Standard-Setting Update

TIMELINE
PROCESS

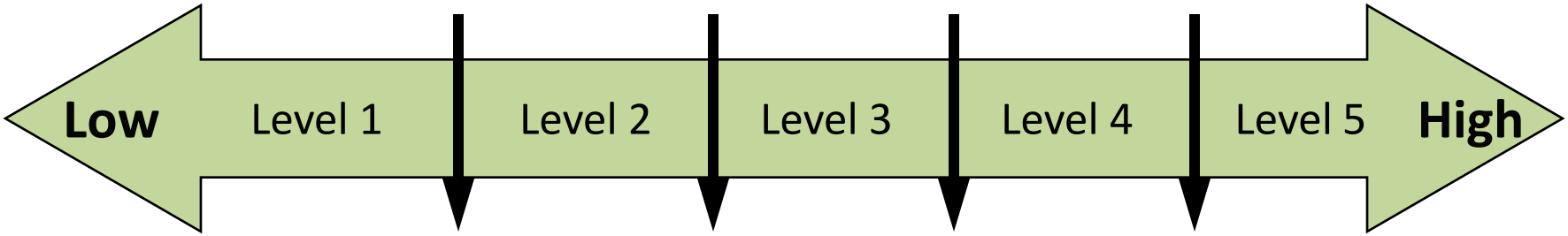
DR. SHARON KOON
OFFICE OF ASSESSMENT

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

Month/Year	Task
July 2011	Finalize Membership on Educator Standard-Setting Panel
August 2011	Advertise Intent to Revise FCAT Rule
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

Educator Panels: Overview of Meeting

- **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.

Overview of Meeting *(continued)*

- **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.

Overview of Meeting *(continued)*

- **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