw how a student could earn one point, two points, or zero points on an item by examining the test forms. On the NCEXTEND1 tests, each item comprised a multiple-choice item with three answer choices, and each item was worth a maximum of two points.

NCEXTEND1 assessments are a computer-based, fixed-set adaptive teacher administered test with a paper-manipulative option for accessibility. All assessment items are three-response multiple-choice items with scaffolding presented to students in a two-set design. There is no time limit for students to complete this assessment and no formalized break between item sets. The pace of administration is determined on an individualized basis based on each student specified IEP accommodation and needs.

Scaffolding allows for students to have up to two trials to provide a response for each item. If a student selects the correct response during their first trial, they are awarded two-points. If the student does not select the correct response choice during the first trial, their incorrect response option they selected is removed from the response choices and the item is presented again with the two remaining response choices during the second trial. A student earns one-point if they select the correct response during the second trial. The test will terminate at the end of SET 1 for students who do not earn enough points to move to SET 2. Students who earned enough points in SET 1 will continue to SET 2 items. The assessment ends after the last item in SET 2 is completed.

This scoring system was used for all NCEXTEND1 items. This system was explained to standard setting participants during the initial training process and again later when the test forms were distributed.

Item Maps

The item map summarizes information about the items in a test form. For each item, the item map indicates: the item order, answer key, item set, and standard.

Each NCEXTEND1 test comprised two item sets: SET 1 and SET 2. SET 1 items, taken by all students, comprise easy and medium difficulty items. SET 2 items comprise medium and higher difficulty items. Students were only administered SET 2 items if they answered a pre-determined number of items correctly in SET 1 (i.e., typically 3–5 items).

At the standard setting, the two SETS for each grade were combined, allowing standard setting participants to gain a rich understanding of the knowledge, skills, and understandings measured by the NCEXTEND1. Accordingly, each participant studied 24–25 test items as part of the process.

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.

Figure 1. Item map used to train participants on the Yes/No Angoff Standard Setting Method

TRAINING Grade 6				Yes/No Angoff Worksheet				Notes
Item	Key	Item Set	Standard	Level 3 (1pt)	Level 3 (2pts)	Level 4 (1pt)	Level 4 (2pts)	
1	B	Training	NC.6.EE.1					
2	C	Training	NC.6.G.1					
3	B	Training	NC.6.RP.1					
4	A	Training	NC.6.SP.1					
5	A	Training	NC.6.NS.2					

Standard Setting Hub

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

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

Standard Setting Staff and Participants

Staff members from DRC served as facilitators and in support rolls on all aspects of the standard setting workshop. These staff members worked in facilitative roles and did not contribute to the cut score recommendations during the workshop. Selected NCDPI staff was also present onsite to observe the workshop and participated in daily debrief meetings with DRC staff at the end of each day.

NCDPI Staff

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

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

DRC Staff

The DRC Standard Setting Team was composed of Ricardo Mercado, Research Director; Jessalyn Smith, Ph. D., Research Scientist; Dave Chayer, Executive Vice President, Research; Christie Plackner, Sr. Director, Research Quality and Data Forensics; Chalin Walters, Statistical Analyst; Lee McKenna, Statistical Analyst; Sara Kendall, Sr. Research Analyst; Ping Wan, Research Director; Scott Li, Research Analyst; and Alassane Savadogo, Research Analyst. Prior to the standard setting, this team prepared the materials for the workshop. During the workshop, they were responsible for facilitating the workshop, training participants, entering participant results into a database, performing data analyses, and tracking secure materials. Following the workshop, the team prepared this report.

Content expert from DRC Test Development worked with the groups at the workshop to provide content-based support: David Durette, Sr. Test Development Director; and Bonita Wright, Sr. Test Development Specialist, worked with the science and reading teams, respectively. Project management for the workshop was provided by Julie Pointner of DRC Psychometric Services.

Participants

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

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 pre-session participant survey. The results of the participant survey can be found in Section H of this report.

Configuration of the Committee

The workshop committee was composed of a total of 48 educators. Four groups were convened for the standard setting, as listed here.

- Grades 3–6 Reading (11 participants)
- Grades 6–8 Reading and English II (13 participants)
- Grades 5 & 8 Science (12 participants)
- Grade 8 Science and Biology (12 participants)

In each content area, both groups collaborated to recommend cut scores for a common grade: grade 6 for reading and grade 8 for science. For subsequent grades, participants divided into their pre-assigned groups to repeat the process for the additional grades assigned to their group.

Participants in each group were divided into three tables. One participant at each table served as the table leader. Table leaders moderated discussions at their tables and helped the workshop staff

distribute and collect the secure workshop materials. The table leaders were not members of the workshop staff, and they contributed to their committees' recommendations.

Standard Setting Workshop

The standard setting workshop for science took place over a two-day period, and the workshop for reading took place over a four-day period². The workshop agenda is included in Section C. Participants were given a pre-session workshop evaluation to complete before standard setting began. The workshop took place in-person in Raleigh, North Carolina.

Workshop Schedule

For science, the workshop began for all participants on July 12. The two-day workshop was completed the following day, July 13.

For reading, the workshop began for all participants on July 13. The four-day workshop was completed on July 16. The science and reading committees did not interact: the two workshops were conducted in parallel at the same meeting venue.

Participant Training

All participants began the workshop with an opening session led by NCDPI. During this session, Dr. Howard welcomed the participants to the workshop and described the purpose of the workshop. Dr. Howard reminded participants that the Department recognized that the COVID-19 pandemic had an impact on teaching and learning and described the recent changes to the tests, and she described how valuable the participating educators' recommendations would be in identifying new cut scores for the tests.

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

Participants were instructed that their goal for the workshop was to set cut scores for the North Carolina NCEXTEND1 reading or science tests. Participants understood that they would consider the knowledge and skills expected of students in each achievement level, and they would engage in the Yes/No Angoff method to make cut score judgments.

Participants were told that NCDPI recognized that student performance in 2021 may not be as high as teachers might have expected had COVID-19 not occurred, but that it was important to use content as a basis for the achievement standards. Participants were encouraged to imagine that students had received normal fulltime instruction in the extended content standards throughout the school year, and

² Six participants from the upper-grade reading group convened to develop range ALDs on the day before the standard setting. This process is described earlier in this section.

to use the content-based expectations for these hypothetical students in each achievement level to make their cut score recommendations.

Following the training session, participants began the Yes/No Angoff method for the common grade: grade 6 for reading, or grade 8 for science. All participants met in a single, large room to consider the cut scores for this grade. After this grade, the groups were subdivided and re-convened in separate breakout rooms. Participants then repeated the process for the remaining grades.

Discussion of the Extended Content Standards and the Threshold Students

DRC instructed participants to read the extended content standards and ALDs, and to consider the knowledge, skills, and understandings that students were expected to demonstrate at the threshold of each achievement level. Specifically, participants were asked to use the range ALDs, they had constructed at the beginning of the workshop, and extended content standards to develop informal threshold ALDs.

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

As a group, participants discussed the ALD for each achievement level and the differences between them. During this discussion, participants considered the overall level of rigor implied by each range ALD. To focus participants on the lines of demarcation between the achievement levels, participants were asked to discuss the knowledge, skills, and understandings that separated students in one achievement level from those in another. For example, participants were asked to discuss the knowledge, skills, and understandings that separated the highest performing *Level 3* from the lowest performing *Level 4*. All participants were instructed to refer to the extended content standards during this discussion.

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

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

Study of the Test Books and Item Maps

Participants at each table examined the test items in terms of what each item measured and if the threshold student is expected to earn one point or two points on the item. Participants were instructed to take notes on the item maps about the knowledge, skills, and understandings required to answer the items correctly.

Secondary Training on Yes/No Ratings

Mr. Mercado provided the participants with additional training for Yes/No ratings. Participants were reminded how Yes/No Angoff ratings could be represented by cut score recommendations. The training presentation and training materials are included in Section D.

Following training, participants were tested on their understanding of Yes/No Angoff ratings 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

Participants then made their Round 1 Yes/No Angoff ratings. Participants were informed that Yes/No Angoff rating is an individual activity. They referred to their test books, item maps, ALDs, and extended content standards.

Participants recorded their Yes/No Angoff ratings for each item and score point on their item maps. Participants then completed Round 1 by recording their Yes/No Angoff ratings electronically.

Participants were instructed to complete a Post-Round Survey while they waited for their fellow participants to complete their Yes/No Angoff ratings. In this survey, participants indicated which elements of the standard setting (e.g., items, ALDs) were particularly influential. Results of these surveys were shared with NCDPI.

Presentation of Round 1 Recommendations

Following Round 1, DRC calculated the Yes/No Angoff cut score recommendations. Participants were presented with a summary of their Round 1 recommendations. Specifically, participants were shown their calculated cut score recommendation, the median cut score recommendation for their table, as well as the overall median cut score recommendation for the group. Participants were also shown a histogram of the range of the group's Round 1 cut score recommendations. Detailed participant judgments and graphical representation of participant judgments are presented in Sections F and G of this report, respectively.

To provide participants more information about student performance on the test, DRC then shared two *p*-values for each item on the item map. These *p*-values showed the proportion of students (a) who earned one or two points on the item, and (b) who earned two points on the item. Participants were instructed to use these *p*-values as they reviewed their judgments from Round 1.

Round 2

For each item, participants discussed the rationales behind their Round 1 Yes/No Angoff ratings. Participants were instructed to engage in a content-based discussion by focusing on the items in the test book that had the most disagreement between participants. These content-based discussions took place

at each table. Participants referred to their test books, item maps, *p*-values, ALDs, and the extended content standards throughout the discussions.

Following this discussion, participants made their Round 2 Yes/No Angoff ratings. Participants were reminded that Yes/No Angoff rating is an individual activity. Participants were also reminded that they would be free to retain their Yes/No Angoff ratings for any/all items from Round 1 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Participants were instructed to complete a Post-Round Survey while they waited for their fellow participants to complete their Yes/No Angoff ratings. In this survey, participants indicated which elements of the standard setting (e.g., items, ALDs) were particularly influential. Results of these surveys were shared with NCDPI.

Presentation of Round 2 Recommendations

Following Round 2, DRC calculated the Yes/No Angoff cut score recommendations. Participants were presented with their calculated cut score recommendation, the median cut score recommendation for their table, as well as the overall median cut score recommendation for the group, and histogram representation of the range of their cut score recommendations.

DRC also presented the impact data for their test. Impact data are the percentage of students classified in each achievement level based on a set of cut scores for the test. To calculate these impact data, DRC found the median cut score recommendations from Round 2, and then applied them to the data from the spring 2021 NCEXTEND1 administration.

Participants were cautioned to consider the impact data carefully. The committee understood that the impact data were calculated from the spring 2021 administration, and that this administration was the first since the disruptions in normal instruction and learning due to COVID-19. DRC instructed participants that it was unknown whether the spring 2021 test results would be similar to those in future years, so the impact data must be considered as potentially anomalous. However, the impact data represented the most up-to-date representation of student achievement as were available.

Participants were instructed to use impact data with care as they considered their content-based cut score recommendations. For example, participants were told that if they saw a surprising number of students classified in *Level 4* in the impact data, they should reconsider the types of knowledge, skills, and understandings they expected of the *Level 4* threshold student.

Round 3

For each item, participants discussed the rationales behind their Round 2 Yes/No Angoff ratings. Participants were instructed to engage in a content-based discussion by focusing on the items in the test book that had the most disagreement between participants. These content-based discussions took place as a group. Participants referred to their test books, item maps, *p*-values, ALDs, and the extended content standards throughout the discussions.

Following this discussion, participants made their Round 3 Yes/No Angoff ratings. Participants were reminded that Yes/No Angoff rating is an individual activity. Participants were also reminded that they would be free to retain their Yes/No Angoff ratings for any/all items from Round 2 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Participants were instructed to complete a Post-Round Survey while they waited for their fellow participants to complete their Yes/No Angoff ratings. In this survey, participants indicated which elements of the standard setting (e.g., items, ALDs) were particularly influential. Results of these surveys were shared with NCDPI.

Presentation of Round 3 Recommendations

Following Round 3, DRC calculated the Yes/No Angoff cut score recommendations. Participants were presented with a summary of their Round 3 cut score recommendations and histogram representation of the range of their cut score recommendations. DRC also presented the impact data for their test.

Repeating the Process for Remaining Grades

Participants were then divided into groups, and they repeated the Yes/No Angoff method starting with a study of the ALDs for the next grade. Participants were encouraged to consider the articulation between the achievement standards for their grades, and they were reminded that there would be an opportunity at the end of the process to suggest adjustments to the cut scores, if needed, to promote better articulation across the grades.

Review of Recommendations

After making their cut score recommendations in their groups, participants were presented with the cut score recommendations for all grades in their content area. Participants were informed that they could recommend adjustments to the cut scores, if needed, to promote better articulation across grades. However, participants were cautioned against suggesting adjustments which were inconsistent with the content: any adjusted cut score recommendation should still be within the range of their Yes/No Angoff ratings and link the ALDs, tested content, and extended content standards.

Table leaders then convened in a breakout room to inspect their cut score recommendations. DRC then presented table leaders with their median Round 3 recommendations. These cut scores were presented graphically. Table leaders were asked to share any concerns or recommendations their table had had for their grades. Table leaders were reminded that these recommendations would then go to NCDPI for consideration.

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 not taking part in the table leader discussion were welcomed to leave after completing the workshop evaluation.

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

Across-Grade Articulation Discussion

For each content area, the table leaders then convened in a single breakout room to inspect their cut score recommendations together. This discussion took place on July 13 for science and on July 16 for reading.

DRC presented table leaders with their median final-round recommendations. The impact data associated with their median cut score recommendations were presented graphically. Table leaders were asked to share any concerns or recommendations their tables had had for their grades.

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

Mr. Chayer of DRC facilitated a wide-ranging discussion on the articulation of the cut scores. The table leaders considered several adjustments to their cut scores, all to promote better articulation across grades. Table leaders were reminded that these recommendations would then be presented to NCDPI and a final approval by SBE Workshop Security

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

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

Results

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

Participants' Recommendations After Round 1

Tables 2 and 3 show participants' recommendations from Round 1 of the Yes/No Angoff procedure. All of the impact data shown in Table 3 and in this section are based on North Carolina students' performance in Spring 2021.

Table 2. Cut score recommendations from Round 1 of the standard setting

Content Area	Grade	Level 3	Level 4
Reading	3	30	43
	4	33	45
	5	29	43
	6	20.5	38
	7	27	40
	8	33	44
	English II	33	44
Science	5	33	43.5
	8	22.5	36.5
	Biology	20	41.5

Table 3. Associated impact data from Round 1 of the standard setting

Content Area	Grade	Not Proficient	Level 3	Level 4
Reading	3	47.91%	38.52%	13.57%
	4	63.99%	30.38%	5.63%
	5	38.72%	50.22%	11.06%
	6	8.50%	60.88%	30.62%
	7	31.11%	45.46%	23.43%
	8	60.12%	32.98%	6.91%
	English II	62.44%	32.33%	5.23%
Science	5	46.57%	36.73%	16.70%
	8	9.43%	52.87%	37.70%
	Biology	6.05%	72.26%	21.69%

Participants' Recommendations After Round 2

Tables 4 and 5 show participants' recommendations from Round 2 of the Yes/No Angoff procedure.

Participants' individual recommendations from all rounds may be found in Section F of this report.

During the workshop, participants were shown their cut score recommendations in total points earned.

Table 4. Cut score recommendations from Round 2 of the standard setting

Content Area	Grade	<i>Level 3</i>	<i>Level 4</i>
Reading	3	33	44
	4	31	44
	5	33	45
	6	25.5	41
	7	28	42
	8	34	44
	English II	33	44
Science	5	32	47
	8	12	30.5
	Biology	31	45

Table 5. Associated impact data from Round 2 of the standard setting

Content Area	Grade	<i>Not Proficient</i>	<i>Level 3</i>	<i>Level 4</i>
Reading	3	58.63%	30.08%	11.29%
	4	55.68%	37.12%	7.20%
	5	55.92%	37.77%	6.31%
	6	26.23%	50.91%	22.85%
	7	36.20%	46.48%	17.31%
	8	63.65%	29.44%	6.91%
	English II	62.44%	32.33%	5.23%
Science	5	17.31%	25.75%	56.94%
	8	3.93%	36.07%	60.00%
	Biology	38.24%	49.09%	12.67%

Participants' Recommendations After Round 3

Tables 6 and 7 show participants' recommendations from Round 3 of the Yes/No Angoff procedure. When considering impact data, participants were instructed to think about the proportions of students in each achievement level for the grade at hand.

Participants' individual recommendations from all rounds may be found in Section F of this report. During the workshop, participants were shown their cut score recommendations in total points earned.

Table 6. Cut score recommendations from Round 3 of the standard setting

Content Area	Grade	Level 3	Level 4
Reading	3	33	44
	4	33	44
	5	33	44
	6	33.5	45
	7	34	44
	8	33	44
	English II	33	44
Science	5	32	43
	8	31	42.5
	Biology	32	45

Table 7. Associated impact data from Round 3 of the standard setting

Content Area	Grade	Not Proficient	Level 3	Level 4
Reading	3	58.63%	30.08%	11.29%
	4	63.99%	28.81%	7.20%
	5	55.92%	35.52%	8.56%
	6	57.68%	31.54%	10.79%
	7	57.78%	31.76%	10.46%
	8	60.12%	32.98%	6.91%
	English II	62.44%	32.33%	5.23%
Science	5	43.06%	36.38%	20.56%
	8	40.00%	42.87%	17.13%
	Biology	41.78%	45.55%	12.67%

Recommendations from the Articulation Discussion

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

The teachers inspected the impact data associated with their recommendations. Participants and table leaders were generally satisfied with their cut score recommendations. After a whole-group discussion about the cut score recommendations for their content area, each committee noted that (a) they had engaged in an in-depth, content-focused standard setting process, and (b) they were satisfied with their recommendations.

DRC and NCDPI thanked participants for their time and expertise. DRC reminded participants that staff from NCDPI will review their cut score recommendations, and present final recommended cuts within the range of panelists' recommendations to the SBE for adoption.

Tables 8 and 9 show participants' final recommendations from the Yes/No Angoff procedure. These cut scores are considered to be the standard setting committee's final recommendations. For operational reasons, any half-point cut scores recommended by participants were rounded to the nearest point.

Table 8. Cut score recommendations from the across-grade articulation discussion

Content Area	Grade	Level 3	Level 4
Reading	3	33	44
	4	33	44
	5	33	44
	6	34	45
	7	34	44
	8	33	44
	English II	33	44
Science	5	32	43
	8	31	43
	Biology	32	45

Table 9. Impact data associated with the across-grade articulation discussion

Content Area	Grade	Not Proficient	Level 3	Level 4
Reading	3	58.6%	30.1%	11.3%
	4	64.0%	28.8%	7.2%
	5	55.9%	35.5%	8.6%
	6	57.7%	31.5%	10.8%
	7	57.8%	31.8%	10.5%
	8	60.1%	33.0%	6.9%
	English II	62.4%	32.3%	5.2%
Science	5	43.1%	36.4%	20.6%
	8	40.0%	42.9%	17.1%
	Biology	41.8%	45.5%	12.7%

After the Standard Setting

After the standard setting, NCDPI reviewed the recommendations from the standard setting participants (including the table leaders' across-grade articulation discussion). After consideration, NCDPI chose to present the median recommendations from the standard setting committee, including adjustments

made by table leaders to promote across-grade articulation to the SBE for adoption. These cut scores and the associated impact data are shown in Table 10.

On August 5, 2021, the SBE considered the cut score recommendations shown in Table 10. (The impact data associated with these cut scores are illustrated in Table 10). After deliberation, the SBE approved the cut scores on August 5, 2021. NCDPI intends to apply these cut scores to the next operational administration of the assessments.

NCDPI then placed the cut scores on newly created test scales for the NCEXTEND1 tests. These test scales express the cut scores in a way that can be made stable over time through the process of test equating. The cut scores, as expressed on the test scales, are presented in Table 11; these cut scores represent equivalent levels of knowledge, skills, and understandings to those shown in Table 10.

Table 10. Approved cut scores and associated impact data for NCEXTEND1 reading & science

Content Area	Grade	Recommended Cut Scores		Percent of Students in Each Achievement Level Based on Recommended Cut Scores		
		<i>Level 3</i>	<i>Level 4</i>	<i>Not Proficient</i>	<i>Level 3</i>	<i>Level 4</i>
Reading	3	33	44	58.6%	30.1%	11.3%
	4	33	44	64.0%	28.8%	7.2%
	5	33	44	55.9%	35.5%	8.6%
	6	34	45	57.7%	31.5%	10.8%
	7	34	44	57.8%	31.8%	10.5%
	8	33	44	60.1%	33.0%	6.9%
	English II	33	44	62.4%	32.3%	5.2%
Science	5	32	43	43.1%	36.4%	20.6%
	8	31	43	40.0%	42.9%	17.1%
	Biology	32	45	41.8%	45.5%	12.7%

Table 11. Final, approved cut scores on the final reporting metric

Content Area	Grade	<i>Level 3</i>	<i>Level 4</i>
Reading	3	433	444
	4	443	454
	5	452	463
	6	463	474
	7	473	483
	8	483	494
	English II	494	505
Science	5	449	460
	8	478	490
	Biology	489	502

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 48 participants responded to a request on the first day of the workshop to share background and demographic information. Participants were asked to report their gender, race, and ethnicity. As shown in Table 12, 96% of the participants were female; and Table 13 shows 75% of participants were white. (No participants identified as being of Hispanic or Latino ethnicity.)

Participants were asked to report their years of experience in education and their current position. As shown in Table 14, approximately 17% of participants indicated they had taught for over 25 years and approximately 56% reported they had worked for 16 years or longer in education. Table 15 shows that 46% of participants were currently general education teachers, 31% were special education teachers, and 23% held other roles. NCDPI and DRC heavily recruited North Carolina educators who held EC certifications and worked as special-education practitioners: the committee maximized these participants.

In Tables 12 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-workshop survey, including participants' self-reported demographic and background information, may be found in Section H of this report.

Table 12. Participants' self-reported gender

Content Area	N	Female	Male	No Response
Reading	24	23	1	0
Science	24	23	1	0

Table 13. Participants' self-reported race and ethnicity

Content Area	N	White	Black	Asian	Decline to State
Reading	24	20	3	1	0
Science	24	16	6	1	1

Table 14. Participants' self-reported years in education

Content Area	N	< 5	5–10	11–15	16–20	21–25	> 25
Reading	24	1	3	6	7	2	5
Science	24	2	7	2	5	5	3

Table 15. Participants' self-reported current position

Content Area	N	General Education Teacher	Special Education Teacher	Curriculum Staff	District-Level Administrator
Reading	24	10	6	6	2
Science	24	12	9	2	1

Committee Training

During the standard setting workshop, it was clear to the facilitators that participants understood how to make judgments as part of the standard setting methodology (e.g., Yes/No Angoff ratings).

To confirm participants' knowledge of the methodology, participants were given a short quiz, termed a *mid-process evaluation*, after training. The mid-process evaluation and detailed results are shown in Section D.

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. 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
25	25	20	24	25

The mid-process evaluation also asked participants if they felt the goals of the standard setting were made clear, and if they felt ready to proceed. All submitted evaluations indicated the committee felt prepared and ready to proceed with Yes/No Angoff ratings.

Participants' Perceived Validity of the Workshop

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

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-workshop evaluation regarding their satisfaction with the process and the final recommendations

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree + Strongly Agree
The achievement standards provide a reasonable profile of performance at each level.	0	1	26	21	47 (98%)
My opinions were valued by my group.	0	0	14	34	48 (100%)
The descriptions of the threshold students were useful during the process.	0	2	15	31	46 (96%)
The facilitator provided clear instructions.	1	4	16	27	43 (89%)
I believe this process will yield defensible cut scores.	0	2	19	27	46 (96%)

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C

Agenda



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Workshop Agenda

North Carolina NCEXTEND1
Grades 5 & 8 Science and Biology

Standard Setting Workshop
Raleigh, NC
July 12–13, 2021



Welcome to the North Carolina 2021 standard setting workshop! This agenda is for the participants in the NCEXTEND1 science groups. The North Carolina Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Monday, July 12

Welcome!

- | | |
|---------------------|--|
| 7:30–8:15 AM | Participants Find Their Seats
Participants follow postings and locate their designated breakout room. Participants sign into their DRC-assigned workstation, start the Pre-Workshop Survey, e-sign the confidentiality agreement, and meet their colleagues. |
| 8:30 AM | Opening Session
DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop. |
| 9:00 AM | Standard Setting Methodology
DRC introduces participants to the Yes/No Angoff process and shows how cut scores can be recommended by considering the test items and the content-based expectations for the threshold students. |
| 10:00 AM | Break |
| 10:15 AM | Discuss the Tested Population
DRC leads a discussion about the students who take the NCEXTEND1 tests. |
| 10:30 AM | Study Content Standards and Achievement Level Descriptors (ALDs) for Grade 8
On their own, participants study the content standards and the range ALDs. <ul style="list-style-type: none"> • Participants read the grade 8 science content standards to review the knowledge and skills that students should learn in the course. • Then participants read the range ALDs to consider the content-based expectations for students in each achievement level. |

Grade 8 ALDs and Threshold Student Discussion

- 10:40 AM** **Discuss the Grade 8 ALDs and Threshold Students**
In tables, participants discuss the content-based expectations for both threshold students, starting with the threshold *Level 3* student.
- Each table should consider the knowledge, skills, and abilities expected of the *Level 3* threshold student; that is, a student who is just entering *Level 3*.
 - The table should create a brief, bulleted list that describes the skills expected of the threshold *Level 3* student.
 - Participants should then continue by discussing the content-based expectations of the threshold *Level 4* student.
 - To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:00 AM** **Discuss the Grade 8 Threshold Students as a Group**
The facilitator asks each table to share their threshold student descriptions, starting with threshold *Level 3* and continuing with threshold *Level 4*.
- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
 - Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the two threshold students.
- 11:30 AM** **Review the Released Form for Grade 8**
Participants examine the released form to learn about the test's structure.
- Participants explore how teachers administer the assessment to students, including the Trial 1/Trial 2 structure for the items.
 - Participants do *not* need to take notes about these released items.
- Noon** **Lunch**
The group breaks for 30 minutes.
- 12:30 PM** **Examine the Student Test for Grade 8**
Participants examine the test items from the student's perspective.
- Participants should briefly review these items to get a general sense of what is measured by the test and how it is measured.
 - Participants should make notes on their item maps.
- 1:30 PM** **Orientation to the Yes/No Angoff Process**
As a committee, DRC introduces Yes/No Angoff ratings, reminding participants how one studies each item and considers how the threshold student would perform.
- After the training, a brief evaluation is administered.

2:15 PM Round 1 for Grade 8

Participants complete their Round 1 Yes/No Angoff ratings for Grade 8.

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 1 is an individual round. Participants should not discuss their ratings with their colleagues until Round 1 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map.

2:45 PM Break

3:00 PM Presentation of Feedback from Round 1 for Grade 8

The facilitator presents feedback from Round 1.

3:15 PM Discuss Round 1 as a Table for Grade 8

In their tables, participants discuss their Yes/No Angoff ratings for each item.

- Participants should discuss their Yes/No Angoff ratings with their colleagues.
- Starting with item 1, participants should share their ratings with the table. If the table agrees, discussion should continue with the next item. If there is disagreement, participants should share why they made their ratings the way they did.
- Participants do *not* have to agree on their Yes/No Angoff ratings as a table.
- Making Yes/No Angoff ratings is always an individual activity.

4:30 PM Round 2 for Grade 8

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 2 is an individual round. Participants should not discuss their ratings with their colleagues until Round 2 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous round.

Monday, July 12 (*continued*)

End of Day 1

4:55 PM Secure Workstations
Participants log-off of their workstations.

5:00 PM Dismissal

7:30–8:15 AM

Participants Find Their Seats

Please be sure to use your designated workstation from the prior day.

8:30 AM

Discuss Round 2 for Grade 8

The facilitator shares feedback from Round 2, including *impact data*. Then the facilitator invites each table to share elements from their discussions after Round 1, including any items for which participants disagreed on their Yes/No Angoff ratings. Finally, participants complete the Yes/No Angoff task for each item.

- Participants do *not* have to agree on their Yes/No Angoff ratings as a group.
- Making Yes/No Angoff ratings is always an individual activity.
- Ratings should be indicated for both cut scores, even if the rating for an item is the same as from Round 1 or 2.

9:15 AM

Round 3 for Grade 8

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 3 is an individual round. Participants should not discuss their ratings with their colleagues until Round 3 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous rounds.

9:30 AM

Discuss the ALDs and Threshold Students for Grade 5 or Biology

In tables, participants discuss the content-based expectations for both threshold students, starting with the threshold *Level 3* student.

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

- 10:00 AM** **Discuss the Threshold Students as a Group for Grade 5 or Biology**
The facilitator asks each table to share their threshold student descriptions, starting with threshold *Level 3* and continuing with threshold *Level 4*.
- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
 - Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the two threshold students.
- 10:30 AM** **Break**
- 10:45 AM** **Examine the Student Test for Grade 5 or Biology**
Participants examine the test items from the student's perspective.
- Participants should briefly review these items to get a general sense of what is measured by the test and how it is measured.
 - Participants should make notes on their item maps.
- 11:30 AM** **Round 1 for Grade 5 or Biology**
Participants complete their Round 1 Yes/No Angoff ratings for Grade 5 or Biology. Working individually, participants complete the Yes/No Angoff task for each item.
- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
 - Then participants repeat the process, considering the threshold *Level 4* student.
 - Round 1 is an individual round. Participants should not discuss their ratings with their colleagues until Round 1 is complete.
 - All Yes/No Angoff ratings should be recorded in the electronic item map.
- Noon** **Lunch**
The group breaks for 30 minutes.

12:30 PM Presentation of Feedback from Round 1 for Grade 5 or Biology

The facilitator presents feedback from Round 1.

12:40 PM Discuss Round 1 as a Table for Grade 5 or Biology

In their tables, participants discuss their Yes/No Angoff ratings for each item.

- Participants should discuss their Yes/No Angoff ratings with their colleagues.
- Starting with item 1, participants should share their ratings with the table. If the table agrees, discussion should continue with the next item. If there is disagreement, participants should share why they made their ratings the way they did.
- Participants do *not* have to agree on their Yes/No Angoff ratings as a table.
- Making Yes/No Angoff ratings is always an individual activity.

1:40 PM Round 2 for Grade 5 or Biology

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 2 is an individual round. Participants should not discuss their ratings with their colleagues until Round 2 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous round.

2:00 PM Discuss Round 2 for Grade 5 or Biology

The facilitator shares feedback from Round 2, including *impact data*. Then the facilitator invites each table to share elements from their discussions after Round 1, including any items for which participants disagreed on their Yes/No Angoff ratings. Finally, participants complete the Yes/No Angoff task for each item.

- Participants do *not* have to agree on their Yes/No Angoff ratings as a group.
- Making Yes/No Angoff ratings is always an individual activity.
- Ratings should be indicated for both cut scores, even if the rating for an item is the same as from Round 1 or 2.

- 2:45 PM Round 3 for Grade 5 or Biology**
Working individually, participants complete the Yes/No Angoff task for each item.
- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
 - Then participants repeat the process, considering the threshold *Level 4* student.
 - Round 3 is an individual round. Participants should not discuss their ratings with their colleagues until Round 3 is complete.
 - All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous rounds.
- 3:00 PM Break**
- 3:15 PM Presentation of Recommendations**
The facilitator presents a summary of the recommendations from all grades. Participants are encouraged to consider whether the recommendations form a clear, explainable pattern across grades and share their thoughts.
- Table leaders make note of their participants' thoughts for use during the across-grade discussion.
- 3:45 PM Workshop Evaluation and Dismissal for Most Participants**
Each participant completes an evaluation of the standard setting.
- Afterwards, table leaders remain in their seats for the across-grade discussion.
 - All other participants are dismissed with the thanks of DPI and DRC.
- 4:00 PM Across-Grade Discussion for Table Leaders**
In a general session, the table leaders from each group discuss their groups' recommendations and the consistency across grades. If needed, the grade groups recommend adjustments to their recommendations to improve across-grade consistency (*articulation*).
- 4:50 PM Articulation Evaluation for Table Leaders**
Each table leader completes an evaluation of the across-grade discussion.
- 5:00 PM Dismissal for Table Leaders**
Table leaders are dismissed with the thanks of DPI and DRC.

Agenda at a Glance

NCEXTEND1 Science Standard Setting



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

Monday, July 12

7:30–8:15 AM Participants Find Their Seats
8:30 AM Opening Session
9:00 AM Standard Setting Methodology
10:00 AM Break
10:15 AM Discuss the Tested Population
10:30 AM Study Content Standards and Achievement Level Descriptors (ALDs) for Grade 8
10:40 AM Discuss the Grade 8 ALDs and Threshold Students
11:00 AM Discuss the Grade 8 Threshold Students as a Group
11:30 AM Review the Released Form for Grade 8
Noon Lunch
12:30 PM Examine the Student Test for Grade 8
1:30 PM Orientation to the Yes/No Angoff Process
2:15 PM Round 1 for Grade 8
2:45 PM Break
3:00 PM Presentation of Feedback from Round 1 for Grade 8
3:15 PM Discuss Round 1 as a Table for Grade 8
4:30 PM Round 2 for Grade 8
4:55 PM Secure Workstations
5:00 PM Dismissal

Tuesday, July 13

7:30–8:15 AM Participants Find Their Seats
8:30 AM Discuss Round 2 for Grade 8
9:15 AM Round 3 for Grade 8
9:30 AM Discuss the ALDs and Threshold Students for Grade 5 or Biology
10:00 AM Discuss the Threshold Students as a Group for Grade 5 or Biology
10:30 AM Break
10:45 AM Examine the Student Test for Grade 5 or Biology
11:30 AM Round 1 for Grade 5 or Biology
Noon Lunch
12:30 PM Presentation of Feedback from Round 1 for Grade 5 or Biology
12:40 PM Discuss Round 1 as a Table for Grade 5 or Biology
1:40 PM Round 2 for Grade 5 or Biology
2:00 PM Discuss Round 2 for Grade 5 or Biology
2:45 PM Round 3 for Grade 5 or Biology
3:00 PM Break
3:15 PM Presentation of Recommendations
3:45 PM Workshop Evaluation and Dismissal for Most Participants
4:00 PM Across-Grade Discussion for Table Leaders
4:50 PM Articulation Evaluation for Table Leaders
5:00 PM Dismissal for Table Leaders



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Workshop Agenda

North Carolina NCEXTEND1
Reading Grades 3–8 and ELA II

Standard Setting Workshop
Raleigh, NC
July 13–16, 2021



Welcome to the North Carolina 2021 standard setting workshop! This agenda is for the participants in the NCEXTEND1 reading groups. The North Carolina Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, July 13

Welcome!

- | | |
|---------------------|---|
| 7:30–8:15 AM | Participants Find Their Seats
Participants follow postings and locate their designated breakout room. Participants sign into their DRC-assigned workstation, start the Pre-Workshop Survey, e-sign the confidentiality agreement, and meet their colleagues. |
| 8:30 AM | Opening Session
DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop. |
| 9:00 AM | Standard Setting Methodology
DRC introduces participants to the Yes/No Angoff process and shows how cut scores can be recommended by considering the test items and the content-based expectations for the threshold students. |
| 10:00 AM | Break |
| 10:15 AM | Discuss the Tested Population
DRC leads a discussion about the students who take the NCEXTEND1 tests. |
| 10:30 AM | Study Content Standards and Range ALDs for Grade 6
On their own, participants study the content standards and the range achievement level descriptors (ALDs). <ul style="list-style-type: none">• Participants read the grade 6 reading content standards to review the knowledge and skills that students should learn in the course.• Then participants begin to consider the content-based expectations for students in each achievement level. |

ALDs and Threshold Students for Grade 6

10:40 AM

Discuss the ALDs and Threshold Students for Grade 6

In tables, participants discuss the content-based expectations for both threshold students, starting with the threshold *Level 3* student.

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

11:00 AM

Discuss the Threshold Students as a Group for Grade 6

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

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

11:30 AM

Examine the Student Test for Grade 6

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

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

Noon

Lunch

The group breaks for 30 minutes.

12:30 PM

Orientation to the Yes/No Angoff Process

As a committee, DRC introduces Yes/No Angoff ratings, reminding participants how one studies each item and considers how the threshold student would perform.

- After the training, a brief evaluation is administered.

1:30 PM Round 1 for Grade 6

Participants complete their Round 1 Yes/No Angoff ratings for Grade 6.

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 1 is an individual round. Participants should not discuss their ratings with their colleagues until Round 1 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map.

2:30 PM Break

2:45 PM Presentation of Feedback from Round 1 for Grade 6

The facilitator presents feedback from Round 1.

3:15 PM Discuss Round 1 as a Table for Grade 6

The facilitator shares feedback from Round 1. Then in tables, participants discuss their Yes/No Angoff ratings for each item.

- Participants should discuss their Yes/No Angoff ratings with their colleagues.
- Starting with item 1, participants should share their ratings with the table. If the table agrees, discussion should continue with the next item. If there is disagreement, participants should share why they made their ratings the way they did.
- Participants do *not* have to agree on their Yes/No Angoff ratings as a table.
- Making Yes/No Angoff ratings is always an individual activity.

4:15 PM Round 2 for Grade 6

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 2 is an individual round. Participants should not discuss their ratings with their colleagues until Round 2 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous round.

4:55 PM Secure Workstations

Participants log-off of their workstations.

5:00 PM Dismissal

Finish Grade 6, Threshold Students for Grade 5 or 7

- 7:30–8:15 AM** **Participants Find Their Seats**
Please be sure to use your designated workstation from the prior day.
- 8:30 AM** **Discuss Round 2 for Grade 6**
The facilitator shares feedback from Round 2, including *impact data*. Then the facilitator invites each table to share elements from their discussions after Round 1, including any items for which participants disagreed on their Yes/No Angoff ratings. Finally, participants complete the Yes/No Angoff task for each item.
- Participants do *not* have to agree on their Yes/No Angoff ratings as a group.
 - Making Yes/No Angoff ratings is always an individual activity.
 - Ratings should be indicated for both cut scores, even if the rating for an item is the same as from Round 1 or 2.
- 9:00 AM** **Round 3 for Grade 6**
Working individually, participants complete the Yes/No Angoff task for each item.
- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
 - Then participants repeat the process, considering the threshold *Level 4* student.
 - Round 3 is an individual round. Participants should not discuss their ratings with their colleagues until Round 3 is complete.
 - All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous rounds.
- 9:30 AM** **Study Content Standards and Range ALDs for Grade 5 or 7**
On their own, participants study the content standards and the range ALDs.
- Participants read the Reading Grade 5 or 7 content standards to review the knowledge and skills that students should learn in the course.
 - Then participants begin to consider the content-based expectations for students in each achievement level.
- 10:00 AM** **Break**

- 10:15 AM** **Discuss the ALDs and Threshold Students for Grade 5 or 7**
 In tables, participants discuss the content-based expectations for both threshold students, starting with the threshold *Level 3* student.
- Each table should consider the knowledge, skills, and abilities expected of the *Level 3* threshold student; that is, a student who is just entering *Level 3*.
 - The table should create a brief, bulleted list that describes the skills expected of the threshold *Level 3* student.
 - Participants should then continue by discussing the content-based expectations of the threshold *Level 4* student.
 - To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:00 AM** **Discuss the Threshold Students as a Group for Grade 5 or 7**
 The facilitator asks each table to share their threshold student descriptions, starting with threshold *Level 3* and continuing with threshold *Level 4*.
- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
 - Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the two threshold students.
- 11:30 AM** **Examine the Student Test for Grade 5 or 7**
 Participants examine the test items from the student's perspective.
- Participants should briefly review these items to get a general sense of what is measured by the test and how it is measured, making notes on their item maps.
- Noon** **Lunch**
 The group breaks for 30 minutes.
- 12:30 PM** **Round 1 for Grade 5 or 7**
 Participants complete their Round 1 Yes/No Angoff ratings for Grade 5 or 7. Working individually, participants complete the Yes/No Angoff task for each item.
- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
 - Then participants repeat the process, considering the threshold *Level 4* student.
 - Round 1 is an individual round. Participants should not discuss their ratings with their colleagues until Round 1 is complete.
 - All Yes/No Angoff ratings should be recorded in the electronic item map.

1:30 PM Discuss Round 1 as a Table for Grade 5 or 7

The facilitator shares feedback from Round 1. Then in tables, participants discuss their Yes/No Angoff ratings for each item.

- Participants should discuss their Yes/No Angoff ratings with their colleagues.
- Starting with item 1, participants should share their ratings with the table. If the table agrees, discussion should continue with the next item. If there is disagreement, participants should share why they made their ratings the way they did.
- Participants do *not* have to agree on their Yes/No Angoff ratings as a table.
- Making Yes/No Angoff ratings is always an individual activity.

2:30 PM Break

2:45 PM Round 2 for Grade 5 or 7

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 2 is an individual round. Participants should not discuss their ratings with their colleagues until Round 2 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous round.

3:30 PM Discuss Round 2 for Grade 5 or 7

The facilitator shares feedback from Round 2, including *impact data*. Then the facilitator invites each table to share elements from their discussions after Round 1, including any items for which participants disagreed on their Yes/No Angoff ratings. Finally, participants complete the Yes/No Angoff task for each item.

- Participants do *not* have to agree on their Yes/No Angoff ratings as a group.
- Making Yes/No Angoff ratings is always an individual activity.
- Ratings should be indicated for both cut scores, even if the rating for an item is the same as from Round 1.

4:15 PM Round 3 for Grade 5 or 7

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 3 is an individual round. Participants should not discuss their ratings with their colleagues until Round 3 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous rounds.

4:55 PM Secure Workstations

Participants log-off of their workstations.

5:00 PM Dismissal

Threshold Students for Grade 4 or 8

- 7:30–8:15 AM** **Participants Find Their Seats**
Please be sure to use your designated workstation from the prior day.
- 8:30 AM** **Finish Grade 5 or 7**
If necessary, the groups finish their work for Grade 5 or 7 before moving on to Grade 4 or 8.
- 9:30 AM** **Study Content Standards and Range ALDs for Grade 4 or 8**
On their own, participants study the content standards and the range ALDs.
- Participants read the Reading Grade 4 or 8 content standards to review the knowledge and skills that students should learn in the course.
 - Then participants begin to consider the content-based expectations for students in each achievement level.
- 10:00 AM** **Break**
- 10:15 AM** **Discuss the ALDs and Threshold Students for Grade 4 or 8**
In tables, participants discuss the content-based expectations for both threshold students, starting with the threshold *Level 3* student.
- Each table should consider the knowledge, skills, and abilities expected of the *Level 3* threshold student; that is, a student who is just entering *Level 3*.
 - The table should create a brief, bulleted list that describes the skills expected of the threshold *Level 3* student.
 - Participants should then continue by discussing the content-based expectations of the threshold *Level 4* student.
 - To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.
- 11:00 AM** **Discuss the Threshold Students as a Group for Grade 4 or 8**
The facilitator asks each table to share their threshold student descriptions, starting with threshold *Level 3* and continuing with threshold *Level 4*.
- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
 - Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the two threshold students.
- 11:30 AM** **Examine the Student Test for Grade 4 or 8**
Participants examine the test items from the student's perspective.
- Participants should briefly review these items to get a general sense of what is measured by the test and how it is measured, making notes on their item maps.

Noon **Lunch**
The group breaks for 30 minutes.

12:30 PM **Round 1 for Grade 4 or 8**
Participants complete their Round 1 Yes/No Angoff ratings for Grade 4 or 8.
Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 1 is an individual round. Participants should not discuss their ratings with their colleagues until Round 1 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map.

1:30 PM **Discuss Round 1 as a Table for Grade 4 or 8**
The facilitator shares feedback from Round 1. Then in tables, participants discuss their Yes/No Angoff ratings for each item.

- Participants should discuss their Yes/No Angoff ratings with their colleagues.
- Starting with item 1, participants should share their ratings with the table. If the table agrees, discussion should continue with the next item. If there is disagreement, participants should share why they made their ratings the way they did.
- Participants do *not* have to agree on their Yes/No Angoff ratings as a table.
- Making Yes/No Angoff ratings is always an individual activity.

2:30 PM **Break**

2:45 PM **Round 2 for Grade 4 or 8**
Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 2 is an individual round. Participants should not discuss their ratings with their colleagues until Round 2 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous round.

3:30 PM Discuss Round 2 for Grade 4 or 8

The facilitator shares feedback from Round 2, including *impact data*. Then the facilitator invites each table to share elements from their discussions after Round 1, including any items for which participants disagreed on their Yes/No Angoff ratings. Finally, participants complete the Yes/No Angoff task for each item.

- Participants do *not* have to agree on their Yes/No Angoff ratings as a group.
- Making Yes/No Angoff ratings is always an individual activity.
- Ratings should be indicated for both cut scores, even if the rating for an item is the same as from Round 1 or 2.

4:15 PM Round 3 for Grade 4 or 8

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 3 is an individual round. Participants should not discuss their ratings with their colleagues until Round 3 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous rounds.

4:55 PM Secure Workstations

Participants log-off of their workstations.

5:00 PM Dismissal

Threshold Students for Grade 3 or ELA II

- 7:30–8:15 AM** **Participants Find Their Seats**
Please be sure to use your designated workstation from the prior day.
- 8:30 AM** **Study Content Standards and Range ALDs for Grade 3 or ELA II**
On their own, participants study the content standards and the range ALDs.
- Participants read the Reading Grade 3 or ELA II content standards to review the knowledge and skills that students should learn in the course.
 - Then participants begin to consider the content-based expectations for students in each achievement level.
- 8:45 AM** **Discuss the ALDs and Threshold Students for Grade 3 or ELA II**
In tables, participants discuss the content-based expectations for both threshold students, starting with the threshold *Level 3* student.
- Each table should consider the knowledge, skills, and abilities expected of the *Level 3* threshold student; that is, a student who is just entering *Level 3*.
 - The table should create a brief, bulleted list that describes the skills expected of the threshold *Level 3* student.
 - Participants should then continue by discussing the content-based expectations of the threshold *Level 4* student.
 - To engage in this discussion, participants refer to the ALDs, the content standards, and their knowledge of students.
- 9:15 AM** **Discuss the Threshold Students as a Group for Grade 3 or ELA II**
The facilitator asks each table to share their threshold student descriptions, starting with threshold *Level 3* and continuing with threshold *Level 4*.
- A spokesperson from each table should be prepared to report some of the highlights from the table's discussion of the threshold students.
 - Each table should take notes during the discussion and update their bulleted lists of the skills expected of each of the two threshold students.
- 9:45 AM** **Break**
- 10:00 AM** **Examine the Student Test for Grade 3 or ELA II**
Participants examine the test items from the student's perspective.
- Participants should briefly review these items to get a general sense of what is measured by the test and how it is measured, making notes on their item maps.

Rounds 1 and 2 for Grade 3 or ELA II

10:30 AM Round 1 for Grade 3 or ELA II

Participants complete their Round 1 Yes/No Angoff ratings for Grade 3 or ELA II. Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 1 is an individual round. Participants should not discuss their ratings with their colleagues until Round 1 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map.

11:30 AM Discuss Round 1 as a Table for Grade 3 or ELA II

The facilitator shares feedback from Round 1. Then in tables, participants discuss their Yes/No Angoff ratings for each item.

- Participants should discuss their Yes/No Angoff ratings with their colleagues.
- Starting with item 1, participants should share their ratings with the table. If the table agrees, discussion should continue with the next item. If there is disagreement, participants should share why they made their ratings the way they did.
- Participants do *not* have to agree on their Yes/No Angoff ratings as a table.
- Making Yes/No Angoff ratings is always an individual activity.

Noon Lunch

The group breaks for 30 minutes.

12:30 PM Round 2 for Grade 3 or ELA II

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- Round 2 is an individual round. Participants should not discuss their ratings with their colleagues until Round 2 is complete.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous round.

1:15 PM Discuss Round 2 for Grade 3 or ELA II

The facilitator shares feedback from Round 2, including *impact data*. Then the facilitator invites each table to share elements from their discussions after Round 1, including any items for which participants disagreed on their Yes/No Angoff ratings. Finally, participants complete the Yes/No Angoff task for each item.

- Participants do *not* have to agree on their Yes/No Angoff ratings as a group.
- Making Yes/No Angoff ratings is always an individual activity.
- Ratings should be indicated for both cut scores, even if the rating for an item is the same as from Round 1 or 2.

1:45 PM Break**2:00 PM Round 3 for Grade 3 or ELA II**

Working individually, participants complete the Yes/No Angoff task for each item.

- Participants begin by considering the threshold *Level 3* student. For each item on the test, participants ask how many points the threshold *Level 3* student would be expected to earn: 0, 1, or 2.
- Then participants repeat the process, considering the threshold *Level 4* student.
- All Yes/No Angoff ratings should be recorded in the electronic item map. Please do not change your ratings for the previous rounds.

2:45 PM Presentation of Recommendations

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

- Table leaders make note of their participants' thoughts for use during the across-grade discussion.

3:00 PM Workshop Evaluation and Dismissal for Most Participants

Each participant completes an evaluation of the standard setting.

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

3:15 PM Across-Grade Discussion for Table Leaders

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

4:50 PM Articulation Evaluation for Table Leaders

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

5:00 PM Dismissal for Table Leaders

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

Agenda at a Glance

NCEXTEND1 Reading Standard Setting



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

Tuesday, July 13

7:30–8:15 AM	Participants Find Their Seats
8:30 AM	Opening Session
9:00 AM	Standard Setting Methodology
10:00 AM	Break
10:15 AM	Discuss the Tested Population
10:30 AM	Study Content Standards and Range ALDs for Grade 6
10:40 AM	Discuss the ALDs and Threshold Students for Grade 6
11:00 AM	Discuss the Threshold Students as a Group for Grade 6
11:30 AM	Examine the Student Test for Grade 6
Noon	Lunch
12:30 PM	Orientation to the Yes/No Angoff Process
1:30 PM	Round 1 for Grade 6
2:30 PM	Break
2:45 PM	Presentation of Feedback from Round 1 for Grade 6
3:15 PM	Discuss Round 1 as a Table for Grade 6
4:15 PM	Round 2 for Grade 6
4:55 PM	Secure Workstations
5:00 PM	Dismissal

Wednesday, July 14

7:30–8:15 AM	Participants Find Their Seats
8:30 AM	Discuss Round 2 for Grade 6
9:00 AM	Round 3 for Grade 6
9:30 AM	Study Content Standards and Range ALDs for Grade 5 or 7
10:00 AM	Break
10:15 AM	Discuss the ALDs and Threshold Students for Grade 5 or 7
11:00 AM	Discuss the Threshold Students as a Group for Grade 5 or 7
11:30 AM	Examine the Student Test for Grade 5 or 7
Noon	Lunch
12:30 PM	Round 1 for Grade 5 or 7
1:30 PM	Discuss Round 1 as a Table for Grade 5 or 7
2:30 PM	Break
2:45 PM	Round 2 for Grade 5 or 7
3:30 PM	Discuss Round 2 for Grade 5 or 7
4:15 PM	Round 3 for Grade 5 or 7
4:55 PM	Secure Workstations
5:00 PM	Dismissal

Thursday, July 15

7:30–8:15 AM	Participants Find Their Seats
8:30 AM	Finish Grade 5 or 7
9:30 AM	Study Content Standards and Range ALDs for Grade 4 or 8
10:00 AM	Break
10:15 AM	Discuss the ALDs and Threshold Students for Grade 4 or 8
11:00 AM	Discuss the Threshold Students as a Group for Grade 4 or 8
11:30 AM	Examine the Student Test for Grade 4 or 8
Noon	Lunch
12:30 PM	Round 1 for Grade 4 or 8
1:30 PM	Discuss Round 1 as a Table for Grade 4 or 8
2:30 PM	Break
2:45 PM	Round 2 for Grade 4 or 8
3:30 PM	Discuss Round 2 for Grade 4 or 8
4:15 PM	Round 3 for Grade 4 or 8
4:55 PM	Secure Workstations
5:00 PM	Dismissal

Friday, July 16

7:30–8:15 AM	Participants Find Their Seats
8:30 AM	Study Content Standards and Range ALDs for Grade 3 or ELA II
8:45 AM	Discuss the ALDs and Threshold Students for Grade 3 or ELA II
9:15 AM	Discuss the Threshold Students as a Group for Grade 3 or ELA II
9:45 AM	Break
10:00 AM	Examine the Student Test for Grade 3 or ELA II
10:30 AM	Round 1 for Grade 3 or ELA II
11:30 AM	Discuss Round 1 as a Table for Grade 3 or ELA II
Noon	Lunch
12:30 PM	Round 2 for Grade 3 or ELA II
1:15 PM	Discuss Round 2 for Grade 3 or ELA II
1:45 PM	Break
2:00 PM	Round 3 for Grade 3 or ELA II
2:45 PM	Presentation of Recommendations
3:00 PM	Workshop Evaluation and Dismissal for Most Participants
3:15 PM	Across-Grade Discussion for Table Leaders
4:50 PM	Articulation Evaluation for Table Leaders
5:00 PM	Dismissal for Table Leaders

D

Training Presentation and Materials



North Carolina NCEXTEND1 Standard Setting

NCEXTEND1 Science
Angoff Training Session
July 12, 2021

1



Training Session

Rick Mercado
Sr. Director, Research
Data Recognition Corporation

2

Workshop Goal



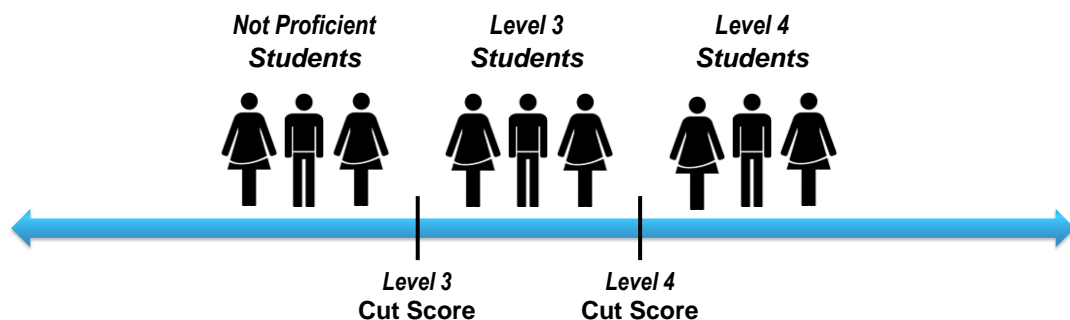
- To recommend cut scores that categorize students into one of three achievement levels:
 - *Not Proficient*
 - *Level 3*
 - *Level 4*

3

Cut Scores & Achievement Levels



- Two cut scores classify students into three achievement levels.



4

Yes/No Angoff Procedure



**Item-centered
method**



**Content-based
decisions**



Iterative process

5

Process Overview



Today

- Discuss the threshold students for the first grade
- Study the test items
- **Round 1:** Make cut score recommendations on your own
- Discuss recommendations with your table
- **Round 2:** Make cut score recommendations on your own
- Discuss your recommendations with your group
- **Round 3:** Make cut score recommendations on your own

Later

- Divide into subgroups
- Repeat the process for remaining grades
- Review the group's recommendations
- Evaluate the workshop

6

Achievement Level Descriptors (ALDs)



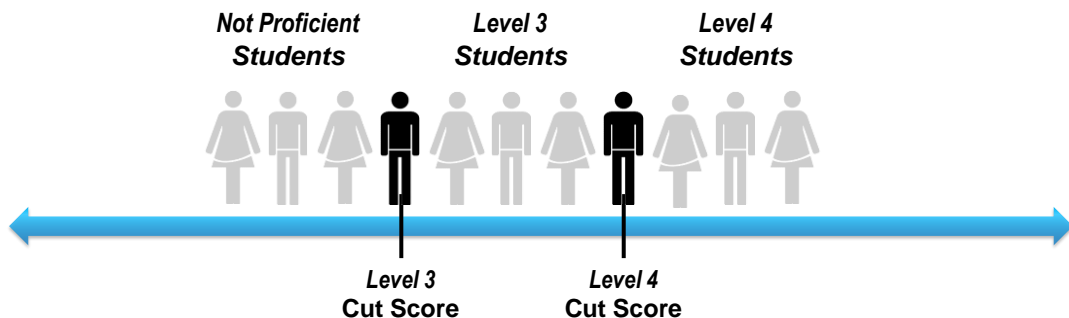
- ALDs describe the knowledge, skills, and understandings expected of students in each achievement level.
 - They are linked to the content standards.
 - ALDs describe students in the middle of each level, not on the *thresholds*.

7

ALDs and Achievement Levels



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

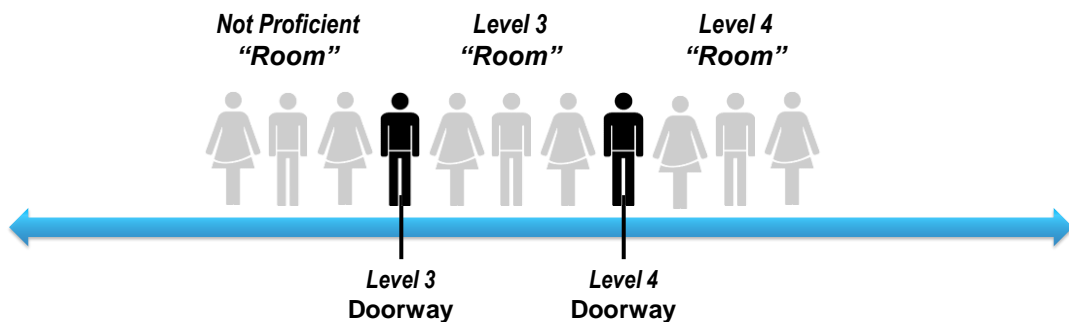


8

Rooms and Doorways



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

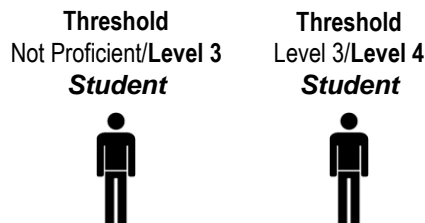


9

Two 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 two threshold students.



10

Examine the Test Items

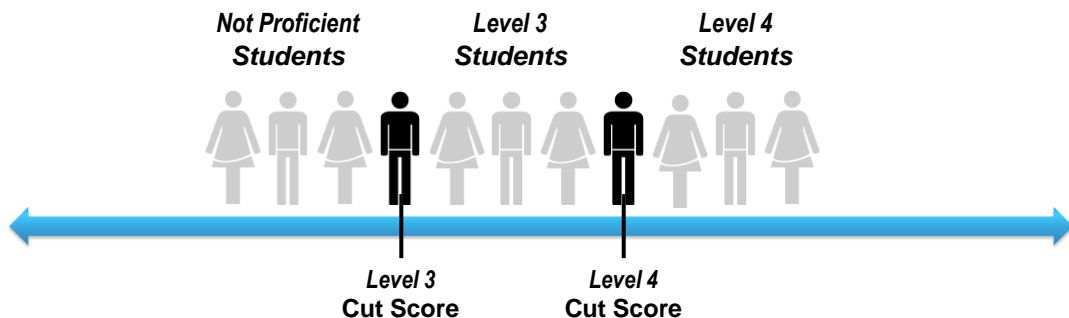
- By examining the test questions, you will better understand students' testing experience during the assessment.
- Then you will consider how the two hypothetical threshold students are expected to perform.



11

Threshold Students and Ratings

- Yes/No Angoff ratings and cut scores are linked to the student *just* in each level.



12

Three Rounds



Round 1

Study items
and make your
own Yes/No
Angoff ratings

Discuss your
ratings with
your
tablemates

Round 2

On your own,
make your own
Yes/No Angoff
ratings

See feedback
and discuss
your ratings
with your group

Round 3

On your own,
make your own
Yes/No Angoff
ratings

Then review
recommended
cut scores

13

Roles and Responsibilities



- You will recommend achievement standards to DPI.
- During the workshop, remember to:
 - Contribute to discussions at your table
 - Participate in group-wide discussions
 - Make your Yes/No Angoff ratings independently
 - Ask a member of staff any questions
 - Use workshop materials only in meeting rooms
 - Keep workshop conversations confidential

14

Workshop Security



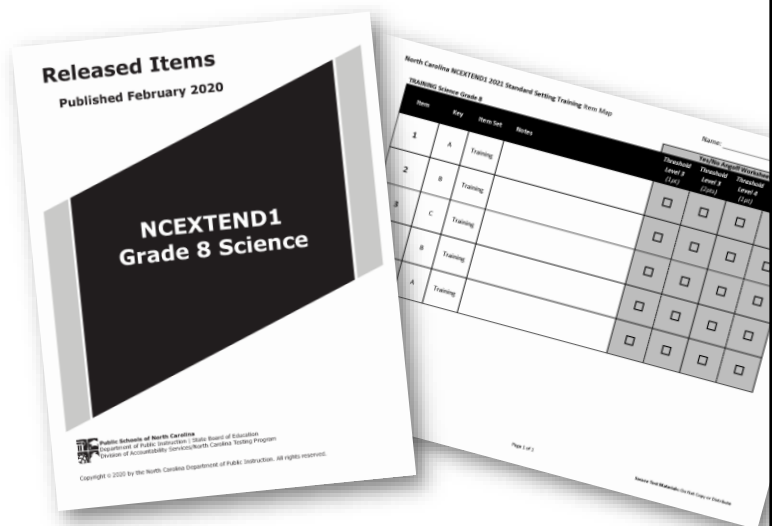
- Always leave the workshop materials in the meeting rooms.
 - Feel free to make notes on your printed workshop materials. Your facilitator will collect all the materials at the end of the workshop.
- Do not share or discuss the contents of the materials outside your meeting room.
 - Do not access the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

15

Training Materials



- Item map
- Training items
- Training rating form



16

Item Map



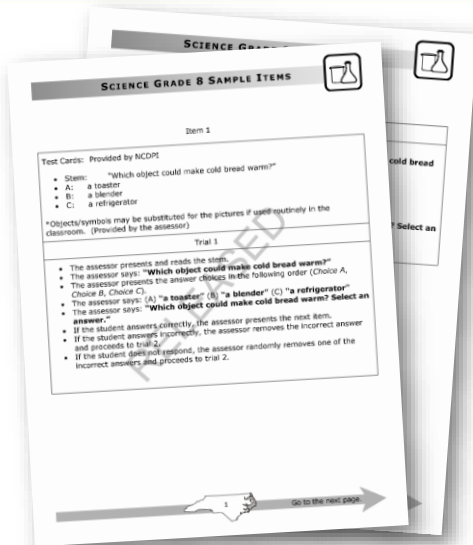
North Carolina NCEXTEND1 2021 Standard Setting Training Item Map

Name: _____

TRAINING Science Grade 8				Yes/No Angoff Worksheet			
Item	Key	Item Set	Notes	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
1	A	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	B	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	C	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	B	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	A	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17

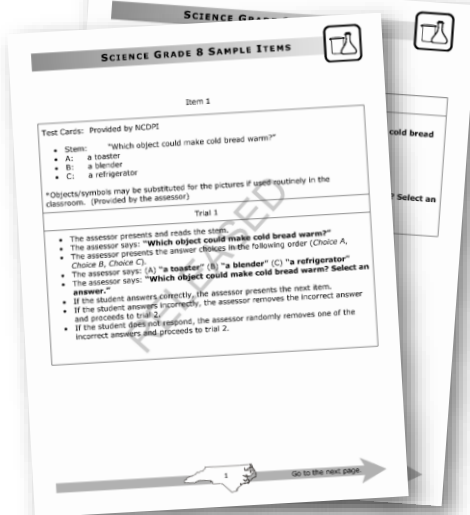
Item Structure



- Items are presented by the teacher to the student.
 - If the student gets the item correct in **Trial 1** (i.e., on the first try), the student earns **two points**.
 - If the student gets the item wrong (or doesn't respond), an incorrect answer choice is removed. If the student gets the item correct in **Trial 2** (i.e., on the second try), the student earns **one point**.
- The training packet includes detailed instructions for the teacher.
 - In the actual standard setting, only the item is shown.

18

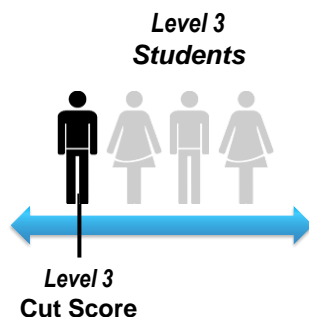
Examining an Item and Making Ratings



- Make a brief note to yourself about what the item measures.
- Consider a threshold student. Ask yourself if the threshold student is expected to:
 - Earn two points on the item
 - Earn one point on the item
 - Earn zero points on the item
- Record your judgment on your item map, then go on to the next item.

19

Items and the Threshold Student



- Remember to consider the threshold student, not the student in the middle of the achievement level.
 - For example, is the Level 3 threshold student expected to earn two points on the item (i.e., answer the question correctly in Trial 1)?

20

Recording Your Angoff Ratings



- Use the worksheet on your item map to record your Angoff ratings.
 - Check the box for “yes.”
 - Leave the box blank for “no.”

Yes/No Angoff Worksheet				
	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

21

Recap



- Steps in Round 1:
 - Discuss expectations for the threshold students
 - Examine the test items
 - Consider the two threshold students
 - Review each test item
 - Ask yourself how each threshold student would be expected to perform on each item
 - Record judgments on the item map
 - Complete the post-round survey

22

Pacing



- Some people will take longer than others to study the test items and make their Angoff ratings.
 - During conversations, please be considerate of others at your table and in the room.
 - If you finish earlier than your neighbors, you may wish to check-in with your facilitator, leave your materials at your table, and take a short break.

23



Practice Exercise

NCEXTEND1 Science
Angoff Training Session
July 12, 2021

24

Consider the Threshold Student



- Review these policy ALDs for *Not Proficient* and *Level 3*.
 - Consider the student who is just barely in *Level 3*.
 - What knowledge, skills, and understandings would you expect of this threshold student?

Not Proficient	Level 3
Students at Not Proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.

25

Examine Items Using Item Map



- For each item...
 - Consider what the item measures.
 - Ask yourself if the threshold *Level 3* student is expected to earn one point on the item. Then ask whether they would earn two points.
 - Make a check mark for “Yes” and leave a blank for “No.”

North Carolina NCNEXTENDS 2021 Standard Setting Training Item Map

Name: _____

TRAINING Science Grade 8				Yes/No Answer Worksheet			
Item	Key	Item Set	Notes	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
1	A	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	B	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	C	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	B	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	A	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26

Repeat the Process



- Now repeat the process for the threshold *Level 4* student.
 - Remember: the threshold *Level 4* student will do *at least* as well on each item as the threshold *Level 3* student.
- Remember the steps:
 1. Review the ALDs
 2. Examine the test items
 3. Consider the two threshold students
 4. Review each test item
 5. Ask yourself whether each threshold student would be expected to earn zero points, one point, or two points.
 6. Record your judgments on your item map.

27

Review Your Item Info Sheet



- After you have studied the items, look over your ratings.
 - Be sure your expectations for the threshold *Level 4* student are at least as high as those for the threshold *Level 3* student.
 - It's okay if you don't expect either threshold student to earn points on some items.

Yes/No Angoff Worksheet				
	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

28

After Round 1



- To calculate cut score recommendations after each round, we sum the number of points expected of each threshold student.
 - The median of the cut score recommendations across participants is the group's recommendation.
- After Round 1, you will receive additional information to consider.
 - Feedback on recommended cut scores
 - Information about the difficulty of each item for students.

29

Using the Feedback



- Compare your cut score recommendations with your tablemates' recommendations.
- Consider the stringency of your recommendations.
 - Consider how difficult (or easy) students found each item.
 - Talk with your tablemates about the items.
 - Then make your Round 2 ratings.
 - You do *not* have to agree with your colleagues.

30

Discussion of Round 1 Ratings



- In the actual workshop, you will discuss your Round 1 ratings at your table.
- Feel free to discuss:
 - Your ratings for each item
 - Items where you had a hard time making a rating
- After discussion, you will have a second opportunity to make Angoff ratings.
 - You can change any, all, or none of your ratings.
 - Making ratings is always an individual activity.

31

Suggestions for Discussions



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

32

After Round 2



- After Round 2, you will see:
 - the median recommendations from Round 2
 - *impact data*, the percent of students that would be classified in each achievement level if the Round 2 cut scores were implemented

33

Round 3



- After Round 2, you will discuss your ratings *across tables*.
 - Your table will report-out and share a bit of the discussions that happened after Round 1.
 - Be sure to share any items for which (a) your table disagreed on the ratings for, even after discussion; or (b) your table had insightful conversations about.
- Then you will make Round 3 ratings.
 - Making Angoff ratings is always an individual activity.

34

Repeat the Process



- After Round 3, the group will divide and repeat the process for the remaining grades.
 - The group will likely pick up speed as it goes.

35

Reviewing the Recommendations



- After the Yes/No Angoff process is complete for the final grade, your facilitator will show you the Round 3 recommendations from all the tests in the content area.
 - You will be asked to look at the articulation of the achievement standards across grades.
 - You may wish to consider adjustments to your recommendations to improve the articulation across grades.
 - The table leaders will convene in a special session to look over the recommendations and, if needed, recommend adjustments to promote better across-grade articulation.

36

After the Workshop



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

37

Workshop Structure



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

38

Accessing Workshop Materials



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



39

Housekeeping



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

40

Questions



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

41



Yes/No Angoff Refresher Training

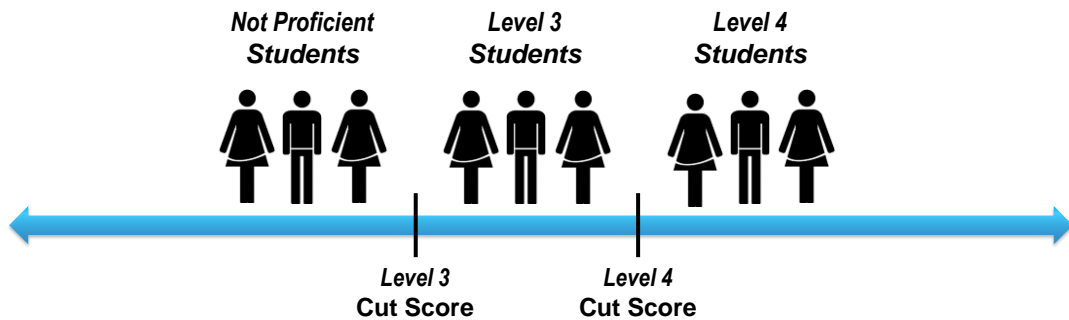
NCEXTEND1 Science Standard Setting
July 12, 2021

42

Cut Scores & Achievement Levels



- Two cut scores classify students into three achievement levels.

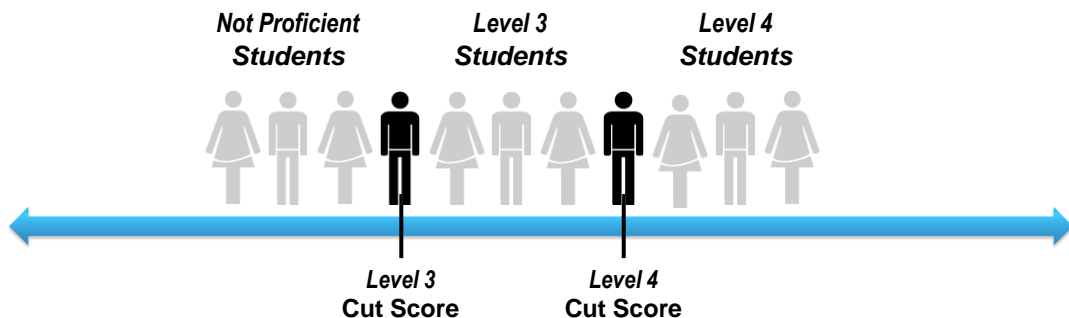


43

Threshold Students and Ratings

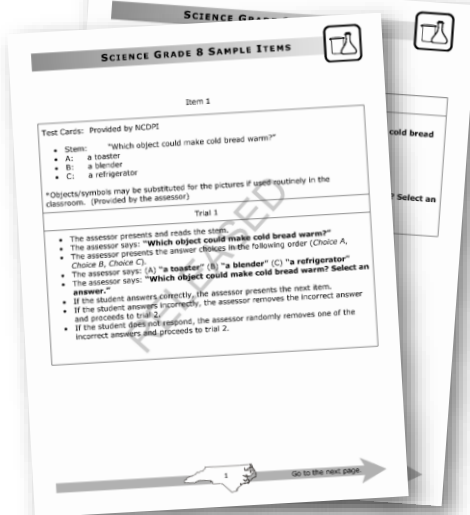


- Yes/No Angoff ratings and cut scores are linked to the student *just* in each level.



44

Examining an Item and Making Ratings



- Make a brief note to yourself about what the item measures.
- Consider a threshold student. Ask yourself if the threshold student is expected to:
 - Earn two points on the item
 - Earn one point on the item
 - Earn zero points on the item
- Record your judgment on your item map, then go on to the next item.

45

Recording Your Angoff Ratings



- After you have studied the items, look over your ratings.
 - Be sure your expectations for the threshold *Level 4* student are at least as high as those for the threshold *Level 3* student.
 - It's okay if you don't expect either threshold student to earn points on some items.

Yes/No Angoff Worksheet				
	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

46

Trials and Points



- Remember:
 - If you expect a threshold student will answer the question correctly on Trial 1, you expect they will earn **two points**.
 - You would check both boxes for this item.
 - If you expect a threshold student will answer the question correctly on Trial 2, you expect they will earn **one point**.
 - You would check the first box for this item.

47

Rounds



- **Round 1:** Make ratings on your own
- **Round 2:** See feedback, discuss with your tablemates, make ratings on your own
- **Round 3:** See feedback and impact data, discuss with the group, make ratings on your own

48

Mid-Process Evaluation



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



North Carolina NCEXTEND1 Standard Setting

NCEXTEND1 Reading
Angoff Training Session
July 13, 2021

1



Training Session

Rick Mercado
Sr. Director, Research
Data Recognition Corporation

2

Workshop Goal



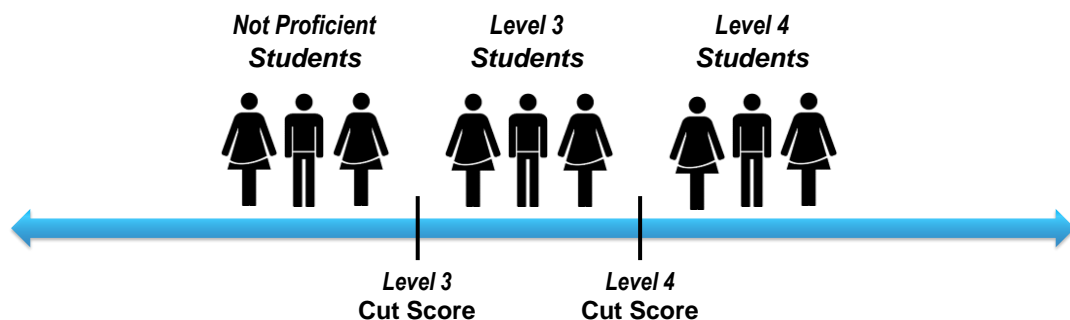
- To recommend cut scores that categorize students into one of three achievement levels:
 - *Not Proficient*
 - *Level 3*
 - *Level 4*

3

Cut Scores & Achievement Levels



- Two cut scores classify students into three achievement levels.



4

Yes/No Angoff Procedure



**Item-centered
method**



**Content-based
decisions**



Iterative process

5

Process Overview



Today

- Discuss the threshold students for the first grade
- Study the test items
- **Round 1:** Make cut score recommendations on your own
- Discuss recommendations with your table
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Later

- Divide into subgroups
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- Evaluate the workshop

6

Achievement Level Descriptors (ALDs)



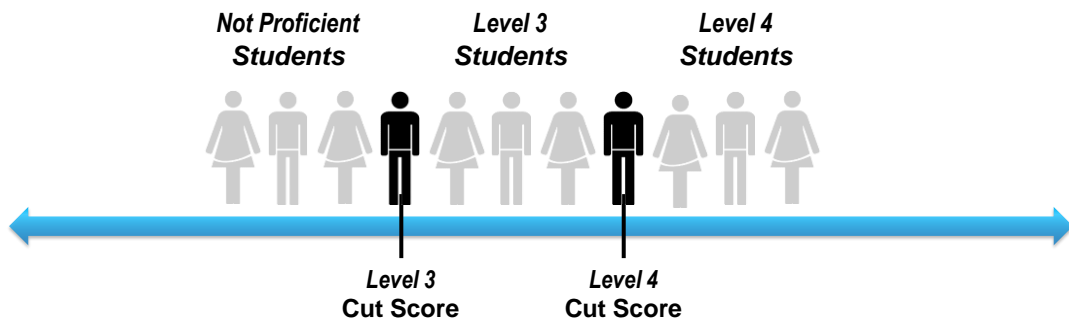
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ALDs and Achievement Levels



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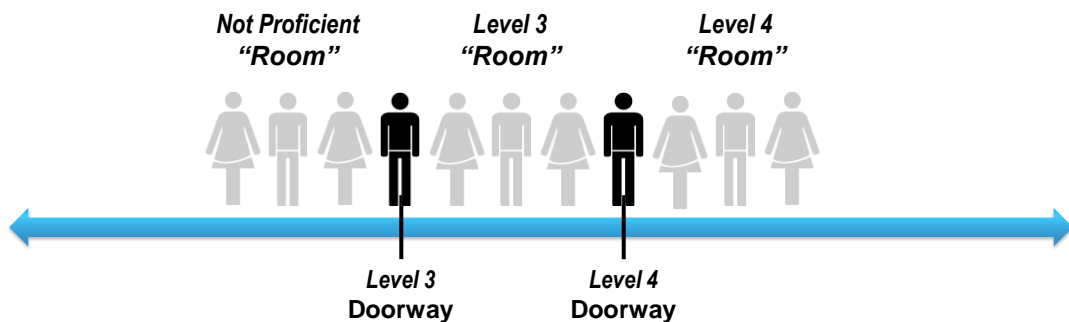


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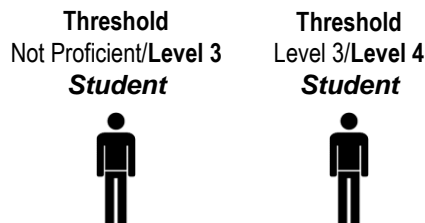


9

Two Threshold Students



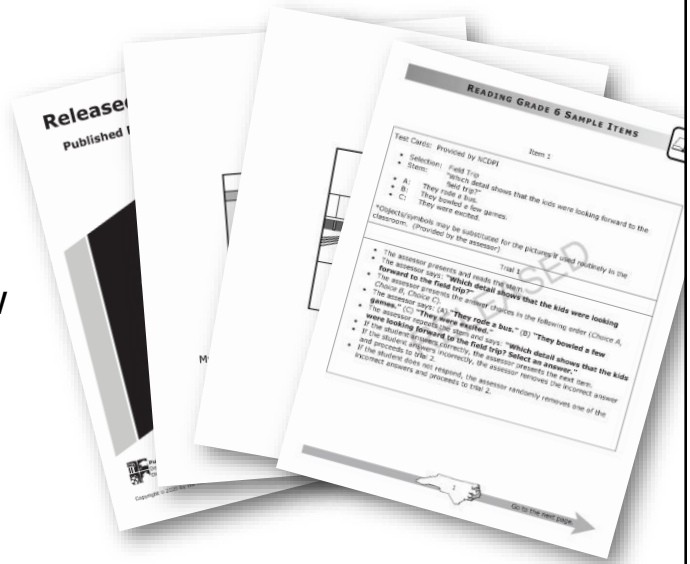
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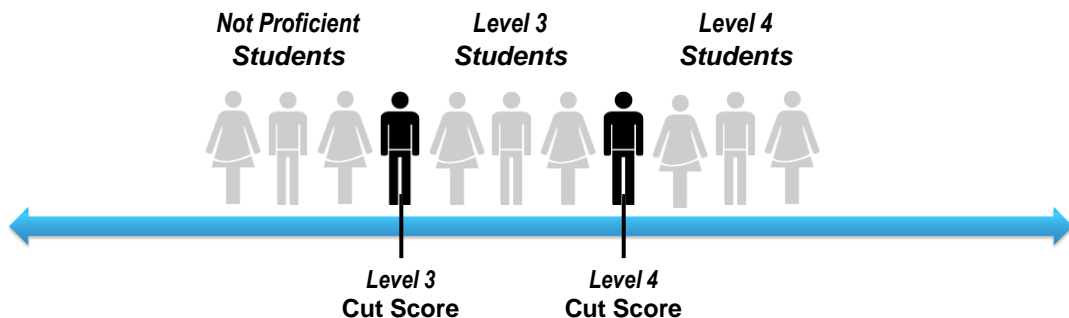
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Threshold Students and Ratings

- Yes/No Angoff ratings and cut scores are linked to the student *just* in each level.



12

Three Rounds



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and make your
own Yes/No
Angoff ratings

Discuss your
ratings with
your
tablemates

Round 2

On your own,
make your own
Yes/No Angoff
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See feedback
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Round 3

On your own,
make your own
Yes/No Angoff
ratings

Then review
recommended
cut scores

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 - Make your Yes/No Angoff ratings independently
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 - Use workshop materials only in meeting rooms
 - Keep workshop conversations confidential

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Workshop Security



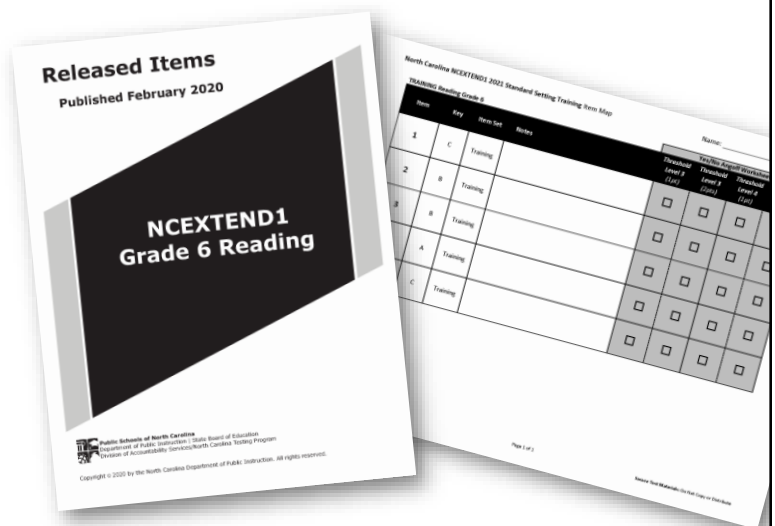
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- Do not share or discuss the contents of the materials outside your meeting room.
 - Do not access the electronic materials after the workshop.
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15

Training Materials



- Item map
- Training items
- Training rating form



16

Item Map



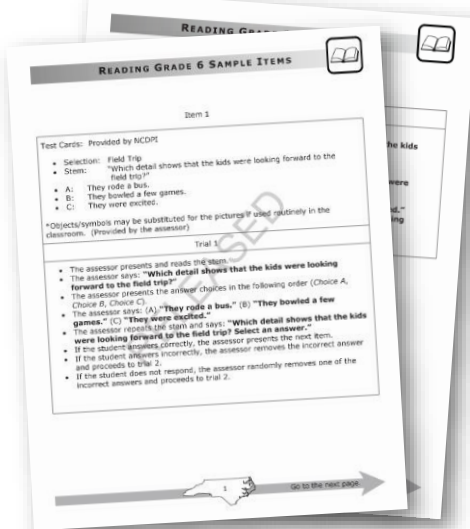
North Carolina NCEXTEND1 2021 Standard Setting Training Item Map

Name: _____

TRAINING Reading Grade 6				Yes/No Angoff Worksheet			
Item	Key	Item Set	Notes	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
1	C	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	B	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	B	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	A	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	C	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17

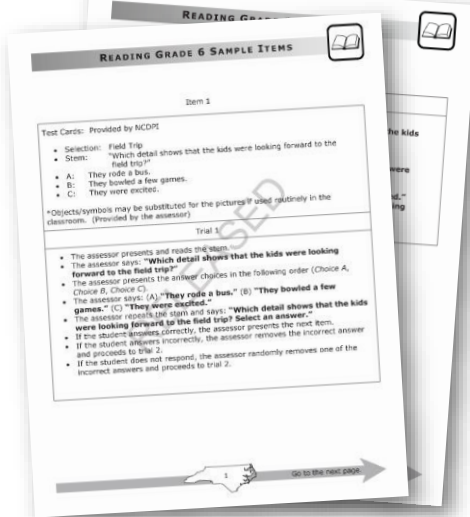
Item Structure



- Items are presented by the teacher to the student.
 - If the student gets the item correct in **Trial 1** (i.e., on the first try), the student earns **two points**.
 - If the student gets the item wrong (or doesn't respond), an incorrect answer choice is removed. If the student gets the item correct in **Trial 2** (i.e., on the second try), the student earns **one point**.
- The training packet includes detailed instructions for the teacher.
 - In the actual standard setting, only the item is shown.

18

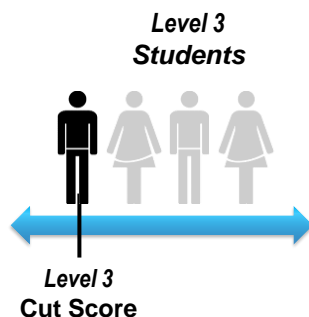
Examining an Item and Making Ratings



- Make a brief note to yourself about what the item measures.
- Consider a threshold student. Ask yourself if the threshold student is expected to:
 - Earn two points on the item
 - Earn one point on the item
 - Earn zero points on the item
- Record your judgment on your item map, then go on to the next item.

19

Items and the Threshold Student



- Remember to consider the threshold student, not the student in the middle of the achievement level.
 - For example, is the Level 3 threshold student expected to earn two points on the item (i.e., answer the question correctly in Trial 1)?

20

Recording Your Angoff Ratings



- Use the worksheet on your item map to record your Angoff ratings.
 - Check the box for “yes.”
 - Leave the box blank for “no.”

Yes/No Angoff Worksheet				
	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

21

Recap



- Steps in Round 1:
 - Discuss expectations for the threshold students
 - Examine the test items
 - Consider the two threshold students
 - Review each test item
 - Ask yourself how each threshold student would be expected to perform on each item
 - Record judgments on the item map
 - Complete the post-round survey

22

Pacing



- Some people will take longer than others to study the test items and make their Angoff ratings.
 - During conversations, please be considerate of others at your table and in the room.
 - If you finish earlier than your neighbors, you may wish to check-in with your facilitator, leave your materials at your table, and take a short break.

23



Practice Exercise

NCEXTEND1 Reading
Angoff Training Session
July 13, 2021

24

Consider the Threshold Student



- Review these policy ALDs for *Not Proficient* and *Level 3*.
 - Consider the student who is just barely in *Level 3*.
 - What knowledge, skills, and understandings would you expect of this threshold student?

Not Proficient	Level 3
Students at Not Proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.

25

Examine Items Using Item Map



- For each item...
 - Consider what the item measures.
 - Ask yourself if the threshold *Level 3* student is expected to earn one point on the item. Then ask whether they would earn two points.
 - Make a check mark for “Yes” and leave a blank for “No.”

North Carolina NCEXTEND1 2021 Standard Setting Training Item Map

Name: _____

TRAINING Reading Grade 6				Yes/No Angoff Worksheet			
Item	Key	Item Set	Notes	Threshold Level 3 (1 pt)	Threshold Level 3 (2 pts)	Threshold Level 4 (1 pt)	Threshold Level 4 (2 pts)
1	C	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	B	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	B	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	A	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	C	Training		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26

Repeat the Process



- Now repeat the process for the threshold *Level 4* student.
 - Remember: the threshold *Level 4* student will do *at least* as well on each item as the threshold *Level 3* student.
- Remember the steps:
 1. Review the ALDs
 2. Examine the test items
 3. Consider the two threshold students
 4. Review each test item
 5. Ask yourself whether each threshold student would be expected to earn zero points, one point, or two points.
 6. Record your judgments on your item map.

27

Review Your Item Info Sheet



- After you have studied the items, look over your ratings.
 - Be sure your expectations for the threshold *Level 4* student are at least as high as those for the threshold *Level 3* student.
 - It's okay if you don't expect either threshold student to earn points on some items.

Yes/No Angoff Worksheet				
	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

28

After Round 1



- To calculate cut score recommendations after each round, we sum the number of points expected of each threshold student.
 - The median of the cut score recommendations across participants is the group's recommendation.
- After Round 1, you will receive additional information to consider.
 - Feedback on recommended cut scores
 - Information about the difficulty of each item for students.

29

Using the Feedback



- Compare your cut score recommendations with your tablemates' recommendations.
- Consider the stringency of your recommendations.
 - Consider how difficult (or easy) students found each item.
 - Talk with your tablemates about the items.
 - Then make your Round 2 ratings.
 - You do *not* have to agree with your colleagues.

30

Discussion of Round 1 Ratings



- In the actual workshop, you will discuss your Round 1 ratings at your table.
- Feel free to discuss:
 - Your ratings for each item
 - Items where you had a hard time making a rating
- After discussion, you will have a second opportunity to make Angoff ratings.
 - You can change any, all, or none of your ratings.
 - Making ratings is always an individual activity.

31

Suggestions for Discussions



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

32

After Round 2



- After Round 2, you will see:
 - the median recommendations from Round 2
 - *impact data*, the percent of students that would be classified in each achievement level if the Round 2 cut scores were implemented

33

Round 3



- After Round 2, you will discuss your ratings *across tables*.
 - Your table will report-out and share a bit of the discussions that happened after Round 1.
 - Be sure to share any items for which (a) your table disagreed on the ratings for, even after discussion; or (b) your table had insightful conversations about.
- Then you will make Round 3 ratings.
 - Making Angoff ratings is always an individual activity.

34

Repeat the Process



- After Round 3, the group will divide and repeat the process for the remaining grades.
 - The group will likely pick up speed as it goes.

35

Reviewing the Recommendations



- After the Yes/No Angoff process is complete for the final grade, your facilitator will show you the Round 3 recommendations from all the tests in the content area.
 - You will be asked to look at the articulation of the achievement standards across grades.
 - You may wish to consider adjustments to your recommendations to improve the articulation across grades.
 - The table leaders will convene in a special session to look over the recommendations and, if needed, recommend adjustments to promote better across-grade articulation.

36

After the Workshop



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

37

Workshop Structure



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

38

Accessing Workshop Materials



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



39

Housekeeping



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

40

Questions



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

41



Yes/No Angoff Refresher Training

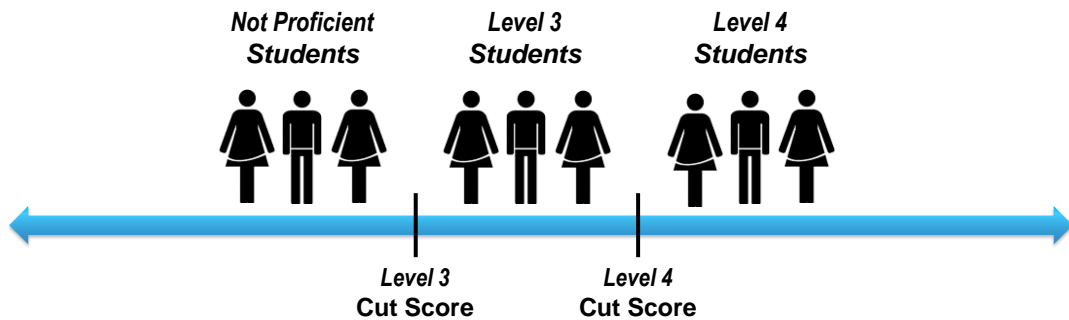
NCEXTEND1 Reading
July 13, 2021

42

Cut Scores & Achievement Levels



- Two cut scores classify students into three achievement levels.

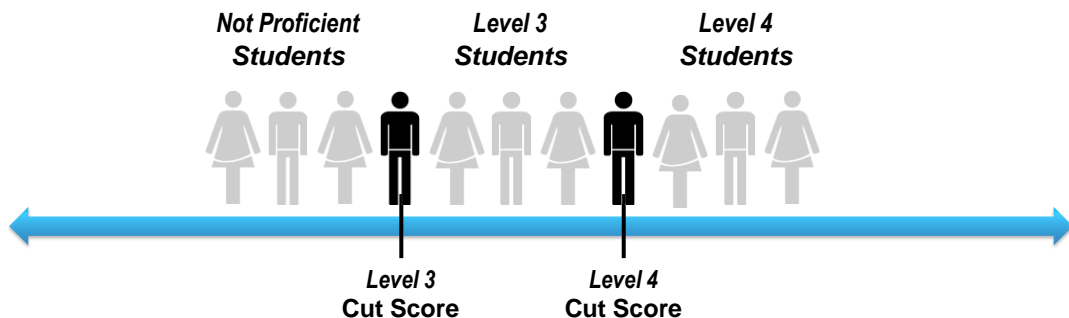


43

Threshold Students and Ratings

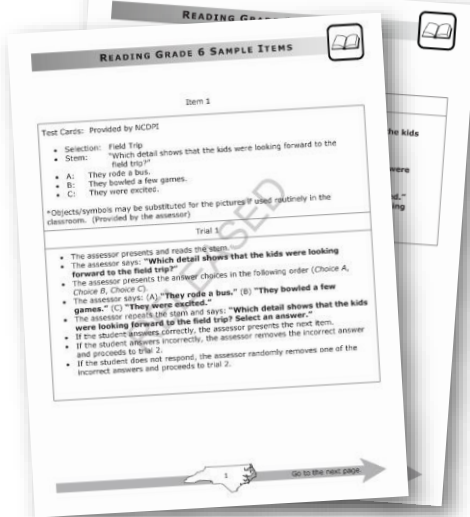


- Yes/No Angoff ratings and cut scores are linked to the student *just* in each level.



44

Examining an Item and Making Ratings



- Make a brief note to yourself about what the item measures.
- Consider a threshold student. Ask yourself if the threshold student is expected to:
 - Earn two points on the item
 - Earn one point on the item
 - Earn zero points on the item
- Record your judgment on your item map, then go on to the next item.

45

Recording Your Angoff Ratings



- After you have studied the items, look over your ratings.
 - Be sure your expectations for the threshold *Level 4* student are at least as high as those for the threshold *Level 3* student.
 - It's okay if you don't expect either threshold student to earn points on some items.

Yes/No Angoff Worksheet				
	Threshold Level 3 (1pt)	Threshold Level 3 (2pts)	Threshold Level 4 (1pt)	Threshold Level 4 (2pts)
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

46

Trials and Points



- Remember:
 - If you expect a threshold student will answer the question correctly on Trial 1, you expect they will earn **two points**.
 - You would check both boxes for this item.
 - If you expect a threshold student will answer the question correctly on Trial 2, you expect they will earn **one point**.
 - You would check the first box for this item.

47

Rounds



- **Round 1:** Make ratings on your own
- **Round 2:** See feedback, discuss with your tablemates, make ratings on your own
- **Round 3:** See feedback and impact data, discuss with the group, make ratings on your own

48

Mid-Process Evaluation



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



Mid-Process Evaluation for NCEXTEND1

This section of the evaluation asks a few questions about the Yes/No Angoff process, just to make sure everyone understands the process. Don't worry: you learned everything you needed to know during the training.

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

What is your full name? *

Your answer

A participant is considering her Yes/No Angoff ratings. Read the questions below and choose the best answer.

The correct responses for these questions will be shown after you submit the survey.

When making her ratings, which of these students should the participant mostly keep in mind? * 1 point

- ☐ Threshold students
- ☐ Mid-range students
- ☐ High-achieving students

The participant thinks the threshold Level 3 student will get an item correct 1 point
in Trial 2. She fills in the first circle for Level 3 for that item. What does her
rating mean? *

- ☐ The threshold Level 3 student will probably earn one point on the item.
- ☐ The threshold Level 3 student MUST earn at least one point on the item to be in Level 3.
- ☐ Students in Level 4 will probably earn one point on the item, but not any students in Level 3.

The participant thinks that the threshold Level 3 student should be able to 1 point
answer a different item correctly on Trial 1. Based ONLY on this rating,
which other student would probably answer this item correctly on Trial 1? *

- ☐ The threshold Level 4 student
- ☐ The threshold Not Proficient student
- ☐ No other threshold students

For another item, the participant makes "no" ratings for both of the 1 point
threshold students for both Trial 1 and Trial 2. What does this mean? *

- ☐ The item measures knowledge and skills that are not included in the state content standards.
- ☐ The item is so easy that nearly all students will answer the question correctly.
- ☐ The item measures knowledge and skills beyond that expected of the threshold Level 4 student.

Next



Page 1 of 3

Clear form

About Your Experience So Far

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

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
The training provided a clear description of the workshop goals.	<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.

☐☐☐☐

The practice exercises were useful.

☐☐☐☐

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

☐☐☐☐

My role in the standard setting was well described.

☐☐☐☐

I feel prepared to complete the standard setting task.

☐☐☐☐

The achievement level descriptors (ALDs) are clear.

☐☐☐☐

Adequate information was provided regarding the ALDs.

☐☐☐☐

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

☐☐☐☐

Back

Next



Page 2 of 3

Clear form

Readiness

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

Are you ready to proceed with Round 1? *

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

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

Your answer

[Back](#)

[Submit](#)

Page 3 of 3

[Clear form](#)

NCEXTEND1 Mid-Process Evaluation

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




When making her ratings, which of these students should the participant mostly keep in mind?

Response	Frequency	Percent	
* Threshold students	48	100.00	<div style="width: 100%; height: 15px; background-color: green;"></div>
Mid-range students	0	0.00	<div style="width: 0%; height: 15px; background-color: white; border: 1px solid black;"></div>
High-achieving students	0	0.00	<div style="width: 0%; height: 15px; background-color: white; border: 1px solid black;"></div>




The participant thinks the threshold Level 3 student will get an item correct in Trial 2. She fills in the first circle for Level 3 for that item. What does her rating mean?

Response	Frequency	Percent	
* The threshold Level 3 student will probably earn one point on the item.	38	79.17	<div style="width: 79.17%; height: 15px; background-color: green;"></div>
The threshold Level 3 student MUST earn at least one point on the item to be in Level 3.	10	20.83	<div style="width: 20.83%; height: 15px; background-color: red;"></div>
Students in Level 4 will probably earn one point on the item but not any students in Level 3.	0	0.00	<div style="width: 0%; height: 15px; background-color: white; border: 1px solid black;"></div>

The participant thinks that the threshold Level 3 student should be able to answer a different item correctly on Trial 1. Based ONLY on this rating, which other student would probably answer this item correctly on Trial 1?

Response	Frequency	Percent	
* The threshold Level 4 student	46	95.83	
The threshold Not Proficient student	2	4.17	
No other threshold students	0	0.00	

For another item, the participant makes "no" ratings for both of the threshold students for both Trial 1 and Trial 2. What does this mean?

Response	Frequency	Percent	
The item measures knowledge and skills that are not included in the state content standards.	0	0.00	
The item is so easy that nearly all students will answer the question correctly.	0	0.00	
* The item measures knowledge and skills beyond that expected of the threshold Level 4 student.	48	100.00	

NCEXTEND1 Mid-Process Evaluation

The training provided a clear description of the workshop goals.

Response	Frequency	Percent	Mean: 3.65
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	0	0.00	<input type="text"/>
Agree	14	29.17	<input type="text"/>
Strongly Agree	33	68.75	<input type="text"/>

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

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	0	0.00	<input type="text"/>
Agree	12	25.00	<input type="text"/>
Strongly Agree	35	72.92	<input type="text"/>

The practice exercises were useful.

Response	Frequency	Percent	Mean: 3.54
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	0	0.00	<input type="text"/>
Agree	19	39.58	<input type="text"/>
Strongly Agree	28	58.33	<input type="text"/>

My role in the standard setting was well described.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	1	2.08	<input type="text"/>
Agree	13	27.08	<input type="text"/>
Strongly Agree	33	68.75	<input type="text"/>

The achievement level descriptors (ALDs) are clear.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	3	6.25	<input type="text"/>
Agree	21	43.75	<input type="text"/>
Strongly Agree	23	47.92	<input type="text"/>

The training session leader clearly explained the standard setting procedure.

Response	Frequency	Percent	Mean: 3.65
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	1	2.08	<input type="text"/>
Agree	12	25.00	<input type="text"/>
Strongly Agree	34	70.83	<input type="text"/>

The training addressed many of my questions and concerns.

Response	Frequency	Percent	Mean: 3.52
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	0	0.00	<input type="text"/>
Agree	20	41.67	<input type="text"/>
Strongly Agree	27	56.25	<input type="text"/>

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

Response	Frequency	Percent	Mean: 3.67
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	0	0.00	<input type="text"/>
Agree	13	27.08	<input type="text"/>
Strongly Agree	34	70.83	<input type="text"/>

I feel prepared to complete the standard setting task.

Response	Frequency	Percent	Mean: 3.46
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	1	2.08	<input type="text"/>
Agree	21	43.75	<input type="text"/>
Strongly Agree	25	52.08	<input type="text"/>

Adequate information was provided regarding the ALDs.

Response	Frequency	Percent	Mean: 3.46
Strongly Disagree	1	2.08	<input type="text"/>
Disagree	1	2.08	<input type="text"/>
Agree	21	43.75	<input type="text"/>
Strongly Agree	25	52.08	<input type="text"/>

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

Response	Frequency	Percent	Mean: 3.42
Strongly Disagree	1	2.08	<div></div>
Disagree	1	2.08	<div></div>
Agree	23	47.92	<div></div>
Strongly Agree	23	47.92	<div></div>

Are you ready to proceed with Round 1?

Response	Frequency	Percent	Mean: 1.00
Yes I am ready.	48	100.00	<div></div>
Not yet; I have questions.	0	0.00	<div></div>

E

Achievement Level Descriptors (ALDs)

Not Proficient				Level 3	Level 4
NCEXTEND1 Grade 5 Science	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.		
	<ul style="list-style-type: none"> Recognize changes in motion. 	<ul style="list-style-type: none"> Identify changes in motion, recognize that a push/pull can move an object, and identify factors that impact motion. 	<ul style="list-style-type: none"> Compare and understand changes in motion, understand that a push/pull can move an object, and be able to describe factors that impact motion. 		
	<ul style="list-style-type: none"> Observe changes in matter. 	<ul style="list-style-type: none"> Recognize changes in matter. 	<ul style="list-style-type: none"> Understand, identify, compare, and classify changes in matter. 		
	<ul style="list-style-type: none"> Recognize there are different types of weather and/or recognize possible dangers related to different types of weather. 	<ul style="list-style-type: none"> Identify possible dangers related to different types of weather and recognize reasons for staying inside during severe weather. 	<ul style="list-style-type: none"> Understand possible dangers related to different types of weather and identify reasons for staying inside during severe weather. 		
	<ul style="list-style-type: none"> Recognize basic structures of the human body. 	<ul style="list-style-type: none"> Recognize basic structures of the human body that are essential for life, and their functions. 	<ul style="list-style-type: none"> Identify and understand basic structures of the human body that are essential for life, and their functions. 		

	<ul style="list-style-type: none"> ● Recognize common ecosystems. ● Recognize a living or a non-living thing in a given ecosystem. 	<ul style="list-style-type: none"> ● Recognize plants and animals found in common ecosystems. ● Identify living and non-living things in a given ecosystem. 	<ul style="list-style-type: none"> ● Identify common ecosystems and plants and animals found in those ecosystems. ● Identify and differentiate living and non-living things in a given ecosystem.
--	--	---	---

Not Proficient			Level 3	Level 4
NCEXTEND1 Grade 8 Science	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.	
	<ul style="list-style-type: none">Recognize the different forms of energy such as light, heat, electrical, and energy of motion.Recognize that an object can become hot or cold.Recognize that an object has weight.	<ul style="list-style-type: none">Identify the different forms of energy such as light, heat, electrical, and energy of motion.Identify ways that an object can become hot or cold.Recognize that an object weighs the same as the sum of its parts.	<ul style="list-style-type: none">Identify the different forms and results of applying light, heat, electrical, and energy of motion.Identify if an object will be hot or cold to the touch and understand the result of the transfer of heat.Identify that an object weighs the same as the sum of its parts.	

	<ul style="list-style-type: none"> ● Recognize water features on Earth's surface (salt and fresh). 	<ul style="list-style-type: none"> ● Identify water features on Earth's surface (salt and fresh). 	<ul style="list-style-type: none"> ● Identify and compare the many water features on Earth's surface (salt and fresh).
	<ul style="list-style-type: none"> ● Recognize that humans need drinking water. 	<ul style="list-style-type: none"> ● Identify the importance of drinking water for humans. 	<ul style="list-style-type: none"> ● Understand the importance of drinking water for humans.
	<ul style="list-style-type: none"> ● Recognize that germs cause illness. 	<ul style="list-style-type: none"> ● Identify examples of hygienic practices that reduce the presence of germs that cause illness. 	<ul style="list-style-type: none"> ● Identify illnesses caused by germs, that germs cause illness, and that hygienic practices reduce the presence of germs.
	<ul style="list-style-type: none"> ● Recognize parts of a simple food chain. 	<ul style="list-style-type: none"> ● Recognize a transfer of energy within a simple food chain. 	<ul style="list-style-type: none"> ● Identify within a simple food chain the transfer of energy from the Sun to plants, to animals, to organisms that cause decay.
	<ul style="list-style-type: none"> ● Recognize that living things depend on their environment. 	<ul style="list-style-type: none"> ● Identify examples of living things depending on their environment. 	<ul style="list-style-type: none"> ● Understand and can identify the relationship between the environment and living things.

Not Proficient				Level 3		Level 4	
NCEXTEND1 Biology	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.		Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.			
	<ul style="list-style-type: none"> Recognize the function of major external or internal body parts. Recognize that most living things are made up of cells. Recognize that animals get energy from food and most plants make their own food. 	<ul style="list-style-type: none"> Identify the function of major external and internal body parts. Identify that most living things are made up of cells, and that the cell is the smallest unit of life. Recognize that animals get energy from food, examples of food sources, and that most plants use photosynthesis to make their own food. 		<ul style="list-style-type: none"> Explain the function of major external and internal body parts. Identify and understand that most living things are made up of cells, and that the cell is the smallest unit of life. Identify and understand that plants and animals get energy from food, what those food sources are, and that plants use photosynthesis to make their own food. 			

	<ul style="list-style-type: none"> ● Recognize a fruit, vegetable, or meat that humans eat. 	<ul style="list-style-type: none"> ● Recognize that humans eat foods such as fruits, vegetables, and meats. 	<ul style="list-style-type: none"> ● Identify that humans eat foods such as fruits, vegetables, and meats.
	<ul style="list-style-type: none"> ● Recognize simple food chains. ● Recognize a human activity that impacts the natural world. 	<ul style="list-style-type: none"> ● Identify simple food chains, and examples of living things competing with each other in their environment. ● Identify that pollution, recycling, conservation, and human activity impact natural resources. 	<ul style="list-style-type: none"> ● Understand simple food chains, and how living things compete with each other in order to live within their environment. ● Identify and understand how pollution, recycling, conservation, and human activity impact natural resources.

Not Proficient			
Level 3		Level 4	
NCEXTEND1 Grade 3 Reading	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.
Anchor Standard	Reading: Literature Selections		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> Attempt to answer explicit who or what questions to demonstrate understanding of details in a simple text. 	<ul style="list-style-type: none"> Answer explicit who and what questions to demonstrate understanding of details in a familiar text. 	<ul style="list-style-type: none"> Answer who and what questions to demonstrate understanding of details in a familiar text.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> Attempt to identify an explicit feeling of a main character in a simple story. 	<ul style="list-style-type: none"> Identify an explicit feeling of a character in a story. 	<ul style="list-style-type: none"> Identify the feeling of characters in a story.
Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning and tone.	<ul style="list-style-type: none"> Attempt to determine a word that completes a sentence in a text. 	<ul style="list-style-type: none"> Determine words that complete sentences in a text. 	<ul style="list-style-type: none"> Determine words and phrases that complete sentences in a text.

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"> Determine the beginning or end of a simple story. 	<ul style="list-style-type: none"> Determine the beginning and end of a familiar story in order. 	<ul style="list-style-type: none"> Determine the beginning, middle, and end of a familiar story in order.
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> Identify a part of an illustration in a simple text that depicts a particular setting or event. 	<ul style="list-style-type: none"> Identify a part of an illustration or tactical information that depicts a particular setting or event. 	<ul style="list-style-type: none"> Identify parts of illustrations or tactical information that depicts a particular setting or event.
Anchor Standard	Reading: Informational Selections		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> Attempt to answer explicit who or what questions to demonstrate understanding of details in a simple text. 	<ul style="list-style-type: none"> Answer explicit who and what questions to demonstrate understanding of details in a familiar text. 	<ul style="list-style-type: none"> Answer who and what, where, questions to demonstrate understanding of details in a text.
Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> Attempt to identify the main topic or a key detail of a simple text. 	<ul style="list-style-type: none"> Identify the main topic or retell a key detail of a familiar text. 	<ul style="list-style-type: none"> Identify the main topic and retell key details of a text.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> Identify one event from a simple text as “first.” 	<ul style="list-style-type: none"> Identify an event from a familiar text as “first” or “next.” 	<ul style="list-style-type: none"> Order two events from a text as “first” and “next.”

<p>Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<ul style="list-style-type: none"> Attempt to identify a common or familiar key word that completes a simple sentence in a text. Attempt to use information gained from illustrations in a simple text to answer who or what questions. 	<ul style="list-style-type: none"> Identify a key word that completes a sentence in a text. Use information gained from illustrations and the words in a text to answer who and what questions. 	<ul style="list-style-type: none"> Identify key words that complete sentences in a text. Use information gained from illustrations and the words in a text to answer who and what questions.
Anchor Standard	Language		
Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<ul style="list-style-type: none"> Attempt to demonstrate knowledge of the simple word meaning drawn from grade 3 content. 	<ul style="list-style-type: none"> Demonstrate knowledge of familiar word meanings drawn from grade 3 content. 	<ul style="list-style-type: none"> Demonstrate knowledge of word meanings drawn from grade 3 content.

Not Proficient			Level 3	Level 4
NCEXTEND1 Grade 4 Reading	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.	
Anchor Standard	Reading: Literature Selections			
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none">Attempt to use details from a simple text to recount what a part of the text says.	<ul style="list-style-type: none">Use details from a familiar text to recount what a part of the text says.	<ul style="list-style-type: none">Use details from the text to recount what the text says.	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none">Attempt to identify the theme of a simple story.	<ul style="list-style-type: none">Identify the theme of a familiar story or drama.	<ul style="list-style-type: none">Identify the theme of a familiar story, drama or poem.	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none">Attempt to use details from a simple text to describe a main character in the story.	<ul style="list-style-type: none">Use details from the text to describe a main character in the story.	<ul style="list-style-type: none">Use details from the text to describe characters in the story.	

Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> Attempt to determine the meaning of simple words in a simple text. 	<ul style="list-style-type: none"> Determine the meaning of words in a familiar text. 	<ul style="list-style-type: none"> Determine the meaning of words in a text.
Anchor Standard	Reading: Informational Selections		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> Attempt to identify an explicit detail in a simple informational text. 	<ul style="list-style-type: none"> Identify an explicit detail in a familiar informational text. 	<ul style="list-style-type: none"> Identify explicit details in an informational text.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> Attempt to identify one idea in a simple text when it is explicitly stated. 	<ul style="list-style-type: none"> Identify the main idea of a familiar text when it is explicitly stated. 	<ul style="list-style-type: none"> Identify the main idea of a text when it is explicitly stated.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> Attempt to identify an explicit detail related to an individual in a simple historical or scientific text. 	<ul style="list-style-type: none"> Identify an explicit detail related to an individual or event in a historical or scientific text. 	<ul style="list-style-type: none"> Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.
Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> Attempt to determine the meaning of simple words in a simple text. 	<ul style="list-style-type: none"> Determine the meaning of words in a familiar text. 	<ul style="list-style-type: none"> Determine meaning of words in a text.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> Attempt to answer a question about simple information presented visually or orally. 	<ul style="list-style-type: none"> Answer questions about familiar information presented visually, orally, or quantitatively. 	<ul style="list-style-type: none"> Answer questions about information presented visually, orally, or quantitatively.
Anchor Standard	Language		
Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<ul style="list-style-type: none"> Attempt to demonstrate knowledge of simple word meaning drawn from grade 4 content. 	<ul style="list-style-type: none"> Demonstrate knowledge of familiar word meanings drawn from grade 4 content. 	<ul style="list-style-type: none"> Demonstrate knowledge of word meanings drawn from grade 4 content.

Not Proficient			
Level 3		Level 4	
NCEXTEND1 Grade 5 Reading	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.
	Reading: Literature Selections		
	<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<ul style="list-style-type: none"> Attempt to identify a word in a simple text that answers a question about explicit information. Attempt to identify the theme of a simple story. Attempt to identify a similarity about two characters in a simple story. 	<ul style="list-style-type: none"> Identify words in a familiar text that answer a question about explicit information. Identify the theme of a familiar story or drama. Identify a similarity about two characters in a familiar story.
			<ul style="list-style-type: none"> Identify words in the text that answer a question about explicit information. Identify the theme of a story, drama or poem. Compare two characters in a familiar story.

<p>Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view, perspective, or purpose shapes the content and style of a text.</p> <p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<ul style="list-style-type: none"> ● Attempt to determine the meaning of simple words in a simple text. ● Attempt to identify the point of view of the narrator in a simple text. ● Identify an illustration or a tactual element that adds to the understanding of a simple text. 	<ul style="list-style-type: none"> ● Determine the meaning of simple words and phrases in a familiar text. ● Determine the point of view of the narrator in a familiar text. ● Identify illustrations or tactual elements that add to the understanding of a familiar text. 	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text. ● Determine the point of view of the narrator. ● Identify illustrations, tactual, or multimedia elements that add to the understanding of a text.
Anchor Standard	Reading: Informational Selections		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> ● Attempt to identify a word in a simple text to answer a question about explicit information. 	<ul style="list-style-type: none"> ● Identify words in a familiar text to answer a question about explicit information. 	<ul style="list-style-type: none"> ● Identify words in the text to answer a question about explicit information.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> Attempt to identify a main idea of a simple text when it is explicitly stated. 	<ul style="list-style-type: none"> Identify the main idea of a familiar text when it is explicitly stated. 	<ul style="list-style-type: none"> Identify the main idea of a text when it is not explicitly stated.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> Attempt to identify a similarity about two individuals in a simple informational text. 	<ul style="list-style-type: none"> Identify similarities about two individuals or events in a familiar informational text. 	<ul style="list-style-type: none"> Compare two individuals, events, or ideas in an informational text.
Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> Attempt to determine the meaning of a simple domain-specific word in a familiar text. 	<ul style="list-style-type: none"> Determine the meanings of familiar domain-specific words. 	<ul style="list-style-type: none"> Determine the meanings of domain-specific words and phrases.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> Attempt to identify if a text tells about an event. 	<ul style="list-style-type: none"> Determine if a text tells about events or gives directions. 	<ul style="list-style-type: none"> Determine if a text tells about events, gives directions, or provides information on a topic.
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<ul style="list-style-type: none"> Attempt to locate information in simple print or digital sources. 	<ul style="list-style-type: none"> Locate information in familiar print or digital sources. 	<ul style="list-style-type: none"> Locate information in print or digital sources.

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> Attempt to identify a detail or an example that supports a specific point explicitly stated in a text. 	<ul style="list-style-type: none"> Identify details or examples that support a specific point explicitly stated in a text. 	<ul style="list-style-type: none"> Identify details and examples that support specific points in a text.
Anchor Standard	Language		
Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<ul style="list-style-type: none"> Attempt to demonstrate knowledge of simple word meanings drawn from grade 5 content. 	<ul style="list-style-type: none"> Demonstrate knowledge of familiar word meanings drawn from grade 5 content. 	<ul style="list-style-type: none"> Demonstrate knowledge of word meanings drawn from grade 5 content.
Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of word relationships and use.	<ul style="list-style-type: none"> Attempt to demonstrate understanding of simple words that have similar meanings. 	<ul style="list-style-type: none"> Demonstrate understanding of familiar words that have similar meanings. 	<ul style="list-style-type: none"> Demonstrate understanding of words that have similar meanings.

Not Proficient			Level 3	Level 4
NCEXTEND1 Grade 6 Reading	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.	
Anchor Standard	Reading: Literature Selections			
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none">Attempt to determine what a simple text says explicitly.	<ul style="list-style-type: none">Determine what a familiar text says explicitly or identify a simple inference that must be drawn.	<ul style="list-style-type: none">Determine what a text says explicitly as well as what simple inferences must be drawn.	
Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas.	<ul style="list-style-type: none">Attempt to identify an explicit detail in a simple text that is related to a given theme.	<ul style="list-style-type: none">Identify a detail in a familiar text that is related to the theme.	<ul style="list-style-type: none">Identify details in a text that are related to the theme.	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none">Attempt to identify a main character facing a challenge in a simple story.	<ul style="list-style-type: none">Identify how a main character responds to a challenge in a familiar story.	<ul style="list-style-type: none">Identify how a character responds to a challenge in a story.	

<p>Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> <p>Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> ● Attempt to determine how a different word could change the meaning of a sentence within a simple text. ● Attempt to identify a word in a simple text that describes what the narrator is explicitly feeling. 	<ul style="list-style-type: none"> ● Determine how a different word could change the meaning of a familiar text. ● Identify words in a familiar text that describe what the narrator or speaker is explicitly thinking or feeling. 	<ul style="list-style-type: none"> ● Determine how different words could change the meaning of a text. ● Identify words or phrases in the text that describe what the narrator or speaker is thinking or feeling.
Anchor Standard	Reading: Informational Selections		
<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<ul style="list-style-type: none"> ● Attempt to determine what is explicitly stated in a simple text. ● Attempt to determine the central idea of a simple passage when it is explicitly stated. ● Attempt to identify an explicit detail in a simple text about an individual or event. 	<ul style="list-style-type: none"> ● Analyze a text to determine what is explicitly stated or identify a simple inference that should be drawn. ● Determine the central idea of a passage when it is explicitly stated. ● Identify information in a familiar text that provides explicit details about individuals or events. 	<ul style="list-style-type: none"> ● Analyze a text to determine what it says explicitly as well as what inferences should be drawn. ● Determine the central idea of a passage and details or facts related to it. ● Identify information in the text that provides details about individuals, events, or ideas introduced in the text.

Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> Attempt to determine how a different word could change the meaning of a sentence within a simple text. Attempt to determine an author's purpose in a simple text. 	<ul style="list-style-type: none"> Determine how a different word could change the meaning of a familiar text. Determine an author's purpose or point of view in a familiar text. 	<ul style="list-style-type: none"> Determine how word choice changes the meaning of a text. Determine an author's purpose or point of view.
Anchor Standard	Language		
Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<ul style="list-style-type: none"> Attempt to demonstrate knowledge of simple word meanings drawn from simple grade 6 content using given context clues. 	<ul style="list-style-type: none"> Demonstrate knowledge of unknown word meanings drawn from simple grade 6 content using context clues. 	<ul style="list-style-type: none"> Demonstrate knowledge of word meanings drawn from grade 6 content using context clues.
Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of word relationships and use.	<ul style="list-style-type: none"> Attempt to determine what is being compared in a simple simile. 	<ul style="list-style-type: none"> Determine the meaning of a simple simile in a familiar text. 	<ul style="list-style-type: none"> Determine the meaning of simple similes (e.g., The man was big as a tree.)

Not Proficient			
Level 3		Level 4	
NCEXTEND1 Grade 7 Reading	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.
Anchor Standard	Reading: Literature Selections		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> Attempt to identify where information is explicitly stated in a simple text. 	<ul style="list-style-type: none"> Analyze text to determine where information is explicitly stated or where an inference must be drawn. 	<ul style="list-style-type: none"> Analyze text to identify where information is explicitly stated and where inferences must be drawn.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> Attempt to identify an event in a simple text that is related to a given theme. 	<ul style="list-style-type: none"> Identify an event in a familiar text that is related to the theme. 	<ul style="list-style-type: none"> Identify events in a text that are related to the theme.
Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> Attempt to determine the meaning of simple words as they are used in a simple text. 	<ul style="list-style-type: none"> Determine the meaning of simple words as they are used in a familiar text and determine how a different word would change the meaning. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.

Assess how point of view, perspective, or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> Attempt to identify the point of view of a character in a simple text. 	<ul style="list-style-type: none"> Compare the points of view of two characters in a text. 	<ul style="list-style-type: none"> Compare the points of view of two or more characters or narrators in a text.
Anchor Standard	Reading: Informational Selections		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> Attempt to determine information that is explicitly stated in a simple text. 	<ul style="list-style-type: none"> Analyze a familiar text to determine where information is explicitly stated or where an inference must be drawn. 	<ul style="list-style-type: none"> Analyze text to determine where information is explicitly stated and where inferences must be drawn.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> Attempt to determine an explicitly stated central idea in a simple text. 	<ul style="list-style-type: none"> Determine two or more explicitly stated central ideas in a text. 	<ul style="list-style-type: none"> Determine two or more central ideas in a text.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> Attempt to determine how two individuals in a simple text are related. 	<ul style="list-style-type: none"> Determine how two individuals or events in a familiar text are related. 	<ul style="list-style-type: none"> Determine how two individuals, events, or ideas in a text are related.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> Attempt to identify a fact that fits into the overall structure of a simple text. 	<ul style="list-style-type: none"> Determine how a fact or event fits into the overall structure of a familiar text. 	<ul style="list-style-type: none"> Determine how a fact, step, or event fits into the overall structure of the text.

Assess how point of view, perspective, or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> Attempt to identify words in a simple text that explicitly describe or show the author's point of view. 	<ul style="list-style-type: none"> Identify words in the text that explicitly describe or show the author's point of view. 	<ul style="list-style-type: none"> Identify words or phrases in the text that describe or show the author's point of view.
Anchor Standard	Language		
Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<ul style="list-style-type: none"> Attempt to demonstrate knowledge of simple word meanings drawn from simple grade 7 content using given context clues. 	<ul style="list-style-type: none"> Demonstrate knowledge of unknown word meanings drawn from simple grade 7 content using context clues. 	<ul style="list-style-type: none"> Demonstrate knowledge of word meanings drawn from grade 7 content using context clues.
Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of word relationships and use.	<ul style="list-style-type: none"> Attempt to identify the literal meaning of simple words in context. 	<ul style="list-style-type: none"> Identify the nonliteral meaning of words in context. 	<ul style="list-style-type: none"> Identify the literal and nonliteral meanings of words in context.

Not Proficient			
Level 3		Level 4	
NCEXTEND1 Grade 8 Reading	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.
	Reading: Literature Selections		
	<p>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.</p>	<ul style="list-style-type: none"> Attempt to identify text to support a simple inference from a simple story. 	<ul style="list-style-type: none"> Cite text to support inferences from stories and poems.
	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> Attempt to recount an event related to the theme in a simple text. 	<ul style="list-style-type: none"> Recount an event related to the theme, including details about character and setting.
	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<ul style="list-style-type: none"> Attempt to identify an incident in a simple story that leads to a subsequent action. 	<ul style="list-style-type: none"> Identify which incidents in a story or drama lead to subsequent action.

Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> Attempt to determine the meaning of simple words or phrases as they are used in a simple text. 	<ul style="list-style-type: none"> Determine the meaning of simple words or phrases as they are used in a familiar text; determine how a different word choice would change the meaning. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
Anchor Standard	Reading: Informational Selections		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> Attempt to identify text to support a simple inference from a simple informational text. 	<ul style="list-style-type: none"> Cite text to support a simple inference from a familiar informational text. 	<ul style="list-style-type: none"> Cite text to support inferences from informational text.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> Attempt to determine a detail that relates to a given theme or central idea of a simple text. 	<ul style="list-style-type: none"> Determine the theme or central idea of a familiar text and select a detail that relates to it. 	<ul style="list-style-type: none"> Determine the theme or central idea of a text and select details that relate to it.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> Attempt to sequence two events in the order they were presented in a simple text. 	<ul style="list-style-type: none"> Sequence two events in the order they were presented in a familiar text. 	<ul style="list-style-type: none"> Sequence events in the order they were presented in the text.

Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> Attempt to determine the meaning of simple words or phrases as they are used in a simpler text. 	<ul style="list-style-type: none"> Determine the meaning of simple words or phrases as they are used in a text; determine how a different word choice would change the meaning. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text; determine how different word choices would change the meaning.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> Attempt to locate the topic sentence in a simple paragraph. 	<ul style="list-style-type: none"> Locate the topic sentence-paragraph. 	<ul style="list-style-type: none"> Locate the topic sentence and supporting details in a paragraph.
Assess how point of view, perspective, or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> Attempt to identify an author's purpose or point of view in a simple-text. 	<ul style="list-style-type: none"> Determine an author's purpose or point of view in a text. 	<ul style="list-style-type: none"> Determine an author's purpose or point of view and identify examples from text that describe or support it.
Anchor Standard	Language		
Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<ul style="list-style-type: none"> Attempt to demonstrate knowledge of simple word meanings drawn from grade 8 content using context clues. 	<ul style="list-style-type: none"> Demonstrate knowledge of word meanings drawn from familiar grade 8 content using context clues. 	<ul style="list-style-type: none"> Demonstrate knowledge of word meanings drawn from grade 8 content using context clues.

Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of word relationships and use.	<ul style="list-style-type: none">● Attempt to identify words with multiple meanings.	<ul style="list-style-type: none">● Identify words with multiple meanings.	<ul style="list-style-type: none">● Demonstrate understanding of the use of multiple-meaning words.
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Not Proficient			
Level 3		Level 4	
NCEXTEND1 Grades 9-10 Reading	Students who are not proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a thorough understanding of the North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.
Anchor Standard	Reading: Literature Selections		
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<ul style="list-style-type: none"> Attempt to determine a citation in a simple text that demonstrates what the text says explicitly. 	<ul style="list-style-type: none"> Determine a citation that demonstrates what the text says explicitly. 	<ul style="list-style-type: none"> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<ul style="list-style-type: none"> Attempt to determine a citation in a simple text that demonstrates what the text says explicitly. 	<ul style="list-style-type: none"> Determine a citation that demonstrates what the text says explicitly. 	<ul style="list-style-type: none"> Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<ul style="list-style-type: none"> Attempt to determine how a character changes over the course of a simple text. 	<ul style="list-style-type: none"> Determine how a character changes or develops over the course of a text. 	<ul style="list-style-type: none"> Determine how characters change or develop over the course of a text.

<p>Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p> <p>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.</p>	<ul style="list-style-type: none"> Attempt to determine the meaning of a simple word or phrase as it is used in a simple text. Attempt to order two events in a simple story as “first” and “last.” 	<ul style="list-style-type: none"> Determine the meaning of simple words and phrases as they are used in a text. Order events in a familiar story that appear in a chronological order. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text; analyze word choices and the impact on meaning. Order events in a story that appear in a chronological order.
Anchor Standard	Reading: Informational Selections		
<p>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.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<ul style="list-style-type: none"> Attempt to determine citation in a simple text that demonstrates what the text says explicitly. Attempt to determine the central idea of a simple text. Attempt to determine a connection between two individuals in a simple text. 	<ul style="list-style-type: none"> Determine a citation that demonstrates what the text says explicitly. Determine the central idea of a familiar text or select a detail that relates to it. Determine connections between individuals or events in a familiar text. 	<ul style="list-style-type: none"> Determine which citations demonstrate what the text says explicitly as well as inferentially. Determine the central idea of the text and select details that relate to it; recount the text. Determine connections between individuals, ideas, or events in a text.

Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	<ul style="list-style-type: none"> Attempt to determine the meaning of a word or phrase as it is used in a simple text. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a familiar text. 	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in text; analyze word choices and the impact on meaning.
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<ul style="list-style-type: none"> Attempt to locate a sentence that supports an author's claim in a simple text. 	<ul style="list-style-type: none"> Locate a sentence that supports an author's claim. 	<ul style="list-style-type: none"> Locate sentences that support an author's central idea or claim.
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> Attempt to determine a specific claim in a simple text. 	<ul style="list-style-type: none"> Determine a specific claim in a text or determine one example of supporting evidence to support the claim. 	<ul style="list-style-type: none"> Analyze the argument or specific claims in a text and determine what evidence is provided to support them.

Anchor Standard	Language	
<p>Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Demonstrate understanding of figurative language and nuances in word meanings.</p> <p>Demonstrate understanding of word relationships and use.</p>	<ul style="list-style-type: none"> ● Attempt to demonstrate knowledge of unknown words drawn from familiar grade 9-10 content using context clues. ● Attempt to identify a common figure of speech in a simple text. 	<ul style="list-style-type: none"> ● Demonstrate knowledge of unknown and multiple-meaning words drawn from grade 9-10 content using context clues. ● Identify the meaning of common figures of speech in a familiar text. ● Interpret common figures of speech.

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Detailed Reports of Participants' Judgments

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Grade 5 Science

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
101	1	26	40	32	47	30	41
102	1	31	46	32	47	32	44
103	1	38	45	32	47	33	43
104	1	30	42	32	47	31	41
105	2	37	46	38	48	38	47
106	2	37	49	39	49	38	49
107	2	36	47	38	47	38	46
108	2	38	44	38	48	37	47
109	3	22	35	30	44	30	43
110	3	35	42	33	44	32	43
112	3	28	39	29	40	31	43
113	3	19	39	32	43	30	43

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Grade 5 Science

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	33	43	32	47	32	43
	Minimum	19	35	29	40	30	41
	25th %ile	27.5	39.75	32	44	30.75	43
	75th %ile	37	46	38	47.25	37.25	46.25
	Maximum	38	49	39	49	38	49
	S.D.	6.53	4.06	3.49	2.61	3.39	2.52
	N	12	12	12	12	12	12

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 5 Science

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
1	Median	30.5	43.5	32	47	31.5	42
	Minimum	26	40	32	47	30	41
	25th %ile	29	41.5	32	47	30.75	41
	75th %ile	32.75	45.25	32	47	32.25	43.25
	Maximum	38	46	32	47	33	44
	S.D.	4.99	2.75	0	0	1.29	1.5
	N	4	4	4	4	4	4
2	Median	37	46.5	38	48	38	47
	Minimum	36	44	38	47	37	46
	25th %ile	36.75	45.5	38	47.75	37.75	46.75
	75th %ile	37.25	47.5	38.25	48.25	38	47.5
	Maximum	38	49	39	49	38	49
	S.D.	0.82	2.08	0.5	0.82	0.5	1.26
	N	4	4	4	4	4	4
3	Median	25	39	31	43.5	30.5	43
	Minimum	19	35	29	40	30	43
	25th %ile	21.25	38	29.75	42.25	30	43
	75th %ile	29.75	39.75	32.25	44	31.25	43
	Maximum	35	42	33	44	32	43
	S.D.	7.07	2.87	1.83	1.89	0.96	0
	N	4	4	4	4	4	4

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Grade 8 Science

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
101	1	21	29	5	22	29	43
102	1	13	37	5	22	31	42
103	1	15	29	5	22	28	44
104	1	35	49	5	22	33	44
105	2	30	42	10	30	34	44
106	2	28	43	11	30	36	43
107	2	22	35	10	27	31	44
108	2	35	43	10	33	34	43
109	3	17	30	9	24	32	41
110	3	23	36	9	27	35	44
112	3	12	34	11	27	31	42
113	3	19	35	5	23	34	42
201	4	40	46	18	35	33	43
202	4	28	45	17	36	33	42
203	4	27	47	16	35	33	42
204	4	17	36	15	33	33	41
205	4	24	41	20	36	29	43
206	5	25	25	16	32	21	44
207	5	11	26	18	36	22	39
209	5	30	42	14	37	22	43
210	6	16	32	13	30	23	35
211	6	26	38	17	31	27	41
212	6	10	28	15	32	27	38
213	6	18	38	16	37	30	40

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Grade 8 Science

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	22.5	36.5	12	30.5	31	42.5
	Minimum	10	25	5	22	21	35
	25th %ile	16.75	31.5	9	26.25	27.75	41
	75th %ile	28	42.25	16	35	33	43.25
	Maximum	40	49	20	37	36	44
	S.D.	8.12	6.9	4.82	5.32	4.39	2.2
	N	24	24	24	24	24	24

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 8 Science

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
1	Median	18	33	5	22	30	43.5
	Minimum	13	29	5	22	28	42
	25th %ile	14.5	29	5	22	28.75	42.75
	75th %ile	24.5	40	5	22	31.5	44
	Maximum	35	49	5	22	33	44
	S.D.	9.93	9.45	0	0	2.22	0.96
	N	4	4	4	4	4	4
2	Median	29	42.5	10	30	34	43.5
	Minimum	22	35	10	27	31	43
	25th %ile	26.5	40.25	10	29.25	33.25	43
	75th %ile	31.25	43	10.25	30.75	34.5	44
	Maximum	35	43	11	33	36	44
	S.D.	5.38	3.86	0.5	2.45	2.06	0.58
	N	4	4	4	4	4	4
3	Median	18	34.5	9	25.5	33	42
	Minimum	12	30	5	23	31	41
	25th %ile	15.75	33	8	23.75	31.75	41.75
	75th %ile	20	35.25	9.5	27	34.25	42.5
	Maximum	23	36	11	27	35	44
	S.D.	4.57	2.63	2.52	2.06	1.83	1.26
	N	4	4	4	4	4	4

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 8 Science

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
4	Median	27	45	17	35	33	42
	Minimum	17	36	15	33	29	41
	25th %ile	24	41	16	35	33	42
	75th %ile	28	46	18	36	33	43
	Maximum	40	47	20	36	33	43
	S.D.	8.35	4.53	1.92	1.22	1.79	0.84
	N	5	5	5	5	5	5
5	Median	25	26	16	36	22	43
	Minimum	11	25	14	32	21	39
	25th %ile	18	25.5	15	34	21.5	41
	75th %ile	27.5	34	17	36.5	22	43.5
	Maximum	30	42	18	37	22	44
	S.D.	9.85	9.54	2	2.65	0.58	2.65
	N	3	3	3	3	3	3
6	Median	17	35	15.5	31.5	27	39
	Minimum	10	28	13	30	23	35
	25th %ile	14.5	31	14.5	30.75	26	37.25
	75th %ile	20	38	16.25	33.25	27.75	40.25
	Maximum	26	38	17	37	30	41
	S.D.	6.61	4.9	1.71	3.11	2.87	2.65
	N	4	4	4	4	4	4

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Biology

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
201	4	18	39	31	44	33	44
202	4	18	45	30	44	33	44
203	4	30	45	31	45	33	48
204	4	20	40	29	43	33	45
205	4	35	48	36	48	36	49
206	5	20	27	32	45	34	45
207	5	23	43	31	45	31	46
209	5	30	50	32	46	28	36
210	6	23	43	31	42	30	45
211	6	20	37	30	45	31	47
212	6	16	37	28	41	29	42
213	6	19	35	29	45	31	39

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Biology

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	20	41.5	31	45	32	45
	Minimum	16	27	28	41	28	36
	25th %ile	18.75	37	29.75	43.75	30.75	43.5
	75th %ile	24.75	45	31.25	45	33	46.25
	Maximum	35	50	36	48	36	49
	S.D.	5.9	6.31	2.04	1.83	2.25	3.69
	N	12	12	12	12	12	12

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Biology

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
4	Median	20	45	31	44	33	45
	Minimum	18	39	29	43	33	44
	25th %ile	18	40	30	44	33	44
	75th %ile	30	45	31	45	33	48
	Maximum	35	48	36	48	36	49
	S.D.	7.82	3.78	2.7	1.92	1.34	2.35
	N	5	5	5	5	5	5
5	Median	23	43	32	45	31	45
	Minimum	20	27	31	45	28	36
	25th %ile	21.5	35	31.5	45	29.5	40.5
	75th %ile	26.5	46.5	32	45.5	32.5	45.5
	Maximum	30	50	32	46	34	46
	S.D.	5.13	11.79	0.58	0.58	3	5.51
	N	3	3	3	3	3	3
6	Median	19.5	37	29.5	43.5	30.5	43.5
	Minimum	16	35	28	41	29	39
	25th %ile	18.25	36.5	28.75	41.75	29.75	41.25
	75th %ile	20.75	38.5	30.25	45	31	45.5
	Maximum	23	43	31	45	31	47
	S.D.	2.89	3.46	1.29	2.06	0.96	3.5
	N	4	4	4	4	4	4

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Grade 3 Reading

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
301	3	29	44	33	46	33	46
302	1	32	42	30	43	33	44
303	1	29	42	28	44	32	44
304	1	29	42	29	41	30	42
305	1	36	46	34	45	33	45
306	2	28	41	33	44	34	44
307	2	36	44	33	44	33	44
308	2	31	43	35	44	35	44
309	2	34	45	34	45	33	45
310	3	25	47	32	46	32	46
313	3	30	42	32	46	32	46

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Grade 3 Reading

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	30	43	33	44	33	44
	Minimum	25	41	28	41	30	42
	25th %ile	29	42	31	44	32	44
	75th %ile	33	44.5	33.5	45.5	33	45.5
	Maximum	36	47	35	46	35	46
	S.D.	3.43	1.92	2.21	1.5	1.27	1.21
	N	11	11	11	11	11	11

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 3 Reading

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
1	Median	30.5	42	29.5	43.5	32.5	44
	Minimum	29	42	28	41	30	42
	25th %ile	29	42	28.75	42.5	31.5	43.5
	75th %ile	33	43	31	44.25	33	44.25
	Maximum	36	46	34	45	33	45
	S.D.	3.32	2	2.63	1.71	1.41	1.26
	N	4	4	4	4	4	4
2	Median	32.5	43.5	33.5	44	33.5	44
	Minimum	28	41	33	44	33	44
	25th %ile	30.25	42.5	33	44	33	44
	75th %ile	34.5	44.25	34.25	44.25	34.25	44.25
	Maximum	36	45	35	45	35	45
	S.D.	3.5	1.71	0.96	0.5	0.96	0.5
	N	4	4	4	4	4	4
3	Median	29	44	32	46	32	46
	Minimum	25	42	32	46	32	46
	25th %ile	27	43	32	46	32	46
	75th %ile	29.5	45.5	32.5	46	32.5	46
	Maximum	30	47	33	46	33	46
	S.D.	2.65	2.52	0.58	0	0.58	0
	N	3	3	3	3	3	3

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Grade 4 Reading

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
301	3	32	45	31	46	33	44
302	1	28	43	29	43	33	44
303	1	34	48	30	44	33	44
304	1	25	38	31	38	32	44
305	1	35	42	34	42	33	41
306	2	31	40	33	43	33	43
307	2	34	46	33	46	33	46
308	2	33	45	33	46	35	46
309	2	34	46	32	43	33	44
310	3	23	45	30	46	32	45
313	3	33	46	30	45	32	45

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Grade 4 Reading

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	33	45	31	44	33	44
	Minimum	23	38	29	38	32	41
	25th %ile	29.5	42.5	30	43	32.5	44
	75th %ile	34	46	33	46	33	45
	Maximum	35	48	34	46	35	46
	S.D.	4.01	2.97	1.63	2.44	0.83	1.4
	N	11	11	11	11	11	11

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 4 Reading

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
1	Median	31	42.5	30.5	42.5	33	44
	Minimum	25	38	29	38	32	41
	25th %ile	27.25	41	29.75	41	32.75	43.25
	75th %ile	34.25	44.25	31.75	43.25	33	44
	Maximum	35	48	34	44	33	44
	S.D.	4.8	4.11	2.16	2.63	0.5	1.5
	N	4	4	4	4	4	4
2	Median	33.5	45.5	33	44.5	33	45
	Minimum	31	40	32	43	33	43
	25th %ile	32.5	43.75	32.75	43	33	43.75
	75th %ile	34	46	33	46	33.5	46
	Maximum	34	46	33	46	35	46
	S.D.	1.41	2.87	0.5	1.73	1	1.5
	N	4	4	4	4	4	4
3	Median	32	45	30	46	32	45
	Minimum	23	45	30	45	32	44
	25th %ile	27.5	45	30	45.5	32	44.5
	75th %ile	32.5	45.5	30.5	46	32.5	45
	Maximum	33	46	31	46	33	45
	S.D.	5.51	0.58	0.58	0.58	0.58	0.58
	N	3	3	3	3	3	3

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Grade 5 Reading

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
301	3	31	46	33	46	33	45
302	1	24	40	34	44	34	43
303	1	24	41	34	44	34	43
304	1	20	36	24	39	34	43
305	1	35	43	35	44	34	42
306	2	30	42	31	44	32	44
307	2	34	47	30	45	34	46
308	2	37	45	33	45	33	45
309	2	30	44	32	46	30	42
310	3	24	44	33	46	33	45
313	3	24	41	33	46	33	45

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Grade 5 Reading

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	30	43	33	45	33	44
	Minimum	20	36	24	39	30	42
	25th %ile	24	41	31.5	44	33	43
	75th %ile	32.5	44.5	33.5	46	34	45
	Maximum	37	47	35	46	34	46
	S.D.	5.56	3.11	3	2.02	1.22	1.38
	N	11	11	11	11	11	11

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 5 Reading

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
1	Median	24	40.5	34	44	34	43
	Minimum	20	36	24	39	34	42
	25th %ile	23	39	31.5	42.75	34	42.75
	75th %ile	26.75	41.5	34.25	44	34	43
	Maximum	35	43	35	44	34	43
	S.D.	6.45	2.94	5.19	2.5	0	0.5
	N	4	4	4	4	4	4
2	Median	32	44.5	31.5	45	32.5	44.5
	Minimum	30	42	30	44	30	42
	25th %ile	30	43.5	30.75	44.75	31.5	43.5
	75th %ile	34.75	45.5	32.25	45.25	33.25	45.25
	Maximum	37	47	33	46	34	46
	S.D.	3.4	2.08	1.29	0.82	1.71	1.71
	N	4	4	4	4	4	4
3	Median	24	44	33	46	33	45
	Minimum	24	41	33	46	33	45
	25th %ile	24	42.5	33	46	33	45
	75th %ile	27.5	45	33	46	33	45
	Maximum	31	46	33	46	33	45
	S.D.	4.04	2.52	0	0	0	0
	N	3	3	3	3	3	3

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Grade 6 Reading

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
301	3	18	35	37	46	35	46
302	1	19	35	19	40	34	45
303	1	26	43	21	42	34	45
304	1	20	40	20	38	34	45
305	1	13	33	20	41	34	45
306	2	22	39	22	38	32	42
307	2	24	34	24	39	35	46
308	2	13	35	22	41	34	46
309	2	17	33	34	44	35	46
310	3	20	39	37	46	35	46
313	3	23	39	37	46	35	46
401	4	19	39	21	37	30	46
402	4	18	34	20	37	30	44
403	4	27	44	16	32	30	44
404	5	25	34	28	37	35	43
405	5	29	40	27	43	30	45
406	6	19	33	30	40	34	42
407	6	21	37	25	45	31	46
408	4	44	46	20	38	30	46
409	5	24	39	33	45	33	45
410	5	31	41	33	44	33	44
411	5	18	39	26	45	32	46
412	6	12	28	26	41	31	45
413	6	21	34	32	42	33	44

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Grade 6 Reading

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	20.5	38	25.5	41	33.5	45
	Minimum	12	28	16	32	30	42
	25th %ile	18	34	20.75	38	31	44
	75th %ile	24.25	39.25	32.25	44.25	34.25	46
	Maximum	44	46	37	46	35	46
	S.D.	6.74	4.17	6.46	3.66	1.92	1.25
	N	24	24	24	24	24	24

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 6 Reading

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
1	Median	19.5	37.5	20	40.5	34	45
	Minimum	13	33	19	38	34	45
	25th %ile	17.5	34.5	19.75	39.5	34	45
	75th %ile	21.5	40.75	20.25	41.25	34	45
	Maximum	26	43	21	42	34	45
	S.D.	5.32	4.57	0.82	1.71	0	0
	N	4	4	4	4	4	4
2	Median	19.5	34.5	23	40	34.5	46
	Minimum	13	33	22	38	32	42
	25th %ile	16	33.75	22	38.75	33.5	45
	75th %ile	22.5	36	26.5	41.75	35	46
	Maximum	24	39	34	44	35	46
	S.D.	4.97	2.63	5.74	2.65	1.41	2
	N	4	4	4	4	4	4
3	Median	20	39	37	46	35	46
	Minimum	18	35	37	46	35	46
	25th %ile	19	37	37	46	35	46
	75th %ile	21.5	39	37	46	35	46
	Maximum	23	39	37	46	35	46
	S.D.	2.52	2.31	0	0	0	0
	N	3	3	3	3	3	3

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 6 Reading

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
4	Median	23	41.5	20	37	30	45
	Minimum	18	34	16	32	30	44
	25th %ile	18.75	37.75	19	35.75	30	44
	75th %ile	31.25	44.5	20.25	37.25	30	46
	Maximum	44	46	21	38	30	46
	S.D.	12.03	5.38	2.22	2.71	0	1.15
	N	4	4	4	4	4	4
5	Median	25	39	28	44	33	45
	Minimum	18	34	26	37	30	43
	25th %ile	24	39	27	43	32	44
	75th %ile	29	40	33	45	33	45
	Maximum	31	41	33	45	35	46
	S.D.	5.03	2.7	3.36	3.35	1.82	1.14
	N	5	5	5	5	5	5
6	Median	20	33.5	28	41.5	32	44.5
	Minimum	12	28	25	40	31	42
	25th %ile	17.25	31.75	25.75	40.75	31	43.5
	75th %ile	21	34.75	30.5	42.75	33.25	45.25
	Maximum	21	37	32	45	34	46
	S.D.	4.27	3.74	3.3	2.16	1.5	1.71
	N	4	4	4	4	4	4

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Grade 7 Reading

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
401	4	35	46	30	43	37	47
402	4	34	43	29	41	37	44
403	4	32	41	28	41	35	44
404	5	19	31	25	35	34	41
405	6	27	38	28	41	28	43
406	5	21	38	26	38	35	44
407	6	19	40	26	42	29	45
408	4	30	42	30	41	42	43
409	5	30	44	29	44	33	44
410	5	17	35	26	44	40	48
411	6	22	38	32	45	29	45
412	6	21	37	26	42	29	45
413	5	32	42	28	43	32	44

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Grade 7 Reading

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	27	40	28	42	34	44
	Minimum	17	31	25	35	28	41
	25th %ile	21	38	26	41	29	44
	75th %ile	32	42	29	43	37	45
	Maximum	35	46	32	45	42	48
	S.D.	6.42	4.03	2.06	2.67	4.43	1.76
	N	13	13	13	13	13	13

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 7 Reading

Recommendations on the Raw Score Metric

Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
4	Median	33	42.5	29.5	41	37	44
	Minimum	30	41	28	41	35	43
	25th %ile	31.5	41.75	28.75	41	36.5	43.75
	75th %ile	34.25	43.75	30	41.5	38.25	44.75
	Maximum	35	46	30	43	42	47
	S.D.	2.22	2.16	0.96	1	2.99	1.73
	N	4	4	4	4	4	4
5	Median	21	38	26	43	34	44
	Minimum	17	31	25	35	32	41
	25th %ile	19	35	26	38	33	44
	75th %ile	30	42	28	44	35	44
	Maximum	32	44	29	44	40	48
	S.D.	6.76	5.24	1.64	4.09	3.11	2.49
	N	5	5	5	5	5	5
6	Median	21.5	38	27	42	29	45
	Minimum	19	37	26	41	28	43
	25th %ile	20.5	37.75	26	41.75	28.75	44.5
	75th %ile	23.25	38.5	29	42.75	29	45
	Maximum	27	40	32	45	29	45
	S.D.	3.4	1.26	2.83	1.73	0.5	1
	N	4	4	4	4	4	4

North Carolina 2021 Standard Setting

Results by Round and Participant for NCEXTEND1 Grade 8 Reading

Recommendations on the Raw Score Metric

Panelist #	Table	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
401	4	38	46	33	46	38	48
402	4	37	46	34	44	33	44
403	4	38	47	34	44	33	44
404	5	29	34	29	37	29	37
405	6	27	37	33	43	33	43
406	6	33	44	35	44	35	44
407	6	23	37	30	47	33	47
408	4	38	46	34	42	33	42
409	5	31	46	37	44	36	44
410	5	27	41	36	44	36	44
411	5	34	43	34	45	34	45
412	6	30	42	32	46	33	46
413	6	33	45	33	44	33	44

North Carolina 2021 Standard Setting

Summaries of Recommendations by Round for NCEXTEND1 Grade 8 Reading

Recommendations on the Raw Score Metric

Group	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
All Participants	Median	33	44	34	44	33	44
	Minimum	23	34	29	37	29	37
	25th %ile	29	41	33	44	33	44
	75th %ile	37	46	34	45	35	45
	Maximum	38	47	37	47	38	48
	S.D.	4.86	4.21	2.18	2.44	2.17	2.65
	N	13	13	13	13	13	13

North Carolina 2021 Standard Setting

Summaries of Recommendations by Table for NCEXTEND1 Grade 8 Reading

Recommendations on the Raw Score Metric

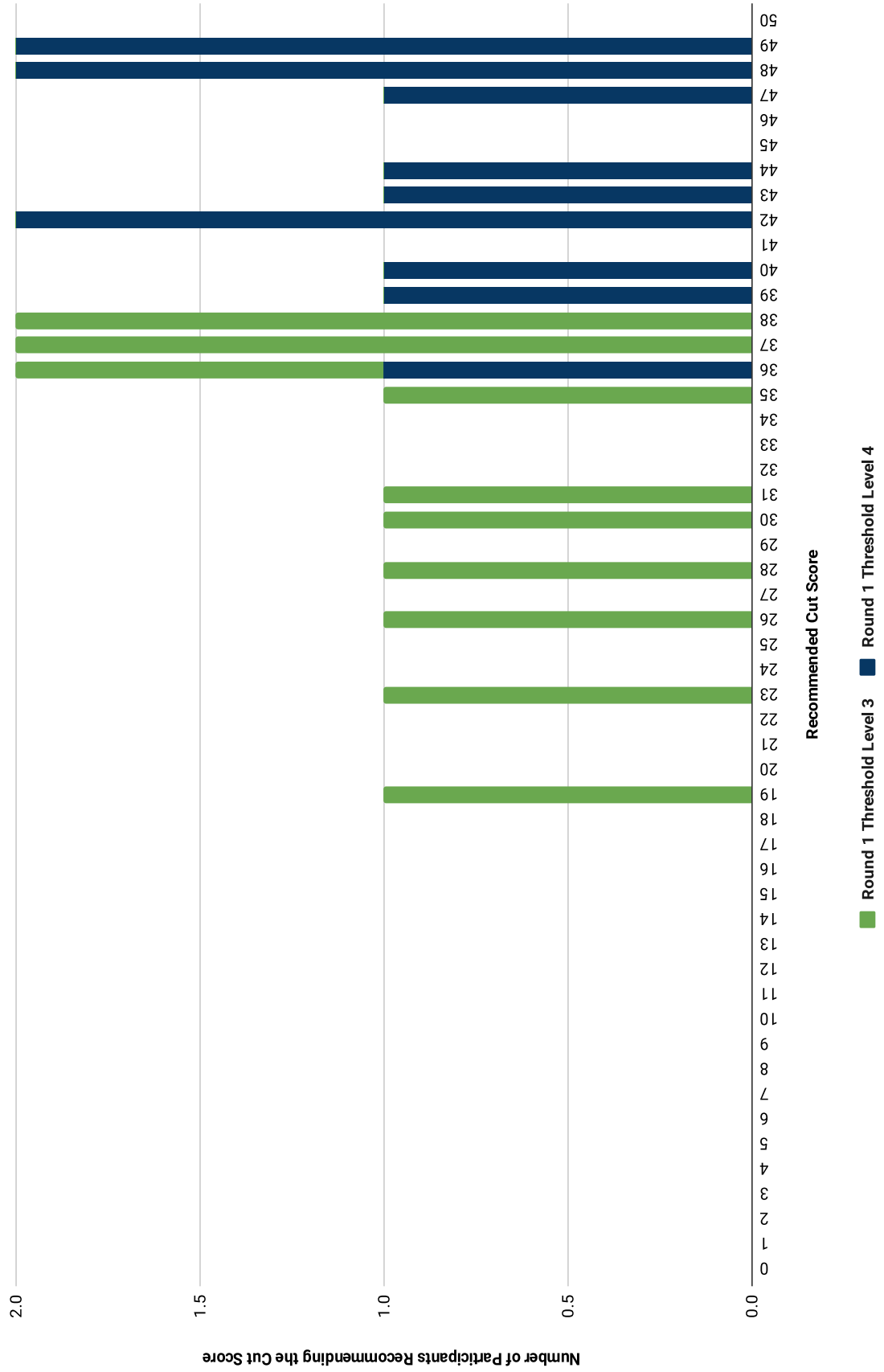
Table	Statistic	Round 1		Round 2		Round 3	
		Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4	Threshold Level 3	Threshold Level 4
4	Median	38	46	34	44	33	44
	Minimum	37	46	33	42	33	42
	25th %ile	37.75	46	33.75	43.5	33	43.5
	75th %ile	38	46.25	34	44.5	34.25	45
	Maximum	38	47	34	46	38	48
	S.D.	0.5	0.5	0.5	1.63	2.5	2.52
	N	4	4	4	4	4	4
5	Median	30	42	35	44	35	44
	Minimum	27	34	29	37	29	37
	25th %ile	28.5	39.25	32.75	42.25	32.75	42.25
	75th %ile	31.75	43.75	36.25	44.25	36	44.25
	Maximum	34	46	37	45	36	45
	S.D.	2.99	5.1	3.56	3.7	3.3	3.7
	N	4	4	4	4	4	4
6	Median	30	42	33	44	33	44
	Minimum	23	37	30	43	33	43
	25th %ile	27	37	32	44	33	44
	75th %ile	33	44	33	46	33	46
	Maximum	33	45	35	47	35	47
	S.D.	4.27	3.81	1.82	1.64	0.89	1.64
	N	5	5	5	5	5	5

G

Graphical Representation of Participants' Judgments

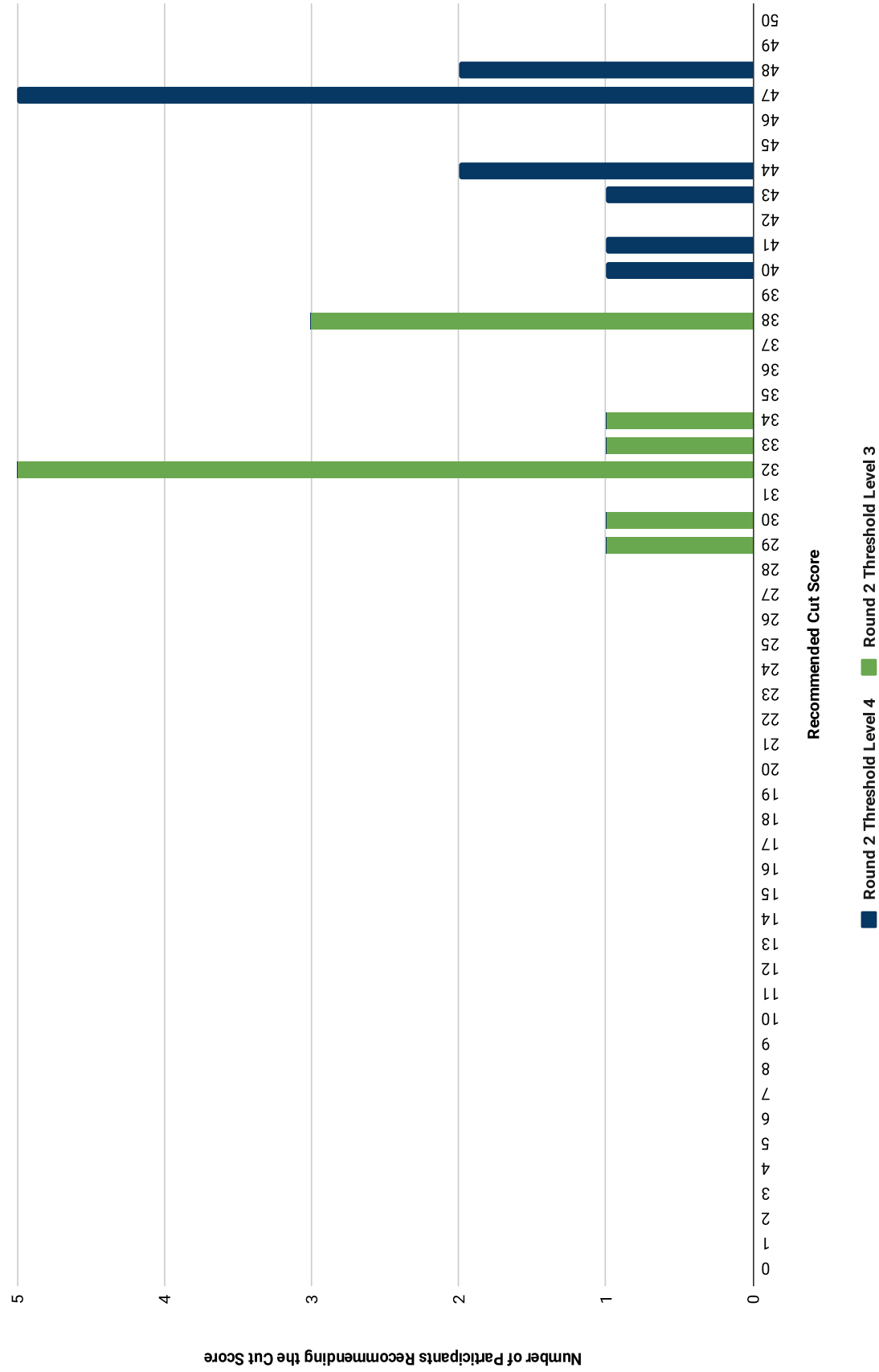
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Grade 5 Science



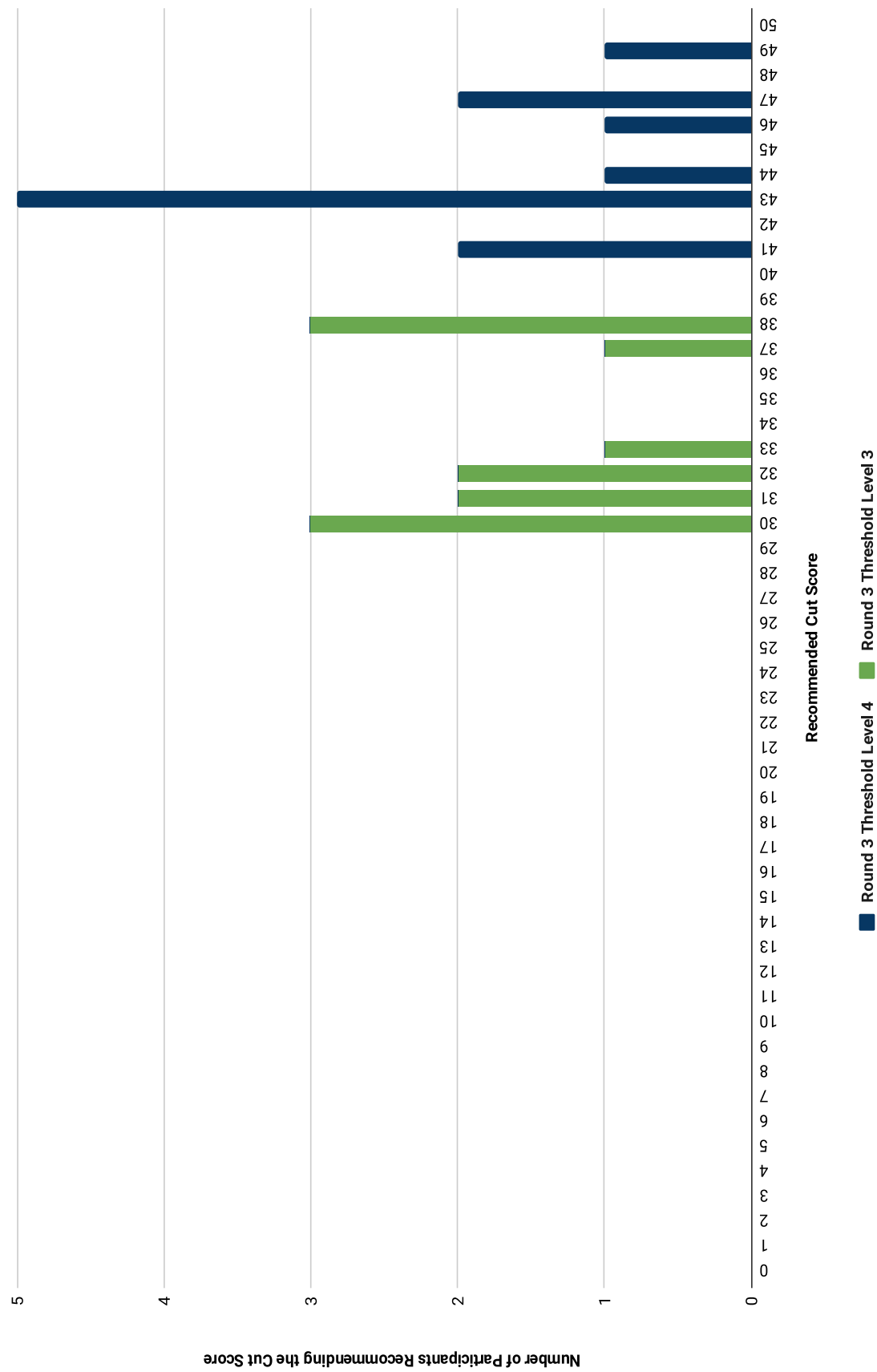
Histogram of Recommended Cut Scores for Round 2

NCEXTEND1 Grade 5 Science



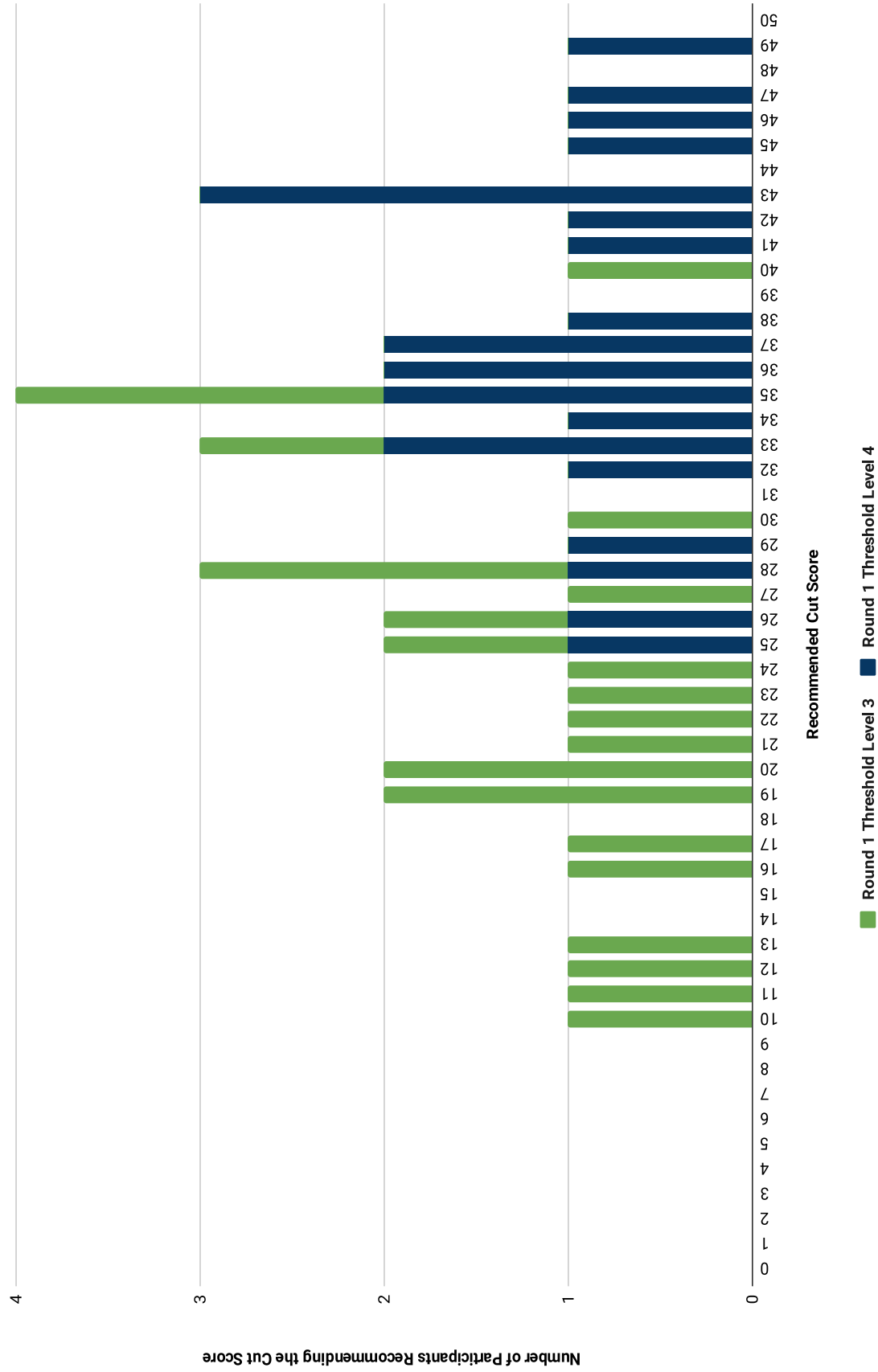
Histogram of Recommended Cut Scores for Round 3

NCEXTEND1 Grade 5 Science



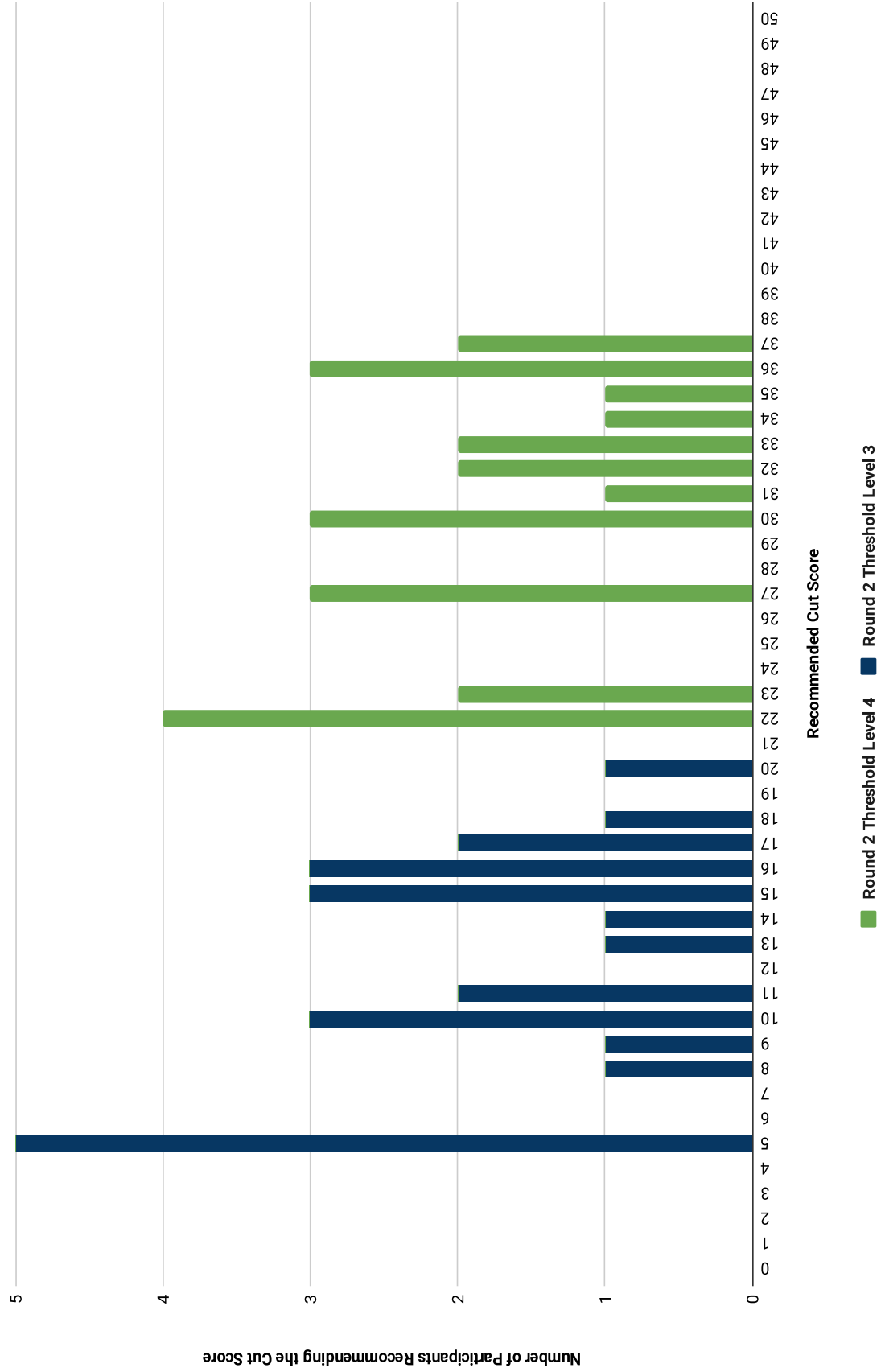
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Grade 8 Science



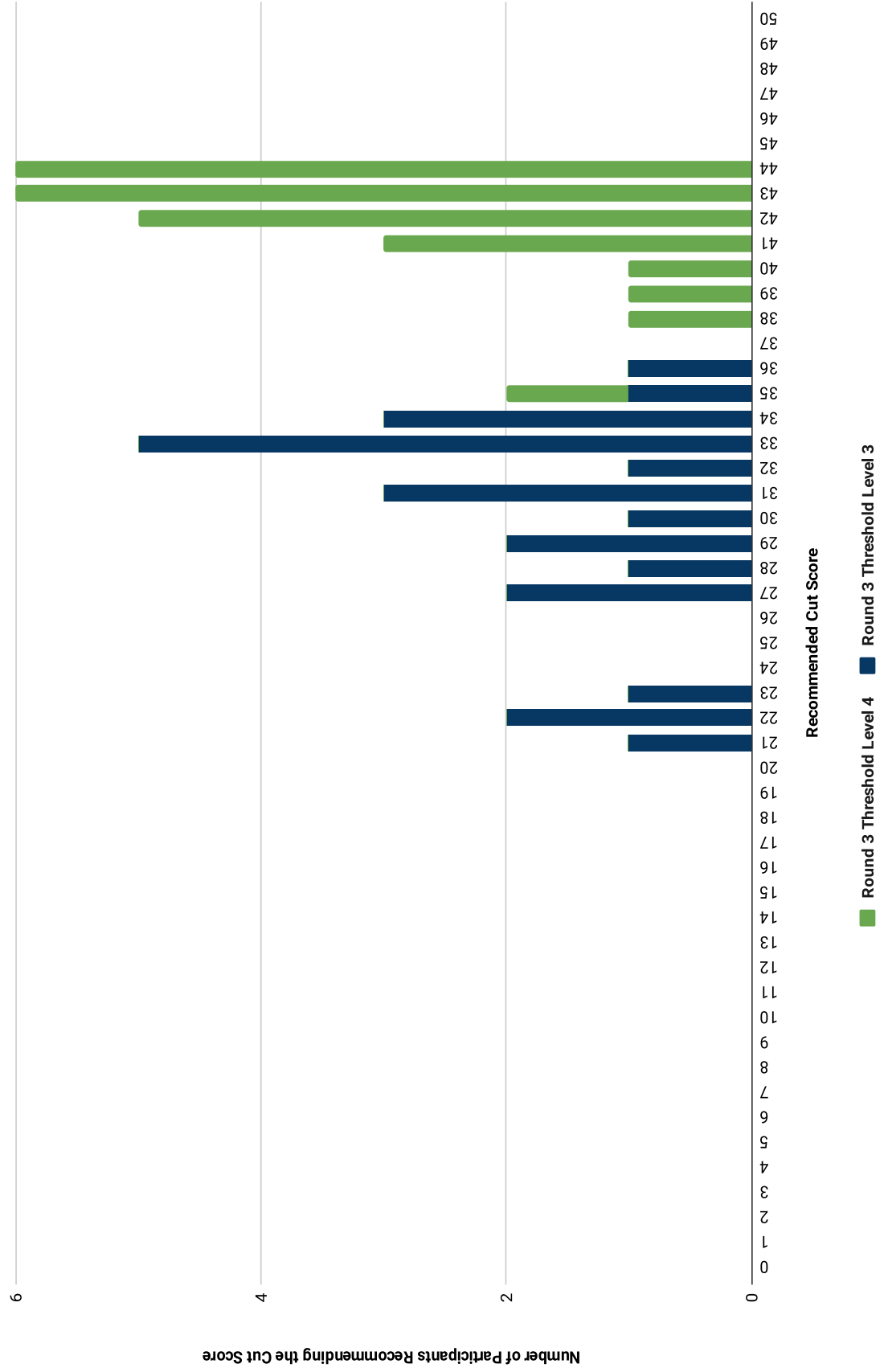
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NCEXTEND1 Grade 8 Science



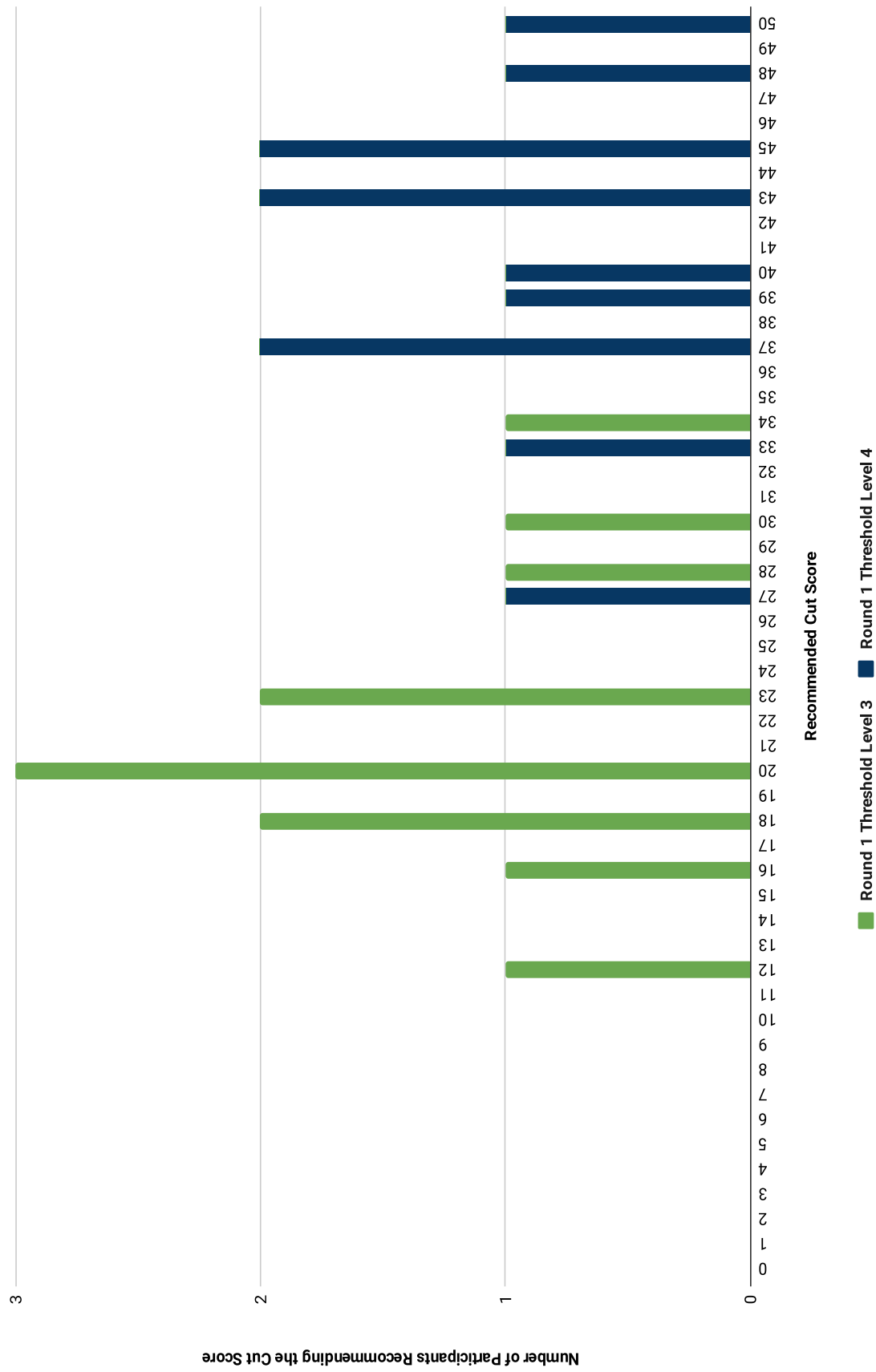
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NCEXTEND1 Grade 8 Science



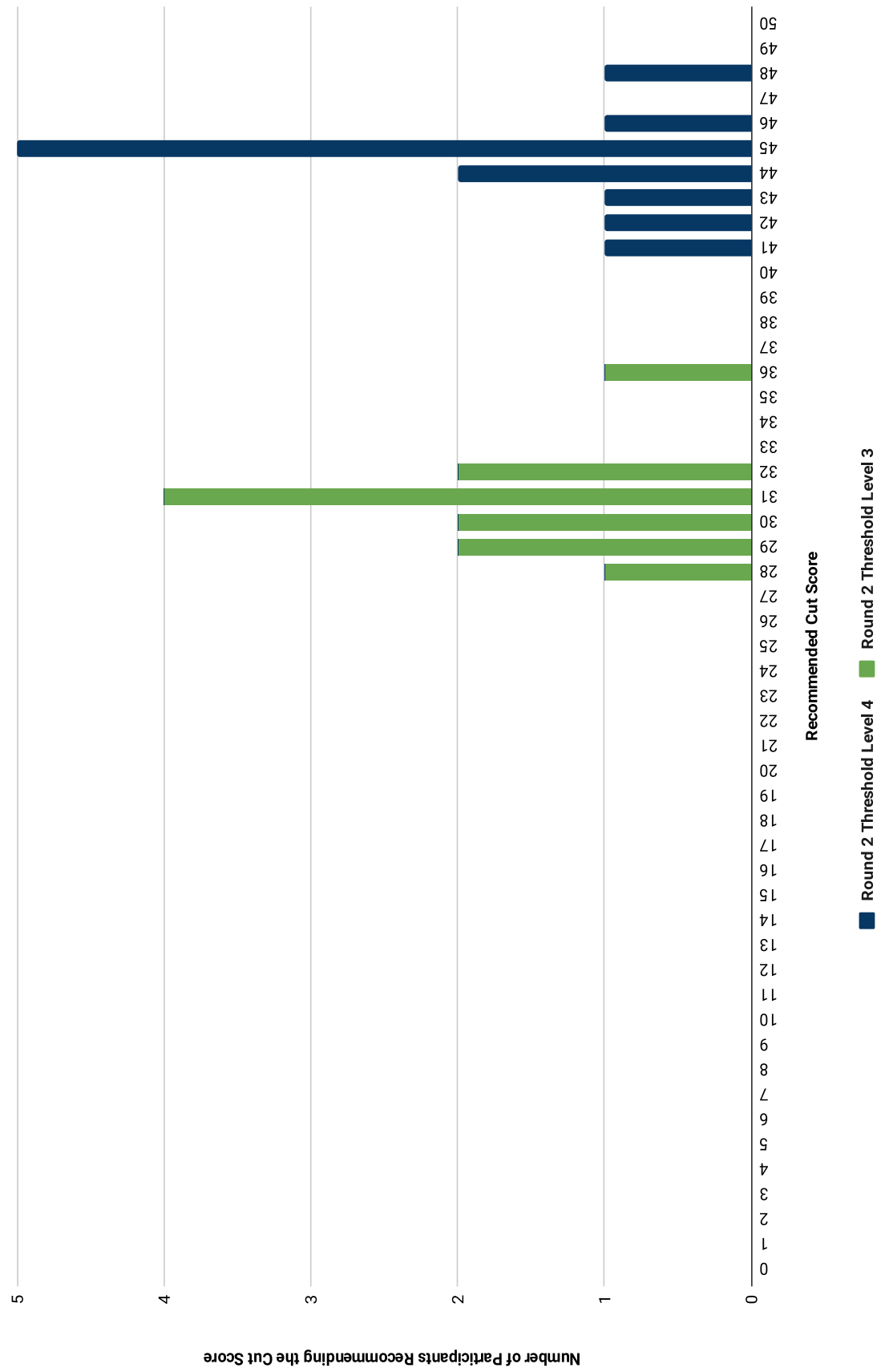
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Biology



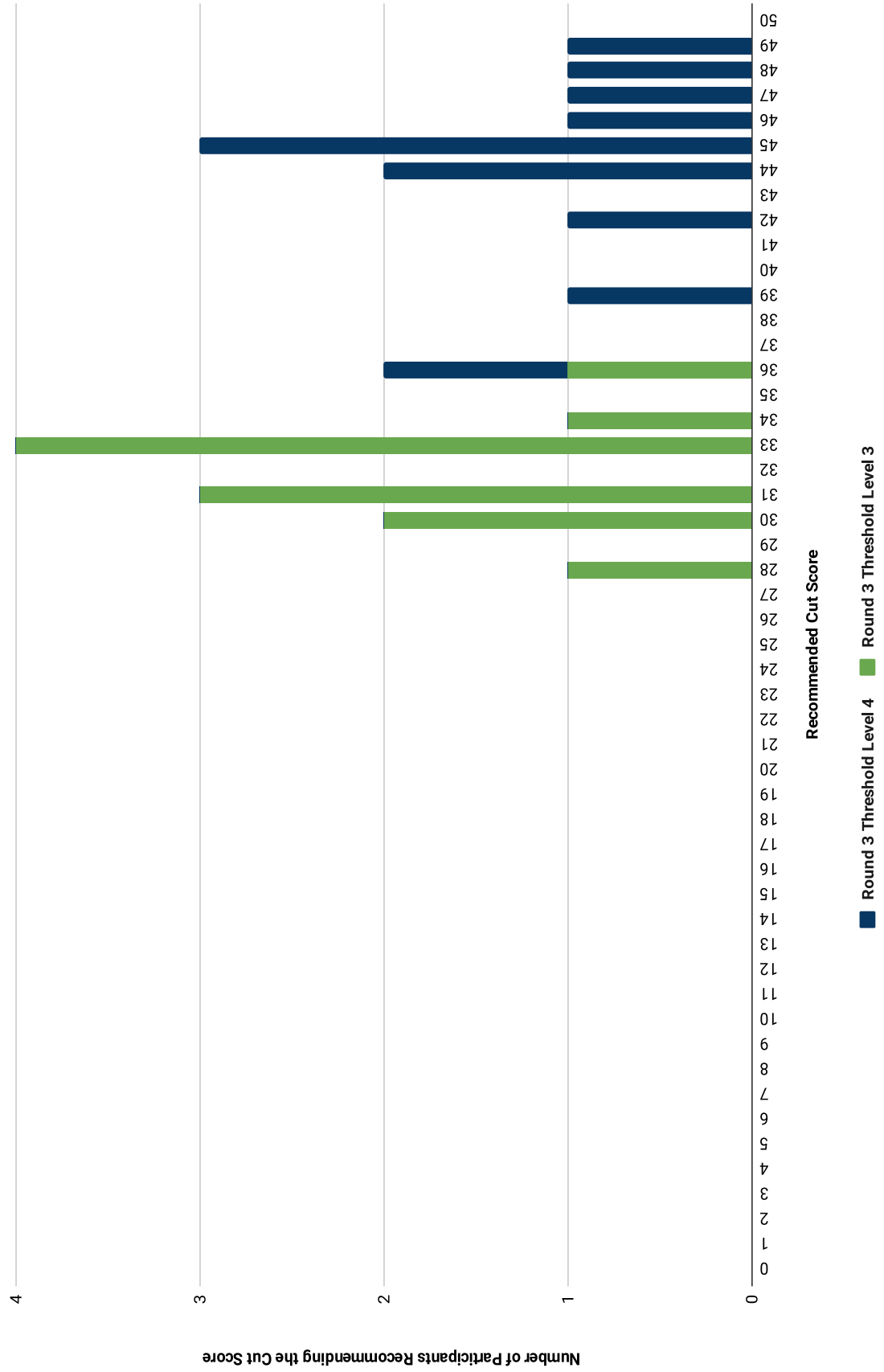
Histogram of Recommended Cut Scores for Round 2

NCEXTEND1 Biology



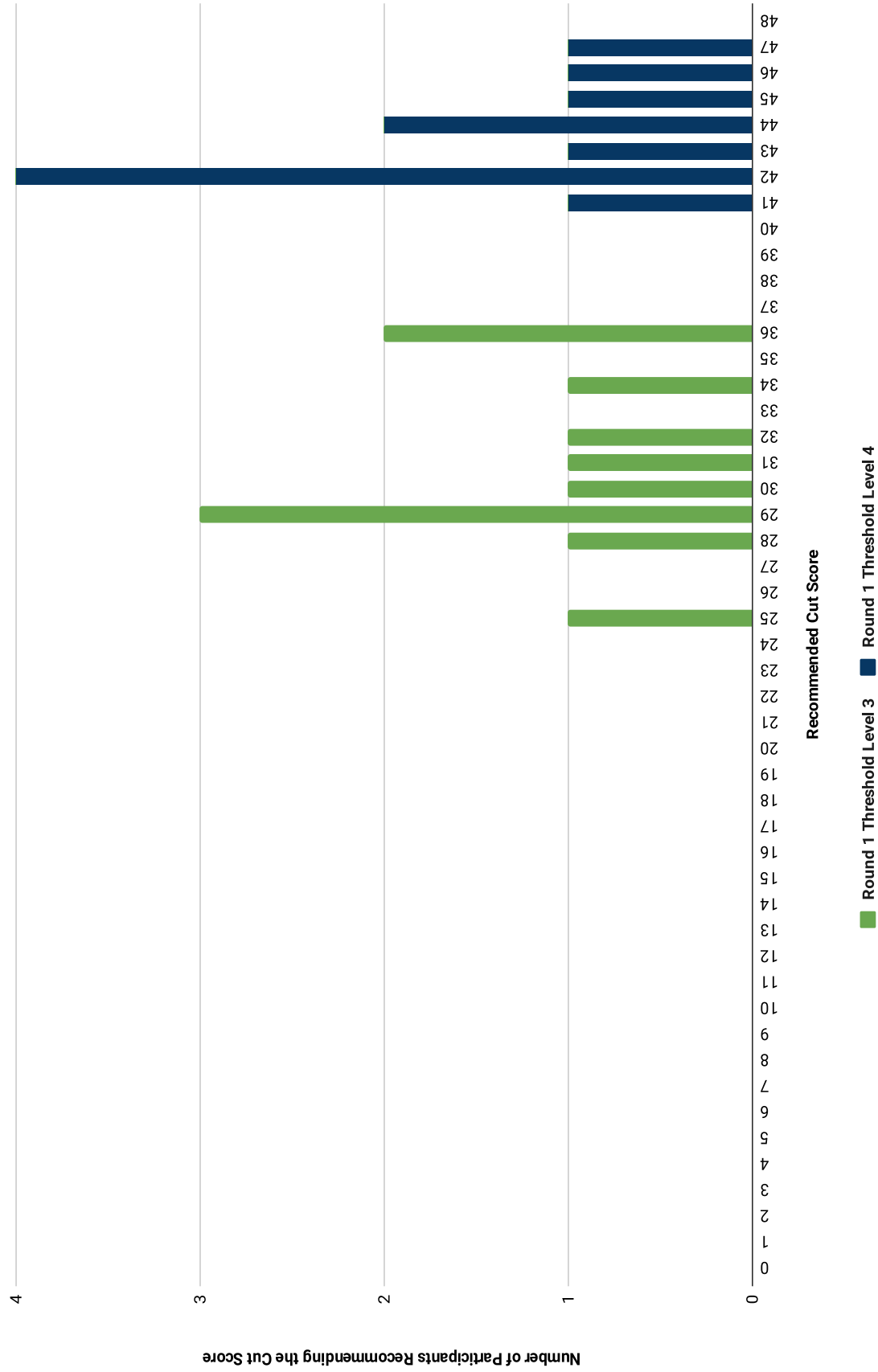
Histogram of Recommended Cut Scores for Round 3

NCEXTEND1 Biology



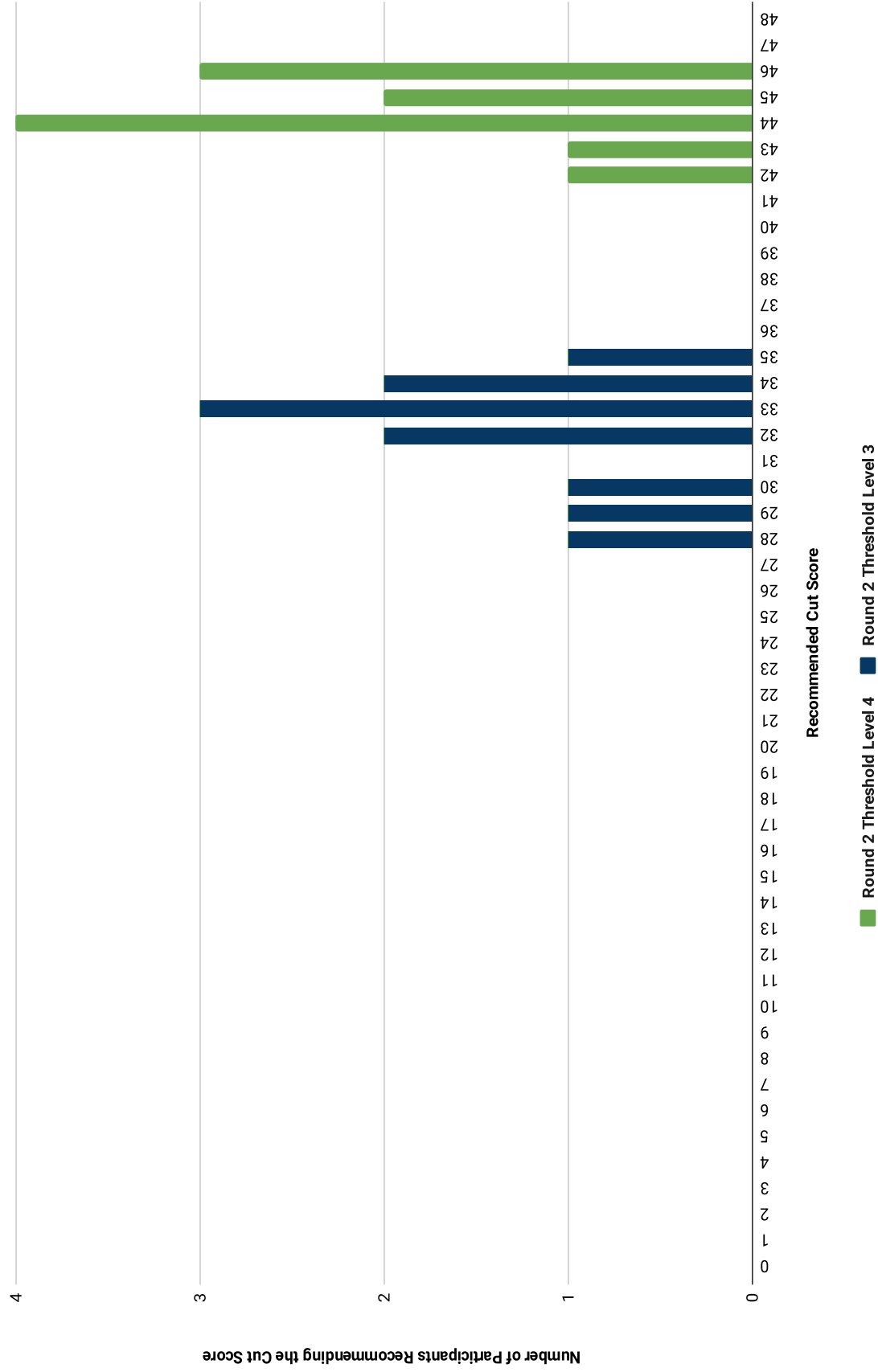
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Grade 3 Reading



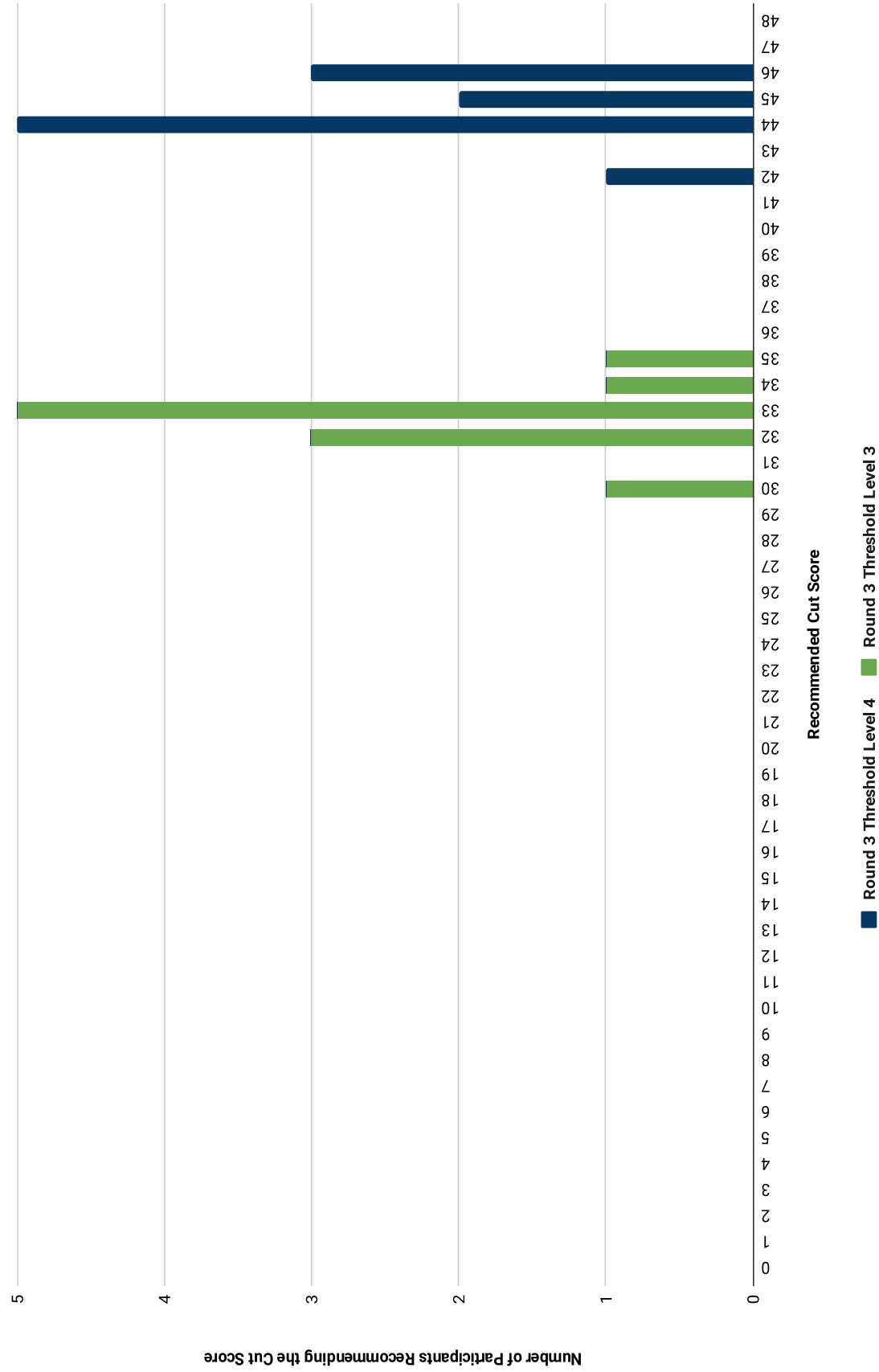
Histogram of Recommended Cut Scores for Round 2

NCEXTEND1 Grade 3 Reading



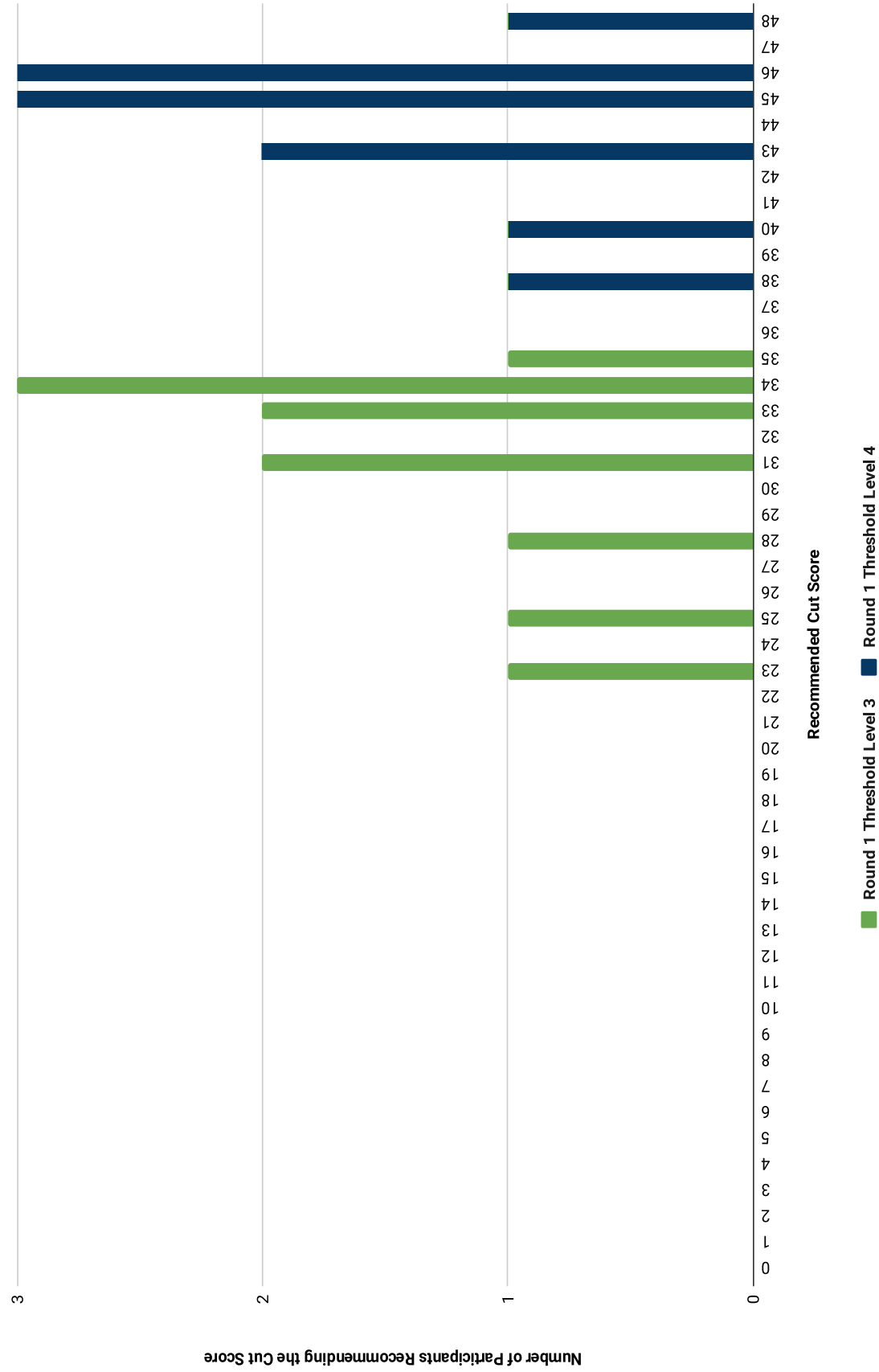
Histogram of Recommended Cut Scores for Round 3

NCEXTEND1 Grade 3 Reading



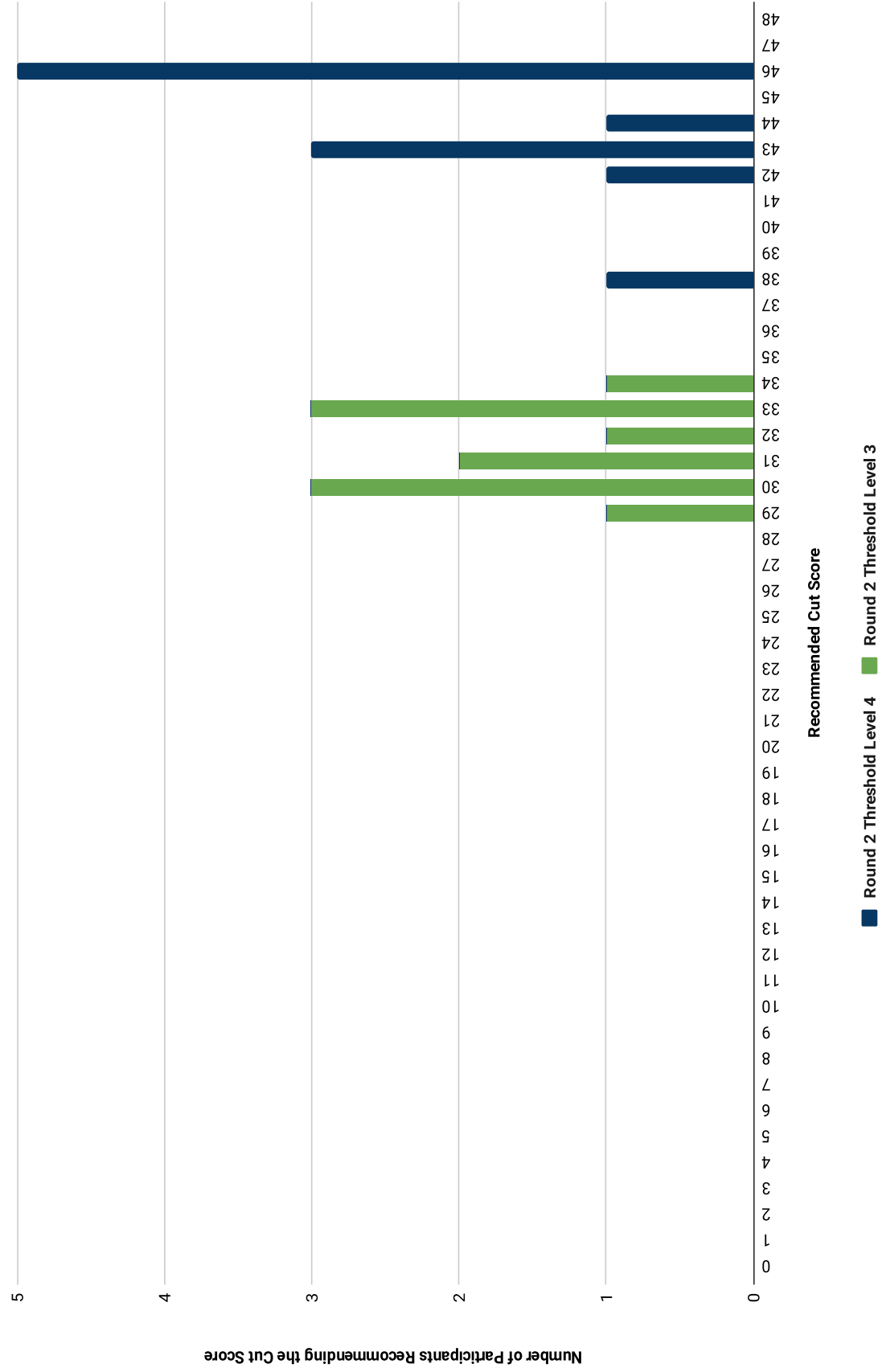
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Grade 4 Reading



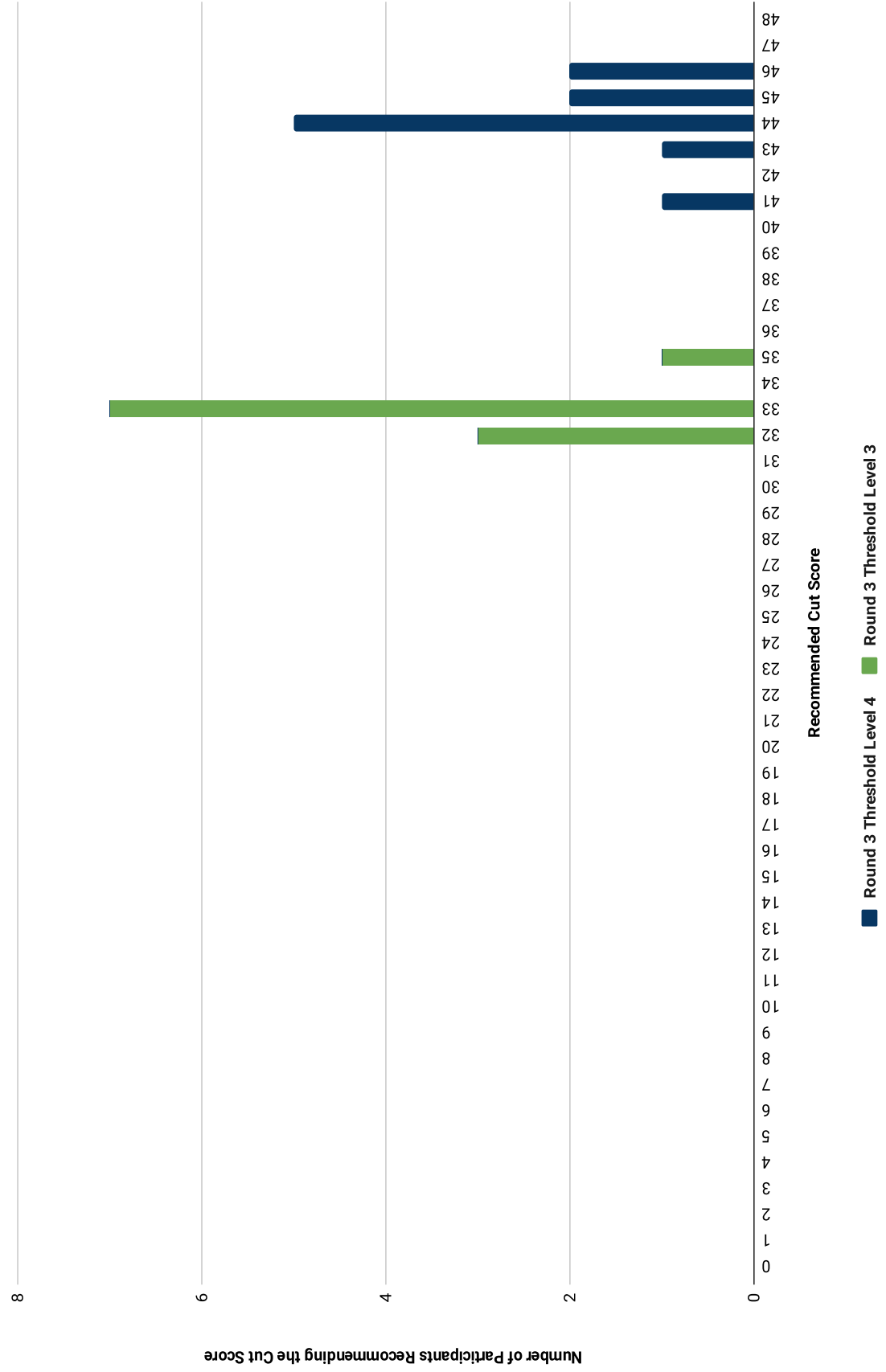
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NCEXTEND1 Grade 4 Reading



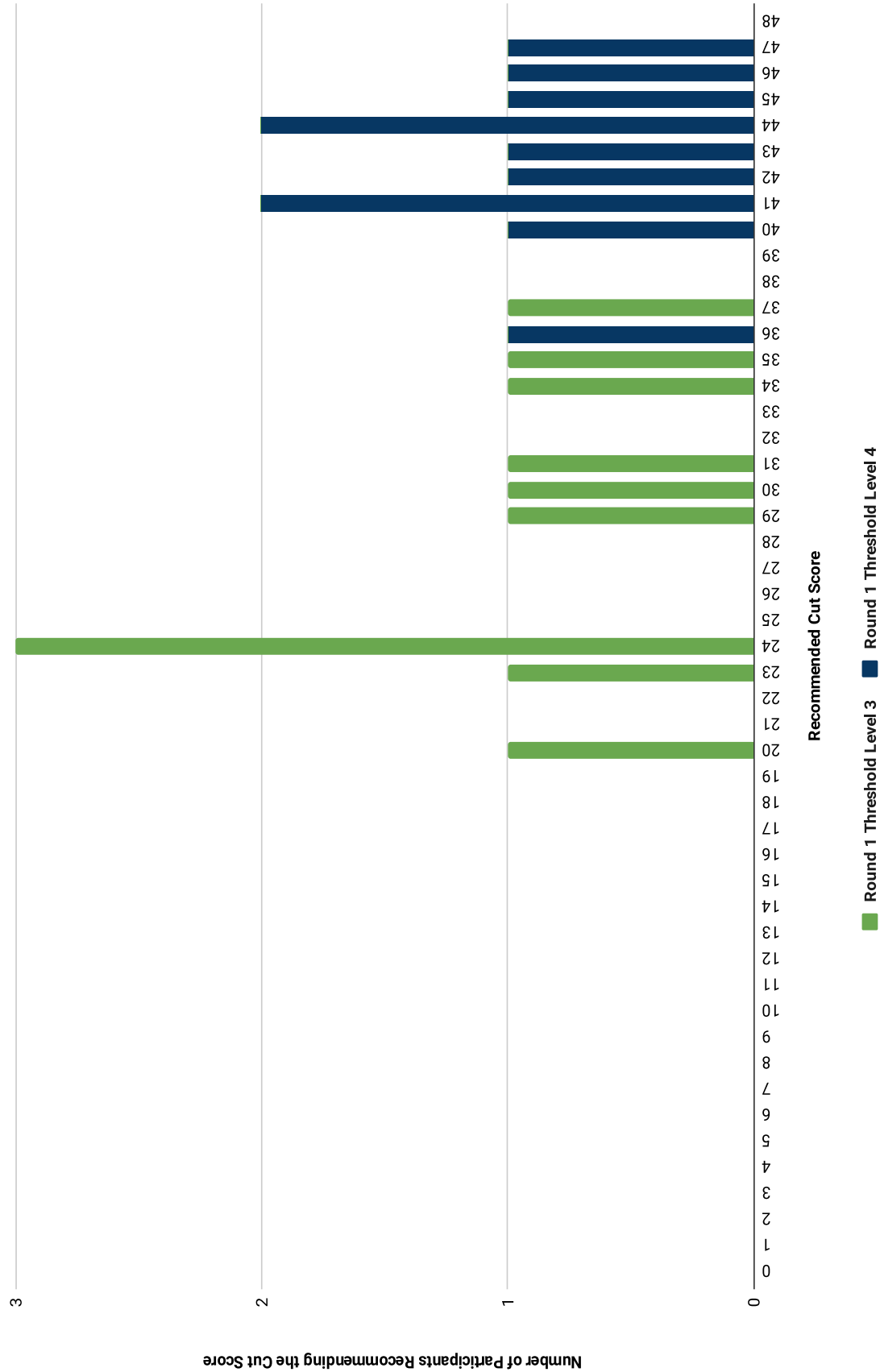
Histogram of Recommended Cut Scores for Round 3

NCEXTEND1 Grade 4 Reading



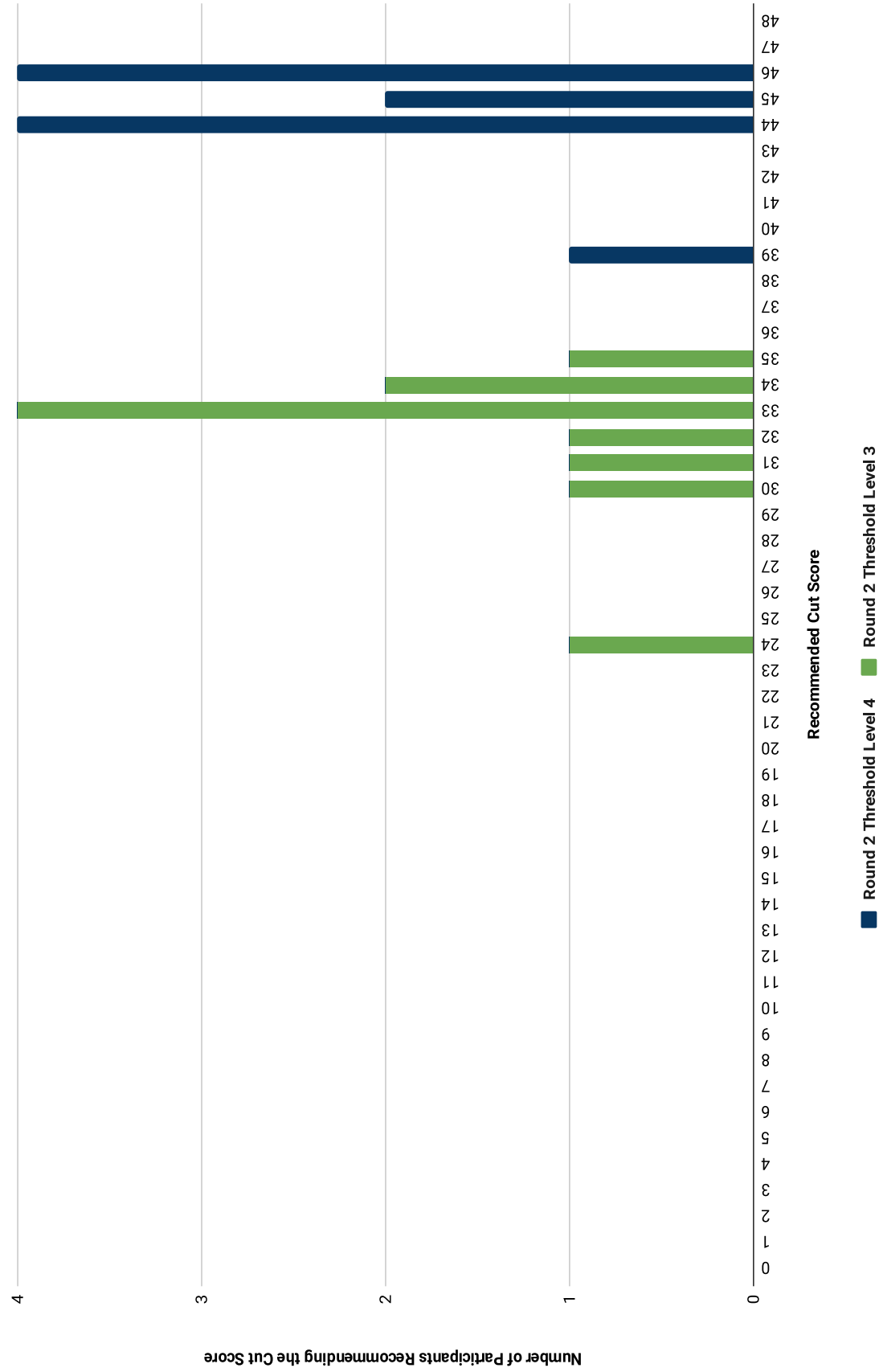
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Grade 5 Reading



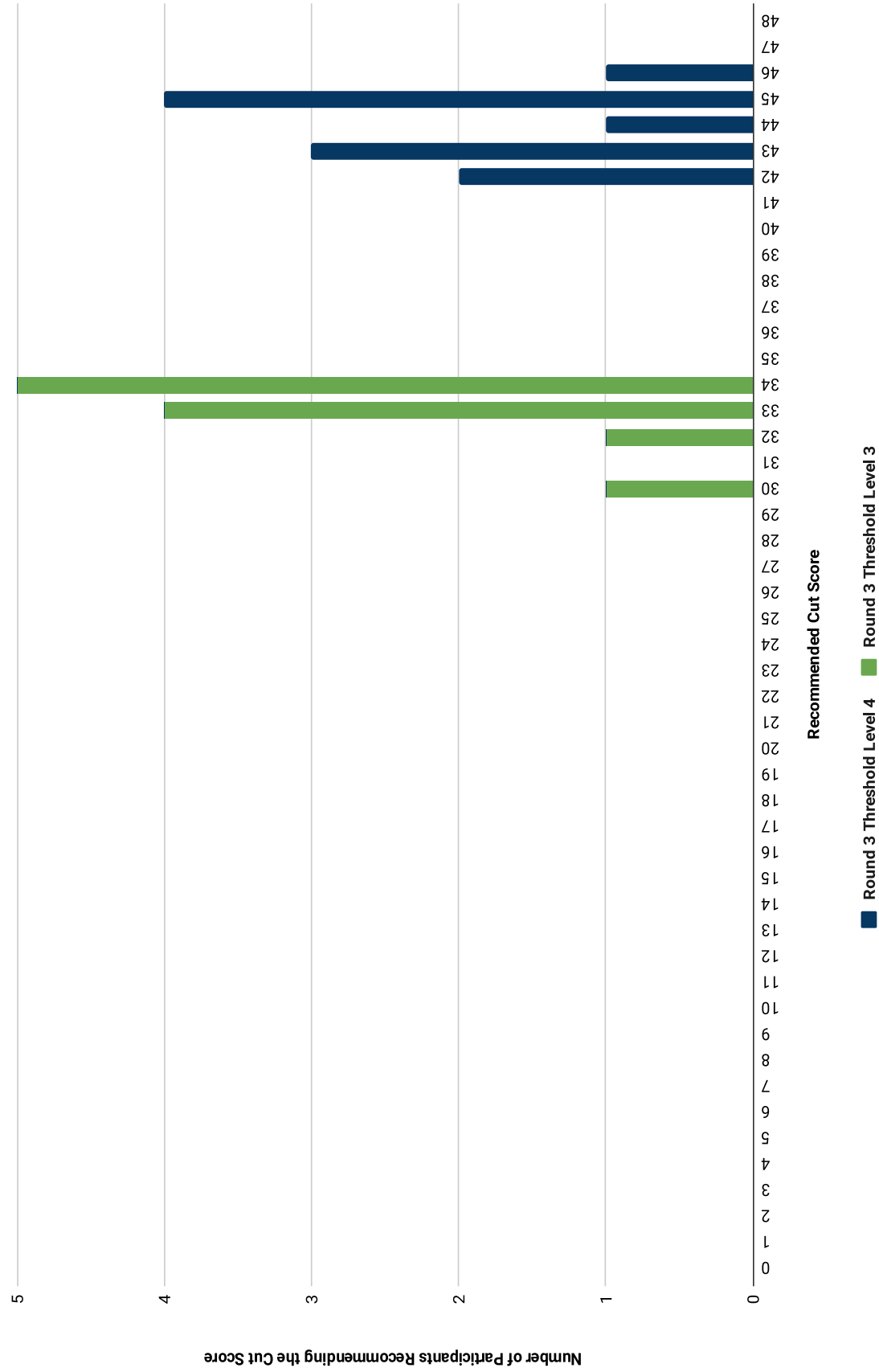
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NCEXTEND1 Grade 5 Reading



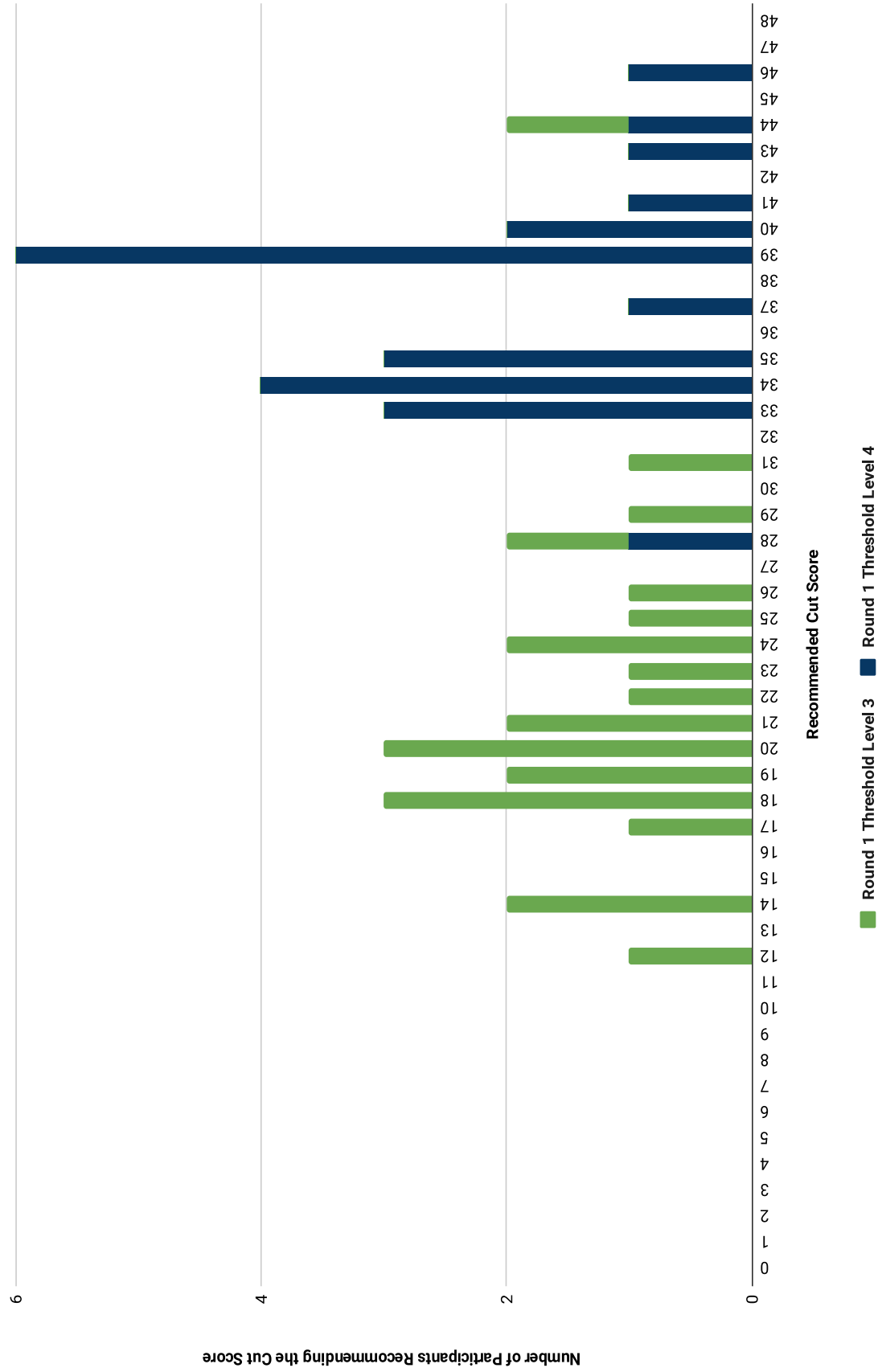
Histogram of Recommended Cut Scores for Round 3

NCEXTEND1 Grade 5 Reading



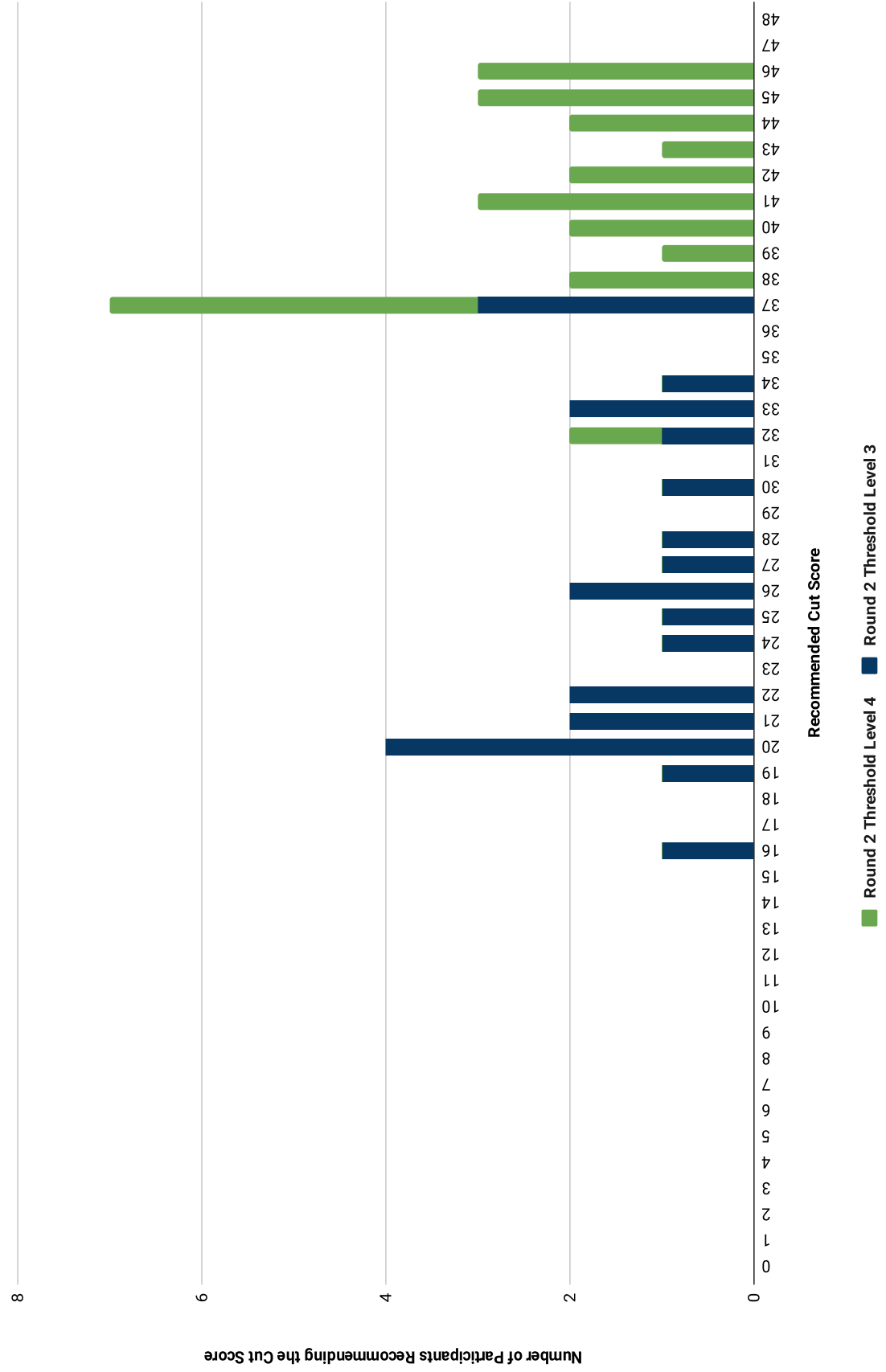
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Grade 6 Reading



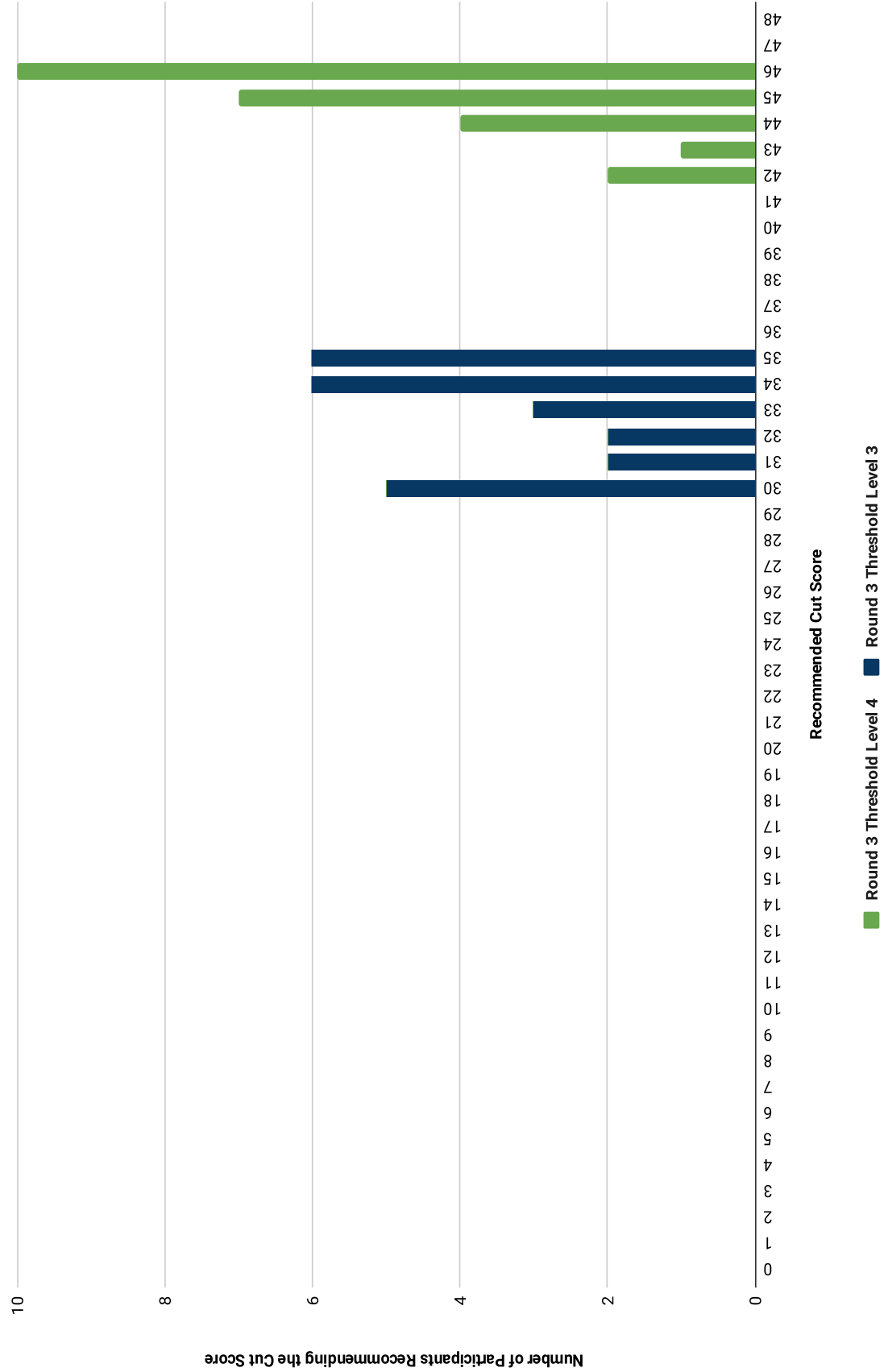
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NCEXTEND1 Grade 6 Reading



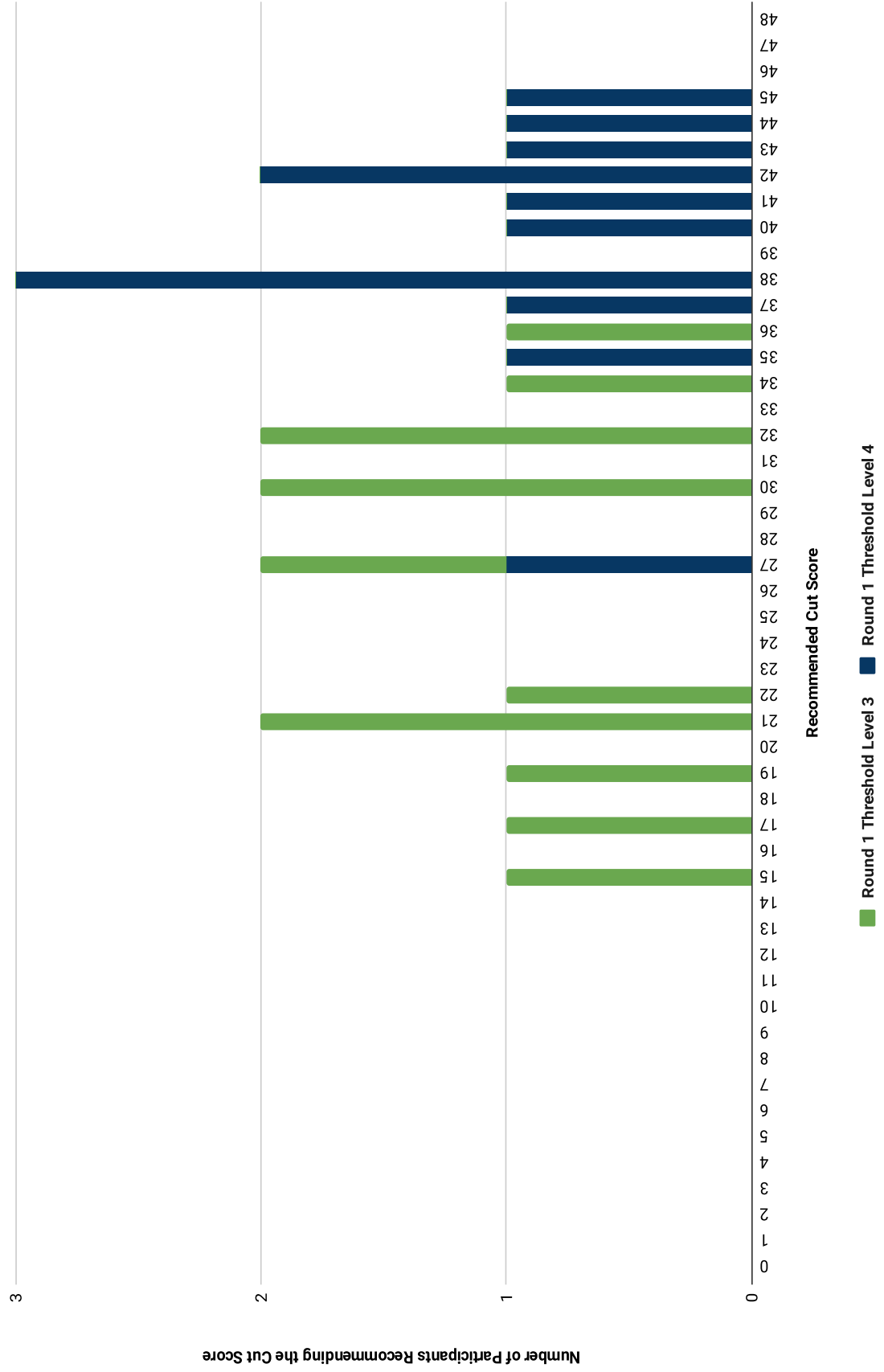
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NCEXTEND1 Grade 6 Reading



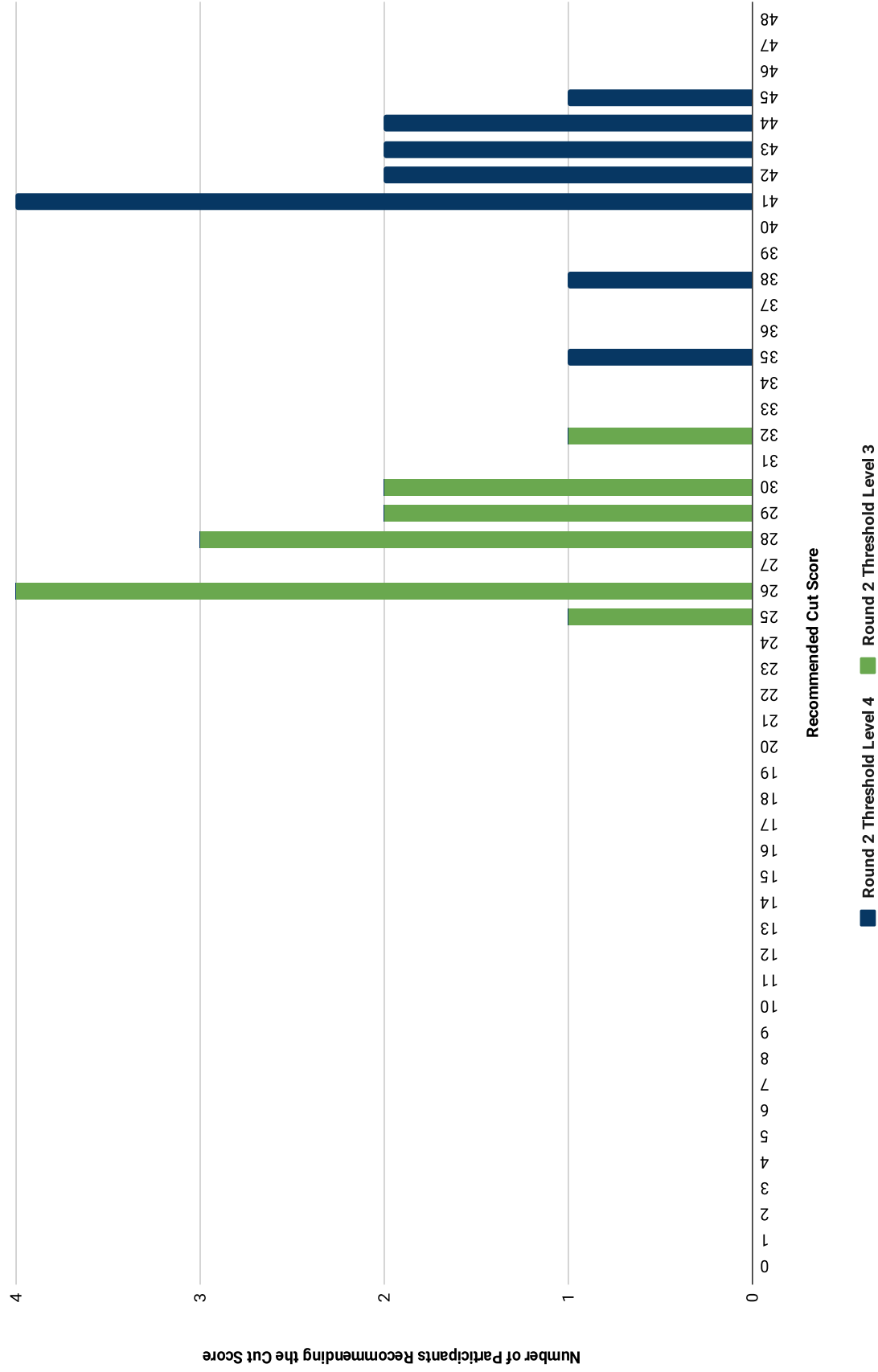
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Grade 7 Reading



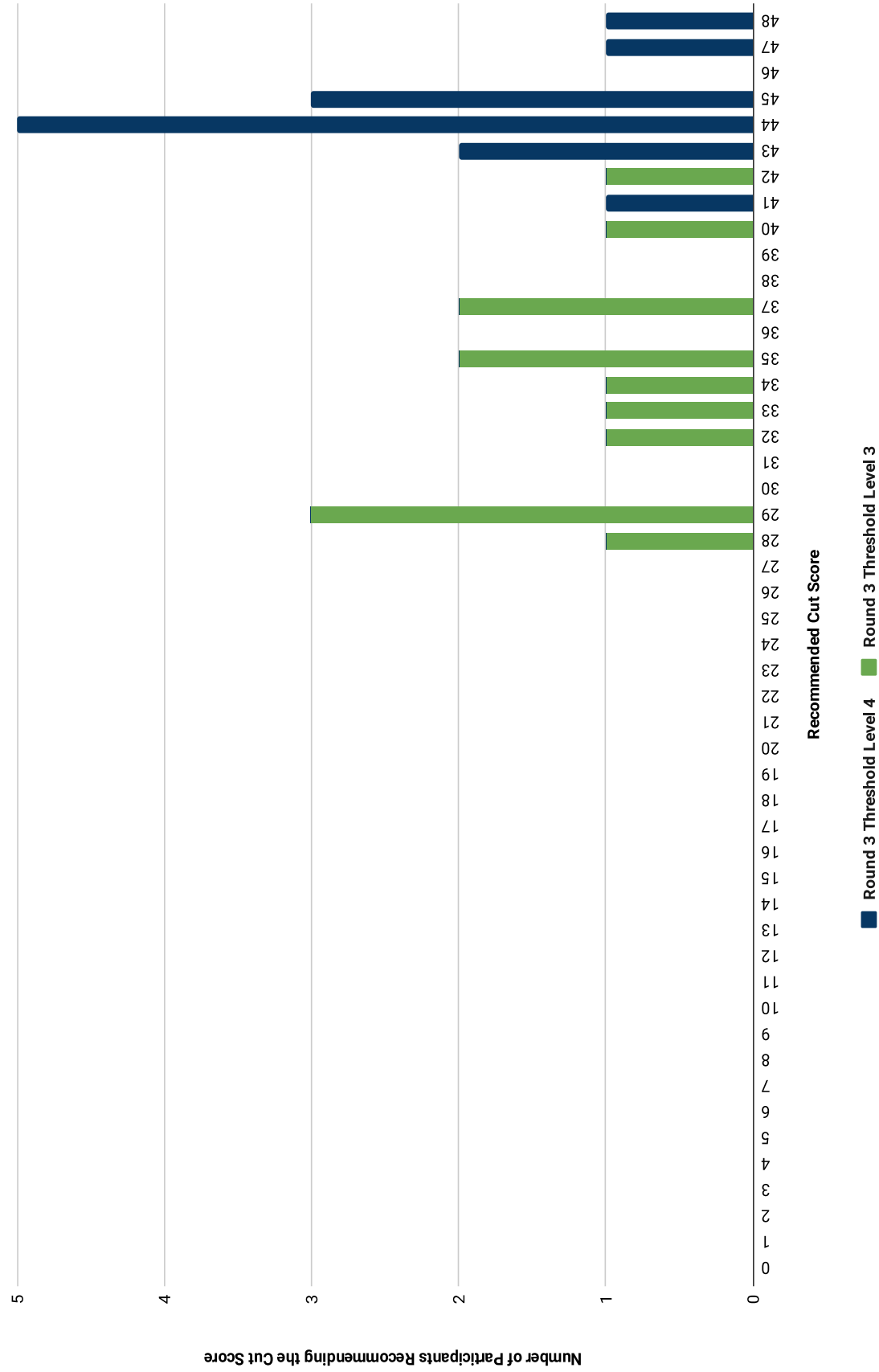
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NCEXTEND1 Grade 7 Reading



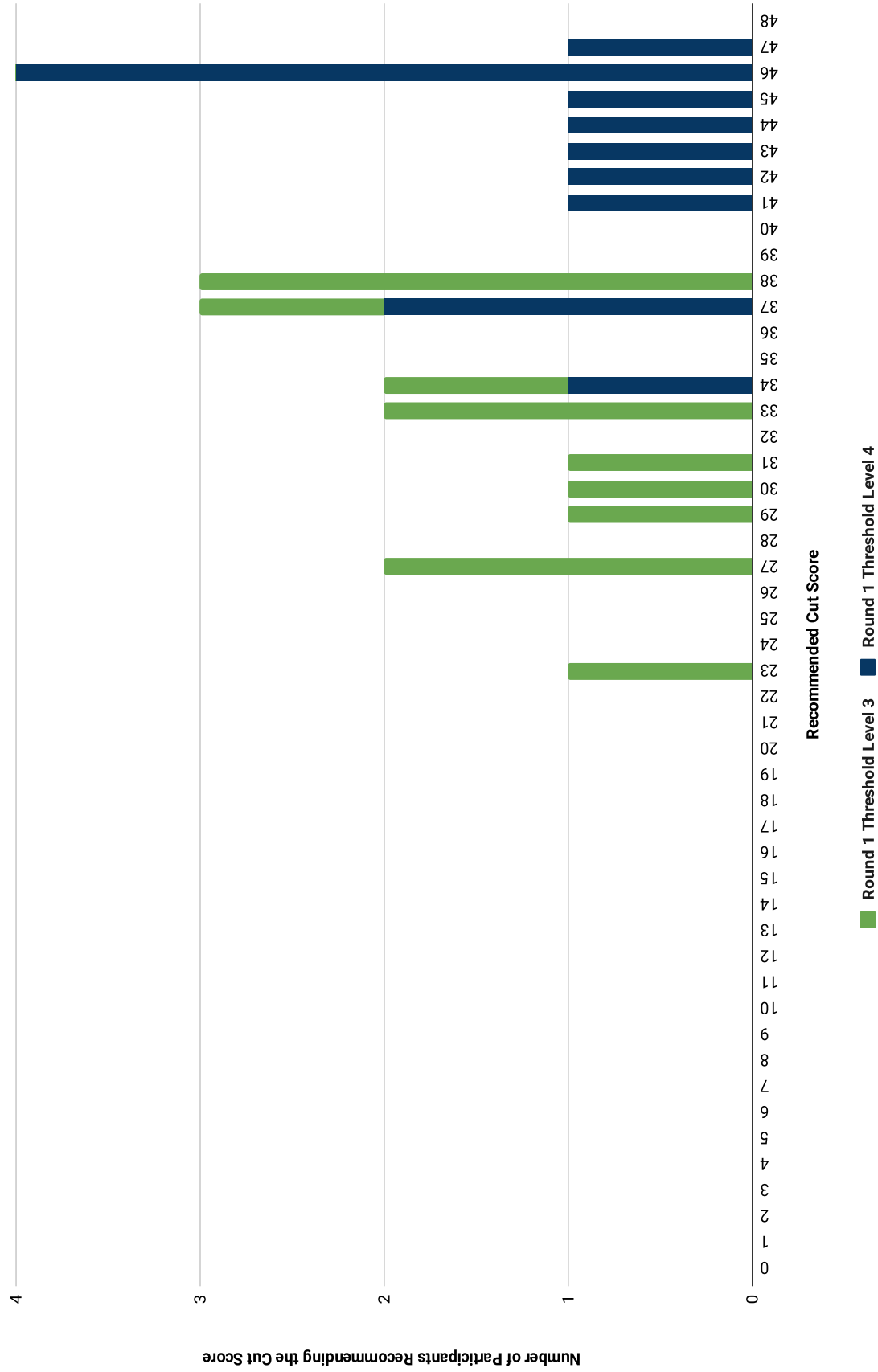
Histogram of Recommended Cut Scores for Round 3

NCEXTEND1 Grade 7 Reading



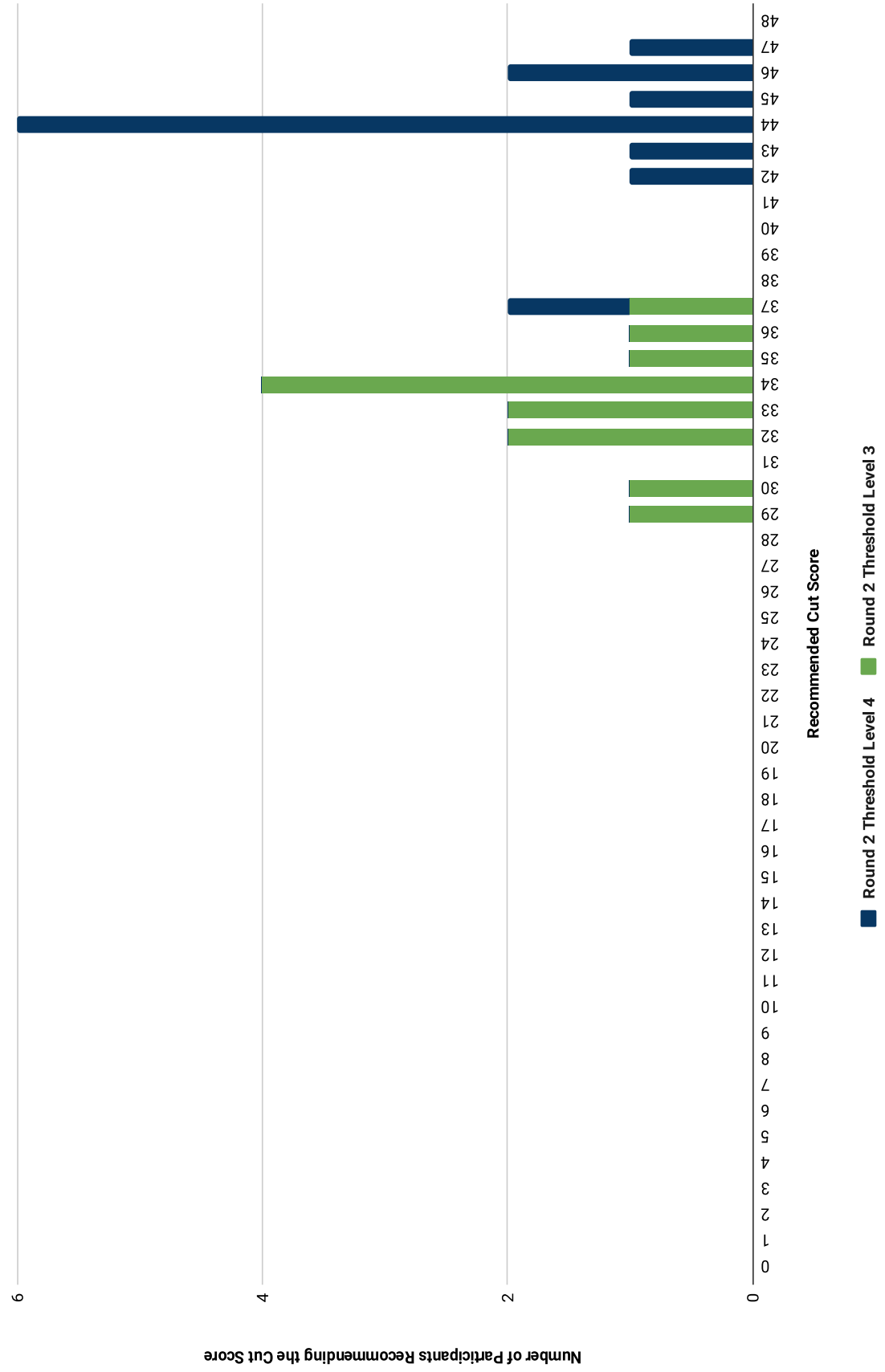
Histogram of Recommended Cut Scores for Round 1

NCEXTEND1 Grade 8 Reading



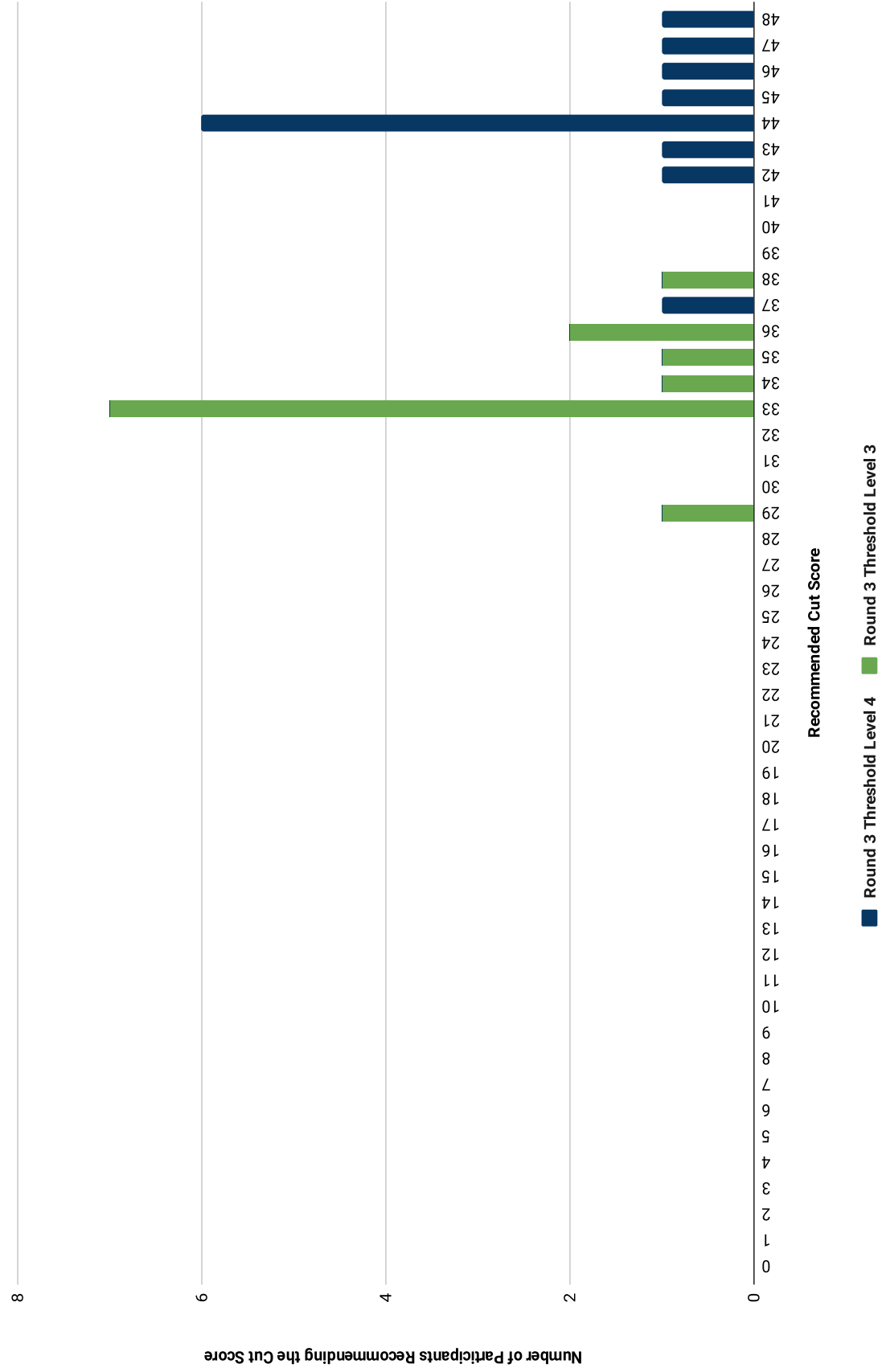
Histogram of Recommended Cut Scores for Round 2

NCEXTEND1 Grade 8 Reading



Histogram of Recommended Cut Scores for Round 3

NCEXTEND1 Grade 8 Reading



H

Participant Evaluations of the Workshop



Pre-Workshop Survey for the 2021 North Carolina Standard Setting

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

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

What is your full name? *

Your answer

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

Your answer

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

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

Next

Page 1 of 9

Clear form

Security Agreements

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

NCDPI SECURITY AGREEMENT

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

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

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

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

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

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

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

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

DRC SECURITY AGREEMENT

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

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

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

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

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

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

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

- b) that commenting on the content of test questions or responses with non-project related personnel is prohibited;
- c) that reproducing, in part or in whole, through means including but not limited to printing, taking pictures, downloading, or capturing screen shots of student responses, test questions, training materials, standard setting materials, workshop feedback, or workshop recommendations is expressly prohibited;
- d) that the privacy of the students whose work is presented is to be respected, and all related data is to be protected from disclosure;
- e) that I will work in a private environment, separate from others and free from distractions;
- f) that I will be the only one to read items and student responses that have been assigned to me;
- g) that I will adhere to the criteria defined by the training that I receive;
- h) that I will not discuss test questions, student responses, training materials, standard setting materials, workshop feedback, and workshop recommendations with anyone except the workshop facilitators and committee members; and
- i) that I will not share test questions, student responses, training materials, standard setting materials, workshop feedback, or workshop recommendations on any media, including social media.

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

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

Please type your full name here.

Your answer

Back

Next



Page 2 of 9

Clear form

Health Check-in

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

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

- ☐ No
- ☐ Yes
- ☐ Decline to State

Back

Next

Page 3 of 9

Clear form

About Your Experience Before the Workshop

Have you ever attended a standard setting meeting before? *

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

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

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

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

- ☐ Yes
- ☐ No

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

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

- ☐ Yes
- ☐ No

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

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

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

Back

Next



Page 5 of 9

Clear form

About You and Your Experience

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

What is your current position? *

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

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

What is your educational setting? *

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

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

How many years have you worked in education? *

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

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

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

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

In which community type is your district/LEA? *

- ☐ Rural
- ☐ Urban
- ☐ Suburban

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

Your answer _____

What is your highest level of education? *

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

What is your gender? *

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

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

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

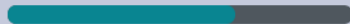
What is your race? *

Please choose as many as apply.

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

[Back](#)

[Next](#)



Page 6 of 9

[Clear form](#)

Your Background

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

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

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

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

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

Back

Next

Page 7 of 9

Clear form

About Your Pre-Workshop Knowledge of Standard Setting

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

Your answer

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

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

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

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

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

Choose as many as apply.

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

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

Choose as many as apply.

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

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

- ☐ Yes
- ☐ Maybe/Unsure
- ☐ No

[Back](#)

[Next](#)

Page 8 of 9

[Clear form](#)

Thank you!

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

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

Your answer

[Back](#)

[Submit](#)

Page 9 of 9

[Clear form](#)

NCEXTEND1 Science Pre-Workshop Survey

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

Response	Frequency	Percent	Mean: 1.00
NCEXTEND1 Science	24	100.00	<div><div style="width: 100%;"></div></div>
NCEXTEND1 Reading	0	0.00	<div><div style="width: 0%;"></div></div>
End-of-Grade Reading	0	0.00	<div><div style="width: 0%;"></div></div>

Have you ever attended a standard setting meeting before?

Response	Frequency	Percent	Mean: 1.08
No I have not.	22	91.67	<div><div style="width: 91.67%;"></div></div>
Yes I have attended one other standard setting.	2	8.33	<div><div style="width: 8.33%;"></div></div>
Yes I have attended more than one standard setting.	0	0.00	<div><div style="width: 0%;"></div></div>

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

Response	Frequency	Percent	Mean: 1.08
I have not attended a standard setting before.	22	91.67	<div><div style="width: 91.67%;"></div></div>
Less than 2 years	2	8.33	<div><div style="width: 8.33%;"></div></div>
2 to 5 years	0	0.00	<div><div style="width: 0%;"></div></div>
Over five years	0	0.00	<div><div style="width: 0%;"></div></div>

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

Response	Frequency	Percent	Mean: 1.46
Yes	13	54.17	<div><div style="width: 54.17%;"></div></div>
No	11	45.83	<div><div style="width: 45.83%;"></div></div>

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

Response	Frequency	Percent	Mean: 1.63
Yes	9	37.50	<div><div style="width: 37.50%;"></div></div>
No	15	62.50	<div><div style="width: 62.50%;"></div></div>

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

Response	Frequency	Percent	Mean: 2.42
Yes I have.	3	12.50	<div><div style="width: 12.50%;"></div></div>
No I've heard of them but haven't worked with them.	8	33.33	<div><div style="width: 33.33%;"></div></div>
No I haven't heard of these before.	13	54.17	<div><div style="width: 54.17%;"></div></div>

What is your current position?

Response	Frequency	Percent	Mean: 1.92
General education teacher	12	50.00	
Special education teacher	9	37.50	
ELL teacher	0	0.00	
Curriculum staff	2	8.33	
District assessment staff	0	0.00	
Higher education	0	0.00	
School-level administrator	0	0.00	
District-level administrator	1	4.17	

How many years have you worked in education?

Response	Frequency	Percent	Mean: 3.54
Less than 5 years	2	8.33	
5-10 years	7	29.17	
11-15 years	2	8.33	
16-20 years	5	20.83	
21-25 years	5	20.83	
More than 25 years	3	12.50	

In which community type is your district/LEA?

Response	Frequency	Percent	Mean: 1.67
Rural	14	58.33	
Urban	4	16.67	
Suburban	6	25.00	

What is your educational setting?

Response	Frequency	Percent	Mean: 2.71
Elementary school	7	29.17	
Middle school or junior high school	6	25.00	
High school	6	25.00	
Higher education	1	4.17	
K-8 school	1	4.17	
6-12 school	2	8.33	
Other:	1	4.17	





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

Response	Frequency	Percent	Mean: 3.75
0-25%	1	4.17	
26-50%	0	0.00	
51-75%	8	33.33	
76-100%	10	41.67	
Unknown or not applicable	5	20.83	








What is your highest level of education?

Response	Frequency	Percent	Mean: 3.50
High school diploma	0	0.00	
Bachelor's degree	7	29.17	
Bachelor's degree + additional hours	5	20.83	
Master's degree	5	20.83	
Master's degree + additional hours	7	29.17	
Doctoral degree	0	0.00	





What is your gender?

Response	Frequency	Percent	Mean: 1.04
Female	23	95.83	
Male	1	4.17	
Prefer not to answer	0	0.00	
Other:	0	0.00	





What is your race?

Response	Frequency	Percent	Mean: 1.63
White	16	66.67	
Black or African-American	6	25.00	
American Indian or Alaska Native	0	0.00	
Native Hawaiian or Other Pacific Islander	0	0.00	
Asian	1	4.17	
Prefer not to answer	1	4.17	
Other:	0	0.00	




Learning the statistical processes needed to make these decisions

Response	Frequency	Percent	Mean: 2.54
Not Confident	2	8.33	
Somewhat Confident	10	41.67	
Mostly Confident	9	37.50	
Very Confident	3	12.50	





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

Response	Frequency	Percent	Mean: 2.63
Not Confident	1	4.17	
Somewhat Confident	7	29.17	
Mostly Confident	16	66.67	
Very Confident	0	0.00	





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

Response	Frequency	Percent	Mean: 1.00
No	24	100.00	
Yes	0	0.00	
Prefer not to answer	0	0.00	





Learning what is needed to make cut-score decisions

Response	Frequency	Percent	Mean: 2.71
Not Confident	1	4.17	
Somewhat Confident	7	29.17	
Mostly Confident	14	58.33	
Very Confident	2	8.33	

Making cut-score decisions

Response	Frequency	Percent	Mean: 2.54
Not Confident	0	0.00	
Somewhat Confident	12	50.00	
Mostly Confident	11	45.83	
Very Confident	1	4.17	

Tuning out all preconceived notions and focus on training

Response	Frequency	Percent	Mean: 3.21
Not Confident	0	0.00	
Somewhat Confident	2	8.33	
Mostly Confident	15	62.50	
Very Confident	7	29.17	

Speaking up and asking questions when needed

Response	Frequency	Percent	Mean: 3.42
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	14	58.33	
Very Confident	10	41.67	

Setting aside other agendas and focusing on the current meeting

Response	Frequency	Percent	Mean: 3.54
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	11	45.83	
Very Confident	13	54.17	

I am usually the quiet one

Response	Frequency	Percent	Mean: 2.46
Disagree	5	20.83	
Slightly Disagree	7	29.17	
Slightly Agree	8	33.33	
Agree	4	16.67	

I tend to lead

Response	Frequency	Percent	Mean: 2.71
Disagree	1	4.17	
Slightly Disagree	8	33.33	
Slightly Agree	12	50.00	
Agree	3	12.50	

I am good at listening to people even if I disagree

Response	Frequency	Percent	Mean: 3.67
Disagree	0	0.00	
Slightly Disagree	0	0.00	
Slightly Agree	8	33.33	
Agree	16	66.67	

Setting aside any preconceptions

Response	Frequency	Percent	Mean: 3.29
Not Confident	0	0.00	
Somewhat Confident	2	8.33	
Mostly Confident	13	54.17	
Very Confident	9	37.50	

I feel confident in sharing my thoughts and opinions

Response	Frequency	Percent	Mean: 3.83
Disagree	0	0.00	
Slightly Disagree	0	0.00	
Slightly Agree	4	16.67	
Agree	20	83.33	

I let others talk

Response	Frequency	Percent	Mean: 3.46
Disagree	1	4.17	
Slightly Disagree	1	4.17	
Slightly Agree	8	33.33	
Agree	14	58.33	





I like to listen and not speak

Response	Frequency	Percent	Mean: 2.50
Disagree	2	8.33	
Slightly Disagree	9	37.50	
Slightly Agree	12	50.00	
Agree	1	4.17	





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

Response	Frequency	Percent	Mean: 3.75
Disagree	0	0.00	
Slightly Disagree	0	0.00	
Slightly Agree	6	25.00	
Agree	18	75.00	








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

Response	Frequency	Percent	Mean: 2.96
Yes I am familiar with ALDs and have worked with them in the past.	3	12.50	
Yes I am familiar with ALDs but have not worked with them before.	5	20.83	
Somewhat I am familiar with just the term.	6	25.00	
No I do not know what ALDs are.	10	41.67	




Do you know what a "threshold student" is?

Response	Frequency	Percent	Mean: 3.17
Yes I am familiar with threshold students and have discussed them in the past.	2	8.33	
Yes I am familiar with threshold students but have not discussed them before.	1	4.17	
Somewhat I am familiar with just the term.	12	50.00	
No I do not know what threshold students are.	9	37.50	






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

Response	Frequency	Percent	Mean: -
Learning more about the test	19	79.17	
Talking with educators from across the state	21	87.50	
Discussing educational goals for students	18	75.00	
Reviewing the state content standards	16	66.67	
Understanding how the cut scores are established for the test	22	91.67	
Seeing how the test results will impact students and schools	19	79.17	
Other:	0	0.00	

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

Response	Frequency	Percent	Mean: 1.13
Yes	21	87.50	
Maybe/Unsure	3	12.50	
No	0	0.00	

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

Response	Frequency	Percent	Mean: -
Studying test questions and thinking about what they measure	10	41.67	
Discussing educational topics with educators who have different backgrounds	2	8.33	
Considering how the test results will impact schools and students	12	50.00	
Learning the process that will be used to establish cut scores	15	62.50	
Other:	0	0.00	

NCEXTEND1 Reading Pre-Workshop Survey

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

Response	Frequency	Percent	Mean: 2.00
NCEXTEND1 Science	0	0.00	<div><div></div></div>
NCEXTEND1 Reading	24	100.00	<div><div></div></div>
End-of-Grade Reading	0	0.00	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 1.08
I have not attended a standard setting before.	22	91.67	<div><div></div></div>
Less than 2 years	2	8.33	<div><div></div></div>
2 to 5 years	0	0.00	<div><div></div></div>
Over five years	0	0.00	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 1.63
Yes	9	37.50	<div><div></div></div>
No	15	62.50	<div><div></div></div>

Have you ever attended a standard setting meeting before?

Response	Frequency	Percent	Mean: 1.13
No I have not.	22	91.67	<div><div></div></div>
Yes I have attended one other standard setting.	1	4.17	<div><div></div></div>
Yes I have attended more than one standard setting.	1	4.17	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 1.33
Yes	16	66.67	<div><div></div></div>
No	8	33.33	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 1.96
Yes I have.	8	33.33	<div><div></div></div>
No I've heard of them but haven't worked with them.	9	37.50	<div><div></div></div>
No I haven't heard of these before.	7	29.17	<div><div></div></div>

What is your current position?

Response	Frequency	Percent	Mean: 2.58
General education teacher	10	41.67	
Special education teacher	6	25.00	
ELL teacher	0	0.00	
Curriculum staff	6	25.00	
District assessment staff	0	0.00	
Higher education	0	0.00	
School-level administrator	0	0.00	
District-level administrator	2	8.33	

What is your educational setting?

Response	Frequency	Percent	Mean: 2.52
Elementary school	6	25.00	
Middle school or junior high school	6	25.00	
High school	8	33.33	
Higher education	0	0.00	
K-8 school	2	8.33	
6-12 school	1	4.17	
Other:	0	0.00	
Invalid	1	4.17	

How many years have you worked in education?

Response	Frequency	Percent	Mean: 3.88
Less than 5 years	1	4.17	
5-10 years	3	12.50	
11-15 years	6	25.00	
16-20 years	7	29.17	
21-25 years	2	8.33	
More than 25 years	5	20.83	

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

Response	Frequency	Percent	Mean: 3.04
0-25%	1	4.17	
26-50%	6	25.00	
51-75%	8	33.33	
76-100%	9	37.50	
Unknown or not applicable	0	0.00	





In which community type is your district/LEA?

Response	Frequency	Percent	Mean: 1.75
Rural	13	54.17	
Urban	4	16.67	
Suburban	7	29.17	








What is your highest level of education?

Response	Frequency	Percent	Mean: 3.58
High school diploma	0	0.00	
Bachelor's degree	5	20.83	
Bachelor's degree + additional hours	3	12.50	
Master's degree	14	58.33	
Master's degree + additional hours	1	4.17	
Doctoral degree	1	4.17	





What is your gender?

Response	Frequency	Percent	Mean: 1.04
Female	23	95.83	
Male	1	4.17	
Prefer not to answer	0	0.00	
Other:	0	0.00	





What is your race?

Response	Frequency	Percent	Mean: 1.29
White	20	83.33	
Black or African-American	3	12.50	
American Indian or Alaska Native	0	0.00	
Native Hawaiian or Other Pacific Islander	0	0.00	
Asian	1	4.17	
Prefer not to answer	0	0.00	
Other:	0	0.00	




Learning the statistical processes needed to make these decisions

Response	Frequency	Percent	Mean: 2.63
Not Confident	7	29.17	
Somewhat Confident	3	12.50	
Mostly Confident	6	25.00	
Very Confident	8	33.33	





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

Response	Frequency	Percent	Mean: 2.88
Not Confident	3	12.50	
Somewhat Confident	7	29.17	
Mostly Confident	4	16.67	
Very Confident	10	41.67	





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

Response	Frequency	Percent	Mean: 1.00
No	24	100.00	
Yes	0	0.00	
Prefer not to answer	0	0.00	





Learning what is needed to make cut-score decisions

Response	Frequency	Percent	Mean: 2.71
Not Confident	6	25.00	
Somewhat Confident	4	16.67	
Mostly Confident	5	20.83	
Very Confident	9	37.50	

Making cut-score decisions

Response	Frequency	Percent	Mean: 2.63
Not Confident	5	20.83	
Somewhat Confident	6	25.00	
Mostly Confident	6	25.00	
Very Confident	7	29.17	

Tuning out all preconceived notions and focus on training

Response	Frequency	Percent	Mean: 3.79
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	5	20.83	
Very Confident	19	79.17	

Speaking up and asking questions when needed

Response	Frequency	Percent	Mean: 3.67
Not Confident	0	0.00	<div><div></div></div>
Somewhat Confident	0	0.00	<div><div></div></div>
Mostly Confident	8	33.33	<div><div></div></div>
Very Confident	16	66.67	<div><div></div></div>

Setting aside other agendas and focusing on the current meeting

Response	Frequency	Percent	Mean: 3.79
Not Confident	0	0.00	<div><div></div></div>
Somewhat Confident	1	4.17	<div><div></div></div>
Mostly Confident	3	12.50	<div><div></div></div>
Very Confident	20	83.33	<div><div></div></div>

I am usually the quiet one

Response	Frequency	Percent	Mean: 2.33
Disagree	5	20.83	<div><div></div></div>
Slightly Disagree	9	37.50	<div><div></div></div>
Slightly Agree	7	29.17	<div><div></div></div>
Agree	3	12.50	<div><div></div></div>

I tend to lead

Response	Frequency	Percent	Mean: 2.63
Disagree	1	4.17	<div><div></div></div>
Slightly Disagree	9	37.50	<div><div></div></div>
Slightly Agree	12	50.00	<div><div></div></div>
Agree	2	8.33	<div><div></div></div>

I am good at listening to people even if I disagree

Response	Frequency	Percent	Mean: 3.83
Disagree	0	0.00	<div><div></div></div>
Slightly Disagree	0	0.00	<div><div></div></div>
Slightly Agree	4	16.67	<div><div></div></div>
Agree	20	83.33	<div><div></div></div>

Setting aside any preconceptions

Response	Frequency	Percent	Mean: 3.79
Not Confident	0	0.00	<div><div></div></div>
Somewhat Confident	0	0.00	<div><div></div></div>
Mostly Confident	5	20.83	<div><div></div></div>
Very Confident	19	79.17	<div><div></div></div>

I feel confident in sharing my thoughts and opinions

Response	Frequency	Percent	Mean: 3.88
Disagree	0	0.00	<div><div></div></div>
Slightly Disagree	0	0.00	<div><div></div></div>
Slightly Agree	3	12.50	<div><div></div></div>
Agree	21	87.50	<div><div></div></div>

I let others talk

Response	Frequency	Percent	Mean: 3.50
Disagree	1	4.17	<div><div></div></div>
Slightly Disagree	1	4.17	<div><div></div></div>
Slightly Agree	7	29.17	<div><div></div></div>
Agree	15	62.50	<div><div></div></div>





I like to listen and not speak

Response	Frequency	Percent	Mean: 2.58
Disagree	3	12.50	<div><div></div></div>
Slightly Disagree	7	29.17	<div><div></div></div>
Slightly Agree	11	45.83	<div><div></div></div>
Agree	3	12.50	<div><div></div></div>





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

Response	Frequency	Percent	Mean: 3.92
Disagree	0	0.00	<div><div></div></div>
Slightly Disagree	0	0.00	<div><div></div></div>
Slightly Agree	2	8.33	<div><div></div></div>
Agree	22	91.67	<div><div></div></div>








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

Response	Frequency	Percent	Mean: 2.25
Yes I am familiar with ALDs and have worked with them in the past.	9	37.50	
Yes I am familiar with ALDs but have not worked with them before.	4	16.67	
Somewhat I am familiar with just the term.	7	29.17	
No I do not know what ALDs are.	4	16.67	




Do you know what a "threshold student" is?

Response	Frequency	Percent	Mean: 2.67
Yes I am familiar with threshold students and have discussed them in the past.	5	20.83	
Yes I am familiar with threshold students but have not discussed them before.	6	25.00	
Somewhat I am familiar with just the term.	5	20.83	
No I do not know what threshold students are.	8	33.33	






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

Response	Frequency	Percent	Mean: -
Learning more about the test	19	79.17	
Talking with educators from across the state	19	79.17	
Discussing educational goals for students	19	79.17	
Reviewing the state content standards	18	75.00	
Understanding how the cut scores are established for the test	23	95.83	
Seeing how the test results will impact students and schools	19	79.17	
Other:	0	0.00	

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

Response	Frequency	Percent	Mean: 1.13
Yes	21	87.50	
Maybe/Unsure	3	12.50	
No	0	0.00	

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

Response	Frequency	Percent	Mean: -
Studying test questions and thinking about what they measure	12	50.00	
Discussing educational topics with educators who have different backgrounds	2	8.33	
Considering how the test results will impact schools and students	11	45.83	
Learning the process that will be used to establish cut scores	17	70.83	
Other:	1	4.17	



Post-Workshop Evaluation

Thank you again for participating in the North Carolina 2021 standard setting! The North Carolina Department of Public Instruction (NCDPI) and Data Recognition Corporation (DRC) appreciate your hard work.

This evaluation is designed to record your level of satisfaction with the standard setting process and recommendations. Your opinions and comments are important, as they will provide a basis for judging the quality of this process. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

In what group did you work during the standard setting? *

- ☐ NCEXTEND1 Science, lower grades (5 & 8)
- ☐ NCEXTEND1 Science, upper grades (8 & HS)
- ☐ NCEXTEND1 Reading, lower grades (3-6)
- ☐ NCEXTEND1 Reading, upper grades (6-HS)
- ☐ End-of-Grade Reading, lower grades (3 & 4)
- ☐ End-of-Grade Reading, middle grades (5 & 6)
- ☐ End-of-Grade Reading, upper grades (7 & 8)

What is your participant number? *

Your answer _____

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I had enough time to review the group's recommendations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had enough time to discuss the group's recommendations with my fellow panelists.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The achievement standards represent a reasonable profile of performance at each level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The achievement level descriptors (ALDs) were useful during the process.	<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 (where I took notes on each item) were useful during the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

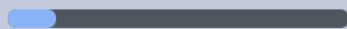
Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	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"/>
I believe this process will yield defensible cut scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I valued the workshop as a professional development experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was satisfied with the facilitator who led the main training sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the facilitator who worked with my breakout room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with the DRC content expert who worked with my group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was satisfied with other DRC staff members I worked with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The food and service at the facility met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The breakout rooms had appropriate accommodations to facilitate our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next



Page 1 of 7

Clear form

About the NCEXTEND1 Recommendations

This section asks about your level of confidence and satisfaction with the recommendations made for each grade. Only respond for grades you worked on: leave the rest blank.

Grade 3

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the Level 3 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was confident in my recommendations for the Level 4 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 3 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 4 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 4

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the Level 3 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was confident in my recommendations for the Level 4 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 3 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 4 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 5

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the Level 3 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was confident in my recommendations for the Level 4 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 3 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 4 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 6

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the Level 3 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was confident in my recommendations for the Level 4 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 3 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 4 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Grade 7

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

Strongly
Disagree

Disagree

Agree

Strongly Agree

I was confident in my recommendations for the Level 3 cut score.

☐☐☐☐

I was confident in my recommendations for the Level 4 cut score.

☐☐☐☐

The group's recommended cut score for Level 3 is about right.

☐☐☐☐

The group's recommended cut score for Level 4 is about right.

☐☐☐☐

Grade 8

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the Level 3 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was confident in my recommendations for the Level 4 cut score.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 3 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The group's recommended cut score for Level 4 is about right.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

High School

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next section.

Strongly
Disagree

Disagree

Agree

Strongly Agree

I was confident in my recommendations for the Level 3 cut score.

☐☐☐☐

I was confident in my recommendations for the Level 4 cut score.

☐☐☐☐

The group's recommended cut score for Level 3 is about right.

☐☐☐☐

The group's recommended cut score for Level 4 is about right.

☐☐☐☐

Back

Next



Page 2 of 7

Clear form

Interacting With Workshop Tools

How comfortable did you feel using the following technologies during the workshop? *

	Very uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Very comfortable
The DRC workshop "Hub"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Sheets/Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you use the following paper-based materials during the workshop? *

	Frequently	Occasionally	Rarely	Never
Paper agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper ALDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper training items and map	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Page 5 of 7

[Clear form](#)

About Your Standard Setting Experience

What was the most rewarding part of this experience?

Your answer _____

If you struggled with any part of the process, what was most challenging?

Your answer _____

Imagine you were telling a colleague about your experience at the standard setting. How would you describe what your role was at the workshop?

Your answer _____

How would you define the concept of "threshold student" for your colleague?

Your answer _____

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

An "agenda" can be defined as a specific plan or motive to follow.

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

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

- ☐ Yes
- ☐ Maybe/Unsure
- ☐ No

Back

Next



Page 6 of 7

Clear form

Thank you!

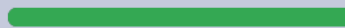
Thank you for completing this post-workshop evaluation! We thank you for your time and attention to this important step of the standard setting process.

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

Your answer

Back

Submit



Page 7 of 7

Clear form

NCEXTEND1 Science Post-Workshop Survey

In what group did you work during the standard setting?

Response	Frequency	Percent	Mean: 1.50
NCEXTEND1 Science lower grades 5 & 8	12	50.00	<div><div style="width: 50%;"></div></div>
NCEXTEND1 Science upper grades 8 & HS	12	50.00	<div><div style="width: 50%;"></div></div>
NCEXTEND1 Reading lower grades 3-6	0	0.00	<div><div style="width: 0%;"></div></div>
NCEXTEND1 Reading upper grades 6-HS	0	0.00	<div><div style="width: 0%;"></div></div>
End-of-Grade Reading lower grades 3 & 4	0	0.00	<div><div style="width: 0%;"></div></div>
End-of-Grade Reading middle grades 5 & 6	0	0.00	<div><div style="width: 0%;"></div></div>
End-of-Grade Reading upper grades 7 & 8	0	0.00	<div><div style="width: 0%;"></div></div>

I had enough time to review the group's recommendations.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Agree	9	37.50	<div><div style="width: 37.5%;"></div></div>
Strongly Agree	15	62.50	<div><div style="width: 62.5%;"></div></div>

I had enough time to discuss the group's recommendations with my fellow panelists.

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Agree	7	29.17	<div><div style="width: 29.17%;"></div></div>
Strongly Agree	17	70.83	<div><div style="width: 70.83%;"></div></div>

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

Response	Frequency	Percent	Mean: 3.25
Strongly Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Agree	18	75.00	<div><div style="width: 75%;"></div></div>
Strongly Agree	6	25.00	<div><div style="width: 25%;"></div></div>

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

Response	Frequency	Percent	Mean: 3.54
Strongly Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Agree	11	45.83	<div><div style="width: 45.83%;"></div></div>
Strongly Agree	13	54.17	<div><div style="width: 54.17%;"></div></div>

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

Response	Frequency	Percent	Mean: 3.46
Strongly Disagree	0	0.00	<div><div style="width: 0%;"></div></div>
Disagree	1	4.17	<div><div style="width: 4.17%;"></div></div>
Agree	11	45.83	<div><div style="width: 45.83%;"></div></div>
Strongly Agree	12	50.00	<div><div style="width: 50%;"></div></div>

Studying the test items was useful during the process.

Response	Frequency	Percent	Mean: 3.58
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	8	33.33	<div><div></div></div>
Strongly Agree	15	62.50	<div><div></div></div>

During the workshop, my opinions were considered.

Response	Frequency	Percent	Mean: 3.46
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	13	54.17	<div><div></div></div>
Strongly Agree	11	45.83	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	9	37.50	<div><div></div></div>
Strongly Agree	15	62.50	<div><div></div></div>

I believe this process will yield defensible cut scores.

Response	Frequency	Percent	Mean: 3.25
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	16	66.67	<div><div></div></div>
Strongly Agree	7	29.17	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.58
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	8	33.33	<div><div></div></div>
Strongly Agree	15	62.50	<div><div></div></div>

The item maps (where I took notes on each item) were useful during the process.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	12	50.00	<div><div></div></div>
Strongly Agree	12	50.00	<div><div></div></div>

My opinions were valued by my group.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	9	37.50	<div><div></div></div>
Strongly Agree	15	62.50	<div><div></div></div>

The facilitator provided clear instructions.

Response	Frequency	Percent	Mean: 3.17
Strongly Disagree	1	4.17	<div><div></div></div>
Disagree	3	12.50	<div><div></div></div>
Agree	11	45.83	<div><div></div></div>
Strongly Agree	9	37.50	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.54
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	11	45.83	<div><div></div></div>
Strongly Agree	13	54.17	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.33
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	14	58.33	<div><div></div></div>
Strongly Agree	9	37.50	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.46
Strongly Disagree	0	0.00	
Disagree	1	4.17	
Agree	11	45.83	
Strongly Agree	12	50.00	

The food and service at the facility met my expectations.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	20.83	
Strongly Agree	19	79.17	

Grade 5: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.42
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	29.17	
Strongly Agree	5	20.83	
No Response	12	50.00	

Grade 5: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.25
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	9	37.50	
Strongly Agree	3	12.50	
No Response	12	50.00	

Grade 8: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	1	4.17	
Agree	13	54.17	
Strongly Agree	10	41.67	

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

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	2	8.33	
Agree	11	45.83	
Strongly Agree	11	45.83	

The breakout rooms had appropriate accommodations to facilitate our work.

Response	Frequency	Percent	Mean: 3.58
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	10	41.67	
Strongly Agree	14	58.33	

Grade 5: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 3.42
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	29.17	
Strongly Agree	5	20.83	
No Response	12	50.00	

Grade 5: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.25
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	9	37.50	
Strongly Agree	3	12.50	
No Response	12	50.00	

Grade 8: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	1	4.17	
Agree	13	54.17	
Strongly Agree	10	41.67	

Grade 8: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.25
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	18	75.00	<div><div></div></div>
Strongly Agree	6	25.00	<div><div></div></div>

High School: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.42
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	7	29.17	<div><div></div></div>
Strongly Agree	5	20.83	<div><div></div></div>
No Response	12	50.00	<div><div></div></div>

High School: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.42
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	7	29.17	<div><div></div></div>
Strongly Agree	5	20.83	<div><div></div></div>
No Response	12	50.00	<div><div></div></div>

The DRC workshop "Hub"

Response	Frequency	Percent	Mean: 3.88
Very uncomfortable	0	0.00	<div><div></div></div>
Somewhat uncomfortable	0	0.00	<div><div></div></div>
Somewhat comfortable	3	12.50	<div><div></div></div>
Very comfortable	21	87.50	<div><div></div></div>

Paper agenda

Response	Frequency	Percent	Mean: 2.08
Frequently	8	33.33	<div><div></div></div>
Occasionally	6	25.00	<div><div></div></div>
Rarely	10	41.67	<div><div></div></div>
Never	0	0.00	<div><div></div></div>

Grade 8: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.33
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	16	66.67	<div><div></div></div>
Strongly Agree	8	33.33	<div><div></div></div>

High School: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 3.42
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	7	29.17	<div><div></div></div>
Strongly Agree	5	20.83	<div><div></div></div>
No Response	12	50.00	<div><div></div></div>

High School: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	6	25.00	<div><div></div></div>
Strongly Agree	6	25.00	<div><div></div></div>
No Response	12	50.00	<div><div></div></div>

Google Sheets/Forms

Response	Frequency	Percent	Mean: 3.88
Very uncomfortable	0	0.00	<div><div></div></div>
Somewhat uncomfortable	0	0.00	<div><div></div></div>
Somewhat comfortable	3	12.50	<div><div></div></div>
Very comfortable	21	87.50	<div><div></div></div>

Paper content standards

Response	Frequency	Percent	Mean: 1.21
Frequently	20	83.33	<div><div></div></div>
Occasionally	3	12.50	<div><div></div></div>
Rarely	1	4.17	<div><div></div></div>
Never	0	0.00	<div><div></div></div>

Paper ALDs

Response	Frequency	Percent	Mean: 1.04
Frequently	23	95.83	
Occasionally	1	4.17	
Rarely	0	0.00	
Never	0	0.00	

Learning what is needed to make cut-score decisions

Response	Frequency	Percent	Mean: 3.08
Not Confident	0	0.00	
Somewhat Confident	3	12.50	
Mostly Confident	16	66.67	
Very Confident	5	20.83	

Making cut-score decisions

Response	Frequency	Percent	Mean: 2.96
Not Confident	0	0.00	
Somewhat Confident	6	25.00	
Mostly Confident	13	54.17	
Very Confident	5	20.83	

Tuning out all preconceived notions and focus on training

Response	Frequency	Percent	Mean: 3.29
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	17	70.83	
Very Confident	7	29.17	

Setting aside any preconceptions

Response	Frequency	Percent	Mean: 3.38
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	15	62.50	
Very Confident	9	37.50	

Paper training items and map

Response	Frequency	Percent	Mean: 2.29
Frequently	7	29.17	
Occasionally	8	33.33	
Rarely	4	16.67	
Never	5	20.83	

Learning the statistical processes needed to make these decisions

Response	Frequency	Percent	Mean: 2.79
Not Confident	0	0.00	
Somewhat Confident	8	33.33	
Mostly Confident	13	54.17	
Very Confident	3	12.50	

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

Response	Frequency	Percent	Mean: 3.00
Not Confident	0	0.00	
Somewhat Confident	7	29.17	
Mostly Confident	10	41.67	
Very Confident	7	29.17	




Speaking up and asking questions when needed

Response	Frequency	Percent	Mean: 3.63
Not Confident	0	0.00	
Somewhat Confident	1	4.17	
Mostly Confident	7	29.17	
Very Confident	16	66.67	

Setting aside other agendas and focusing on the current meeting

Response	Frequency	Percent	Mean: 3.54
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	11	45.83	
Very Confident	13	54.17	

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

Response	Frequency	Percent	Mean: 1.13
Yes	21	87.50	
Maybe/Unsure	3	12.50	
No	0	0.00	

NCEXTEND1 Reading Post-Workshop Survey

In what group did you work during the standard setting?

Response	Frequency	Percent	Mean: 3.54
NCEXTEND1 Science lower grades 5 & 8	0	0.00	<div><div></div></div>
NCEXTEND1 Science upper grades 8 & HS	0	0.00	<div><div></div></div>
NCEXTEND1 Reading lower grades 3-6	11	45.83	<div><div></div></div>
NCEXTEND1 Reading upper grades 6-HS	13	54.17	<div><div></div></div>
End-of-Grade Reading lower grades 3 & 4	0	0.00	<div><div></div></div>
End-of-Grade Reading middle grades 5 & 6	0	0.00	<div><div></div></div>
End-of-Grade Reading upper grades 7 & 8	0	0.00	<div><div></div></div>

I had enough time to review the group's recommendations.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	3	12.50	<div><div></div></div>
Strongly Agree	21	87.50	<div><div></div></div>

I had enough time to discuss the group's recommendations with my fellow panelists.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	3	12.50	<div><div></div></div>
Strongly Agree	21	87.50	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.58
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	8	33.33	<div><div></div></div>
Strongly Agree	15	62.50	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	6	25.00	<div><div></div></div>
Strongly Agree	18	75.00	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	4	16.67	<div><div></div></div>
Strongly Agree	19	79.17	<div><div></div></div>

Studying the test items was useful during the process.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	2	8.33	<div></div>
Strongly Agree	22	91.67	<div></div>

During the workshop, my opinions were considered.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	5	20.83	<div></div>
Strongly Agree	19	79.17	<div></div>

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

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	4	16.67	<div></div>
Strongly Agree	20	83.33	<div></div>

I believe this process will yield defensible cut scores.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	<div></div>
Disagree	1	4.17	<div></div>
Agree	3	12.50	<div></div>
Strongly Agree	20	83.33	<div></div>

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

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div></div>
Disagree	1	4.17	<div></div>
Agree	0	0.00	<div></div>
Strongly Agree	23	95.83	<div></div>

The item maps (where I took notes on each item) were useful during the process.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	5	20.83	<div></div>
Strongly Agree	19	79.17	<div></div>

My opinions were valued by my group.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	5	20.83	<div></div>
Strongly Agree	19	79.17	<div></div>

The facilitator provided clear instructions.

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	0	0.00	<div></div>
Disagree	1	4.17	<div></div>
Agree	5	20.83	<div></div>
Strongly Agree	18	75.00	<div></div>

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

Response	Frequency	Percent	Mean: 3.96
Strongly Disagree	0	0.00	<div></div>
Disagree	0	0.00	<div></div>
Agree	1	4.17	<div></div>
Strongly Agree	23	95.83	<div></div>

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

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	24	100.00	<div></div>

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

Response	Frequency	Percent	Mean: 3.96
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	23	95.83	<div><div></div></div>

The food and service at the facility met my expectations.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	3	12.50	<div><div></div></div>
Strongly Agree	20	83.33	<div><div></div></div>

Grade 3: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	10	41.67	<div><div></div></div>
No Response	13	54.17	<div><div></div></div>

Grade 3: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	10	41.67	<div><div></div></div>
No Response	13	54.17	<div><div></div></div>

Grade 4: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	10	41.67	<div><div></div></div>
No Response	13	54.17	<div><div></div></div>

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

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	2	8.33	<div><div></div></div>
Strongly Agree	22	91.67	<div><div></div></div>

The breakout rooms had appropriate accommodations to facilitate our work.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	2	8.33	<div><div></div></div>
Strongly Agree	22	91.67	<div><div></div></div>

Grade 3: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	0	0.00	<div><div></div></div>
Strongly Agree	11	45.83	<div><div></div></div>
No Response	13	54.17	<div><div></div></div>

Grade 3: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	0	0.00	<div><div></div></div>
Strongly Agree	11	45.83	<div><div></div></div>
No Response	13	54.17	<div><div></div></div>

Grade 4: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	0	0.00	<div><div></div></div>
Strongly Agree	11	45.83	<div><div></div></div>
No Response	13	54.17	<div><div></div></div>

Grade 4: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	4.17	
Strongly Agree	10	41.67	
No Response	13	54.17	

Grade 5: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	4.17	
Strongly Agree	10	41.67	
No Response	13	54.17	

Grade 5: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	4.17	
Strongly Agree	10	41.67	
No Response	13	54.17	

Grade 6: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	16.67	
Strongly Agree	9	37.50	
No Response	11	45.83	

Grade 6: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.77
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	12.50	
Strongly Agree	10	41.67	
No Response	11	45.83	

Grade 4: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	4.17	
Strongly Agree	10	41.67	
No Response	13	54.17	

Grade 5: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	11	45.83	
No Response	13	54.17	

Grade 5: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	4.17	
Strongly Agree	10	41.67	
No Response	13	54.17	

Grade 6: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 3.54
Strongly Disagree	0	0.00	
Disagree	1	4.17	
Agree	4	16.67	
Strongly Agree	8	33.33	
No Response	11	45.83	

Grade 6: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.62
Strongly Disagree	0	0.00	
Disagree	1	4.17	
Agree	3	12.50	
Strongly Agree	9	37.50	
No Response	11	45.83	

Grade 7: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	4	16.67	<div><div></div></div>
Strongly Agree	9	37.50	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

Grade 7: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.77
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	3	12.50	<div><div></div></div>
Strongly Agree	10	41.67	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

Grade 8: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	12	50.00	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

Grade 8: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	12	50.00	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

High School: I was confident in my recommendations for the Level 3 cut score.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	12	50.00	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

Grade 7: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 3.54
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	4	16.67	<div><div></div></div>
Strongly Agree	8	33.33	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

Grade 7: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.62
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	1	4.17	<div><div></div></div>
Agree	3	12.50	<div><div></div></div>
Strongly Agree	9	37.50	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

Grade 8: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	12	50.00	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

Grade 8: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	12	50.00	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

High School: I was confident in my recommendations for the Level 4 cut score.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	<div><div></div></div>
Disagree	0	0.00	<div><div></div></div>
Agree	1	4.17	<div><div></div></div>
Strongly Agree	12	50.00	<div><div></div></div>
No Response	11	45.83	<div><div></div></div>

High School: The group's recommended cut score for Level 3 is about right.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	4.17	
Strongly Agree	12	50.00	
No Response	11	45.83	

The DRC workshop "Hub"

Response	Frequency	Percent	Mean: 3.96
Very uncomfortable	0	0.00	
Somewhat uncomfortable	0	0.00	
Somewhat comfortable	1	4.17	
Very comfortable	23	95.83	

Paper agenda

Response	Frequency	Percent	Mean: 2.50
Frequently	4	16.67	
Occasionally	8	33.33	
Rarely	8	33.33	
Never	4	16.67	

Paper ALDs

Response	Frequency	Percent	Mean: 1.17
Frequently	22	91.67	
Occasionally	1	4.17	
Rarely	0	0.00	
Never	1	4.17	

Learning what is needed to make cut-score decisions

Response	Frequency	Percent	Mean: 3.88
Not Confident	0	0.00	
Somewhat Confident	0	0.00	
Mostly Confident	3	12.50	
Very Confident	21	87.50	

High School: The group's recommended cut score for Level 4 is about right.

Response	Frequency	Percent	Mean: 3.92
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	4.17	
Strongly Agree	12	50.00	
No Response	11	45.83	

Google Sheets/Forms

Response	Frequency	Percent	Mean: 3.96
Very uncomfortable	0	0.00	
Somewhat uncomfortable	0	0.00	
Somewhat comfortable	1	4.17	
Very comfortable	23	95.83	

Paper content standards

Response	Frequency	Percent	Mean: 1.54
Frequently	16	66.67	
Occasionally	4	16.67	
Rarely	3	12.50	
Never	1	4.17	

Paper training items and map

Response	Frequency	Percent	Mean: 2.63
Frequently	6	25.00	
Occasionally	3	12.50	
Rarely	9	37.50	
Never	6	25.00	

Learning the statistical processes needed to make these decisions

Response	Frequency	Percent	Mean: 3.17
Not Confident	2	8.33	
Somewhat Confident	4	16.67	
Mostly Confident	6	25.00	
Very Confident	12	50.00	

Making cut-score decisions

Response	Frequency	Percent	Mean: 3.92
Not Confident	0	0.00	<input type="text"/>
Somewhat Confident	0	0.00	<input type="text"/>
Mostly Confident	2	8.33	<input type="text"/>
Very Confident	22	91.67	<input type="text"/>

Tuning out all preconceived notions and focus on training

Response	Frequency	Percent	Mean: 3.96
Not Confident	0	0.00	<input type="text"/>
Somewhat Confident	0	0.00	<input type="text"/>
Mostly Confident	1	4.17	<input type="text"/>
Very Confident	23	95.83	<input type="text"/>

Setting aside any preconceptions

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	24	100.00	<input type="text"/>

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

Response	Frequency	Percent	Mean: 1.00
Yes	24	100.00	<input type="text"/>
Maybe/Unsure	0	0.00	<input type="text"/>
No	0	0.00	<input type="text"/>

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

Response	Frequency	Percent	Mean: 3.92
Not Confident	0	0.00	<input type="text"/>
Somewhat Confident	0	0.00	<input type="text"/>
Mostly Confident	2	8.33	<input type="text"/>
Very Confident	22	91.67	<input type="text"/>

Speaking up and asking questions when needed

Response	Frequency	Percent	Mean: 3.92
Not Confident	0	0.00	<input type="text"/>
Somewhat Confident	0	0.00	<input type="text"/>
Mostly Confident	2	8.33	<input type="text"/>
Very Confident	22	91.67	<input type="text"/>

Setting aside other agendas and focusing on the current meeting

Response	Frequency	Percent	Mean: 3.92
Not Confident	0	0.00	<input type="text"/>
Somewhat Confident	0	0.00	<input type="text"/>
Mostly Confident	2	8.33	<input type="text"/>
Very Confident	22	91.67	<input type="text"/>