Standard-Setting Update

TIMELINE PROCESS

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October 2011
Standard Setting

- Fall 2011: FCAT 2.0 and Algebra 1 End-of-Course Assessment
- Purpose: Identify the “cut points” that define the new Achievement Levels

Five Achievement Levels, Four Cut Points
Standard-Setting Steps

1. Develop a policy definition describing the meaning of each Achievement Level
2. Develop achievement-level descriptions
3. Convene a standard-setting panel composed of educators
4. Conduct the standard-setting process to propose cut scores
5. Convene a business and policy leader reactor panel to review the proposed cut scores
6. Obtain State Board of Education approval of cut scores with public input
# Standard-Setting Timeline

<table>
<thead>
<tr>
<th>Month/Year</th>
<th>Task</th>
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<tr>
<td>July 2011</td>
<td>Finalize Membership on Educator Standard-Setting Panel</td>
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<tr>
<td>August 2011</td>
<td>Advertise Intent to Revise FCAT Rule</td>
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| September 19-23, 2011 | Conduct Standard-Setting Meetings – Orlando, FL  
                     | 15-20 Educators per Subject/Grade (15 panels)                        |
| September 29-30, 2011 | Conduct Reactor Panel Meeting – Tallahassee, FL  
                     | 20-25 Superintendents and Community Leaders (1 panel)                |
| October 2011      | Conduct Rule-Development Workshops and Advertise Proposed State Board of Education FCAT Rule |
| December 2011     | State Board of Education Rule Adoption – New Achievement Levels for FCAT 2.0 Reading, Mathematics, and Algebra 1 EOC Assessment |
Experience with the achievement level descriptions and the assessments

4 days of iterative rounds of judgment

Round 1: Panelists will make independent percent-correct judgments on each item, for each cut point.
  - Given the knowledge, skills, and abilities that are required in this question, what percentage of “just barely” students at this Achievement Level should get this item correct?

Round 1 Feedback and Discussion: Individual cut scores.
Overview of Meeting (continued)

- **Round 2**: Panelists will independently revise judgments as they see necessary.
- **Round 2 Feedback and Discussion**: Individual and table-level cuts scores.
• **Round 3**: Panelists will independently revise judgments as they see necessary.

• **Round 3 Feedback and Discussion**: Individual, table-level, and committee-level cut scores; impact data on the total Spring 2011 testing population for all grades.
Overview of Meeting (continued)

- **Round 4:** Panelists will independently revise judgments as they see necessary.
- **Round 5:** All workshop panelists will convene as a large group for the presentation of the standard-setting results across all grades within each subject. After the presentation, panelists will independently revise judgments as they see necessary.
• **Wrap-up**: Each committee will be shown its final proposed cut scores, as well as the updated vertical articulated results and impact data based on the total population and by subgroup (e.g., gender and ethnicity).
Reactor Panel: Overview of Meeting

- Overview of standard-setting process
- Standard-setting debrief
- Review tests
- Discuss cut scores proposed by the educators, as well as impact data
- Reactor panel feedback
State Board of Education Rule Adoption

Considerations

- Educator feedback
- Reactor panel feedback
- Commissioner’s recommendations
- Public feedback