Standard Setting: Activity with Locally-Developed Standards Based Assessments

Dr. Patricia Drake

drakep@resa.net

734-334-1484

Performance Level Descriptor

Data Source	Ineffective	Minimally Effective	Effective	Highly Effective
District Developed Assessment *(Example of Common Assessment or Mastery of Standards)*	Student growth in the minimally effective category is defined by **mastery of few** grade level standards at grade expectancy as defined by a local benchmark assessment.	Student growth in the minimally effective category is defined by **mastery of some** grade level standards at grade expectancy as defined by a local benchmark assessment.	Student growth in the effective category is defined by **mastery of several** grade level standards at grade expectancy as defined by a local benchmark assessment.	Student growth in the highly effective category is defined by **mastery of most** grade level standards at grade expectancy as defined by a local benchmark assessment.

Your Task is to:

1. Review the above criteria.
2. Review the data and determine the cut points that best fit the criteria.
3. Summarize the ratings of each person and discuss.
4. Use the discussion to arrive at consensus and/or repeat the data review process to establish the cut points

Practice Activity –Scaling Standards with Assessments at the Classroom/Building Level

Grade 3 Standards

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Grade 3 Assessment with Number and Percent Proficient

Class 1 Grade 3	Baseline Number Students Proficient	Baseline % Proficient	Post Test Number Students Proficient	Post Test
Rounding Numbers	3	10%	27	90%
Addition and Subtraction within 1000	5	15%	24	80%
Multiple one digit numbers by 10	1	3%	17	55%
N = 30 Students		6%		75%

Class 2 Grade 3	Baseline Number Students Proficient	Baseline % Proficient	Post Test Number Students Proficient	Post Test
Rounding Numbers	4	16%	16	65%
Addition and Subtraction within 1000	7	28%	14	56%
Multiple one digit numbers by 10	2	8%	11	45%
N = 25 Students		33%		55%

Directions:

1. Individually review the data.
2. Identify the cut scores you would establish for Unsatisfactory, Satisfactory, and Outstanding Categories.
3. Compare your ratings to your team mates.
4. Consider the impact of your ratings
5. Reach consensus on the cut scores for growth measurement.

Grade 3	Ineffective	Minimally Effective	Effective	Highly Effective
% Proficient				

Summarize Your Ratings: Grade 3

Participant	Ineffective	Minimally Effective	Effective	Highly Effective
Mean				
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?

Practice Activity – Vertical Scaling of Assessments at Classroom/Building Level

Grade 4 Standards

Number and Operations in Base Ten2 4.NBT

Generalize place value understanding for multi-digit whole numbers.

1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
3. Use place value understanding to round multi-digit whole numbers to any place.
4. Use place value understanding and properties of operations to perform multi-digit arithmetic.
5. Fluently add and subtract multi-digit whole numbers using the standard algorithm.
6. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Grade 4 Assessment with Number and Percent Proficient

Class 1 Grade 4	Baseline Number Students Proficient	Baseline % Proficient	Post Test Number Students Proficient	Post Test
Read and write multi-digit numbers using base-ten numerals, and expanded form.	7	20%	19	55%
Use place value understanding and properties of operations to perform multi-digit arithmetic.	4	11%	15	43%
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.	5	14%	14	40%
N = 35 Students		36%		46%

Class 2 Grade 4	Baseline Number Students Proficient	Baseline % Proficient	Post Test Number Students Proficient	Post Test
Read and write multi-digit numbers using base-ten numerals, and expanded form.	8	27%	29	97%
Use place value understanding and properties of operations to perform multi-digit arithmetic.	9	30%	26	87%
Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations.	8	40%	23	77%
N = 30 Students		32%		87%

Directions:

1. Individually review the data.
2. Identify the cut scores you would establish for Unsatisfactory, Satisfactory, and Outstanding Categories.
3. Compare your ratings to your team mates.
4. Consider the impact of your ratings
5. Reach consensus on the cut scores for growth measurement.

Grade 4	Ineffective	Minimally Effective	Effective	Highly Effective
% Proficient				

Summarize Your Ratings: Grade 4

Participant	Ineffective	Minimally Effective	Effective	Highly Effective
Mean				
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?

Practice Activity – Vertical Scaling of Assessments at Classroom/Building Level

Grade 5 Standards

Number and Operations in Base Ten 5.NBT Understand the place value system.

1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.

3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4. Use place value understanding to round decimals to any place. Perform operations with multi-digit whole numbers and with decimals to hundredths.

5. Fluently multiply multi-digit whole numbers using the standard algorithm.

6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Grade 5 Assessment with Number and Percent Proficient

Class 1 Grade 5	Baseline Number Students Proficient	Baseline % Proficient	Post Test Number Students	Post Test
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	12	35%	28	80%
Fluently multiply multi-digit whole numbers using the standard algorithm.	5	15%	19	55%
Read, write, and compare decimals to thousandths.	2	5%	16	45%
N = 35 Students		7%		60%

Class 1 Grade 5	Baseline Number Proficient Students	Baseline % Proficient	Post Test Number Students	Post Test
Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	18	5%	23	65%
Fluently multiply multi-digit whole numbers using the standard algorithm.	4	12%	25	70%
Read, write, and compare decimals to thousandths.	7	2%	21	60%
N = 35 Students		6%		65%

Directions:

1. Individually review the data.
2. Identify the cut scores you would establish for Unsatisfactory, Satisfactory, and Outstanding Categories.
3. Compare your ratings to your team mates.
4. Consider the impact of your ratings
5. Reach consensus on the cut scores for growth measurement.

Grade 5	Ineffective	Minimally Effective	Effective	Highly Effective
% Proficient				

Summarize Your Ratings: Grade 4

Participant	Ineffective	Minimally Effective	Effective	Highly Effective
Mean				
Consensus Rating				

Discussion Questions:

1. Describe what you see when you review these data.
2. What stands out to you?
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