



**INDIANA STATE BOARD OF EDUCATION**

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# Standard Setting Process

A General Description

# Educator Involvement: Step 1

- ▶ Step 1: Educators take the actual test and clarify performance level expectations
  - ▶ Educators are divided by grade and subject area into separate rooms.
  - ▶ Performance Level Descriptors
    - ▶ Educators review a draft set of Performance Level Descriptors (PLDs).
      - ▶ PLDs delineate the knowledge, skills, and abilities students demonstrate at each level of performance (Did Not Pass, Pass, Pass+).
    - ▶ Educators determine distinguishing characteristics between adjacent performance levels.

# Educator Involvement: Step 2

- ▶ Step 2: Educators individually select bookmark locations and participate in 3 rounds of bookmark setting that will include both small-group and large-group discussions
  - ▶ Round 1:
    - ▶ Individually, with no conversation, educators review an “ordered item booklet”, or a booklet where items are ordered from easiest to most difficult.
    - ▶ Educators proceed through the items in order of difficulty and determine which items best separate the performance levels.
    - ▶ The mark between the items that separate the performance levels represents a recommended cut score.
  - ▶ Rounds 1 and 2:
    - ▶ Following placement of bookmarks, educators discuss in small groups their individual bookmarks and provide content-based reasons for their bookmark locations.
    - ▶ After discussion, educators once again individually place a bookmark for Pass and Pass+ in the ordered item booklet.
  - ▶ Rounds 2 and 3: Following the placement of bookmarks for all grades in these rounds, impact data identifying the percentage of students who will be placed into each of the categories will be presented.
  - ▶ As a group, educators do not have to come to consensus. They also do not have to move their individual bookmarks from the prior round if they continue to believe their selections are representative.

# Educator Involvement: Step 3

- ▶ Step 3: Review and revise performance level expectations to align with recommended cut scores
  - ▶ Educators discuss as a large group their final cut score placement and further align the performance level expectations with their recommended cut.
  - ▶ Rationale for why their placement is representative of being college- and career-ready is collected.

# Vendor, TAC, & SBOE Involvement

## ▶ The Vendor:

- ▶ Calculates the median of the bookmarks following each round of bookmark setting
- ▶ Provides minimum, maximum, and standard deviation information about the proposed cut scores to the participants to help facilitate discussion.
- ▶ Provides impact data following the 2<sup>nd</sup> and 3<sup>rd</sup> rounds.
- ▶ Creates the scale and determines the actual scale scores.

## ▶ The TAC:

- ▶ Reviews the process.
- ▶ Identifies ways scores could be statistically adjusted if discrepancies appear across grades or subjects.

## ▶ The SBOE:

- ▶ Reviews and approves the process used.
- ▶ Reviews and approves the final cut scores.

# Reporting Structure

