# State of Texas Assessments of Academic Readiness (STAAR®) Grades 3–8 Standard Setting Report

## STAAR Grades 3–8 Mathematics & Reading Language Arts (RLA), Grades 3–5 Spanish RLA, Grades 5 & 8 Science, and Grade 8 Social Studies

June 2023

Pearson

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# Table of Contents

# Executive Summary

This report describes the standard setting process for the following State of Texas Assessments of Academic Readiness (STAAR®) grades 3–8 assessments. A summary of the results is also provided.

- Grades 3–8 Mathematics
- Grades 3–8 Reading Language Arts (RLA)
- Grades 3–5 Spanish Reading Language Arts (Spanish RLA)
- Grades 5 & 8 Science
- Grade 8 Social Studies

## Standard Setting Process and Results

Performance levels are used to classify and describe student performance on an assessment. To classify student performance into the different performance levels, performance level descriptors (PLDs) and cut scores are generally required. The PLDs illustrate what students at each performance level should know and be able to do within each content area, and cut scores represent the lowest boundary of each performance level on the scale. The process of recommending performance standards for the STAAR grades 3–8 assessments is based on national best practice for standard settings. The standard setting methodology used was a modification of the well-known Angoff method (Angoff, 1971). Results and details of the process are presented in the following sections.

### Performance Level Descriptors

A multi-step iterative process was used in developing, reviewing, and approving the PLDs. Prior to the standard setting meeting, content staff from the Texas Education Agency (TEA) created a draft set of PLDs representing requirements for classifying student performance on the STAAR grades 3–8 assessments. The draft PLDs were reviewed by a panel of teachers from across the state who provided feedback and recommended revisions for TEA to consider when finalizing the PLDs. The performance levels for the STAAR grades 3–8 assessments are as follows:

- Level 4: *Masters Grade Level*
- Level 3: *Meets Grade Level*
- Level 2: *Approaches Grade Level*
- Level 1: *Did Not Meet Grade Level*

**Standard Setting Meeting**

A standard setting meeting was convened from June 26–30, 2023, to recommend cut scores for the STAAR grades 3–8 assessments. The panels for grades 3, 5, 6, and 8 mathematics and RLA and grade 8 social studies met on June 26–27, while the panels for grades 4 and 7 mathematics and RLA, grades 3–5 Spanish RLA, and grades 5 and 8 science met on June 28–29. Vertical articulation for Spanish RLA occurred on June 29, and vertical articulation for mathematics and RLA was held on June 30. The 18 committees were composed of 11–18 panelists each, for a total of 239 panelists. The panelists were educators with relevant content area teaching experience who were selected to provide content expertise during the meeting and to represent diverse state geographic regions, gender, ethnicity, educational experience, community size, and community socioeconomic status.

The Modified Angoff (Angoff, 1971) standard setting method is a content- and item-based method that leads panelists through a standardized process in which they consider student expectations, as defined by the PLDs, and the individual items that could be administered to students to recommend cut scores for each performance level. The standardized process was used by the committees for each content area.

To begin Day 1, the panelists participated in a general session where they were told why new performance standards were needed and given an overview of the Modified Angoff procedure. The panelists then moved to assigned breakout groups for each content area and grade level. The committees first reviewed the test design and blueprint, followed by the "Experience the Assessment" activity that allowed them to consider the knowledge and skills needed to respond to each item. Each committee then reviewed the PLDs to gain a common understanding of the expectations for the performance levels and narrowed the focus to key knowledge and skills at the borderlines separating the performance levels. They worked in small groups to create specific descriptions of the knowledge and skills expected of students who just barely enter a performance level.

After discussion and general agreement about the borderline descriptions, the panelists were trained on the standard setting method and the judgment process that was to be applied during the remainder of the meeting. They were taught to review each item and the borderline performance descriptions and consider one of two questions for each performance level. If the item was a 1-point (dichotomously scored) item, the panelists were to consider the question,

> "*What is the probability that a student with performance at the borderline of the [given] level would likely answer the question correctly?*"

If the item was a multi-point (polytomously scored) item, the panelists were to consider the question,

> "*How many points would a student with performance at the borderline of the level likely earn if they answered the question?*"

For the purposes of the standard setting, "*likely*" was defined as two out of three students at the borderline of the performance level correctly answering the item.

The panelists then engaged in a practice judgment activity using sample items, discussing the process and results to clarify their understanding of the judgment task, before beginning the three rounds of individual judgments. Following Rounds 1 and 2, the panelists reviewed their individual cut score recommendations and the panelists' performance level cut score agreement and took part in a whole-group discussion of items from each performance level that displayed the greatest level of disagreement in the range of item judgments. Panelists with different judgment ratings on each item were asked to provide a rationale for their decision to develop a common understanding across the group of expectations for being classified into each performance level.

**Benchmark Reasonable Ranges**

Although there were changes to the test design and administration mode, there are policy expectations that trends in student distribution across the performance levels do not vary significantly from previous administrations. To assist in aligning the resulting standard setting cut score recommendations with the academic expectations defined in the PLDs while also maintaining similar impact data to previous administrations, benchmark values were established as reasonable ranges.

The benchmark values represented a reasonable range for each performance level of every STAAR grades 3–8 assessment based on the performance level cut scores obtained from the previous test design. Benchmark reasonable ranges were shared with panelists as part of the feedback data after Rounds 1 and 2. Placing the cut score recommendation within the reasonable ranges was not a requirement, but panelists were asked to provide a content-based rationale for placement outside the range.

The benchmark reasonable ranges were created by mapping the performance level cuts from the previous administration onto the spring 2023 standard setting form and determining ranges around each performance level. Specifically, the raw cut scores from the spring 2022 raw score look-up table along with the associated theta values and conditional standard error of measurements (CSEMs) were determined for each performance level of each assessment. The CSEM was used to create a reasonable range around the cut score for each performance level. The reasonable range values on the spring 2022 theta scale were matched with the nearest theta values on the raw score look-up table from the 2023 pre-equated raw score look-up table for each assessment. The raw scores associated with the reasonable range of theta values from the spring 2023 pre-

equated raw score look-up table were used to establish the benchmark reasonable ranges. If the raw score values associated with the maximum of one performance level range were greater than the minimum of the range of the next performance level, the minimum of the performance level range was increased to be one raw score greater than the maximum of the range of the previous performance level, so ranges indicated subsequently greater expectations.

Table 1 presents the benchmark reasonable ranges presented to the panelists.

**Table 1. Benchmark Reasonable Ranges (Raw Score Points)**

| Subject | Grade | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| Mathematics | 3 | 11–16 | 19–25 | 26–31 |
| | 4 | 12–18 | 21–27 | 28–33 |
| | 5 | 12–18 | 21–28 | 29–35 |
| | 6 | 13–19 | 22–28 | 30–36 |
| | 7 | 16–22 | 26–32 | 34–39 |
| | 8 | 14–21 | 25–32 | 36–41 |
| RLA | 3 | 12–19 | 22–31 | 32–41 |
| | 4 | 14–21 | 24–33 | 34–43 |
| | 5 | 15–22 | 25–33 | 34–42 |
| | 6 | 16–24 | 28–37 | 38–46 |
| | 7 | 16–23 | 26–35 | 36–44 |
| | 8 | 13–20 | 26–34 | 35–44 |
| Spanish RLA | 3 | 17–24 | 26–33 | 34–41 |
| | 4 | 18–26 | 27–35 | 36–43 |
| | 5 | 16–24 | 27–36 | 37–44 |
| Science | 5 | 14–20 | 22–28 | 29–34 |
| | 8 | 13–20 | 23–31 | 32–38 |
| Social Studies | 8 | 19–26 | 30–35 | 36–41 |

## Results

After Round 3, the final recommended cut scores were computed, and panelists were shown their individual test-level judgments. Panelists also reviewed the group median judgment for each performance level and verified that the median judgments were within the reasonable ranges. The median Round 3 cut score of each performance level for each committee was used as the recommended cut score. Table 2 presents the recommended cut scores for the STAAR grades 3–8 assessments.

**Table 2. Standard Setting Recommendations**

| Subject | Grade | Max. Score | *Approaches* Cut | *Approaches* Range | *Meets* Cut | *Meets* Range | *Masters* Cut | *Masters* Range |
|---|---|---|---|---|---|---|---|---|
| Mathematics | 3 | 37 | **13** | 11–16 | **21** | 19–22 | **28** | 27–30 |
| | 4 | 40 | **13** | 11–15 | **23** | 22–23 | **31** | 30–31 |
| | 5 | 42 | **13** | 12–14 | **24** | 21–25 | **33** | 30–35 |
| | 6 | 43 | **14** | 11–16 | **24** | 20–26 | **33** | 30–36 |
| | 7 | 46 | **15** | 14–17 | **26** | 22–29 | **37** | 35–37 |
| | 8 | 48 | **15** | 14–17 | **26** | 25–27 | **37** | 35–39 |
| RLA | 3 | 52 | **16** | 14–18 | **26** | 25–28 | **38** | 34–40 |
| | 4 | 52 | **15** | 14–19 | **28** | 27–29 | **37** | 37–38 |
| | 5 | 52 | **18** | 17–19 | **28** | 26–30 | **38** | 35–42 |
| | 6 | 56 | **20** | 18–22 | **30** | 29–34 | **40** | 37–44 |
| | 7 | 56 | **19** | 17–23 | **31** | 28–33 | **40** | 38–43 |
| | 8 | 56 | **17** | 15–30 | **30** | 26–40 | **40** | 37–50 |
| Spanish RLA | 3 | 52 | **17** | 16–20 | **28** | 25–30 | **37** | 33–41 |
| | 4 | 52 | **21** | 18–24 | **32** | 23–34 | **41** | 30–42 |
| | 5 | 52 | **18** | 17–20 | **31** | 27–32 | **40** | 37–42 |
| Science | 5 | 39 | **15** | 14–20 | **23** | 22–27 | **30** | 29–33 |
| | 8 | 46 | **17** | 12–20 | **25** | 23–29 | **35** | 33–38 |
| Social Studies | 8 | 49 | **17** | 16–18 | **28** | 25–30 | **36** | 34–40 |

After Round 3, the panelists completed an evaluation of the standard setting process and their confidence in the recommended cut scores. Overall, the panelists understood the standard setting process and were confident about their recommendations.

### Vertical Articulation

As a final step in the standard setting process, selected panelists from each committee were convened in a vertical articulation panel for mathematics, RLA, and Spanish RLA to evaluate the reasonableness of the cut score recommendations from the standard setting committees. The facilitator first led a content-focused discussion in which the panelists identified similarities and differences in performance expectations between grades. Next, the panelists evaluated the degree to which the impact data for each grade level based on the Round 3 cut score recommendations met their expectations.

The final cut scores from the individual standard setting committees were accompanied by recommended ranges for each performance level based on the Round 3 cut scores. The point estimate was the median cut score recommendation from the panelists. The range around the point estimate was defined by the first quartile (Q1) and third quartile (Q3) from the panelist cut score recommendations, with Q1 and Q3 representing the lower and upper bounds of the range, respectively. The recommended range essentially represented the variation in panelist cut score recommendations from the Round 3 judgments. Table 3 presents the recommended cut scores provided by the articulation committee.

**Table 3. Vertical Articulation Recommendations**

| Content Area | Grade | Max. Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|---|
| Mathematics | 3 | 37 | 13 | 21 | 28 |
| | 4 | 40 | 13 | 23 | 31 |
| | 5 | 42 | 13 | 24 | 33 |
| | 6 | 43 | 14 | 24 | 33 |
| | 7 | 46 | 16 | 26 | 37 |
| | 8 | 48 | 15 | 26 | 37 |
| RLA | 3 | 52 | 16 | 26 | 38 |
| | 4 | 52 | 15 | 27 | 37 |
| | 5 | 52 | 18 | 29 | 39 |
| | 6 | 56 | 19 | 29 | 40 |
| | 7 | 56 | 21 | 31 | 42 |
| | 8 | 56 | 17 | 30 | 40 |
| Spanish RLA | 3 | 52 | 17 | 28 | 37 |
| | 4 | 52 | 19 | 30 | 39 |
| | 5 | 52 | 18 | 31 | 40 |

### TEA Reasonableness Review

TEA reviewed the recommendations from the standard setting committees in a reasonableness review to examine the performance level cut score recommendations with an additional perspective of policy expectation and historical trends in student performance. This review incorporated the impact data from both the spring 2023 and spring 2022 administrations, reasonable ranges for the cut scores, and the committee-recommended cut score ranges. The focus was on honoring the work of the standard setting committees while establishing performance levels that would work for the assessment program.

Table 4 presents the final performance level cut scores for the STAAR grades 3–8 assessments, and Table 5 presents the impact data denoting the percentage of students who took the STAAR grades 3–8 assessments during the spring 2023 administration who would be classified into each performance level based on the final cut scores.

**Table 4. Final Performance Level Cut Scores**

| Content Area | Grade | Max. Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|---|
| Mathematics | 3 | 37 | 14 | 21 | 28 |
| | 4 | 40 | 16 | 23 | 31 |
| | 5 | 42 | 15 | 24 | 33 |
| | 6 | 43 | 15 | 24 | 33 |
| | 7 | 46 | 19 | 26 | 37 |
| | 8 | 48 | 17 | 26 | 37 |

| Content Area | Grade | Max. Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|---|
| RLA | 3 | 52 | 18 | 28 | 38 |
| | 4 | 52 | 16 | 27 | 37 |
| | 5 | 52 | 21 | 31 | 39 |
| | 6 | 56 | 20 | 30 | 41 |
| | 7 | 56 | 23 | 33 | 42 |
| | 8 | 56 | 19 | 30 | 40 |
| Spanish RLA | 3 | 50 | 22 | 32 | 37 |
| | 4 | 52 | 25 | 32 | 39 |
| | 5 | 52 | 23 | 33 | 40 |
| Science | 5 | 39 | 18 | 25 | 30 |
| | 8 | 46 | 17 | 25 | 35 |
| Social Studies | 8 | 49 | 21 | 30 | 36 |

**Table 5. Impact Data from the Final Recommendations**

| Content Area | Grade | *%Did Not Meet* | *%Approaches* | *%Meets* | *%Masters* |
|---|---|---|---|---|---|
| Mathematics | 3 | 27% | 29% | 25% | 19% |
| | 4 | 30% | 23% | 25% | 22% |
| | 5 | 20% | 30% | 29% | 21% |
| | 6 | 26% | 37% | 23% | 14% |
| | 7 | 40% | 26% | 25% | 9% |
| | 8 | 30% | 33% | 26% | 11% |
| RLA | 3 | 23% | 26% | 31% | 20% |
| | 4 | 21% | 31% | 26% | 22% |
| | 5 | 19% | 25% | 28% | 28% |
| | 6 | 24% | 25% | 29% | 22% |
| | 7 | 23% | 24% | 26% | 27% |
| | 8 | 18% | 26% | 29% | 27% |
| Spanish RLA | 3 | 45% | 29% | 12% | 14% |
| | 4 | 49% | 20% | 18% | 13% |
| | 5 | 38% | 29% | 19% | 14% |
| Science | 5 | 36% | 30% | 19% | 15% |
| | 8 | 28% | 27% | 29% | 16% |
| Social Studies | 8 | 40% | 29% | 16% | 15% |

## Final Approval

Mike Morath, the Commissioner of Education at TEA, reviewed and approved the final performance level cut scores for the STAAR grades 3–8 assessments on July 17, 2023.

# Chapter 1 – Overview of the Standard Setting Process

This chapter provides an overview of the standard setting process used for the State of Texas Assessments (STAAR®) grades 3–8 assessments and includes the following sections:

- Goals of the Standard Setting Meeting
- Performance Levels
- Standard Setting Process

## Goals of the Standard Setting Meeting

Once an assessment is administered, various groups such as students, parents, educators, administrators, and policymakers want to know how the students performed on the assessment and how to interpret that performance. By establishing performance levels associated with different student performance on the assessment, a frame of reference is developed for interpreting student scores. Establishing the level of achievement on an assessment required for classification into each performance level is a critical step in developing an assessment program.

For criterion standards-based assessments, achievement is compared to a set of predefined content standards. These standards, communicated within the *Texas Essential Knowledge and Skills (TEKS) Standards,* define a set of knowledge and skills the students taking the assessment are expected to demonstrate upon completion of each course. The cut scores established represent the level of competence students are expected to demonstrate on the assessment to be classified into each performance level.

## Performance Levels

Federal statute requires that any statewide assessment used for accountability purposes includes at least three performance levels.[1] These performance levels relate student performance on the STAAR grades 3–8 assessments directly to what students are expected to learn based on the *TEKS Standards*. Student achievement on all STAAR grades 3–8 assessments is classified into four performance levels that delineate the knowledge, skills, and abilities for which students are able to demonstrate mastery.

The policy-level PLDs for the performance levels provide general expectations for student achievement on the STAAR assessments to be classified into each performance level. These do not differentiate student performance between content areas and grade levels. Table 6 presents the four performance levels with their respective policy descriptions.

[1] Every Student Succeeds Act (ESSA), Pub. L. No. 114–95, Stat. 1802 (2015). See SEC. 1111, (b), (1), (A). https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf

**Table 6. Policy Performance Level Descriptors**

| Label | Description |
|---|---|
| *Masters Grade Level* | Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. |
| *Meets Grade Level* | Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. |
| *Approaches Grade Level* | Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts. |
| *Did Not Meet Grade Level* | Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. |

## Standard Setting Process

The recommendations by the standard setting committees represent the level of competence students are expected to demonstrate to be classified into each performance level. To establish the performance levels for each assessment, the Modified Angoff method (Angoff, 1971) was used to guide panelists as they determined their performance level cut score recommendations. This standard setting procedure is a systematic method for combining various considerations into the process for recommending cut scores for the different performance levels. This includes content standards and educator judgments regarding what students should know based on the *TEKS Standards* and be able to demonstrate at each performance level. The following steps were used for the standard setting process:

- *Pre-meeting development*—In anticipation of the standard setting meetings, the PLDs were reviewed, the panelist materials were developed, the Pearson standard setting website was prepared, and facilitator presentation materials were created, and data analysis sources and procedures were developed.
- *Standard setting meetings*—Committees of panelists referenced the PLDs to make recommendations for cut scores that define the different performance levels for each assessment.
- *Post-meeting*—The recommended cut scores for each assessment were submitted to TEA for approval or modification.

The subsequent chapters describe the specific procedures and activities during each step.

# Chapter 2 – Pre-meeting Development

This chapter provides an overview of the work that was completed prior to the standard setting meetings for the STAAR grades 3–8 assessments and includes the following sections:

- Performance Level Descriptors
- Pearson Standard Setting Website
- Development of Panelist Materials
- Development of Presentation Materials
- Facilitator Training
- Preparation for Data Analysis During the Meetings

## Performance Level Descriptors

PLDs are statements that articulate the knowledge and skills that students classified into a particular performance level should possess to demonstrate competency at a given performance level. The use of a well-defined set of PLDs is critical to ensuring the validity of the standard setting process. All STAAR grades 3–8 assessments have four performance levels, as indicated in Chapter 1. The PLDs are associated with the performance levels in the following way:

- *Performance levels* indicate a student's level of competency in the standards defined in the *TEKS Standards* through classification of their achievement on an assessment for a specific STAAR content area as *Did Not Meet Grade Level*, *Approaches Grade Level*, *Meets Grade Level*, or *Masters Grade Level*.
- *Performance level descriptors* indicate the knowledge and skills expected of students to demonstrate competency in each specific content area to be classified into each performance level.
- *Cut scores* partition the test scale and represent the minimum test score that a student must earn on an assessment for each content area to be classified into a given performance level.

The *TEKS Standards* provide a foundation for the development of the PLDs. In developing the PLDs, descriptors were written for each reporting category associated with the respective content area for three of the four STAAR performance levels. The knowledge and skills described at each performance level were cumulative, assuming students at a given performance level would be able to demonstrate competency at each of the preceding performance levels, for the same reporting category. No descriptors were developed for the lowest performance level because the most accurate way to describe the performance of a student classified as *Did Not Meet Grade Level* is as that of a student who has not demonstrated the knowledge and skills necessary to achieve *Approaches Grade Level*. Appendix A presents the full version of the PLDs.

## Pearson Standard Setting Website

The Pearson standard setting website is the online platform for meeting pre-work, facilitating the standard setting meeting, and collecting panelist judgments throughout the standard setting process. The website is built using Moodle, an online, open-source collaboration and learning tool that has been successfully used for previous standard setting meetings, including the Partnership for Assessment of Readiness for College and Careers (PARCC), National Assessment of Educational Progress (NAEP), Indiana (ISTEP+), Massachusetts (Next-Generation MCAS), and Kentucky (Science) standard settings. Each panelist was given a unique user identification and password that provided secure access to the website. Panelist access was restricted to sections of the website associated with their specific committee.

During the meeting, panelists accessed the website using a computer provided by Pearson and set up specifically for the meeting. The facilitator provided training to all panelists on the use of the standard setting website and any additional guidance and instruction needed throughout the meeting.

## Development of Panelist Materials

The Pearson standard setting team worked with TEA to develop the materials used by panelists during the meeting and to ensure that all materials were accurate. Because the meetings used the standard setting website as a tool for facilitation, a specific website was developed for each committee. When appropriate, documents were presented online through the website. Table 7 presents a list of the materials developed for panelists and their mode of presentation.

Because the STAAR grades 3–8 assessments are computer-delivered and the online test form was used for the standard setting process, Cambium Assessment's ITS Content Rater system allowed panelists to access the assessment items within a secure online environment.

**Table 7. Materials Prepared for Panelists**

| Panelist Material | Paper | Online |
|---|---|---|
| Meeting agenda | ✓ | ✓ |
| Panelist information survey | | ✓ |
| Non-disclosure agreement | | ✓ |
| *TEKS Standards* | | ✓ |
| Subject-area test forms/items* | | ✓ |
| "Experience the Assessment" items* | | ✓ |
| "Experience the Assessment" response form | ✓ | |
| Test form item map/answer key | | ✓ |
| Practice judgment items* | | ✓ |

| Panelist Material | Paper | Online |
|---|---|---|
| Practice judgment record sheet | ✓ | |
| Practice judgment survey | | ✓ |
| Practice judgment form test map/answer key | | ✓ |
| Judgment items* | | ✓ |
| Judgment round record sheet | ✓ | |
| Judgment round surveys | | ✓ |
| Performance level descriptors | ✓ | ✓ |
| Borderline descriptions | ✓ | |
| Process evaluations | | ✓ |

*Items were accessed through Cambium Assessment software.

The process for developing materials and the standard setting website started with the creation of templates for each resource that were reviewed and approved by TEA. Using the approved templates, the resources were then created for each committee meeting by the Pearson standard setting team. TEA reviewed the committee-specific documents and resources before they were finalized for publication for the meetings.

### Development of Presentation Materials

Customized PowerPoint presentations were developed to guide facilitators through the presentation of information and materials throughout the standard setting meetings. TEA had the opportunity to review and provide suggested edits to the presentations, which were resolved by the Pearson standard setting team. The following PowerPoint presentations were created for the standard setting meetings:

- General Session Overview
- Standard Setting Breakout Meeting

Presentation notes that coincide with the PowerPoint slides were developed for each presentation to guide facilitators. The notes provided information for each breakout meeting, including procedural steps, talking points, definitions to explain concepts to panelists, answers to commonly asked questions, and specific materials to distribute to panelists during the meeting.

### Facilitator Training

The facilitators underwent an extensive program of training to facilitate the standard setting meetings. Facilitator training included the following:

- *STAAR grades 3–8 assessments*—The facilitators were provided an overview of the STAAR grades 3–8 assessment program, including the test design, item types, scoring rules, performance levels, and scaling design.

- *Use of the Pearson standard setting website*—Because the Pearson standard setting website was used as a facilitation tool during the meeting, facilitators needed to be familiar with the use of the platform. The website outlines a framework for each of the facilitators to follow and provides the standard setting panelists with defined and limited access. Specific guidelines for modeling the website and providing access to panelists were discussed.
- *Standard setting process*—The facilitators participated in a walkthrough of the agenda with a focus on specific issues for these meetings, such as time management, use of the online platform, and communicating feedback information.
- *Training slides and presentation notes*—As part of the walkthrough of the standard setting process, facilitators reviewed the standard setting training slides. Notes in the slides were provided to facilitators with guidance throughout the presentation, including when specific language was to be used. The use of presentation slides and notes ensured that each committee was facilitated using the same protocol, which was intended to maintain standardization of the process across meetings.

### Preparation for Data Analysis During the Meetings

Pearson analysts developed programs to generate all feedback reports needed during the standard setting meeting. For example, statistical analysts produced the following after each judgment round:

- *Individual panelist feedback*—The judgments of the panelists for each performance level (to ensure that they were recorded accurately) and the resulting individual cut score recommendations (provided to all panelists)
- *Committee-level feedback*—A summary of judgments from all panelists, including frequency distributions of judgments for each performance level and the mean and median cut scores (given to facilitators and TEA and presented to the panelists using tables and histograms in the PowerPoint slides)

The analysis programs created for the standard setting meetings used panelists' judgment data from each round. Panelists' judgments were downloaded from the standard setting website by analysts at the conclusion of each judgment round. Each panelist's set of judgments was summed to determine an expected test-level raw score for each performance level. The analysis program completed the computation for each panelist and calculated summary statistics for the committee, including the median cut scores that were considered the committee cut score recommendations. Between judgment rounds, the estimated performance level cut score and ranges from the judgment process were presented so panelists could compare their content judgments to those from the process.

# Chapter 3 – Standard Setting Meetings

This chapter provides details about the standard setting meeting process and includes the following sections:

- Purpose of the Standard Setting Meetings
- Committee Composition
- Facilitators and Staff
- Materials
- Standard Setting Meeting Proceedings
- Recommended Cut Scores from Standard Setting Committees

## Purpose of the Standard Setting Meetings

Standard setting is based, to a large degree, on the judgment of educators. Committees of educators make expert recommendations about the level of performance expected for each performance level based on their experience with different groups of students and knowledge of the assessed content. A specific process, or standard setting method, is used to capture the educator judgments and to translate them into cut scores for the performance levels. The purpose of the STAAR grades 3–8 standard setting meetings was to gather expert cut score recommendations from educators across the state of Texas. These cut scores define the performance levels of each STAAR grades 3–8 assessment in each content area.

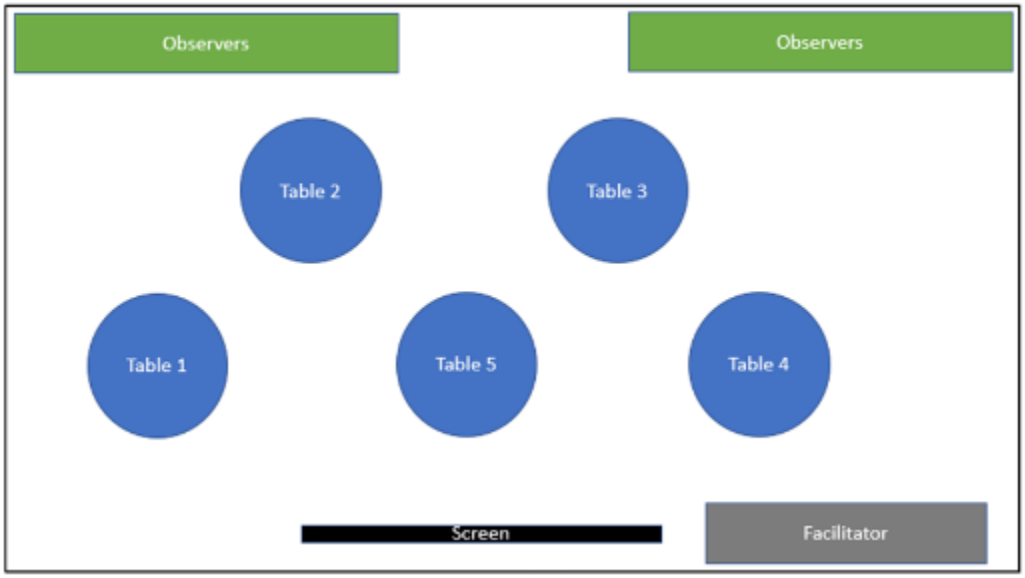
Student performance on each STAAR grades 3–8 assessment is classified into one of four performance levels. Each standard setting committee was asked to recommend three cut scores that would define the boundaries between the different performance levels for STAAR grades 3–8. These recommended cut scores represent the performance on each assessment that a student would need to meet or exceed to be classified into the specific performance level.

## Committee Composition

One committee was convened for each STAAR grades 3–8 assessment. Individuals in each meeting included three distinct groups, as illustrated in Figure 1:

- Meeting facilitators
- Committee panelists
- Observers and staff

**Figure 1. General Room Setup for the Meeting**




TEA selected the panelists to represent statewide educators with relevant content knowledge and experience with a variety of student groups. When setting cut scores, it is important to obtain the best judgments from people in the best possible position to make those judgments. To meet this goal, panelists should have the following qualifications:

- Be subject-matter experts well-versed in the *TEKS Standards*
- Understand the student population
- Be able to estimate item difficulty
- Understand the instructional environment
- Appreciate the consequences of the standards
- Be representative of key stakeholder groups

Each committee panel consisted of 11–18 members, resulting in a total of 235 panelists for the 18 committees covered at the STAAR grades 3–8 standard setting. To ensure that the panelists were subject-matter experts with grade-level expertise, educators recruited for the meeting possessed experience in the grade for which the cut scores were being established. Appendix C presents the composition of the committees.

The panelists in each committee were assigned to table groups. Panelists assigned to each table were balanced in terms of the various demographic considerations. Before the standard setting meeting, one panelist at each table was selected as the table leader. The table leader was someone who had demonstrated leadership at previous educator committees (e.g., data review, content review) or someone known by TEA to be a good candidate for this role. The table leader assisted the facilitator in maintaining appropriate discussions among the panelists, distributed and collected materials, maintained security measures, and performed other duties as deemed appropriate by the facilitator.

## Facilitators and Staff

Staff members from TEA and Pearson collaborated to conduct the STAAR grades 3–8 standard setting meeting. These staff members worked in facilitative and observational roles and did not contribute to the cut score recommendations during the meeting.

### Facilitators

The lead facilitator of the standard setting meeting was Eric L. Moyer, Ph.D., from Pearson. Each breakout committee meeting was led by a process facilitator with knowledge of and experience in facilitating standard setting meetings. The process facilitator was responsible for ensuring that appropriate processes were followed throughout all phases of the meeting and verifying that panelists had a solid understanding of the tasks they were being asked to complete. Content experts from Pearson and TEA were also available as observers to help answer content and policy questions that arose during the meeting.

Before the meeting, a staffing plan was provided to TEA that communicated the psychometric, content, and support staff required to attend each committee meeting. Table 8 presents the process facilitators for each standard setting committee.

**Table 8. Process and Content Facilitators**

| Subject | Grade | Process Facilitator |
|---|---|---|
| Mathematics | 3 | Kshawna Askew |
| | 4 | Kshawna Askew |
| | 5 | Melia Franklin |
| | 6 | Unber Ahmed |
| | 7 | Unber Ahmed |
| | 8 | Lisa Ehrlich |
| RLA | 3 | Kelley Stethen |
| | 4 | Kelley Stethen |
| | 5 | Deborah Schnipke |
| | 6 | Ross Markle |
| | 7 | Ross Markle |
| | 8 | Scott Russell |
| Spanish RLA | 3 | Melia Franklin |
| | 4 | Lisa Ehrlich |
| | 5 | Laura Siragusa |
| Science | 5 | Deborah Schnipke |
| | 8 | Scott Russell |
| Social Studies | 8 | Heather Roeters-Solano |

### Observers

Observers did not participate in the standard setting process. The individuals who attended as observers consisted of TEA staff, vendor (Pearson and Cambium Assessment) staff, content experts, and any selected evaluators. The purpose of observation was to allow individuals to experience the standard setting process and, in some cases, provide feedback. Observers, other than vendor staff, were invited to attend the meeting by TEA. The number of observers in a committee meeting was kept to a maximum of one to two individuals so the panelists did not feel overwhelmed.

### Data Analysts

Eight data analysts performed all analyses for the standard setting committees: Brian Wrobel, Sarah Esparza, Brian Choi, and Paige Rainforth were the onsite data analysts, and Andrea Olson, Chase Cleaves, Aaron Manternach, and Shannon Wilder were the offsite data analysts who replicated the data analyses. During the meeting, the analysts collected panelist judgment data, performed independent analysis to verify the results, and prepared panelists' feedback.

### TEA Staff

TEA staff members attended the standard setting meeting to observe the process, answer assessment and curriculum questions, and address policy questions. TEA staff also monitored the cut score recommendations for each performance level throughout the meetings. TEA was represented by Chris Rozunick, Director, Assessment Development Division, and Mi-Suk Shim, Director of Psychometric Services. Additional TEA staff, including content and assessment specialists, assisted these individuals in monitoring the standard setting meeting.

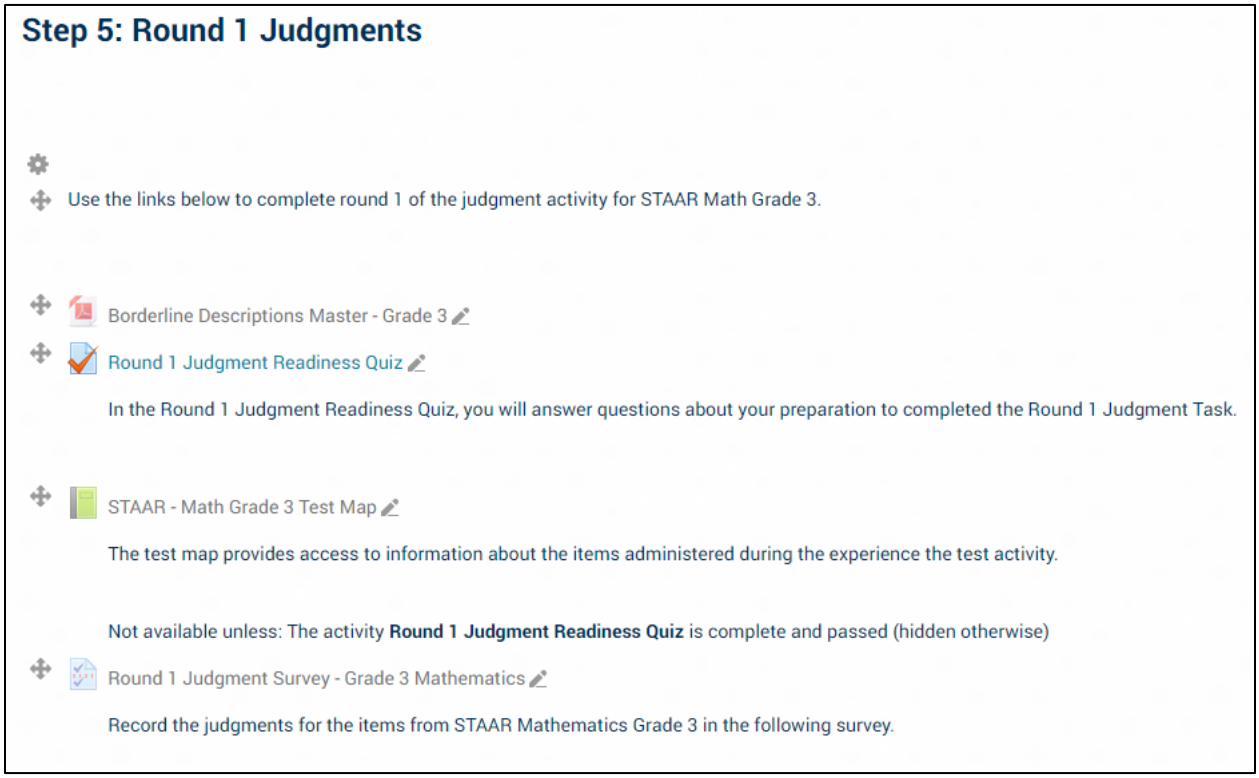
## Materials

Extensive materials are needed for the successful implementation of the standard setting meeting. The following section describes the development of meeting materials.

### Pearson Standard Setting Website

The Pearson standard setting website is the online platform for meeting pre-work, facilitating the standard setting meeting, and collecting panelist judgments throughout the standard setting process. The website provided panelists access to the standard setting meeting materials and tools to record their judgments. Figure 2 presents an example.

**Figure 2. Example Website Interface**




Because the STAAR grades 3–8 assessments are computer-delivered and the online test form was used for the standard setting process, Cambium Assessment's Content Rater system allowed the panelists to access the items. The standard setting website allowed panelists to access other materials in Pearson's secure online environment. During the meeting, panelists accessed the Content Rater system and website using a computer provided by Pearson and set up specifically for this meeting. The facilitator provided training to all panelists on the use of the Content Rater system, the standard setting website, and any additional guidance and instruction needed throughout the meeting.

### Committee Panelist Folders

In addition to the online resources provided through the website, panelists were given a meeting folder to organize hard copy materials used throughout the meeting, including the following:

- Meeting agenda
- Course-specific PLDs
- "Experience the Assessment" response form
- Practice judgment record form
- Rounds 1, 2, and 3 judgment record forms

Panelists were required to check in at the start of each day and to return their folders and check out at the end of each day. Panelists were provided with additional materials throughout the meeting and instructed to insert them into their folders.

**Computers**

Each panelist was provided a laptop computer in the meeting room to access the online resources through the Pearson standard setting website. Panelists were also provided an external monitor so they could access the online materials with limited switching between online materials. Panelists were seated in table groups in pod configuration to provide each panelist with enough space to work with the computer and folder materials. The panelists used Google Chrome to access the standard setting website, which was programmed with a list of permitted websites to restrict panelists' use of the computers to work associated with the standard setting meeting.

## Procedure

The Modified Angoff method (Angoff, 1971) was used during the meeting to assist panelists in recommending performance level cut scores for each assessment. This standard setting procedure uses both a content- and item-based method that leads panelists through a standardized process. The panelists consider student expectations, as defined by the PLDs, and the knowledge and skills measured by the individual items administered to students to make judgments about student performance on each item.

For Rounds 1 and 2, the panelists made item-level judgments, as is typical of this method. The set of judgments made by panelists are used to determine both individual and committee cut score recommendations for each performance level. Between the item judgment rounds, the panelists were provided with feedback information, including data relative to panelist agreement, student performance on the items, and student performance on the overall test. During Round 3, the panelists were asked the following for the Level 2 (*Approaches*) cut:

> *"How many points would a student performing at the borderline of the specific performance level likely earn if they answered all the questions? This would be a number between 1 and [maximum points for that form]."*

For the Level 3 (*Meets*) cut, they were informed additionally that:

> *"This would be a number between 1 and [maximum points for that form] and greater than your recommended cut score for Approaches."*

For Level 4 (*Masters*), they were informed that:

> *"This would be a number between 1 and [maximum points for that form] and greater than your recommended cut score for Meets."*

The maximum number of points for each form ranged from 37 to 48 for mathematics, 52 to 56 for RLA, and 39 to 46 for science. The maximum number of points was 52 for all Spanish RLA grades and 49 for Social Studies grade 8.

## Standard Setting Meeting Proceedings

Standard setting was conducted in two 2-day meetings, June 26–27 and 28–29, 2023. Vertical articulation panels for mathematics and RLA were held on June 30, 2023. Appendix D presents a complete agenda for the meetings. Table 9 presents an overview of the agenda.

**Table 9. Overview of Agenda**

| Session | Activity |
|---|---|
| Pre-Work | Complete Pre-Meeting Activities, Including a Review of PLDs |
| General Session | Welcome and Overview of STAAR Grades 3–8 Assessments<br>Overview of Standard Setting Process |
| Breakout Session | Introductions and Process Overview<br>"Experience the Assessment" Activity<br>Review of Grade-Level PLDs<br>Development of Borderline Descriptions<br>Standard Setting Training<br>Practice Judgment Activity and Discussion<br>Round 1 Recommendations<br>Discussion of Round 1 Results<br>Round 2 Recommendations<br>Discussion of Round 2 Results<br>Round 3 Recommendations<br>Closing Remarks and Final Evaluation |

### Pre-Work

The individuals recruited as committee panelists were registered into the Pearson standard setting website one to two weeks before the standard setting meeting. In an email from the website, panelists were provided with their unique user ID, a temporary password, and a link to the website. When panelists first logged in, they were required to create a unique, strong password consisting of at least eight characters, including at least one lowercase letter, one uppercase letter, one number, and one symbol.

Once panelists logged into the website, they only had limited access to certain materials for their assigned committee, as this occurred before the first day of the standard setting meeting. Access to the website prior to the standard setting ensured that panelists were oriented and trained to perform each step of the process during the meetings.

Panelists were asked to complete a set of tasks as pre-work at a convenient time prior to attending the meeting. Completion of the pre-work maximized the efficiency of time usage during the meetings. Pre-work activities included the following:

- Panelist information survey
- Review resource materials, including the PLDs
- Standard setting training video

To set the stage for the standard setting activity, a training video was included as part of the pre-work materials that gave a brief overview of the purpose of standard setting, what would happen at the meeting, and the role of a panelist.

The standard setting website provided panelists access to the materials and activities for the pre-work, and panelist completion of the pre-work was monitored through the site. Follow-up emails were sent to panelists several days before the standard setting meetings to remind them to complete the pre-work if they had not done so already.

**General Session**

During the opening general session, panelists were presented with an overview of the STAAR grades 3–8 assessment program and the standard setting process. This information was critical for all panelists to begin the process with a common understanding of the assessment program and their role in setting cut scores. The overview included the following:

- Goals and rationale
- Legislative requirements
- Stakes for the students and teachers
- Uses for state and federal accountability purposes
- Introductions of key staff

An overview of the standard setting process, including a description of the Modified Angoff method, was presented by the lead psychometrician from Pearson. A clear description of the review process after the meetings was included to emphasize that committees are making recommendations for other groups, including policymakers, to review and use to determine the final performance level cut scores.

**Breakout Session**

After the general session, panelists moved into grade-specific breakout sessions for the remainder of the standard setting meeting. Each committee was responsible for providing recommendations for cut scores for each performance level for the test associated with the committee. The committee provided recommendations using each activity described below.

### Introductions and Overview

To begin the breakout session, the individuals in the room—facilitator, panelists, and observers—introduced themselves. The facilitator then distributed the meeting folders with panelist materials and reviewed the materials in the folder, the use of the website, and the use of those resources during the standard setting process. The panelists had an opportunity to ask questions before proceeding.

### "Experience the Assessment" Activity

The panelists were given an overview of the test design and item types on the STAAR grades 3–8 assessment for their committee. Panelists then reviewed a sample of test items student took during the spring 2023 administration. As panelists reviewed the items, they were encouraged to think from a student's perspective and take notes on the specific knowledge and skills a student would need to correctly respond to the item.

During this activity, panelists had the opportunity to score their responses to the items. This allowed panelists to understand the scoring rules for the different types of items included on the test. A good reference point was thereby provided for the judgment tasks that came later in the process. The panelists were trained in any specific scoring rules used for the test. Content specialists from Pearson and test development specialists from TEA were available to assist in the presentation and training on the scoring of items.

The amount of time given to panelists to complete the "Experience the Assessment" activity was less than that given to students to complete the assessment because it was expected that content experts would need less time to complete the test than students. If panelists did not complete the assessment in the allotted time, they still had an opportunity to review items during the judgment tasks.

### Borderline Descriptions

An essential component of the Modified Angoff standard setting process is the development of borderline descriptions to provide all panelists a common understanding of the minimum level of knowledge and skills required to be classified into each performance level. To begin the activity, panelists reviewed the PLDs associated with their committee's grades 3–8 assessment. The panelists were informed that the PLDs provided a snapshot of the typical characteristics of each performance level, including the breadth and depth of knowledge and skills demonstrated by students within the performance level.

To complete the activity, panelists considered the knowledge and skills of students with performance at the borderline (i.e., a student who is just barely past the point of entry for that performance level). The STAAR grades 3–8 assessments have four performance levels, and panelists were asked to develop borderline descriptions for three of them:

- Level 2—*Approaches Grade Level*
- Level 3—*Meets Grade Level*
- Level 4—*Masters Grade Level*

Panelists were led through a multi-step process to develop the borderline descriptions:

- *Step 1*—The facilitator modeled the creation of one or two borderline descriptions for the Level 3 performance level with the entire committee to create a framework for the activity.
- *Step 2*—After the modeling example, panelists worked in their table groups to review the draft PLDs for Level 3. Each table group created a set of descriptions that identified the key characteristics of student performance at the borderline of Level 3. Questions panelists were asked to consider included the following:
    - What would a student with performance just barely at Level 3 be able to do with respect to the PLDs?
    - What differentiates student performance at the borderline of Level 3 from a student in the middle or upper end of this level?
    - What differentiates a student performance at the borderline of Level 3 from the upper end of Level 2?
- *Step 3*—The facilitator collected the Level 3 borderline descriptions from each group into a single document. The collected descriptions were then reviewed with the whole group for consistency in expectations. Additional edits or clarifications were made, as needed.
- *Step 4*—The process was repeated for the Level 2 and Level 4 performance levels, with panelists working in their table groups to craft borderline descriptions followed by a whole-group review and discussion.

A final whole-group review of the entire set of borderline descriptions was used to ensure coherence and an appropriate progression of knowledge, skills, and abilities across performance levels.

The result of the whole-group discussion was a list of borderline descriptions for each performance level that was printed and provided to each panelist as a reference throughout subsequent activities. The resulting borderline descriptions were not official documents and will not be published outside of the standard setting meeting. The goal of the borderline description activity was to help panelists develop a common understanding of the characteristics of performance at the borderline of each performance level.

**Item Judgment Process Training**

The panelists were provided with thorough training on the steps used to make their recommendations. The Modified Angoff method is "sensitive to both the questions on the test and to the knowledge, skills, and abilities of the examinees at each transition point" (Plake & Cizek, 2012, pg. 190). For the STAAR grades 3–8 assessments, the Modified Angoff method was extended to support judgments with polytomously scored items, where multiple score points are possible through partial-credit scoring. Panelists reviewed each item and answered the following question:

> *"How many points would a student performing at the borderline of the [specific] performance level likely earn if he or she answered the question?"*

Significant time was spent describing the thought process the panelists should go through using each part of the question. For example:

- *"How many points…"*—Rather than recording "yes" or "no" judgments, panelists recorded the number of points for an item.
- *"… would…"*—When considering expected student performance on an item, the panelists needed to consider how a student would perform rather than how they should perform. Where "should" is an aspirational expectation, "would" is a more realistic expectation of student performance on the item.
- *"… a student performing at the borderline of the [specific] performance level…"*—The panelists referenced the borderline descriptions for the performance level to determine how a student performing at the borderline would be expected to perform.
- *"… likely earn if he or she answered the question?"*—In this context, "likely" was defined as two out of three times, or 67%. To make this concrete for panelists, facilitators asked them to think about three students performing at the borderline of a performance level for a specific point value, starting with one point. If panelists believed two out of three students performing at the borderline would earn a specific number of points, the panelists were instructed to enter that number of points for that question. If the panelists did not, they were instructed to consider whether two out of three students performing at the borderline would earn the next lower point value for the question. If so, that value would be recorded. If not, the process would continue until a point value was found that two out of three students performing at the borderline would earn. Zero was a possible point value.

The training included an orientation to the following components and how each was used during the process:

- Standard setting website—Provided access to the items used in the judgment activity and the judgment survey, where panelists recorded their individual judgments for each item and performance level.
- ITS Content Rater— A secure content management system that provided panelists access to the items used in the judgment activities.
- Operational test items—A set of items that represented the operational test administered to students. The items were shown in the order they were administered during the operational test. Panelists reviewed the operational test items through the standard setting website.
- Test map—A summary of the items on the test form that includes the following:
    - Item position from the order of presentation
    - Item scoring key and scoring rubrics, notes, and exemplars
    - Maximum number of possible points for each item
    - *TEKS Standard(s)* aligned to each item
- Judgment record form—Used by panelists to record their judgments in the standard setting website and on the judgment record sheet for each judgment round.

Panelists reviewed each item and made a judgment for each borderline performance level, starting with Level 2, and then for Level 3 and Level 4. Because student performance on an item is expected to increase or stay the same as the performance level increases, panelists were trained to check their judgments for expected patterns across performance levels. This training included multiple examples with different judgment patterns, which were reviewed with panelists to assist them in their understanding of the judgment task. The examples included responses that followed and did not follow the expected judgment patterns and floor and ceiling patterns in the judgments. The panelists' judgment data were analyzed to ensure that the judgment pattern was reasonable (i.e., that the judgment increased or remained the same with increases in the performance levels). Any panelist who provided judgment patterns that were not reasonable was removed from the analysis and indicated for additional instruction or process review by the meeting facilitator.

**Practice Judgment Activity**

At the end of the training session, panelists practiced making judgments prior to beginning the actual judgment rounds. The goals of this activity were to

- give panelists experience reviewing and making judgments for different item types,
- familiarize panelists with the paper judgment record sheet and judgment survey in the standard setting website, and
- build panelists' confidence in their understanding of the task to be completed.

A subset of items was selected for the practice judgment activity. Items were either publicly available, or a subset of the items was available that panelists would review during the actual judgment rounds. The practice activity included a range of item types, item difficulties, and scoring types.

Following the practice judgments, the facilitators showed item-level results interactively through the standard setting website, including the percentage of panelists who selected each point value for each performance level. The facilitator walked through the judgment materials for the first few items to ensure that panelists knew where to locate key information when making their judgments. The group also discussed a few practice items to better understand that various judgments were possible. Panelists were reminded to refer to the borderline descriptions along with other key considerations when making judgments. Finally, the facilitator demonstrated how the judgments were used to calculate individual and committee cut score recommendations.

**Judgment Rounds**

After receiving training on the standard setting process, the panelists participated in three rounds of independent judgments, with feedback discussion after each round. Prior to starting each judgment round, panelists were asked the following readiness questions to verify that they understood their task and were ready to begin. Panelists were unable to start the judgment survey until they answered "yes" to each readiness question.

- Do you understand your task for the judgment activity? (Rounds 1, 2, and 3)
- Do you understand the feedback data provided? (Rounds 2 and 3)
- Are you ready to begin the judgment activity? (Rounds 1, 2, and 3)

During Rounds 1 and 2, panelists independently made judgments for each item. Starting with the first item, the panelists made their judgment for Level 2 based on the borderline descriptions and the knowledge and skills the item required. The panelists then made judgments about the same item for Level 3 and Level 4 and continued the same process until all items were completed. Judgments were recorded on the website using the judgment survey for the specific round. Panelists were also provided with a paper record sheet so they could keep a record of their judgments. Once the panelists had completed their judgments for each item, they submitted their online judgment survey for analysis.

During Round 3, panelists independently completed judgments for the entire test form. As part of the Round 2 judgment feedback, panelists were provided the sum of their individual item judgments as a reference point for the Round 3 judgments. Panelists made a judgment regarding the number of points a student with performance at the borderline of the level would likely earn across all items on the test form.

After all panelists completed the judgment activity for the round, the data analysts from Pearson analyzed the data, applied quality control checks, and created feedback data for the panelists.

**Feedback and Discussion**

After each judgment round, the panelists were given feedback based on their current cut score recommendations, the recommendations of others in the committee, and relevant information from actual student results on the assessment. Feedback data included the following:

- *Individual cut scores*—Item judgments for each performance level were summed to obtain a cut score for each level. The panelists were presented with their recommended cut score for each performance level, along with all their item judgments for each level.
- *Committee cut score recommendations and statistics*—Committee-level recommendations for each performance level were the median cut score across all panelists. The committee members were presented with the committee-level cut score recommendations and summary statistics (minimum, maximum, median, mean, Q1, and Q3) for each performance level.
- *Panelist agreement data*—Bar graphs show the frequency of individual cut score recommendations for each performance level and across adjacent performance levels.
- *Item-level judgment agreement across panelists*—This is the distribution of individual judgments for each item and performance level.
- *Item means (p-values) and score point distributions*—The average score earned by students for each item and the distribution of score points (for polytomously scored items) were calculated from operational test data.
- *Cut scores*—The estimated cut score is provided for each performance level.
- *Benchmark reasonable ranges*—To assist in aligning the resulting standard setting cut score recommendations with the academic expectations defined in the PLDs while also maintaining similar impact data to previous administrations, benchmark values were established as reasonable ranges.

Table 10 presents the feedback information that was introduced after each judgment round. Before each round of feedback discussion, panelists were given guidance regarding the independence of their judgments. They were told they should listen to other panelists and consider the rationales given for their judgments, but they should not feel pressured to change their judgments to reach consensus.

**Table 10. Feedback Data by Judgment Round**

| Feedback Data | Round 1 | Round 2 | Round 3 |
|---|---|---|---|
| Panelist Item-Level Judgments | ✓ | ✓ | |
| Panelist Agreement Data | ✓ | ✓ | |
| Item Means and Score Point Distributions | ✓ | ✓ | |
| Individual Cut Scores | ✓ | ✓ | ✓ |
| Committee Cut Scores | ✓ | ✓ | ✓ |
| Panelist Agreement Data | ✓ | ✓ | |
| Benchmark Ranges | ✓ | ✓ | |

### Process Evaluation

The validity of standard setting outcomes relies partially on the procedural validity of the meeting. Evidence of the procedural validity was gathered through evaluation surveys administered during the standard setting. Panelists completed process evaluation surveys at specific points throughout the process, including after the practice judgment activity and after the Round 3 judgment activity.

The purpose of the evaluation surveys is to determine the perceived effectiveness of the standard setting meeting, including panelists' understanding of the process, their comfort with the overall process, and their level of agreement with the results. The evaluation surveys were delivered through the standard setting website. Results from the evaluations were aggregated and included in this report for the standard setting meeting.

### Closing

As part of the closing process, panelists returned all materials and documents used during the standard setting meeting. The panelists were instructed in the process that followed the standard setting meeting and how their cut score recommendations would be used.

### Benchmark Reasonable Ranges

There are policy expectations that trends in student distribution across the performance levels do not vary significantly from previous administrations. To assist in aligning the resulting standard setting cut score recommendations with the academic expectations defined in the PLDs while maintaining similar impact data to previous administrations, benchmark values were established as reasonable ranges based on the performance level cut scores obtained from the previous assessment design. Benchmark reasonable ranges were shared with panelists as part of the feedback data after Rounds 1 and 2. Placing the cut score recommendation within the reasonable ranges was not a requirement, but panelists were asked to provide a content-based rationale for placement outside the range.

The benchmark reasonable ranges were created by mapping the cut scores from the previous administration onto the spring 2023 standard setting form and determining ranges around each performance level. Specifically, the raw cut scores from the spring 2022 associated theta values and conditional standard error of measurements (CSEMs) to create a reasonable range around each cut score. The spring 2022 theta scale was then matched to the raw-to-theta score look-up table for the pre-equated 2023 forms. If the raw score values associated with the maximum of one performance level range were greater than the minimum of the range of the next performance level, the minimum of the performance level range was increased to be one raw score greater than the maximum of the range of the previous performance level, so ranges indicated subsequently greater expectations. Table 11 presents the benchmark reasonable ranges that were presented to the panelists.

**Table 11. Benchmark Reasonable Ranges (Raw Score Points)**

| Subject | Grade | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| Mathematics | 3 | 11–16 | 19–25 | 26–31 |
| | 4 | 12–18 | 21–27 | 28–33 |
| | 5 | 12–18 | 21–28 | 29–35 |
| | 6 | 13–19 | 22–28 | 30–36 |
| | 7 | 16–22 | 26–32 | 34–39 |
| | 8 | 14–21 | 25–32 | 36–41 |
| RLA | 3 | 12–19 | 22–31 | 32–41 |
| | 4 | 14–21 | 24–33 | 34–43 |
| | 5 | 15–22 | 25–33 | 34–42 |
| | 6 | 16–24 | 28–37 | 38–46 |
| | 7 | 16–23 | 26–35 | 36–44 |
| | 8 | 13–20 | 26–34 | 35–44 |
| Spanish RLA | 3 | 17–24 | 26–33 | 34–41 |
| | 4 | 18–26 | 27–35 | 36–43 |
| | 5 | 16–24 | 27–36 | 37–44 |
| Science | 5 | 14–20 | 22–28 | 29–34 |
| | 8 | 13–20 | 23–31 | 32–38 |
| Social Studies | 8 | 19–26 | 30–35 | 36–41 |

## Recommended Performance Level Cut Scores

During the standard setting meeting, variation was expected between panelists' cut score recommendations for each performance level. To determine a single cut score recommendation for a performance level for a committee, the cut score recommendations for the performance level were analyzed across panelists. Specifically, the median cut score from a set of panelists' cut score recommendations was used to determine the recommended cut score for a performance level for the committee. The recommendation resulting from the Round 3 judgments was considered the committee's recommendation for each performance level. Table 12 presents the recommended cut scores for each performance level based on the Round 3 recommendations for each assessment.

**Table 12. Cut Score Recommendations from Standard Setting Committees**

| Subject | Grade | Max. Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|---|
| Mathematics | 3 | 37 | 13 | 21 | 28 |
| | 4 | 40 | 13 | 23 | 31 |
| | 5 | 42 | 13 | 24 | 33 |
| | 6 | 43 | 14 | 24 | 33 |
| | 7 | 46 | 15 | 26 | 37 |
| | 8 | 48 | 15 | 26 | 37 |
| RLA | 3 | 52 | 16 | 26 | 38 |
| | 4 | 52 | 15 | 28 | 37 |
| | 5 | 52 | 18 | 28 | 38 |
| | 6 | 56 | 20 | 30 | 40 |
| | 7 | 56 | 19 | 31 | 40 |
| | 8 | 56 | 17 | 30 | 40 |
| Spanish RLA | 3 | 52 | 17 | 28 | 37 |
| | 4 | 52 | 21 | 32 | 41 |
| | 5 | 52 | 18 | 31 | 40 |
| Science | 5 | 39 | 15 | 23 | 30 |
| | 8 | 46 | 17 | 25 | 35 |
| Social Studies | 8 | 49 | 17 | 28 | 36 |

Appendix F presents the committee recommended cut scores for each performance level by round, represented as raw scores; Appendix G presents the recommended cut score summary statistics for each performance level by round; and Appendix H presents the panelists' judgment agreement data by performance level for Rounds 1 and 2.

# Chapter 4 – Post-Standard Setting

This chapter provides details about the work completed after the standard setting committee meetings and includes the following sections:

- Vertical Articulation
- TEA Reasonableness Review
- Final Approval
- Linear Scaling Process

## Vertical Articulation

The purpose of the vertical articulation committee was to evaluate the reasonableness of the cut score recommendations from the standard setting committees. The recommendations from the standard setting committees were made with a specific focus on the respective grade-level for this committee, whereas the focus of the articulation committee was to view the cut score recommendations across the grade-levels, grades 3 through 8 for mathematics and RLA, and grades 3 through 5 for Spanish RLA, to evaluate whether they resulted in a cohesive assessment system. The participants of the articulation were guided through a specific process in which they reviewed the recommendations from the standard setting committees and, if necessary, recommended changes, which resulted in a set of recommended cut scores from the vertical articulation committee.

After the Round 3 judgment recommendations were finalized, select members of each grade-level committee composed the vertical articulation committee. The facilitator for the RLA and Spanish RLA vertical articulation committees was Dr. Eric Moyer. The facilitator for the mathematics vertical articulation committee was Dr. Winnie Reid.

### Meeting Process

The articulation process involved the following steps:

- PLD cross-grade review activity
- Review and discussion of the cross-grade impact data
- Review and recommendation to recommended cut scores

The articulation meeting began with an introduction to the articulation process. Participants were told they would have the opportunity to review the recommended cut scores from the standard setting meetings across that subject's grade levels to ensure the recommendations represented a cohesive assessment system. Moreover, participants were informed that the focus of the standard setting meetings was primarily on the content related to the grade represented by their committee, wherein the articulation meeting would emphasis reviewing the recommendations across the grade levels from a policy perspective.

To start the vertical articulation process, the participants were provided the opportunity to independently review the PLDs. The instructions for this activity were to look for differences or similarities in student expectations across grades that could be used to explain the articulation of student impact data across grades. After reviewing the PLDs independently, the participants had the opportunity to discuss the PLDs in table groups. During a whole-group discussion, the participants discussed what their expectation would be of the articulation of the impact data across grades. The focus of this discussion was to establish a content-based expectation for the impact data across grades.

The participants were then presented the grade-level impact data reflecting the results from the Round 3 judgments of all standard setting committees for STAAR in grades 3-8. The groups had the opportunity to discuss how the results looked across grade levels based on their initial expectations.

Based on their expectations of student impact relative to their review of the PLDs, the participants were provided the opportunity to investigate changes to the recommended cut scores from Round 3 using an interactive spreadsheet which was accessed through the standard setting website.

The interactive spreadsheet allowed participants to investigate possible changes to the cut scores from their committee by adjusting the current cut scores and simultaneously viewing the change to the impact data. The participants were instructed to investigate changes to the recommended cuts scores if they felt that the pattern of the impact data across grades was inconsistent with what they expected, based on their review of the PLDs and their understanding of a cohesive assessment system. The changes would be made directly at the cut score level. The range of individual participant's cut score recommendations from Round 3 were used as a guide when evaluating how much change would be reasonable to make. The participants were aware of the need to honor the work the standard setting committees had done and were judicious in making changes.

The committee had the opportunity to recommend changes to cut scores for performance levels for the grades which they determined had inconsistent results, compared to their expectations of student performance across the grades. When a change in a cut score was recommended, it was entered into a master interactive spreadsheet by the meeting facilitator for the entire committee to view. One recommended change was viewed at a time, discussed, and then either accepted or rejected by the vertical articulation committee. This process was repeated until all recommended changes were discussed and the vertical articulation committee agreed with the entire set of cut score recommendation across all grades.

Table 13 presents the recommended cut scores for the STAAR grades 3–8 mathematics, RLA and Spanish RLA assessments provided by the articulation committee, and Table 14 presents the associated impact data based on the recommended cuts scores from the vertical articulation process.

**Table 13. Vertical Articulation Recommendations**

| Content Area | Grade | Max. Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|---|
| Mathematics | 3 | 37 | 13 | 21 | 28 |
| | 4 | 40 | 13 | 23 | 31 |
| | 5 | 42 | 13 | 24 | 33 |
| | 6 | 43 | 14 | 24 | 33 |
| | 7 | 46 | 16 | 26 | 37 |
| | 8 | 48 | 15 | 26 | 37 |
| RLA | 3 | 52 | 16 | 26 | 38 |
| | 4 | 52 | 15 | 27 | 37 |
| | 5 | 52 | 18 | 29 | 39 |
| | 6 | 56 | 19 | 29 | 40 |
| | 7 | 56 | 21 | 31 | 42 |
| | 8 | 56 | 17 | 30 | 40 |
| Spanish RLA | 3 | 52 | 17 | 28 | 37 |
| | 4 | 52 | 19 | 30 | 39 |
| | 5 | 52 | 18 | 31 | 40 |

**Table 14. Impact Data from the Vertical Articulation**

| Content Area | Grade | *%Did Not Meet* | *%Approaches* | *%Meets* | *%Masters* |
|---|---|---|---|---|---|
| Mathematics | 3 | 23% | 33% | 25% | 19% |
| | 4 | 19% | 34% | 25% | 22% |
| | 5 | 13% | 37% | 29% | 21% |
| | 6 | 21% | 42% | 23% | 14% |
| | 7 | 25% | 41% | 25% | 9% |
| | 8 | 22% | 41% | 26% | 11% |
| RLA | 3 | 18% | 26% | 36% | 20% |
| | 4 | 18% | 34% | 26% | 22% |
| | 5 | 13% | 25% | 34% | 28% |
| | 6 | 22% | 25% | 29% | 24% |
| | 7 | 18% | 23% | 32% | 27% |
| | 8 | 14% | 30% | 29% | 27% |
| Spanish RLA | 3 | 28% | 35% | 23% | 14% |
| | 4 | 32% | 32% | 23% | 13% |
| | 5 | 24% | 37% | 25% | 14% |

### Process Evaluation Survey

At the end of the vertical articulation meeting, panelists completed a process evaluation survey within the website to provide the following feedback about their experience in the vertical articulation meeting:

- The level of success of the various components of the meeting
- The usefulness of the activities conducted during the meeting
- The adequacy of the various components of the meeting
- The level of support the participants had in setting the recommended cut scores for each performance level across all grades
- The confidence panelists had in the recommended performance level cut score recommendations from the committee
- Any additional information concerning their evaluation of the process of the vertical articulation meeting through an open-response question

## Linear Scaling Process

The recommendations from the standard setting committees were cut scores in terms of raw scores on the test. Student results are not reported as raw scores because the overall difficulty of tests may change from year to year, so the results would not be comparable across years. To address this, student results on the STAAR grades 3–8 assessments are reported using scale scores that are comparable across administration years. Table 15 presents the lowest and highest obtainable scores for each assessment.

**Table 15. Obtainable Score Range**

| Subject | Grade | LOSS | HOSS |
|---|---|---|---|
| Mathematics | 3 | 860 | 2070 |
| | 4 | 910 | 2130 |
| | 5 | 1000 | 2200 |
| | 6 | 1070 | 2350 |
| | 7 | 1150 | 2400 |
| | 8 | 1240 | 2470 |
| RLA | 3 | 720 | 2120 |
| | 4 | 820 | 2210 |
| | 5 | 830 | 2220 |
| | 6 | 880 | 2280 |
| | 7 | 890 | 2290 |
| | 8 | 980 | 2360 |
| Spanish RLA | 3 | 600 | 2070 |
| | 7 | 680 | 2110 |
| | 8 | 720 | 2180 |
| Science | 3 | 1140 | 6200 |
| | 8 | 1000 | 6800 |
| Social Studies | 8 | 1050 | 6550 |

The reporting scale for science and social studies was set using the two cut scores for *Approaches* and *Meets*. The scale score for the *Masters* cut was found empirically. Direct comparisons through averaging and aggregation across content areas should not be made without study and/or statistical adjustments. The scale scores and distributions of students resulting from the cuts were not designed for direct comparison.

### TEA Reasonableness Review

TEA reviewed the recommendations from the standard setting committees in a reasonableness review to examine the performance level cut score recommendations with an additional perspective of policy expectation and historical trends in student performance. This review incorporated the impact data from both the spring 2023 and spring 2022 administrations, reasonable ranges for the cut scores, and the committee-recommended cut score ranges. The focus was on honoring the work of the standard setting committees while establishing performance levels that would work for the assessment program. Table 16 presents the final performance level cut scores on the IRT scale following the TEA reasonableness review.

**Table 16. Final Recommended Cut Scores on the IRT Scale**

| Subject | Grade | *Approaches* | *Meets* | *Masters* | *Approaches* | *Meets* | *Masters* | A (Slope) | B (Intercept) |
|---|---|---|---|---|---|---|---|---|---|
| Mathematics | 3 | 14 | 21 | 28 | 1360 | 1471 | 1600 | 130.0052 | 1454.3188 |
| | 4 | 16 | 23 | 31 | 1462 | 1557 | 1690 | 130.0052 | 1531.1649 |
| | 5 | 15 | 24 | 33 | 1515 | 1634 | 1776 | 130.0052 | 1595.8165 |
| | 6 | 15 | 24 | 33 | 1616 | 1745 | 1889 | 130.0052 | 1713.8742 |
| | 7 | 19 | 26 | 37 | 1703 | 1793 | 1965 | 130.0052 | 1768.7364 |
| | 8 | 17 | 26 | 37 | 1754 | 1859 | 2009 | 130.0052 | 1850.9777 |
| RLA | 3 | 18 | 28 | 38 | 1345 | 1467 | 1556 | 143.7195 | 1398.5930 |
| | 4 | 16 | 27 | 37 | 1414 | 1552 | 1663 | 143.7195 | 1498.0613 |
| | 5 | 21 | 31 | 39 | 1475 | 1592 | 1700 | 143.7195 | 1494.0371 |
| | 6 | 20 | 30 | 41 | 1535 | 1634 | 1749 | 143.7195 | 1601.7405 |
| | 7 | 23 | 33 | 42 | 1564 | 1669 | 1771 | 143.7195 | 1584.5517 |
| | 8 | 19 | 30 | 40 | 1592 | 1698 | 1803 | 143.7195 | 1671.6888 |
| Spanish RLA | 3 | 22 | 32 | 37 | 1318 | 1447 | 1515 | 153.0768 | 1318.1531 |
| | 4 | 25 | 32 | 39 | 1408 | 1488 | 1581 | 153.0768 | 1384.3282 |
| | 5 | 23 | 33 | 40 | 1431 | 1556 | 1662 | 153.0768 | 1424.0516 |
| Science | 5 | 18 | 25 | 30 | 3550 | 4000 | 4380 | 555.8300 | 3661.6663 |
| | 8 | 17 | 25 | 35 | 3550 | 4000 | 4619 | 630.2521 | 3873.5084 |
| Social Studies | 8 | 21 | 30 | 36 | 3550 | 4000 | 4352 | 571.3560 | 3726.2633 |

*Note*. The first set of cuts is the raw score cut scores, and the second set is the IRT cuts.

Table 17 presents the impact data denoting the percentage of students who took the STAAR grades 3–8 assessments during the spring 2023 administration who would be classified into each performance level based on the final cut scores. The percentage of students in a performance level is not directly comparable across grades and subjects because the population of students tested is different for each assessment. Performance levels from different tests are not comparable because the cut scores for these tests are criterion-referenced (i.e., they are based on content-specific expectations of what students should know and be able to do).

**Table 17. Impact Data from the Final Recommendations**

| Content Area | Grade | *%Did Not Meet* | *%Approaches* | *%Meets* | *%Masters* |
|---|---|---|---|---|---|
| Mathematics | 3 | 27% | 29% | 25% | 19% |
| | 4 | 30% | 23% | 25% | 22% |
| | 5 | 20% | 30% | 29% | 21% |
| | 6 | 26% | 37% | 23% | 14% |
| | 7 | 40% | 26% | 25% | 9% |
| | 8 | 30% | 33% | 26% | 11% |
| RLA | 3 | 23% | 26% | 31% | 20% |
| | 4 | 21% | 31% | 26% | 22% |
| | 5 | 19% | 25% | 28% | 28% |
| | 6 | 24% | 25% | 29% | 22% |
| | 7 | 23% | 24% | 26% | 27% |
| | 8 | 18% | 26% | 29% | 27% |
| Spanish RLA | 3 | 45% | 29% | 12% | 14% |
| | 4 | 49% | 20% | 18% | 13% |
| | 5 | 38% | 29% | 19% | 14% |
| Science | 5 | 36% | 30% | 19% | 15% |
| | 8 | 28% | 27% | 29% | 16% |
| Social Studies | 8 | 40% | 29% | 16% | 15% |

## Final Approval

Mike Morath, the Commissioner of Education at TEA, reviewed and approved the final performance level cut scores for the STAAR grades 3–8 assessments on July 17, 2023.

# Chapter 5 – Evidence of Procedural Validity of the Standard Setting Process

This chapter details various evidence for the validity of process used during the standard setting meetings and includes the following sections:

- Committee Representation
- Committee Training
- Panelists' Perceived Validity of the Meeting

## Committee Representation

As part of the standard setting evaluation, panelists completed a demographic survey that collected information about their background relevant to educational experience. Appendix C presents the results of the self-reported demographic characteristics of the panelists.

Panelists provided their current position (Table C.1) and their number of years teaching the content area and grade related to their standard setting committee (Table C.3). Most panelists on each committee were teachers in grades K–12 with more than 10 years of professional experience in education. The experience of the teachers in the committees included teaching different populations of students, as displayed in Table C.4. Most panelists in each committee had experience teaching general education, mainstream special education, and English language learners (ELLs).

All panelists were currently working in school districts, as presented in Table C.9. The panelists who worked within school districts represented the various types of districts across the state, including size, type, and socioeconomic status. Teachers representing schools from a rural area were the most represented, although there was a significant number of teachers from urban and suburban districts. Finally, most teachers were currently teaching in districts with low socioeconomic status (Table C.12).

## Committee Training

During the standard setting meeting, it was essential that panelists understood how to make judgments as part of the Modified Angoff methodology. The training on the standard setting methodology was provided during the general session and in the individual standard setting committees. The training on the implementation of the standard setting process was standardized across committees through the PowerPoint training slides.

Panelists completed a practice judgment round as an opportunity to implement the standard setting methodology without consequence, including making judgments in the standard setting website. During the practice judgment round, the panelists reviewed a reduced set of items and provided judgments for three performance levels. After the practice round, the process facilitator led a whole-group discussion to identify and respond to any questions or issues panelists encountered while implementing the standard setting process. Before each judgement round, panelists responded to a readiness survey that asked whether panelists were prepared to make their judgments. Panelists were unable to continue to the judgment survey unless they answered "yes" to both questions on the readiness survey. They were encouraged to ask the facilitator questions if they responded "no" to either question.

At various points in the standard setting meeting, panelists completed a process evaluation survey to record their impressions of the effectiveness of the materials and methods employed throughout the process. Figure 3 presents the results of the evaluation survey across content areas for several questions related to the training on the standard setting process. Appendix I presents the results for all evaluation survey questions by content area and grade.

As shown in the figure, panelists rated the level of success of the introduction to the standard setting process during the general session. Overall, the introduction to the standard setting process was perceived as successful, with most panelists responding that it was either Successful or Very Successful.

The perception of the training on the standard setting process in the breakout groups was also very good, with most panelists across committees indicating that it was either Adequate or More than Adequate. Most panelists also indicated that the practice judgment activity for the standard setting process was either Successful or Very Successful. These responses indicate that, overall, most panelists believed that the training prepared them to implement the standard setting procedure.

**Figure 3. Evaluation Results of the Standard Setting Process Training Activities**

Introduction to the standard setting process

| Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| 3 | – | – | 7 | 31 |
| 4 | – | – | 9 | 28 |
| 5 | – | – | 22 | 25 |
| 6 | – | – | 14 | 9 |
| 7 | – | – | 10 | 22 |
| 8 | – | 2 | 25 | 33 |

Practice exercise for the standard setting procedure

| Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| 3 | – | 1 | 13 | 24 |
| 4 | – | 2 | 12 | 23 |
| 5 | 1 | 4 | 18 | 24 |
| 6 | – | 1 | 11 | 11 |
| 7 | – | – | 10 | 22 |
| 8 | – | 5 | 29 | 27 |

Training provided on the standard setting process

| Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|
| 3 | – | – | 13 | 25 |
| 4 | 1 | – | 16 | 20 |
| 5 | – | 1 | 29 | 17 |
| 6 | – | – | 13 | 10 |
| 7 | – | – | 13 | 19 |
| 8 | – | 2 | 38 | 21 |

## Perceived Validity of the Workshop

Panelists and reviewers communicated their perceived validity of the standard setting meeting and the recommended cut scores as part of the workshop evaluation. Evaluations are important as evidence to establish the validity of recommended cut scores for the performance levels.

### Panelist Evaluations

Generally, the panelists were satisfied with their recommendations and with the overall workshop, though to a lesser extent in science and social studies. As part of the process evaluation from each committee, the panelists indicated their confidence that the PLDs were reasonable for each performance level. Figure 4 presents the results of the evaluation survey across content areas and indicates that the PLDs were reasonable for each performance level. Appendix I presents the results for all evaluation survey questions by content area and grade.

**Figure 4. Evaluation Results on Reasonableness of the PLDs by Performance Level**

*Approaches Grade Level* PLDs

| Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| 3 | – | 3 | 13 | 22 |
| 4 | – | 4 | 15 | 18 |
| 5 | 3 | 8 | 15 | 19 |
| 6 | – | 3 | 14 | 9 |
| 7 | – | 1 | 10 | 20 |
| 8 | 6 | 17 | 21 | 17 |

*Meets Grade Level* PLDs

| Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| 3 | – | – | 14 | 24 |
| 4 | – | 3 | 15 | 19 |
| 5 | 3 | 5 | 16 | 21 |
| 6 | – | 2 | 12 | 10 |
| 7 | – | 1 | 10 | 20 |
| 8 | 5 | 13 | 25 | 18 |

*Masters Grade Level* PLDs

| Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| 3 | – | 2 | 11 | 25 |
| 4 | – | 5 | 14 | 18 |
| 5 | 2 | 8 | 15 | 20 |
| 6 | – | 1 | 11 | 12 |
| 7 | – | 1 | 8 | 22 |
| 8 | 4 | 12 | 27 | 18 |

As shown in Appendix I, most panelists had confidence that the PLDs were reasonable for each performance level:

- *Approaches* PLDs. The panelists were mainly Confident or Very Confident that the PLDs were reasonable for *Approaches* for mathematics, RLA, and Spanish RLA. However, in science and social studies, at least half of the panelists were either Not Confident or only Somewhat Confident in the PLDs for *Approaches*.
- *Meets* PLDs. The panelists were mainly Confident or Very Confident that the PLDs were reasonable for *Meets* for mathematics, RLA, and Spanish RLA. Again, the confidence in the PLDs in science and social studies are not as strong, however, there was a bit more confidence (15 of 18 either Confident or Very Confident) for the *Meets* PLDs for science grade 8.
- *Masters* PLDs. The level of confidence in the *Masters* PLDs matched that found among the panelists for the Meets PLDs, with much lower confidence among the science grade 5 and social studies grade 8 panelists.

These responses provide evidence that, overall, the PLDs were perceived by the panelists as providing reasonable expectations for each performance level for mathematics, RLA, and Spanish RLA. Panelist feedback for science and social studies indicated lower levels of confidence in the PLDs than the other groups, with slightly greater confidence in the PLDs for higher achievement levels.

The panelists were also provided with the opportunity to indicate their confidence in the cut scores recommended by the standard setting committees. Figure 5 presents the results of the evaluation survey across committees for their confidence in the recommended cut scores across content areas. Appendix I presents the results for all evaluation survey questions by content area and grade.

As with the PLDs, panelists in mathematics, RLA, and Spanish RLA committees had at least some confidence that the recommended cut scores represented appropriate levels of student performance for each performance level at each grade. Furthermore, except at the *Approaches* performance level for science grade 8—where 13 of 18 panelists were either Not Confident or only Somewhat Confident)—the science and social studies panelists had much greater confidence in the performance level cuts than they did for the PLDs, especially at the *Meets* and *Masters* performance levels.

**Figure 5. Evaluation Results on Reasonableness of Cut Scores by Performance Level**

*Approaches Grade Level* Cut Scores

| Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| 3 | – | 2 | 9 | 27 |
| 4 | – | 3 | 18 | 16 |
| 5 | – | 2 | 18 | 25 |
| 6 | – | 2 | 5 | 17 |
| 7 | – | 2 | 5 | 24 |
| 8 | 7 | 13 | 16 | 25 |

*Meets Grade Level* Cut Scores

| Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| 3 | – | – | 11 | 27 |
| 4 | – | 3 | 14 | 20 |
| 5 | – | 2 | 19 | 24 |
| 6 | – | 2 | 5 | 17 |
| 7 | – | 2 | 5 | 24 |
| 8 | 1 | 6 | 25 | 29 |

*Masters Grade Level* Cut Scores

| Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| 3 | – | – | 15 | 23 |
| 4 | – | 3 | 14 | 20 |
| 5 | – | 2 | 19 | 24 |
| 6 | – | 1 | 3 | 20 |
| 7 | – | – | 8 | 23 |
| 8 | 2 | 4 | 27 | 28 |

Overall, this feedback from the cut score setting panelists provides evidence for the validity of the cut score recommendations for each of the performance levels from the standard setting committee, with the exception being the lower confidence level in the approaches cut score for grade 8 science.

## References

Angoff, W. H. (1971). Scales, norms, and equivalent scores. In R. L. Thorndike (Ed.), *Educational measurement* (2nd ed, pp. 508–600). American Council on Education.

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# Appendix A – Performance Level Descriptors

## State of Texas Assessments of Academic Readiness (STAAR®)
## Performance Level Descriptors
## Grade 3 Mathematics

| Performance Level Descriptors |
|---|
| The mathematical process skills describe ways in which students are expected to engage in the content. They are not assessed in isolation but are incorporated into questions that assess grade 3 content. The process skills focus on applying mathematics to solve problems, analyze mathematical relationships, and communicate mathematical ideas. |
| **Students achieving Masters Grade Level Performance can**<br>• Evaluate the reasonableness of solutions of two-step application problems involving addition and subtraction of whole numbers<br>• Represent addition, subtraction, multiplication, and division problems with equations<br>• Apply an understanding of fractions to reason about their size<br>• Apply fractional understanding to measurement concepts<br>• Solve problems involving elapsed time beyond one hour |
| **Students achieving Meets Grade Level Performance can**<br>• Understand place value and represent numbers with expanded notation<br>• Compare fractions with the same numerators or the same denominators<br>• Represent numbers and operations with models<br>• Represent and solve one- and two-step application problems involving addition and subtraction of whole numbers<br>• Represent and solve one- and two-step application problems involving multiplication and division of whole numbers<br>• Use number pairs in a table to represent real-world relationships<br>• Solve problems involving area<br>• Solve problems related to data |
| **Students achieving Approaches Grade Level Performance can**<br>• Represent equivalent fractions using models<br>• Solve problems involving perimeter<br>• Classify two- and three-dimensional figures<br>• Summarize a data set with multiple categories |
| **Students achieving Did Not Meet Grade Level Performance can**<br>• Compare two whole numbers<br>• Represent fractions with models<br>• Use models to solve multiplication with whole numbers<br>• Determine the value of a collection of coins and bills |

# State of Texas Assessments of Academic Readiness (STAAR®) Performance Level Descriptors

## Grade 4 Mathematics

| Performance Level Descriptors |
|---|
| The mathematical process skills describe ways in which students are expected to engage in the content. They are not assessed in isolation but are incorporated into questions that assess grade 4 content. The process skills focus on applying mathematics to solve problems, analyze mathematical relationships, and communicate mathematical ideas. |
| **Students achieving Masters Grade Level Performance can**<br>• Evaluate and justify the reasonableness of solutions to multi-step application problems involving addition, subtraction, multiplication, and division of whole numbers<br>• Analyze mathematical relationships to compare and solve problems involving fractions |
| **Students achieving Meets Grade Level Performance can**<br>• Solve application problems involving addition, subtraction, multiplication, and division of whole numbers including two-step problems and problems with a letter representing the unknown<br>• Solve and explain multi-step addition and subtraction problems involving money<br>• Compare fractions using symbols and justify relationship to the whole<br>• Represent numerical relationships and patterns with models and tables including input-output tables<br>• Select units and solve problems involving measurement including conversions<br>• Apply knowledge of parallel and perpendicular lines to classify two-dimensional shapes<br>• Solve application problems involving perimeter and area including missing measurements |
| **Students achieving Approaches Grade Level Performance can**<br>• Represent, compare, and order whole numbers, decimals, and fractions and understand relationships related to place value<br>• Represent and solve problems involving addition, subtraction, multiplication, and division of whole numbers including two-step problems<br>• Represent addition and subtraction of fraction problems with pictorial models<br>• Represent and solve problems using data and tables<br>• Use a protractor to measure angles and a ruler to measure lengths |
| **Students achieving Did Not Meet Grade Level Performance can**<br>• Identify points represented by decimals and fractions on a number line<br>• Represent decimals using expanded notation<br>• Use models to represent and solve problems involving multiplication and division of whole numbers<br>• Identify lines of symmetry and types of angles |

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 5 Mathematics

| Performance Level Descriptors |
|---|
| The mathematical process skills describe ways in which students are expected to engage in the content. They are not assessed in isolation but are incorporated into questions that assess grade 5 content. The process skills focus on applying mathematics to solve problems, analyze mathematical relationships, and communicate mathematical ideas. |
| **Students achieving Masters Grade Level Performance can**<br>• Evaluate the reasonableness of solutions to application problems involving addition, subtraction, multiplication, and division with whole numbers and decimals<br>• Apply an understanding of expressions and equations to solve multi-step problems with one variable<br>• Extend and apply geometry and measurement concepts to solve application problems |
| **Students achieving Meets Grade Level Performance can**<br>• Solve application problems involving addition and subtraction of positive rational numbers<br>• Solve application problems involving multiplication and division of whole numbers and decimals<br>• Represent and solve problems involving multiplication and division of whole numbers with fractions<br>• Use equations and numerical patterns to represent relationships including solving multi-step problems<br>• Solve application problems involving perimeter, area, and volume<br>• Represent and solve problems involving categorical and numerical data |
| **Students achieving Approaches Grade Level Performance can**<br>• Use place value to identify numerical relationships<br>• Identify prime and composite numbers<br>• Use models to represent and solve problems involving multiplication and division of decimals<br>• Organize two-dimensional figures into sets and subsets based on attributes<br>• Identify key attributes of a coordinate plane and graph points located in the first quadrant |
| **Students achieving Did Not Meet Grade Level Performance can**<br>• Identify place value<br>• Perform addition and subtraction of whole numbers and decimals<br>• Classify two-dimensional figures<br>• Define terms used to describe taxes and income |

Texas Education Agency
Student Assessment Division
April 2019

# State of Texas Assessments of Academic Readiness (STAAR®) Performance Level Descriptors

## Grade 6 Mathematics

| Performance Level Descriptors |
| --- |
| The mathematical process skills describe ways in which students are expected to engage in the content. They are not assessed in isolation but are incorporated into questions that assess grade 6 content. The process skills focus on applying mathematics to solve problems, analyze mathematical relationships, and communicate mathematical ideas. |
| **Students achieving Masters Grade Level Performance can**<br>• Describe relationships between sets of rational numbers<br>• Model and solve one-variable, one-step inequalities<br>• Extend and apply geometry and measurement concepts to solve application problems |
| **Students achieving Meets Grade Level Performance can**<br>• Represent and use rational numbers in a variety of forms<br>• Generate equivalent forms of fractions, decimals, and percents<br>• Solve application problems involving addition, subtraction, multiplication, and division of integers and multiplication and division of positive rational numbers<br>• Represent and solve application problems involving ratios and rates<br>• Solve application problems involving area and volume<br>• Compare various methods of payment |
| **Students achieving Approaches Grade Level Performance can**<br>• Distinguish between expressions and equations<br>• Represent integer operations with models<br>• Represent numeric data graphically<br>• Represent a given situation using verbal descriptions, tables, graphs, and equations |
| **Students achieving Did Not Meet Grade Level Performance can**<br>• Model and solve one-variable, one-step equations<br>• Identify a number and its opposite |

Texas Education Agency
Student Assessment Division
April 2019

# State of Texas Assessments of Academic Readiness (STAAR®) Performance Level Descriptors

## Grade 7 Mathematics

| Performance Level Descriptors |
|---|
| The mathematical process skills describe ways in which students are expected to engage in the content. They are not assessed in isolation but are incorporated into questions that assess grade 7 content. The process skills focus on applying mathematics to solve problems, analyze mathematical relationships, and communicate mathematical ideas. |
| **Students achieving Masters Grade Level Performance can**<br>• Use proportional relationships to solve problems involving probabilities of dependent compound events<br>• Model and solve one-variable, two-step inequalities<br>• Extend and apply geometry and measurement concepts to solve application problems |
| **Students achieving Meets Grade Level Performance can**<br>• Use proportional relationships to solve application problems involving experimental and theoretical probabilities related to simple and independent compound events<br>• Solve application problems involving addition, subtraction, multiplication, and division of rational numbers<br>• Solve application problems involving proportional relationships<br>• Model and solve one-variable, two-step equations<br>• Use proportional relationships to solve application problems involving similarity<br>• Solve application problems involving circumference, area, surface area, and volume<br>• Use statistical representations to compare and analyze data<br>• Solve problems involving tax, interest, and budgets<br>• Represent relationships between sets of rationale numbers |
| **Students achieving Approaches Grade Level Performance can**<br>• Find the probability of a simple event<br>• Represent constant rates of change in mathematical and real-world problems<br>• Solve problems using data represented in graphs<br>• Compare two groups of numeric data using comparative dot plots and box plots |
| **Students achieving Did Not Meet Grade Level Performance can**<br>• Represent sample spaces for compound events<br>• Calculate unit rates from problem situations<br>• Solve for a missing side length in problems involving similar shapes and scale drawings |

Texas Education Agency
Student Assessment Division
April 2019

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 8 Mathematics

| Performance Level Descriptors |
|---|
| The mathematical process skills describe ways in which students are expected to engage in the content. They are not assessed in isolation but are incorporated into questions that assess grade 8 content. The process skills focus on applying mathematics to solve problems, analyze mathematical relationships, and communicate mathematical ideas. |
| **Students achieving Masters Grade Level Performance can**<br>• Describe relationships between sets of real numbers<br>• Use multiple representations of proportional and non-proportional linear relationships<br>• Model one-variable inequalities with variables on both sides of the inequality sign<br>• Use algebraic representations to describe the effects of rotations, reflections, translations, and dilations |
| **Students achieving Meets Grade Level Performance can**<br>• Represent and use real numbers in a variety of forms<br>• Use proportional relationships to describe dilations<br>• Solve problems involving rotations, reflections, translations, and dilations<br>• Model and solve one-variable equations with variables on both sides of the equal sign |
| **Students achieving Approaches Grade Level Performance can**<br>• Identify proportional relationships<br>• Use models and diagrams to explain the Pythagorean theorem<br>• Identify transformations that preserve congruence<br>• Use trend line to make predictions<br>• Solve problems involving interest and savings<br>• Determine the rate of change or slope from a table or graph<br>• Solve problems involving surface area and volume |
| **Students achieving Did Not Meet Grade Level Performance can**<br>• Solve problems using direct variation<br>• Solve application problems involving the Pythagorean theorem<br>• Use proportional and non-proportional relationships to develop foundational concepts of functions<br>• Approximate the value of irrational numbers |

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# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 3 Reading Language Arts (English and Spanish)

| Performance Level Descriptors |
|---|
| **When reading texts of increasing complexity,* students achieving Masters Grade Level Performance can**<br>• Synthesize information within a text to create new understanding<br>• Make meaningful connections between multiple texts supported by appropriate text evidence<br>• Make complex inferences about texts based on explicit and implicit text evidence<br>• Write skillfully developed essays that demonstrate grade-level mastery of writer's craft with advanced command of language conventions |
| **When reading texts of increasing complexity,* students achieving Meets Grade Level Performance can**<br>• Determine the meaning of unfamiliar and multiple-meaning words using context and affixes<br>• Explain literary texts by examining the roles of characters, actions, and relationships, and inferring themes supported by text evidence<br>• Demonstrate an understanding of informational and argumentative texts by identifying evidence to support a claim or central idea, text structures and features, and an author's intended audience<br>• Make connections between multiple texts by identifying meaningful similarities and differences in terms of key ideas and theme<br>• Explain the author's purpose and message, and the use of text structures, imagery, figurative language, literary and sound devices, and print and graphic features to achieve specific purposes<br>• Make logical inferences and predictions based on explicit and implicit text evidence<br>• Write well-developed essays that are suited to the writing task, with consistent command of grade-level appropriate conventions<br>• Demonstrate proficient skills in revising and editing |

| |
|---|
| **When reading texts of increasing complexity,* students achieving Approaches Grade Level Performance can**<br>• Determine the meaning of unfamiliar and multiple-meaning words using context<br>• Identify the elements of literary texts by describing explicitly stated themes, settings, characters, and plot elements<br>• Use the characteristics of informational and argumentative texts to locate information, identify the explicitly stated central idea or claim, and distinguish fact from opinion<br>• Identify connections and make simple comparisons between texts representing similar or different genres<br>• Make simple inferences and predictions based on explicit and implicit text evidence<br>• Write basic essays that are generally suited to the writing task, with a partial command of grade-level appropriate conventions<br>• Demonstrate developing skills in revising and editing |
| **When reading texts of increasing complexity,* students achieving Did Not Meet Grade Level Performance can**<br>• Determine the meaning of unfamiliar words using reference materials<br>• Make simple inferences about texts based on explicit text evidence<br>• Write limited essays that are minimally developed and only marginally suited to the writing task, with little to no command of grade-level appropriate conventions<br>• Demonstrate limited skills in revising and editing |

*Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structure may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas. The rigor of the writing task also increases from grade to grade due to the text complexity of the source text(s) students use in developing the essay and the sophistication of the topic.

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 4 Reading Language Arts (English and Spanish)

| Performance Level Descriptors |
|---|
| **When reading texts of increasing complexity,* students achieving Masters Grade Level Performance can**<br>• Synthesize information within a text to create new understanding<br>• Make meaningful connections between multiple texts supported by appropriate text evidence<br>• Make complex inferences about texts based on explicit and implicit text evidence<br>• Write skillfully developed essays that demonstrate grade-level mastery of writer's craft with advanced command of language conventions |
| **When reading texts of increasing complexity,* students achieving Meets Grade Level Performance can**<br>• Determine the meaning of unfamiliar and multiple-meaning words using context and affixes<br>• Explain literary texts by examining character changes and interactions, and inferring themes supported by text evidence<br>• Demonstrate an understanding of informational and argumentative texts by identifying evidence to support a claim or central idea, text structures and features, and an author's intended audience<br>• Make connections between multiple texts by identifying meaningful similarities and differences in terms of key ideas and theme<br>• Explain the author's purpose, message, use of imagery, literal and figurative language, literary and sound devices, and analyze text structures and print and graphic features to achieve specific purposes<br>• Make logical inferences and predictions based on explicit and implicit text evidence<br>• Write well-developed essays that are suited to the writing task, with consistent command of grade-level appropriate conventions<br>• Demonstrate proficient skills in revising and editing |

| |
|---|
| **When reading texts of increasing complexity,* students achieving Approaches Grade Level Performance can**<br>• Determine the meaning of unfamiliar and multiple-meaning words using context<br>• Identify the elements of literary texts by describing explicitly stated themes, settings, characters, and plot elements<br>• Use the characteristics of informational and argumentative texts to locate information, identify the explicitly stated central idea or claim, and explain how the author uses facts<br>• Identify connections and make simple comparisons between texts representing similar or different genres<br>• Make simple inferences and predictions based on explicit and implicit text evidence<br>• Write basic essays that are generally suited to the writing task, with a partial command of grade-level appropriate conventions<br>• Demonstrate developing skills in revising and editing |
| **When reading texts of increasing complexity,* students achieving Did Not Meet Grade Level Performance can**<br>• Determine the meaning of unfamiliar words using reference materials<br>• Make simple inferences about texts based on explicit text evidence<br>• Write limited essays that are minimally developed and only marginally suited to the writing task, with little to no command of grade-level appropriate conventions<br>• Demonstrate limited skills in revising and editing |

*Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structure may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas. The rigor of the writing task also increases from grade to grade due to the text complexity of the source text(s) students use in developing the essay and the sophistication of the topic.

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 5 Reading Language Arts (English and Spanish)

| Performance Level Descriptors |
|---|
| **When reading texts of increasing complexity,* students achieving Masters Grade Level Performance can**<br>• Synthesize information within a text to create new understanding<br>• Make meaningful connections between multiple texts supported by appropriate text evidence<br>• Make complex inferences about texts based on explicit and implicit text evidence<br>• Write skillfully developed essays that demonstrate grade-level mastery of writer's craft with advanced command of language conventions |
| **When reading texts of increasing complexity,* students achieving Meets Grade Level Performance can**<br>• Determine the meaning of unfamiliar and multiple-meaning words using context and affixes<br>• Explain literary texts by inferring multiple themes supported by text evidence and analyzing the relationships and conflicts among characters, plot elements, and setting<br>• Demonstrate an understanding of informational and argumentative texts by identifying evidence to support a claim or central idea, text structures and features, and an author's intended audience<br>• Make connections between multiple texts by identifying meaningful similarities and differences in terms of key ideas and theme<br>• Explain the author's purpose, message, use of imagery, literal and figurative language, literary and sound devices, and analyze text structures and print and graphic features to achieve specific purposes<br>• Make logical inferences and predictions based on explicit and implicit text evidence<br>• Write well-developed essays that are suited to the writing task, with consistent command of grade-level appropriate conventions<br>• Demonstrate proficient skills in revising and editing |

| |
|---|
| **When reading texts of increasing complexity,* students achieving Approaches Grade Level Performance can**<br>• Determine the meaning of unfamiliar and multiple-meaning words using context<br>• Identify the elements of literary texts by describing explicitly stated themes, settings, conflicts among characters, and plot elements<br>• Use the characteristics of informational and argumentative texts to identify the explicitly stated central idea or claim and how an author uses facts for or against an argument<br>• Identify connections and make simple comparisons between texts representing similar or different genres<br>• Make simple inferences and predictions based on explicit and implicit text evidence<br>• Write basic essays that are generally suited to the writing task, with a partial command of grade-level appropriate conventions<br>• Demonstrate developing skills in revising and editing |
| **When reading texts of increasing complexity,* students achieving Did Not Meet Grade Level Performance can**<br>• Determine the meaning of unfamiliar words using reference materials<br>• Make simple inferences about texts based on explicit text evidence<br>• Write limited essays that are minimally developed and only marginally suited to the writing task, with little to no command of grade-level appropriate conventions<br>• Demonstrate limited skills in revision and editing |

*Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structure may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas. The rigor of the writing task also increases from grade to grade due to the text complexity of the source text(s) students use in developing the essay and the sophistication of the topic.

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 6 Reading Language Arts

| Performance Level Descriptors |
|---|
| **When reading texts of increasing complexity,* students achieving Masters Grade Level Performance can**<br>• Synthesize information and make insightful connections between ideas in multiple texts<br>• Analyze authors' choices and purposeful use of language and how they influence and communicate meaning within a variety of texts<br>• Make complex inferences about texts based on explicit and implicit text evidence<br>• Write skillfully developed essays that demonstrate grade-level mastery of writer's craft with advanced command of language conventions |
| **When reading texts of increasing complexity,* students achieving Meets Grade Level Performance can**<br>• Determine or clarify the meaning of academic and multiple-meaning words using context, root words, or reference materials<br>• Explain the author's purpose and message and analyze the use of text structure, various types of language, literary devices, and print and graphic features to achieve specific purposes<br>• Demonstrate an understanding of informational and argumentative texts by identifying the thesis or claim and the audience and analyzing how the author uses various types of evidence<br>• Make connections between multiple texts by identifying meaningful similarities and differences in terms of key ideas, theme, and message<br>• Synthesize information in a text to create new understanding<br>• Make logical inferences and predictions based on explicit and implicit text evidence<br>• Write well-developed essays that are suited to the writing task, with consistent command of grade-level appropriate conventions<br>• Demonstrate proficient skills in revising and editing |

| |
|---|
| **When reading texts of increasing complexity,* students achieving Approaches Grade Level Performance can**<br>• Determine the meaning of words using context and reference materials<br>• Explain the elements of literary texts by recognizing themes and plot development and explain the characteristics of informational and argumentative texts such as supporting evidence, print and graphic features, and key ideas<br>• Recognize how literal and figurative language conveys meaning in texts<br>• Describe the author's purpose and recognize text structures and the use of literary devices such as first- and third-person point of view in a text<br>• Identify connections and make comparisons between texts of similar or different genres<br>• Make simple inferences and predictions based on explicit and implicit text evidence<br>• Write basic essays that are generally suited to the writing task, with a partial command of grade-level appropriate conventions<br>• Demonstrate developing skills in revising and editing |
| **When reading texts of increasing complexity,* students achieving Did Not Meet Grade Level Performance can**<br>• Determine the meaning of words using reference materials or explicit contextual evidence<br>• Describe fundamental elements of literary texts such as character, setting, and plot, and identify characteristics of informational and argumentative texts such as thesis or claim<br>• Make simple inferences about texts based on explicit text evidence<br>• Write limited essays that are minimally developed and only marginally suited to the writing task, with little to no command of grade-level appropriate conventions<br>• Demonstrate limited skills in revising and editing |

*Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structure may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas. The rigor of the writing task also increases from grade to grade due to the text complexity of the source text(s) students use in developing the essay and the sophistication of the topic.

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 7 Reading Language Arts

| Performance Level Descriptors |
|---|
| **When reading texts of increasing complexity,* students achieving Masters Grade Level Performance can**<br>• Synthesize information and make insightful connections between ideas in multiple texts<br>• Analyze authors' choices and purposeful use of language and how they influence and communicate meaning within a variety of texts<br>• Make complex inferences about texts based on explicit and implicit text evidence<br>• Write skillfully developed essays that demonstrate grade-level mastery of writer's craft with advanced command of language conventions |
| **When reading texts of increasing complexity,* students achieving Meets Grade Level Performance can**<br>• Determine or clarify the meaning of academic and multiple-meaning words using context, root words, or reference materials<br>• Explain the author's purpose and message and analyze the use of text structures, various types of language, and print and graphic features to achieve specific purposes<br>• Demonstrate an understanding of informational and argumentative texts by identifying the thesis or claim and the audience and analyzing how the author uses various types of evidence<br>• Make connections between multiple texts by identifying meaningful similarities and differences in terms of key ideas, theme, and message<br>• Synthesize information in a text to create new understanding<br>• Make logical inferences and predictions based on explicit and implicit text evidence<br>• Write well-developed essays that are suited to the writing task, with consistent command of grade-level appropriate conventions<br>• Demonstrate proficient skills in revising and editing |

| |
|---|
| **When reading texts of increasing complexity,* students achieving Approaches Grade Level Performance can**<br>• Determine the meaning of words using context and reference materials<br>• Explain the elements of literary texts by recognizing themes and plot development and explain the characteristics of informational and argumentative texts such as supporting evidence, print and graphic features, and key ideas<br>• Recognize how literal and figurative language conveys meaning in texts<br>• Describe the author's purpose and recognize text structures and the use of literary devices such as subjective and objective point of view in a text<br>• Identify connections and make comparisons between texts of similar or different genres<br>• Make simple inferences and predictions based on explicit and implicit text evidence<br>• Write basic essays that are generally suited to the writing task, with a partial command of grade-level appropriate conventions<br>• Demonstrate developing skills in revising and editing |
| **When reading texts of increasing complexity,* students achieving Did Not Meet Grade Level Performance can**<br>• Determine the meaning of words using reference materials or explicit contextual evidence<br>• Describe fundamental elements of literary texts such as character, setting, and plot, and identify characteristics of informational and argumentative texts such as thesis or claim<br>• Make simple inferences about texts based on explicit text evidence<br>• Write limited essays that are minimally developed and only marginally suited to the writing task, with little to no command of grade-level appropriate conventions<br>• Demonstrate limited skills in revising and editing |

*Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structure may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas. The rigor of the writing task also increases from grade to grade due to the text complexity of the source text(s) students use in developing the essay and the sophistication of the topic.

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 8 Reading Language Arts

| Performance Level Descriptors |
|---|
| **When reading texts of increasing complexity,* students achieving Masters Grade Level Performance can**<br>• Synthesize information and make insightful connections between ideas in multiple texts<br>• Analyze authors' choices and purposeful use of language and how they influence and communicate meaning within a variety of texts<br>• Make complex inferences about texts based on explicit and implicit text evidence<br>• Write skillfully developed essays that demonstrate grade-level mastery of writer's craft with advanced command of language conventions |
| **When reading texts of increasing complexity,* students achieving Meets Grade Level Performance can**<br>• Determine or clarify the meaning of academic and multiple-meaning words using context, root words, or reference materials<br>• Explain the author's purpose and message and analyze the use of text structures, various types of language, and print and graphic features to achieve specific purposes<br>• Demonstrate an understanding of informational and argumentative texts by identifying the thesis or claim and the audience and analyzing how the author uses various types of evidence<br>• Make connections between multiple texts by identifying meaningful similarities and differences in terms of key ideas, themes, and messages<br>• Synthesize information in a text to create new understanding<br>• Make logical inferences and predictions based on explicit and implicit text evidence<br>• Write well-developed essays that are suited to the writing task, with consistent command of grade-level appropriate conventions<br>• Demonstrate proficient skills in revising and editing |

| |
|---|
| **When reading texts of increasing complexity,* students achieving Approaches Grade Level Performance can**<br>• Determine the meaning of words using context and reference materials<br>• Explain the elements of literary texts by recognizing themes and plot development and explain the characteristics of informational and argumentative texts such as supporting evidence, print and graphic features, and key ideas<br>• Recognize how literal and figurative language conveys meaning in texts<br>• Describe the author's purpose and recognize text structures and the use of literary devices such as multiple points of view in a text<br>• Identify connections and make comparisons between texts of similar or different genres<br>• Make simple inferences and predictions based on explicit and implicit text evidence<br>• Write basic essays that are generally suited to the writing task, with a partial command of grade-level appropriate conventions<br>• Demonstrate developing skills in revising and editing |
| **When reading texts of increasing complexity,* students achieving Did Not Meet Grade Level Performance can**<br>• Determine the meaning of words using reference materials or explicit contextual evidence<br>• Describe fundamental elements of literary texts such as character, setting, and plot, and identify characteristics of informational and argumentative texts such as thesis or claim<br>• Make simple inferences about texts based on explicit text evidence<br>• Write limited essays that are minimally developed and only marginally suited to the writing task, with little to no command of grade-level appropriate conventions<br>• Demonstrate limited skills in revising and editing |

*Text complexity increases from grade to grade. Texts can become increasingly complex for a variety of reasons: (1) vocabulary/use of language may be more varied and challenging because it is nonliteral/figurative, abstract, or academic/technical; (2) sentence structure may be more varied, dense, and sophisticated; (3) the author's use of literary elements/devices, rhetorical strategies, organizational patterns, and text features may be more nuanced or sophisticated; (4) the topic/content may be less familiar or more cognitively demanding; and (5) relationships among ideas may be less explicit and require more interpretation, reasoning, and inferential thinking to understand the subtlety, nuances, and depth of ideas. The rigor of the writing task also increases from grade to grade due to the text complexity of the source text(s) students use in developing the essay and the sophistication of the topic.

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 5 Science

| Performance Level Descriptors |
|---|
| Scientific investigation and reasoning skills are not assessed in isolation but are incorporated into questions that assess science content. These skills focus on safe, environmentally appropriate, and ethical laboratory and outdoor investigations; using scientific methods and equipment in investigations; and using critical thinking and scientific problem solving to make informed decisions. |
| **Students achieving Masters Grade Level Performance can**<br>• Explain the flow of energy in series and parallel circuits<br>• Analyze the effects of changing variables while experimenting with forces<br>• Interpret causes and effects of gradual and rapid changes to Earth's surface<br>• Explain how adaptations help organisms survive in their environments |
| **Students achieving Meets Grade Level Performance can**<br>• Differentiate between substances and mixtures using physical properties<br>• Explore and describe various uses of energy<br>• Explain the effects of forces on objects through investigations<br>• Recognize and compare gradual and rapid changes to Earth's surface<br>• Identify patterns and cycles caused by interactions among the sun, Earth, and moon<br>• Investigate inherited traits, learned behaviors, and structures and functions of different species that allow organisms to survive and interact in an ecosystem<br>• Describe how energy from the sun is transferred through ecosystems |
| **Students achieving Approaches Grade Level Performance can**<br>• Describe substances based on their physical properties<br>• Identify the behaviors of light that produce an observable result<br>• Identify landforms and processes in sedimentary rock formation<br>• Recognize adaptations of different organisms that allow them to survive |
| **Students achieving Does Not Meet Grade Level Performance can**<br>• Classify objects as liquids, solids, or gases<br>• Identify Earth's renewable resources<br>• Identify basic characteristics of the sun, Earth, and moon<br>• Identify the roles of organisms in a food chain |

Texas Education Agency
Student Assessment Division
April 2019

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 8 Science

| Performance Level Descriptors |
|---|
| Scientific investigation and reasoning skills are not assessed in isolation but are incorporated into questions that assess science content. These skills focus on safe, environmentally appropriate, and ethical laboratory and field investigations; using scientific methods and equipment in investigations; and using critical thinking, scientific reasoning, and problem solving to make informed decisions. |
| **Students achieving Masters Grade Level Performance can**<br>• Interpret the role of valence electrons in the chemical reactivity of elements<br>• Explain how the law of conservation of mass relates to evidence of a chemical reaction<br>• Analyze relationships among force, motion, and energy<br>• Explain the electromagnetic spectrum and how it relates to components of the universe<br>• Analyze interdependence among organisms and their environments |
| **Students achieving Meets Grade Level Performance can**<br>• Describe subatomic particles and their role in determining an element's identity and chemical properties<br>• Use physical and chemical properties to identify and classify elements on the periodic table<br>• Determine the number of atoms in a complex chemical formula<br>• Apply Newton's laws of motion<br>• Relate tides, seasons, and lunar phases to the motion and position of the sun, Earth, and moon<br>• Describe components of the universe using observable data and models<br>• Analyze convection within the Earth, in oceans, and in weather systems<br>• Examine and evaluate the formation, weathering, and erosion of Earth's crustal features<br>• Describe interactions that occur within ecosystems, among organisms, and within organisms<br>• Recognize how environmental changes affect organisms<br>• Describe the role of genetic material in governing the inherited traits of organisms |
| **Students achieving Approaches Grade Level Performance can**<br>• Determine the number of atoms of an element in a simple chemical formula<br>• Identify balanced and unbalanced forces<br>• Identify characteristics of groups of stars on a Hertzsprung-Russell diagram<br>• Recognize that sustainability of an ecosystem is related to species diversity<br>• Identify the flow of energy within a living system |

**Students achieving Did Not Meet Grade Level Performance can**

- Recognize components of atoms and the organization of elements on the periodic table
- Identify Newton's laws of motion
- Recognize that the sun is the primary energy source for Earth's ocean currents and weather systems
- Identify components of cells, organisms, and ecosystems

Texas Education Agency
Student Assessment Division
April 2019

# State of Texas Assessments of Academic Readiness (STAAR®)
# Performance Level Descriptors
# Grade 8 Social Studies

| Performance Level Descriptors |
|---|
| Students' social studies skills are not assessed in isolation but are incorporated into questions that assess understanding of U.S. history content. Social studies skills focus on applying critical-thinking skills to interpret, organize, and analyze social studies information from a variety of sources. |
| **Students achieving *Masters Grade Level Performance* can**<br>• Evaluate historical perspectives on major events and issues in U.S. history<br>• Apply content knowledge in multiple contexts to make historical connections and evaluate change over time<br>• Evaluate historical justifications and interpretations through the examination of multiple and varied sources<br>• Analyze the foundation of representative government and how economic, political, and social changes impact representative government |
| **Students achieving *Meets Grade Level Performance* can**<br>• Describe the impact of colonialism and revolution on the development of the United States<br>• Explain the development of representative government in the United States<br>• Explain constitutional principles and issues<br>• Analyze the causes of the Civil War and the effects of Reconstruction<br>• Analyze the effects of geographic factors on major events in U.S. history<br>• Describe economic, political, and social factors associated with U.S. expansion<br>• Analyze factors that contributed to the economic development of the United States<br>• Explain cultural influences on the development of the United States, including the impact of immigrant groups, religion, reform movements, and fine arts<br>• Explain the social and economic effects of technological and scientific innovations |
| **Students achieving *Approaches Grade Level Performance* can**<br>• Identify major eras in U.S. history<br>• Explain the roles of significant individuals and events in the American Revolution<br>• Describe key events and issues in the early years of the American republic<br>• Describe key people and events in the Civil War and Reconstruction<br>• Locate places and regions related to major eras and key events in U.S. history |
| **Students achieving *Did Not Meet Grade Level Performance* can**<br>• Identify significant individuals, events, and issues in U.S. history<br>• Define major social studies terminology<br>• Identify and use social studies sources<br>• Recognize major historical points of reference |

# Appendix B – Panelist Meeting Materials

This appendix presents examples of the materials provided to the standard setting panelists. Because the materials contained secure information, that information has been redacted from the examples in this appendix. The following materials are also not provided in the appendix:

- *Test form*—This was presented to panelists through TestNav8, the online testing platform used for administering the assessments.
- *Open-ended item rubrics*—These documents presented the scoring rubrics and notes and student-produced response examples for each open-ended item presented to panelists.
- *Practice item judgment set*—This was presented to panelists through TestNav8, the online testing platform used for test administration.

**Panelist Agendas**

The following is an example of the agenda that was provided to the panelists at the standard setting meeting.

# Reading Language Arts (RLA) and Mathematics
# Grade 3, 5, 6, and 8
# Social Studies Grade 8

## Day 1 – June 26

| | |
|---|---|
| *8:30 am* | *General Session*<br>Welcome<br>Overview of STAAR Assessments<br>Standard Setting Overview |
| *9:50 am* | *Break* |
| *10:00 am* | *Breakout Sessions*<br>Welcome and Introductions<br>Assessment Overview<br>Experience the Assessment Activity |
| *11:30 am* | *Lunch (Q & A with TEA)*<br>Performance Level Descriptors Discussion<br>Borderline Descriptor Development |
| *2:15 pm* | *Break*<br>Borderline Descriptor Development (con't)<br>Standard Setting Training<br>Practice Judgment Activity and Discussion |
| *5:00 pm* | *End-of-Day* |

## Day 2 – June 27

| | |
|---|---|
| *8:30 am* | *Breakout Session*<br>Welcome<br>Standard Setting Review<br>Round 1 Judgments |
| *10:30 am* | *Break*<br>Round 1 Judgment Feedback and Discussion |
| *11:30 am* | *Lunch*<br>Round 1 Judgment Feedback and Discussion (con't)<br>Round 2 Judgments |
| *2:00 pm* | *Break*<br>Round 2 Judgment Feedback and Discussion<br>Round 3 Judgments |
| *4:15 pm* | *Break*<br>Round 3 Judgment Discussion and Next Steps |
| *5:00 pm* | *End-of-Day* |

## Non-Disclosure Agreement

State of Texas
County of _____

Texas Education Agency
Texas Student Assessment Program

### PERSONAL OATH OF SECURITY AND CONFIDENTIALITY

I, _____, do solemnly swear, or affirm, that I will
(Print Full Name)
faithfully execute the duty imposed upon me by Sections 39.030 and 39.0303 of the Texas Education Code (TEC) to insure the security of the assessment instruments and achievement tests, and by my oath or affirmation do agree to safeguard the confidentiality of all assessment instruments, assessment instrument items, or achievement tests.

This oath or affirmation is intended by me to extend to any meeting or portion of meetings held pursuant to TEC Section 39.030 or other applicable law, in which assessment instruments or assessment instrument items are discussed. I acknowledge that failure to abide by this, my oath or affirmation, will make me subject to the maximum criminal and professional penalties that can be imposed by law. Penalties involved include:

- a permanent reprimand affixed to the face of all Texas Teacher Certificates and other educator credentials,
- a one-year suspension of all Texas Teacher Certificates and other education credentials,
- a permanent cancellation of all Texas Teacher Certificates and other education credentials, and
- a Class C misdemeanor.

As a testament to this oath, I affix my signature below:

Executed this _____ day of _____, 20____.

_____ (School Name/Organization Affiliation)

_____ (Signature)

_____ (Work Address)

_____ (Home Address)

_____ (City and Zip Code)

_____ (City and Zip Code)

_____ (Telephone Number)

_____ (Telephone Number)

**Experience the Assessment Response Record Form**

Only the first page of this document is presented as an example.

# STAAR Assessments
# Standard Setting Meeting
# June 2023

## Experience the Assessment
## Notes Sheet
### RLA Grade 3

| Sequence | |
|---|---|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |

**Item Judgment Round Record Form**

Item Code removed to protect item security. Only the first pages of this document are presented as an example.

**Panelist Name:** _____

# STAAR Assessments
# Standard Setting Meeting
# June 2023

## Judgment Rounds Record Sheet

## RLA Grade 3

*"What is the probability that a student with performance at the borderline of the level would answer the question correctly?"*

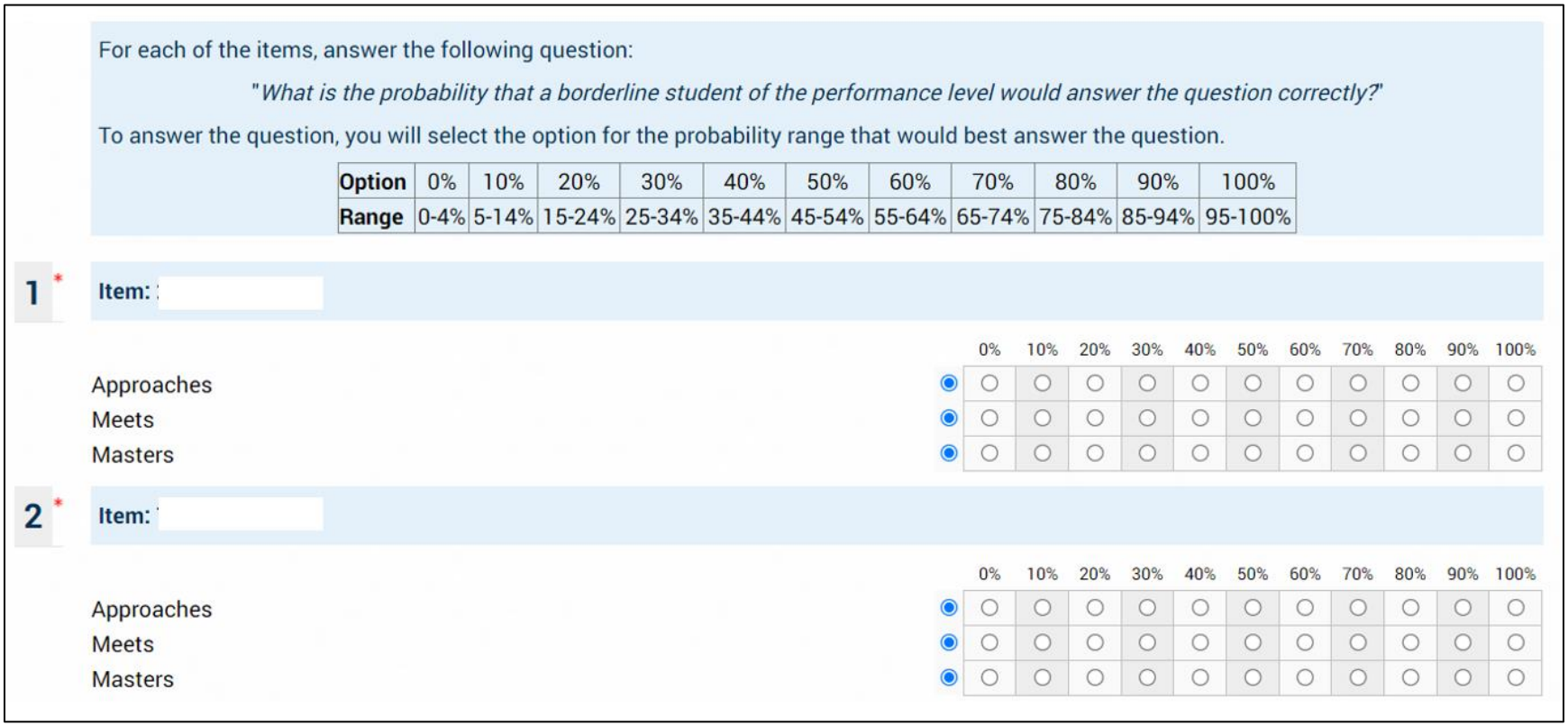
| Seq. | Item Code | Judgment Round | | | | | |
|---|---|---|---|---|---|---|---|
| | | Round 1 | | | Round 2 | | |
| | | APPROACHES | MEETS | MASTERS | APPROACHES | MEETS | MASTERS |
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |

*"How many points would a student with performance at the borderline of the level likely earn if they answered the question?"*

| Seq. | Item Code | Judgment Round | | | | | |
|---|---|---|---|---|---|---|---|
| | | Round 1 | | | Round 2 | | |
| | | APPROACHES | MEETS | MASTERS | APPROACHES | MEETS | MASTERS |
| 10 | | | | | | | |

**Item Judgment Survey**

The survey for only the first two items is shown.



For each of the items, answer the following question:

"*What is the probability that a borderline student of the performance level would answer the question correctly?*"

To answer the question, you will select the option for the probability range that would best answer the question.

| Option | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Range | 0-4% | 5-14% | 15-24% | 25-34% | 35-44% | 45-54% | 55-64% | 65-74% | 75-84% | 85-94% | 95-100% |

1 *

Item:

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Approaches | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Meets | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Masters | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

2 *

Item:

| | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Approaches | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Meets | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Masters | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

**Process Evaluation #1**

# State of Texas Assessments of Academic Readiness (STAAR)
# Standard Setting Meeting

## Process Evaluation Survey #1

## Math Grade 3

The purpose of this evaluation is to collect information about your experience in recommending cut scores associated with the performance levels for the STAAR assessments. Your opinions provide an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the meeting in which you participated. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

| | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| Overview of the STAAR assessments | ○ | ○ | ○ | ○ |
| Introduction to the standard setting process | ○ | ○ | ○ | ○ |
| Experiencing the actual assessment | ○ | ○ | ○ | ○ |
| Discussion of the scoring of items on the assessment | ○ | ○ | ○ | ○ |
| Discussion of performance level descriptors (PLDs) | ○ | ○ | ○ | ○ |
| Overview of the standard setting procedure | ○ | ○ | ○ | ○ |
| Practice exercise for the standard setting procedure | ○ | ○ | ○ | ○ |

How useful do you feel the following activities or information were in assisting you to make your recommendations?

| | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|
| Performance Level Descriptors (PLDs) | ○ | ○ | ○ | ○ |
| Borderline Description Development | ○ | ○ | ○ | ○ |
| Standard Setting Training | ○ | ○ | ○ | ○ |

How adequate were the following elements of the session?

| | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|
| Training provided on the standard-setting process | ○ | ○ | ○ | ○ |
| Amount of time spent training | ○ | ○ | ○ | ○ |
| Total amount of time to discuss the PLDs | ○ | ○ | ○ | ○ |
| Total amount of time to develop the borderline descriptions | ○ | ○ | ○ | ○ |
| Total amount of time to discuss the practice judgments | ○ | ○ | ○ | ○ |

**Process Evaluation #2**

# State of Texas Assessments of Academic Readiness (STAAR)
# Standard Setting Meeting

## Process Evaluation Survey #2

## Math Grade 3

The purpose of this evaluation is to collect information about your experience with the activities of the standard setting meeting to this point. Your opinions are an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the Math Grade 3 meeting in which you participated. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

| | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| Judgment rounds | ○ | ○ | ○ | ○ |
| Judgment round feedback - committee-level statistics | ○ | ○ | ○ | ○ |
| Judgment round feedback - panelist agreement data | ○ | ○ | ○ | ○ |
| Judgment round feedback - impact data | ○ | ○ | ○ | ○ |
| Discussions after each round | ○ | ○ | ○ | ○ |

How useful do you feel the following activities or information were in assisting you to make your recommendations?

| | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|
| Committee-level statistics after Round 2 | ○ | ○ | ○ | ○ |
| Panelist agreement data provided after Round 1 | ○ | ○ | ○ | ○ |
| Panelist agreement data provided after Round 2 | ○ | ○ | ○ | ○ |
| Impact data after Round 2 | ○ | ○ | ○ | ○ |
| Discussion after each judgment round | ○ | ○ | ○ | ○ |

How adequate were the following elements of the session?

| | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|
| Amount of time to make judgments | ○ | ○ | ○ | ○ |
| Visual presentation of the feedback provided | ○ | ○ | ○ | ○ |
| Number of judgment rounds | ○ | ○ | ○ | ○ |

In applying the standard-setting method, you were asked to recommend cut scores (separating four performance levels) for student performance on STAAR assessments.

How confident do you feel that the Performance Level Descriptors (PLDs) for Math Grade 3 are reasonable for each student performance level?

| | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| Approaches | ○ | ○ | ○ | ○ |
| Meets | ○ | ○ | ○ | ○ |
| Masters | ○ | ○ | ○ | ○ |

In applying the standard-setting method, you were asked to recommend cut scores (separating four performance levels) for student performance on STAAR assessments.

How confident do you feel that the recommended cut scores for Math Grade 3 are reasonable for each student performance level?

| | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| Approaches | ○ | ○ | ○ | ○ |
| Meets | ○ | ○ | ○ | ○ |
| Masters | ○ | ○ | ○ | ○ |

How adequate were the following elements of the meeting?

| | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|
| Facilities used for the meeting | ○ | ○ | ○ | ○ |
| Computers used during the meeting | ○ | ○ | ○ | ○ |
| Pearson standard setting website for accessing materials and making judgments | ○ | ○ | ○ | ○ |
| Content review system for viewing items | ○ | ○ | ○ | ○ |
| Materials provided in the folder | ○ | ○ | ○ | ○ |
| Work space in table groups during the meeting | ○ | ○ | ○ | ○ |

Did you have adequate opportunities during the session to do the following?

| | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|
| Express your opinions about student performance levels | ○ | ○ | ○ | ○ |
| Ask questions about the cut score and how they will be used | ○ | ○ | ○ | ○ |
| Ask questions about the process of making cut score recommendations | ○ | ○ | ○ | ○ |
| Interact with your fellow panelists | ○ | ○ | ○ | ○ |

Do you believe your opinions and judgments were treated with respect by:

| | Yes | Sometimes | No |
|---|---|---|---|
| Fellow panelists | ○ | ○ | ○ |
| Facilitators | ○ | ○ | ○ |

Please use the space below to provide any additional comments you have regarding the standard setting process, facilitators, materials, etc.

# Appendix C – Committee Panelist Composition

### Table C.1. Panelist Position

| Content Area | Grade | Teacher (K–12) | Teacher (Higher Ed.) | Administrator (School) | Administrator (District) | Other Position | Total |
|---|---|---|---|---|---|---|---|
| Mathematics | 3 | 11 | – | – | – | – | 11 |
| | 4 | 13 | – | – | – | – | 13 |
| | 5 | 9 | – | – | – | 1 | 10 |
| | 6 | 11 | – | – | – | – | 11 |
| | 7 | 15 | – | – | – | – | 15 |
| | 8 | 11 | – | 1 | – | 1 | 13 |
| RLA | 3 | 9 | – | – | – | 5 | 14 |
| | 4 | 7 | – | – | 1 | 5 | 13 |
| | 5 | 9 | – | – | 1 | 2 | 12 |
| | 6 | 9 | – | – | – | 2 | 11 |
| | 7 | 16 | – | 1 | – | – | 17 |
| | 8 | 15 | – | | – | – | 15 |
| Spanish RLA | 3 | 8 | – | 1 | 1 | 2 | 12 |
| | 4 | 5 | – | – | 2 | 4 | 11 |
| | 5 | 9 | – | 1 | 1 | 1 | 12 |
| Science | 3 | 10 | – | – | – | 1 | 11 |
| | 5 | 14 | – | – | – | – | 14 |
| Social Studies | 8 | 12 | – | – | – | – | 12 |

### Table C.2. Years of Total Teaching Experience

| Content Area | Grade | 1 to 5 years | 6 to 10 years | 11 to 15 years | 16 to 20 years | More than 20 years | Total |
|---|---|---|---|---|---|---|---|
| Mathematics | 3 | 1 | 3 | 2 | 2 | 3 | 11 |
| | 4 | – | 2 | 3 | 2 | 6 | 13 |
| | 5 | 1 | 2 | 4 | – | 3 | 10 |
| | 6 | – | 1 | 4 | 2 | 4 | 11 |
| | 7 | – | 1 | 6 | 3 | 5 | 15 |
| | 8 | 2 | 3 | 3 | 2 | 3 | 13 |
| RLA | 3 | – | 5 | 3 | 4 | 2 | 14 |
| | 4 | – | 4 | 1 | 3 | 5 | 13 |
| | 5 | – | 3 | 3 | 1 | 5 | 12 |
| | 6 | – | 4 | 2 | 2 | 3 | 11 |
| | 7 | – | 6 | 2 | 2 | 7 | 17 |
| | 8 | 2 | 2 | 3 | 2 | 6 | 15 |
| Spanish RLA | 3 | 3 | 3 | 3 | 2 | 1 | 12 |
| | 4 | 1 | – | 5 | 1 | 4 | 11 |
| | 5 | – | 3 | 3 | 5 | 1 | 12 |
| Science | 3 | 1 | 3 | 3 | 2 | 2 | 11 |
| | 5 | – | 1 | 2 | 4 | 7 | 14 |
| Social Studies | 8 | – | 3 | – | 3 | 6 | 12 |

**Table C.3. Years of Experience Teaching This Subject at This Grade Level**

| Content Area | Grade | None | 1 to 5 years | 6 to 10 years | 11 to 15 years | 16 to 20 years | More than 20 years | Total |
|---|---|---|---|---|---|---|---|---|
| Mathematics | 3 | – | 6 | 4 | 1 | – | – | 11 |
| | 4 | 3 | 8 | 2 | – | – | – | 13 |
| | 5 | – | 3 | 3 | 1 | 1 | 2 | 10 |
| | 6 | – | 3 | 4 | 2 | 2 | – | 11 |
| | 7 | 2 | 6 | 3 | 1 | 3 | – | 15 |
| | 8 | – | 3 | 5 | 1 | 4 | – | 13 |
| RLA | 3 | – | 7 | 4 | 1 | 2 | – | 14 |
| | 4 | – | 8 | 2 | 1 | 2 | – | 13 |
| | 5 | – | 11 | 1 | – | | – | 12 |
| | 6 | 2 | 3 | 2 | 2 | 1 | 1 | 11 |
| | 7 | 1 | 7 | 3 | 2 | 1 | 3 | 17 |
| | 8 | 1 | 6 | 2 | 1 | 3 | 2 | 15 |
| Spanish RLA | 3 | – | 6 | 4 | 2 | – | – | 12 |
| | 4 | – | 4 | 5 | 1 | 1 | – | 11 |
| | 5 | 1 | 4 | 5 | 2 | – | – | 12 |
| Science | 3 | – | 5 | 4 | 1 | 1 | – | 11 |
| | 5 | – | 1 | 5 | 3 | 1 | 4 | 14 |
| Social Studies | 8 | – | 3 | 4 | 2 | 2 | 1 | 12 |

**Table C.4. Experience Teaching Student Populations (Check all that apply)**

| Content Area | Grade | Mainstream special education | Self-contained special education | English language learners (ELL) | General education | Vocational technical instruction |
|---|---|---|---|---|---|---|
| Mathematics | 3 | 9 | 3 | 8 | 11 | – |
| | 4 | 11 | 5 | 6 | 12 | – |
| | 5 | 9 | 6 | 7 | 10 | – |
| | 6 | 9 | 3 | 8 | 11 | 1 |
| | 7 | 14 | 5 | 12 | 14 | 1 |
| | 8 | 12 | 3 | 12 | 13 | – |
| RLA | 3 | 12 | 2 | 8 | 14 | – |
| | 4 | 12 | 3 | 11 | 13 | – |
| | 5 | 11 | 4 | 11 | 12 | 1 |
| | 6 | 10 | 2 | 8 | 11 | 2 |
| | 7 | 15 | 6 | 14 | 17 | 3 |
| | 8 | 13 | 2 | 11 | 14 | 1 |
| Spanish RLA | 3 | 8 | 5 | 12 | 9 | – |
| | 4 | 9 | 2 | 11 | 9 | – |
| | 5 | 7 | 2 | 12 | 10 | – |
| Science | 3 | 11 | 3 | 9 | 10 | 1 |
| | 5 | 13 | 3 | 13 | 14 | 2 |
| Social Studies | 8 | 12 | – | 11 | 12 | – |

### Table C.5. Highest Degree Completed

| Content Area | Grade | Bachelor's degree | Master's degree | Doctoral degree | Total |
|---|---|---|---|---|---|
| Mathematics | 3 | 6 | 5 | – | 11 |
| | 4 | 8 | 5 | – | 13 |
| | 5 | 6 | 4 | – | 10 |
| | 6 | 7 | 4 | – | 11 |
| | 7 | 8 | 7 | – | 15 |
| | 8 | 7 | 6 | – | 13 |
| RLA | 3 | 6 | 8 | – | 14 |
| | 4 | 5 | 8 | – | 13 |
| | 5 | 7 | 5 | – | 12 |
| | 6 | 5 | 4 | 2 | 11 |
| | 7 | 9 | 5 | 3 | 17 |
| | 8 | 7 | 7 | 2 | 16 |
| Spanish RLA | 3 | 5 | 6 | 1 | 12 |
| | 4 | 2 | 8 | 1 | 11 |
| | 5 | 2 | 9 | 1 | 12 |
| Science | 3 | 7 | 4 | – | 11 |
| | 5 | 6 | 8 | – | 14 |
| Social Studies | 8 | 8 | 4 | – | 12 |

### Table C.6. Demographic: Gender

| Content Area | Grade | Female | Male | Other/No Answer |
|---|---|---|---|---|
| Mathematics | 3 | 11 | – | – |
| | 4 | 10 | 3 | – |
| | 5 | 7 | 3 | – |
| | 6 | 1 | 10 | – |
| | 7 | 15 | – | – |
| | 8 | 11 | 2 | – |
| RLA | 3 | 14 | – | – |
| | 4 | 11 | – | 2 |
| | 5 | 11 | – | 1 |
| | 6 | 9 | 2 | – |
| | 7 | 14 | 3 | – |
| | 8 | 13 | 2 | – |
| Spanish RLA | 3 | 10 | 1 | 1 |
| | 4 | 10 | 1 | – |
| | 5 | 11 | 1 | – |
| Science | 3 | 9 | 2 | – |
| | 5 | 11 | 3 | – |
| Social Studies | 8 | 10 | 2 | – |

### Table C.7. Demographic: Ethnicity

| Content Area | Grade | Hispanic or Latino | Not Hispanic or Latino | No answer |
|---|---|---|---|---|
| Mathematics | 3 | 2 | 9 | – |
| | 4 | 3 | 10 | – |
| | 5 | 2 | 6 | 2 |
| | 6 | 1 | 10 | – |
| | 7 | 5 | 10 | – |
| | 8 | 6 | 5 | – |
| RLA | 3 | 3 | 11 | – |
| | 4 | 3 | 7 | – |
| | 5 | 1 | 11 | – |
| | 6 | 2 | 8 | 1 |
| | 7 | 5 | 10 | 2 |
| | 8 | 6 | 8 | 1 |
| Spanish RLA | 3 | 9 | 1 | 2 |
| | 4 | 10 | 1 | – |
| | 5 | 12 | – | – |
| Science | 3 | 2 | 9 | – |
| | 5 | 5 | 7 | – |
| Social Studies | 8 | 2 | 10 | – |

### Table C.8. Demographic: Race

| Content Area | Grade | American Indian or Alaskan Native | Asian | Black or African American | Middle Eastern | Native Hawaiian or Pacific Islander | White | No answer |
|---|---|---|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 2 | – | – | 9 | – |
| | 4 | – | – | 2 | – | – | 11 | – |
| | 5 | – | – | 1 | – | – | 9 | – |
| | 6 | – | 1 | 2 | – | – | 8 | – |
| | 7 | – | – | 1 | – | – | 14 | – |
| | 8 | – | – | 2 | – | – | 10 | 1 |
| RLA | 3 | – | – | 2 | – | – | 12 | – |
| | 4 | – | 1 | 2 | – | – | 7 | 3 |
| | 5 | – | 1 | 1 | – | – | 10 | – |
| | 6 | – | 1 | 1 | – | – | 9 | – |
| | 7 | – | 1 | 1 | – | – | 15 | – |
| | 8 | – | – | – | – | – | 14 | 1 |
| Spanish RLA | 3 | – | – | – | – | – | 7 | 5 |
| | 4 | – | – | – | – | – | 10 | 1 |
| | 5 | – | – | – | – | – | 9 | 3 |
| Science | 3 | 1 | 1 | 2 | – | – | 6 | 1 |
| | 5 | – | 2 | 1 | – | – | 10 | 1 |
| Social Studies | 8 | – | – | – | – | – | 12 | – |

### Table C.9. Currently Work in a School District

| Content Area | Grade | Yes | No (Higher Ed) |
|---|---|---|---|
| Mathematics | 3 | 11 | – |
| | 4 | 13 | – |
| | 5 | 10 | – |
| | 6 | 11 | – |
| | 7 | 15 | – |
| | 8 | 13 | – |
| RLA | 3 | 14 | – |
| | 4 | 13 | – |
| | 5 | 12 | – |
| | 6 | 11 | – |
| | 7 | 17 | – |
| | 8 | 15 | – |
| Spanish RLA | 3 | 12 | – |
| | 4 | 11 | – |
| | 5 | 12 | – |
| Science | 3 | 11 | – |
| | 5 | 14 | – |
| Social Studies | 8 | 12 | – |

### Table C.10. Size of School District

| Content Area | Grade | Small | Medium | Large |
|---|---|---|---|---|
| Mathematics | 3 | 5 | 4 | 2 |
| | 4 | 7 | 4 | 2 |
| | 5 | 4 | 4 | 2 |
| | 6 | 3 | 3 | 5 |
| | 7 | 6 | 2 | 7 |
| | 8 | 6 | 3 | 4 |
| RLA | 3 | 5 | 5 | 4 |
| | 4 | 7 | 3 | 3 |
| | 5 | 7 | 2 | 3 |
| | 6 | 4 | 3 | 4 |
| | 7 | 8 | 5 | 4 |
| | 8 | 7 | 2 | 6 |
| Spanish RLA | 3 | 2 | 4 | 6 |
| | 4 | 1 | 7 | 3 |
| | 5 | 1 | 2 | 9 |
| Science | 3 | 3 | 6 | 2 |
| | 5 | 1 | 8 | 5 |
| Social Studies | 8 | 2 | 4 | 6 |

### Table C.11. Type of School District

| Content Area | Grade | Rural | Metropolitan/ Urban | Suburban |
|---|---|---|---|---|
| Mathematics | 3 | 8 | 2 | 1 |
| | 4 | 9 | 3 | 1 |
| | 5 | 5 | 3 | 2 |
| | 6 | 3 | 2 | 6 |
| | 7 | 7 | 3 | 5 |
| | 8 | 6 | 5 | 2 |
| RLA | 3 | 4 | 3 | 7 |
| | 4 | 5 | 3 | 5 |
| | 5 | 7 | 3 | 2 |
| | 6 | 4 | 4 | 3 |
| | 7 | 10 | 3 | 4 |
| | 8 | 8 | 4 | 3 |
| Spanish RLA | 3 | 3 | 4 | 5 |
| | 4 | 2 | 4 | 5 |
| | 5 | 2 | 8 | 2 |
| Science | 3 | 5 | 1 | 5 |
| | 5 | 4 | 6 | 4 |
| Social Studies | 8 | 2 | 2 | 8 |

### Table C.12. Socioeconomic Status of School District

| Content Area | Grade | Low | Moderate | High |
|---|---|---|---|---|
| Mathematics | 3 | 9 | 1 | 1 |
| | 4 | 11 | 1 | 1 |
| | 5 | 6 | 4 | – |
| | 6 | 6 | 5 | – |
| | 7 | 7 | 7 | 1 |
| | 8 | 8 | 5 | – |
| RLA | 3 | 8 | 6 | – |
| | 4 | 7 | 6 | – |
| | 5 | 7 | 5 | – |
| | 6 | 5 | 5 | 1 |
| | 7 | 11 | 5 | 1 |
| | 8 | 10 | 4 | 1 |
| Spanish RLA | 3 | 10 | 1 | 1 |
| | 4 | 7 | 4 | – |
| | 5 | 8 | 4 | – |
| Science | 3 | 7 | 2 | 2 |
| | 5 | 8 | 5 | 1 |
| Social Studies | 8 | 6 | 6 | – |

## Appendix D – Standard Setting Meeting Agendas

# Texas STAAR Assessments
# Standard Setting Meeting
# June 2023

## Facilitator Agenda
## Reading Language Arts and Mathematics

Day 1: June 26

| Start Time | End Time | |
|---|---|---|
| *General Session* | | |
| 8:30 am | 8:45 am | Welcome, Orientation, and Security |
| 8:45 am | 9:15 am | Assessment Overview |
| 9:15 am | 9:50 am | Standard Setting Overview |
| 9:50 am | 10:00 am | *Break* |
| *Breakout Sessions (Grades 3, 5, 6, and 8)* | | |
| 10:00 am | 10:15 am | Welcome and Orientation |
| 10:15 am | 10:30 am | Assessment Overview |
| 10:30 am | 11:30 am | Experience the Assessment |
| 11:30 am | 12:15 pm | *Lunch* |
| 12:15 pm | 12:45 pm | PLD Overview and Discussion |
| 12:45 pm | 1:15 pm | Borderline Description Training and Modeling |
| 1:15 pm | 1:45 pm | Borderline Description Development – Meets<br>Group Work |
| 1:45 pm | 2:15 pm | Borderline Description Development – Meets<br>Whole-Group Discussion |
| 2:15 pm | 2:30 pm | *Break* |
| 2:30 pm | 3:00 pm | Borderline Description Development – Approaching and Masters<br>Group Work |
| 3:00 pm | 3:30 pm | Borderline Description Development – Approaching and Masters<br>Whole-Group Discussion |
| 3:30 pm | 4:00 pm | Standard Setting Training and Practice Judgments |
| 4:00 pm | 5:00 pm | Practice Judgment and Discussion |
| | 5:00 pm | End of Day |

Day 2: June 27

| Start Time | End Time | |
|---|---|---|
| *Breakout Session (Grades 3, 5, 6, and 8)* | | |
| 8:30 am | 8:45 am | Welcome and Review |
| 8:45 am | 9:00 am | Standard Setting Process Review |
| 9:00 am | 10:30 am | Round 1 Judgments |
| 10:30 am | 11:00 am | *Break (Data Analysis)* |
| 11:00 am | 11:30 am | Round 1 Judgment Feedback and Discussion |
| 11:30 am | 12:15 pm | *Lunch* |
| 12:15 pm | 1:00 pm | Round 1 Judgment Feedback and Discussion (cont.) |
| 1:00 pm | 2:00 pm | Round 2 Judgments |
| 2:00 pm | 2:30 pm | *Break (Data Analysis)* |
| 2:30 pm | 3:30 pm | Round 2 Judgment Feedback and Discussion |
| 3:30 pm | 4:15 pm | Round 3 Judgments |
| 4:15 pm | 4:30 pm | *Break (Data Analysis)* |
| 4:30 pm | 5:00 pm | Round 3 Discussion and Next Steps |
| | 5:00 pm | End-of-Day |

## Day 3: June 28

| Start Time | End Time | |
|---|---|---|
| *Breakout Sessions (Grades 4 and 7)* | | |
| *8:30 am* | 8:45 am | Welcome and Introductions |
| 8:45 am | 9:00 am | Assessment Overview |
| 9:00 am | *10:00 am* | Experience the Assessment Activity |
| | | |
| *10:00 am* | 10:15 am | *Break* |
| 10:15 am | 10:45 am | Performance Level Descriptors Discussion |
| 10:45 am | 11:30 am | Borderline Description Training and Modeling |
| | | |
| *11:30 am* | 12:15 pm | *Lunch* |
| 12:15 pm | 12:45 pm | Borderline Description Development – Meets Group Work |
| 12:45 pm | 1:15 pm | Borderline Description Development – Meets Whole-Group Discussion |
| 1:15 pm | 1:45 pm | Borderline Description Development – Approaching Group Work |
| 1:45 pm | 2:15 pm | Borderline Description Development – Approaching Whole-Group Discussion |
| | | |
| 2:15 pm | 2:30 pm | *Break* |
| 2:30 pm | 3:00 pm | Borderline Description Development –Masters Group Work |
| 3:00 pm | 3:30 pm | Borderline Description Development – Masters Whole-Group Discussion |
| 3:30 pm | 4:00 pm | Standard Setting Training and Practice Judgments |
| 4:00 pm | 5:00 pm | Practice Judgment and Discussion |
| | 5:00 pm | End of Day |

Day 4: – June 29

| Start Time | End Time | |
|---|---|---|
| *Breakout Sessions (Grades 4 and 7)* | | |
| 8:30 am | 8:45 am | Welcome and Review |
| 8:45 am | 9:00 am | Standard Setting Process Review |
| 9:00 am | 10:30 am | Round 1 Judgments |
| | | |
| 10:30 am | 11:00 am | *Break (Data Analysis)* |
| 11:00 am | 11:30 am | Round 1 Judgment Feedback and Discussion |
| | | |
| *11:30 am* | 12:15 pm | *Lunch* |
| 12:15 pm | 1:00 pm | Round 1 Judgment Feedback and Discussion (cont.) |
| 1:00 pm | 2:00 pm | Round 2 Judgments |
| | | |
| 2:00 pm | 2:30 pm | *Break (Data Analysis)* |
| 2:30 pm | 3:30 pm | Round 2 Judgment Feedback and Discussion |
| 3:30 pm | 4:15 pm | Round 3 Judgments |
| | | |
| 4:15 pm | 4:30 pm | *Break (Data Analysis)* |
| 4:30 pm | 5:00 pm | Round 3 Discussion and Next Steps |
| | 5:00 pm | *End of Day* |

## Day 5: June 30

| Start Time | End Time | |
|---|---|---|
| *Vertical Articulation* ***(Reading Language Arts Grades 3-8, Mathematics Grades 3-8)*** | | |
| *8:30 am* | 9:00 am | Welcome and Overview of Vertical Articulation |
| 9:00 am | 9:20 am | Review of PLDs across grade-bands |
| 9:20 am | 9:40 am | Individual review of PLDs |
| 9:40 am | 10:00 am | Discussion of Performance Expectations |
| | | |
| 10:00 am | 10:15 am | *Break* |
| 10:15 am | 11:00 am | Vertical Articulation Discussion |
| | | Review of cross-grade impact data |
| 11:00 am | Noon | Overall Proficiency Level Rules Discussion |

# Texas STAAR Assessments
# Standard Setting Meeting
# June 2023

## Facilitator Agenda
## Spanish Reading Language Arts – Grades 3, 4, and 5

Day 1: June 28

| Start Time | End Time | |
|---|---|---|
| *General Session* | | |
| 8:30 am | 8:45 am | Welcome, Orientation, and Security |
| 8:45 am | 9:15 am | Assessment Overview |
| 9:15 am | 9:50 am | Standard Setting Overview |
| 9:50 am | 10:00 am | *Break* |
| *Breakout Sessions* | | |
| 10:00 am | 10:15 am | Welcome and Orientation |
| 10:15 am | 10:30 am | Assessment Overview |
| 10:30 am | 11:30 am | Experience the Assessment |
| 11:30 am | 12:15 pm | *Lunch* |
| 12:15 pm | 12:45 pm | PLD Overview and Discussion |
| 12:45 pm | 1:15 pm | Borderline Description Training and Modeling |
| 1:15 pm | 1:45 pm | Borderline Description Development – Meets<br>Group Work |
| 1:45 pm | 2:15 pm | Borderline Description Development – Meets<br>Whole-Group Discussion |
| 2:15 pm | 2:30 pm | *Break* |
| 2:30 pm | 3:00 pm | Borderline Description Development – Approaching and Masters<br>Group Work |
| 3:00 pm | 3:30 pm | Borderline Description Development – Approaching and Masters<br>Whole-Group Discussion |
| 3:30 pm | 4:00 pm | Standard Setting Training and Practice Judgments |
| 4:00 pm | 5:00 pm | Practice Judgment and Discussion |
| | 5:00 pm | End of Day |

Day 2: June 29

| Start Time | End Time | |
|---|---|---|
| *Breakout Session* | | |
| 8:30 am | 8:45 am | Welcome and Review |
| 8:45 am | 9:00 am | Standard Setting Process Review |
| 9:00 am | 10:15 am | Round 1 Judgments |
| 10:15 am | 10:45 am | *Break (Data Analysis)* |
| 10:45 am | 11:45 am | Round 1 Judgment Feedback and Discussion |
| 11:45 am | 12:30 pm | *Lunch* |
| 12:30 pm | 1:30 pm | Round 2 Judgments |
| 1:30 pm | 2:00 pm | *Break (Data Analysis)* |
| 2:00 pm | 3:00 pm | Round 2 Judgment Feedback and Discussion |
| 3:00 pm | 3:30 pm | Round 3 Judgments |
| 3:30 pm | 4:00 pm | *Break (Data Analysis)* |
| 4:00 pm | 5:00 pm | Vertical Articulation |
| | 5:00 pm | End-of-Day |

# Texas STAAR Assessments
# Standard Setting Meeting
# June 2023

## Facilitator Agenda
## Science – Grades 5 and 8

Day 1: June 28

| Start Time | End Time | |
|---|---|---|
| *General Session* | | |
| 8:30 am | 8:45 am | Welcome, Orientation, and Security |
| 8:45 am | 9:15 am | Assessment Overview |
| 9:15 am | 9:50 am | Standard Setting Overview |
| 9:50 am | 10:00 am | *Break* |
| *Breakout Sessions* | | |
| 10:00 am | 10:15 am | Welcome and Orientation |
| 10:15 am | 10:30 am | |
| 10:30 am | 11:30 am | Experience the Assessment |
| 11:30 am | 12:15 pm | *Lunch* |
| 12:15 pm | 12:45 pm | PLD Overview and Discussion |
| 12:45 pm | 1:15 pm | Borderline Description Training and Modeling |
| 1:15 pm | 1:45 pm | Borderline Description Development – Meets<br>Group Work |
| 1:45 pm | 2:15 pm | Borderline Description Development – Meets<br>Whole-Group Discussion |
| 2:15 pm | 2:30 pm | *Break* |
| 2:30 pm | 3:00 pm | Borderline Description Development – Approaching and Masters<br>Group Work |
| 3:00 pm | 3:30 pm | Borderline Description Development – Approaching and Masters<br>Whole-Group Discussion |
| 3:30 pm | 4:00 pm | Standard Setting Training and Practice Judgments |
| 4:00 pm | 5:00 pm | Practice Judgment and Discussion |
| | 5:00 pm | End of Day |

Day 2: June 29

| Start Time | End Time | |
|---|---|---|
| *Breakout Session* | | |
| 8:30 am | 8:45 am | Welcome and Review |
| 8:45 am | 9:00 am | Standard Setting Process Review |
| 9:00 am | 10:30 am | Round 1 Judgments |
| 10:30 am | 11:00 am | *Break (Data Analysis)* |
| 11:00 am | 11:30 am | Round 1 Judgment Feedback and Discussion |
| 11:30 am | 12:15 pm | *Lunch* |
| 12:15 pm | 1:00 pm | Round 1 Judgment Feedback and Discussion (cont.) |
| 1:00 pm | 2:00 pm | Round 2 Judgments |
| 2:00 pm | 2:30 pm | *Break (Data Analysis)* |
| 2:30 pm | 3:30 pm | Round 2 Judgment Feedback and Discussion |
| 3:30 pm | 4:15 pm | Round 3 Judgments |
| 4:15 pm | 4:30 pm | *Break (Data Analysis)* |
| 4:30 pm | 5:00 pm | Round 3 Discussion and Next Steps |
| | 5:00 pm | End-of-Day |

# Texas STAAR Assessments
# Standard Setting Meeting
# June 2023

## Facilitator Agenda
## Social Studies

Day 1: June 26

| Start Time | End Time | |
|---|---|---|
| *General Session* | | |
| 8:30 am | 8:45 am | Welcome, Orientation, and Security |
| 8:45 am | 9:15 am | Assessment Overview |
| 9:15 am | 9:50 am | Standard Setting Overview |
| 9:50 am | 10:00 am | *Break* |
| *Breakout Sessions (Grades 8)* | | |
| 10:00 am | 10:15 am | Welcome and Orientation |
| 10:15 am | 10:30 am | Assessment Overview |
| 10:30 am | 11:30 am | Experience the Assessment |
| 11:30 am | 12:15 pm | *Lunch* |
| 12:15 pm | 12:45 pm | PLD Overview and Discussion |
| 12:45 pm | 1:15 pm | Borderline Description Training and Modeling |
| 1:15 pm | 1:45 pm | Borderline Description Development – Meets<br>Group Work |
| 1:45 pm | 2:15 pm | Borderline Description Development – Meets<br>Whole-Group Discussion |
| 2:15 pm | 2:30 pm | *Break* |
| 2:30 pm | 3:00 pm | Borderline Description Development – Approaching and Masters<br>Group Work |
| 3:00 pm | 3:30 pm | Borderline Description Development – Approaching and Masters<br>Whole-Group Discussion |
| 3:30 pm | 4:00 pm | Standard Setting Training and Practice Judgments |
| 4:00 pm | 5:00 pm | Practice Judgment and Discussion |
| | 5:00 pm | End of Day |

Day 2: June 27

| Start Time | End Time | |
|---|---|---|
| *Breakout Session (Grades 8)* | | |
| 8:30 am | 8:45 am | Welcome and Review |
| 8:45 am | 9:00 am | Standard Setting Process Review |
| 9:00 am | 10:30 am | Round 1 Judgments |
| 10:30 am | 11:00 am | *Break (Data Analysis)* |
| 11:00 am | 11:30 am | Round 1 Judgment Feedback and Discussion |
| 11:30 am | 12:15 pm | *Lunch* |
| 12:15 pm | 1:00 pm | Round 1 Judgment Feedback and Discussion (cont.) |
| 1:00 pm | 2:00 pm | Round 2 Judgments |
| 2:00 pm | 2:30 pm | *Break (Data Analysis)* |
| 2:30 pm | 3:30 pm | Round 2 Judgment Feedback and Discussion |
| 3:30 pm | 4:15 pm | Round 3 Judgments |
| 4:15 pm | 4:30 pm | *Break (Data Analysis)* |
| 4:30 pm | 5:00 pm | Round 3 Discussion and Next Steps |
| | 5:00 pm | End-of-Day |

# Appendix E – Examples of Feedback Data

Feedback data were provided to panelists after each judgment round. The following are examples of feedback data provided to panelists.

### Individual Item-Level Judgments

This provided the panelist with the actual item-level judgments that were recorded in the Pearson standard setting website. This was provided so that the panelist could check that the system recorded the judgments correctly.

### Mathematics Grade 3 – Individual Rating – Round 1

Table=1 Name=

| SeqNo | UIN | A | ME | MA |
|---|---|---|---|---|
| 1MC | | 0.3 | 0.6 | 0.9 |
| 2MC | | 0.4 | 0.7 | 0.9 |
| 3MC | | 0.5 | 0.8 | 0.9 |
| 4MC | | 0.2 | 0.5 | 0.8 |
| 5TE | | 0.0 | 1.0 | 1.0 |
| 6MC | | 0.3 | 0.6 | 0.8 |
| 7MC | | 0.2 | 0.4 | 0.7 |
| 8MC | | 0.4 | 0.7 | 0.9 |
| 9MC | | 0.2 | 0.5 | 0.7 |
| 10MC | | 0.4 | 0.7 | 0.9 |

### Individual Test-Level Recommendation

This provided the panelist with the recommendations for test-level cut scores based on their item judgments for the *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level* performance levels.

### Mathematics Grade 3 – Individual Cut Scores – Round 1

Table=1 Name=

| A Raw Score | A Roundup Raw Score | ME Raw Score | ME Roundup Raw Score | MA Raw Score | MA Roundup Raw Score |
|---|---|---|---|---|---|
| 8.5 | 9 | 23.2 | 24 | 30.8 | 31 |

### Overall Test-Level Recommendations

This provided the panelist with the aggregate test-level recommendation based on the individual panelists in the committee, including the number of panelists, the mean recommendation, the median recommendation, roundup median, the minimum and maximum recommendation, and the first and third quartiles for each performance level.

**Mathematics Grade 3 Round 1 Summary Statistics - Overall**

| | N | Mean | Median | Roundup Median | Min. | Max. | Q1 | Q3 |
|---|---|---|---|---|---|---|---|---|
| A Raw Score | 12 | 10.73 | 10.35 | 11 | 5.50 | 17.90 | 8.35 | 12.70 |
| ME Raw Score | 12 | 21.95 | 21.95 | 22 | 15.90 | 26.10 | 20.10 | 23.40 |
| MA Raw Score | 12 | 31.15 | 31.15 | 32 | 27.40 | 34.20 | 30.20 | 32.60 |

### Item-Level Judgment Agreement

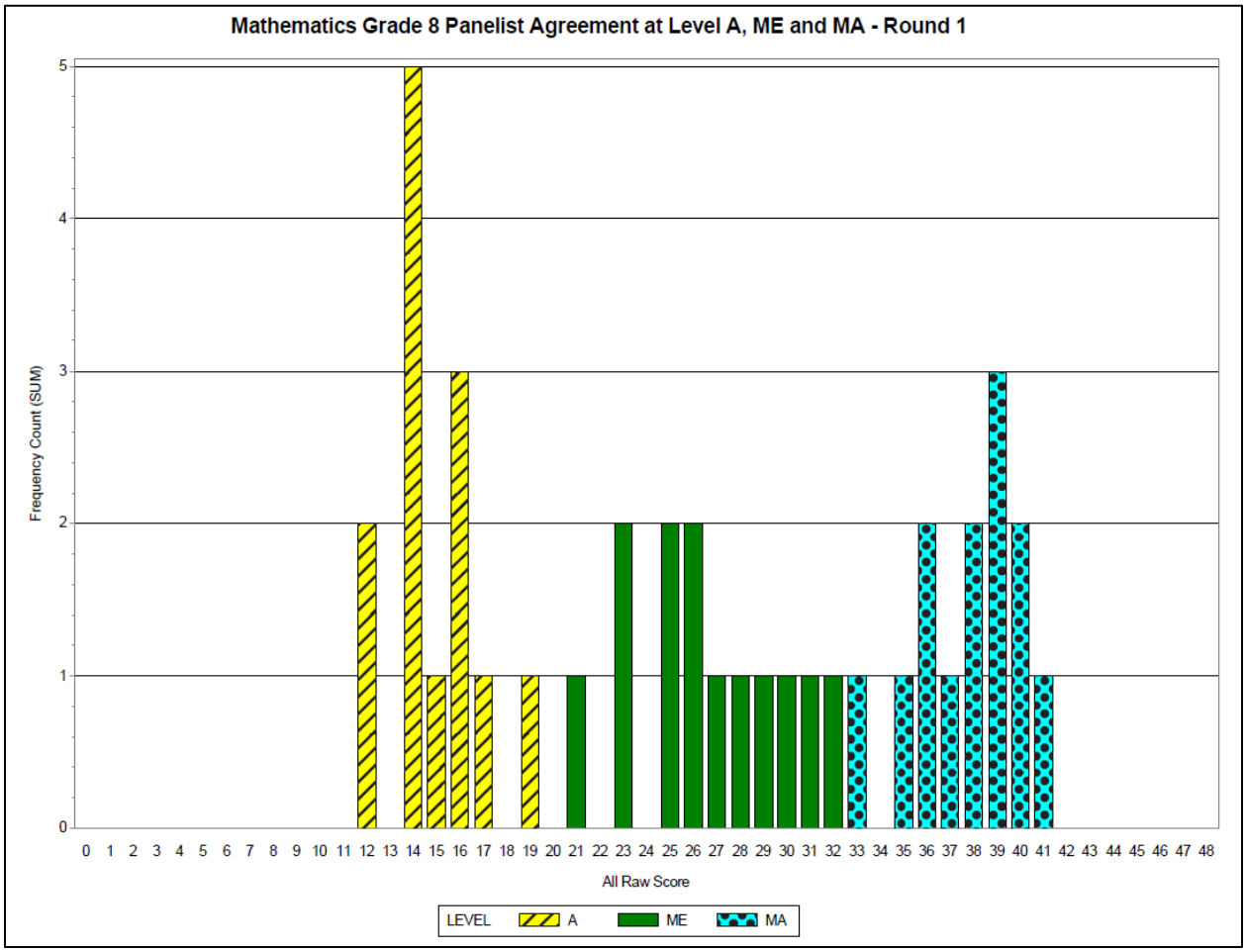
This provided the panelists with item-level judgment distributions for the committee for each item. Additionally, for each performance level, the items with the greatest level of judgment disagreement were identified.

**Mathematics Grade 3 Round 1 Round 1 Level A Flagged Items**

| SeqNo | UIN | Max. Points | 0.0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 | 1.0 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 25MC | | 1 | . | . | 8% | 17% | 33% | 17% | 25% | . | . | . | . |
| 17MC | | 1 | . | . | 17% | 17% | 33% | 25% | . | 8% | . | . | . |
| 13MC | | 1 | . | . | 17% | 25% | 17% | 33% | 8% | . | . | . | . |
| 2MC | | 1 | . | . | 17% | 33% | 25% | 17% | 8% | . | . | . | . |
| 8MC | | 1 | . | . | 25% | 17% | 33% | 25% | . | . | . | . | . |
| 4MC | | 1 | . | . | 33% | 33% | 25% | 8% | . | . | . | . | . |
| 3MC | | 1 | . | . | . | 17% | 25% | 42% | 8% | 8% | . | . | . |
| 23MC | | 1 | . | 8% | 42% | 25% | 25% | . | . | . | . | . | . |

### Test-Level Panelist Recommendation Agreement

This feedback was presented to panelists by the facilitator. It was presented as bar graphs displaying the distribution of panelist recommendations for the cut score, by raw score, for each performance level: *Approaches Grade Level*, *Meets Grade Level*, and *Masters Grade Level*.



# Appendix F – Committee Recommended Cut Scores by Round

**Table F.1. Committee Recommended Cut Scores by Round, Mathematics Grade 3**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 37 | 11 | 11 | 13 |
| Level 3: *Meets* | 37 | 22 | 21 | 21 |
| Level 4: *Masters* | 37 | 32 | 29 | 28 |

**Table F.2. Committee Recommended Cut Scores by Round, Mathematics Grade 4**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 40 | 13 | 13 | 13 |
| Level 3: *Meets* | 40 | 23 | 23 | 23 |
| Level 4: *Masters* | 40 | 33 | 33 | 31 |

**Table F.3. Committee Recommended Cut Scores by Round, Mathematics Grade 5**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 42 | 13 | 12 | 13 |
| Level 3: *Meets* | 42 | 27 | 25 | 24 |
| Level 4: *Masters* | 42 | 36 | 36 | 33 |

**Table F.4. Committee Recommended Cut Scores by Round, Mathematics Grade 6**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 43 | 12 | 12 | 14 |
| Level 3: *Meets* | 43 | 22 | 23 | 24 |
| Level 4: *Masters* | 43 | 34 | 33 | 33 |

**Table F.5. Committee Recommended Cut Scores by Round, Mathematics Grade 7**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 46 | 13 | 14 | 15 |
| Level 3: *Meets* | 46 | 26 | 26 | 26 |
| Level 4: *Masters* | 46 | 37 | 37 | 37 |

**Table F.6. Committee Recommended Cut Scores by Round, Mathematics Grade 8**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 48 | 14 | 15 | 15 |
| Level 3: *Meets* | 48 | 26 | 27 | 26 |
| Level 4: *Masters* | 48 | 38 | 39 | 37 |

**Table F.7. Committee Recommended Cut Scores by Round, RLA Grade 3**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 52 | 18 | 16 | 16 |
| Level 3: *Meets* | 52 | 29 | 26 | 26 |
| Level 4: *Masters* | 52 | 40 | 38 | 38 |

**Table F.8. Committee Recommended Cut Scores by Round, RLA Grade 4**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 52 | 15 | 15 | 15 |
| Level 3: *Meets* | 52 | 28 | 28 | 28 |
| Level 4: *Masters* | 52 | 38 | 37 | 37 |

**Table F.9. Committee Recommended Cut Scores by Round, RLA Grade 5**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 52 | 16 | 15 | 18 |
| Level 3: *Meets* | 52 | 25 | 24 | 28 |
| Level 4: *Masters* | 52 | 34 | 35 | 38 |

**Table F.10. Committee Recommended Cut Scores by Round, RLA Grade 6**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 56 | 24 | 22 | 20 |
| Level 3: *Meets* | 56 | 37 | 36 | 30 |
| Level 4: *Masters* | 56 | 49 | 48 | 40 |

**Table F.11. Committee Recommended Cut Scores by Round, RLA Grade 7**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 56 | 19 | 19 | 19 |
| Level 3: *Meets* | 56 | 33 | 31 | 31 |
| Level 4: *Masters* | 56 | 43 | 42 | 40 |

**Table F.12. Committee Recommended Cut Scores by Round, RLA Grade 8**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 56 | 18 | 19 | 17 |
| Level 3: *Meets* | 56 | 31 | 31 | 30 |
| Level 4: *Masters* | 56 | 43 | 42 | 40 |

**Table F.13. Committee Recommended Cut Scores by Round, Spanish RLA Grade 3**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 52 | 16 | 17 | 17 |
| Level 3: *Meets* | 52 | 28 | 28 | 28 |
| Level 4: *Masters* | 52 | 37 | 37 | 37 |

**Table F.14. Committee Recommended Cut Scores by Round, Spanish RLA Grade 4**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 52 | 20 | 21 | 21 |
| Level 3: *Meets* | 52 | 31 | 32 | 32 |
| Level 4: *Masters* | 52 | 41 | 42 | 41 |

**Table F.15. Committee Recommended Cut Scores by Round, Spanish RLA Grade 5**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 52 | 18 | 19 | 18 |
| Level 3: *Meets* | 52 | 32 | 31 | 31 |
| Level 4: *Masters* | 52 | 42 | 41 | 40 |

**Table F.16. Committee Recommended Cut Scores by Round, Science Grade 5**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 39 | 13 | 11 | 15 |
| Level 3: *Meets* | 39 | 23 | 19 | 23 |
| Level 4: *Masters* | 39 | 34 | 28 | 30 |

**Table F.17. Committee Recommended Cut Scores by Round, Science Grade 8**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 46 | 12 | 12 | 17 |
| Level 3: *Meets* | 46 | 24 | 24 | 25 |
| Level 4: *Masters* | 46 | 37 | 35 | 35 |

**Table F.18. Committee Recommended Cut Scores by Round, Social Studies Grade 8**

| Performance Level | Max. Score | Round 1 | Round 2 | Round 3 |
|---|---|---|---|---|
| Level 2: *Approaches* | 49 | 13 | 13 | 17 |
| Level 3: *Meets* | 49 | 23 | 24 | 28 |
| Level 4: *Masters* | 49 | 37 | 36 | 36 |

# Appendix G – Recommended Cut Score Summary Statistics

**Table G.1. Recommended Cut Score Summary Statistics, Mathematics Grade 3**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 10.73 | 21.48 | 31.18 |
| | Minimum | 5.5 | 15.9 | 27.4 |
| | Q1 | 8.4 | 20.1 | 30.2 |
| | **Median** | **10.4** | **22.0** | **31.2** |
| | **Roundup Median** | **11.0** | **22.0** | **32.0** |
| | Q3 | 12.7 | 23.4 | 32.6 |
| | Maximum | 17.9 | 26.1 | 34.2 |
| 2 | Mean | 11.01 | 20.67 | 29.05 |
| | Minimum | 7.2 | 16.4 | 25.7 |
| | Q1 | 9.6 | 19.2 | 27.3 |
| | **Median** | **10.3** | **21.0** | **28.6** |
| | **Roundup Median** | **11.0** | **21.0** | **29.0** |
| | Q3 | 11.9 | 22.4 | 31.4 |
| | Maximum | 17.0 | 23.9 | 32.6 |
| 3 | Mean | 12.80 | 21.00 | 28.30 |
| | Minimum | 11 | 19 | 27 |
| | Q1 | 12 | 21 | 28 |
| | **Median** | **13** | **21** | **28** |
| | Q3 | 13 | 22 | 29 |
| | Maximum | 16 | 22 | 30 |

**Table G.2. Recommended Cut Score Summary Statistics, Mathematics Grade 4**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 12.53 | 23.05 | 31.73 |
| | Minimum | 9.4 | 20.8 | 26.6 |
| | Q1 | 9.8 | 21.6 | 30.3 |
| | **Median** | **12.4** | **22.7** | **32.1** |
| | **Roundup Median** | **13.0** | **23.0** | **33.0** |
| | Q3 | 14.5 | 23.8 | 32.8 |
| | Maximum | 16.0 | 26.8 | 35.5 |
| 2 | Mean | 12.68 | 22.45 | 31.48 |
| | Minimum | 8.5 | 19.2 | 24.9 |
| | Q1 | 10.6 | 21.4 | 30.8 |
| | **Median** | **12.2** | **22.2** | **32.2** |
| | **Roundup Median** | **13.0** | **23.0** | **33.0** |
| | Q3 | 14.4 | 23.0 | 33.7 |
| | Maximum | 16.3 | 26.2 | 34.9 |
| 3 | Mean | 13.20 | 22.80 | 30.60 |
| | Minimum | 11 | 22 | 30 |
| | Q1 | 13 | 23 | 30 |
| | **Median** | **13** | **23** | **31** |
| | Q3 | 14 | 23 | 31 |
| | Maximum | 15 | 23 | 31 |

**Table G.3. Recommended Cut Score Summary Statistics, Mathematics Grade 5**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 12.55 | 26.23 | 35.18 |
| | Minimum | 8.4 | 21.8 | 29.5 |
| | Q1 | 10.6 | 24.7 | 33.4 |
| | **Median** | **12.8** | **26.3** | **35.8** |
| | **Roundup Median** | **13.0** | **27.0** | **36.0** |
| | Q3 | 13.7 | 26.7 | 37.2 |
| | Maximum | 16.1 | 31.5 | 38.0 |
| 2 | Mean | 11.85 | 24.95 | 34.48 |
| | Minimum | 8.6 | 20.8 | 28.5 |
| | Q1 | 10.4 | 24.0 | 33.0 |
| | **Median** | **12.0** | **25.0** | **35.2** |
| | **Roundup Median** | **12.0** | **25.0** | **36.0** |
| | Q3 | 13.6 | 26.5 | 36.0 |
| | Maximum | 14.1 | 27.4 | 37.6 |
| 3 | Mean | 12.90 | 24.00 | 32.80 |
| | Minimum | 12 | 21 | 30 |
| | Q1 | 12 | 23 | 32 |
| | **Median** | **13** | **24** | **33** |
| | Q3 | 14 | 25 | 34 |
| | Maximum | 14 | 25 | 35 |

**Table G.4. Recommended Cut Score Summary Statistics, Mathematics Grade 6**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 11.82 | 22.72 | 32.78 |
| | Minimum | 8.7 | 16.2 | 19.7 |
| | Q1 | 9.1 | 19.6 | 32.0 |
| | **Median** | **11.8** | **21.5** | **33.5** |
| | **Roundup Median** | **12.0** | **22.0** | **34.0** |
| | Q3 | 12.8 | 26.2 | 34.7 |
| | Maximum | 18.6 | 30.9 | 40.7 |
| 2 | Mean | 12.10 | 22.58 | 32.43 |
| | Minimum | 9.1 | 18.2 | 23.7 |
| | Q1 | 10.0 | 20.1 | 31.4 |
| | **Median** | **11.8** | **22.2** | **33.0** |
| | **Roundup Median** | **12.0** | **23.0** | **33.0** |
| | Q3 | 14.1 | 24.4 | 35.0 |
| | Maximum | 17.4 | 28.9 | 36.8 |
| 3 | Mean | 13.80 | 23.50 | 33.30 |
| | Minimum | 11 | 20 | 30 |
| | Q1 | 13 | 23 | 33 |
| | **Median** | **14** | **24** | **33** |
| | Q3 | 15 | 24 | 34 |
| | Maximum | 16 | 26 | 36 |

**Table G.5. Recommended Cut Score Summary Statistics, Mathematics Grade 7**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 13.09 | 25.37 | 35.03 |
| | Minimum | 9.6 | 19.3 | 22.6 |
| | Q1 | 11.6 | 23.8 | 32.8 |
| | **Median** | **12.8** | **25.7** | **37.0** |
| | **Roundup Median** | **13.0** | **26.0** | **37.0** |
| | Q3 | 14.7 | 27.8 | 37.8 |
| | Maximum | 17.5 | 31.5 | 42.3 |
| 2 | Mean | 13.31 | 25.61 | 35.23 |
| | Minimum | 9.7 | 20.9 | 28.5 |
| | Q1 | 12.2 | 24.0 | 34.3 |
| | **Median** | **13.7** | **25.9** | **36.1** |
| | **Roundup Median** | **14.0** | **26.0** | **37.0** |
| | Q3 | 14.5 | 27.2 | 36.9 |
| | Maximum | 16.0 | 28.5 | 37.7 |
| 3 | Mean | 15.40 | 26.10 | 36.50 |
| | Minimum | 14 | 22 | 35 |
| | Q1 | 15 | 26 | 36 |
| | **Median** | **15** | **26** | **37** |
| | Q3 | 16 | 27 | 37 |
| | Maximum | 17 | 29 | 37 |

**Table G.6. Recommended Cut Score Summary Statistics, Mathematics Grade 8**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 14.50 | 26.27 | 37.34 |
| | Minimum | 11.1 | 20.7 | 32.3 |
| | Q1 | 13.8 | 24.5 | 35.6 |
| | **Median** | **14.0** | **25.7** | **37.8** |
| | **Roundup Median** | **14.0** | **26.0** | **38.0** |
| | Q3 | 16.0 | 29.0 | 38.6 |
| | Maximum | 18.5 | 31.4 | 40.9 |
| 2 | Mean | 14.88 | 27.12 | 37.99 |
| | Minimum | 11.9 | 23.8 | 34.9 |
| | Q1 | 13.8 | 25.3 | 37.2 |
| | **Median** | **14.2** | **26.4** | **38.1** |
| | **Roundup Median** | **15.0** | **27.0** | **39.0** |
| | Q3 | 16.1 | 28.6 | 38.5 |
| | Maximum | 18.4 | 30.8 | 41.3 |
| 3 | Mean | 15.10 | 26.20 | 36.80 |
| | Minimum | 14 | 25 | 35 |
| | Q1 | 14 | 26 | 36 |
| | **Median** | **15** | **26** | **37** |
| | Q3 | 15 | 27 | 37 |
| | Maximum | 17 | 27 | 39 |

**Table G.7. Recommended Cut Score Summary Statistics, RLA Grade 3**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 18.20 | 28.79 | 39.04 |
| | Minimum | 11.9 | 22.5 | 30.9 |
| | Q1 | 14.7 | 25.0 | 36.9 |
| | **Median** | **17.2** | **28.7** | **39.3** |
| | **Roundup Median** | **18.0** | **29.0** | **40.0** |
| | Q3 | 21.6 | 31.8 | 41.8 |
| | Maximum | 27.4 | 38.3 | 46.4 |
| 2 | Mean | 16.02 | 26.12 | 36.51 |
| | Minimum | 13.2 | 21.3 | 29.0 |
| | Q1 | 13.7 | 24.4 | 33.7 |
| | **Median** | **15.3** | **25.1** | **37.1** |
| | **Roundup Median** | **16.0** | **26.0** | **38.0** |
| | Q3 | 18.2 | 28.4 | 38.4 |
| | Maximum | 20.6 | 30.4 | 43.5 |
| 3 | Mean | 15.80 | 26.10 | 37.40 |
| | Minimum | 14 | 25 | 34 |
| | Q1 | 16 | 25 | 36 |
| | **Median** | **16** | **26** | **38** |
| | Q3 | 16 | 27 | 38 |
| | Maximum | 18 | 28 | 40 |

**Table G.8. Recommended Cut Score Summary Statistics, RLA Grade 4**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 15.07 | 26.54 | 36.81 |
| | Minimum | 9.3 | 17.5 | 24.4 |
| | Q1 | 12.9 | 25.6 | 35.9 |
| | **Median** | **14.3** | **27.2** | **38.0** |
| | **Roundup Median** | **15.0** | **28.0** | **38.0** |
| | Q3 | 16.8 | 28.1 | 39.6 |
| | Maximum | 22.5 | 33.5 | 42.8 |
| 2 | Mean | 15.23 | 26.30 | 36.55 |
| | Minimum | 12.3 | 21.2 | 29.8 |
| | Q1 | 13.6 | 24.2 | 36.0 |
| | **Median** | **14.7** | **27.7** | **36.6** |
| | **Roundup Median** | **15.0** | **28.0** | **37.0** |
| | Q3 | 15.7 | 28.0 | 39.0 |
| | Maximum | 21.4 | 29.7 | 39.4 |
| 3 | Mean | 15.80 | 27.80 | 37.30 |
| | Minimum | 14 | 27 | 37 |
| | Q1 | 15 | 27 | 37 |
| | **Median** | **15** | **28** | **37** |
| | Q3 | 17 | 28 | 38 |
| | Maximum | 19 | 29 | 38 |

**Table G.9. Recommended Cut Score Summary Statistics, RLA Grade 5**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 14.95 | 24.77 | 33.86 |
| | Minimum | 11.3 | 21.2 | 28.3 |
| | Q1 | 11.6 | 22.2 | 29.1 |
| | **Median** | **16.0** | **24.5** | **33.5** |
| | **Roundup Median** | **16.0** | **25.0** | **34.0** |
| | Q3 | 17.2 | 26.9 | 37.0 |
| | Maximum | 17.7 | 30.4 | 39.1 |
| 2 | Mean | 14.72 | 24.05 | 33.85 |
| | Minimum | 11.9 | 21.9 | 29.0 |
| | Q1 | 13.0 | 22.2 | 32.6 |
| | **Median** | **14.3** | **24.0** | **34.1** |
| | **Roundup Median** | **15.0** | **24.0** | **35.0** |
| | Q3 | 16.9 | 25.0 | 34.8 |
| | Maximum | 18.1 | 27.4 | 37.5 |
| 3 | Mean | 17.90 | 28.10 | 37.50 |
| | Minimum | 17 | 26 | 35 |
| | Q1 | 17 | 27 | 36 |
| | **Median** | **18** | **28** | **38** |
| | Q3 | 19 | 29 | 38 |
| | Maximum | 19 | 30 | 42 |

**Table G.10. Recommended Cut Score Summary Statistics, RLA Grade 6**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 25.01 | 36.49 | 48.07 |
| | Minimum | 13.0 | 25.2 | 36.4 |
| | Q1 | 21.3 | 30.9 | 46.5 |
| | **Median** | **23.9** | **36.7** | **48.5** |
| | **Roundup Median** | **24.0** | **37.0** | **49.0** |
| | Q3 | 31.0 | 42.0 | 53.3 |
| | Maximum | 35.3 | 44.6 | 54.4 |
| 2 | Mean | 22.75 | 35.42 | 46.25 |
| | Minimum | 17.5 | 28.4 | 34.9 |
| | Q1 | 20.9 | 33.7 | 43.7 |
| | **Median** | **21.7** | **35.7** | **47.4** |
| | **Roundup Median** | **22.0** | **36.0** | **48.0** |
| | Q3 | 27.2 | 38.2 | 49.5 |
| | Maximum | 27.8 | 39.9 | 50.8 |
| 3 | Mean | 20.30 | 30.80 | 40.10 |
| | Minimum | 18 | 29 | 37 |
| | Q1 | 19 | 30 | 38 |
| | **Median** | **20** | **30** | **40** |
| | Q3 | 22 | 33 | 44 |
| | Maximum | 22 | 34 | 44 |

**Table G.11. Recommended Cut Score Summary Statistics, RLA Grade 7**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 19.24 | 30.75 | 41.64 |
| | Minimum | 8.9 | 19.1 | 30.8 |
| | Q1 | 16.9 | 29.9 | 41.5 |
| | **Median** | **18.6** | **32.2** | **42.7** |
| | **Roundup Median** | **19.0** | **33.0** | **43.0** |
| | Q3 | 23.6 | 33.0 | 44.3 |
| | Maximum | 26.9 | 33.5 | 46.4 |
| 2 | Mean | 18.81 | 29.36 | 39.65 |
| | Minimum | 9.4 | 16.6 | 28.7 |
| | Q1 | 16.8 | 29.1 | 37.5 |
| | **Median** | **18.6** | **30.2** | **41.2** |
| | **Roundup Median** | **19.0** | **31.0** | **42.0** |
| | Q3 | 22.0 | 32.3 | 42.4 |
| | Maximum | 24.4 | 34.1 | 44.7 |
| 3 | Mean | 18.90 | 31.10 | 40.80 |
| | Minimum | 17 | 28 | 38 |
| | Q1 | 18 | 30 | 40 |
| | **Median** | **19** | **31** | **40** |
| | Q3 | 19 | 32 | 42 |
| | Maximum | 23 | 33 | 43 |

**Table G.12. Recommended Cut Score Summary Statistics, RLA Grade 8**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 18.36 | 30.52 | 41.36 |
| | Minimum | 10.0 | 21.4 | 33.4 |
| | Q1 | 14.2 | 26.7 | 35.6 |
| | **Median** | **17.1** | **30.4** | **42.8** |
| | **Roundup Median** | **18.0** | **31.0** | **43.0** |
| | Q3 | 23.7 | 36.0 | 46.0 |
| | Maximum | 29.3 | 37.9 | 48.1 |
| 2 | Mean | 19.27 | 30.34 | 40.63 |
| | Minimum | 12.0 | 26.0 | 33.5 |
| | Q1 | 16.7 | 28.0 | 37.7 |
| | **Median** | **18.4** | **30.1** | **41.1** |
| | **Roundup Median** | **19.0** | **31.0** | **42.0** |
| | Q3 | 20.6 | 32.1 | 43.6 |
| | Maximum | 28.5 | 36.6 | 45.5 |
| 3 | Mean | 18.20 | 30.60 | 41.30 |
| | Minimum | 15 | 26 | 37 |
| | Q1 | 17 | 29 | 38 |
| | **Median** | **17** | **30** | **40** |
| | Q3 | 18 | 31 | 43 |
| | Maximum | 30 | 40 | 50 |

**Table G.13. Recommended Cut Score Summary Statistics, Spanish RLA Grade 3**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 14.82 | 25.73 | 34.33 |
| | Minimum | 3.9 | 8.1 | 15.9 |
| | Q1 | 11.8 | 21.7 | 30.9 |
| | **Median** | **15.8** | **27.4** | **36.4** |
| | **Roundup Median** | **16.0** | **28.0** | **37.0** |
| | Q3 | 18.5 | 31.1 | 39.1 |
| | Maximum | 24.6 | 36.2 | 47.6 |
| 2 | Mean | 16.90 | 27.68 | 36.50 |
| | Minimum | 12.3 | 20.7 | 29.2 |
| | Q1 | 15.0 | 25.7 | 33.5 |
| | **Median** | **16.1** | **27.9** | **36.8** |
| | **Roundup Median** | **17.0** | **28.0** | **37.0** |
| | Q3 | 18.9 | 30.1 | 39.4 |
| | Maximum | 24.1 | 34.4 | 41.8 |
| 3 | Mean | 17.40 | 27.70 | 36.70 |
| | Minimum | 16 | 25 | 33 |
| | Q1 | 17 | 26 | 35 |
| | **Median** | **17** | **28** | **37** |
| | Q3 | 18 | 29 | 38 |
| | Maximum | 20 | 30 | 41 |

**Table G.14. Recommended Cut Score Summary Statistics, Spanish RLA Grade 4**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 18.86 | 30.15 | 40.55 |
| | Minimum | 11.0 | 24.2 | 37.2 |
| | Q1 | 12.2 | 25.1 | 37.9 |
| | **Median** | **19.2** | **30.7** | **40.2** |
| | **Roundup Median** | **20.0** | **31.0** | **41.0** |
| | Q3 | 26.1 | 33.8 | 42.7 |
| | Maximum | 29.3 | 39.7 | 46.5 |
| 2 | Mean | 21.13 | 31.73 | 41.52 |
| | Minimum | 12.2 | 26.0 | 37.0 |
| | Q1 | 18.9 | 29.8 | 39.6 |
| | **Median** | **20.1** | **31.4** | **41.9** |
| | **Roundup Median** | **21.0** | **32.0** | **42.0** |
| | Q3 | 26.4 | 35.4 | 43.2 |
| | Maximum | 27.6 | 36.7 | 44.3 |
| 3 | Mean | 21.40 | 31.10 | 40.30 |
| | Minimum | 18 | 23 | 30 |
| | Q1 | 21 | 31 | 40 |
| | **Median** | **21** | **32** | **41** |
| | Q3 | 23 | 32 | 42 |
| | Maximum | 24 | 34 | 42 |

**Table G.15. Recommended Cut Score Summary Statistics, Spanish RLA Grade 5**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 18.28 | 30.05 | 40.24 |
| | Minimum | 13.4 | 21.9 | 29.4 |
| | Q1 | 15.4 | 26.3 | 39.5 |
| | **Median** | **17.5** | **31.2** | **41.5** |
| | **Roundup Median** | **18.0** | **32.0** | **42.0** |
| | Q3 | 20.3 | 33.1 | 42.7 |
| | Maximum | 28.6 | 37.2 | 43.8 |
| 2 | Mean | 18.33 | 29.77 | 39.94 |
| | Minimum | 14.0 | 26.0 | 36.5 |
| | Q1 | 16.4 | 26.7 | 38.5 |
| | **Median** | **18.1** | **31.0** | **40.1** |
| | **Roundup Median** | **19.0** | **31.0** | **41.0** |
| | Q3 | 19.9 | 31.8 | 41.7 |
| | Maximum | 23.4 | 33.1 | 42.4 |
| 3 | Mean | 18.50 | 30.20 | 40.30 |
| | Minimum | 17 | 27 | 37 |
| | Q1 | 18 | 30 | 40 |
| | **Median** | **18** | **31** | **40** |
| | Q3 | 19 | 31 | 42 |
| | Maximum | 20 | 32 | 42 |

**Table G.16. Recommended Cut Score Summary Statistics, Science Grade 5**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 13.66 | 23.64 | 32.16 |
| | Minimum | 10.7 | 17.8 | 27.0 |
| | Q1 | 10.8 | 20.8 | 31.0 |
| | **Median** | **12.6** | **22.7** | **33.2** |
| | **Roundup Median** | **13.0** | **23.0** | **34.0** |
| | Q3 | 14.4 | 27.1 | 34.2 |
| | Maximum | 20.7 | 29.1 | 35.8 |
| 2 | Mean | 11.13 | 19.41 | 28.50 |
| | Minimum | 8.9 | 16.5 | 26.0 |
| | Q1 | 10.0 | 17.8 | 27.2 |
| | **Median** | **10.6** | **19.0** | **27.7** |
| | **Roundup Median** | **11.0** | **19.0** | **28.0** |
| | Q3 | 12.0 | 20.3 | 30.8 |
| | Maximum | 15.6 | 25.2 | 31.7 |
| 3 | Mean | 15.50 | 23.30 | 30.60 |
| | Minimum | 14 | 22 | 29 |
| | Q1 | 14 | 22 | 30 |
| | **Median** | **15** | **23** | **30** |
| | Q3 | 16 | 25 | 32 |
| | Maximum | 20 | 27 | 33 |

**Table G.17. Recommended Cut Score Summary Statistics, Science Grade 8**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 12.42 | 24.38 | 35.81 |
| | Minimum | 7.1 | 17.6 | 27.5 |
| | Q1 | 9.2 | 22.6 | 34.1 |
| | **Median** | **11.8** | **23.7** | **36.4** |
| | **Roundup Median** | **12.0** | **24.0** | **37.0** |
| | Q3 | 15.7 | 26.2 | 39.5 |
| | Maximum | 21.6 | 34.1 | 41.9 |
| 2 | Mean | 12.28 | 23.16 | 34.51 |
| | Minimum | 8.5 | 18.3 | 28.4 |
| | Q1 | 9.5 | 21.2 | 32.1 |
| | **Median** | **11.1** | **23.3** | **34.5** |
| | **Roundup Median** | **12.0** | **24.0** | **35.0** |
| | Q3 | 14.2 | 25.5 | 37.1 |
| | Maximum | 19.2 | 28.3 | 40.2 |
| 3 | Mean | 16.00 | 25.40 | 35.40 |
| | Minimum | 12 | 23 | 33 |
| | Q1 | 14 | 24 | 35 |
| | **Median** | **17** | **25** | **35** |
| | Q3 | 18 | 26 | 37 |
| | Maximum | 20 | 29 | 38 |

**Table G.18. Recommended Cut Score Summary Statistics, Social Studies Grade 8**

| Round | Statistic | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|---|
| 1 | Mean | 12.57 | 23.03 | 34.53 |
| | Minimum | 7.0 | 11.5 | 22.7 |
| | Q1 | 10.5 | 19.6 | 30.4 |
| | **Median** | **12.5** | **22.4** | **36.5** |
| | **Roundup Median** | **13.0** | **23.0** | **37.0** |
| | Q3 | 13.9 | 27.6 | 38.8 |
| | Maximum | 22.0 | 34.8 | 44.1 |
| 2 | Mean | 12.84 | 23.50 | 34.28 |
| | Minimum | 7.2 | 14.6 | 22.2 |
| | Q1 | 11.0 | 21.2 | 32.1 |
| | **Median** | **13.0** | **23.6** | **35.8** |
| | **Roundup Median** | **13.0** | **24.0** | **36.0** |
| | Q3 | 14.1 | 27.2 | 38.1 |
| | Maximum | 19.2 | 30.4 | 41.5 |
| 3 | Mean | 16.80 | 28.00 | 36.10 |
| | Minimum | 16 | 25 | 34 |
| | Q1 | 16 | 27 | 35 |
| | **Median** | **17** | **28** | **36** |
| | Q3 | 18 | 30 | 37 |
| | Maximum | 18 | 30 | 40 |

# Appendix H – Test-Level Panelist Judgment Agreement

This appendix presents the raw score cuts selected by panelists for each performance level by round and the number of panelists who selected each cut score. Please note that the tables only show the raw score cuts that were selected and not the full range of raw scores available for each assessment.

**Table H.1. Panelist Agreement Data: Mathematics Grade 3, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 6 | 1 | | |
| 9 | 4 | | |
| 11 | 2 | | |
| 12 | 1 | | |
| 13 | 2 | | |
| 14 | 1 | | |
| 16 | | 1 | |
| 17 | | 1 | |
| 18 | 1 | | |
| 20 | | 1 | |
| 21 | | 3 | |
| 23 | | 1 | |
| 24 | | 3 | |
| 25 | | 1 | |
| 27 | | 1 | |
| 28 | | | 2 |
| 30 | | | 1 |
| 31 | | | 2 |
| 32 | | | 2 |
| 33 | | | 3 |
| 34 | | | 1 |
| 35 | | | 1 |

**Table H.2. Panelist Agreement Data: Mathematics Grade 3, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 8 | 1 | | |
| 10 | 4 | | |
| 11 | 2 | | |
| 12 | 3 | | |
| 15 | 1 | | |
| 17 | 1 | 1 | |
| 18 | | 1 | |
| 19 | | 1 | |
| 20 | | 1 | |
| 21 | | 2 | |
| 22 | | 3 | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 23 | | 1 | |
| 24 | | 2 | |
| 26 | | | 1 |
| 27 | | | 1 |
| 28 | | | 4 |
| 30 | | | 2 |
| 32 | | | 3 |
| 33 | | | 1 |

**Table H.3. Panelist Agreement Data: Mathematics Grade 3, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 11 | 2 | | |
| 12 | 4 | | |
| 13 | 4 | | |
| 15 | 1 | | |
| 16 | 1 | | |
| 19 | | 2 | |
| 21 | | 6 | |
| 22 | | 4 | |
| 27 | | | 2 |
| 28 | | | 5 |
| 29 | | | 4 |
| 30 | | | 1 |

**Table H.4. Panelist Agreement Data: Mathematics Grade 4, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 10 | 4 | | |
| 11 | 1 | | |
| 13 | 2 | | |
| 14 | 2 | | |
| 15 | 1 | | |
| 16 | 3 | | |
| 21 | | 2 | |
| 22 | | 4 | |
| 23 | | 1 | |
| 24 | | 3 | |
| 25 | | 1 | |
| 27 | | 2 | 1 |
| 30 | | | 2 |
| 31 | | | 2 |
| 32 | | | 1 |
| 33 | | | 4 |
| 34 | | | 1 |
| 35 | | | 1 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 36 | | | 1 |

**Table H.5. Panelist Agreement Data: Mathematics Grade 4, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 9 | 1 | | |
| 10 | 1 | | |
| 11 | 2 | | |
| 12 | 1 | | |
| 13 | 2 | | |
| 14 | 1 | | |
| 15 | 2 | | |
| 16 | 2 | | |
| 17 | 1 | | |
| 20 | | 1 | |
| 21 | | 1 | |
| 22 | | 4 | |
| 23 | | 4 | |
| 24 | | 1 | |
| 25 | | | 1 |
| 26 | | 1 | |
| 27 | | 1 | 1 |
| 31 | | | 2 |
| 32 | | | 2 |
| 33 | | | 3 |
| 34 | | | 2 |
| 35 | | | 2 |

**Table H.6. Panelist Agreement Data: Mathematics Grade 4, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 11 | 2 | | |
| 13 | 6 | | |
| 14 | 4 | | |
| 15 | 1 | | |
| 22 | | 2 | |
| 23 | | 11 | |
| 30 | | | 5 |
| 31 | | | 8 |

**Table H.7. Panelist Agreement Data: Mathematics Grade 5, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 9 | 1 | | |
| 11 | 2 | | |
| 12 | 1 | | |
| 13 | 2 | | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 3 | | |
| 15 | 1 | | |
| 17 | 1 | | |
| 22 | | 1 | |
| 23 | | 1 | |
| 25 | | 1 | |
| 26 | | 1 | |
| 27 | | 5 | |
| 30 | | 1 | 1 |
| 32 | | 1 | |
| 34 | | | 2 |
| 35 | | | 2 |
| 36 | | | 1 |
| 37 | | | 2 |
| 38 | | | 3 |

**Table H.8. Panelist Agreement Data: Mathematics Grade 5, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 9 | 1 | | |
| 10 | 1 | | |
| 11 | 2 | | |
| 12 | 2 | | |
| 13 | 1 | | |
| 14 | 3 | | |
| 15 | 1 | | |
| 21 | | 1 | |
| 23 | | 1 | |
| 24 | | 1 | |
| 25 | | 3 | |
| 26 | | 1 | |
| 27 | | 2 | |
| 28 | | 2 | |
| 29 | | | 1 |
| 33 | | | 2 |
| 34 | | | 1 |
| 35 | | | 1 |
| 36 | | | 4 |
| 37 | | | 1 |
| 38 | | | 1 |

**Table H.9. Panelist Agreement Data: Mathematics Grade 5, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 4 | | |
| 13 | 4 | | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 3 | | |
| 21 | | 1 | |
| 23 | | 2 | |
| 24 | | 3 | |
| 25 | | 5 | |
| 30 | | | 1 |
| 31 | | | 1 |
| 32 | | | 1 |
| 33 | | | 5 |
| 34 | | | 2 |
| 35 | | | 1 |

**Table H.10. Panelist Agreement Data: Mathematics Grade 6, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 9 | 3 | | |
| 10 | 1 | | |
| 11 | 2 | | |
| 12 | 1 | | |
| 13 | 4 | | |
| 17 | 1 | 1 | |
| 18 | | 2 | |
| 19 | 1 | | |
| 20 | | 2 | 1 |
| 21 | | 1 | |
| 22 | | 1 | |
| 24 | | 1 | |
| 25 | | 1 | |
| 27 | | 1 | |
| 28 | | 1 | |
| 29 | | | 2 |
| 30 | | 1 | |
| 31 | | 1 | |
| 32 | | | 1 |
| 33 | | | 2 |
| 34 | | | 2 |
| 35 | | | 2 |
| 37 | | | 1 |
| 39 | | | 1 |
| 41 | | | 1 |

**Table H.11. Panelist Agreement Data: Mathematics Grade 6, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 10 | 4 | | |
| 11 | 2 | | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 1 | | |
| 13 | 2 | | |
| 15 | 2 | | |
| 16 | 1 | | |
| 18 | 1 | | |
| 19 | | 2 | |
| 20 | | 1 | |
| 21 | | 3 | |
| 23 | | 1 | |
| 24 | | 1 | 1 |
| 25 | | 2 | |
| 26 | | 2 | |
| 29 | | 1 | 1 |
| 30 | | | 1 |
| 32 | | | 2 |
| 33 | | | 2 |
| 34 | | | 1 |
| 35 | | | 2 |
| 36 | | | 2 |
| 37 | | | 1 |

**Table H.12. Panelist Agreement Data: Mathematics Grade 6, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 11 | 1 | | |
| 12 | 1 | | |
| 13 | 3 | | |
| 14 | 3 | | |
| 15 | 4 | | |
| 16 | 1 | | |
| 20 | | 1 | |
| 22 | | 1 | |
| 23 | | 4 | |
| 24 | | 4 | |
| 25 | | 2 | |
| 26 | | 1 | |
| 30 | | | 1 |
| 32 | | | 2 |
| 33 | | | 6 |
| 34 | | | 1 |
| 35 | | | 1 |
| 36 | | | 2 |

**Table H.13. Panelist Agreement Data: Mathematics Grade 7, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 10 | 1 | | |
| 11 | 2 | | |
| 12 | 2 | | |
| 13 | 3 | | |
| 14 | 1 | | |
| 15 | 3 | | |
| 16 | 1 | | |
| 17 | 1 | | |
| 18 | 1 | | |
| 20 | | 3 | |
| 23 | | | 1 |
| 24 | | 1 | |
| 25 | | 2 | |
| 26 | | 2 | |
| 27 | | 2 | |
| 28 | | 2 | |
| 29 | | 2 | 1 |
| 32 | | 1 | 1 |
| 33 | | | 1 |
| 35 | | | 3 |
| 37 | | | 2 |
| 38 | | | 3 |
| 39 | | | 2 |
| 43 | | | 1 |

**Table H.14. Panelist Agreement Data: Mathematics Grade 7, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 10 | 1 | | |
| 11 | 1 | | |
| 12 | 1 | | |
| 13 | 2 | | |
| 14 | 4 | | |
| 15 | 3 | | |
| 16 | 3 | | |
| 21 | | 1 | |
| 23 | | 1 | |
| 24 | | 2 | |
| 25 | | 1 | |
| 26 | | 3 | |
| 27 | | 3 | |
| 28 | | 3 | |
| 29 | | 1 | 1 |
| 30 | | | 1 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 34 | | | 1 |
| 35 | | | 1 |
| 36 | | | 2 |
| 37 | | | 7 |
| 38 | | | 2 |

**Table H.15. Panelist Agreement Data: Mathematics Grade 7, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 2 | | |
| 15 | 6 | | |
| 16 | 6 | | |
| 17 | 1 | | |
| 22 | | 1 | |
| 25 | | 2 | |
| 26 | | 7 | |
| 27 | | 3 | |
| 28 | | 1 | |
| 29 | | 1 | |
| 35 | | | 2 |
| 36 | | | 4 |
| 37 | | | 9 |

**Table H.16. Panelist Agreement Data: Mathematics Grade 8, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 2 | | |
| 14 | 5 | | |
| 15 | 1 | | |
| 16 | 3 | | |
| 17 | 1 | | |
| 19 | 1 | | |
| 21 | | 1 | |
| 23 | | 2 | |
| 25 | | 2 | |
| 26 | | 2 | |
| 27 | | 1 | |
| 28 | | 1 | |
| 29 | | 1 | |
| 30 | | 1 | |
| 31 | | 1 | |
| 32 | | 1 | |
| 33 | | | 1 |
| 35 | | | 1 |
| 36 | | | 2 |
| 37 | | | 1 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 38 | | | 2 |
| 39 | | | 3 |
| 40 | | | 2 |
| 41 | | | 1 |

**Table H.17. Panelist Agreement Data: Mathematics Grade 8, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 1 | | |
| 14 | 4 | | |
| 15 | 3 | | |
| 16 | 1 | | |
| 17 | 2 | | |
| 18 | 1 | | |
| 19 | 1 | | |
| 24 | | 1 | |
| 25 | | 1 | |
| 26 | | 2 | |
| 27 | | 3 | |
| 28 | | 2 | |
| 29 | | 2 | |
| 31 | | 2 | |
| 35 | | | 1 |
| 36 | | | 1 |
| 37 | | | 1 |
| 38 | | | 3 |
| 39 | | | 4 |
| 40 | | | 1 |
| 41 | | | 1 |
| 42 | | | 1 |

**Table H.18. Panelist Agreement Data: Mathematics Grade 8, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 4 | | |
| 15 | 6 | | |
| 16 | 1 | | |
| 17 | 2 | | |
| 25 | | 2 | |
| 26 | | 6 | |
| 27 | | 5 | |
| 35 | | | 1 |
| 36 | | | 4 |
| 37 | | | 5 |
| 38 | | | 2 |
| 39 | | | 1 |

**Table H.19. Panelist Agreement Data: RLA Grade 3, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 1 | | |
| 14 | 2 | | |
| 15 | 3 | | |
| 16 | 1 | | |
| 20 | 2 | | |
| 22 | 2 | | |
| 23 | 1 | 1 | |
| 24 | | 2 | |
| 25 | | 1 | |
| 26 | 1 | 2 | |
| 28 | 1 | | |
| 29 | | 1 | |
| 30 | | 1 | |
| 31 | | 1 | 1 |
| 32 | | 2 | 1 |
| 34 | | 1 | |
| 35 | | 1 | 1 |
| 37 | | | 1 |
| 38 | | | 1 |
| 39 | | 1 | 1 |
| 40 | | | 2 |
| 41 | | | 1 |
| 42 | | | 2 |
| 43 | | | 1 |
| 46 | | | 1 |
| 47 | | | 1 |

**Table H.20. Panelist Agreement Data: RLA Grade 3, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 5 | | |
| 15 | 1 | | |
| 16 | 3 | | |
| 18 | 1 | | |
| 19 | 1 | | |
| 20 | 2 | | |
| 21 | 1 | | |
| 22 | | 1 | |
| 24 | | 2 | |
| 25 | | 4 | |
| 26 | | 1 | |
| 27 | | 1 | |
| 29 | | 2 | 1 |
| 30 | | 2 | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 31 | | 1 | 1 |
| 33 | | | 1 |
| 34 | | | 1 |
| 36 | | | 1 |
| 37 | | | 2 |
| 38 | | | 2 |
| 39 | | | 3 |
| 42 | | | 1 |
| 44 | | | 1 |

**Table H.21. Panelist Agreement Data: RLA Grade 3, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 2 | | |
| 15 | 1 | | |
| 16 | 10 | | |
| 18 | 1 | | |
| 25 | | 4 | |
| 26 | | 6 | |
| 27 | | 2 | |
| 28 | | 2 | |
| 34 | | | 1 |
| 35 | | | 1 |
| 36 | | | 2 |
| 37 | | | 3 |
| 38 | | | 4 |
| 40 | | | 3 |

**Table H.22. Panelist Agreement Data: RLA Grade 4, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 10 | 1 | | |
| 11 | 1 | | |
| 13 | 2 | | |
| 14 | 2 | | |
| 15 | 2 | | |
| 17 | 2 | | |
| 18 | 1 | 1 | |
| 23 | 2 | 1 | |
| 24 | | 1 | |
| 25 | | | 1 |
| 26 | | 1 | |
| 27 | | 2 | |
| 28 | | 3 | |
| 29 | | 2 | |
| 30 | | 1 | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 33 | | | 1 |
| 34 | | 1 | 1 |
| 36 | | | 1 |
| 37 | | | 1 |
| 38 | | | 2 |
| 39 | | | 2 |
| 40 | | | 2 |
| 42 | | | 1 |
| 43 | | | 1 |

**Table H.23. Panelist Agreement Data: RLA Grade 4, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 13 | 1 | | |
| 14 | 3 | | |
| 15 | 4 | | |
| 16 | 2 | | |
| 17 | 1 | | |
| 18 | 1 | | |
| 22 | 1 | 1 | |
| 23 | | 1 | |
| 24 | | 1 | |
| 25 | | 2 | |
| 28 | | 5 | |
| 29 | | 2 | |
| 30 | | 1 | 1 |
| 33 | | | 1 |
| 36 | | | 3 |
| 37 | | | 3 |
| 38 | | | 1 |
| 39 | | | 1 |
| 40 | | | 3 |

**Table H.24. Panelist Agreement Data: RLA Grade 4, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 1 | | |
| 15 | 7 | | |
| 16 | 1 | | |
| 17 | 3 | | |
| 19 | 1 | | |
| 27 | | 4 | |
| 28 | | 8 | |
| 29 | | 1 | |
| 37 | | | 9 |
| 38 | | | 4 |

**Table H.25. Panelist Agreement Data: RLA Grade 5, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 3 | | |
| 14 | 1 | | |
| 15 | 1 | | |
| 16 | 1 | | |
| 17 | 2 | | |
| 18 | 3 | | |
| 22 | | 2 | |
| 23 | | 3 | |
| 25 | | 1 | |
| 26 | | 1 | |
| 27 | | 2 | |
| 29 | | 1 | 2 |
| 30 | | | 1 |
| 31 | | 1 | |
| 33 | | | 1 |
| 34 | | | 2 |
| 36 | | | 1 |
| 37 | | | 2 |
| 39 | | | 1 |
| 40 | | | 1 |

**Table H.26. Panelist Agreement Data: RLA Grade 5, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 1 | | |
| 13 | 2 | | |
| 14 | 2 | | |
| 15 | 2 | | |
| 16 | 1 | | |
| 17 | 1 | | |
| 18 | 1 | | |
| 19 | 1 | | |
| 22 | | 2 | |
| 23 | | 1 | |
| 24 | | 3 | |
| 25 | | 3 | |
| 27 | | 1 | |
| 28 | | 1 | |
| 29 | | | 1 |
| 32 | | | 1 |
| 33 | | | 1 |
| 34 | | | 2 |
| 35 | | | 4 |
| 37 | | | 1 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 38 | | | 1 |

**Table H.27. Panelist Agreement Data: RLA Grade 5, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 17 | 4 | | |
| 18 | 4 | | |
| 19 | 3 | | |
| 26 | | 1 | |
| 27 | | 4 | |
| 28 | | 1 | |
| 29 | | 3 | |
| 30 | | 2 | |
| 35 | | | 1 |
| 36 | | | 3 |
| 37 | | | 1 |
| 38 | | | 5 |
| 42 | | | 1 |

**Table H.28. Panelist Agreement Data: RLA Grade 6, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 13 | 1 | | |
| 18 | 1 | | |
| 22 | 1 | | |
| 23 | 1 | | |
| 24 | 2 | | |
| 26 | 1 | 1 | |
| 30 | 1 | 1 | |
| 31 | 1 | 1 | |
| 33 | 1 | | |
| 34 | | 1 | |
| 35 | | 1 | |
| 36 | 1 | | |
| 37 | | 1 | 1 |
| 41 | | 2 | 1 |
| 42 | | 1 | |
| 45 | | 2 | |
| 47 | | | 2 |
| 48 | | | 1 |
| 49 | | | 1 |
| 50 | | | 1 |
| 52 | | | 1 |
| 54 | | | 2 |
| 55 | | | 1 |

**Table H.29. Panelist Agreement Data: RLA Grade 6, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 18 | 1 | | |
| 19 | 1 | | |
| 21 | 1 | | |
| 22 | 3 | | |
| 24 | 2 | | |
| 28 | 3 | | |
| 29 | | 1 | |
| 34 | | 3 | |
| 35 | | 1 | 1 |
| 36 | | 2 | |
| 38 | | 1 | |
| 39 | | 2 | |
| 40 | | 1 | |
| 42 | | | 1 |
| 44 | | | 1 |
| 46 | | | 1 |
| 47 | | | 1 |
| 48 | | | 1 |
| 49 | | | 1 |
| 50 | | | 2 |
| 51 | | | 2 |

**Table H.30. Panelist Agreement Data: RLA Grade 6, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 18 | 2 | | |
| 19 | 1 | | |
| 20 | 4 | | |
| 22 | 4 | | |
| 29 | | 1 | |
| 30 | | 7 | |
| 33 | | 2 | |
| 34 | | 1 | |
| 37 | | | 1 |
| 38 | | | 4 |
| 40 | | | 3 |
| 44 | | | 3 |

**Table H.31. Panelist Agreement Data: RLA Grade 7, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 9 | 1 | | |
| 14 | 2 | | |
| 15 | 1 | | |
| 17 | 1 | | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 18 | 2 | | |
| 19 | 2 | | |
| 20 | 1 | 1 | |
| 21 | 1 | | |
| 23 | 1 | | |
| 24 | 1 | | |
| 25 | 2 | 1 | |
| 27 | 2 | | |
| 30 | | 3 | |
| 31 | | 2 | 1 |
| 33 | | 6 | 1 |
| 34 | | 4 | |
| 37 | | | 1 |
| 42 | | | 3 |
| 43 | | | 4 |
| 44 | | | 1 |
| 45 | | | 4 |
| 47 | | | 2 |

**Table H.32. Panelist Agreement Data: RLA Grade 7, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 10 | 1 | | |
| 14 | 1 | | |
| 16 | 1 | | |
| 17 | 2 | 1 | |
| 18 | 1 | | |
| 19 | 4 | | |
| 20 | 2 | | |
| 22 | 1 | | |
| 23 | 1 | 1 | |
| 24 | 1 | | |
| 25 | 2 | | |
| 26 | | 1 | |
| 29 | | 1 | 1 |
| 30 | | 4 | |
| 31 | | 2 | |
| 32 | | 1 | 1 |
| 33 | | 5 | |
| 35 | | 1 | |
| 36 | | | 1 |
| 38 | | | 2 |
| 40 | | | 2 |
| 41 | | | 1 |
| 42 | | | 3 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 43 | | | 4 |
| 44 | | | 1 |
| 45 | | | 1 |

**Table H.33. Panelist Agreement Data: RLA Grade 7, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 17 | 1 | | |
| 18 | 6 | | |
| 19 | 6 | | |
| 20 | 3 | | |
| 23 | 1 | | |
| 28 | | 1 | |
| 30 | | 6 | |
| 31 | | 4 | |
| 32 | | 2 | |
| 33 | | 4 | |
| 38 | | | 1 |
| 39 | | | 1 |
| 40 | | | 7 |
| 41 | | | 1 |
| 42 | | | 6 |
| 43 | | | 1 |

**Table H.34. Panelist Agreement Data: RLA Grade 8, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 10 | 1 | | |
| 11 | 2 | | |
| 15 | 3 | | |
| 16 | 1 | | |
| 17 | 2 | | |
| 18 | 1 | | |
| 19 | 1 | | |
| 20 | 1 | | |
| 22 | 1 | 2 | |
| 24 | 1 | | |
| 25 | 2 | | |
| 26 | | 2 | |
| 27 | | 1 | |
| 28 | | 1 | |
| 29 | 1 | 1 | |
| 30 | 1 | 2 | |
| 31 | | 1 | |
| 33 | | 2 | |
| 34 | | | 2 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 35 | | 1 | 2 |
| 36 | | 1 | 1 |
| 37 | | 2 | |
| 38 | | 2 | 2 |
| 42 | | | 2 |
| 44 | | | 1 |
| 45 | | | 1 |
| 46 | | | 3 |
| 47 | | | 2 |
| 48 | | | 1 |
| 49 | | | 1 |

**Table H.35. Panelist Agreement Data: RLA Grade 8, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 1 | | |
| 17 | 5 | | |
| 18 | 3 | | |
| 20 | 3 | | |
| 21 | 2 | | |
| 23 | 1 | | |
| 24 | 1 | | |
| 26 | | 1 | |
| 27 | 1 | 1 | |
| 28 | | 3 | |
| 29 | 1 | 1 | |
| 30 | | 3 | |
| 31 | | 2 | |
| 32 | | 2 | |
| 33 | | 2 | |
| 34 | | 1 | 1 |
| 35 | | 1 | |
| 37 | | 1 | 1 |
| 38 | | | 3 |
| 39 | | | 2 |
| 40 | | | 1 |
| 41 | | | 1 |
| 42 | | | 1 |
| 43 | | | 2 |
| 44 | | | 3 |
| 45 | | | 2 |
| 46 | | | 1 |

**Table H.36. Panelist Agreement Data: RLA Grade 8, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 15 | 1 | | |
| 16 | 1 | | |
| 17 | 9 | | |
| 18 | 3 | | |
| 19 | 2 | | |
| 22 | 1 | | |
| 26 | | 1 | |
| 27 | | 1 | |
| 28 | | 1 | |
| 29 | | 2 | |
| 30 | 1 | 5 | |
| 31 | | 4 | |
| 32 | | 2 | |
| 34 | | 1 | |
| 37 | | | 2 |
| 38 | | | 3 |
| 40 | | 1 | 5 |
| 42 | | | 2 |
| 43 | | | 2 |
| 44 | | | 2 |
| 48 | | | 1 |
| 50 | | | 1 |

**Table H.37. Panelist Agreement Data: Spanish RLA Grade 3, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 4 | 1 | | |
| 8 | 1 | | |
| 9 | | 1 | |
| 11 | 1 | | |
| 13 | 1 | | |
| 14 | | 1 | |
| 15 | 1 | | |
| 16 | 1 | | 1 |
| 17 | 2 | | |
| 19 | 3 | 1 | |
| 22 | | | 1 |
| 25 | 1 | 1 | |
| 27 | | 2 | 1 |
| 28 | | 1 | |
| 30 | | 1 | |
| 31 | | 1 | |
| 32 | | 1 | |
| 35 | | | 1 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 36 | | 1 | 2 |
| 37 | | 1 | |
| 38 | | | 2 |
| 39 | | | 1 |
| 40 | | | 1 |
| 43 | | | 1 |
| 48 | | | 1 |

**Table H.38. Panelist Agreement Data: Spanish RLA Grade 3, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 13 | 1 | | |
| 14 | 1 | | |
| 15 | 1 | | |
| 16 | 3 | | |
| 17 | 2 | | |
| 19 | 1 | | |
| 20 | 1 | | |
| 21 | 1 | 1 | |
| 25 | 1 | 2 | |
| 27 | | 2 | |
| 28 | | 1 | |
| 29 | | 2 | |
| 30 | | 1 | 1 |
| 31 | | 2 | |
| 33 | | | 1 |
| 34 | | | 2 |
| 35 | | 1 | |
| 36 | | | 1 |
| 37 | | | 2 |
| 39 | | | 2 |
| 41 | | | 1 |
| 42 | | | 2 |

**Table H.39. Panelist Agreement Data: Spanish RLA Grade 3, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 16 | 1 | | |
| 17 | 7 | | |
| 18 | 3 | | |
| 20 | 1 | | |
| 25 | | 1 | |
| 26 | | 3 | |
| 28 | | 5 | |
| 29 | | 1 | |
| 30 | | 2 | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 33 | | | 1 |
| 34 | | | 1 |
| 35 | | | 2 |
| 36 | | | 2 |
| 37 | | | 3 |
| 39 | | | 1 |
| 40 | | | 1 |
| 41 | | | 1 |

**Table H.40. Panelist Agreement Data: Spanish RLA Grade 4, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 11 | 1 | | |
| 12 | 1 | | |
| 13 | 1 | | |
| 15 | 1 | | |
| 16 | 1 | | |
| 20 | 2 | | |
| 23 | 1 | | |
| 25 | | 2 | |
| 26 | | 1 | |
| 27 | 2 | 2 | |
| 30 | 1 | | |
| 31 | | 1 | |
| 33 | | 1 | |
| 34 | | 2 | |
| 35 | | 1 | |
| 38 | | | 3 |
| 39 | | | 2 |
| 40 | | 1 | |
| 41 | | | 1 |
| 42 | | | 2 |
| 43 | | | 1 |
| 44 | | | 1 |
| 47 | | | 1 |

**Table H.41. Panelist Agreement Data: Spanish RLA Grade 4, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 13 | 1 | | |
| 16 | 1 | | |
| 19 | 1 | | |
| 20 | 2 | | |
| 21 | 2 | | |
| 24 | 1 | | |
| 26 | | 1 | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 27 | 1 | | |
| 28 | 2 | 1 | |
| 30 | | 1 | |
| 32 | | 4 | |
| 33 | | 1 | |
| 36 | | 2 | |
| 37 | | 1 | 1 |
| 39 | | | 1 |
| 40 | | | 1 |
| 41 | | | 1 |
| 42 | | | 2 |
| 43 | | | 1 |
| 44 | | | 3 |
| 45 | | | 1 |

**Table H.42. Panelist Agreement Data: Spanish RLA Grade 4, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 18 | 1 | | |
| 20 | 1 | | |
| 21 | 5 | | |
| 22 | 1 | | |
| 23 | 2 | 1 | |
| 24 | 1 | | |
| 30 | | 1 | 1 |
| 31 | | 2 | |
| 32 | | 5 | |
| 33 | | 1 | |
| 34 | | 1 | |
| 40 | | | 2 |
| 41 | | | 3 |
| 42 | | | 5 |

**Table H.43. Panelist Agreement Data: Spanish RLA Grade 5, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 1 | | |
| 15 | 1 | | |
| 16 | 2 | | |
| 17 | 2 | | |
| 19 | 2 | | |
| 21 | 2 | | |
| 22 | 1 | 1 | |
| 25 | | 1 | |
| 27 | | 2 | |
| 29 | 1 | | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 30 | | 1 | 1 |
| 31 | | 1 | |
| 32 | | 2 | |
| 33 | | 1 | |
| 34 | | 1 | |
| 35 | | 1 | |
| 37 | | | 1 |
| 38 | | 1 | |
| 39 | | | 1 |
| 41 | | | 2 |
| 42 | | | 2 |
| 43 | | | 2 |
| 44 | | | 3 |

**Table H.44. Panelist Agreement Data: Spanish RLA Grade 5, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 1 | | |
| 16 | 1 | | |
| 17 | 3 | | |
| 18 | 1 | | |
| 19 | 2 | | |
| 20 | 1 | | |
| 21 | 1 | | |
| 24 | 2 | | |
| 26 | | 1 | |
| 27 | | 3 | |
| 30 | | 1 | |
| 31 | | 1 | |
| 32 | | 4 | |
| 33 | | 1 | |
| 34 | | 1 | |
| 37 | | | 1 |
| 38 | | | 1 |
| 39 | | | 3 |
| 40 | | | 1 |
| 41 | | | 1 |
| 42 | | | 3 |
| 43 | | | 2 |

**Table H.45. Panelist Agreement Data: Spanish RLA Grade 5, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 17 | 1 | | |
| 18 | 6 | | |
| 19 | 3 | | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 20 | 2 | | |
| 27 | | 1 | |
| 29 | | 2 | |
| 30 | | 3 | |
| 31 | | 5 | |
| 32 | | 1 | |
| 37 | | | 1 |
| 38 | | | 1 |
| 40 | | | 5 |
| 41 | | | 2 |
| 42 | | | 3 |

**Table H.46. Panelist Agreement Data: Science Grade 5, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 11 | 3 | | |
| 12 | 1 | | |
| 13 | 2 | | |
| 14 | 1 | | |
| 15 | 2 | | |
| 18 | 1 | 1 | |
| 21 | 1 | 2 | |
| 22 | | 2 | |
| 23 | | 1 | |
| 25 | | 1 | |
| 27 | | 1 | 1 |
| 28 | | 2 | 1 |
| 30 | | 1 | |
| 31 | | | 1 |
| 32 | | | 2 |
| 34 | | | 2 |
| 35 | | | 3 |
| 36 | | | 1 |

**Table H.47. Panelist Agreement Data: Science Grade 5, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 9 | 1 | | |
| 10 | 2 | | |
| 11 | 5 | | |
| 12 | 1 | | |
| 14 | 1 | | |
| 16 | 1 | | |
| 17 | | 1 | |
| 18 | | 2 | |
| 19 | | 3 | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 20 | | 2 | |
| 21 | | 2 | |
| 26 | | 1 | 1 |
| 27 | | | 1 |
| 28 | | | 4 |
| 29 | | | 2 |
| 31 | | | 1 |
| 32 | | | 2 |

**Table H.48. Panelist Agreement Data: Science Grade 5, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 14 | 4 | | |
| 15 | 3 | | |
| 16 | 2 | | |
| 17 | 1 | | |
| 20 | 1 | | |
| 22 | | 5 | |
| 23 | | 3 | |
| 25 | | 2 | |
| 27 | | 1 | |
| 29 | | | 2 |
| 30 | | | 4 |
| 31 | | | 2 |
| 32 | | | 2 |
| 33 | | | 1 |

**Table H.49. Panelist Agreement Data: Science Grade 8, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 8 | 2 | | |
| 9 | 1 | | |
| 10 | 2 | | |
| 11 | 2 | | |
| 12 | 2 | | |
| 13 | 4 | | |
| 16 | 2 | | |
| 17 | 1 | | |
| 18 | | 1 | |
| 20 | 1 | 1 | |
| 21 | | 1 | |
| 22 | 1 | 1 | |
| 23 | | 3 | |
| 24 | | 3 | |
| 25 | | 1 | |
| 26 | | 2 | |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 27 | | 1 | |
| 28 | | 2 | 1 |
| 29 | | 1 | |
| 30 | | | 1 |
| 32 | | | 2 |
| 35 | | 1 | 3 |
| 36 | | | 1 |
| 37 | | | 3 |
| 38 | | | 2 |
| 40 | | | 3 |
| 41 | | | 1 |
| 42 | | | 1 |

**Table H.50. Panelist Agreement Data: Science Grade 8, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 9 | 3 | | |
| 10 | 2 | | |
| 11 | 4 | | |
| 12 | 1 | | |
| 13 | 1 | | |
| 14 | 1 | | |
| 15 | 2 | | |
| 16 | 2 | | |
| 17 | 1 | | |
| 19 | | 2 | |
| 20 | 1 | | |
| 21 | | 2 | |
| 22 | | 2 | |
| 23 | | 2 | |
| 24 | | 4 | |
| 26 | | 5 | |
| 29 | | 1 | 1 |
| 30 | | | 1 |
| 31 | | | 2 |
| 33 | | | 1 |
| 34 | | | 3 |
| 35 | | | 2 |
| 37 | | | 3 |
| 38 | | | 3 |
| 39 | | | 1 |
| 41 | | | 1 |

**Table H.51. Panelist Agreement Data: Science Grade 8, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 12 | 2 | | |
| 13 | 2 | | |
| 14 | 3 | | |
| 16 | 2 | | |
| 17 | 2 | | |
| 18 | 5 | | |
| 20 | 2 | | |
| 23 | | 1 | |
| 24 | | 6 | |
| 25 | | 4 | |
| 26 | | 3 | |
| 27 | | 1 | |
| 28 | | 2 | |
| 29 | | 1 | |
| 33 | | | 3 |
| 34 | | | 1 |
| 35 | | | 6 |
| 36 | | | 2 |
| 37 | | | 5 |
| 38 | | | 1 |

**Table H.52. Panelist Agreement Data: Social Studies Grade 8, Round 1**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 7 | 1 | | |
| 9 | 1 | | |
| 11 | 2 | | |
| 12 | 1 | 1 | |
| 13 | 3 | | |
| 14 | 2 | | |
| 15 | 1 | | |
| 18 | | 1 | |
| 20 | | 1 | |
| 21 | | 2 | |
| 22 | 1 | | |
| 23 | | 3 | 1 |
| 26 | | | 1 |
| 27 | | 1 | |
| 29 | | 1 | |
| 30 | | 1 | |
| 31 | | | 2 |
| 34 | | | 1 |
| 35 | | 1 | |
| 37 | | | 3 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 39 | | | 1 |
| 40 | | | 1 |
| 41 | | | 1 |
| 45 | | | 1 |

**Table H.53. Panelist Agreement Data: Social Studies Grade 8, Round 2**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 8 | 1 | | |
| 11 | 2 | | |
| 12 | 1 | | |
| 13 | 3 | | |
| 14 | 2 | | |
| 15 | 1 | 1 | |
| 16 | 1 | | |
| 18 | | 1 | |
| 20 | 1 | | |
| 21 | | 1 | |
| 22 | | 1 | |
| 23 | | 1 | 1 |
| 24 | | 2 | |
| 25 | | 1 | 1 |
| 27 | | 1 | |
| 28 | | 1 | |
| 29 | | 1 | |
| 31 | | 1 | 1 |
| 34 | | | 1 |
| 35 | | | 1 |
| 36 | | | 1 |
| 37 | | | 3 |
| 40 | | | 2 |
| 42 | | | 1 |

**Table H.54. Panelist Agreement Data: Social Studies Grade 8, Round 3**

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 16 | 6 | | |
| 17 | 2 | | |
| 18 | 4 | | |
| 25 | | 1 | |
| 27 | | 5 | |
| 28 | | 2 | |
| 30 | | 4 | |
| 34 | | | 1 |
| 35 | | | 3 |
| 36 | | | 5 |

| Raw Score | *Approaches* | *Meets* | *Masters* |
|---|---|---|---|
| 37 | | | 2 |
| 40 | | | 1 |

# Appendix I – Panelist Evaluation Results

## Process Evaluation Survey #1

The purpose of this evaluation is to collect information about your experience with the activities of the standard setting meeting. Your opinions are an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the meeting in which you are participating. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

### Overview of the STAAR Assessment

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 2 | 10 |
| | 6 | – | – | 5 | 7 |
| | 7 | – | – | 9 | 6 |
| | 8 | – | – | 6 | 7 |
| RLA | 3 | – | – | 3 | 11 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 7 | 5 |
| | 6 | – | – | 3 | 8 |
| | 7 | – | – | 1 | 16 |
| | 8 | – | – | 8 | 10 |
| Spanish RLA | 3 | – | – | 4 | 8 |
| | 4 | – | – | 6 | 5 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 4 | 7 |
| | 8 | – | – | 10 | 8 |
| Social Studies | 8 | – | – | 3 | 9 |

## Introduction to the Standard Setting Process

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 3 | 9 |
| | 6 | – | – | 9 | 3 |
| | 7 | – | – | 9 | 6 |
| | 8 | – | – | 5 | 8 |
| RLA | 3 | – | – | 5 | 9 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | – | 8 | 4 |
| | 6 | – | – | 5 | 6 |
| | 7 | – | – | 1 | 16 |
| | 8 | – | 1 | 10 | 6 |
| Spanish RLA | 3 | – | – | 2 | 10 |
| | 4 | – | – | 5 | 6 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 6 | 5 |
| | 8 | – | – | 9 | 9 |
| Social Studies | 8 | – | 1 | 1 | 10 |

## Experiencing the Actual Assessment

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 1 | 11 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 3 | 9 |
| | 6 | – | – | 4 | 8 |
| | 7 | – | – | 8 | 7 |
| | 8 | – | – | 6 | 7 |
| RLA | 3 | – | – | 2 | 12 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | – | 6 | 6 |
| | 6 | – | – | 2 | 9 |
| | 7 | – | 1 | 1 | 15 |
| | 8 | – | 3 | 7 | 8 |
| Spanish RLA | 3 | – | – | 4 | 8 |
| | 4 | – | – | 5 | 6 |
| | 5 | – | – | 4 | 8 |
| Science | 5 | – | – | 2 | 9 |
| | 8 | – | – | 3 | 15 |
| Social Studies | 8 | – | – | – | 12 |

## Discussion of Scoring Items on the Assessment

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 3 | 9 |
| | 6 | – | 1 | 9 | 2 |
| | 7 | – | – | 10 | 5 |
| | 8 | – | 1 | 5 | 7 |
| RLA | 3 | – | 1 | 5 | 8 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | 1 | 6 | 5 |
| | 6 | – | – | 4 | 7 |
| | 7 | – | – | 1 | 16 |
| | 8 | – | 1 | 13 | 4 |
| Spanish RLA | 3 | – | 1 | 5 | 6 |
| | 4 | – | 1 | 6 | 4 |
| | 5 | – | 1 | 7 | 4 |
| Science | 5 | – | 1 | 6 | 4 |
| | 8 | – | – | 15 | 3 |
| Social Studies | 8 | – | – | 3 | 9 |

## Discussion of Performance Level Descriptors (PLDs)

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 2 | 10 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 4 | 8 |
| | 6 | – | 1 | 8 | 3 |
| | 7 | – | 1 | 10 | 5 |
| | 8 | – | 1 | 7 | 5 |
| RLA | 3 | – | – | 5 | 9 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | 1 | 5 | 6 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | – | 1 | 16 |
| | 8 | – | – | 11 | 7 |
| Spanish RLA | 3 | – | – | 4 | 8 |
| | 4 | – | 1 | 6 | 4 |
| | 5 | – | 1 | 6 | 5 |
| Science | 5 | – | 1 | 6 | 4 |
| | 8 | – | 3 | 11 | 4 |
| Social Studies | 8 | – | – | 4 | 8 |

## Overview of the Standard Setting Procedure

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 1 | 11 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | 1 | 3 | 8 |
| | 6 | – | 1 | 9 | 2 |
| | 7 | – | – | 10 | 5 |
| | 8 | – | 1 | 6 | 6 |
| RLA | 3 | – | – | 6 | 8 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | 2 | 4 | 6 |
| | 6 | – | – | 2 | 9 |
| | 7 | – | – | 1 | 16 |
| | 8 | – | – | 10 | 8 |
| Spanish RLA | 3 | – | 1 | 3 | 8 |
| | 4 | – | 1 | 6 | 4 |
| | 5 | – | 1 | 6 | 5 |
| Science | 5 | – | 1 | 5 | 5 |
| | 8 | – | – | 14 | 4 |
| Social Studies | 8 | – | 1 | 4 | 7 |

## Practice Exercise for the Standard Setting Procedure

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | 1 | 3 | 8 |
| | 6 | – | – | 10 | 2 |
| | 7 | – | – | 9 | 6 |
| | 8 | – | 1 | 6 | 6 |
| RLA | 3 | – | – | 8 | 6 |
| | 4 | – | – | 4 | 9 |
| | 5 | 1 | – | 4 | 7 |
| | 6 | – | 1 | 1 | 9 |
| | 7 | – | – | 1 | 16 |
| | 8 | – | 2 | 12 | 4 |
| Spanish RLA | 3 | – | 1 | 5 | 6 |
| | 4 | – | 2 | 7 | 2 |
| | 5 | – | 1 | 7 | 4 |
| Science | 5 | – | 2 | 4 | 5 |
| | 8 | – | 1 | 7 | 10 |
| Social Studies | 8 | – | 1 | 4 | 7 |

How useful do you feel the following activities or information were in assisting you to make your recommendations?

**Performance Level Descriptors (PLDs)**

| Content Area | Grade | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|---|
| Mathematics | 3 | 7 | 4 | 1 | – |
| | 4 | 11 | 1 | – | 1 |
| | 5 | 10 | – | – | 2 |
| | 6 | 6 | 5 | 1 | – |
| | 7 | 5 | 7 | 2 | 1 |
| | 8 | 6 | 6 | 1 | – |
| RLA | 3 | 10 | 4 | – | – |
| | 4 | 9 | 3 | – | 1 |
| | 5 | 5 | 4 | 2 | 1 |
| | 6 | 7 | 3 | 1 | – |
| | 7 | 16 | 1 | – | – |
| | 8 | 11 | 6 | 1 | – |
| Spanish RLA | 3 | 9 | 2 | 1 | – |
| | 4 | 6 | 5 | – | – |
| | 5 | 9 | 3 | – | – |
| Science | 5 | 4 | 5 | 1 | 1 |
| | 8 | 4 | 11 | 3 | – |
| Social Studies | 8 | 9 | 2 | 1 | – |

**Borderline Description Development**

| Content Area | Grade | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|---|
| Mathematics | 3 | 8 | 3 | 1 | – |
| | 4 | 12 | – | – | 1 |
| | 5 | 7 | 3 | 1 | 1 |
| | 6 | 5 | 6 | 1 | – |
| | 7 | 4 | 7 | 3 | 1 |
| | 8 | 5 | 5 | 3 | – |
| RLA | 3 | 10 | 4 | – | – |
| | 4 | 10 | 2 | 1 | – |
| | 5 | 3 | 6 | 2 | 1 |
| | 6 | 7 | 4 | – | – |
| | 7 | 17 | – | – | – |
| | 8 | 10 | 6 | 2 | – |
| Spanish RLA | 3 | 8 | 3 | 1 | – |
| | 4 | 6 | 5 | – | – |
| | 5 | 8 | 3 | 1 | – |
| Science | 5 | 3 | 3 | 3 | 2 |
| | 8 | 9 | 6 | 2 | 1 |
| Social Studies | 8 | 10 | 2 | – | – |

### Standard Setting Training

| Content Area | Grade | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|---|
| Mathematics | 3 | 9 | 2 | – | 1 |
| | 4 | 12 | – | – | 1 |
| | 5 | 7 | 3 | – | 2 |
| | 6 | 4 | 8 | – | – |
| | 7 | 6 | 6 | 2 | 1 |
| | 8 | 7 | 6 | – | – |
| RLA | 3 | 9 | 5 | – | – |
| | 4 | 9 | 3 | – | 1 |
| | 5 | 6 | 2 | 4 | – |
| | 6 | 10 | 1 | – | – |
| | 7 | 17 | – | – | – |
| | 8 | 11 | 6 | 1 | – |
| Spanish RLA | 3 | 8 | 3 | 1 | – |
| | 4 | 6 | 5 | – | – |
| | 5 | 8 | 3 | 1 | – |
| Science | 5 | 5 | 3 | 2 | 1 |
| | 8 | 7 | 9 | 1 | 1 |
| Social Studies | 8 | 10 | 2 | – | – |

How adequate were the following elements of the session?

### Training Provided on the Standard Setting Process

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 2 | 10 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | – | 3 | 9 |
| | 6 | – | – | 9 | 3 |
| | 7 | – | – | 10 | 5 |
| | 8 | – | – | 7 | 6 |
| RLA | 3 | – | – | 6 | 8 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 9 | 3 |
| | 6 | – | – | 4 | 7 |
| | 7 | – | – | 3 | 14 |
| | 8 | – | 2 | 12 | 4 |
| Spanish RLA | 3 | – | – | 5 | 7 |
| | 4 | 1 | – | 9 | 1 |
| | 5 | – | – | 10 | 2 |
| Science | 5 | – | 1 | 7 | 3 |
| | 8 | – | – | 12 | 6 |
| Social Studies | 8 | – | – | 7 | 5 |

### Amount of Time Spent Training

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 3 | 9 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 4 | 8 |
| | 6 | – | – | 10 | 2 |
| | 7 | – | – | 10 | 5 |
| | 8 | – | – | 9 | 4 |
| RLA | 3 | – | 1 | 5 | 8 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | 1 | 5 | 6 |
| | 6 | – | – | 6 | 5 |
| | 7 | – | – | 2 | 15 |
| | 8 | – | 1 | 9 | 9 |
| Spanish RLA | 3 | – | 1 | 4 | 7 |
| | 4 | 1 | 2 | 7 | 1 |
| | 5 | – | 5 | 10 | – |
| Science | 5 | – | – | 8 | 3 |
| | 8 | – | 1 | 11 | 6 |
| Social Studies | 8 | – | – | 6 | 6 |

### Total Amount of Time to Discuss the PLDs

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 4 | 8 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 3 | 8 |
| | 6 | – | – | 8 | 4 |
| | 7 | – | 1 | 8 | 6 |
| | 8 | – | 2 | 8 | 3 |
| RLA | 3 | – | 1 | 3 | 10 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | 1 | 3 | 8 |
| | 6 | – | – | 5 | 6 |
| | 7 | – | – | 3 | 14 |
| | 8 | – | – | 11 | 7 |
| Spanish RLA | 3 | – | – | 3 | 9 |
| | 4 | 1 | 1 | 8 | 1 |
| | 5 | – | 1 | 9 | 2 |
| Science | 5 | – | – | 8 | 3 |
| | 8 | 1 | 2 | 9 | 6 |
| Social Studies | 8 | – | – | 7 | 5 |

### Total Amount of Time to Create and Discuss Borderline Descriptions

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | 1 | 3 | 8 |
| | 6 | – | – | 10 | 2 |
| | 7 | – | – | 9 | 6 |
| | 8 | – | 1 | 6 | 6 |
| RLA | 3 | – | – | 8 | 6 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 4 | 7 |
| | 6 | – | 1 | 1 | 9 |
| | 7 | – | – | 1 | 16 |
| | 8 | 1 | 2 | 12 | 4 |
| Spanish RLA | 3 | – | 1 | 5 | 6 |
| | 4 | 1 | 2 | 7 | 2 |
| | 5 | – | 1 | 7 | 4 |
| Science | 5 | – | 2 | 4 | 5 |
| | 8 | – | 1 | 7 | 10 |
| Social Studies | 8 | – | 1 | 4 | 7 |

### Total Amount of Time to Discuss the Practice Judgments

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 4 | 8 |
| | 4 | – | – | 5 | 8 |
| | 5 | – | 1 | 3 | 8 |
| | 6 | 1 | 1 | 7 | 3 |
| | 7 | – | 1 | 11 | 3 |
| | 8 | – | 2 | 5 | 6 |
| RLA | 3 | – | – | 9 | 5 |
| | 4 | – | 1 | 4 | 6 |
| | 5 | – | 3 | 3 | 6 |
| | 6 | – | 1 | 6 | 4 |
| | 7 | 1 | – | 4 | 12 |
| | 8 | 2 | 4 | 9 | 3 |
| Spanish RLA | 3 | – | – | 4 | 8 |
| | 4 | 1 | 2 | 8 | – |
| | 5 | – | 1 | 10 | 1 |
| Science | 5 | – | 3 | 5 | 3 |
| | 8 | – | 1 | 12 | 5 |
| Social Studies | 8 | 1 | – | 7 | 4 |

## Process Evaluation Survey #2

### Judgment Rounds

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 1 | 11 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 5 | 6 |
| | 6 | – | – | 6 | 7 |
| | 7 | – | – | 6 | 8 |
| | 8 | – | – | 6 | 7 |
| RLA | 3 | – | – | 1 | 13 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | 3 | 5 | 3 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | – | 2 | 15 |
| | 8 | 2 | 1 | 9 | 6 |
| Spanish RLA | 3 | – | – | 4 | 8 |
| | 4 | – | – | 8 | 3 |
| | 5 | – | – | 6 | 6 |
| Science | 5 | – | 1 | 4 | 6 |
| | 8 | 1 | 1 | 12 | 4 |
| Social Studies | 8 | 1 | 2 | 8 | 1 |

### Judgment Round Feedback – Committee-level Statistics

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 3 | 8 |
| | 6 | – | – | 7 | 6 |
| | 7 | – | – | 5 | 9 |
| | 8 | – | – | 6 | 7 |
| RLA | 3 | – | – | 3 | 11 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | 3 | 6 | 2 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | – | 2 | 15 |
| | 8 | 2 | 1 | 10 | 5 |
| Spanish RLA | 3 | – | – | 3 | 9 |
| | 4 | – | – | 5 | 6 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | 1 | 3 | 7 |
| | 8 | 1 | 1 | 13 | 3 |
| Social Studies | 8 | 1 | 2 | 8 | 1 |

## Judgment Round Feedback – Panelist Agreement Data

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 3 | 8 |
| | 6 | – | 1 | 6 | 6 |
| | 7 | – | – | 7 | 7 |
| | 8 | – | – | 8 | 5 |
| RLA | 3 | – | – | 2 | 12 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | 1 | 8 | 2 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | – | 2 | 15 |
| | 8 | 2 | 1 | 10 | 5 |
| Spanish RLA | 3 | – | – | 3 | 9 |
| | 4 | – | – | 5 | 6 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | 1 | 5 | 5 |
| | 8 | 1 | 1 | 14 | 2 |
| Social Studies | 8 | 1 | 2 | 8 | 11 |

## Judgment Round Feedback – Impact Data

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 1 | 11 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 2 | 9 |
| | 6 | – | – | 5 | 8 |
| | 7 | – | – | 5 | 9 |
| | 8 | – | 1 | 5 | 7 |
| RLA | 3 | – | – | 2 | 12 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | – | 6 | 5 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | – | 2 | 15 |
| | 8 | 2 | – | 10 | 6 |
| Spanish RLA | 3 | – | – | 4 | 8 |
| | 4 | – | 1 | 3 | 7 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | 1 | 5 | 5 |
| | 8 | 2 | – | 13 | 3 |
| Social Studies | 8 | 1 | 1 | 9 | 1 |

### Discussions After Each Round

| Content Area | Grade | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 2 | 9 |
| | 6 | – | 2 | 3 | 8 |
| | 7 | – | 1 | 3 | 10 |
| | 8 | – | 1 | 4 | 8 |
| RLA | 3 | – | – | 2 | 12 |
| | 4 | – | – | 5 | 8 |
| | 5 | – | – | 9 | 2 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | – | 3 | 14 |
| | 8 | 1 | 3 | 10 | 4 |
| Spanish RLA | 3 | – | – | 3 | 9 |
| | 4 | – | 2 | 1 | 8 |
| | 5 | – | – | 4 | 8 |
| Science | 5 | – | 1 | 5 | 5 |
| | 8 | 2 | 2 | 12 | 2 |
| Social Studies | 8 | 2 | 1 | 5 | 4 |

How useful do you feel the following activities or information were in supporting you to make your recommendations?

### Committee-level Statistics After Round 2

| Content Area | Grade | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|---|
| Mathematics | 3 | 10 | – | – | 2 |
| | 4 | 13 | – | – | – |
| | 5 | 8 | 2 | – | 1 |
| | 6 | 7 | 5 | 1 | – |
| | 7 | 9 | 4 | 1 | – |
| | 8 | 6 | 6 | 1 | – |
| RLA | 3 | 13 | 1 | – | – |
| | 4 | 10 | 3 | – | – |
| | 5 | 3 | 5 | 2 | 1 |
| | 6 | 10 | 1 | – | – |
| | 7 | 17 | – | – | – |
| | 8 | 7 | 7 | 3 | 1 |
| Spanish RLA | 3 | 9 | 2 | 1 | – |
| | 4 | 4 | 5 | 2 | – |
| | 5 | 9 | 3 | – | – |
| Science | 5 | 4 | 6 | 1 | – |
| | 8 | 3 | 11 | 3 | 1 |
| Social Studies | 8 | 1 | 6 | 5 | – |

### Panelist Agreement Data Provided After Round 1

| Content Area | Grade | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|---|
| Mathematics | 3 | 10 | – | – | 2 |
| | 4 | 13 | – | – | – |
| | 5 | 7 | 3 | – | 1 |
| | 6 | 7 | 5 | 1 | – |
| | 7 | 8 | 5 | – | 1 |
| | 8 | 7 | 5 | 1 | – |
| RLA | 3 | 12 | 2 | – | – |
| | 4 | 10 | 3 | – | – |
| | 5 | 2 | 8 | 1 | – |
| | 6 | 11 | – | – | – |
| | 7 | 17 | – | – | – |
| | 8 | 8 | 5 | 3 | 2 |
| Spanish RLA | 3 | 7 | 3 | 2 | – |
| | 4 | 3 | 7 | 1 | – |
| | 5 | 9 | 3 | – | – |
| Science | 3 | 6 | 5 | – | – |
| | 5 | 5 | 8 | 4 | 1 |
| Social Studies | 8 | 1 | 7 | 4 | – |

### Panelist Agreement Data Provided After Round 2

| Content Area | Grade | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|---|
| Mathematics | 3 | 10 | – | – | 2 |
| | 4 | 13 | – | – | – |
| | 5 | 7 | 3 | – | 1 |
| | 6 | 7 | 5 | 1 | – |
| | 7 | 8 | 5 | 1 | – |
| | 8 | 7 | 5 | 1 | – |
| RLA | 3 | 11 | 3 | – | – |
| | 4 | 10 | 3 | – | – |
| | 5 | 2 | 8 | 1 | – |
| | 6 | 10 | 1 | – | – |
| | 7 | 17 | – | – | – |
| | 8 | 7 | 6 | 3 | 2 |
| Spanish RLA | 3 | 8 | 3 | 1 | – |
| | 4 | 5 | 5 | 1 | – |
| | 5 | 10 | 2 | – | – |
| Science | 5 | 5 | 6 | – | – |
| | 8 | 5 | 8 | 4 | 1 |
| Social Studies | 8 | 2 | 5 | 5 | – |

### Impact Data After Round 2

| Content Area | Grade | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|---|
| Mathematics | 3 | 10 | – | – | 2 |
| | 4 | 13 | – | – | – |
| | 5 | 6 | 4 | – | 1 |
| | 6 | 8 | 5 | – | – |
| | 7 | 9 | 4 | – | 1 |
| | 8 | 9 | 3 | 1 | – |
| RLA | 3 | 11 | 3 | – | – |
| | 4 | 10 | 3 | – | – |
| | 5 | 6 | 5 | – | – |
| | 6 | 10 | 1 | – | – |
| | 7 | 17 | – | – | – |
| | 8 | 9 | 5 | 3 | 1 |
| Spanish RLA | 3 | 9 | 2 | 1 | – |
| | 4 | 7 | 3 | 1 | – |
| | 5 | 10 | 2 | – | – |
| Science | 5 | 5 | 5 | 1 | – |
| | 8 | 5 | 8 | 4 | 1 |
| Social Studies | 8 | 4 | 4 | 4 | – |

### Discussion After Each Judgment Round

| Content Area | Grade | Very Useful | Useful | Somewhat Useful | Not Useful |
|---|---|---|---|---|---|
| Mathematics | 3 | 10 | – | – | 2 |
| | 4 | 13 | – | – | – |
| | 5 | 6 | 4 | – | 1 |
| | 6 | 7 | 5 | 1 | – |
| | 7 | 8 | 4 | 1 | 1 |
| | 8 | 9 | 3 | 1 | – |
| RLA | 3 | 13 | 1 | – | – |
| | 4 | 10 | 3 | – | – |
| | 5 | 3 | 8 | – | – |
| | 6 | 11 | – | – | – |
| | 7 | 17 | – | – | – |
| | 8 | 9 | 3 | 4 | 2 |
| Spanish RLA | 3 | 8 | 3 | – | 1 |
| | 4 | 7 | 3 | 1 | – |
| | 5 | 9 | 3 | – | – |
| Science | 5 | 7 | 4 | – | – |
| | 8 | 5 | 8 | 4 | 1 |
| Social Studies | 8 | 5 | 4 | 2 | 1 |

How adequate were the following elements of the session?

### Amount of Time to Make Judgments

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 3 | 9 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 3 | 8 |
| | 6 | – | 1 | 6 | 6 |
| | 7 | – | – | 5 | 9 |
| | 8 | – | – | 7 | 6 |
| RLA | 3 | – | – | 7 | 7 |
| | 4 | – | 1 | 2 | 10 |
| | 5 | – | – | 6 | 5 |
| | 6 | – | – | 6 | 5 |
| | 7 | – | 1 | 1 | 15 |
| | 8 | 2 | – | 9 | 7 |
| Spanish RLA | 3 | – | – | 5 | 7 |
| | 4 | – | – | 9 | 2 |
| | 5 | – | – | 8 | 4 |
| Science | 5 | – | – | 8 | 3 |
| | 8 | – | 1 | 10 | 7 |
| Social Studies | 8 | – | – | 8 | 3 |

### Visual Presentation of the Feedback Provided

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 3 | 9 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 2 | 9 |
| | 6 | – | – | 6 | 7 |
| | 7 | – | – | 6 | 8 |
| | 8 | – | – | 8 | 5 |
| RLA | 3 | – | – | 4 | 10 |
| | 4 | – | 1 | 2 | 10 |
| | 5 | – | 4 | 4 | 3 |
| | 6 | – | – | 3 | 8 |
| | 7 | – | – | 1 | 16 |
| | 8 | 2 | 1 | 11 | 4 |
| Spanish RLA | 3 | – | – | 5 | 7 |
| | 4 | – | 1 | 4 | 6 |
| | 5 | – | – | 7 | 5 |
| Science | 5 | – | 2 | 6 | 3 |
| | 8 | – | 1 | 11 | 6 |
| Social Studies | 8 | – | 1 | 7 | 4 |

**Number of Judgment Rounds**

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 2 | 10 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 5 | 6 |
| | 6 | – | – | 8 | 5 |
| | 7 | – | – | 7 | 7 |
| | 8 | – | – | 9 | 4 |
| RLA | 3 | – | – | 7 | 7 |
| | 4 | – | 1 | 2 | 10 |
| | 5 | – | 2 | 7 | 2 |
| | 6 | – | 1 | 4 | 6 |
| | 7 | – | – | 2 | 15 |
| | 8 | 2 | 1 | 11 | 4 |
| Spanish RLA | 3 | – | – | 4 | 8 |
| | 4 | – | 1 | 7 | 3 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 8 | 3 |
| | 8 | – | 3 | 12 | 3 |
| Social Studies | 8 | – | 3 | 5 | 4 |

In applying the standard setting method, you were asked to recommend cut scores (separating four performance levels) for student performance on the STAAR grades 3–8 assessments.

How confident do you feel that the Performance Level Descriptors (PLDs) for your committee are reasonable for each performance level?

### Level 2 – *Approaches Grade Level*

| Content Area | Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|---|
| Mathematics | 3 | – | 2 | 2 | 8 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 5 | 6 |
| | 6 | – | 3 | 6 | 4 |
| | 7 | – | 1 | 8 | 5 |
| | 8 | – | 3 | 5 | 5 |
| RLA | 3 | – | – | 6 | 8 |
| | 4 | – | 1 | 4 | 8 |
| | 5 | – | 2 | 5 | 4 |
| | 6 | – | – | 8 | 5 |
| | 7 | – | – | 2 | 15 |
| | 8 | – | 4 | 4 | 10 |
| Spanish RLA | 3 | – | 1 | 5 | 6 |
| | 4 | – | 3 | 7 | 1 |
| | 5 | – | – | 3 | 9 |
| Science | 5 | 3 | 6 | 2 | – |
| | 8 | 3 | 6 | 8 | 1 |
| Social Studies | 8 | 3 | 4 | 4 | 1 |

### Level 3 – *Meets Grade Level*

| Content Area | Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 3 | 9 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 4 | 7 |
| | 6 | – | 2 | 5 | 6 |
| | 7 | – | 1 | 7 | 6 |
| | 8 | – | 3 | 5 | 5 |
| RLA | 3 | – | – | 6 | 8 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 7 | 4 |
| | 6 | – | – | 7 | 4 |
| | 7 | – | – | 3 | 14 |
| | 8 | – | 4 | 4 | 10 |
| Spanish RLA | 3 | – | – | 5 | 7 |
| | 4 | – | 3 | 7 | 1 |
| | 5 | – | – | 2 | 10 |
| Science | 5 | 3 | 5 | 3 | – |
| | 8 | 2 | 1 | 13 | 2 |
| Social Studies | 8 | 3 | 5 | 3 | 1 |

**Level 4 – *Masters Grade Level***

| Content Area | Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 1 | 11 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 4 | 7 |
| | 6 | – | 1 | 5 | 7 |
| | 7 | – | 1 | 6 | 7 |
| | 8 | – | 2 | 7 | 4 |
| RLA | 3 | – | 1 | 6 | 7 |
| | 4 | – | – | 5 | 8 |
| | 5 | – | 1 | 6 | 4 |
| | 6 | – | – | 6 | 5 |
| | 7 | – | – | 2 | 15 |
| | 8 | – | 3 | 4 | 11 |
| Spanish RLA | 3 | – | 1 | 4 | 7 |
| | 4 | – | 5 | 5 | 1 |
| | 5 | – | – | 3 | 9 |
| Science | 5 | 2 | 7 | 2 | – |
| | 8 | 1 | 3 | 13 | 1 |
| Social Studies | 8 | 3 | 4 | 3 | 2 |

How confident do you feel that the recommended cut scores for your panel represent appropriate levels of student performance?

**Level 2 – *Approaches Grade Level***

| Content Area | Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|---|
| Mathematics | 3 | – | 1 | 1 | 10 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 3 | 8 |
| | 6 | – | 2 | 3 | 8 |
| | 7 | – | 2 | 4 | 8 |
| | 8 | – | 2 | 3 | 8 |
| RLA | 3 | – | – | 3 | 11 |
| | 4 | – | 1 | 7 | 5 |
| | 5 | – | – | 7 | 4 |
| | 6 | – | – | 2 | 9 |
| | 7 | – | – | 1 | 16 |
| | 8 | – | 2 | 3 | 13 |
| Spanish RLA | 3 | – | 1 | 5 | 6 |
| | 4 | – | 2 | 7 | 2 |
| | 5 | – | – | 4 | 8 |
| Science | 5 | – | 2 | 4 | 5 |
| | 8 | 5 | 8 | 4 | 1 |
| Social Studies | 8 | 2 | 1 | 6 | 3 |

### Level 3 – *Meets Grade Level*

| Content Area | Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 4 | 7 |
| | 6 | – | 2 | 2 | 9 |
| | 7 | – | 2 | 4 | 8 |
| | 8 | – | – | 7 | 6 |
| RLA | 3 | – | – | 4 | 10 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 7 | 4 |
| | 6 | – | – | 3 | 8 |
| | 7 | – | – | 1 | 16 |
| | 8 | – | 1 | 4 | 13 |
| Spanish RLA | 3 | – | – | 7 | 5 |
| | 4 | – | 3 | 6 | 2 |
| | 5 | – | – | 4 | 8 |
| Science | 5 | – | 2 | 4 | 5 |
| | 8 | – | 1 | 12 | 5 |
| Social Studies | 8 | 1 | 4 | 2 | 5 |

### Level 4 – *Masters Grade Level*

| Content Area | Grade | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | – | 12 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 3 | 8 |
| | 6 | – | 1 | 1 | 11 |
| | 7 | – | – | 6 | 8 |
| | 8 | – | 1 | 7 | 5 |
| RLA | 3 | – | – | 8 | 6 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 7 | 4 |
| | 6 | – | – | 2 | 9 |
| | 7 | – | – | 2 | 15 |
| | 8 | – | 1 | 4 | 13 |
| Spanish RLA | 3 | – | – | 7 | 5 |
| | 4 | – | 3 | 6 | 2 |
| | 5 | – | – | 4 | 8 |
| Science | 5 | – | 2 | 5 | 4 |
| | 8 | 1 | – | 11 | 6 |
| Social Studies | 8 | 1 | 2 | 5 | 4 |

How adequate were the following elements of the session?

### Facilities Used for the Meeting

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 4 | 8 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 1 | 10 |
| | 6 | – | – | 5 | 8 |
| | 7 | – | – | 4 | 10 |
| | 8 | – | – | 3 | 10 |
| RLA | 3 | – | – | 4 | 10 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 7 | 4 |
| | 6 | – | – | 3 | 8 |
| | 7 | – | – | 2 | 15 |
| | 8 | – | – | 8 | 10 |
| Spanish RLA | 3 | – | – | 2 | 10 |
| | 4 | – | – | 6 | 5 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 3 | 8 |
| | 8 | – | – | 9 | 9 |
| Social Studies | 8 | – | – | 2 | 10 |

### Computers Used During the Meetings

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 2 | 10 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 1 | 10 |
| | 6 | – | – | 4 | 9 |
| | 7 | – | – | 5 | 9 |
| | 8 | – | – | 3 | 10 |
| RLA | 3 | – | – | 2 | 12 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | 1 | 4 | 6 |
| | 6 | – | – | 4 | 7 |
| | 7 | – | – | 5 | 12 |
| | 8 | 1 | – | 8 | 9 |
| Spanish RLA | 3 | – | – | 1 | 11 |
| | 4 | – | – | 3 | 8 |
| | 5 | – | – | 4 | 8 |
| Science | 5 | – | 1 | 3 | 7 |
| | 8 | – | – | 6 | 12 |
| Social Studies | 8 | – | 2 | 3 | 7 |

### Pearson Website for Accessing Materials and Making Judgments

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 2 | 10 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 1 | 10 |
| | 6 | 1 | – | 6 | 6 |
| | 7 | – | – | 4 | 10 |
| | 8 | – | – | 2 | 11 |
| RLA | 3 | – | 1 | 1 | 12 |
| | 4 | – | 1 | 3 | 9 |
| | 5 | – | – | 6 | 5 |
| | 6 | – | – | 4 | 7 |
| | 7 | – | – | 3 | 14 |
| | 8 | – | – | 10 | 8 |
| Spanish RLA | 3 | – | – | 1 | 11 |
| | 4 | – | – | 4 | 7 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 4 | 7 |
| | 8 | – | – | 9 | 9 |
| Social Studies | 8 | – | – | 6 | 6 |

### Content Review System for Viewing Items

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 2 | 10 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 1 | 10 |
| | 6 | – | – | 7 | 6 |
| | 7 | – | – | 4 | 10 |
| | 8 | – | – | 2 | 11 |
| RLA | 3 | – | – | 1 | 13 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | – | 6 | 5 |
| | 6 | – | – | 3 | 8 |
| | 7 | – | 1 | 3 | 13 |
| | 8 | – | 1 | 8 | 9 |
| Spanish RLA | 3 | – | – | 2 | 10 |
| | 4 | – | – | 3 | 8 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 4 | 7 |
| | 8 | – | – | 10 | 8 |
| Social Studies | 8 | – | – | 3 | 9 |

### Materials Provided in the Folder

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 3 | 9 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 2 | 9 |
| | 6 | – | – | 6 | 7 |
| | 7 | – | – | 5 | 9 |
| | 8 | – | – | 2 | 11 |
| RLA | 3 | – | 1 | 3 | 10 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | 4 | 3 | 4 |
| | 6 | – | – | 4 | 7 |
| | 7 | – | – | 2 | 15 |
| | 8 | – | – | 10 | 8 |
| Spanish RLA | 3 | – | – | 3 | 9 |
| | 4 | – | – | 6 | 5 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 3 | 8 |
| | 8 | – | – | 11 | 7 |
| Social Studies | 8 | – | – | 3 | 9 |

### Workspace in Table Groups During the Meeting

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 3 | 9 |
| | 4 | – | – | 1 | 12 |
| | 5 | – | – | 1 | 10 |
| | 6 | – | – | 3 | 10 |
| | 7 | – | – | 2 | 12 |
| | 8 | – | – | 2 | 11 |
| RLA | 3 | – | – | 2 | 12 |
| | 4 | – | – | 4 | 9 |
| | 5 | – | 1 | 5 | 5 |
| | 6 | – | – | 3 | 8 |
| | 7 | – | – | 4 | 13 |
| | 8 | – | 1 | 8 | 9 |
| Spanish RLA | 3 | – | – | 2 | 10 |
| | 4 | – | – | 4 | 7 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 3 | 8 |
| | 8 | – | 1 | 10 | 7 |
| Social Studies | 8 | – | – | 4 | 9 |

Did you have adequate opportunities during the session to do the following?

**Express Your Opinions About Student Performance Levels**

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 1 | 11 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 2 | 9 |
| | 6 | – | – | 9 | 4 |
| | 7 | – | – | 5 | 9 |
| | 8 | – | 1 | 5 | 7 |
| RLA | 3 | – | – | 2 | 12 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | – | 7 | 4 |
| | 6 | – | – | 2 | 9 |
| | 7 | – | – | 3 | 14 |
| | 8 | 1 | – | 7 | 10 |
| Spanish RLA | 3 | – | – | 4 | 8 |
| | 4 | – | 1 | 4 | 6 |
| | 5 | – | – | 4 | 8 |
| Science | 5 | – | – | 5 | 6 |
| | 8 | – | 2 | 8 | 8 |
| Social Studies | 8 | – | 2 | 5 | 5 |

**Ask Questions About the Cut Scores and How They Will be Used**

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 2 | 10 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 2 | 9 |
| | 6 | – | – | 8 | 5 |
| | 7 | – | – | 5 | 9 |
| | 8 | – | – | 5 | 8 |
| RLA | 3 | – | – | 3 | 11 |
| | 4 | – | – | 4 | 8 |
| | 5 | – | 1 | 5 | 5 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | – | 1 | 16 |
| | 8 | 1 | 2 | 7 | 8 |
| Spanish RLA | 3 | – | – | 3 | 9 |
| | 4 | – | – | 4 | 8 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | 1 | 4 | 6 |
| | 8 | 1 | 1 | 9 | 7 |
| Social Studies | 8 | – | 1 | 7 | 4 |

### Ask Questions About the Process of Making Cut Score Recommendations

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 1 | 11 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 2 | 9 |
| | 6 | – | – | 8 | 5 |
| | 7 | – | – | 5 | 9 |
| | 8 | – | – | 5 | 8 |
| RLA | 3 | – | – | 3 | 11 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | 1 | 5 | 5 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | – | 1 | 16 |
| | 8 | 1 | 1 | 7 | 9 |
| Spanish RLA | 3 | – | – | 3 | 9 |
| | 4 | – | – | 5 | 6 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | 1 | 4 | 6 |
| | 8 | – | 1 | 10 | 7 |
| Social Studies | 8 | 1 | 2 | 4 | 5 |

### Interact with Your Fellow Panelists

| Content Area | Grade | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|---|
| Mathematics | 3 | – | – | 1 | 11 |
| | 4 | – | – | 2 | 11 |
| | 5 | – | – | 2 | 9 |
| | 6 | – | – | 9 | 4 |
| | 7 | – | – | 4 | 10 |
| | 8 | – | – | 4 | 9 |
| RLA | 3 | – | – | 2 | 12 |
| | 4 | – | – | 3 | 10 |
| | 5 | – | – | 4 | 7 |
| | 6 | – | – | 1 | 10 |
| | 7 | – | 1 | 2 | 14 |
| | 8 | 1 | 1 | 6 | 10 |
| Spanish RLA | 3 | – | – | 3 | 9 |
| | 4 | – | – | 4 | 7 |
| | 5 | – | – | 5 | 7 |
| Science | 5 | – | – | 4 | 7 |
| | 8 | – | 1 | 8 | 9 |
| Social Studies | 8 | – | – | 4 | 8 |

Do you believe your opinions and judgments were treated with respect by:

### Fellow Panelists

| Content Area | Grade | Yes | Sometimes | No |
|---|---|---|---|---|
| Mathematics | 3 | 12 | – | – |
| | 4 | 12 | 1 | – |
| | 5 | 11 | – | – |
| | 6 | 9 | 4 | – |
| | 7 | 11 | 3 | – |
| | 8 | 13 | – | – |
| RLA | 3 | 14 | – | – |
| | 4 | 13 | – | – |
| | 5 | 11 | – | – |
| | 6 | 11 | – | – |
| | 7 | 17 | – | – |
| | 8 | 16 | 2 | – |
| Spanish RLA | 3 | 11 | 1 | – |
| | 4 | 11 | – | – |
| | 5 | 11 | – | 1 |
| Science | 5 | 11 | – | – |
| | 8 | 14 | 4 | – |
| Social Studies | 8 | 9 | 3 | – |

### Facilitators

| Content Area | Grade | Yes | Sometimes | No |
|---|---|---|---|---|
| Mathematics | 3 | 11 | 1 | – |
| | 4 | 12 | 1 | – |
| | 5 | 11 | – | – |
| | 6 | 13 | – | – |
| | 7 | 14 | – | – |
| | 8 | 13 | – | – |
| RLA | 3 | 14 | – | – |
| | 4 | 13 | – | – |
| | 5 | 11 | – | – |
| | 6 | 11 | – | – |
| | 7 | 17 | – | – |
| | 8 | 15 | 3 | – |
| Spanish RLA | 3 | 11 | 1 | – |
| | 4 | 11 | – | – |
| | 5 | 11 | – | 1 |
| Science | 5 | 10 | 1 | – |
| | 8 | 18 | – | – |
| Social Studies | 8 | 8 | 4 | – |

Please use the space below to provide any additional comments you have regarding the standard setting process, facilitators, materials, etc.

Mathematics Grade 3:

- Everything was great! I enjoyed the process and the discussions my group had were very beneficial.
- Excellent facilitation by the facilitator.
- none
- Hotel lodging--not the best. I enjoyed the entire process. It is a lot, but it is so nice to be apart of this and have input. The teachers here were great and very knowledgeable. The facilitator had a GREAT personality and made this a great process for a very stressful environment.
- Thank you for having me. I hope that I am able to join a meeting again!
- Great process.
- Our facilitator was very prepared and receptive. She did an excellent job.
- I really enjoyed the training.
- Thank you for the opportunity. This allowed the opportunity to understand the STAAR process much better.
- Kshawna was an excellent facilitator.
- I really enjoyed partaking in this activity, I have learned a lot.
- The meeting was run very efficiently, and it was productive. I am leaving feeling confident that our cut score recommendations are strong and well supported.
- Great opportunity to learn and grow.

Mathematics Grade 4:

- Everything was great! Kshawna was GREAT!!! She made the process very enjoyable and was very knowledgeable and helpful.
- Excellent group work and facilitation. Wonderful experience and very valuable. Thank you very much for this experience. Our 4th grade math facilitator was outstanding!!! Love working for TEA and Pearson.
- Kshawna did an awesome job. She made the sessions fun and treated us with respect. This was a great experience.
- Our facilitator Kshawna Askew was amazing. Her knowledge, organization, and ability to make the time spent on the work made it go smoothly and quickly. I appreciate both facilitators I had for the 4 days I was at the Pearson.
- Our facilitator was very knowledgeable and efficient. She was respectful of time management and did an outstanding job of managing discussions so that all panelists were treated with dignity and respect. I felt like my thoughts were valued.
- I felt good about the outcome.
- It was a great experience.
- Great experience. The process is amazing. Thank you for allowing teachers' voices and opinions to be heard. Facilitators was amazing and very helpful in guiding us.
- The standard setting process is very interesting and an awesome learning experience. I loved our facilitator Kshawna. Thank you for this opportunity.

- Dr. Askew was amazing leading us through this process, I would jump at the chance to work with her again.
- I really enjoyed partaking in this experience. I have learned a lot.
- Everyone was great.
- Wonderful experience. I am grateful to be a part of this process and would love to have the chance to participate again in the future.

Mathematics Grade 5:

- Thank you for an excellent and important experience. Our facilitator was outstanding!!!
- Our facilitator Mrs. Melia was amazing! She helped with any questions and made you feel like you mattered.
- I enjoyed the process and that it was item centered
- It was a very informative experience.
- I enjoyed the process of being involved!
- Our facilitator was excellent in her ability to keep conversations flowing respectfully. I enjoyed this opportunity and hope to be selected on any committees in the future.
- I very much enjoyed this process and do hope to be able to come back for future sessions like this one. It was awesome to not only be a part of this process but to learn how to work in the system.
- Dr. Franklin is an excellent facilitator.
- This was a great experience!
- Melia was fantastic!! Thank you for this amazing experience and insight to this process!!
- I really appreciate the opportunity to have an insight and input in the decision process. It is very informative.

Mathematics Grade 6:

- Thank you for the opportunity to participate and contribute.
- Each round was very beneficial. It gave us the opportunity to discuss each person's thoughts and reasons for scoring each item.
- Thank you for including me in this process. It was very enlightening!
- This was a great experience. It is mind-blowing to see the process and be a part of it.
- Thank you! I have very good experience learning a lot.
- Thank you for the time and multiple explanations and clarifications. I enjoyed the process.
- Umber was very attentive and organized our meeting very well. Our team was very informative, and I learned a lot! I appreciate the opportunity to help in this process.
- Comments: 1) I feel some panelists are extra vocal and maybe the facilitator should ask quieter people to talk more. 2) I think the computers should be updated to touch screens or at least provide us with a mouse. 3) Update the standard setting website to allow more participants without stalling. 4) Loved my facilitator and her knowledge 5) I would like a copy/snapshot of all the TEKS. 6) Thanks for considering my responses.
- NA
- Great experience.
- Thank you for letting me be a part of the setting of the standards.

- Work out the glitches before the next meeting so as not to lose time.
- I thoroughly enjoyed this process.  It was very eye opening.

## Mathematics Grade 7:

- It would be beneficial to have time allocated to revise Borderline PLDs.
- I believe with all the discussions we were able to have, three judgement rounds were just the right amount of time to create the cut scores. I appreciate the opportunity to be able to be on this committee.  I now understand how cut scores are set and can now explain the process to other educators.
- none at this time
- This process and experience was awesome to be a part of. Statistics are beautiful and it was nice to get to dive into numbers like we were asked to do. The way that Pearson and TEA have treated us has really felt like the work that we do is appreciated and needed. Lisa and Umbar were great facilitators. Dr. Moyer sparked some really great discussions at the end of our session. I would very much like to be a part of this process and more in the future. Thank you for everything and for this experience.
- AWESOME!!!
- Loved this process. Thank you so much
- I really enjoyed how to discussed the and determined the borderline descriptors in the 7th grade meeting. I also believed it would have been helpful to have the standards printed out in our folders to be able to reference those when discussing and making decisions.
- Great experience! Umber did a fantastic job as a facilitator, she made everyone feel heard, listened to, and keep group on task.
- Umber was a great facilitator.  She was very good at reigning in discussions and keeping us on task.
- Great facilitator that kept things in check.
- Appreciated this process. As stated in final discussion, it would serve us well to discuss possible biases that should not be part of the decision process.
- This was an enlightening process and I feel fortunate to have participated in the standard setting for both 7th and 8th grade. I do feel that my input was considered and appreciated the training provided. It helps me better understand the assessment process here in Texas.
- I just feel like our expectations for 7th grade have dramatically gone down. I feel like our cut scores should have been higher for the bottom 2 sections.
- I thoroughly enjoyed the STAAR Assessments Standard Meeting this week.  It was an eye opener for me.  It has been very impactful and productive!

## Mathematics Grade 8:

- The facilitator, Lisa, was fantastic and knowledgeable. The standard setting process was balanced in the discussion and determining performance levels. Thank you for an awesome experience at a wonderful facility.
- This was a great process to be a part of. I would love to help again in the future.
- I enjoyed every minute! The training was very valuable to help me understand how I needed to judge.

- Lisa was amazing!!!
- This was a very interesting process on how standards are set.
- I enjoyed this meeting so much! I can finally understand how cut off scores are determined and share with other teachers at my district. Thank you!!
- I really enjoyed this opportunity to get to collaborate with fellow educators. I also felt like our state was very well represented in regards to making the best decisions for our students and fellow educators. I can only hope to be involved more in the future.
- I enjoyed the experience and being part of this group. I learned a lot about the processes taken to create the test and hope to be part of other groups. The facilitator guided us well and kept everyone on track. The discussions were well guided and helped us make sense of the numbers and data. I really think that the some of the data could be presented at round one to make more solid decisions for 2.
- Materials provided and facilitator were great. The different districts being represented made for great discussion.
- Lisa was a great facilitator. I appreciated being able to use all the data available during Round 2. Data after Round 2 was very helpful in determining my recommended cut off scores. I appreciated the opportunity to be panelist.
- N/A
- This was an enlightening and interesting process - I never knew how cut scores were determined.  In terms of materials/supplies: a mouse would have been helpful especially with the two screens. It took me longer having to navigate using the touch pad.
- This was a very interesting and different experience. There was a lot of downtime in between, but I got to know the other panelists, thus forming a mutual level of respect. The facilitator was great, there were times that I couldn't hear her though.

RLA Grade 3:

- The internet issues
- This process was helpful, and I will be sharing the process with my fellow educators.
- None at this time. I enjoyed participating in learning the process.
- The lady leading our meeting was SO sweet, knowledgeable, and helpful!  She helped explain things and never made us feel dumb. There were a lot of surveys.  I am not sure those are necessary, but it wasn't a big deal. The only thing that I think we could improve on is panel participation. There were about 4 ladies that did not say a single word all day. Otherwise, it was just a fantastic, smooth process!!
- I really enjoyed being part of this process.
- N/A
- There was a lot of down time on the second day, but other than that, it was great! I enjoyed being able to talk to TEA. Thank you for this experience!
- This was a great experience!
- It was great to work in groups. I think that was the most important part of the process was discussion time.
- N/A
- Great, Training. Thank you

- I was very pleased with the whole process. I have full faith and confidence in the results that we came to.
- I appreciated the opportunity to be on this committee.
- The process was long, but it was important to go through the process to determine adequate cut scores. Thank you for this opportunity.

RLA Grade 4:

- After completing the very first round/opportunity to practice the judgment scores (9) questions, I think there should be an opportunity to better understand the process by seeing our judgments against our peers scores. Listening to our peers during the practice round will not give us preconceived notions but could help us better understand the process before having to tackle the entire assessment. The conversations are so valuable to understanding the thinking of others when making judgments for round one.
- I love our facilitator. She was fantastic. VERY sweet, knowledgeable, kind, and helpful. The lunch and snacks were fantastic. The company that coordinated that were very sweet and helpful. I always saw them in the hall organizing snacks, refilling, and cleaning things. EVERYONE did such a fantastic job and just overall so sweet.
- Facilitator was amazing! Loved the process! Thanks for the opportunity to participate!
- Thank you for allowing me to be part of this wonderful process. I look forward to future meeting invitations!
- This committee flowed much smoother and ran well. I was very impressed with our facilitator, Kelly. She was knowledgeable and adept at navigating the tricky system and documents.
- N/A
- Kelly was great! I loved the way she facilitated the meeting. Less down time doing the 2nd grade level, much more efficient.
- There were some other panelists that were relying too heavily on the previous or advanced grade to really cut for this specific test. So, I think having the experience of another grade can be helpful for the process of knowing what to do easier, but I don't want it to take precedent over the individual grades scores
- The facilitator was excellent. Organizing the different standards across the three levels in one document when discussing the borderline areas helped immensely. Organization of the materials helped make the process clearer. I wish that more access to TEA personnel had been given. We had many questions and concerns that felt only partially answered.
- First, I love our facilitator she made our work feel fun and exciting. I like the process of determining the cut score. Thank you!
- The standard setting process and judgment rounds were easily explained by Kelly.
- This process works well. The collaboration is key. As my first time, it was very insightful in how cut scores are determined. I would love to be invited again and participate in different committees again. Thank you for allowing educators to be heard.
- Kellie was very efficient and organized in this process.

RLA Grade 5:

- Deborah did a fabulous job!  She was super helpful in guidance when needed and made things clear.  I appreciated having her as a facilitator.  The facilities were great as well.  Only wish that the data could've been compiled a little bit more quickly, but I know everyone is trying their best.  Thank you.
- None
- There needs to be an option for those people who are not as computer savvy to have the resources in print out form. Many in my room had trouble navigating the tabs of the websites even with two monitors. There are still paper and pencil people. I was very comfortable with the computer, but I noticed and it was mentioned that others were not.
- There was lots of navigating required to access different documents through Moodle. This task was a bit confusing at times. Also, it would have helped for someone other than committee members that have served on item review committees to have a greater understanding of how to navigate the Cambium platform. Otherwise, this experience was very thorough and beneficial.
- This was an amazing experience and was very eye-opening. The impact data after EACH judgment round would have been helpful. Our facilitator did an amazing job and was very patient and informative when it came to making our judgments.
- None
- Deborah did a great job facilitating our group. It would be easier if all materials were printed out and consolidated into fewer forms.
- Thank you for this wonderful experience. This experience helped me understand the process of determining the cut score for the STAAR assessment and I learned statistics as well.
- It was very helpful to have the conversation with Eric regarding the impact data after round 2.  It may have been beneficial to have a print out copy of the p-value document available in our folders. Deborah did a great job facilitating our conversations, explaining the process, and answering our questions!
- There could have been a better flow of time. We had a lot of downtime.
- Deborah our facilitator was great. I do wish that TEA reps were more available in our conference rooms. I think next time provide the percentage number the students got right per question instead of having it accessed on the screen.

RLA Grade 6:

- I appreciated being part of this committee. It was very informative.
- I loved this whole process and everything was wonderful.
- Thank you!  This process has been incredibly informative.
- Ross Markle did a great job in keeping the group on task while validating each members' feelings and questions. This was a very beneficial experience for myself and I am looking forward to sharing and implementing what I can on my campus.  Thank you very much for allowing me to be part of it!
- I appreciate that our guide, Mr. Ross Merkle was so thorough in explaining the why and the what we were doing. I was also here for TELPAS and I wish I had had him explain the

process, very easy to follow. Thank you for having me once again and I look forward to serving more!
- This was an amazing experience! Thank you!
- Great sessions!  Helpful in understanding the process used!
- Ross Markle is a wonderful facilitator, and he made this process interesting and easy to understand!
- Wonderful experience. Would love to attend more session like this.
- excellent experience
- Our facilitator, Ross Markle, was amazing!  Lots of good information!

RLA Grade 7:

- Ross was what made this session valuable and worthwhile. He was very knowledgeable and explained everything thoroughly. Thank you ROSS!
- It would be nice to have mouses for the laptops in order to click through things better. Would like to have the DOK levels of questions. Some panelists were very loud and argumentative, and it caused others to not want to participate.
- I really appreciate our facilitator, Ross Markle, and his attention to detail. He was patient as we worked to understand the process and complete our work.  Thank you again!
- None.
- Ross was amazing Wednesday and Thursday. Very knowledgeable and was a great guide to this process.
- Ross was wonderful at leading 7RLA. He communicated the process effectively, gave us time to work, and kept us ahead of schedule. He was positive and very knowledgeable. The difference was stark between 7RLA Standard Setting and 8RLA Standard Setting
- I wish we had time to read the passages before looking at the questions during the test review. It would have made it a lot easier to act upon judging the questions with a be
- Ross, the Psychometrician, was a great facilitator!!! Thanks for all you do to make testing students better.
- this process did not make sense for the first two days. This was almost entirely due to the differences between the facilitators. Ross was exceptional and fully explained statistics while making appropriate recommendations. I hope that there can be greater consistency between the facilitators in the future. Ross would be a trainer for what an ideal facilitator looks like--top marks go to him.
- Very helpful in understanding the process and having input!  Ross is SUPER at presenting and explaining!
- Ross was an excellent facilitator. I have enjoyed learning and being able to participate.
- After having Ross as a facilitator, I realized how much I was missing from the training on Monday and Tuesday. Ross was very thorough and helped bring our group the information we needed.
- Ross was an amazing facilitator.  His knowledge and expertise of the process is impressive, and he was very articulate when explaining the process to teachers who are not analysts.
- Ross was great and a huge help with explaining details.
- everything was superb

- Thank you.  It was extremely beneficial in many educational ways. The facilitator was courteous, professional, and extremely knowledgeable. Thank you, once again.
- Ross is wonderful!

RLA Grade 8:

- The food and service were great!  I am looking forward to coming back tomorrow for more valuable KNOWLEDGE!  So excited to be a part of this process. Please continue to invite me to
- We had a few technology glitches that slowed down the process, but I do not believe that it affected the outcome of the judgment.  I really enjoyed the participation and look forward to more committee work in the future.
- Our facilitator was completely disorganized and unprepared.
- This was a great process, and I am thankful I was able to learn this.
- Our facilitator was nice, but he did not seem to know what to do or what was happening. There was a lot of wasted time.
- We didn't have time for a debrief on Judgement round #3. I would like the debrief to see where everything fell. However, due to the time it took to download and process the information, that didn't happen.
- Very long second day for those who are leaving. Others didn't seem to register that getting done on time would be a benefit.
- The process was very informative and streamlined. However technical issues reduced the overall positive nature of the experience.
- The downtown between submitting judgments and going through the data with the group was so substantial that some people forgot why they had rated certain items. This was a chaotic experience because of the inactive time, which raised the intensity of the time we had to work. Our facilitator did the best he could with tons of technology issues. I really wish that there was a backup for times when technology does not cooperate--tech makes data collection easier, but it's not impossible to do by hand.
- A great learning.
- Thank you
- na
- Thank You!
- Enjoyed the discussions. I do feel there is a big gap between our low-level students and high performing students.
- The standard setting process is an excellent tool for teacher reflection.
- Other than the technical issues, everything went well.
- No additional comments.
- Please repair the IT issues. Also, a mouse would be an extra luxury item to include to make it flow easier. Thank you.

Spanish RLA Grade 3:

- None

- Pearson did an excellent job with accommodations for teacher volunteers. The facilitator was well informed, the appropriate materials were made available. Training over the standard setting process was sufficient.
- I have learned a lot and can now help my district better understand this process for all teachers to know and understand. I appreciate the opportunity to help. Everything was very organized, professional, and efficient.
- No comments.
- This has been a great learning opportunity and I am grateful for the invitation. I have learned so much, and I was able to share my knowledge with great educators.
- I enjoyed helping out with the process
- Great experience.
- The facilitator was amazing and the whole standard setting process has given me a different point of view of the STAAR. I feel like these meetings have made me grow as an educator.
- Thank you!
- Everything was good, organization, space, materials.
- About logistic, I got the confirmation of the hotel reservation on the same date that I was supposed to travel, and I have to ask for it. For next sessions, I would like to have it before.
- Even that, overall, it was a great and well-organized event
- It was very well organized.
- This was a very worthwhile experience. I enjoyed the whole process.

Spanish RLA Grade 4:

- I don't have any other comments.
- I found this experience to be very valuable and I look forward to sharing what I have learned within the confines of what is permitted and also being considered for similar opportunities in the future.
- This was an excellent experience. All parts of the process were great. Our facilitator was very clear when setting expectations and helpful. This experience will allow me to share with others at my school that the process in standard setting, like everything else that is done with the STAAR, is a transparent, collaborative, and effective process. Thank you for the invite.
- n/a
- It was a remarkable learning experience.
- I enjoyed the time here and learned a lot with the data. I am taking a lot of knowledge with me and I feel honored that I was able to come and be a part of this. The process with how all this works was excellent. Our facilitator was impressive and very professional. Thank you for letting teachers have input through this process
- This was a learning experience. My thinking about determining cut scores completely changed. Now, I have a better understanding of how the scores are determined and can guide my school n the right direction.
- I think a little more time could be spent on getting the panelists to understand the process.
- This has been an awesome experience, Lisa has been a great facilitator, she made the process very enjoyable and promoted a learning environment.. Thank you so much.
- This was a great experience.  Thank you for the opportunity.

- All this information is very informative, however, being my first time attending these, it was very overwhelming. Thank you for involving teachers in the process.

Spanish RLA Grade 5:

- Very interesting process, thank you for the opportunity of participating in this panel.
- Interesting and wonderful to be a part of this process.
- Very insightful!
- Thank you for the opportunity to have a voice in this process. I liked how things were organized and moderated.
- I am extremely honored to have been a part of this session. I learned so much from my leaders and colleagues. I appreciate the opportunity.
- Excellent explanation by TEA and Pearson staff regarding the process and impact of these meetings.
- Overall it was good, there was sometimes where there was silent period of times.
- This was a great experience for me and an eye opener. I was able to observe all the hard work that is put in to make sure that everyone's effort is valued. I really enjoyed the experience.
- I learned so much from this process. I would like to come back when there is another process evaluation standard meeting!
- As a teacher, I always had concerns about the setting of cut score. I'm glad that teachers knowledge and experience are used to gather this information.
- Thanks for the opportunity! I feel this experience has helped me be a better teacher. I am so proud to be a Texas teacher!
- Thank you for making this process be transparent and inviting educators.

Science Grade 5:

- Thank you
- As a whole, I think we hoped TEA and Pearson would be in and out of the rooms more. We had questions pretty often that could have helped us understand the process or documents more before working on independent work. The PLDs need to be more directed to each of the TEKS instead of just a few of them. It was hard to make accurate decisions when the borderlines were not made for the TEKS that were tested. Everyone was helpful and I enjoyed meeting everyone!!!
- Loved the dual computers. Would prefer a mouse as well for ease. I appreciated the process and learning how these scores are set using this method. Great opportunity. Consider facilitators that are somewhat knowledgeable about content or having access to a content resource more available. Overall great process.
- all good.
- I would like to be involved on writing the PLDs for Science 5th Grade
- A great experience! Thank you!!
- This was a wonderful experience. Deborah made everything easy to understand and enjoyable. I am glad that I was able to be a part of this committee.

- It would be nice to have an external mouse to navigate the many tabs and screens needed for this activity. It would also be nice to have TEA personnel at least come by to visit with the committee. The first day agenda had a TEA Q&A scheduled for lunch time, but we never had an opportunity to visit with anyone and when we did ask to speak to a TEA representative a Pearson representative was brought in instead. The facilitator was good at her job, but it was concerning to the committee that she had no knowledge about the content or the state standards at all. Having someone be a part of the meeting that is familiar with Texas testing, standards, etc. would be helpful.
- Having a TEA rep would be beneficial the next time this type of meeting is conducted.
- The process was very informative, and I believe gets us to a place where the scores reflect the test.
- Truly enjoyed meeting. The presenter was awesome and knowledgeable.

Science Grade 8:

- Scott did a great job these past days. Really enjoyed this and would love to be a part of this again.
- This was a great opportunity to be a part of and I am very honored to be a part of it. Thank you for allowing teachers to have a voice in the cut scores. Also, Scott was a great facilitator, but he needs a clicker for the computer.
- Scott was a help to me, as this was my first time. The Cambria hotel was awesome. We had good discussions in the group, and helpful advice/clarification as needed. Thank you for the opportunity.
- The PLD is very confusing and seems to lack clarity and organization. It does not align to the standards in some cases. For example, the student expectation may be listed in the Approaches category rather than the Meets category. I believe the cut scores should lower due to the nature of the new test format. We finished with great scores but there seems to be some discrepancy in the Does not Approach and Approaches range.
- Performance level descriptors need a lot of work. The expectations are too for most of the levels.
- I agree with the final result.
- n/a
- Standard setting process was well explained. Facilitators Mr. Russel was very well rounded on every process. Materials are adequate in the agenda.
- Would need to complete the process again to feel proficient, but great learning experience!
- Discussion regarding the assessment questions gave cause for concern. As a committee we felt the scores were too high.
- The waiting time between the rounds for data interpretation is painful. There is nothing to do, and a lot of time wasted.
- After round 2 comments were made by participants that impacted the final cut scores. A participant brought up the fact that the "passing standard" or % correct to get Approaches was over 50% in previous years and that our recommended cut scores after round 2 were 26%, 52% and 76%. I believe this comment skewed the results of our final cut scores. The final cut score for Approaches went up 5 points from the previous three rounds.

- Too much overtalking each other. I think a little more structure on how discussion would be handled would help out a lot. In addition, I think the first day could have been a little more efficient in clarifying what the expected goals were along with some type of example (perhaps from another subject to keep from influencing too much) to get a better idea of what to aim for. Multiple perspectives are great, but they need to be guided instead of just being able to go anywhere.
- Scott was very patient and good at explaining what we were doing. I do have issues with the way that Judgement Round 3 went. It seems like it was based more on feelings than data and this is a problem for me. I can't say I felt great about the Approaches about it. That's just my opinion.
- Scott Russell did a great job running the session, he moved it along when conversations were getting too personal. I hope that the analysts get to look at the data and assure that our numbers look good. This is a very difficult process because I think that teachers also look at themselves in this process and it is hard to separate the emotions, however, I do think that this is a necessary process that needs teacher opinions.
- I liked the process of seeing where we believe students "would" perform, but then we ended up pushing Approaches a little higher. I agree with that because we still must hold the students and teachers accountable to the standards and if they did Not Meet and/or Approached based on that, we need to show that. Even if they didn't perform as well as we wanted, we have to hold them to the standards set forth to teach and put them in the appropriate level. We can't keep lowering the bar just to make scores "look good".
- A lot of wait time in between judgement and discussion of results.
- Our data from judgments one and two showed 12 for the cutoff for approaches. Members of the panel changed their answers for judgment 3 based upon the students they teach (GT/Pre-AP). Several panelists did not consider the entire State of Texas. They believe that a student must have 50% to pass and approaches is pass to them. They do not understand that approaches is below grade level. They see it as percentage. It is a shame that these few did such a disservice to the kids in Texas.

Social Studies Grade 8:

- Thank you for providing this experience, it truly allows me to see what type of process goes into making these decisions, and allowing teachers to have a voice in making these type of decisions.
- The committee felt strongly that the scores should be adjusted. When we asked for additional impact data it was not available to us so we did not have as much information as I would like to make our final decisions. That should have been available to us. However, Eric came in at 4 pm and had a discussion with us about our ranges. He had access to them previously and should have done this earlier so that we could have possibly gotten more data for guiding our decision. The feeling that I got from Eric is very much that our time here was wasted and unlikely to affect change by TEA.
- Not applicable because I don’t want to get myself in trouble.
- I feel like all our work over the last 2 days was for not.
- I appreciate the opportunity to participate in this committee. Thank you!

- I think more training on how the test is developed and verified is needed before starting the standard setting process.
- Heather was very successful and helpful in guiding us to complete the important work that was given to us.
- Thank you for having me participate. This was a great experience and would love to work with you all again.
- Appreciate this opportunity to be able to participate in this committee to have an impact on setting the new standards.
- I felt really good about this process until the very end when Eric came in. The overall mood changed into a feeling of "we are making a difference" to "this is what this is and you've pretty much wasted a few days because we already know what we are going to recommend." Heather was awesome.
- 8th Grade content is way too much, the PLDs need to be revised to include something from each era and better explained on what students should be able to do. Reading level is not appropriate for 8th grade across all learning levels. This was a difficult process when looking at percentages, I did a much better understanding when I scored the test with the POV of those students.
- When it came time for round 3 judgements, Eric came in and spoke too long and we finished way after 5pm and that was panelists trying to get us to move on.

## Process Evaluation Survey Vertical Articulation

The purpose of this evaluation is to collect information about your experience in participating in the vertical articulation meeting for the STAAR Math assessments. Your opinions provide an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the meeting in which you participated. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

### Introduction to Vertical Articulation Process

| Content Area | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |
| Spanish RLA | – | 1 | 3 | 6 |

### Review of the Performance Level Descriptors

| Content Area | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| Mathematics | – | – | 3 | 6 |
| RLA | – | – | – | 9 |
| Spanish RLA | – | – | 4 | 6 |

### Review of the Cross-Grade Impact Data

| Content Area | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |
| Spanish RLA | – | – | 2 | 8 |

### Use of Interactive Vertical Articulation Spreadsheet

| Content Area | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |
| Spanish RLA | – | – | 3 | 7 |

### Discussion of Recommended Changes

| Content Area | Not Successful | Partially Successful | Successful | Very Successful |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |
| Spanish RLA | – | – | 2 | 8 |

How adequate were the following elements of the session?

### Amount of Time Spent Reviewing the PLDs

| Content Area | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|
| Mathematics | – | 1 | 4 | 4 |
| RLA | – | – | 1 | 8 |
| Spanish RLA | – | 1 | 7 | 2 |

### Amount of Time Discussing the Impact Data

| Content Area | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|
| Mathematics | – | – | 5 | 4 |
| RLA | – | – | 1 | 8 |
| Spanish RLA | – | 1 | 5 | 4 |

### Amount of Time Working with the Interactive Spreadsheet

| Content Area | Not Adequate | Somewhat Adequate | Adequate | More Than Adequate |
|---|---|---|---|---|
| Mathematics | – | 1 | 4 | 4 |
| RLA | – | – | 1 | 8 |
| Spanish RLA | – | 1 | 6 | 3 |

During this standard setting meeting, which was the grade you initially worked with?

**Panelist's Initial Committee**

| Content Area | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |
|---|---|---|---|---|---|---|
| Mathematics | 2 | – | 2 | 3 | – | 2 |
| RLA | 3 | – | 2 | 2 | – | 2 |
| Spanish RLA | 3 | 3 | 4 | – | – | – |

How confident do you feel that the final cut score recommendations for STAAR math for this grade represent appropriate levels of student performance?

***Approaches***

| Content Area | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |
| Spanish RLA | – | – | 3 | 7 |

***Meets***

| Content Area | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |
| Spanish RLA | – | – | 3 | 7 |

***Masters***

| Content Area | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |
| Spanish RLA | – | – | 3 | 7 |

Did you participate in the whole week of standard setting? [For Mathematics and RLA only]

**Whole Week Participation**

| Content Area | Yes | No |
|---|---|---|
| Mathematics | 9 | – |
| RLA | 9 | – |

What was the second grade that you participate in during the standard setting meeting?

| Content Area | Grade 4 | Grade 7 |
|---|---|---|
| Mathematics | 4 | 5 |
| RLA | 5 | 4 |

How confident do you feel that the final cut score recommendations for the second grade represent appropriate levels of student performance?

***Approaches***

| Content Area | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| Mathematics | – | – | 3 | 6 |
| RLA | – | – | – | 9 |

***Meets***

| Content Area | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |

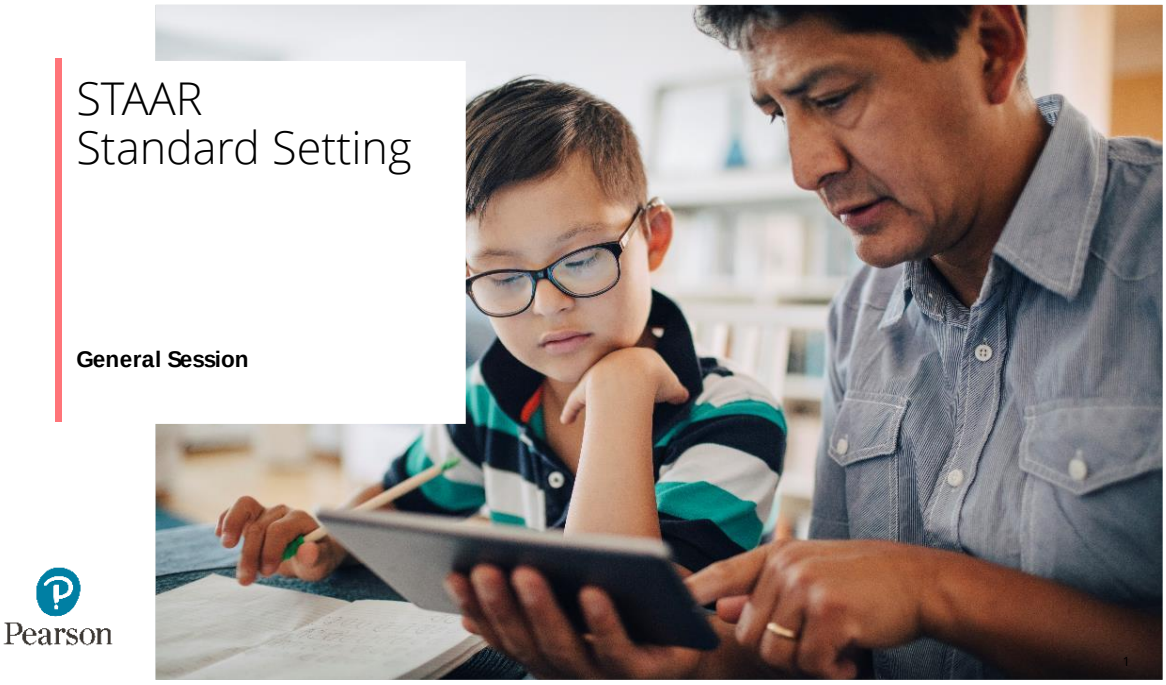
***Masters***

| Content Area | Not Confident | Somewhat Confident | Confident | Very Confident |
|---|---|---|---|---|
| Mathematics | – | – | 2 | 7 |
| RLA | – | – | – | 9 |

# Appendix J – PowerPoint Presentations

This appendix presents a sampling of presentations from the general session and breakout sessions. Full copies of the presentations are accessible by clicking on the attachments available on the left margin of your PDF reader.

**General Session**




**Breakout Session – RLA Grade 3**

**Vertical Articulation (RLA and Spanish RLA used the same slides)**