

PRE-TEST

POSTTEST

GAIN

Standard Setting Gain Score Practice Activity

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Directions for this activity

1. Study the Performance Level Descriptor categories.
2. Ask each person on the team to review the data.
3. Start with the data mid-point for each column. Adjust up or down to find the point that establishes Satisfactory growth according to the Performance Level Descriptor.

Performance Level Descriptor Examples

Data Source	Unsatisfactory	Satisfactory	Outstanding
District Assessment Simple Gain Scores	Student growth in the minimally effective category is defined by gains in scores that less than expected patterns of gain scores.	Student growth in the effective category is defined by gains in scores that are consistent with patterns representing the majority of gain scores.	Student growth in the highly effective category is defined by gains in scores that are exceptional and rarely noted in patterns of gain scores.

Growth Data: 3 Data sets of Gain Scores

Gain Scores 1	Gain Scores 2	Gain Scores 3
7.19	9.5	10.19
6.1	7.3	8.20
5.8	7.15	7.59
5.3	6.1	7.19
5.3	6.1	6.9
4.5	6.1	6.1
4.1	6.1	6.1
3.2	5.21	6.1
3.2	5.21	5.62
3.2	4.2	5.21
1.9	4.2	5.19
1.1	3.2	2.8

Central Tendency	Gain Scores 1	Gain Scores 2	Gain Scores 3
MEAN	4.24	5.9	6.4
MEDIAN	4.5	6.1	6.1

Your cut score	UNSATISFACTORY	SATISFACTORY	OUTSTANDING
Gain Scores 1			
Gain Scores 2			
Gain Scores 3			
Aggregate			
% of Scores			

(Purchased Test Norm: Begin to End Mean = 6.1 Std. Dev. 7.15)

Summarize the ratings of participants on you team.

Participant	Unsatisfactory	Satisfactory	Outstanding
Consensus Rating			

Discussion Questions:

1. Describe what you see when you review these data.
2. What stands out to you?
3. Are the scores representative of the Performance Level Descriptors?
4. Does the impact match your judgement of what is realistic?
5. Is this fair to teachers and students?

Evaluate the Process

- ☐ Was this reasonable?
- ☐ Can this be replicated?
- ☐ Is this fair?