

Recommended Academic Achievement Levels for ELA Reading (General and NCEXTEND1) and Science (NCEXTEND1)

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Standard Setting

- Standard setting is a content-based methodology that relies on teachers and other content experts' judgments to define what a student at each academic achievement level knows and should be able to do
- The State Board of Education adopted the policy descriptors in August 2019
 - Apply to all assessments



Academic Achievement Levels

Policy Descriptors

General Assessment

<u>Not Proficient</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>
Students who are not proficient demonstrate inconsistent understanding of grade level content standards and will need support at the next grade/course.	Students at Level 3 demonstrate sufficient understanding of grade level 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 grade level content standards and are on track for career and college.	Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

Level 3 and above is for School Performance Grades.

Level 4 and **5** are for federal accountability (Long-term Goals).



Policy Descriptors (NCEXTEND1)*

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

*Adopted by the State Board of Education in 2019, the policy descriptors are the same for all extended content standards aligned tests.



Standard Setting Workshops

- Reviewed plan with NC Technical Advisors
- Contracted with Data Recognition Corporation to conduct the process
- Retained Dr. Greg Cizek to serve as an external evaluator of the process
- Approximately 500 teacher/educators nominated; 86 participated in the workshops held July 12-16, 2021



Participating Teachers/Educators

- Ensure participating teachers/educators reflect the state demographics
 - White (69%), Black (24%), Other (7%)
 - Female (93%), Male (7%)
 - Rural (50%), Suburban (26%), Urban (24%)
- Experience/Educational Level
 - Approximately half (51%): 16 years or more
 - Master's degree or higher (63%)



Standard Setting Processes

Draft Academic Level Descriptors
(ALDs)

Define Threshold Criteria and
Recommend cuts for each Level

Vertical Articulation and Technical
Review

Adoption of Achievement Levels
Recommendations (SBE)



Final Recommendation

- On the final day, table leaders (a subset of the whole group) reviewed student impact score distributions across all grade levels and courses (end-of-grade and end-of-course) based on a summary of the median recommendation at each level
- For each grade, the range of possible recommendations at each level was reviewed for consistency with grade level expectation and impact data.
- Final recommendations were adjusted within the range of participants' threshold to account for judgement and measurement errors.



SBE Adoption of Achievement Levels Recommendations

- The final step in the standard setting process is the adoption of the recommended:
 - Achievement Level Descriptors
 - Scale scores (cut scores) for each academic achievement level for the end-of-grade reading tests in grades 3–8
 - Scale scores (cut scores) for each academic achievement level for NCEXTEND1 reading tests in grades 3–8, English II, and science tests in grades 5 and 8; biology



Recommendations

- These recommendations are based on what students can do with respect to the SBE-adopted academic content standards and performance on state end-of grade assessments.
- The teachers/educators who participated in the workshops indicated their confidence in the standard setting process and the recommended cut scores (via surveys)



“...the activities produced cut score recommendations that reliably and accurately reflect the intended performance expectations for North Carolina students and the expert content judgments of North Carolina educators...policymakers can have confidence that the recommendations from the standard setting activity are based on sound procedures producing credible, defensible, and educationally useful results.”

Dr. Gregory Cizek, external evaluator



Will Insert Data Here



Next Steps

- NCDPI will provide Individual Student Reports for public school units to distribute to parents
- NCDPI will prepare state test reports for all assessments for the SBE September meeting
- NCDPI will validate the data from the upcoming school year (2021–22) in summer 2022



QUESTIONS

