

The following is an excerpt from the full [Virginia Alternate Assessment Program \(VAAP\) Standard Setting Technical Report for Mathematics & Reading Grades 3-8 & High School; Science 5, 8 & High School](#)

Committee Training

...Panelists completed a process evaluation survey at the end of their breakout meeting to record their impressions of the effectiveness of the materials and methods employed throughout the process. A large majority of panelists in six of the seven committees *Completely Agreed* the purpose of the standard setting meeting was clearly explained to them, as shown in Figure 7. Three panelists in grade 8 *Disagreed* and one panelist in grade 8 *Totally Disagreed*. Three panelists in grade 8 *Disagreed* and one panelist in grade 3 *Totally Disagreed*.

Question 1: The purpose of the standard setting meeting was clearly explained.

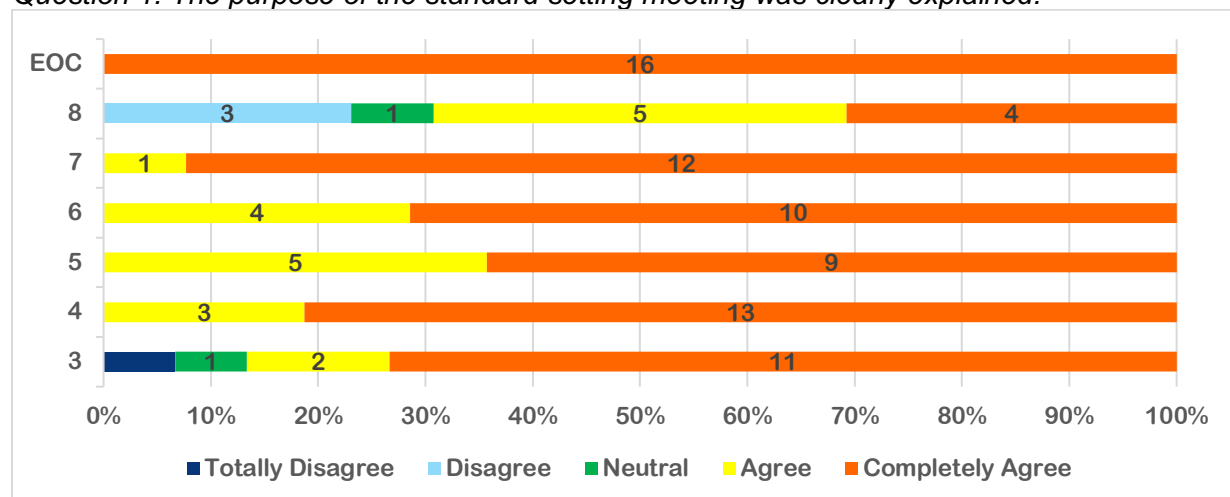


Figure 7. Process evaluation results regarding clear explanation for purpose of standard setting

Likewise, all but one panelist either *Agreed* or *Completely Agreed* the method (as “Yes” or “No”) for rating items was conceptually clear and the feedback and discussion following each round of judgments was useful. Results for both of those questions are presented in Figures 8 and 9.

Question 3: The method for rating items (as “Yes” or “No”) was conceptually clear.

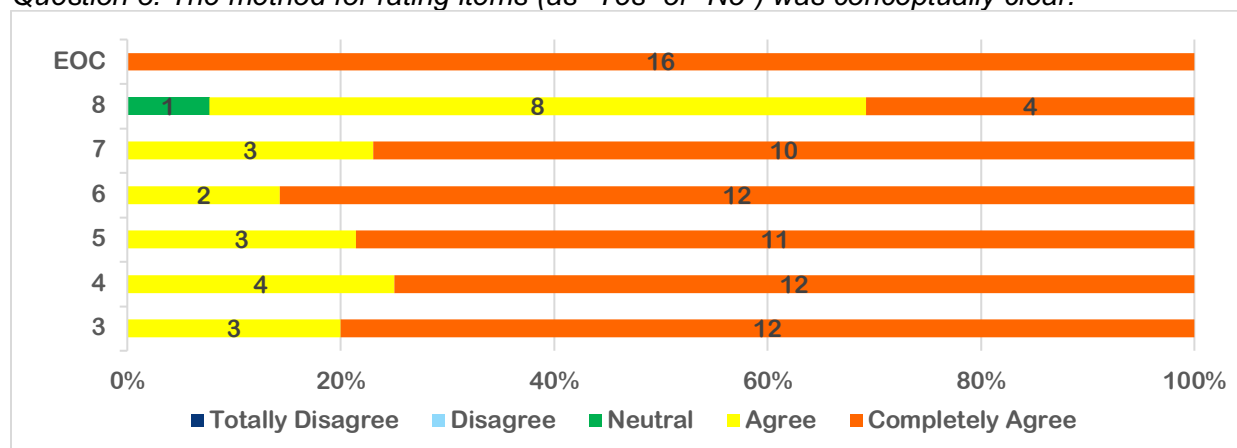


Figure 8. Process evaluation results regarding clarity of the standard setting method

Question 5: I found the feedback on the ratings of panelists compared to other panelists useful in the standard setting process.

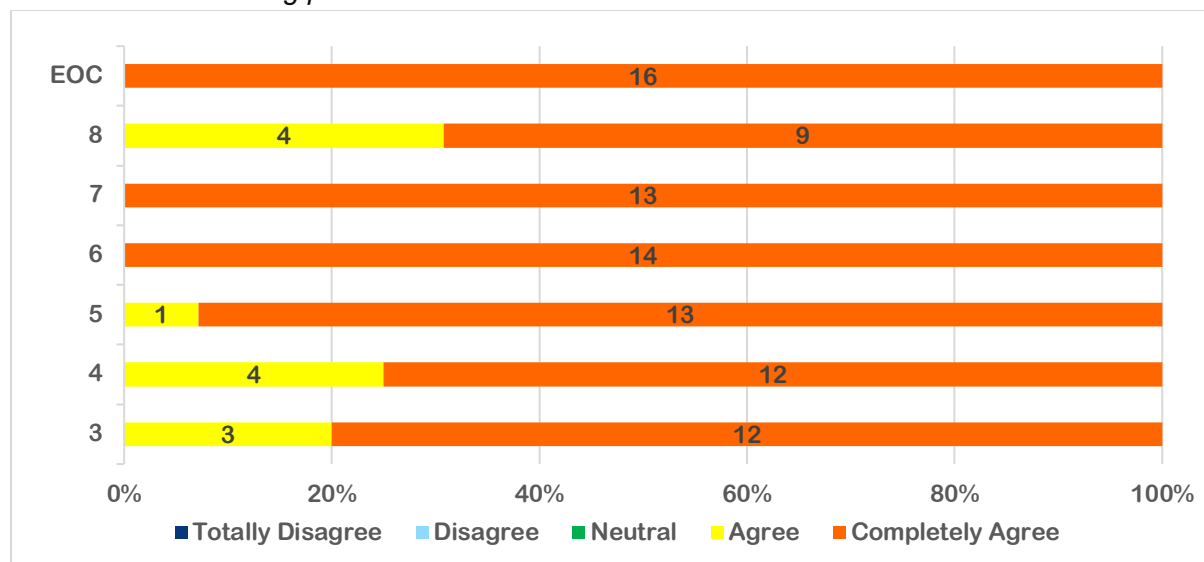


Figure 9. Process evaluation results regarding feedback discussion

Each committee had a high level of *Complete Agreement* that the Pearson facilitator kept the meeting focused and on task, was responsive to panelists questions and comments, and that VDOE staff was helpful during the standard setting process. Overall, responses to the process evaluation survey indicate panelists believed the training provided prepared them to implement the standard setting procedure. The following are examples of comments from some panelists communicating their comfort with the process.

“This was a wonderful experience and one that will has made me a more informed educator.” – Grade 3 reading panelist

“This was a challenging process but I think it will be beneficial to our students. Thank you for

allowing my voice to be heard. The facilitator made us feel like we were in a safe place to voice concerns and thoughts. Very nice job.” – Grade 5 reading panelist

“I feel as though the process was smooth and efficient. We had a great representation from across the state. Everyone contributed thoughtfully. I think we had some great sessions.” – Grade 6 reading panelist

“This has been an enlightening and enjoyable process. I very much appreciate that the state values teacher input in this process since so much emphasis is placed on these tests.” – Grade 7 reading panelist

“I sat on the 2010 standard setting committee and I was thrilled to be a part of this process again. The discussion and learning from peers is priceless and the opportunity for teachers to have a voice in this process is so valuable. It was not an easy task, but one that I think as a committee we came together and did a good job.” – Grade 8 reading panelist

Full results from the process evaluations for each breakout committee are presented in [Appendix G](#).

After the standard setting breakout meetings, the articulation committee reviewed the Round 3 cut score recommendations and recommended any adjustments, if deemed necessary. At the end of the articulation process, the panelists completed a process evaluation of the articulation meeting. Figure 10 shows a majority of panelists indicated they were *Extremely Comfortable* or *Mostly Comfortable* with the articulation judgment task. Full results from the process evaluation administered to the articulation committee are presented in [Appendix G](#).

Question 3: What was your level of comfort with the articulation judgment task?

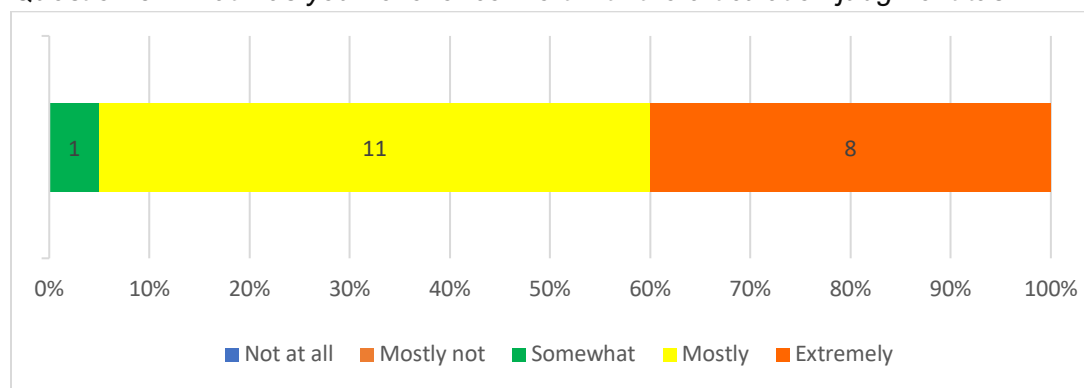


Figure 10. Process evaluation results regarding articulation task

Perceived Validity of the Standard Setting

Panelists communicated their perceived validity of the standard setting and the recommended cut scores as part of the process evaluation. Generally, the panelists were satisfied with their cut score recommendations and the standard setting process, as a whole. Results from the

evaluation survey, displayed in Figures 11 and 12, indicated panelists had a high level of confidence in their respective committee's recommended cut score for all performance levels (this evaluation was completed prior to the articulation meeting). The EOC test did not have a *Fail/Basic* borderline.

Question 6: My final cut score recommendation reflects an appropriate level of student performance at the Fail/Basic borderline.

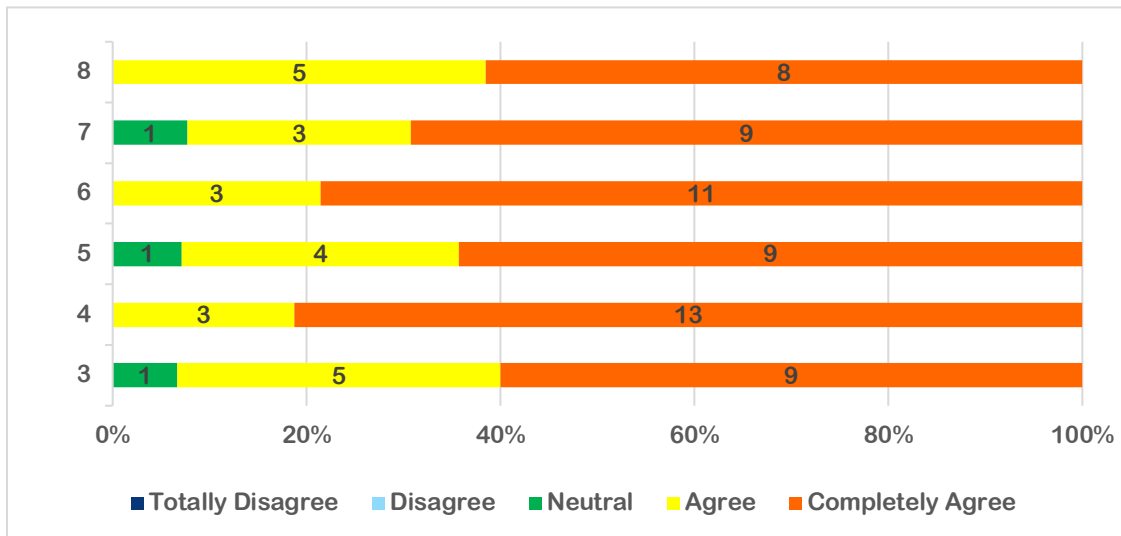


Figure 11. Process evaluation results for final recommended cut scores for Fail/Basic

Question 7: My final cut score recommendation reflects an appropriate level of student performance at the Pass/Proficient borderline.

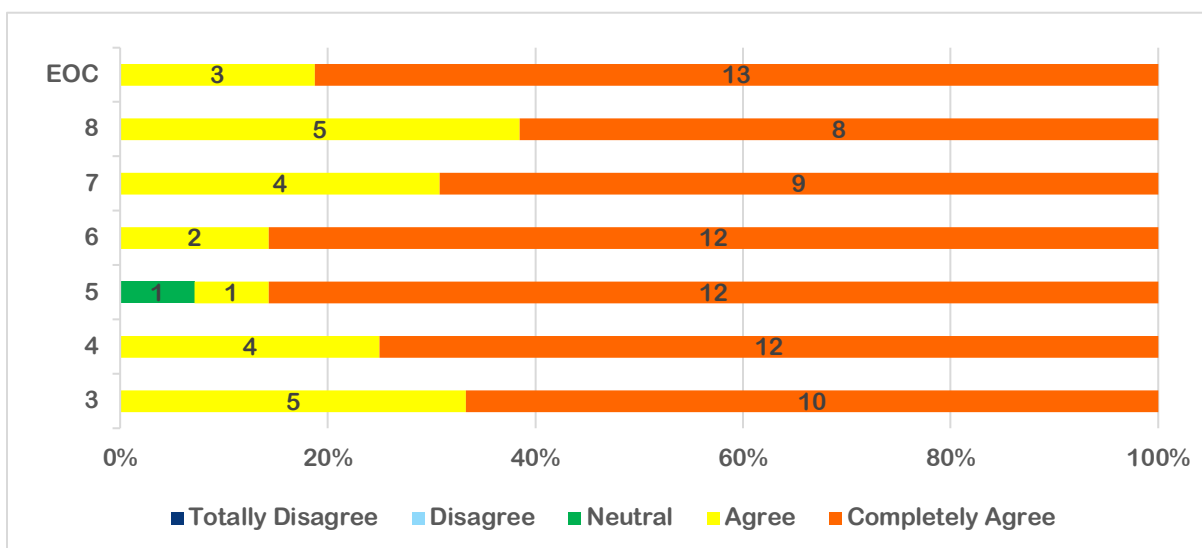


Figure 12. Process evaluation results for final recommended cut scores for Pass/Proficient

Question 8: My final cut score recommendation reflects an appropriate level of student performance at the Advanced borderline.

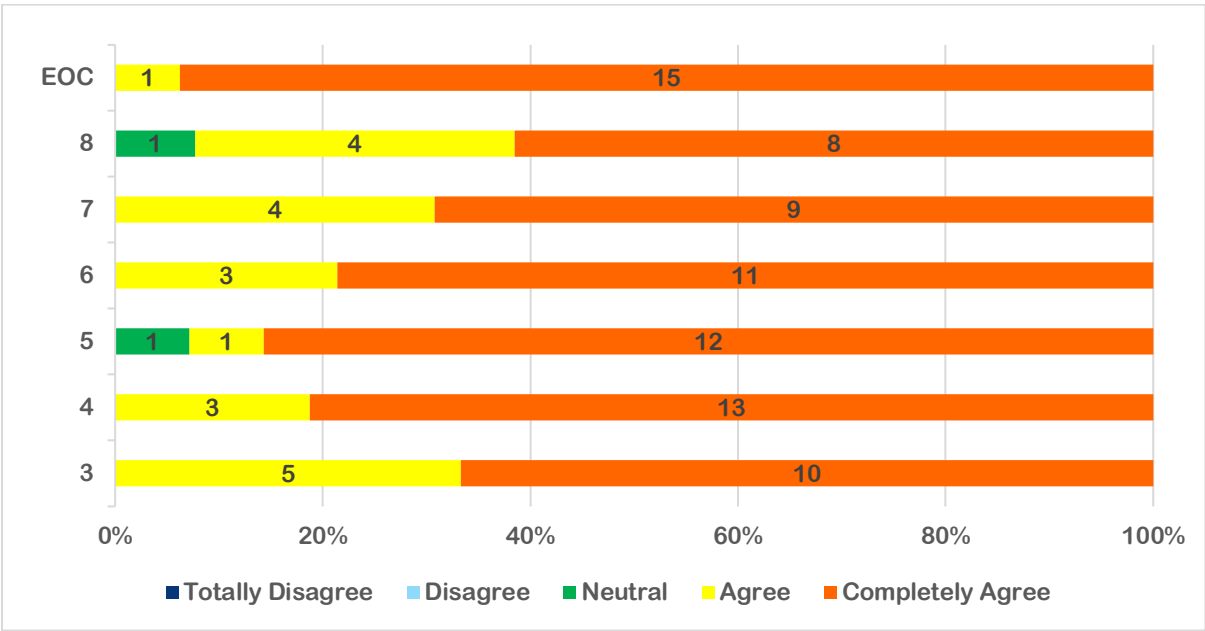


Figure 13. Process evaluation results for final recommended cut scores for Pass/Advanced

Panelists who participated in the articulation meeting were provided the opportunity to recommend adjustments to the cut scores for the performance levels. The participants went through multiple articulation judgment rounds, providing recommended changes to the performance levels for each grade. On the articulation process evaluation, a majority of participants indicated they were *Extremely Comfortable* with the final group-level impact recommendations for all seven committees, as shown in Figure 14.

Question 4: How comfortable are you with the final group-level impact recommendations?

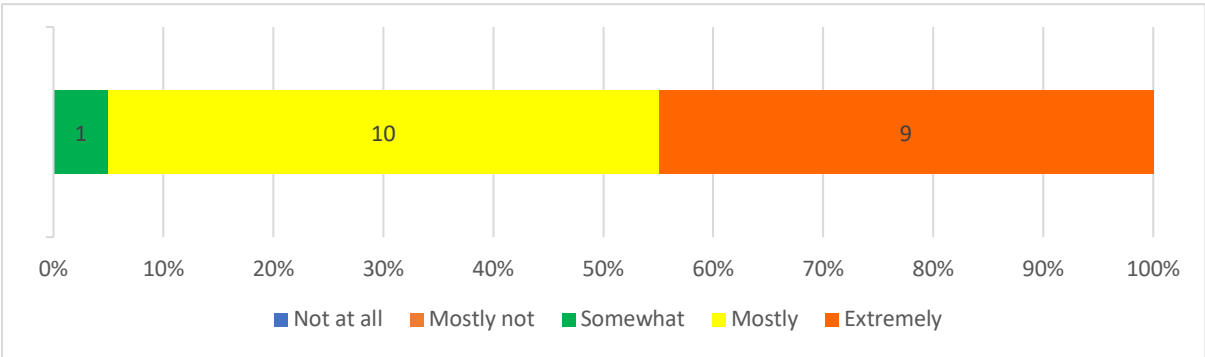


Figure 14. Process evaluation results regarding articulation impact recommendations

Process