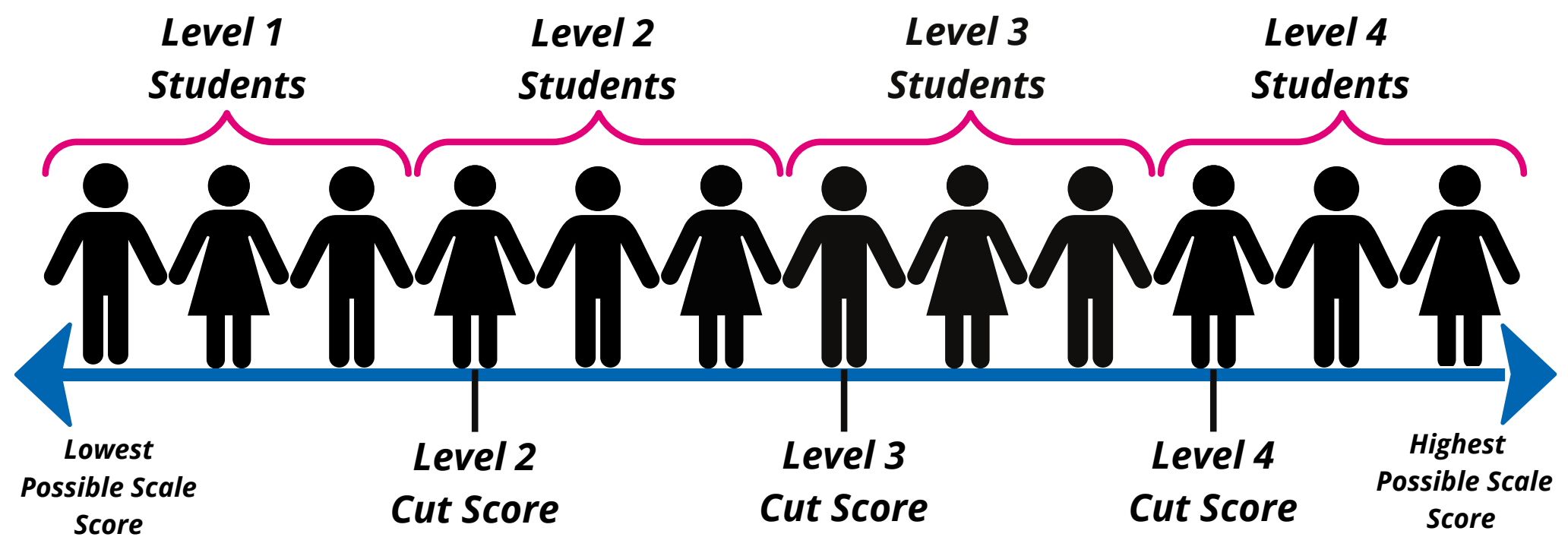


STANDARD SETTING

What is standard setting?

Standard setting is an iterative process by which panels of content-matter experts and experts in the student population served by the assessment recommend cut scores, by grade and content area, for each of the achievement levels on the assessment.

Achievement levels refer to levels of mastery of the content standards, as demonstrated on the test. Cut scores separate students into achievement levels on the test scale. These cut scores are identified through standard setting.

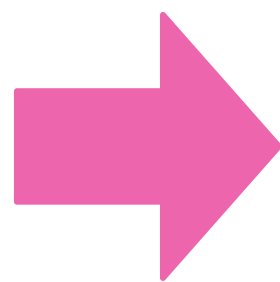


Methods of Standard Setting

There are many methods for engaging in standard setting, but there are some common steps across these methods. In each method, panels of experts engage in a series of steps, including reviewing the assessment, reviewing the expectations for students, and recommending cut scores, as described below. Generally, standard setting work is completed in rounds, and the panelists are asked to discuss their recommended cut scores with their fellow panel members between rounds.

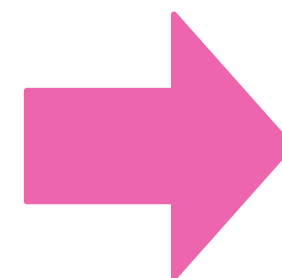
Panels of experts review the assessment content and design. Often this means the panel will review a book of test items for that grade and content area which are ordered by difficulty.

Review Assessment



Panelists review the expectations associated with each achievement level in the achievement level descriptors (ALDs), considering both the policy ALDs as well as the range or threshold ALDs.

Review Expectations



Panelists provide content-based recommendations for cut scores. For many methods of standard setting, this means they have identified a point in the ordered test items where the knowledge, skills, and abilities needed to demonstrate mastery shift from one achievement level to the next.

Recommend Cut Scores

Who is involved in standard setting?

Expert judgment is a key component of standard setting.

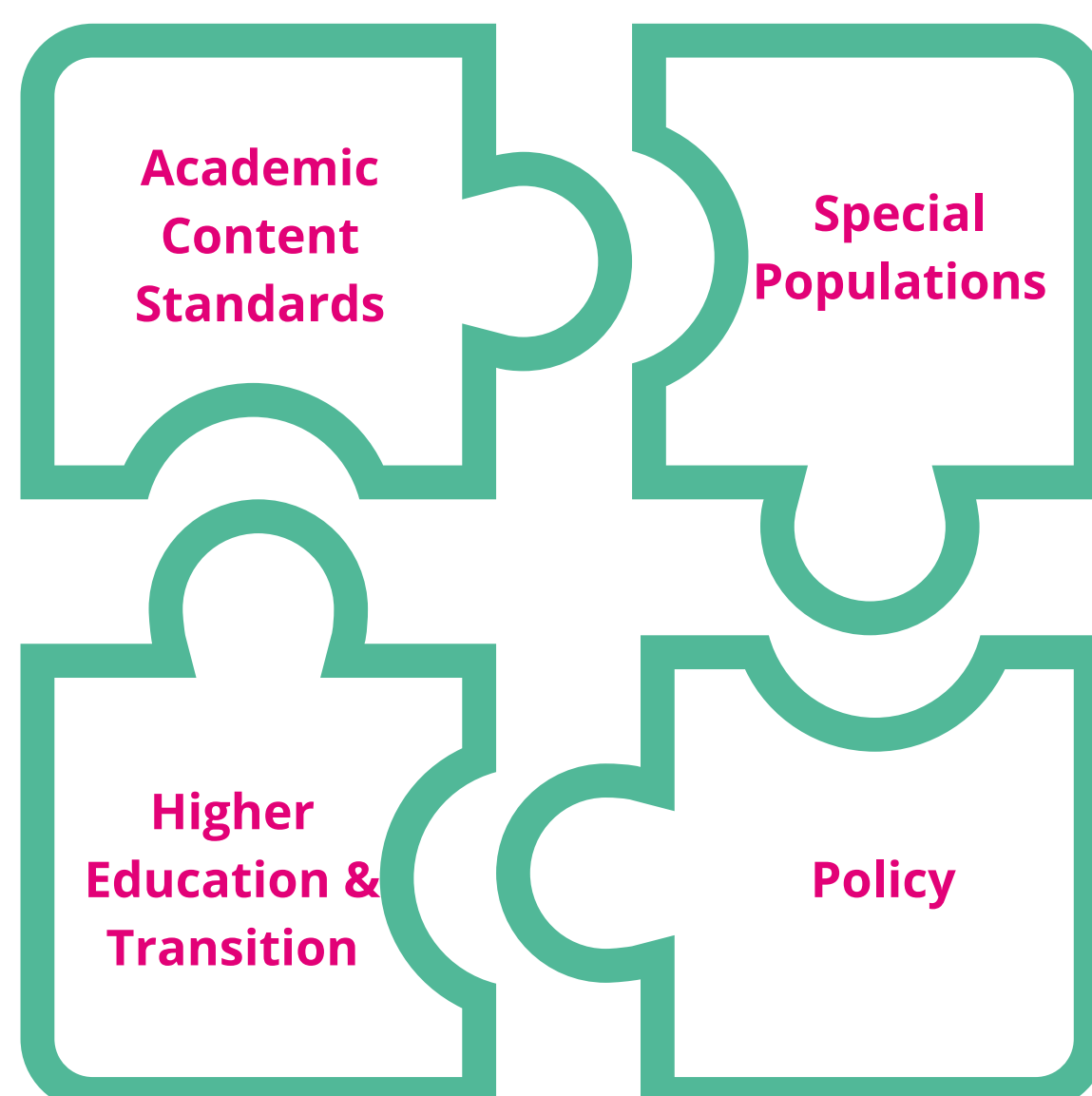
Each panel includes experts in:

- academic content standards,
- special populations, and
- higher education and transition.

Diverse representatives are also included based on:

- gender,
- ethnicity, and
- region of the state.

By considering the expertise and perspectives of others, the panel will come to a more consistent perspective of the mastery needed for each achievement level.



After standard setting panelists propose cut scores, other experts review the recommendations in the steps described below.

Vertical articulation

- Several panelists from all grades and content areas meet to review recommended cut scores.

Policy review

- State and district leaders, policy experts, and standard setting panel representatives review and finalize cut score recommendations.

Adoption of cut scores

- The State Board of Education reviews recommended cut scores and adopts as policy.