



2018 Standards Validation Report

Prepared by: Measured Progress
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Table of Contents

Chapter 1.	Overview of the Standards Validation Process	1
Chapter 2.	Tasks Completed Prior to the Cut Score Review Meeting	2
2.1	Vertical Articulation of the ELA and Mathematics Cut Scores	2
2.2	Expansion of the ELA PLDs to Reflect the Addition of the Writing Prompts	3
2.3	Expansion of the ELA Score Scale to Reflect the Addition of the Writing Prompts	4
2.4	Preparation for the ELA Cut Score Review Meeting	4
Chapter 3.	Tasks Completed During the Cut Score Review Meeting	6
3.1	Cut Score Review Process	6
3.2	Final Recommendations on Cut Scores	8
Chapter 4.	Tasks Completed After the Cut Score Review Meeting	10
4.1	Vertical Articulation of Mathematics Performance Level 2 and 4 Cut Scores	10
4.2	Vertical Articulation of ELA Performance Levels 2 and 4	11
4.3	Review of the Recommended Performance Level Cut Scores for ELA and Mathematics	12
4.4	ELA PLD Review Meeting Overview	13
4.4.1	Preparation for the ELA PLD Review Meeting	13
4.4.2	Panelist Selection	14
4.5	Overview of the ELA PLD Review Meeting Process	16
4.6	Final Approval of All Cut Scores	17
4.7	Preparation of the Standards Validation Process Report	18
	References	19
	Appendices	20

APPENDIX A	Vertical Articulation Report
APPENDIX B	Participants and Roles in the Standards Validation Process
APPENDIX C	ELA Cut Score Review Meeting Agenda
APPENDIX D	MSAA Cut Score Review Meeting
APPENDIX E	MSAA ELA CSR Summary
APPENDIX F	MSAA ELA CSR Adjusted Cut Scores CBRs
APPENDIX G	MSAA Mathematics Vertical Articulation Results by Grade
APPENDIX H	MSAA 2018 ELA PLD Panelist Training Opening Presentation
APPENDIX I	MSAA ELA PLD Review Meeting Process
APPENDIX J	ELA PLD Panelist Feedback
APPENDIX K	MSAA ELA PLD Review Evaluation Forms

Chapter 1. Overview of the Standards Validation Process

This report summarizes the activities involved in reviewing and validating the cut scores for the 2018 MSAA English Language Arts (ELA) and mathematics assessments. This review was necessary to ensure that cut scores, set in 2015 for the assessments, continue to provide valid interpretation of ELA and mathematics performance using the Performance Level Descriptors (PLDs). The standards for both ELA and mathematics were vertically articulated, using 2017 performance data, to update the performance standards and provide a coherent basis for interpreting 2018 scores and performance, and in preparation for validating the ELA standards further. No additional steps were necessary to validate the mathematics performance standards. The validation process for the ELA performance standards was necessary because of the addition of the open-response writing prompt scores to the existing ELA score scale. All activities described in this report were recommended by the MSAA Technical Advisory Committee (TAC) in a February 2018 meeting with the Psychometric Subcommittee and Measured Progress.

The standards validation process involved five steps: (a) vertically articulating the performance level 3 cut scores for both ELA and mathematics, to update the performance standards and provide a coherent basis for interpreting 2018 scores and performance and validating the ELA cut scores; (b) expanding the ELA PLDs to include references to direct open-response writing prompt knowledge and skills; (c) expanding the existing ELA score scale by linking the open-response writing prompt scores to the scale; (d) reviewing and possibly adjusting the existing cut scores to align the response demands of all testing items, including the open-response writing prompt scoring rubrics and knowledge and skill requirements in the expanded PLDs; and (e) reviewing the expanded ELA PLDs with stakeholders from various schools and districts to confirm the writing knowledge and skills were clear and included language around the open-response writing prompt expectations in each of the performance levels.

This report is organized into three major sections: activities completed (a) prior to, (b) during, and (c) after the cut score review meeting.

Chapter 2. Tasks Completed Prior to the Cut Score Review Meeting

Chapter 2 details four activities that are part of the Standards Validation process:

- (1) Vertical articulation of the ELA and mathematics cut scores
- (2) Expansion of the ELA PLDs to reflect the addition of the writing prompts
- (3) Expansion of the ELA score scale to reflect the addition of the writing prompts
- (4) Preparation for the ELA cut score review meeting

2.1 Vertical Articulation of the ELA and Mathematics Cut Scores

The MSAA performance standards for ELA and mathematics were established in 2015, when the content standards and assessments were new to teachers and students in partner states. In discussion with the TAC, the MSAA states acknowledged the need to articulate the performance standards, to provide a coherent basis for interpreting 2018 scores and performance, and for validating the ELA cut scores. Vertically articulated standards for MSAA are reflected in similar percentages of students in performance levels across grade levels. The goal prior to the cut score review meeting was to articulate across grade levels the percentages of students at and above performance level 3 (i.e., levels 3 and 4 combined) in the 2017 data. (Performance levels 2 and 4 were articulated after the cut score review meeting for mathematics only. See section *4.1 Vertical Articulation of Mathematics Performance Level 2 and 4 Cut Scores*).

Measured Progress prepared for vertical articulation in two meetings with the Psychometric Subcommittee and TAC:

- May 4, 2018, to specify the vertical articulation approach as well as identifying grades and content areas that required focused attention; the TAC expressed concern regarding the ELA grades 6 and 8 standards and mathematics grade 6 standards, which appeared more difficult than standards in other grades
- A follow-up clarification meeting on June 15, 2018

Measured Progress also conducted internal working meetings on June 11 and 21, 2018, to complete the vertical articulation process and develop recommendations to MSAA.

Procedures and Recommendations

A Measured Progress team of Content Development, Psychometrics, and Program Management staff completed the vertical articulation process for the 2016–2017 performance data. The team reviewed the inverse cumulative percentages of students in each proficiency level in grades 3–8 and 11 in ELA and mathematics, and the locations in each distribution of the levels 2, 3, and 4 cut scores. The team focused on the areas of concern—performance level 3 cut scores in ELA grades 6 and 8 and mathematics grade 6—and viewed all grade level percentages together to consider the degree of cross-grade articulation. Based on previous discussions with the TAC members, we considered cut score adjustment for any differences in any pairs of percentages at/above performance level greater than 5%.

The team began by reviewing the impact data for ELA grades 6 and 8 in relation to the other grades and examined the effects on articulation of adjusting the cut scores in grades 6 and 8 by 1, 2, and 3 scale score points. The team then reviewed the impact data for mathematics grade 6 in relation to the other grades and examined the effects on articulation of adjusting the cut scores in grades 3, 4, and 6 by 1 scale score point. A senior Content Specialist at Measured Progress wrote content based rationales, based on the relationship between response demands of items at and above the adjusted cut scores and the knowledge and skill requirements in the corresponding PLD.

Measured Progress recommended the following to MSAA:

- Adjusting the ELA grade 8 performance level 3 cut score by 2 scale score points and the grade 6 ELA cut score by 3 points achieves vertical articulation. The final proposed cut scores display smooth articulated results across grades.
- Adjusting the mathematics performance level 3 cut scores in grades 3, 4, and 6 by 1 scale score point each achieves vertical articulation. The final proposed cut scores display smooth articulated results across grades.

Details of the process, recommendations, and content based rationales appear in the Vertical Articulation report in Appendix A.

2.2 Expansion of the ELA PLDs to Reflect the Addition of the Writing Prompts

The PLDs summarize the knowledge, skills, and abilities (KSAs) prioritized for the MSAA that students need to attain at each level of achievement (Level 1–Level 4). The ELA PLDs were developed and finalized as part of the standard setting that took place in 2015. These ELA PLDs were used as the starting point for revision. The open-response writing prompt expectations were

added to each ELA PLD for all grades (3–8 and 11) without other expectation information being altered. In order to include the open-response writing prompt expectations in the ELA PLDs, the MSAA subcommittees and Measured Progress referenced the writing prompt definitions and emphasis from the National Center and State Collaborative (NCSC) document *Building From the Ground Up: A Writing Assessment Story*, as this document served as the basis for writing prompt development (both the selected response writing prompt and the open-response writing prompt), as well as the open-response writing prompt score rubrics. The ELA PLDs were revised to include the open-response writing prompt expectations through an iterative process among Measured Progress and members of the MSAA Psychometric, Item Development, and Scoring Subcommittees. A list of the subcommittee members is included in Appendix B. The revised ELA PLDs were used during the Cut Score Review meeting as a guiding document. In addition, the ELA PLDs were reviewed for clarity by stakeholders from across states, schools and districts during the ELA PLD Review meeting.

2.3 Expansion of the ELA Score Scale to Reflect the Addition of the Writing Prompts

Open-response writing prompts were incorporated as an operational component of the MSAA ELA assessment in spring 2018. These writing prompts were previously field tested. The purpose of this addition to the reading, language, and writing (i.e., selected response writing prompt and other writing skills) items was to assess content standards that cannot be addressed with selected response items and to expand the interpretation of ELA scores and performance.

After the reading, language, and writing items were equated to the operational scale, a second equating was completed to bring the open-response writing prompts onto scale. The second equating used a fixed common item parameter method of equating, where all reading, language, and writing item parameters were fixed to the operational scale, and the open-response writing prompts were then equated onto the operational scale. By using this method of equating, all reading, language, and writing item parameters were linked to the operational scale during the equating of the open-response writing prompt. The ELA scale was adjusted to reflect the linking of the open-response writing prompts, expanding the interpretation of ELA scores and performance.

2.4 Preparation for the ELA Cut Score Review Meeting

Two steps were taken to ensure that both MSAA and Measured Progress were well prepared for this meeting:

- On July 18, an internal run-through of the cut score review process was conducted to familiarize all participating Measured Progress staff with the process and time to test all materials needed for the meeting.
- On July 21, an e-mail was sent to MSAA members who would be participating in the July 24 cut score review meeting, detailing the meeting goals, the cut score review process, the schedule and materials that participants would review during the meeting.

Materials prepared for the ELA Cut Score Review Meeting:

- **Meeting PowerPoint slides:** Training was provided to participants in the cut score review process and decision criteria.
- **Expanded ELA Performance Level Descriptors:** The expanded ELA PLDs included new references to the content standards related to producing a written product. They served as the reference point for student expectations in each performance level as determined by the MSAA ELA assessment.
- **PDFs of all items that were included in the cut score review:** These were the 2018 items ordered as they were presented to students. Panelists were able to review items via item ID numbers as needed during the cut score reviews.
- **Open-response writing prompt level 2 and 3 rubrics:** These were the 2018 rubrics that were used to score student responses. Panelists were able to review the scoring rubrics as needed during the cut score reviews.
- **Online impact data tool:** This tool included an item map of all items included in the cut score review, with the scale locations of all selected response items and open-response writing prompt score level thresholds displayed, and all cut scores identified. This information indicated where the open-response writing prompt score level thresholds fell in relation to the cut scores and other items. The meeting facilitator managed the online tool for panelists. The tool enabled the facilitator to illustrate immediately changes in impact data (i.e., percentages of students in each performance level in 2018) as panelists considered adjusting cut scores.
- **A pre-formatted table:** Final, recommended cut scores and content based rationales for retaining or adjusting cut scores were recorded. This table was included in the report provided to MSAA State Partners to use with their Superintendents/Boards of Education for approval of the final recommended cut scores. (See appendices E and F)

Chapter 3. Tasks Completed During the Cut Score Review Meeting

3.1 Cut Score Review Process

The cut score review meeting was held on July 24, 2018, via webinar. Members of the MSAA Psychometric Subcommittee, including MSAA ELA Content Specialists, acted as review panelists. Two members of the TAC attended to monitor the process and provide advice and support as needed. A list of the cut score review meeting attendees is included in Appendix B. Measured Progress Psychometric, Content Design and Development, and Special Education-Client Services staff led and facilitated the meeting. In the meeting, panelists reviewed the alignment between the location of open-response writing prompt scores¹ on the expanded ELA scale and the PLDs. Recommendations were made to either (a) retain the existing 2015 cut scores, or (b) adjust the cut scores to improve alignment. Content Specialists provided rationales for adjusting cut scores. The agenda for the meeting appears in Appendix C.

The cut score review process:

- Measured Progress provided an overview for the meeting, including the need for a cut score review, purpose and goal of the meeting, and details of the meeting procedures and materials and introduced all meeting participants. Members included the MSAA Psychometric Subcommittee and MSAA Content Specialists who served as cut score review panelists, the two TAC members who monitored and supported the process, and Measured Progress staff who facilitated and supported the process. The PowerPoint slides used to train participants in the cut score review process and decision criteria and to manage the process appear in Appendix D.
- The facilitator reviewed each group's roles and responsibilities and laid out discussion ground rules. Specifically, panelists were instructed to (a) share insights about items and open-response writing prompts and scoring rubrics and avoid trying to persuade other panelists in round 1 about recommendations for cut scores; (b) work together to reach

¹ Specifically, the RP 67 location of all dichotomous items and open-response writing prompt score level thresholds for the three rubrics, consistent with the RP criterion used in the 2015 standard setting.

consensus on recommendations in round 2; (c) and collaborate in round 2 to articulate content based rationales when they recommended adjusting cut scores.

- Panelists were instructed on the process they should follow to make recommendations to adjust and validate cut scores, as described below.
- A Measured Progress Special Education Director led the panelists through a review of the expanded ELA PLDs, highlighting the information about content standards related to producing a written product that supplemented the information contained in the original PLDs.

Panelist Procedures and Judgmental Task

The meeting facilitator instructed the panelists to work as follows:

- 1) Review the locations of the prompt score level locations (i.e., the locations of threshold values for each rubric score: 0,1 and 1,2) (a) on the expanded ELA scale, (b) in relation to the current cut scores and corresponding PLDs.
- 2) Make content based judgments about the appropriateness of those relationships.
- 3) Write content based rationales for recommending adjustments to current cut scores.

The facilitator led the panelists through a modeling and practice session for round 1 of grade 11 by modeling the review process while panelists considered the alignment between the open-response writing prompt score level locations in relation to the cut scores and corresponding PLDs. Modeling of the cut score review process included considerations:

- 1) Do the rubric descriptions for each score level align with the corresponding PLD?
- 2) What reasonably can be adjusted—without causing undue disruption to impact data and interpretation using the PLDs?
- 3) Does the item-PLD alignment analysis support the adjusted cut score?

Panelists then took over the review process for round 2 of grade 11 and for grades 8, 7, and so forth through grade 3.

Based on a recommendation from a TAC member, panelists considered as reasonable, as defined in consideration (2) above, any cut score adjustments that were within one standard error (i.e., conditional standard error on the RP 67 theta scale). A Measured Progress psychometrician provided conditional standard errors for each cut score in each of the test form paths 1A, 1B, and 1C. Across grades 3–5, the lowest and highest standard errors are 3.2 and 6.2; 2.5 and 5.4 in grades 6–8; and 2.2 and 4.6 in grade 11. In all grades and paths, the lowest standard errors coincide with the cut score for performance level 1; in grades 3–8, the highest standard errors

coincide with the cut score for performance level 3 in path 1A; at grade 11, the highest standard error coincides with the cut score for performance level 3 in path 1B.

The round 1 judgmental task was stated to panelists as follows:

- Think about each score level threshold location and its corresponding PLD and any rubric-PLD misalignment.
- What recommendations do you want to make about each cut score, given those relationships?
- What is your content based rationale for each recommendation?
- Think independently.

In preparation for round 2, panelists shared insights and understandings about the round 1 judgmental task and their initial recommendations and rationales. In addition, they viewed a summary of the writing score level locations and the facilitator demonstrated effects on impact data of various cut score adjustments under consideration, using the impact data tool. In round 2, panelists reviewed locations independently one last time, completed discussions to achieve consensus on recommendations for all cut scores in a grade, and wrote content based rationales for any recommended cut score adjustments. The second meeting facilitator recorded recommendations and rationales for the panelists.

3.2 Final Recommendations on Cut Scores

Table 3-1 contains the cut scores recommended by panelists from the cut score review. The table includes the original cut scores from the 2015 standard setting and corresponding 2018 impact data and recommended adjusted cut scores and corresponding 2018 impact data. The panelists recommended no adjustments to cut scores for grades 5, 7, 8, and 11. They recommended small adjustments as follows: in grade 3 performance level 4, from scale score 1251 to 1254; in grade 4 performance level 4, 1258 to 1259; and in grade 6 performance level 4, 1253 to 1251. Resulting differences in impact data are modest. The upward adjustments to the performance level 4 cut score in grades 3 and 4 decreased the percentages of students in that level by 5.5% (grade 3) and 3.0% (in grade 4); the downward adjustment to the performance level 4 cut score in grade 6 increased the percentage of students in that level by 2.6%. (In each case, the percentages of students changed in performance level 3 by the amount of change in performance level 4.)

Table 3-1. Recommended ELA Cut Scores after Cut Score Review

Grade	Performance Level	Original Cut Score ¹	2018 Impact Data (%)	Adjusted Cut Score	Resulting Impact Data (%)
11	PL 4	1255	20.3	--	--
	PL 3	1240	40.9	--	--
	PL 2	1236	15.0	--	--
	PL 1	--	23.8	--	--
8	PL 4	1250	21.4	--	--
	PL 3	1238	27.6	--	--
	PL 2	1230	27.8	--	--
	PL 1	--	23.2	--	--
7	PL 4	1255	21.2	--	--
	PL 3	1240	34.6	--	--
	PL 2	1236	16.0	--	--
	PL 1	--	28.2	--	--
6	PL 4	1253	15.9	1251	18.5
	PL 3	1237	39.9	--	37.3
	PL 2	1231	27.6	--	--
	PL 1	--	16.6	--	--
5	PL 4	1256	14.6	--	--
	PL 3	1240	34.6	--	--
	PL 2	1232	24.3	--	--
	PL 1	--	26.5	--	--
4	PL 4	1258	13.6	1259	10.6
	PL 3	1240	33.6	--	36.5
	PL 2	1234	18.4	--	--
	PL 1	--	34.4	--	--
3	PL 4	1251	24.7	1254	19.2
	PL 3	1240	26.0	--	31.5
	PL 2	1234	12.5	--	--
	PL 1	--	36.8	--	--

¹ Before the cut score review, after vertical articulation of the performance level 3 cut scores on July 20, 2018

Chapter 4. Tasks Completed After the Cut Score Review Meeting

Upon conclusion of the cut score review meeting, MSAA State Partners and Measured Progress completed several follow-up tasks as part of the Standards Validation process:

- Vertical articulation of the performance level 2 and 4 cut scores for mathematics (only), following the procedures for vertical articulation of performance level 3 cut score prior to the cut score review meeting (see section 2.1 *Vertical Articulation of the ELA and Mathematics Cut Scores* in this report)
- Review of the recommended cut scores by each partner state’s Superintendent/Board of Education for approval
- An ELA PLD Review meeting with stakeholders from various states’ schools and districts
- Final approval of all MSAA vertically articulated and validated cut scores
- Preparation of this report

4.1 Vertical Articulation of Mathematics Performance Level 2 and 4 Cut Scores

After the cut score review meeting, Measured Progress Psychometrics, Content Development, and Client Services staff reviewed the vertical articulation of the performance level 2 and 4 cut scores for mathematics (only). They replicated the procedures for articulating the performance level 3 scores; see section 2.1 *Vertical Articulation of the ELA and Mathematics Cut Scores*.

Following initial approval of the performance level 3 cut scores by the MSAA Psychometric Subcommittee, Measured Progress conducted a vertical articulation review of the cut scores for mathematics performance levels 2 and 4 to determine if any adjustment recommendations were needed. Following the procedures described in section 2.1, the team then reviewed the impact data for each grade in relation to each other. Measured Progress recommended the following to MSAA (as displayed in Table 4-1):

- For performance level 2, adjusting the cut scores in grades 3, 4, 5, 6, and 11 by 1 scale score point and in grade 7 by 2 scale score points achieves vertical articulation.
- For performance level 4, adjusting the cut scores in grade 11 by 1 scale score point and in grades 5, 6, and 8 by 2 scale score points achieves vertical articulation adjustments.

Table 4-1. Original and Vertically Articulated Mathematics Cut Scores and Impact Data

Grade	Performance Level	Original Cut Score ¹	2017 Impact Data by PL (%)	2017 Impact Data for PLs 3 & 4 (%)	Adjusted Cut Score	Resulting Impact Data (%)	2017 Impact Data for PLs 3 & 4 (%)	Adjustments made for Vertical Articulation
11	PL 4	1249	19.20	43.03	1250	17.92	--	Higher by 1
	PL 3	1240	23.83		--	25.11		
	PL 2	1234	26.81		1235	24.18		Higher by 1
	PL 1	--	30.16		--	32.79		
8	PL 4	1249	23.06	45.90	1251	18.78	--	Higher by 2
	PL 3	1240	22.84		--	27.12		
	PL 2	1234	23.41		--	--		
	PL 1	--	30.69		--	--		
7	PL 4	1254	17.67	47.00	--	--	--	
	PL 3	1240	29.33		--	--		
	PL 2	1232	32.36		1234	25.16		Higher by 2
	PL 1	--	20.64		--	27.84		
6	PL 4	1249	21.67	40.54	1251	17.53	46.50	Higher by 2
	PL 3	1240	18.87		1239	28.97		Lower by 1
	PL 2	1234	23.11		1233	21.49		Lower by 1
	PL 1	--	36.35		--	32.01		
5	PL 4	1255	13.60	46.54	1253	16.84	--	Lower by 2
	PL 3	1240	32.94		--	29.70		
	PL 2	1231	29.72		1232	24.08		Higher by 1
	PL 1	--	23.74		--	29.38		
4	PL 4	1251	17.40	41.01	--	17.40	44.13	
	PL 3	1240	23.61		1239	26.73		Lower by 1
	PL 2	1233	23.59		1232	24.83		Lower by 1
	PL 1	--	35.40		--	31.04		
3	PL 4	1254	19.31	49.46	--	19.31	44.66	
	PL 3	1240	30.15		1242	25.35		Higher by 2
	PL 2	1236	16.54		1235	22.55		Lower by 1
	PL 1	--	34.00		--	32.79		

The final proposed cut scores display smooth articulated results.

4.2 Vertical Articulation of ELA Performance Levels 2 and 4

The Psychometric Subcommittee agreed to a recommendation to postpone vertical articulation of the ELA performance level 2 and 4 cut scores. The TAC members who monitored the cut score review concurred. The rationale for this postponement is as follows:

- Based on past experience in other grade level and alternate assessment programs, open-response writing prompt score level thresholds are expected to remain in the upper end of the theta/scale score scale for the next year or two.
- As students are exposed to instruction and practice in direct writing in coming years, writing performance is expected to improve. Writing instruction is likely to be implemented in uneven ways across states. Writing improvement is expected to be reflected as downward movement of the score level locations in unpredictable ways,

indicating open-response writing prompts that through increased instruction may become easier for students than they were in 2018.

- If ELA performance level 2 and 4 cut scores are adjusted now to articulate the current impact data, and as prompt locations move around in the next couple of years, the alignment among the performance levels, PLDs, and open-response writing prompt score level threshold locations are likely to disarticulate.

Consequently, it was determined by MSAA that it is reasonable and wise to hold off on articulating the ELA performance level 2 and 4 cut scores until MSAA writing performance stabilizes—or at least reveals how it will evolve—in the next couple of years.

4.3 Review of the Recommended Performance Level Cut Scores for ELA and Mathematics

Measured Progress developed four documents for each state to use to gain approval of the cut scores for ELA and mathematics. These were:

- **ELA Cut Score Review Summary:** This document contained the final adjusted cut scores from both the vertical articulation process and Cut Score Review meeting, as well as a brief overview of the cut score review process for each state to share with their Superintendents/Boards of Education (see Appendix E).
- **ELA Cut Score Review Summary with Content Based Rationales:** This document contained the final adjusted cut scores along with the specific content based rationales that were determined by the panelists during the Cut Score Review meeting (see Appendix F). This document was meant as a reference document for states to use should a question get raised by the Superintendent/Board of Education about an adjustment.
- **Mathematics Vertical Articulation Results Summary:** This document contained the final adjusted cut scores with figures showing the articulation lines and stacked bar charts showing impact data percentages before and after the vertical articulation process, as well as a brief overview of the vertical articulation process for each state to share with their Superintendents/Boards of Education (see Appendix G).
- **Mathematics Vertical Articulation Results Summary with Content Based Rationales:** This document contained the final adjusted cut scores from the vertical articulation process along with the specific content-based rationales that were determined (see Appendix DD of the Vertical Articulation Report). This document was

meant as a reference document for states to use should a question get raised by the Superintendent/Board of Education about an adjustment.

These documents were provided to the State Partners on July 26, 2018 (mathematics), and July 27, 2018 (ELA). Each state brought the ELA and mathematics document before their Superintendents/Boards of Education for official approval of the cut score adjustments. States individually sought approval of the cut score from their respective Superintendents/Boards of Education.

4.4 ELA PLD Review Meeting Overview

4.4.1 Preparation for the ELA PLD Review Meeting

Materials for the ELA PLD Review meeting were prepared by Measured Progress. An opening session PowerPoint presentation was developed to orient panelists to the MSAA design and administration, provide background information about the open-response writing prompt considerations and emphasis, and set the expectations of their review work on the ELA PLDs. A copy of the presentation is included in Appendix H. The facilitators attended an initial training session, led by a Measured Progress Special Education Director, prior to the ELA PLD Review meeting. The purpose of the training was to prepare the facilitators for the panel activities and to ensure consistency in the implementation of PLD review process. A process document was created for group facilitators to refer to while working through each step of the PLD review process. A copy of the process document is included in Appendix I. In addition, the following materials were assembled for presentation to the panelists at the ELA PLD Review meeting:

- meeting agenda
- nondisclosure form
- ELA PLDs (the expanded ELA PLDs as used during the Cut Score Review meeting)
- writing definition and emphasis
- open-response writing prompt rubrics
- open-response writing prompts and student sample booklets
- ELA Blueprints
- MSAA 2016–17 Score Report Interpretation Guide
- MSAA 2017–18 Test Administration Manual
- evaluation survey

4.4.2 Panelist Selection

MSAA selected panelists for the ELA PLD Review meeting. Diverse panelists were chosen from the following criteria:

- experience with special education
- experience with general education
- experience as an administrator
- experience with special populations
- other demographic factors (e.g., race, geographic location, etc.)

Tables 4-2 to 4-4 provide the makeup of each panel.

Table 4-2. 2018 MSAA ELA PLD Review Meeting: State of Panelist by Grade Group

States	English Language Arts		
	3–5	6–8	11
Arkansas			
Arizona		1	1
Guam/CNMI	1	1	1
Maryland	1	2	3
Maine	1	2	1
Montana			
South Dakota	2		
Tennessee	1	1	1
US Virgin Islands			
Washington D.C.	2	1	1
	8	8	8

Table 4-3. 2018 MSAA ELA PLD Review Meeting: Educator Type by Grade Group*

Educator Type	English Language Arts		
	3–5	6–8	11
Administrator	2	2	2
General Educator	5	4	5
Special Educator	6	5	5
Special Populations			3
Missing		1	

*Some individuals indicated more than one area of expertise/experience

Table 4-4. 2018 MSAA ELA PLD Review Meeting: Years of Experience by Grade Group

Years	English Language Arts		
	3–5	6–8	11
0–5	1		
5–10	1		1
10–15	1		1
15+	3	6	5
Missing	2	2	1
	8	8	8

Table 4-5. 2018 MSAA ELA PLD Review Meeting: Other Demographics by Grade Group

Other Demographic Information	English Language Arts		
	3–5	6–8	11
Setting			
Urban/Suburban	2	3	3
Rural	6	3	4
Missing		2	1
Race/Ethnicity			
Asian		1	
Black or African American	1	2	1
Native Hawaiian or Other Pacific Islander	1		1
White	5	3	6
Missing	1	2	
Gender			
Female	8	6	8
Missing		2	

Each panel consisted of 8 panelists. A list of the panelists by grade span is included in Appendix B.

4.5 Overview of the ELA PLD Review Meeting Process

The ELA PLD Review meeting took place August 9, 2018. The ELA PLD Review meeting began with an orientation training for all panelists. The purpose of the orientation was to ensure that all panelists received the same information about the MSAA, the goals of the ELA PLD Review meeting, and the expectations of panelists. Following introductions, Measured Progress provided an overview of the assessment, including administration, scoring, and participation criteria for the MSAA. Panelists were provided information related to the open-response writing prompts, and an overview of the PLD review process. Panelists were given an opportunity to ask questions.

Once the orientation was complete, each panel convened in a breakout room, where the panelists received more detailed information and orientation to the materials from their facilitator and completed the PLD review activities. The MSAA State Partner attendees floated among each of the panels to observe the process and answer questions related to administration and/or policy. Panelists were provided four guiding questions:

1. Does the open-response writing prompt information contained in the PLD for each level accurately account for what the open-response writing prompt is designed to measure?
2. Is the language clear and reflective of information that is understandable for administrators, teachers, and parents/guardians?
3. How might the open-response writing prompt measures and emphasis best be communicated to the field?
4. What avenues should be used to communicate information about the open-response writing prompts to administrators, teachers, and parents/guardians?

In each of the breakout groups, introductions occurred and the non-disclosure agreements were collected. The panelists were then provided with the open-response writing prompts and corresponding rubric for each level, as well as the ELA blueprint for reference. Students' responses were provided in the Open Response Writing Prompt and a Student Sample Booklet for each grade level. The student samples were acquired from a sampling of scoring anchor papers across the scoring rubric ranges. The purpose of this activity was to establish an understanding of the open-response writing prompts and what writing prompt evidence might look like from the students who take the test. Panelists were given time to reflect and ask questions. The panelists were then provided the PLD for a grade, and guided through the open-response writing prompt expectation

information in each performance level. Panelists were given time to reflect and ask questions. The four guiding questions became the framework for the discussion around the clarity, descriptiveness, and consistency with the MSAA writing definitions and emphasis of the ELA PLDs. Panelists were encouraged to provide consensus-based suggestions to MSAA involving possible edits to the ELA PLDs and suggestions on means of communicating the information to the field (including administrators, teachers, and parents/guardians).

In response to guiding questions 1 and 2, the panels agreed with the open-response writing prompt expectation information in performance levels 1 through 3. One edit was suggested in performance level 4. The consensus of all three panel groups indicated an approval to add a word to the performance description at the fourth level so that it read "...overall command..." instead of just "...command..." The panelists also responded to guiding questions 3 and 4 with suggestions that would be helpful to the field in understanding the open-response writing prompt measures and emphasis and the best avenues to distribute that information. Feedback provided from each of the panels to the guiding questions can be found in Appendix J.

Following the panel discussions, each panelist was asked to complete an evaluation survey. The evaluation provided panelists the opportunity to share their feedback on the training and overall process. Evaluation results for each panel can be found in Appendix K.

After completion of the panel work, Measured Progress facilitators and MSAA State Partners in attendance met to reconcile the panelist suggestion to the ELA PLDs and to review the suggestions provided by the panelists on distribution of information to the field about the open-response writing prompt measures and emphasis. Overall feedback on the meeting preparation and activities during the ELA PLD Review meeting was also discussed. MSAA State Partners in attendance were from a variety of states and were members of the MSAA Psychometric, Item Development, and/or Scoring Subcommittees. The MSAA State Partner attendees agreed to the recommended edit to performance level 4 for all grades. In addition, they requested minor updates to the PLDs for all grades for both ELA and mathematics for consistency and clarity (i.e., adding an asterisk and clarity statement to the header of performance levels 2, 3, and 4 and change "he/she" to "the student"). The MSAA State Partner attendees approved the ELA PLDs with the edits requested.

4.6 Final Approval of All Cut Scores

Measured Progress received final approval of all cut scores from MSAA on August 16, 2018. Each state individually obtained approval, which constituted collective approval by MSAA.

4.7 Preparation of the Standards Validation Process Report

This Standards Validation Report documents the procedures that were taken as part of the standards validation process. The five-step procedure used to develop the 2018 ELA cut scores are outlined within the document.

References

Ramist, L, Lewis, C, & McCamley-Jenkins, L (1994). *Student group differences in predicting college grades: Sex, language, and ethnic groups* (College Board Research Report 93-1). New York: College Board.

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Appendices

Appendix A—Vertical Articulation Report



Vertical Articulation Report

Prepared by: Measured Progress

October 2018



Contents

MCAA English Language Arts (ELA) Vertical Articulation Process, Results, and Recommendations	4
Meetings to Agree on the Vertical Articulation Approach and Grades and Content Areas of Concern.....	4
Vertical Articulation Approach Meeting (May 4, 2018)	4
Standard Errors for the Performance-Level Classification Percentages	5
Cohort Analysis Approach to Vertical Articulation.....	5
Single-Year Approach to Vertical Articulation	6
Vertical Articulation Process Clarification Meeting (June 15, 2018).....	7
Vertical Articulation Process, Recommendations, Results, and Approvals	7
ELA Performance Levels 3 and 4	8
Mathematics Performance Levels 3 and 4	9
Mathematics Performance Levels 2 and 4	10
Recommended Cut Scores	12
Content Based Rationales for the Adjusted Cut Scores	13
Vertical Articulation Report Appendices.....	15

MSAA English Language Arts (ELA) Vertical Articulation Process, Results, and Recommendations

In this report, Measured Progress describes the several steps we took to develop recommendations from conducting vertical articulation of the 2016–2017 MSAA results. This work was in preparation for the ELA Cut Score Review using 2018 MSAA data, which occurred on July 24, 2018. The steps in the vertical articulation process were:

- Meetings with the Psychometric Subcommittee and Technical Advisory Committee (TAC):
 - May 4, 2018, to specify the vertical articulation approach and grades and content areas that require focused attention
 - A follow-up clarification meeting on June 15, 2018
- Working meetings at Measured Progress in June and July 2018 to complete the vertical articulation process and develop recommendations
- Meetings with the Psychometric Subcommittee to review the vertical articulation results in ELA and mathematics:
 - July 20, 2018, to review the vertical articulation results for ELA and mathematics on performance level 3 and 4 combined
 - July 25, 2018, and July 26, 2018, to review the vertical articulation results for mathematics on performance levels 2 and 4

We provide this report to describe the vertical articulation process we followed, recommendations, results, and approvals provided by the Psychometric Subcommittee.

Meetings to Agree on the Vertical Articulation Approach and Grades and Content Areas of Concern

Vertical Articulation Approach Meeting (May 4, 2018)

In the May 4, 2018, meeting with the Psychometric Subcommittee and TAC, Measured Progress reviewed the background and purposes of vertically articulating the current ELA and mathematics cut scores. The purposes were to review (a) the ELA standards, to prepare for a cut score review after linking the writing prompt scores onto the existing ELA scale; (b) MSAA's cross-grade growth expectations, to define the desired vertical articulation pattern for ELA and mathematics; and (c) the amount of disarticulation that would require adjusting a cut score for ELA and mathematics (e.g., the difference in percentages of examinees at/above Level 3 in two adjacent years).

The Psychometric Subcommittee and TAC raised two issues in preparation for this meeting:

- The size of the standard errors associated with the performance-level classification percentages.
- The proposed “cohort approach” to pursuing vertical articulation. This is the degree of articulation that could be achieved if cut scores were adjusted in 2016–2017 cohorts by

making the percentages of positive and negative performance-level changers about equal.

Measured Progress proposed in the meeting to use a “single-year approach” and decision criteria for vertically articulating standards in the 2016–2017 data, prior to conducting an ELA cut score review in the 2018 data. The Psychometric Subcommittee and the TAC agreed to move forward with this plan.

Standard Errors for the Performance-Level Classification Percentages

One of the comments we received feedback on from the TAC was in regard to the performance-level classification percentages that were presented in our May 4, 2018, meeting. After noticing the differences in the percentages for grade 6 relative to other grades, the TAC asked what the standard errors were for those percentages so that they could more reliably interpret the observed differences.

We calculated the standard errors using two approaches: (1) the usual standard error for a binomial random variable: the square root of (pq/n) , where p is the performance-level classification percentage, $q = 1 - p$, and n is the total number of students being classified; and (2) a bootstrap standard error. The two estimators gave essentially the same results.

- For the 2015–2016 mathematics tests, the standard errors (in terms of percentages) ranged from 0.5 percentage points to 1.1 percentage points, with a mean of 0.8. (For example, a classification rate of 37% would have a 95% confidence interval of 35% to 39%, if its standard error was on the high side, i.e., 1%.)
- For the 2016–2017 mathematics tests, the standard errors ranged from 0.6 percentage points to 0.8 percentage points, with a mean of 0.7.
- For the 2015–2016 ELA tests, the standard errors ranged from 0.5 percentage points to 0.9 percentage points, with a mean of 0.7.
- For the 2016–2017 ELA tests, the standard errors ranged from 0.5 percentage points to 0.8 percentage points, with a mean of 0.7.

These results indicate that the differences between grade 6 and the other grades are not due simply to the standard errors of the classification percentages. A detailed listing of standard errors of percentages of students in each performance level for all grades in 2015–2016 and 2016–2017 are provided in Appendix AA.

Cohort Analysis Approach to Vertical Articulation

This approach addresses whether there is statistical evidence that the cut scores for grade 6 ELA (ELA06) and mathematics (MAT06) and for grade 8 ELA (ELA08) are too stringent, beyond a reasonable doubt. There is no doubt that the standards seem harder to achieve for ELA06, MAT06, and ELA08. If there is a consistent pattern across the other grades that is missing only from ELA06, MAT06, and ELA08, then that would be the strongest statistical argument. To address this question, we calculated the conditional probabilities of moving to a year 2 Proficient level, conditional on a year 1 Proficient level. To make this still easier to interpret, we focused only on cut score 2. Thus, we looked at the probability that a student remained Proficient in year 2, given they were at a Proficient level in year 1, and the probability a student remained non-proficient in year 2, given they were in a non-proficient level in year 1. Here is what we found:

Grade 6 ELA: Most (but not all) the evidence suggests that the grade 6 ELA Proficient cut score may be more stringent than the Proficient cut score in other grades. We also investigated the size of this difference in stringency, i.e., whether the difference is large or small, as measured by how much of a change in the scaled score cut would result in ameliorating the statistical evidence. We determined that, at most, a change in the scaled score cut of 1 point (from 1240 to 1239) would be required, thus indicating that the size of difference in stringency is small.

Grade 8 ELA: None of the evidence from the probability calculation described above supported the hypothesis that the proficient cut for ELA08 is more stringent than for other tests. Indeed, the cohort analysis indicated that ELA07 students moving up to ELA08 exhibit performance-level probability changes that are very similar to ELA03 students moving up to ELA04.

Grade 6 Mathematics: Only about half the evidence suggests that the grade 6 mathematics Proficient cut score may be more stringent than the Proficient cut score in other grades. Indeed, the cohort analysis indicated that MAT06 students moving to MAT07 seem no different from students moving from MAT07 to MAT08, and only slightly different from students moving from MAT04 to MAT05.

Detailed descriptions of the analyses, interpretations, and logic that support these findings appear in Appendix BB.

Single-Year Approach to Vertical Articulation

In the May 4, 2018, meeting, we defined vertical articulation for this approach as the degree to which percentages of examinees in 2017 were roughly equivalent in each performance level across grades 3 through 8. The goal is to consider adjusting cut scores if evidence indicates disarticulation in a grade for one or more performance levels.

Measured Progress proposed the following in the May 4, 2018, meeting:

- Cross-grade articulation in ELA and mathematics in 2017 was flat; that is, percentages of students at and above Proficient are roughly equivalent.
- Some disarticulation is indicated in ELA, especially for performance levels 2 and 3.
- Disarticulation is indicated in mathematics for all performance levels.

Appendix CC contains the slides and visual displays from the May 4, 2018, meeting that provide the basis for these claims.

The question is how much grade-to-grade difference in the percentages at a performance level warrants consideration of adjusting cut scores to approximate vertical articulation. There is no statistical test or widely accepted criterion for making this judgment. It is a matter of judgment, with due consideration for policy concerns (e.g., How much of a difference in adjacent percentages in a performance level can teachers and principals tolerate?) and psychometric concerns (e.g., How much were cut scores adjusted as part of vertical articulation in the 2015 standard setting?). We proposed the following, applicable to both ELA and mathematics:

- Examine the impact of adjusting cut scores for Proficient and above only if a grade-to-grade difference is greater than 5%. (We had originally proposed 10%.)
- Consider the difference in the cut scores on the theta scale, where a theta difference of, say, 0.3 would be considered large.

- Make the adjustment to these cut scores if vertical articulation is improved to within 5% differences in adjacent grades and the cut score on the theta scale is less than 0.3.

These two criteria are arbitrary, of course. They also are consistent with other judgment-guiding rules of thumb used in evaluating year-to-year equating results (i.e., from the Maryland TAC in the 1990s) and consistent with the vertical articulation adjustments made in 2015.

As we consider this proposal, we might keep in mind that this effort at vertical articulation may become irrelevant in ELA when we link the writing prompt scores to the current ELA scale and apply cut scores to the new, enhanced ELA scale.

Vertical Articulation Process Clarification Meeting (June 15, 2018)

In this meeting, Measured Progress sought clarification and agreement with the Psychometric Subcommittee and the TAC on the process and criteria for completing vertical articulation and presenting recommendations to MSAA. The Psychometric Subcommittee and the TAC agreed to the following:

- First, articulate the percentages of students in levels 3 and 4 combined (referred to as “impact data” in the remainder of this report for simplicity).
- Then try to improve the articulation for levels 4 and 2 without upsetting the articulation of the impact data.
- Pay particular attention to ELA grades 6 and 8 and mathematics grade 6.
- Try to articulate cut scores so that impact data differences for any pair of grades is less than 5%.
- After proposing cut score adjustments to improve articulation of the impact data, review the alignment between the item response demands and performance level descriptions to determine if a reasonable content based rationale exists to support the adjustment.

Vertical Articulation Process, Recommendations, Results, and Approvals

A Measured Progress team of Content Development, Psychometrics, and Program Management staff completed the vertical articulation process to review the current MSAA cut scores and 2016–2017 performance data (i.e., percentages of all MSAA students in performance levels 1, 2, 3, and 4). The team reviewed the inverse cumulative percentages of students in each performance level in grades 3–8 and 11 in ELA and mathematics and the locations in each distribution of the levels 2, 3, and 4 cut scores. The percentages are based on all students who had valid and scorable response strings and received total test scale scores. Each grade and content area frequency distribution starts at scale score 1200 and ends at 1290. All level 3 cut scores are pegged to 1240; level 2 cut scores range between 1230 (ELA grade 8) to 1236 (ELA grades 7 and 11, mathematics grade 3); level 4 cut scores range between 1249 (mathematics grades 8 and 11) and 1259 (mathematics grade 8). The team focused on the areas of concern—ELA grades 6 and 8 and mathematics grade 6—and viewed all grade level percentages together to consider the degree of cross-grade articulation.

The results for ELA and mathematics, as outlined in the subsequent pages, were reviewed with the MSAA Psychometric subcommittee in two phases. The first phase was the work completed on performance levels 3 and 4 combined. During the meeting on July 20, 2018, the Psychometric subcommittee approved the adjustment recommendations to performance level 3 for both ELA and mathematics and approved postponing articulation of performance levels 2 and 4 for ELA due to the inclusion of the writing prompt on the ELA scale and its anticipated effect on performance over the next couple of years. The second phase was the articulation of performance levels 2 and 4 for mathematics. During the meeting on July 25 and 26, 2018, the Psychometric subcommittee approved the adjustment recommendations to performance levels 2 and 4 for mathematics. Subsequent to the vertical articulation process and ELA Cut Score Review, the ELA and mathematics cut scores were presented to each state partner's Board of Education/Superintendent for formal adoption across MSAA.

ELA Performance Levels 3 and 4

The team began by reviewing the impact data for ELA grades 6 and 8 in relation to the other grades, using the data in Table 1. We then reviewed impact data by adjusting the cut scores in grades 6 and 8 by 1, 2, and 3 scale score points.

Table 1: ELA Impact Data (in Percentages) and Proposed Cut Score Adjustments (in Scale Score Points)

Grades						
3	4	5	6	7	8	11
Performance Levels 3 and 4						
48.16	44.91	46.24	34.23	46.62	38.36	48.3
Proposed Level 3 Cut Score Adjustments (in Scale Scores)						
--	--	--	Lower by 1	--	Lower by 1	--
48.16	44.91	46.24	39.48	46.62	42.84	48.3
--	--	--	Lower by 2	--	Lower by 2	--
48.16	44.91	46.24	40.38	46.62	45.28	48.3
--	--	--	Lower by 3	--	Lower by 2	--
48.16	44.91	46.24	43.91	46.62	45.28	48.3

Adjusting the grade 8 cut score by 2 scale score points and the grade 6 cut score by 3 points achieves vertical articulation. As Table 1 indicates, the largest difference in impact data is 4.25% (grades 3 and 8). Figure 1 shows the articulation lines for the three proposed sets of cut score adjustments in Table 1. The final proposed cut scores display smooth articulated results, especially in comparison to the original cut scores and other proposed adjustments.

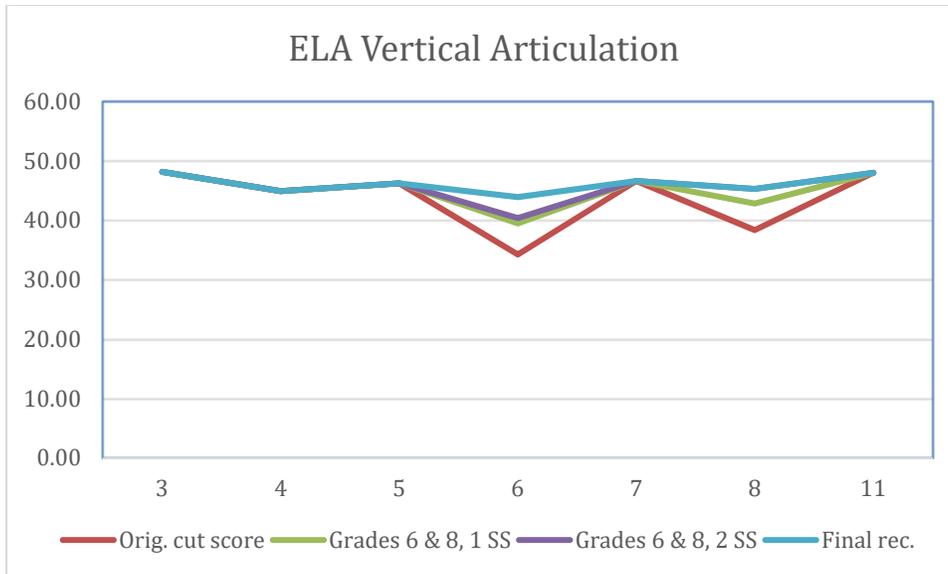


Figure 1. ELA vertical articulation lines for the original cut scores and all proposed adjustments, levels 3 and 4.

Mathematics Performance Levels 3 and 4

The team then reviewed the impact data for mathematics grade 6 in relation to the other grades, using the data in Table 2. We then reviewed impact data by adjusting the cut scores in grades 4 and 6 by 1 scale score point and grade 3 by 2 scale score points.

Table 2: Mathematics Impact Data (in Percentages) and Proposed Cut Score Adjustments in Scale Score Points

Grades						
3	4	5	6	7	8	11
Performance Levels 3 and 4						
49.46	41.01	46.54	40.54	47.00	45.90	43.03
Proposed Level 3 Cut Score Adjustments (in Scale Scores)						
--	--	--	Lower by 1	--	--	--
49.46	41.01	46.54	46.50	47.00	45.90	43.03
Higher by 1	Lower by 1	--	Lower by 1	--	--	--
49.46	44.13	46.54	46.50	47.00	45.90	43.03
Higher by 2	Lower by 1	--	Lower by 1	--	--	--
44.66	44.13	46.54	46.50	47.00	45.90	43.03

Adjusting the cut scores in grades 4 and 6 by 1 scale score point and in grade 3 by 2 scale score points achieves vertical articulation. As Table 2 indicates, the largest difference in impact data is 3.97% (grades 7 and 11). Figure 2 shows the articulation lines for the three proposed sets of cut score adjustments in Table 2. The final proposed cut scores display smooth articulated results, especially in comparison to the original cut scores and other proposed adjustments.

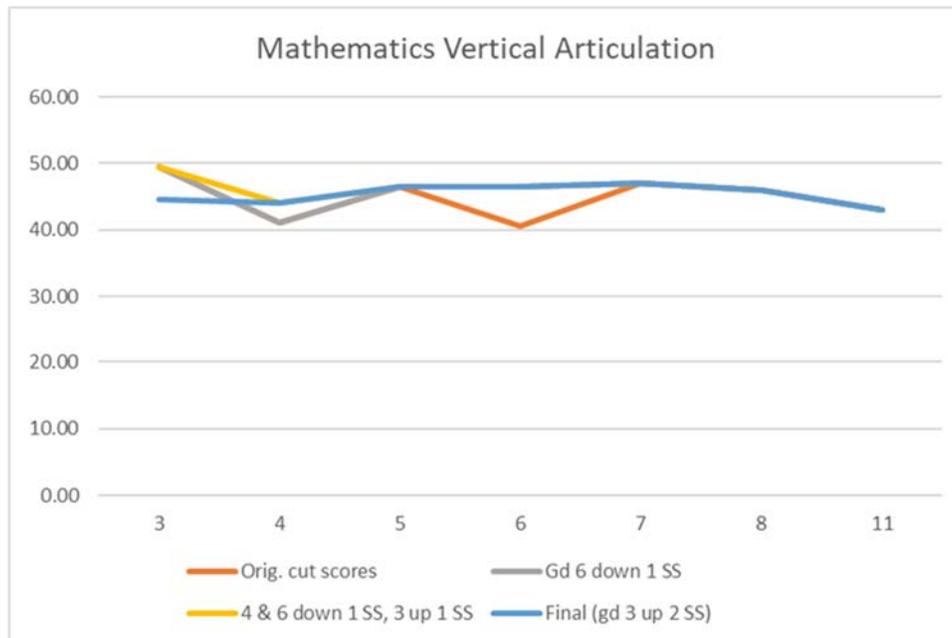


Figure 2. Mathematics vertical articulation lines for the original cut scores and all proposed adjustments, levels 3 and 4.

Mathematics Performance Levels 2 and 4

Following the work on the combination of performance levels 3 and 4 and initial approval by the MSAA Psychometric subcommittee, Measured Progress conducted the vertical articulation review to the cut scores for performance levels 2 and 4. The goal was to determine if any adjustment recommendations were needed. The team reviewed the impact data for each grade in relation to each other, resulting the data presented in Table 3.

Table 3: Mathematics Impact Data (in Percentages) and Proposed Cut Score Adjustments in Scale Score Points for Performance Levels 2 and 4

Grades						
3	4	5	6	7	8	11
Performance Level 2						
16.54	23.59	29.72	23.11	32.36	23.41	26.81
Proposed Level 2 Cut Score Adjustments (in Scale Scores)						
Lower by 1	Lower by 1	Higher by 1	Lower by 1	Higher by 2	--	Higher by 1
22.55	24.83	24.08	21.49	25.16	23.41	24.18
Grades						
3	4	5	6	7	8	11
Performance Level 4						
19.31	17.40	13.60	21.67	17.67	23.06	19.20
Proposed Level 4 Cut Score Adjustments (in Scale Scores)						
--	--	Lower by 2	Higher by 2	--	Higher by 2	Higher by 1
19.31	17.40	16.84	17.53	17.67	18.78	17.92

For performance level 2, adjusting the cut scores in grades 3, 4, 5, 6, and 11 by 1 scale score point and in grade 7 by 2 scale score points achieves vertical articulation at that performance level. For performance level 4, adjusting the cut scores in grade 11 by 1 scale score point and in grades 5, 6, and 8 by 2 scale score points achieves vertical articulation at that performance level. The largest difference in impact data between each of the performance levels are: performance level 1 (4.95%), performance level 2 (3.67%), performance level 3 (4.59%), and performance level 4 (2.47%). Figure 3 shows the articulation lines for the proposed sets of cut score adjustments in Table 3. The final proposed cut scores display smooth articulated results, especially in comparison to the original cut scores.

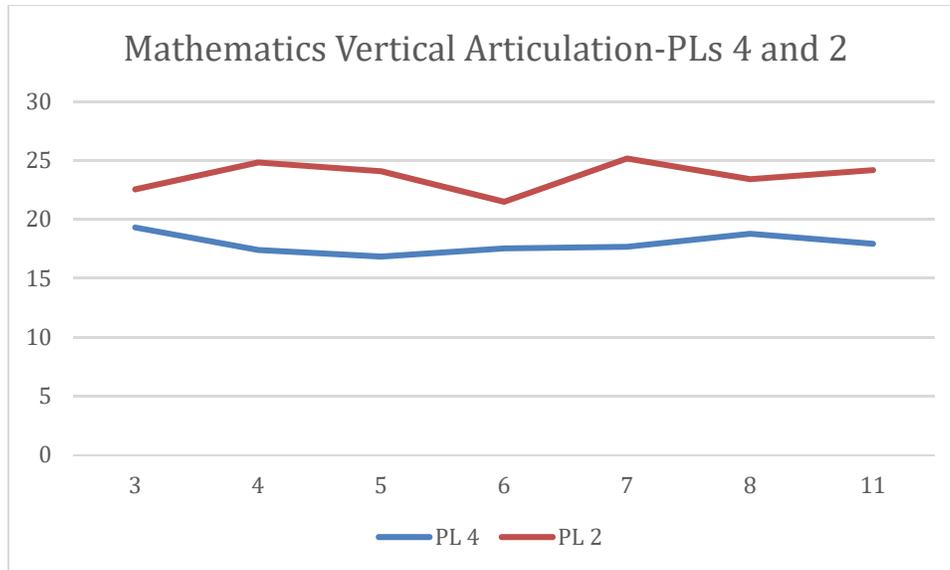


Figure 3. Mathematics vertical articulation lines for performance levels 2 and 4.

Recommended Cut Scores

We achieved the best vertical articulation results by making the adjustments labeled “Final” in Figures 1 and 2 and labeled “PL 4” and “PL 2” in Figure 3. The final, proposed articulated cut scores for performance level 3 for ELA and mathematics appear in Table 4. The final, proposed articulated cut scores for performance levels 2 and 4 for mathematics appear in Table 5.

Table 4. Final Articulated Cut Scores (Scale Scores) Performance Level 3

Grade	3	4	5	6	7	8	11
ELA	1240	1240	1240	1237	1240	1238	1240
Mathematics	1242	1239	1240	1239	1240	1240	1240

Table 5. Final Articulated Cut Scores (Scale Scores) Performance Levels 2 and 4

Grade	3	4	5	6	7	8	11
Mathematics- Level 2	1235	1232	1232	1233	1234	1234	1235
Mathematics- Level 4	1254	1251	1253	1251	1254	1251	1250

Content Based Rationales for the Adjusted Cut Scores

The Measured Progress Content Development Manager and Special Education Director conducted a review of item-Performance Level Descriptors (PLD) alignment¹ to determine if the response demands of items moved to the adjacent performance level after cut score adjustments are reasonably aligned with the knowledge and skill requirements of the corresponding PLD. Specific details of the item-PLD alignment analysis appear in Appendix DD.

Performance Level 3 Adjustments:

ELA grade 6: The item located just above the original cut score, 1240, aligns with the level 3 PLD. After adjusting the cut score to 1237, one item's response demands align with the level 3 PLD. A second item, located just above the articulated cut score, aligns most closely with the level 2 PLD, its associated performance level prior to the cut score adjustment. Items like this latter item are written to brief, straightforward text.

ELA grade 8: After adjusting the cut score to 1238, one item's response demands align with the level 3 PLD and one with the level 2 PLD, its associated performance level prior to the cut score adjustment. This latter item requires students to identify an idea relevant to a claim in a very short text, which is consistent with the level 2 PLD.

Mathematics grade 3: After adjusting the cut score to 1242, the items that are now located in level 2 are reasonably aligned to the level 2 PLD.

Mathematics grade 4: After adjusting the cut score to 1239, the item now located in level 3 aligns to the borderline of the level 3 PLD because it is of moderate complexity.

Mathematics grade 6: After adjusting the cut score to 1239, one item's response demands align with the level 3 PLD.

Performance Level 2 Adjustments:

Mathematics grade 5: After adjusting the cut score to 1232, the items that are now located in level 1 are reasonably aligned to the level 1 PLD.

Mathematics grade 6: After adjusting the cut score to 1233, the items that are now located in level 2 are reasonably aligned to the level 2 PLD.

Mathematics grade 7: After adjusting the cut score to 1234, one item that is now located in level 1 is reasonably aligned to the level 1 PLD. Three of the items now located in level 1 align to the borderline of levels 1 and 2 PLDs as these items all assess surface area.

Mathematics grade 11: After adjusting the cut score to 1235, the item that is now located in level 1 is reasonably aligned to the level 1 PLD.

¹ Ferrara, S. (2017 April 28). Aligning item response demands with knowledge and skill requirements in achievement level descriptors: An approach to achieving full alignment and engineering cut scores. In D. Lewis (Chair), *Engineered cut scores: Aligning standard setting methodology with contemporary assessment design principles*. Coordinated session conducted at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Performance Level 4 Adjustments:

Mathematics grade 5: After adjusting the cut score to 1253, two items that are now located in level 4 are reasonably aligned to the level 4 PLD. One of the items now located in level 4 aligns to the borderline of levels 3 and 4 PLDs as it is of moderate to high task complexity.

Mathematics grade 8: After adjusting the cut score to 1251, four items that are now located in level 3 are reasonably aligned to the level 3 PLD. One item now located in level 3 aligns to the borderline of levels 3 and 4 PLDs as it is of moderate to high task complexity. One item now located in level 3 aligns with the level 4 PLD as it is of higher task complexity.

For performance level 3, the results indicate that after articulation in both ELA grade 6 and ELA grade 8 one item in level 3 aligns most closely with the level 2 PLD. For mathematics grade 3, four of the five items located in level 2 are well aligned with the level 2 PLD. However, the response demands of one item, 110959A, are aligned with the lower end of the level 3 PLD. For performance level 2, the results indicate that after articulation in mathematics grade 7, three of the four items located in level 1 are aligned with the lower end of the level 2 PLD and the upper end of the level 1 PLD. For performance level 4, the results indicate that after articulation in both mathematics grades 5 and 8 some items align to the adjusted performance level PLD; however, one item in grade 5 and one item in grade 8 align at the borderline with characteristics from both adjacent performance level PLDs, and one grade 8 item in level 3 aligns most closely with the level 4 PLD. This is not a surprising result, as item alignment misclassifications are highest around cut scores.² Two factors explain this common misalignment: the (a) standard errors of IRT item *b*-value estimates, and (b) widespread practice of not assembling test forms to maximize item-PLD alignment, which has been the case for MSAA. These mixed results do not undermine the reasonableness of the vertical articulation recommendations; nor do they undermine the validity of interpretation of student scores just above a performance level cut score, at least not any more than is the case in common practice. Overall, the content based rationales provide adequate content based support to adopt the recommended cut scores that achieve vertical articulation in the 2016–2017 data.

² See, for example, Ferrara, S., Svetina, D., Skucha, S., & Murphy, A. (2011). Test design with performance standards and achievement growth in mind. *Educational Measurement: Issues and Practice*, 30(4), 3–15.

Vertical Articulation Report Appendices

**Appendix AA—Standard Errors of
Percentages of Students in Each
Proficiency Level for All Grades in
2015–16 and 2016–17**

Table AA-1. Standard Errors of Percentages of Students in Each Proficiency Level—ELA

SY	Grade	Performance Level	Freq. Students	Prop. Students	SE = sqrt(p*q/N)
1516	3	1	982	0.3049	0.0081
		2	502	0.1559	0.0064
		3	1,008	0.3129	0.0082
		4	729	0.2263	0.0074
		3 and 4 combined	1,737	0.5393	0.0088
	4	1	1,134	0.3315	0.0080
		2	625	0.1827	0.0066
		3	1,292	0.3777	0.0083
		4	370	0.1082	0.0053
		3 and 4 combined	1,662	0.4858	0.0085
	5	1	690	0.1945	0.0066
		2	1,051	0.2962	0.0077
		3	1,239	0.3492	0.0080
		4	568	0.1601	0.0062
		3 and 4 combined	1,807	0.5093	0.0084
	6	1	1,137	0.3179	0.0078
		2	1,018	0.2846	0.0075
		3	838	0.2343	0.0071
		4	584	0.1633	0.0062
		3 and 4 combined	1,422	0.3975	0.0082
	7	1	1,230	0.3313	0.0077
		2	635	0.1710	0.0062
		3	1,080	0.2909	0.0075
		4	768	0.2068	0.0066
		3 and 4 combined	1,848	0.4977	0.0082
	8	1	921	0.2558	0.0073
		2	1,247	0.3464	0.0079
		3	586	0.1628	0.0062
4		846	0.2350	0.0071	
3 and 4 combined		1,432	0.3978	0.0082	
11	1	580	0.2294	0.0084	
	2	485	0.1919	0.0078	
	3	922	0.3647	0.0096	
	4	541	0.2140	0.0082	
	3 and 4 combined	1,463	0.5787	0.0098	

Table AA-2. Standard Errors of Percentages of Students in Each Proficiency Level– ELA

SY	Grade	Performance Level	Freq. Students	Prop. Students	SE = sqrt(p*q/N)
1617	3	1	1,161	0.3369	0.0081
		2	703	0.2040	0.0069
		3	765	0.2220	0.0071
		4	817	0.2371	0.0072
		3 and 4 combined	1,582	0.4591	0.0085
	4	1	1,421	0.3865	0.0080
		2	648	0.1762	0.0063
		3	1,146	0.3117	0.0076
		4	462	0.1256	0.0055
		3 and 4 combined	1,608	0.4373	0.0082
	5	1	967	0.2581	0.0071
		2	1,028	0.2744	0.0073
		3	1,272	0.3395	0.0077
		4	480	0.1281	0.0055
		3 and 4 combined	1,752	0.4676	0.0082
	6	1	1,329	0.3431	0.0076
		2	1,101	0.2842	0.0072
		3	871	0.2248	0.0067
		4	573	0.1479	0.0057
		3 and 4 combined	1,444	0.3727	0.0078
	7	1	1,294	0.3365	0.0076
		2	602	0.1566	0.0059
		3	1,175	0.3056	0.0074
		4	774	0.2013	0.0065
		3 and 4 combined	1,949	0.5069	0.0081
	8	1	1,194	0.2911	0.0071
		2	1,264	0.3082	0.0072
		3	750	0.1829	0.0060
		4	893	0.2178	0.0064
		3 and 4 combined	1,643	0.4006	0.0077
11	1	1,040	0.2988	0.0078	
	2	684	0.1965	0.0067	
	3	1,239	0.3559	0.0081	
	4	518	0.1488	0.0060	
	3 and 4 combined	1,757	0.5047	0.0085	

**Table AA-3. Standard Errors of Percentages of Students in Each Proficiency Level—
Mathematics**

SY	Grade	Performance Level	Freq. Students	Prop. Students	SE = sqrt(p*q/N)
1516	3	1	869	0.2695	0.0078
		2	544	0.1687	0.0066
		3	1,177	0.3650	0.0085
		4	635	0.1969	0.0070
		3 and 4 combined	1,812	0.5619	0.0087
	4	1	1,010	0.2941	0.0078
		2	802	0.2335	0.0072
		3	946	0.2755	0.0076
		4	676	0.1969	0.0068
		3 and 4 combined	1,622	0.4723	0.0085
	5	1	575	0.1619	0.0062
		2	1,057	0.2976	0.0077
		3	1,451	0.4085	0.0082
		4	469	0.1320	0.0057
		3 and 4 combined	1,920	0.5405	0.0084
	6	1	1,032	0.2881	0.0076
		2	944	0.2635	0.0074
		3	766	0.2138	0.0069
		4	840	0.2345	0.0071
		3 and 4 combined	1,606	0.4484	0.0083
	7	1	417	0.1127	0.0052
		2	1,393	0.3764	0.0080
		3	1,159	0.3132	0.0076
		4	732	0.1978	0.0065
		3 and 4 combined	1,891	0.5109	0.0082
8	1	827	0.2304	0.0070	
	2	851	0.2370	0.0071	
	3	973	0.2710	0.0074	
	4	939	0.2616	0.0073	
	3 and 4 combined	1,912	0.5326	0.0083	
11	1	315	0.1827	0.0093	
	2	547	0.3173	0.0112	
	3	484	0.2807	0.0108	
	4	378	0.2193	0.0100	
	3 and 4 combined	862	0.5000	0.0120	

**Table AA-4. Standard Errors of Percentages of Students in Each Proficiency Level—
Mathematics**

SY	Grade	Performance Level	Freq. Students	Prop. Students	SE = sqrt(p*q/N)
1617	3	1	950	0.2739	0.0076
		2	650	0.1874	0.0066
		3	1,258	0.3627	0.0082
		4	610	0.1759	0.0065
		3 and 4 combined	1,868	0.5386	0.0085
	4	1	1,012	0.2743	0.0073
		2	849	0.2301	0.0069
		3	1,237	0.3352	0.0078
		4	592	0.1604	0.0060
		3 and 4 combined	1,829	0.4957	0.0082
	5	1	556	0.1476	0.0058
		2	1,321	0.3508	0.0078
		3	1,340	0.3558	0.0078
		4	549	0.1458	0.0058
		3 and 4 combined	1,889	0.5016	0.0081
	6	1	1,144	0.2939	0.0073
		2	1,081	0.2777	0.0072
		3	746	0.1917	0.0063
		4	921	0.2366	0.0068
		3 and 4 combined	1,667	0.4283	0.0079
	7	1	452	0.1171	0.0052
		2	1,458	0.3776	0.0078
		3	1,247	0.3230	0.0075
		4	704	0.1823	0.0062
		3 and 4 combined	1,951	0.5053	0.0080
	8	1	1,021	0.2487	0.0067
		2	986	0.2402	0.0067
		3	1,107	0.2697	0.0069
		4	991	0.2414	0.0067
		3 and 4 combined	2,098	0.5111	0.0078
11	1	620	0.1883	0.0068	
	2	1,033	0.3137	0.0081	
	3	891	0.2706	0.0077	
	4	749	0.2275	0.0073	
	3 and 4 combined	1,640	0.4980	0.0087	

**Appendix BB— Cohort Analysis for
Grades 6 and 8 English Language
Arts (ELA) and Grade 6
Mathematics**

We looked at the percentages of increases and decreases in proficiency levels for ELA and mathematics. First, definitions: the **percentage increase** is the percentage of a cohort that increased their proficiency-level categorization from 2016 to 2017. The **percentage decrease** is similarly defined.

This proposed method of vertical articulation is based on the theory that students should obtain the same proficiency from one year to the next. Assuming this expectation is appropriate for MSAA, the degree to which this does not occur is considered evidence that the standards are not properly articulated. The statistic used to evaluate this is the percentage of exact agreement in proficiency-level categorization from one year to the next. We found that, on average, the percentage of exact agreement was about 38% for mathematics and about 47% for ELA. Thus, this theory of vertical articulation does not seem appropriate for helping us evaluate vertical articulation for MSAA. The inappropriateness may be due to a variety of factors, such as borderline students shifting proficiency levels, changes in curriculum and instruction, or changes in test administration guidelines.

Based on the results we presented, the Technical Advisory Committee (TAC) asked us to do some further analysis focused on grade 6 for ELA (ELA06) and mathematics (MAT06) and focused on grade 8 for ELA (ELA08). Joseph Martineau suggested we look at the percentages of increase and decrease. The idea (for grade 6) is that the percentages of increase and decrease in going from grade 5 to grade 6 should be about the same in going from grade 6 to grade 7 for the 2016–2017 cohort. In particular, Joseph asked what change in the grade 6 cut scores would be needed to equalize the percentages of increase and decrease. We amended this slightly to suggest that the percentages may instead display a consistent pattern compared to what happened in other grades. Thus, we could alternatively find the change in the cut scores that result in obtaining a consistent pattern.

We then proceeded to conduct analyses in this regard.¹ We ran into a few issues that made this task problematic. First, equalizing the overall percentages of increase and decrease for a given grade-to-grade cohort can be done in many ways, since there are three cut scores. Secondly, if the task is redefined as equalizing the conditional percentages of increase and decrease, this is clearly not even possible for people who start in proficiency level 1 or 4. We could arbitrarily come up with a rule equalizing the percentage increase for proficiency level 1 with the percentage decrease for proficiency level 4, but the arbitrariness of the rule is then also problematic. Another problem that makes the task difficult is that the change in one cut score naturally affects the analysis for a neighboring cut score.

Returning to basics, the fundamental underlying question is whether there is statistical evidence that the cut scores for ELA06, MAT06, and ELA08 are “more stringent” beyond a reasonable doubt in comparison to the other tests. There is no doubt that the standards seem harder to achieve for ELA06, MAT06, and ELA08. If there is a consistent pattern across the other grades that is missing only from ELA06, MAT06, and ELA08, then that would be the strongest statistical argument. Note, however, that a strong statistical difference does not necessarily imply there is anything wrong with the cuts since there can certainly be non-statistical reasons for a particular test appearing to have more stringent standards. The analyses presented here address only the statistical evidence for a difference in stringency.

¹ Data for these analyses included only students who tested in both years and students whose test grade in 2017 was one year advanced from that for which they had a score in 2016.

The best way we could think of to address this question was to calculate the conditional probabilities of moving to a year 2 Proficient level, conditional on a year 1 Proficient level. To make this still easier to interpret, we focused only on cut score 2. Thus, we looked at two probabilities:

$$P(\text{Proficient in Year 2} \mid \text{Proficient in Year 1})$$

$$P(\text{Not Proficient in Year 2} \mid \text{Not Proficient in Year 1}),$$

where Year 1 refers to the assessments administered for the 2015–16 school year, and Year 2 refers to the assessments administered for the 2016–17 school year.

ELA Grades 6 and 8

We proceeded to calculate these probabilities for ELA, using 2016 and 2017 data as Years 1 and 2, and obtained the following results:

For ELA03: $P(\text{not p in Y2} \mid \text{not p in Y1}) = 83\%$; $P(\text{p in Y2} \mid \text{p in Y1}) = 68\%$.
 For ELA04: $P(\text{not p in Y2} \mid \text{not p in Y1}) = 76\%$; $P(\text{p in Y2} \mid \text{p in Y1}) = 72\%$.
 For ELA05: $P(\text{not p in Y2} \mid \text{not p in Y1}) = 86\%$; $P(\text{p in Y2} \mid \text{p in Y1}) = 59\%$.
 For ELA06: $P(\text{not p in Y2} \mid \text{not p in Y1}) = 69\%$; $P(\text{p in Y2} \mid \text{p in Y1}) = 82\%$.
 For ELA07: $P(\text{not p in Y2} \mid \text{not p in Y1}) = 85\%$; $P(\text{p in Y2} \mid \text{p in Y1}) = 68\%$.

These probabilities are graphed in the figures below as the lines labeled “original,” meaning the probabilities on these lines correspond to the original scaled score cuts for the ELA tests. The other lines show how these probabilities change when the grade 6 scaled score cut for Cut 2 (the proficient cut) is lowered from its original value of 1240. These other lines will be discussed below.

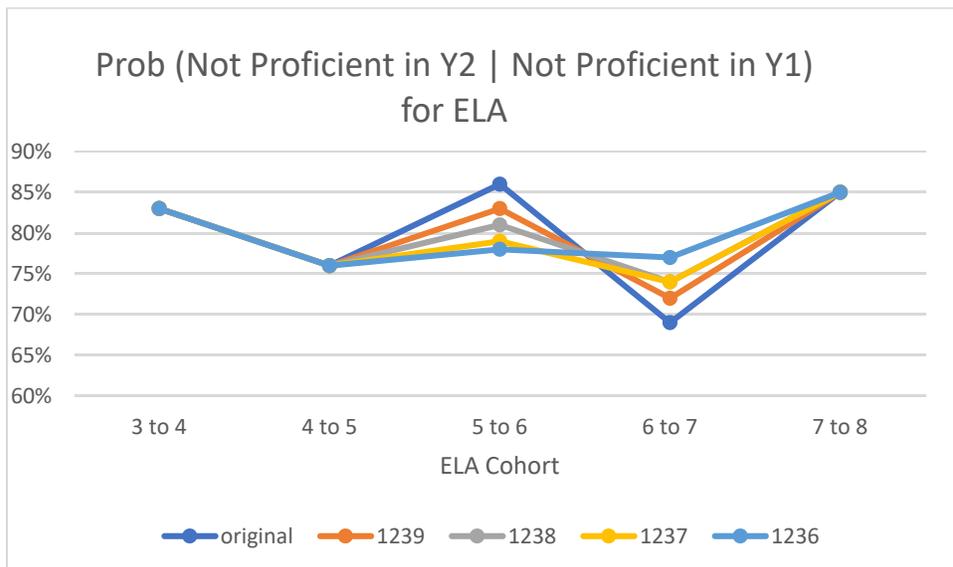


Figure 1. Probabilities for ELA—Not Proficient

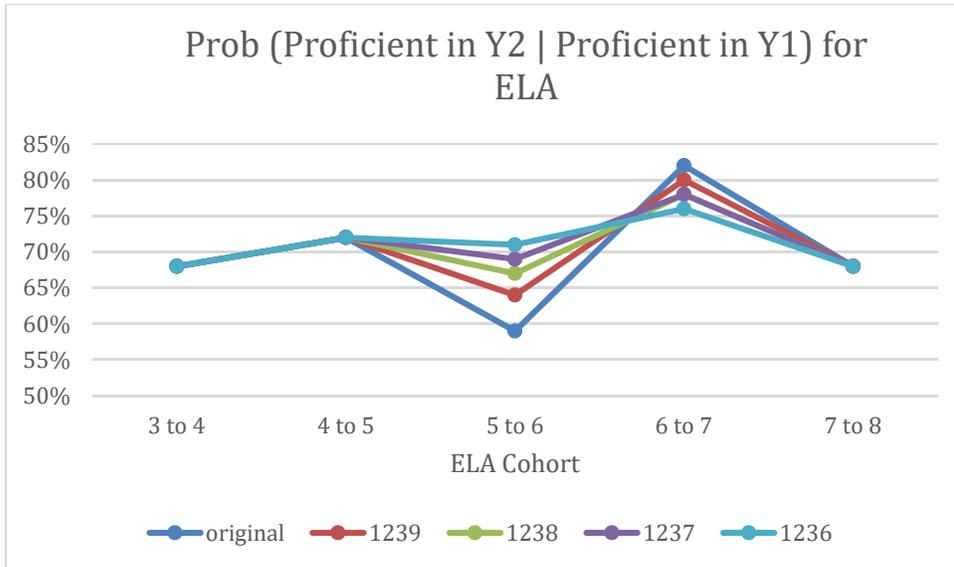


Figure 2. Probabilities for ELA—Proficient

If there is something unusual about ELA06 and ELA08, then we should see some evidence of that in the data for the grade 5, grade 6, and grade 7 2016 students.

If the ELA06 proficient cut is unreasonably high, while all the other grades are reasonable, we would expect:

- (1) the probability of a non-proficient grade 5 student remaining non-proficient would be greater than for grades 3, 4, or 7; and
- (2) the probability of a proficient grade 5 student remaining proficient would be lower than for grades 3, 4, or 7.

Also, we would expect:

- (3) proficient grade 6 students to have a lower probability of remaining non-proficient in Year 2, as compared to grades 3, 4, or 7 students; and
- (4) the probability of a proficient grade 6 student remaining proficient to be higher than for grades 3, 4, or 7.

Similarly, if the ELA08 proficient cut is unreasonably high, while all the other grades are reasonable, we would expect:

- (1) the probability of a non-proficient grade 7 student remaining proficient would be greater than for grades 3, 4, 5, or 6; and
- (2) the probability of a proficient grade 7 student remaining proficient to be lower than for grades 3, 4, 5, or 6.

Grade 6 ELA

First, let's check out the four hypotheses above for ELA06.

The data above indicate that, in going from 2016 to 2017, grade 5 proficient students were *not* significantly more likely to stay non-proficient, as compared to grade 3 or grade 7 students (86% compared to 83%, 76%, and 85%). So, the evidence did *not* support the first hypothesis.

And grade 5 proficient students were indeed less likely to stay proficient, as compared to grades 3, 4, or 7 (59% compared to 68%, 72%, and 68%). Thus, the evidence does support the second hypothesis.

Now let us look at the hypotheses regarding grade 6 2016 students.

The probability of a grade 6 non-proficient student remaining non-proficient is lower compared to grades 3, 4, and 7 (69% compared to 83%, 76%, and 85%). So, the evidence does support the third hypothesis.

The probability of a grade 6 proficient student remaining proficient is higher than for grades 3, 4, or 7 (82% compared to 68%, 72%, and 68%). So, the evidence also supports the fourth hypothesis.

In three out of four cases, the evidence supports the hypotheses that follow from the claim that the proficient cut for ELA06 is more stringently set than for the other grades.

We then delved into the data deeper. If the ELA06 proficiency cut is more stringently set relative to the observed performance of the students as compared to the other grades, the question remains, however, as to whether the size of the difference is large or small—in particular, whether a large or small adjustment to the grade 6 proficiency cut would ameliorate the observed differences that point to the possible over-stringency of the grade 6 proficiency cut.

We then investigated what would happen if we changed Cut 2 for ELA06 from 1240 to 1239.

For the first hypothesis, the 86% changed to 83%, resulting in, not surprisingly, no change in our conclusion that the evidence still does not support the first hypothesis.

For the second hypothesis, the 59% changed to 64%, which is now much closer to the other grades (68%, 72%, and 68%). Thus, the evidence now is weak in support of the second hypothesis.

For the third hypothesis, the 69% changed to 72%, which compares better with grade 4's 76% while still being notably lower than the 83% and 85% for grades 3 and 7. Thus, the third hypothesis is still supported but, again, only weakly.

Finally, for the fourth hypothesis, the 82% changed to 80%, which is still high compared to all the other grades (68%, 72%, and 68% for grades 3, 4, and 7, respectively).

All in all, changing the Cut 2 scaled score cut to 1239, makes it so that only one of the four probability hypotheses is strongly supported by the evidence.

The graphs above display the results for a Cut 2 scaled score cut of 1239 as well as for further reductions in Cut 2 to 1238, 1237, and 1236. As shown in the graphs, as Cut 2 is reduced, the probabilities for the 5-to-6 and 6-to-7 cohorts become closer to the probabilities for the other cohorts. After the adjustment to a 1239, three out of the four probabilities are now within four percentage points of at least one of the other cohorts.

Overall, the results point to, at most, a one-point scaled score cut adjustment for grade 6. When you take into account the fact that no grade 6 students in 2016 got a 1240 or 1241, and no grade 6 students in 2017 got a 1240, that reduces the differences between grade 6 and the other grades. So, if any adjustment is to be made, it is only a small one. Thus, we conclude the degree to which ELA06 is more stringent than the other grades is small.

Grade 8 ELA

Next, we checked out the two hypotheses for ELA08.

For ELA08, we have only the 2016 grade 7 cohort to judge from—that is why there are only two hypotheses concerning the cohort probabilities.

Recalling the hypotheses presented above:

If the ELA08 proficient cut is unreasonably high, while all the other grades are reasonable, we would expect:

(1) the probability of a PL1 or 2 grade 7 student remaining non-proficient would be greater than for grades 3, 4, 5, or 6; and

(2) the probability of a PL3 or 4 grade 7 student remaining proficient to be lower than for grades 3, 4, 5, or 6.

So, how does the evidence relate to the above hypotheses?

In regard to the first hypothesis, the probability of a non-proficient ELA07 student remaining non-proficient in grade 8 is 85%. For grades 3, 4, 5, and 6, the values are 83%, 76%, 86%, and 89%, respectively.

Even if you remove grade 5 (because we think moving from grade 5 to grade 6 might have the same problem as moving from grade 7 to grade 8), the hypothesis still does not hold up.

In regard to the second hypothesis, the probability of a proficient ELA07 student remaining proficient in grade 8 is 68%. For grades 3, 4, 5, and 6, the values are 68%, 72%, 59%, and 82%, respectively. Again, the hypothesis is not supported by the data.

Indeed, in general ELA07 students moving up to ELA08 display changes in proficiency probabilities that look exceedingly similar to ELA03 students moving up to ELA04. Thus, the cohort analysis for investigating ELA08 proficiency cut stringency indicates the cut is not unusually stringent compared to the other grades.

Mathematics Grade 6

We next proceeded to calculate the probabilities of interest for mathematics and obtained the following results:

For MAT03: $P(\text{not } p \text{ in } Y2 \mid \text{not } p \text{ in } Y1) = 68\%$; $P(p \text{ in } Y2 \mid p \text{ in } Y1) = 63\%$.

For MAT04: $P(\text{not } p \text{ in } Y2 \mid \text{not } p \text{ in } Y1) = 65\%$; $P(p \text{ in } Y2 \mid p \text{ in } Y1) = 67\%$.

For MAT05: $P(\text{not } p \text{ in } Y2 \mid \text{not } p \text{ in } Y1) = 75\%$; $P(p \text{ in } Y2 \mid p \text{ in } Y1) = 57\%$.

For MAT06: $P(\text{not } p \text{ in } Y2 \mid \text{not } p \text{ in } Y1) = 66\%$; $P(p \text{ in } Y2 \mid p \text{ in } Y1) = 72\%$.

For MAT07: $P(\text{not } p \text{ in } Y2 \mid \text{not } p \text{ in } Y1) = 66\%$; $P(p \text{ in } Y2 \mid p \text{ in } Y1) = 70\%$.

These probabilities are graphed in the figures below as the lines labeled “original,” meaning the probabilities on these lines correspond to the original scaled score cuts for the mathematics tests. The other lines show how these probabilities change when the grade 6 scaled score cut for Cut 2 (the proficient cut) is lowered from its original value of 1240 to a value of 1239. These other lines will be discussed below.

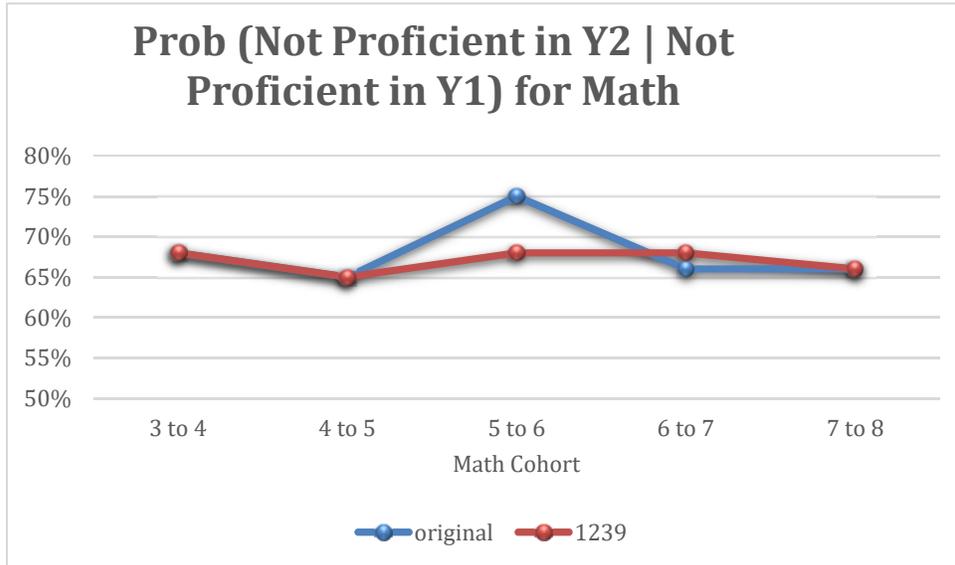


Figure 3. Probabilities for Mathematics—Not Proficient

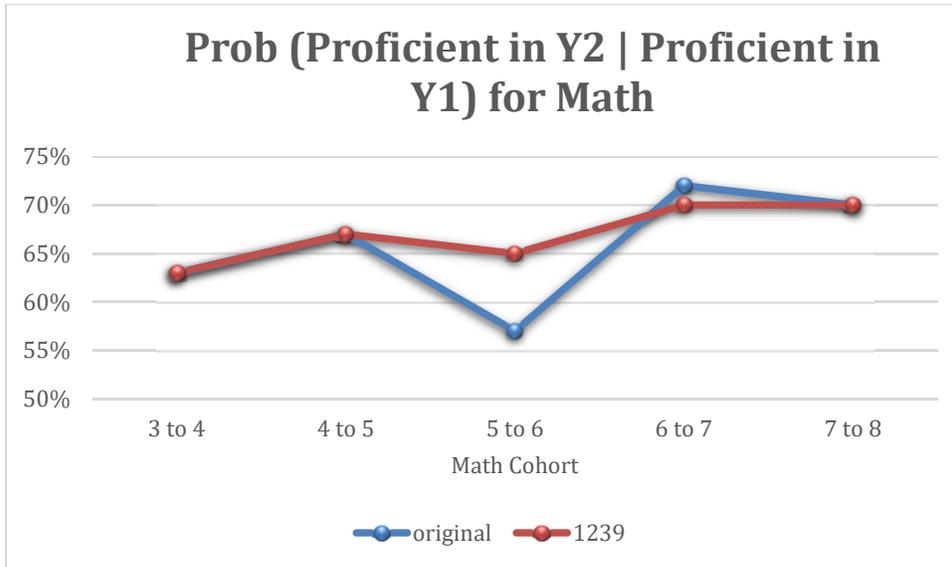


Figure 4. Probabilities for Mathematics—Proficient

If there is something unusual about grade 6, then we should see some evidence of that in the data for the grade 5 and grade 6 2016 students.

If the MAT06 proficient cut score is unreasonably high, while all the other grades are reasonable, we would expect:

- (1) the probability of a non-proficient grade 5 student remaining non-proficient would be greater than for grades 3, 4, or 7; and
- (2) the probability of a proficient grade 5 student remaining proficient to be lower than for grades 3, 4, or 7.
- (3) proficient grade 6 students to have a lower probability of remaining non-proficient in Year 2, as compared to grades 3, 4, or 7 students; and
- (4) the probability of a proficient 4 grade 6 student remaining proficient to be higher than for grades 3, 4, or 7.

First, let us look at the grade 5 2016 students.

The data above indicate that, in going from 2016 to 2017, grade 5 non-proficient students were more likely to stay non-proficient, as compared to grade 3, grade 4, or grade 7 students (75% compared to 68%, 65%, and 66%). Thus, the evidence supports the first hypothesis.

And grade 5 proficient 4 students were less likely to stay proficient than grades 3, 4, or 7 students (57% compared to 63%, 67%, and 70%). And the evidence supports the second hypothesis.

Next, let us look at the grade 6 2016 students.

The probability of a grade 6 non-proficient student remaining non-proficient is about the same compared to grades 3, 4, and 7 (66% compared to 68%, 65%, and 66%). The evidence does *not* support the third hypothesis.

The probability of a grade 6 proficient student remaining proficient is higher than for grades 3 and 4, but about the same as for grade 7 (72% compared to 63%, 67%, and 70%). This evidence does *not* support the third hypothesis.

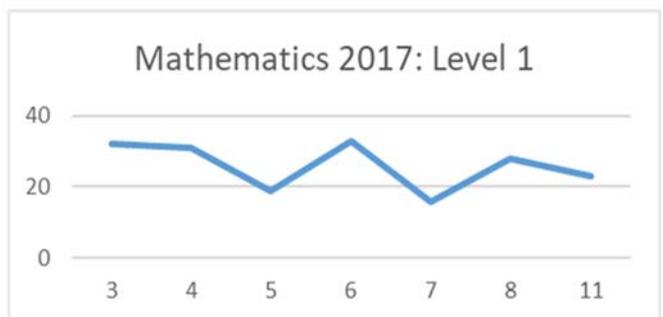
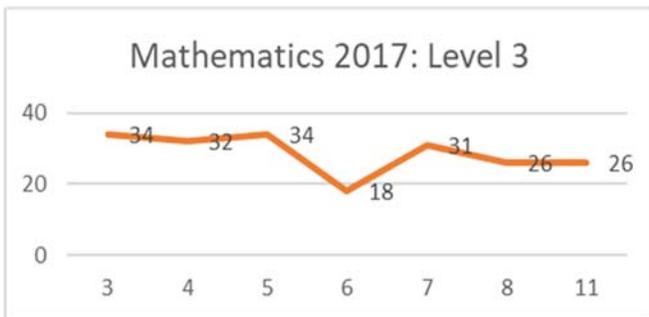
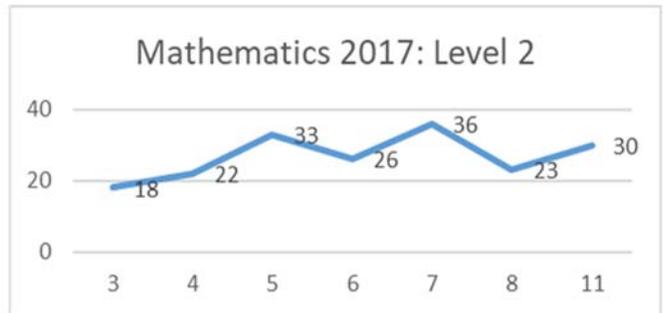
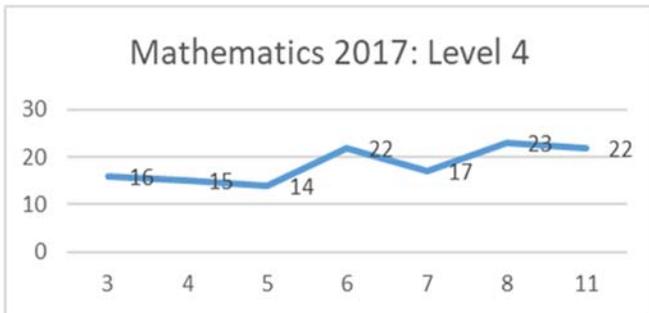
Thus, there is mixed evidence that the grade 6 proficiency cut might be set too high. Only two of the four cases show consistent statistical evidence relative to the other grades. Indeed, the statistics for students moving from grade 6 to grade 7 seem no different from the statistics for students moving from grade 7 to grade 8, and only slightly different from the statistics for students moving from grade 4 to grade 5.

For the sake of completeness, we also calculated the probabilities based on a Cut 2 of 1239 for grade 6. As shown in the above graphs, this results in the other two 5-to-6 and 6-to-7 cohort probabilities falling into line with the probabilities for the other cohorts.

Overall, the statistical analysis provides at best only weak evidence that the mathematics grade 6 proficiency cut is more stringently set relative to the observed performance of the students as compared to other grades.

It is important to keep in mind that these analyses focus only on statistical indices. Given that the MSAA tests do not assume a vertical scale, the statistical arguments are strongest only when all four probabilities are in agreement with the hypothesis that the grade 6 performance level 2 cut score is overly stringent. In the case of mathematics, a substantive argument can be made that the apparent over-stringency may be due simply to the change in rigor in the standards in going from grade 5 to grade 6. This substantive argument is further supported by the fact that the grade 6-to-7 cohort has probabilities that are perfectly in line with the other cohorts, suggesting that the instruction in grade 6 has enabled the students to adjust by the end of grade 6.

**Appendix CC—Articulation
Displays and Slides for the May 4,
2018 Psychometric Subcommittee
and TAC Meeting and Vertical
Articulation Displays for 2017 ELA
and Mathematics**



Appendix DD—Item-PLD Analysis

Alignment between Response Demands of Items Located in Proficiency Level 3 after Cut Score Adjustments

MSAA Vertical Articulation Content Based Rationales

ELA, Grade 6

Proposed Adjusted Cut = 1237

Item 115183A - Current Level 3 Cut = This item at the current cut aligns to the Level 3 PLD. The text is of moderate complexity and the item aligns to the KSAs of using domain specific words and phrases accurately.

Items that Move from Level 2 to Level 3 with the Articulated Cut Score

Item 121802A - This item aligns to the Level 3 PLD. The text is of moderate complexity and the item aligns to the KSAs of summarizing a literary text from beginning to end without including personal opinions.

Item 124242A - This item is aligned to the Level 2 PLD, due primarily to these types of items being written to a very brief, straightforward text. The item aligns to the KSAs of identifying the next event in a brief narrative.

ELA, Grade 8

Proposed Adjusted Cut = 1238

Item 121042A - Current Level 3 Cut - This item aligns to the Level 3 PLD. The text is of moderate complexity and the item aligns to the KSAs of using details to support an inference from an informational text.

Items that Move from Level 2 to Level 3 with the Articulated Cut Score

Item 124300A - This item aligns to the Level 2 PLD. The text is very short (one line). The item aligns to the KSAs of identifying an idea relevant to a claim.

Item 114879A - This item is aligned to the Level 3 PLD. The text is of higher complexity and the item aligns to the KSAs of using context to identify the meaning of grade-level words and phrases.

Mathematics, Grade 3

Proposed Adjusted Cut = 1242

Item 110959A - Current Level 3 Cut - This item is aligned to the lower end of the Level 3 PLD. The item is borderline between low and moderate task complexity, but aligns to the KSAs of transferring data from an organized list to a bar (picture) graph.

Items that Moves from Level 3 to Level 2 with the Articulated Cut Score

Item 112555A - This item is aligned to the upper end of the Level 2 PLD. The item is of moderate task complexity and aligns to the KSAs of identifying geometric figures that are divided into equal parts.

Item 110959A - Current Level 3 Cut - This item is aligned to the lower end of the Level 3 PLD. The item is borderline between low and moderate task complexity, but aligns to the KSAs of transferring data from an organized list to a bar (picture) graph (same analysis as above).

Item 111377A- This item is aligned to the Level 2 PLD. The item is of moderate text complexity and aligns to the KSAs of identifying geometric figures which are divided into equal parts.

Item 112551A- This item is aligned to the Level 2 PLD. The item is of low task complexity and is aligned to the KSAs of identifying a representation of the area of a rectangle.

Item 120682A- This item is aligned to the Level 2 PLD. The item is of moderate text complexity and aligns to the KSAs of identifying geometric figures which are divided into equal parts.

Note: The response demands associated with both item 110959A and item 112555A are very close. It appears both items are “borderline,” with alignment characteristics to both the Level 2 and Level 3 PLDs.

Mathematics, Grade 4

Proposed Adjusted Cut = 1239

Item 111123A - Current Level 3 Cut - This item is aligned to the Level 3 PLD. The item is of moderate task complexity and aligns to the KSAs of computing the perimeter of rectangles.

Item that Moves from Level 2 to Level 3 with the Articulated Cut Score

Item 111685A - This item is aligned to the Level 3 PLD. The item is of moderate task complexity and aligns to the KSAs of rounding numbers to the nearest 10, 100, or 1000.

Note: The scale score location for item 111685A that corresponds to adjusting the cut score by one scale score point is 1235.327, which is not over the threshold of 1239.

Mathematics, Grade 6

Proposed Adjusted Cut = 1239

Item 112663A - Current Level 3 Cut - This item aligns to the Level 3 PLD. The item is of moderate task complexity and aligns to the KSAs of performing operations using up to three-digit numbers.

Item that Moves from Level 2 to Level 3 with the Articulated Cut Score

Item 111517A - This item is aligned to the Level 3 PLD. The item is of moderate task complexity and aligns to the KSAs of solving word problems with expressions including variables.

Note: The scale score location for item 111517A that corresponds to adjusting the cut score by one scale score point is 1239.347, which is over the threshold of 1239.

Alignment between Response Demands of Items Located in Mathematics Performance Levels 2 and 4 after Cut Score Adjustments

MSAA Vertical Articulation Content Based Rationales

Mathematics, Grade 5

Level 2, Proposed Adjusted Cut = 1232

Item 112372A- Current Level 2 Cut - This item aligns to the Level 1 PLD. The item is of low task complexity and aligns to the KSAs of identifying values in the tenths place.

Item that Moves from Level 2 to Level 1 with the Articulated Cut Score

Item 111242A- This item aligns to the Level 1 PLD. The item is of low task complexity and aligns to the KSAs of identifying values in the tenths place.

Item that is at the Level 2 Articulated Cut Score

Item 113889A- This item aligns to the Level 2 PLD. The item is of low task complexity and aligns to the KSAs of identifying if the total will increase or decrease when combining sets.

Level 4, Proposed Adjusted Cut = 1253

Item 111299A- Current Level 4 Cut - This item aligns to the Level 4 PLD. The item is of high task complexity and aligns to the KSAs of making quantitative comparisons between data sets shown as line graphs.

Items that Move from Level 3 to Level 4 with the Articulated Cut Score

Item 120724A- This item aligns to the Level 4 PLD. The item is of high task complexity and aligns to the KSAs of locating a given point on a coordinate plane when given an ordered pair.

Item 113902A- This item is a “borderline” item aligning to the Level 3 and Level 4 PLDs. The item is of moderate to high task complexity and aligns to the KSAs of making quantitative comparisons between data sets shown as line graphs.

Mathematics, Grade 6

Level 2, Proposed Adjusted Cut = 1233

Item 120855A- Current Level 2 Cut - This item aligns to the Level 2 PLD. The item is of low task complexity and aligns to the KSAs of matching a given ratio to a model.

Items that Move from Level 1 to Level 2 with the Articulated Cut Score

Item 111508A- This item aligns to the Level 2 PLD. The item is of low task complexity and aligns to the KSAs of performing one-step operations with two decimal numbers.

Item 110990A- This item aligns to the Level 2 PLD. The item is of low to moderate task complexity and aligns to the KSAs of solving common problems presented in mathematical context using various mathematical terms and symbols.

Mathematics, Grade 7

Level 2, Proposed Adjusted Cut = 1234

Item 111749A- Current Level 2 Cut - This item is a “borderline” item aligning to the low end of Level 2 and high end of Level 1 PLDs. The item is of low task complexity and aligns to the KSAs about surface area.

Items that Move from Level 2 to Level 1 with the Articulated Cut Score

Item 111641A- This item is a “borderline” item aligning to the low end of Level 2 and high end of Level 1 PLDs. The item is of low task complexity and aligns to the KSAs about surface area.

Item 111744A- This item is a “borderline” item aligning to the low end of Level 2 and high end of Level 1 PLDs. The item is of low task complexity and aligns to the KSAs about surface area.

Item 112899A- This item aligns to the Level 1 PLD. The item is of low task complexity and aligns to the KSAs of making qualitative comparisons when presented with data in a graph or table.

Item that is at the Level 2 Articulated Cut Score

Item 112852A- This item is a “borderline” item aligning to the low end of Level 2 and high end of Level 1 PLDs. The item is of low task complexity and aligns to the KSAs of identifying representations of the area and circumference of a circle.

Mathematics, Grade 8

Level 4, Proposed Adjusted Cut = 1251

Item 111583A- Current Level 4 Cut - This item is a “borderline” item aligning to the Level 3 and Level 4 PLDs. The item is of moderate to high task complexity and aligns to the KSAs of identifying the relationship shown on a linear graph.

Items that Move from Level 4 to Level 3 with the Articulated Cut Score

Item 113937A- This item aligns to the Level 4 PLD. The item is of high task complexity and aligns to the KSAs of locating the approximate placement of an irrational number on a number line.

Item 112476A- This item aligns to the higher end of the Level 3 PLD. The item is of high task complexity and aligns to the KSAs of identifying congruent and similar figures.

Item 113957A- This item aligns to the Level 3 PLD. The item is of moderate task complexity and aligns to the KSAs of identifying the relationship shown on a linear graph.

Item 112486A- This item aligns to the higher end of the Level 3 PLD. The item is of moderate task complexity and aligns to the KSAs of computing the change in area of a figure when its dimensions change.

Item 111339A- This item aligns to the Level 3 PLD. The item is of moderate task complexity and aligns to the KSAs of solving for the volume of a cylinder.

Item that is at the Level 4 Articulated Cut Score

Item 113959A- This item aligns to Level 4 PLD. The item is of high task complexity and aligns to the KSAs of identifying the relationship shown on a linear graph.

Mathematics, Grade 11

Level 2, Proposed Adjusted Cut = 1235

Item 110915A - Current Level 2 Cut - This item aligns to the Level 1 PLD. The item is of low task complexity and aligns to the KSAs of using a table to match a unit conversion.

Item that is at the Level 2 Articulated Cut Score

Item 112924A- This item aligns to the Level 2 PLD. The item is of low task complexity and aligns to the KSAs of identifying the greatest or least value in a set of data shown on a number line.

Appendix B—Participants and Roles in the Standard Validation Process

ELA PLD Revision Committee Members

ELA PLD Revision-members from the subcommittees involved included: Psychometric Subcommittee, Item Development Subcommittee, and Scoring Subcommittee.

- Bethany Zimmerman (AZ)
- Lee Scott (AZ)
- Michael Craig (DC)
- Marsie Torchon (MD)
- Nancy Schmitt (MD)
- Sue Nay (ME)
- Yvonne Field (MT)
- Fasefulu Tigilau (PAC-6)
- Terese Crisostomo (PAC-6)
- Jan Martin (SD)
- Alexandria Baltimore-Hookfin (USVI)

Cut Score Review Meeting Attendees

Cut score review meeting attendees consisted of Psychometric Subcommittee members, State Content Specialists, Technical Advisory Committee members, and other State Partner attendees.

Subcommittee Members

- Bethany Zimmerman (AZ)
- Lee Scott (AZ)
- Marsie Torchon (MD)
- Sue Nay (ME)
- Yvonne Field (MT)
- Jan Martin (SD)

ELA Content Specialist

- Christy Mock-Stutz (MT)

Technical Advisory Committee Members

- Rachel Quenemoen
- Mike Russell

Other State Partner Attendees

- Hansley Mussotte (AZ)
- Cindy Sandner (AZ)

ELA PLD Review Meeting Attendees

Panelist List

Narrative Group – Grades 3-5 (Group 1)	
Name	State
Amy Cochran	DC
Michelle DeBlois	ME
Kesiah Frederick	SD
Nicole Greenplate	MD
Christine Hernandez	GU
Dana Lester	TN
Michelle Moen	SD
Sacha Richards	DC

State Partner Attendees

- Hansley Mussotte (AZ)
- Bethany Zimmerman (AZ)
- Marsie Torchon (MD)
- Sue Nay (ME)
- Yvonne Field (MT)
- Melissa Flor (SD)
- Megan Sellers (TN)

Informational Group – Grades 6-8 (Group 2)	
Name	State
Janice Almoquera	GU
Bess Cropper	MD
Georgia Green	DC
Dedriene Rogers	TN
Sarah Stare	MD
Abby Trask	ME
Meredith Verrill	ME
Michelle Wood	AZ

Persuasive Group – Grade 11 (Group 3)	
Name	State
Allison Bennett	TN
Sandra Cookson	MD
Johanna Connell	ME
Helene Cruz	GU
Katie DiTullio	AZ
Carissa Hollinger	MD
Heather Saran	MD
Lesa Warrick	DC

Appendix C—MSAA ELA Cutscore Review Meeting Agenda



DATE & TIME	Tues., 07/24/18 at 10:00 AM – 5:00 PM EST & Wed., 7/25/18 at 10:00 AM – 5:00 PM EST
LOCATION	
WebEx 7/24/18	<p style="text-align: right;">Join Webex meeting</p> <p style="text-align: right;">Meeting number (access code): 634 621 794</p> <p style="text-align: right;">Join by phone</p> <p style="text-align: right;">1-866-469-3239 Call-in toll-free number (US/Canada)</p> <p style="text-align: right;">1-650-429-3300 Call-in toll number (US/Canada)</p> <p style="text-align: right;">Toll-free calling restrictions</p> <p style="text-align: right;">Can't join the meeting?</p>
WebEx 7/25/18	<p style="text-align: right;">Join WebEx meeting</p> <p style="text-align: right;">Meeting number (access code): 637 980 464</p> <p style="text-align: right;">Join by phone</p> <p style="text-align: right;">1-866-469-3239 Call-in toll-free number (US/Canada)</p> <p style="text-align: right;">1-650-429-3300 Call-in toll number (US/Canada)</p> <p style="text-align: right;">Toll-free calling restrictions</p> <p style="text-align: right;">Can't join the meeting?</p>

PARTICIPANTS ("X" signifies attendance)						
STATE PARTNERS			MEASURED PROGRESS		TECHNICAL ADVISORY COMMITTEE	
	AZ	Hansley Mussotte		Steve Ferrara - Facilitator (Day 1)		Rachel Quenemoen
	AZ	Bethany Zimmerman		Stephen Murphy - Facilitator (Day 2)		Mike Russell
	AZ	Cindy Sandner		Kelly Ickes – Note-Taker		Joseph Martineau
	MD	Marsie Torchon		Lisa Jones-Kennedy (Day 1)		
	ME	Sue Nay		Jim Kroening (Day 2)		
	MT	Yvonne Field		Megan Bairstow		
	MT	Cindy Mock-Stutz		Chris Clough		
	SD	Jan Martin		Tina Fregeau		

Topic	Lead	Duration	Outcome
Welcome, Overview, Introductions	Steve	15 min	
MCAA ELA Design, Purpose, Goals, Attendee Role, Procedures Overview	Steve	45 min	Present info & address questions
Materials Review <ul style="list-style-type: none"> • ELA PLDs • Writing Prompt Level 2 and 3 DTAs • Writing Prompt Rubrics 	Kelly	30 min	Present info & address questions
Cut Score Review Rounds <ul style="list-style-type: none"> • Grade 11 • Grade 8 • Grade 7 • Grade 6 • Grade 5 • Grade 4 • Grade 3 	Steve/Stephen	Remainder of Day 1 and Day 2 <ul style="list-style-type: none"> • Day 1 • Day 1 • Day 1 • Day 2 • Day 2 • Day 2 • Day 2 	Gather States Feedback
Adjourn (5:00PM EST)			

Appendix D—MSAA Cutscore Review Meeting

Cutscore Review Enhanced ELA Scale MSAA

MSAA Psychometric Subcommittee,
Content Specialists, and Technical
Advisory Committee

Measured Progress
July 24-25, 2018

Overview

- Why we need a cutscore review
- Purpose and goal of the meeting
- Procedures overview
- Procedures and materials details

- Round 1
- Feedback and discussion
- Round 2
- Content based rationale
- Vertical articulation

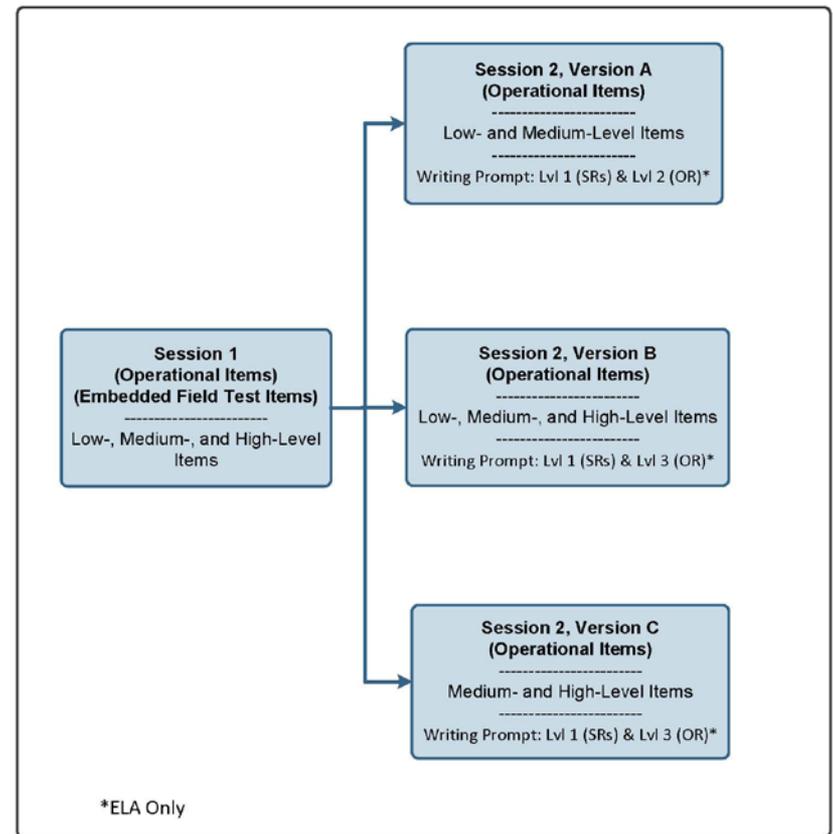
- Definitions of terms

Introductions

- MSAA Psychometric Subcommittee
- MSAA Content Specialists
- MSAA TAC
- Measured Progress

MSAA ELA design

- Multi-stage adaptive (MST)
- 2 stages, writing prompts in session 2
- IRT scaling
- Within grade scales
 - 1200-1290
 - PLs 1, 2, 3, and 4
- PL 3 cutscore = 1240 or thereabouts



MSSA ELA design (cont.)

- Scoring
 - Organization, Idea Development, Conventions
 - Each 0, 1, 2, 3
 - 0 = unrelated evidence
- Calibration
 - 0, 1, 2
 - (0→0; 1→1; 2→1; 3→2)
 - Two threshold locations: Prob .67 of 1 or higher, prob .67 of 2

Why we need a cutscore review

- Added writing prompt to existing ELA scale
- Enhanced scale
 - Same ELA scale, more information
- Enhancement is more information about ELA performance

Purpose of the cutscore review

- Determine if the current cutscores, established in 2015, are **appropriate** for the enhanced ELA scale
- The original ELA scale contained only Reading, Writing, and Language selected response items
- The enhanced ELA scale also includes writing prompt scores



Goals

- Validate or consider adjusting cutscores that would improve alignment between rubric threshold locations and PLDs
- Ultimate goal
 - Enable valid interpretations of the enhanced ELA scale
 - In relation to the enhanced PLDs
- Consider vertical articulation

Your job, our job

- Follow the procedures and discussion rules
 - Psychometric Subcommittee and state content staff: Decide
 - TAC: Monitor, advise, support
 - Measured Progress: Facilitate, support
- Use your expertise to make judgments
- Psychometric Subcommittee make a group decision regarding the current cutscores and any possible adjustments
- Provide rationales

- Cutscore tables, description of the process, for review and approval in each state

Procedures overview

- Review locations of prompt rubric score thresholds¹
 - On the enhanced scale
 - In relation to the current cutscores/PLDs
- Make **content based judgments** about the appropriateness of those relationships
- Write **content based rationales** for adjusting the current cutscores

¹ Actually, the **threshold values** for each rubric score: 0,1; 1,2



Procedures overview (cont.)

- Start at grade 11
- Review locations of prompt thresholds in PLs
 - Do the rubric demands and PLDs align?
- Two rounds per grade
 - Round 1: Work independently, discuss process
 - Review feedback, discuss
 - Round 2: Make joint recommendations and write group rationales
- Work downward to grade 3

Workshop materials

- Item maps: Impact Data Tool
- Directions for Test Administration (DTA)—prompts only
 - Display DTAs for other items as needed
- Scoring rubrics
- PLDs
- Content based rationale form
- Also, as needed: content standards

Let's practice the process

Review the prompt locations

- Item maps in Impact Data Tool
 - Items from 2018 operational, all three paths, ordered by difficulty, RP 67 locations
 - Location of score level thresholds in relation to the PLDs
 - Do they align?
- Model, independent practice, discussion

Review the PLDs, writing prompts, and rubrics

- Together

Review the PLDs (Grade 11)...

Grade 11 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> identify a summary of a literary text identify an event from a literary text identify the central idea of an informational text identify facts from an informational text identify what an author tells about a topic in informational text use context to identify the meaning of multiple meaning words identify a word used to describe a person, place, thing, action or event 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> use details to support a summary of literary text identify a conclusion from an informational text identify key details that support the development of a central idea of an informational text use details presented in two informational texts to answer a question explain why an author uses specific word choices within texts 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> use details to support a summary of literary text use details to support a conclusion presented in informational text identify key details that support the development of a central idea of an informational text use details presented in two informational texts to answer a question explain why an author uses specific word choices within texts 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> use details to support a summary of literary text use details to support a conclusion presented in informational text identify key details that support the development of a central idea of an informational text use details presented in two informational texts to answer a question explain why an author uses specific word choices within texts
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p> <ul style="list-style-type: none"> evaluate how the author's use of specific details in literary text contributes to the text determine an author's point of view about a topic in informational text use context to identify the meaning of grade-level phrases 	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p> <ul style="list-style-type: none"> evaluate how the author's use of specific details in literary text contributes to the text determine an author's point of view about a topic in informational text use context to identify the meaning of grade-level phrases 	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify information which is unrelated to a given topic use the writing process to create an argumentative product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify elements of an argument to include introduction, claim, evidence, and conclusion identify how to group information for a specific text structure use the writing process to create an argumentative product and demonstrate limited command of organization, idea development and/or conventions 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify relevant information to address a given topic and support the purpose of a text use the writing process to create an argumentative product and demonstrate partial command of organization, idea development and/or conventions 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> use the writing process to create an argumentative product and demonstrate command of organization, idea development and/or conventions

Review the PLDs (Grade 11)...

AND in writing, he/she is able to:

- identify information which is unrelated to a given topic
- use the writing process to create an argumentative product and demonstrate minimal (or no) command of organization, idea development and/or conventions

AND in writing, he/she is able to:

- identify elements of an argument to include introduction, claim, evidence, and conclusion
- identify how to group information for a specific text structure
- use the writing process to create an argumentative product and demonstrate limited command of organization, idea development and/or conventions

AND in writing, he/she is able to:

- identify relevant information to address a given topic and support the purpose of a text
- use the writing process to create an argumentative product and demonstrate partial command of organization, idea development and/or conventions

AND in writing, he/she is able to:

- use the writing process to create an argumentative product and demonstrate command of organization, idea development and/or conventions

Grade 11 ELA Performance Level Descriptors			
Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify a summary of a literary text • identify an excerpt from a literary text • identify the central idea of an informational text • identify facts from an informational text • identify what an author tells about a topic in an informational text • use context to identify the meaning of multiple meaning words • identify a word used to describe a person, place, thing, action or event <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify information which is unrelated to a given topic • use the writing process to create an argumentative product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	<p>Low text complexity - Brief text with straightforward ideas and relationships; short, simple sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • identify a conclusion from an informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts <p>AND with Moderate text complexity - Text with clear, complex ideas and relationships; and simple, compound sentences.</p> <ul style="list-style-type: none"> • evaluate how the author's use of specific details in literary text contributes to the text • determine an author's point of view about a topic in informational text • use context to identify the meaning of grade-level phrases <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of an argument to include introduction, claim, evidence, and conclusion • identify how to group information for a specific text structure • use the writing process to create an argumentative product and demonstrate limited command of organization, idea development and/or conventions 	<p>Moderate text complexity - Text with clear, complex ideas and relationships; and simple, compound sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • use details to support a conclusion presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts <p>AND with High text complexity - Text with implied and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <ul style="list-style-type: none"> • evaluate how the author's use of specific details in literary text contributes to the text • determine an author's point of view about a topic in informational text • use context to identify the meaning of grade-level phrases <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify relevant information to address a given topic and support the purpose of a text • use the writing process to create an argumentative product and demonstrate partial command of organization, idea development and/or conventions 	<p>High text complexity - Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • use details to support a summary of literary text • use details to support a conclusion presented in informational text • identify key details that support the development of a central idea of an informational text • use details presented in two informational texts to answer a question • explain why an author uses specific word choices within texts <p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> • use the writing process to create an argumentative product and demonstrate command of organization, idea development and/or conventions
<p>MSAA 2017-18 Final Draft PLD Updated 05/18</p>			

Review the writing prompts...

- Electronic materials for participants
 - Writing Prompt Reference Materials

Grade 11 DTA Pages
Spring 2018

Writing Prompt
Level 2

Grade 11 DTA Pages
Spring 2018

Writing Prompt
Level 3

Review the Level 2 rubric (grade 11)...



Grade 11 Writing Prompt Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0
Organization – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the claim and a rational reason <input type="checkbox"/> a conclusion that states the claim and the rational reason 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the claim or a reason <input type="checkbox"/> a conclusion that states the claim or the reason 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion) 	<input type="checkbox"/> no evidence of organization
Idea Development – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> a body with two relevant facts or examples <input type="checkbox"/> words or phrases to connect the reason with one relevant fact or example 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> a body with one relevant fact or example <input type="checkbox"/> one word or phrase to connect the reason with one fact or example 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one word related to the reason 	<input type="checkbox"/> no evidence of idea development
Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.” 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with or without subject-verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	<input type="checkbox"/> no evidence of standard English conventions

Review the Level 3 rubric (grade 11)...



Grade 11 Writing Prompt Rubric

Level 3

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0
Organization – The essay addresses a specified claim supported with organized complex ideas.	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the claim and is supported by two rational reasons <input type="checkbox"/> a body that includes two reasons related to the claim <input type="checkbox"/> a conclusion that states the claim and is supported by two rational reasons 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> an introduction that states the claim <input type="checkbox"/> a body that includes one reason related to the claim <input type="checkbox"/> a conclusion that states the claim with one rational reason or relevant evidence 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to the specified claim/topic (i.e., introduction, claim/topic, or conclusion) 	<input type="checkbox"/> no evidence of organization
Idea Development – The defended claim includes relevant evidence, and uses words, phrases, and clauses to clarify the relationship among claim, reasons and evidence.	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one piece of relevant evidence follows each of the two provided reasons <input type="checkbox"/> words or phrases that connect each of the two reasons with relevant evidence 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> a body with one reason and one piece of relevant evidence <input type="checkbox"/> word or phrase that connects one reason with one piece of relevant evidence 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one word related to the reason or a connecting word or phrase 	<input type="checkbox"/> no evidence of idea development
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The essay includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for majority of thought units <input type="checkbox"/> one complete sentence that expresses an idea with subject-verb agreement Ex: “The dog runs.” 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one complete sentence with subject-verb agreement 	The essay includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	<input type="checkbox"/> no evidence of standard English conventions

Proposed guideline

- For prompt score level locations that appear misaligned with a PL
 - If within 1 SE, acceptable for now (now = 2018)
 - If outside 1 SE (out of bounds), consider more carefully
- In considering adjusting a cutscore to align a prompt score with a PL, consider the other R, W, L item locations that are impacted
- Could adjust cutscore so that the misaligned item is within 1 SE, not necessarily in the targeted PL

Ready to begin?

Round 1

- Review prompt score locations and PLDs
 - All 12 of them
- All seven grades
 - Start with grade 11
- Work independently, formulate your own initial recommendations
- Discuss
- Share insights, not persuasion

Rubric score threshold locations

PLO1	Locations	Locations	Locations	Locations
	Grade 11	Grade 8	Grade 7	Grade 6
PL 1	--	--	--	--
PL 2	C1	C1, C1, O1	O1	O1, C1
PL 3	O1, C1, O1, I1, C2	I1, O1, I1	I1, C1, C1, O1, I1, I2	I1, C1, I1, O1, I2, C2
PL 4	I1, C2, I2, O2, O2, I2	C2, C2, I2, I2, O2, O2	C2, C2, O2, I2, O2	C2, O2, I2, O2
	Grade 5	Grade 4	Grade 3	
PL 1	--	--	--	
PL 2	C1, O1	C1, O1	O1, C1	
PL 3	I1, C1, C2, O1	C1, I1, C2, O1, I2	C1, I1, O1	
PL 4	I1, O2, C2, I2, O2, I2	I1, O2, C2, I2, O2	C2, I1, I2, O2, C2, I2, O2	

What to consider

1. Do the rubric descriptions for each score level align with the corresponding PLD?
2. What reasonably can be adjusted?
 - Without causing undue disruption to impact data and interpretation using the PLDs
3. Does the item-PLD alignment analysis support the adjusted cutscore?

Round 1

- Start with grade 11, all rubric locations in relation to PLDs
- Consider
 - Are score threshold locations aligned in relation to PLDs?
 - Using the Impact Data Tool
- Let's do this one together

Round 1 task

- Think about
 - Location of each score threshold location and its corresponding PLD
 - Rubric-PLD alignment/misalignment
- What recommendations do you want to make about each cutscore, given those relationships?
- What is your content based rationale for each recommendation?
- Think independently

Feedback and discussion

- Discussion
 - Share insights and understandings
 - Not persuasion
 - Initial recommendations and rationales
- Feedback
 - Locations summary
 - Impact data

Ready for round 2?

Round 2

- Review locations one last time
- Think and review independently one last time
- Discussion to achieve consensus recommendations
 - Write group content based rationales →

Vertical articulation

- Goal
 - Ensure that percentages of students at/above PL 3 are reasonably similar...
 - If any of the PL 3 cut scores were adjusted
 - Articulation of PL 2 and PL 4 after 2018

Intentionally blank

Appropriate

- Aligned, consistent:
 - Response demands of each rubric score threshold
 - Knowledge and skill demands of the corresponding PLD
- Retain the current cutscores because these two elements are reasonably aligned
- Adjust a cut score to improve the alignment
 - Adjustments should be small (i.e., impact data, number of scale score points)
 - Must consider the other items that are in the range of adjustment
 - Content based rationales to support the adjustment

Content based judgments and rationales

- Basis for retaining or adjusting or retaining current cutscores
- Relationship between rubric thresholds and PLDs
- Make explicit references to both
 - What the item demands of students
 - What the PLD requires of students



Threshold values

- Location for each rubric score level **threshold**
 - 0,1 1,2
- Example: 0,1 threshold
 - Probability (.67) that students at this ELA scale location would achieve a score of 1 or higher rather than 0

It's all about
student learning.
Period.

Thank you.

ferrara.steve@measuredprogress.org

+1 603-749-9102, ext. 7065

Recommendation options

1. Retain current cutscores, write CB rationales to support
 2. Adjust some cutscores, write CB rationales to support
 3. Recommend not linking prompt to ELA scale in one or more grades in 2018; hold off until...
 - a. Stability, research
 4. Recommend implementing the linking in 2018 and retaining current cut scores
 - a. Investigate why prompts are so difficult in 2018
 - b. Conduct a CSR in 2019
-
- Can recommend studies to accompany recommendations
 - Studies: Focus on appropriateness of expectations for 3rd and 4th graders—writing on line, prompts, rubrics

Focus cutscores

Grade	0,1	1,2	2,3	3,4
8	--	--	--	--
7	--	--	--	--
6	--	--	--	--
5	--	--	--	--
4	--	--	--	--
3	--	--	--	--

Appendix E—MSAA ELA CSR Summary

MSAA ELA Cut Score Review

Alignment of the 2018 PLDs and ELA Scale (with Writing Prompts Added)

Psychometric Subcommittee Recommendations

July 24, 2018

Purpose of this Document

The MSAA Psychometric Subcommittee, MSAA content specialists, the MSAA Technical Advisory Committee, and Measured Progress worked together to support valid interpretations of the 2018 ELA assessment and performance level descriptors, after linking writing prompt scores to the existing ELA scale. This document summarizes that process and results so that each MSAA partner state can review and consider approving the adjusted cut scores for reporting of 2018 and subsequent MSAA results.

Cut Score Review Goals, Process, and Results

Cut score reviews are designed to ensure that cut scores on test score scales are aligned appropriately with performance level descriptors (PLDs). This alignment is necessary to ensure valid interpretation of test scores, using the PLDs.

We linked the writing prompts to the 2018 ELA assessment, which originally included only selected response items in reading, writing, and language. Adding the writing prompt scores to the original scale enhances the information that the ELA assessment provides. We also updated the PLDs to include references to direct writing performance at each of performance levels 1, 2, 3, and 4. The 2018 PLDs and the ELA assessment do not change interpretation of ELA scores; rather, they add information about what students know and can do in ELA.

The cut score review process included the following steps:

- Prior to the cut score review, we reviewed the 2017 impact data (i.e., percentages of students in performance levels 3 and 4) and vertically articulated it, to smooth out differences in performance across grades of greater than 5 percent. We wrote content-based rationales to support small adjustments to the performance level 3 cut scores that achieved vertical articulation.
- The MSAA Psychometric Subcommittee and ELA content specialists from MSAA states reviewed the alignment between the location of writing prompt scores on the ELA scale and the PLDs and recommended either (a) retaining the existing cut scores, or (b) adjusting the cut scores to improve that alignment.
- They also wrote content-based rationales for adjusted cut scores.

The results of the cut score review meeting on July 24, 2018 are summarized in the table below. The content-based determinations that were made for the cut score adjustments outlined in the table below indicate that there is alignment between the items that are in performance level 3 and performance level 4 and PLD expectations for each performance level. Full details of the content-based rationales for the small number of cut score adjustments appear in a separate document.

Table 1. Cut Score Review Results: MSAA ELA

Grade	Performance Level	Original Cut Score ¹	2018 Impact Data (%)	Adjusted Cut Score	Resulting Impact Data (%)
11	PL 4	1255	20.3	--	--
	PL 3	1240	40.9	--	--
	PL 2	1236	15.0	--	--
	PL 1	--	23.8	--	--
8	PL 4	1250	21.4	--	--
	PL 3	1238	27.6	--	--
	PL 2	1230	27.8	--	--
	PL 1	--	23.2	--	--
7	PL 4	1255	21.2	--	--
	PL 3	1240	34.6	--	--
	PL 2	1236	16.0	--	--
	PL 1	--	28.2	--	--
6	PL 4	1253	15.9	1251	18.5
	PL 3	1237	39.9	--	37.3
	PL 2	1231	27.6	--	--
	PL 1	--	16.6	--	--
5	PL 4	1256	14.6	--	--
	PL 3	1240	34.6	--	--
	PL 2	1232	24.3	--	--
	PL 1	--	26.5	--	--
4	PL 4	1258	13.6	1259	10.6
	PL 3	1240	33.6	--	36.5
	PL 2	1234	18.4	--	--
	PL 1	--	34.4	--	--
3	PL 4	1251	24.7	1254	19.2
	PL 3	1240	26.0	--	31.5
	PL 2	1234	12.5	--	--
	PL 1	--	36.8	--	--

¹ Before the cut score review, after vertical articulation of the PL 3 cut scores on July 20, 2018. Each grade scale ranges from 1200 to 1290.

Appendix F—MSAA ELA CSR Adjusted Cut Scores CBRs

MSAA Cut Score Review

Writing Content Based Rationales for Adjusted Cut Scores

MSAA Psychometric Subcommittee

July 24, 2018

Grade	Performance Level	Original Cut Score ¹	2018 Impact Data (%)	Adjusted Cut Score	Resulting Impact Data (%)	Content Based Rationale
11	PL 4	1255	20.3	--	--	
	PL 3	1240	40.9	--	--	
	PL 2	1236	15.0	--	--	
	PL 1	--	23.8	--	--	
8	PL 4	1250	21.4	--	--	
	PL 3	1238	27.6	--	--	
	PL 2	1230	27.8	--	--	
	PL 1	--	23.2	--	--	
7	PL 4	1255	21.2	--	--	
	PL 3	1240	34.6	--	--	
	PL 2	1236	16.0	--	--	
	PL 1	--	28.2	--	--	
6	PL 4	1253	15.9	1251	18.5	<p>Item 471934C (level 2 writing prompt), score level 2 on the reporting scale, is aligned to the borderline of the Level 4 and Level 3 PLD, and falls within the Level 4 PLD. The expectations for this grade shift from producing a narrative product in grades 3-5 to producing an explanatory product using the writing process. To obtain a score level 2 for Conventions the expectations are for the product to include more than one sentence with end punctuation and a minimum of one complete sentence with subject-verb agreement. This item is “borderline,” with alignment characteristics to both the expectations Level 4 and Level 3 PLDs.</p> <p style="text-align: right;">continued</p>

Grade	Performance Level	Original Cut Score ¹	2018 Impact Data (%)	Adjusted Cut Score	Resulting Impact Data (%)	Content Based Rationale
6	PL 3	1237	39.9	--	37.3	Item 471934I (level 2 writing prompt), score level 2 on the reporting scale, is aligned to the borderline of the Level 4 and Level 3 PLD, and falls within the Level 3 PLD. The expectations for this grade shift from producing a narrative product in grades 3-5 to producing an explanatory product using the writing process. To obtain a score level 2 for Idea Development the expectations are for the product to include a minimum of three activities, each with relevant details. This item is “borderline,” with alignment characteristics to both the expectations Level 4 and Level 3 PLDs.
	PL 2	1231	27.6	--	--	
	PL 1	--	16.6	--	--	
5	PL 4	1256	14.6	--	--	
	PL 3	1240	34.6	--	--	
	PL 2	1232	24.3	--	--	
	PL 1	--	26.5	--	--	
4	PL 4	1258	13.6	1259	10.6	Item 126163I (level 3 writing prompt), score level 1 on the reporting scale, is more aligned to expectations at Level 3 PLD. Shifting the cut score brings this closer to the borderline between Level 4 PLD and Level 3 PLD and aligns the expectations more with a partial command of organization, idea development, and/or conventions as outlined in the PLD. Item 512069, which falls right at the adjusted cut, is aligned to the borderline of the Level 4 and Level 3 PLD, and falls within the Level 4 PLD. The text is of moderate complexity and the items align to the KSAs of using information presented visually, orally, or quantitatively to answer questions.
	PL 3	1240	33.6	--	36.5	Items 121580A and 122582A, are aligned to the Level 3 PLD. The cut score adjustment brings the items within Level 3 PLD. The text is of moderate complexity and the items align to the KSAs of explaining how information provided in charts, graphs, diagrams, or timelines contribute to an understanding of informational text.
	PL 2	1234	18.4	--	--	continued

Grade	Performance Level	Original Cut Score ¹	2018 Impact Data (%)	Adjusted Cut Score	Resulting Impact Data (%)	Content Based Rationale
4	PL 1	--	34.4			
3	PL 4	1251	24.7	1254	19.2	Item 125971I (level 3 writing prompt), score level 1 on the reporting scale, is more aligned to expectations at Level 3 PLD. Shifting the cut score brings this closer to the borderline between Level 4 PLD and Level 3 PLD and aligns the expectations more with a partial command of organization, idea development, and/or conventions as outlined in the PLD. Item 120914A, which falls right at the adjusted cut, is aligned to the Level 4 PLD. The text is of high complexity and the items align to the KSAs of determining the central idea and supporting details in literary text.
	PL 3	1240	26.0	--	31.5	Item 116202A, which was on the original cut, is aligned to the Level 3 PLD. The cut score adjustment brings the item within Level 3 PLD. The text is of moderate complexity and the items align to the KSAs of answering literal questions.
	PL 2	1234	12.5	--	--	
	PL 1	--	36.8	--	--	

¹ Before the cut score review, after vertical articulation of the PL 3 cut scores on July 20, 2018. Each grade scale ranges from 1200 to 1290.

Appendix G—MSAA Mathematics Vertical Articulation Results by Grade

MSAA Mathematics Vertical Articulation

Psychometric Subcommittee Recommendations

July 26, 2018

Purpose of this Document

The MSAA Psychometric Subcommittee, MSAA content specialists, the MSAA Technical Advisory Committee, and Measured Progress worked together to determine a process for conducting and completing the vertical articulation for mathematics cut scores. This document summarizes that process and results so that each MSAA partner state can review and consider approving the adjusted cut scores for reporting of 2018 and subsequent MSAA mathematics results.

Vertical Articulation Goals, Process, and Results

A Measured Progress team of Content Development, Psychometrics, and Program Management staff completed the vertical articulation process to review the current MSAA cut scores and 2016–2017 performance data (i.e., percentages of all MSAA students in performance levels 1, 2, 3, and 4) and suggest recommendations for changes to the mathematic cut scores. The results of this work was reviewed with the Psychometric Subcommittee and approval was given for the recommended adjustments detailed on page 2 in the table “Vertical Articulation Results: MSAA Mathematics”.

The vertical articulation process included the following steps:

- Review of the 2017 impact data (i.e., percentages of students in performance levels 3 and 4) and vertically articulated to smooth out differences in performance across grades of greater than 5 percent. Write content-based rationales to support the small adjustments to the performance level 3 cut scores that achieved the vertical articulation.
- Review of the 2017 impact data (i.e., percentage of students in performance levels 2 and 4) and vertically articulated to smooth out differences in performance across the grades of greater than 5 percent and doing so without altering the articulation of the impact data at performance levels 3 and 4. Write content based rationales to support the small adjustments to the performance level 2 and 4 cut scores that achieved vertical articulation.

The results of the vertical articulation process are summarized in the table below. In general, the content-based rationales that were made for the cut score adjustments outlined in the table below indicate that there is alignment between the items and PLD expectations for each performance level. Full details of the content-based rationales for the cut score adjustments appear in a separate document.

Table 1. Vertical Articulation Results: MSAA Mathematics

Grade	Performance Level	Original Cut Score ¹	2017 Impact Data by PL (%)	2017 Impact Data for PLs 3 & 4 (%)	Adjusted Cut Score	Resulting Impact Data (%)	2017 Impact Data for PLs 3 & 4 (%)	Adjustments made for Vertical Articulation
11	PL 4	1249	19.20	43.03	1250	17.92	--	Higher by 1
	PL 3	1240	23.83		--	25.11		
	PL 2	1234	26.81		1235	24.18		Higher by 1
	PL 1	--	30.16		--	32.79		
8	PL 4	1249	23.06	45.90	1251	18.78	--	Higher by 2
	PL 3	1240	22.84		--	27.12		
	PL 2	1234	23.41		--	--		
	PL 1	--	30.69		--	--		
7	PL 4	1254	17.67	47.00	--	--	--	
	PL 3	1240	29.33		--	--		
	PL 2	1232	32.36		1234	25.16		Higher by 2
	PL 1	--	20.64		--	27.84		
6	PL 4	1249	21.67	40.54	1251	17.53	46.50	Higher by 2
	PL 3	1240	18.87		1239	28.97		Lower by 1
	PL 2	1234	23.11		1233	21.49		Lower by 1
	PL 1	--	36.35		--	32.01		
5	PL 4	1255	13.60	46.54	1253	16.84	--	Lower by 2
	PL 3	1240	32.94		--	29.70		
	PL 2	1231	29.72		1232	24.08		Higher by 1
	PL 1	--	23.74		--	29.38		
4	PL 4	1251	17.40	41.01	--	17.40	44.13	
	PL 3	1240	23.61		1239	26.73		Lower by 1
	PL 2	1233	23.59		1232	24.83		Lower by 1
	PL 1	--	35.40		--	31.04		
3	PL 4	1254	19.31	49.46	--	19.31	44.66	
	PL 3	1240	30.15		1242	25.35		Higher by 2
	PL 2	1236	16.54		1235	22.55		Lower by 1
	PL 1	--	34.00		--	32.79		

¹ Original cut scores established in August 2015. Each grade scale ranges from 1200 to 1290.

The largest differences between each of the performance levels across grades are: PL 1 (4.95%), PL 2 (3.67%), PL 3 (4.59%), PL 4 (2.47%). The figure below (Figure 1) shows the articulation lines for the proposed sets of mathematics cut score adjustments for all grades as outlined in the table above.

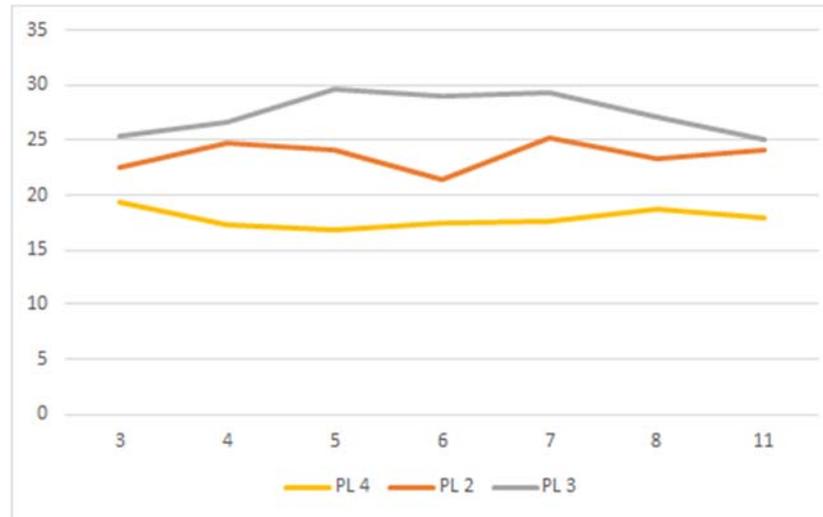


Figure 1. Mathematics vertical articulation lines for the all proposed adjustments at performance levels 2, 3, and 4.

The following figures show the percentage of students at each performance level across all grades for MSAA mathematics. The first one (Figure 2) shows the student percentages at the original cut scores. The second one (Figure 3) shows the student percentages at the adjusted cut scores.

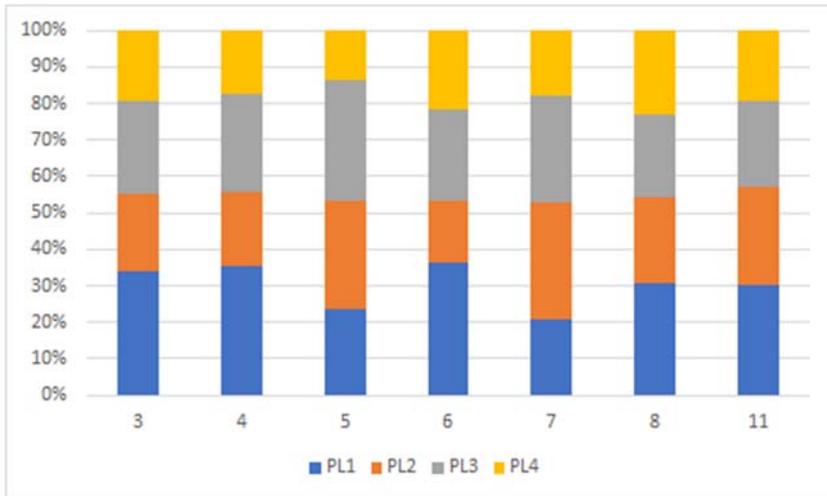


Figure 2. Percentage of students for each performance level based on original cut scores.

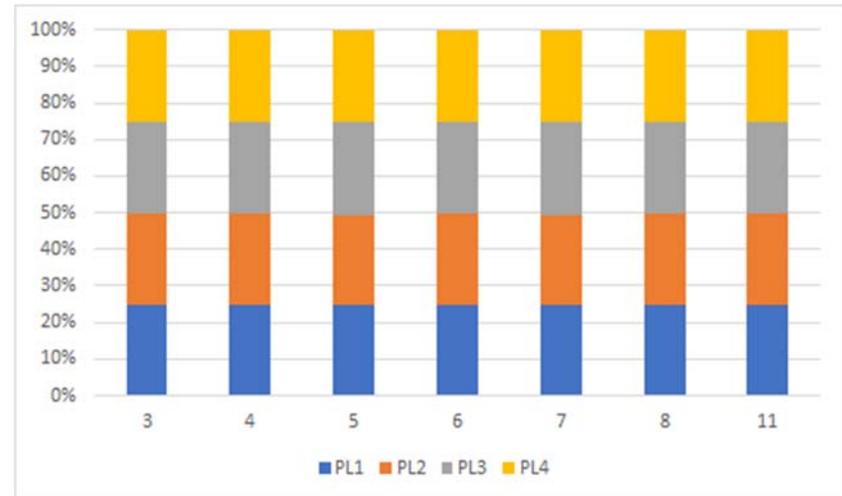


Figure 3. Percentage of students for each performance level based on proposed adjusted (vertically articulated) cut scores.

Appendix H—MSAA 2-18 ELA PLD Panelist Training Opening Presentation

Welcome.

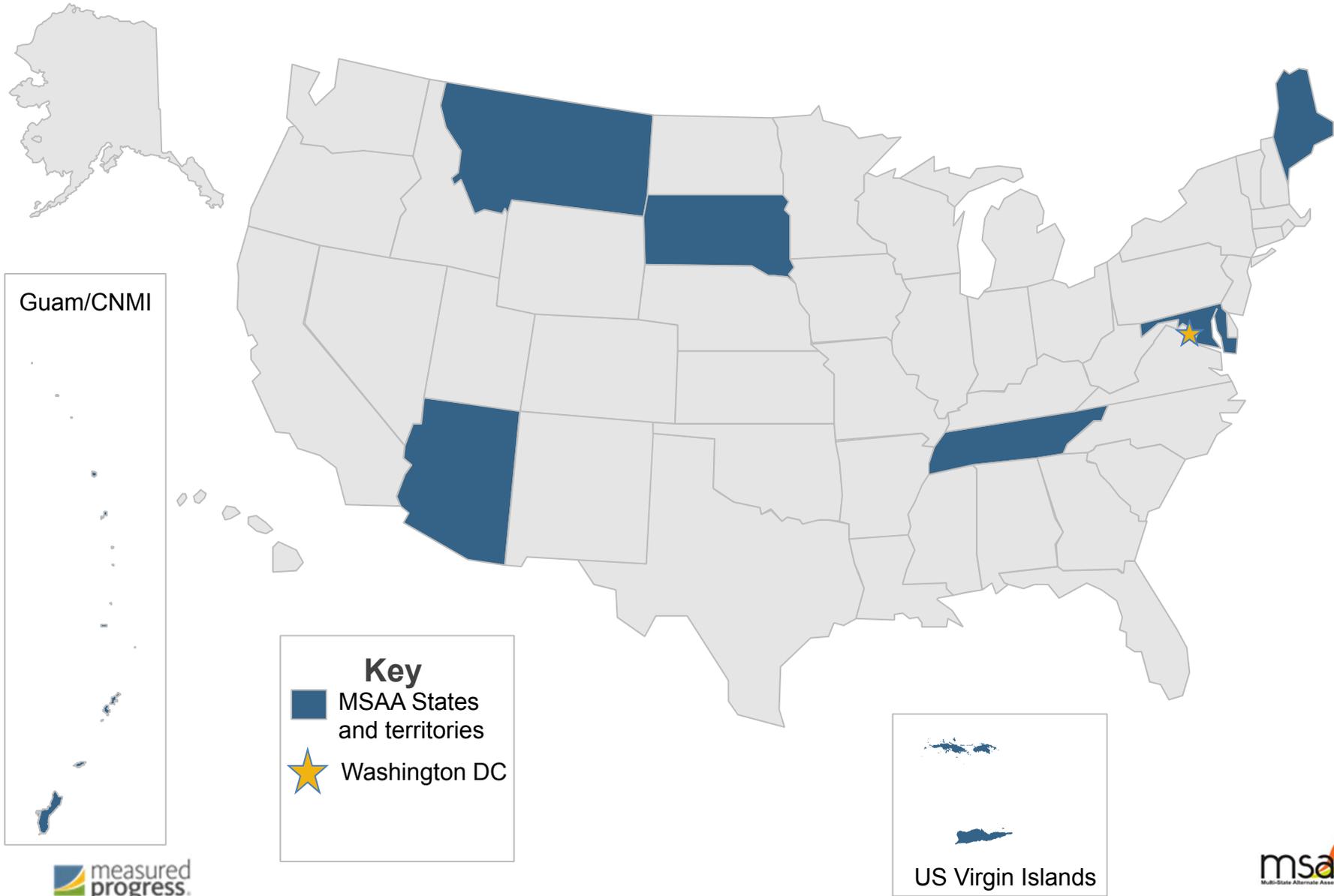
MSAA English Language Arts Performance
Level Descriptor Review Meeting
August 9, 2018



Agenda

- MSAA Partner States
- Background and Purpose
- Overview of the Test
- MSAA Item Types
- Assessment Features & Accommodations
- Writing Prompt Overview
- Writing Prompt Considerations and Emphasis
- Writing Prompt Rubrics
- ELA PLD Overview
- Panelist Expectations
- Next Steps

MSAA Partner States



MSAA Partner States

- **Arizona** – Bethany Zimmerman
- **Arizona** – Hansley Mussotte
- **DC** – Michael Craig
- **Guam/CNMI** – Mr. T
- **Maine** – Sue Nay
- **Maryland** – Marsie Torchon
- **Montana** – Yvonne Field
- **Tennessee** – Megan Sellers
- **South Dakota** – Melissa Flor



MCAA Learner Characteristics

Participation Criteria

Sample Participant

Background and Purpose

Participation

- Grade-level content aligned to State Content Standards

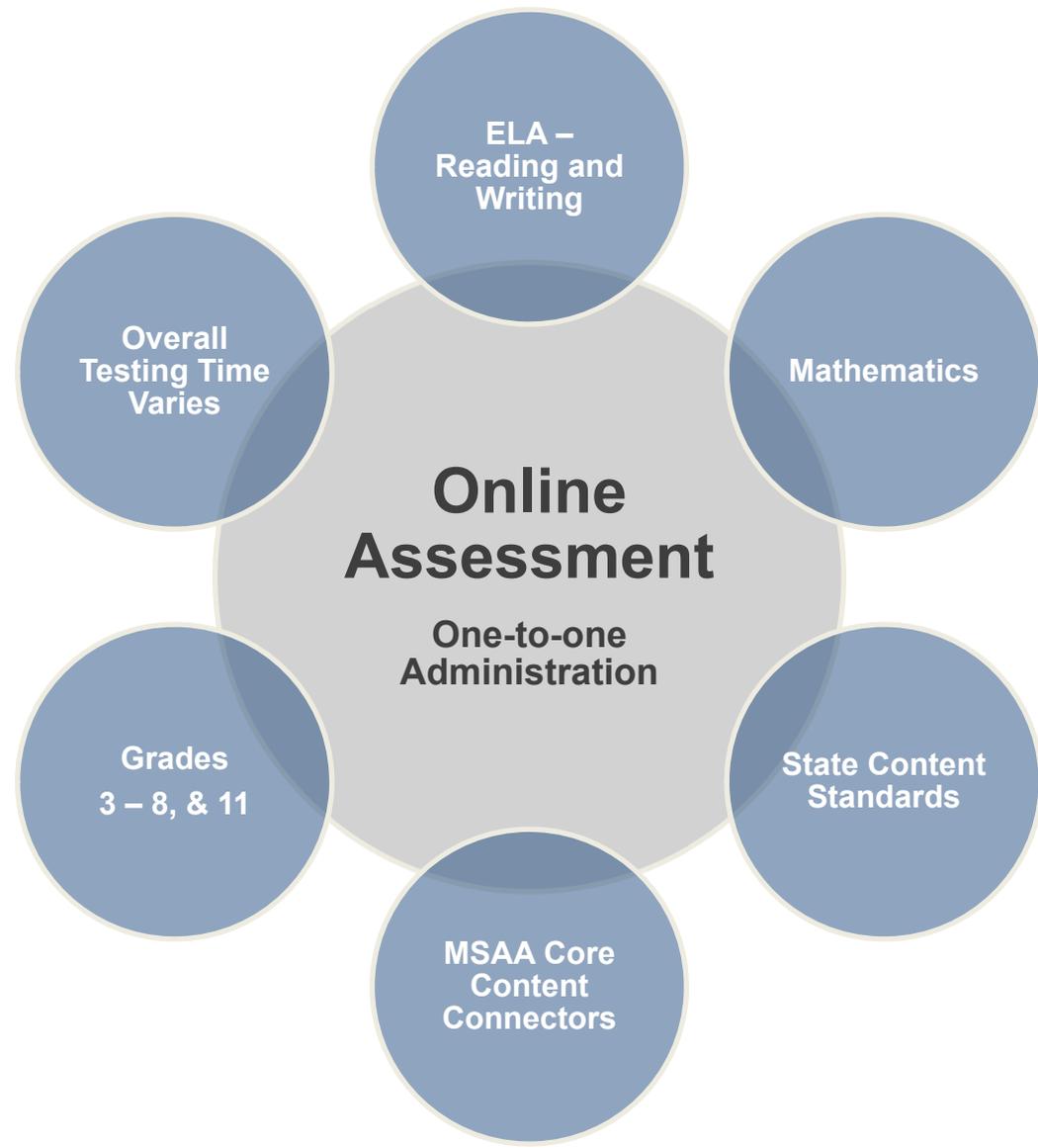
Achievement

- Higher academic outcomes
- Prepared for post-secondary options

Accountability

- Every Student Succeeds Act (**ESSA**)
- Individuals with Disabilities Education Act (**IDEA**)

Overview of the Test



MSAA Item Types

ELA

Selected-Response Items
Reading and Writing

Constructed-Response Items
Writing

Foundational Reading Items
Grades 3-4

Math

Selected-Response Items

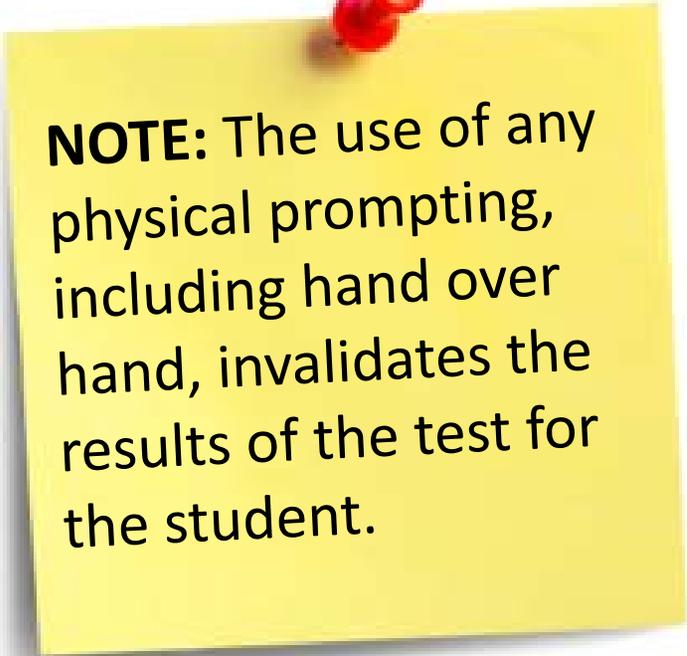
Constructed-Response Items

Assessment Features

- MSAA Assessment features
 - Answer Masking
 - Audio Player
 - Alternate Color Themes
 - Increase/Decrease Size of Text/Graphics
 - Increase Volume
 - Line Reader Tool
 - Read Aloud/Reread item directions, response options, passages

Accommodations

- MSAA Accommodations
 - Assistive Technology (AT) for viewing, responding, or interacting with test items
 - Paper version of items (downloaded from platform)
 - Scribe
 - Sign language



NOTE: The use of any physical prompting, including hand over hand, invalidates the results of the test for the student.

Writing Prompt Overview

- Writing Prompt: ELA requires students to produce a permanent product in response to a writing prompt.
- Each writing prompt DTA contains:
 - A standardized, scripted sequence of steps for the TA to follow
 - A graphic organizer for students to make notes and plan their essay
 - A template to write their essay before it is typed on the computer or uploaded into the system
 - A mentor text to present to the student as an example of a finished product (grades 3, 4, 5, 11 only)



Writing Prompt Overview

- Two different levels of constructed response writing prompts:
 - Level 2
 - Level 3
- Differentiated by the amount of support that is provided in terms of template and stimulus materials
- Each student only takes one constructed response writing prompt
- Students use their primary mode of communication to construct a writing product
- Standardized script and support materials are provided for each level

Writing Prompt Overview

- Each grade span assesses a different writing style. The writing prompts provide steps to guide students through the writing processes using stimulus materials:
 - Topic selection
 - Choosing characters/supporting details
 - Drafting
 - Revising
 - Editing
 - Producing final story or essay

Writing Prompt Considerations

- Traditional views of writing will need to be expanded in the creation of a permanent product.
- Important for students to make a connection to the writing by promoting personal relevance.
- Teachers prioritize steps of the writing process students participate initially. As mastery occurs, students may be able to participate in more of the steps.
- Extended time expectations may be needed for writing projects
- Writing for this population may require teachers to think anew to come up with strategies that will allow students to participate in the writing process (content and physical aspects).

Writing Prompt Emphasis

Across all grades students demonstrate:

- The ability to generate a permanent product to represent and/or organize ideas or thoughts so messages can be interpreted by someone else when the writer is not present;
- The ability to respond to a writing prompt to produce a Literary/Narrative, Informative/Explanatory, or Persuasive/Argument permanent product; and
- The ability to include grade-specific writing skills specific to a writing mode related to organization; language and vocabulary; idea development; and conventions.

Writing Prompt Rubrics – Level 2



Grade 3 Writing Prompt Rubric

Level 2

Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0
Organization – The narrative establishes a situation (activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity and setting) <input type="checkbox"/> a conclusion that follows from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> a conclusion that may not follow from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to a character, situation (activity or setting), or conclusion 	<input type="checkbox"/> no evidence of organization
Idea Development – The narrative includes a sequence of events that unfold naturally and develops a story using temporal words.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> a sequence of two events related to the situation (activity or setting) <input type="checkbox"/> both events include a detail 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation (activity or setting) <input type="checkbox"/> one of the events includes a detail 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation (activity or setting) 	<input type="checkbox"/> no evidence of idea development
Conventions – Students use standard English conventions (e.g., end punctuation, subject-verb agreement).	The narrative includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one simple sentence that contains a complete thought with subject-verb agreement Ex: “Dog runs” or “dog runs”	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one thought unit with or without subject-verb agreement 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	<input type="checkbox"/> no evidence of standard English conventions

Writing Prompt Rubrics – Level 3

 Grade 3 Writing Prompt Rubric				
Level 3				
Rubric Elements	Full Evidence 3	Partial Evidence 2	Limited Evidence 1	Unrelated Evidence 0
Organization – The narrative establishes a situation (activity and setting) and includes a character with relevant descriptive statements. The response provides a conclusion.	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity and setting) <input type="checkbox"/> two descriptions related to a character <input type="checkbox"/> a conclusion that follows from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> character and situation (activity or setting) <input type="checkbox"/> one description related to a character <input type="checkbox"/> a conclusion that may not follow from the narrated experiences or events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> some evidence related to a character, situation (activity or setting), or conclusion OR <input type="checkbox"/> descriptive words related to a character or situation (activity or setting) 	<input type="checkbox"/> no evidence of organization
Idea Development – The narrative includes a sequence of events that unfold naturally and develops the story using temporal words (e.g., first, then, next).	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two sequenced events related to the situation (activity or setting) <input type="checkbox"/> both events include a detail <input type="checkbox"/> appropriate use of temporal words that signal order of events 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> two events related to the situation (activity or setting) <input type="checkbox"/> one of the events includes a detail <input type="checkbox"/> one temporal word that may or may not be used appropriately 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one event related to the situation (activity or setting) 	<input type="checkbox"/> no evidence of idea development
Conventions – Students use standard English conventions (e.g., capitalization, end punctuation, subject-verb agreement).	The narrative includes more than one sentence and at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of the majority of thought units <input type="checkbox"/> end punctuation for more than one thought unit <input type="checkbox"/> one simple sentence that contains a complete thought with subject-verb agreement Ex: “Dog runs” or “dog runs” 	The narrative includes at a minimum two of the following: <ul style="list-style-type: none"> <input type="checkbox"/> capitalization at the beginning of one thought unit <input type="checkbox"/> end punctuation for one thought unit <input type="checkbox"/> one simple sentence with or without subject-verb agreement 	The narrative includes at a minimum: <ul style="list-style-type: none"> <input type="checkbox"/> one use of standard English conventions (capitalization at the beginning of one thought unit, end punctuation for one thought unit or one thought unit with or without subject-verb agreement) 	<input type="checkbox"/> no evidence of standard English conventions

ELA PLD Development



ELA PLD Overview (Draft)

Grade 3 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Low text complexity - <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i></p>	<p>Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p>	<p>High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p>
<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> identify the topic of a literary text identify a detail from a literary text identify a character or setting in a literary text identify the topic of an informational text identify a title, caption, or heading in an informational text identify an illustration related to a given topic identify a topic presented by an illustration identify the meaning of words (i.e., nouns) 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the central idea and supporting details in literary text determine the main idea and identify supporting details in informational text determine the main idea of visually presented information identify the purpose of text features in informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use context to identify the meaning of multiple meaning words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the central idea and supporting details in literary text determine the main idea and identify supporting details in informational text determine the main idea of visually presented information identify the purpose of text features in informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use context to identify the meaning of multiple meaning words 	<p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> determine the central idea and supporting details in literary text determine the main idea and identify supporting details in informational text determine the main idea of visually presented information identify the purpose of text features in informational text use information from charts, graphs, diagrams, or timelines in informational text to answer questions use context to identify the meaning of multiple meaning words
	<p>AND with Moderate text complexity - <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i></p> <ul style="list-style-type: none"> use details from a literary text to answer specific questions describe the relationship between characters, and character and setting in literary text 	<p>AND with High text complexity - <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i></p> <ul style="list-style-type: none"> use details from a literary text to answer specific questions describe the relationship between characters, and character and setting in literary text 	
	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle) 	<p>AND with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> identify grade level words 	
<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify a statement related to an everyday topic use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify elements of a narrative text to include beginning, middle, and end identify the category related to a set of facts use the writing process to create a narrative product and demonstrate limited command of organization, idea development and/or conventions 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text use the writing process to create a narrative product and demonstrate partial command of organization, idea development and/or conventions 	<p>AND in writing, he/she is able to:</p> <ul style="list-style-type: none"> use the writing process to create a narrative product and demonstrate command of organization, idea development and/or conventions

MSAA 2017-18

Final Draft-PLD Updated 050318

ELA PLD Overview (Draft)

AND in writing, he/she is able to:

- identify a statement related to an everyday topic
- use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development and/or conventions

Level 1

AND in writing, he/she is able to:

- identify elements of a narrative text to include beginning, middle, and end
- identify the category related to a set of facts
- use the writing process to create a narrative product and demonstrate limited command of organization, idea development and/or conventions

Level 2

AND in writing, he/she is able to:

- identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text
- use the writing process to create a narrative product and demonstrate partial command of organization, idea development and/or conventions

Level 3

AND in writing, he/she is able to:

- use the writing process to create a narrative product and demonstrate command of organization, idea development and/or conventions

Level 4

Level 1	Level 2	Level 3	Level 4
<p>Low test complexity Test with simple, short, and straightforward items and relationships; short, simple sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • identify the topic of a literary text • identify a detail from a literary text • identify a character or setting in a literary text • identify the topic of an informational text • identify a title, caption, or heading in an informational text • identify an illustration related to a given text • identify a topic presented by an illustration • identify the meaning of words (e.g., novel) <p>ADD in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify the elements related to an everyday topic • use the writing process to create a narrative product and demonstrate minimal (or no) command of organization, idea development and/or conventions 	<p>Low test complexity Test with simple, short, and straightforward items and relationships; short, simple sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple-meaning words <p>ADD with Moderate test complexity Test with clear, complex ideas and relationships; short, simple sentences.</p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text <p>ADD with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify main words (e.g., novel) with a statement at the beginning, a comment at the end, and a short scene in the middle <p>ADD in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify elements of a narrative text to include beginning, middle, and end • identify the category related to a set of facts • use the writing process to create a narrative product and demonstrate partial command of organization, idea development and/or conventions 	<p>Moderate test complexity Test with clear, complex ideas and relationships; short, simple sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple-meaning words <p>ADD with High test complexity Test with detailed and complex ideas and relationships; complex sentences.</p> <ul style="list-style-type: none"> • use details from a literary text to answer specific questions • describe the relationship between characters, and character and setting in literary text <p>ADD with accuracy, he/she is able to:</p> <ul style="list-style-type: none"> • identify main words (e.g., novel) with a statement at the beginning, a comment at the end, and a short scene in the middle <p>ADD in writing, he/she is able to:</p> <ul style="list-style-type: none"> • identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text • use the writing process to create a narrative product and demonstrate partial command of organization, idea development and/or conventions 	<p>High test complexity Test with detailed and complex ideas and relationships; complex sentences.</p> <p>In reading, he/she is able to:</p> <ul style="list-style-type: none"> • determine the central idea and supporting details in literary text • determine the main idea and identify supporting details in informational text • identify the purpose of text features in informational text • use information from charts, graphs, diagrams, or timelines in informational text to answer questions • use context to identify the meaning of multiple-meaning words <p>ADD in writing, he/she is able to:</p> <ul style="list-style-type: none"> • use the writing process to create a narrative product and demonstrate command of organization, idea development and/or conventions

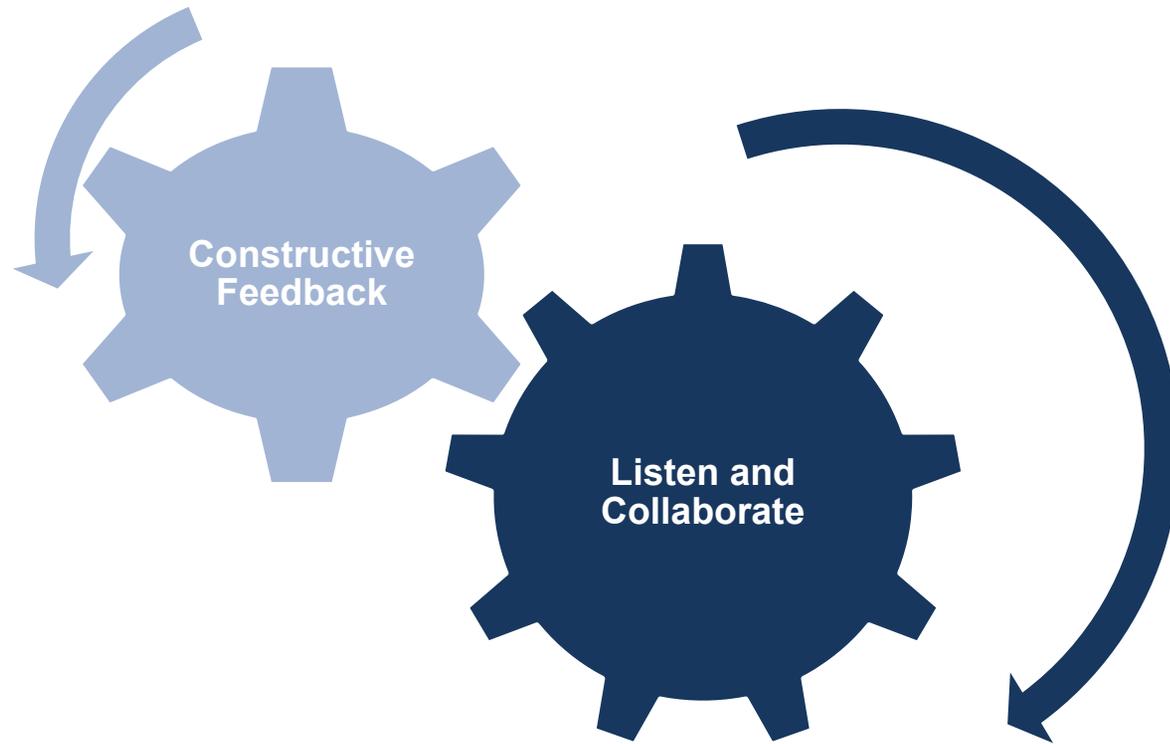
ELA PLD Review Expectations

- For each grade consider the:
 - Writing prompt definitions and emphasis
 - Scoring rubrics
 - Writing prompts
 - Student exemplars
- Answer the questions:
 - Does the writing prompt information contained in the PLD for each level accurately account for what the writing prompt is designed to measure?
 - Is the language clear and reflective of information that is understandable for administrators, teachers and parents?
 - How might the writing prompt measures and emphasis best be communicated to the field?
 - What avenues should be used to communicate information about the writing prompts to administrators, teachers and parents?

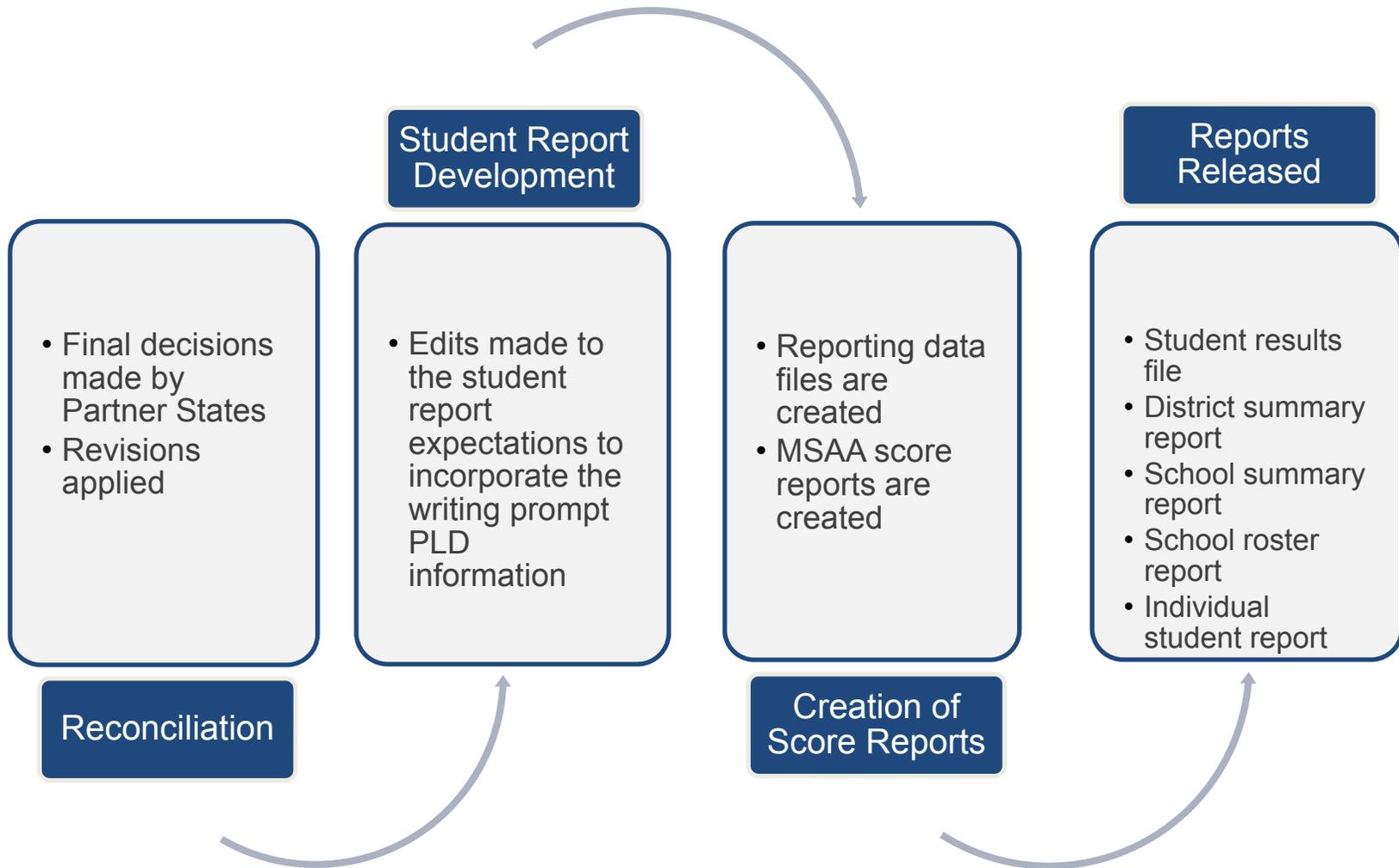
ELA PLD Review Process

1. For each grade, the facilitator will orient the group to the writing prompts, scoring rubrics and student samples
2. Reflect on these things individually, then discuss as a group for each grade
3. Reach consensus about any suggested edits to the PLDs
4. Provide suggestions on what information needs to be shared with the field and how best to go about providing that information

Expectations of All Panelists



Next Steps



ELA PLD Review Groups

- **Grades 3-5 (Narrative) Group**
 - **Room: Florida**
- **Grades 6-8 (Informational) Group**
 - **Room: Illinois**
- **Grade 11 (Persuasive) Group**
 - **Room: Utah**



Thank you.

Appendix I—MSAA ELA PLD Review Meeting Process Document

Measured Progress		
Role	Name	Responsibility
Oversight	Kelly Ickes	Handle morning registration of panelists Provide overview session training Float among the rooms during the ELA PLD Review process Assist panelists with accommodations Interact with facility staff
Facilitator	Megan Bairstow	Assist at the registration table Facilitate Grades 6-8 panel-Illinois room
Facilitator	Chris Clough	Assist at the registration table Facilitate Grade 11 panel-Utah room
Facilitator	Jim Kroening	Assist at the registration table Facilitate Grades 3-5 panel-Florida room

MSAA State Partners		
Role: Monitor process in each room; final reconciliation of PLD edits provided by the panelists		
Name	State	Title
Bethany Zimmerman	AZ	Director of Alternate Assessment
Hansley Mussotte	AZ	MSAA Project Coordinator
Michael Craig	DC	Assessment Specialist-Special Populations
Fasefulu Tigilau (Mr. T)	Guam/CNMI	CNMI PSS State Assessment Coordinator
Sue Nay	ME	Alternate Assessment & WIDA ACCESS Coordinator
Marsie Torchon	MD	Program Manager-Assessments for Students with Disabilities
Yvonne Field	MT	Assessment Coordinator
Megan Sellers	TN	Program Manager of Special Assessment
Melissa Flor	SD	

Facilitator Room Set-up

1. Number the Writing Prompt and Student Sample Booklets, Performance Level Descriptors (lower left corner), and ELA Blueprints (lower left corner)
2. Set out panel group meeting supplies (pens, highlighters, stickie-notes)
3. Have 2017-18 Test Administration Manual (TAM) and 2017 Guide for Score Report Interpretation available on materials table
 - a. Purpose: meant as a reference doc should panelist conversation warrant review (may be valuable in discussions around Review questions 3 and 4).

Introductions

1. Ask each panelist to sign-in on the room sign-in sheet.
2. Welcome group, introduce yourself (name, affiliation, a little selected background information).
3. Have each participant introduce him/herself, including detail such as state, school, and background information, as well as noting whether they have administered the MSAA.
4. Ask each participant to sign a nondisclosure form. Do not proceed until a signed nondisclosure form has been collected from each participant. Mark on the Materials Tracking Sheet.

Review of Panelist Folder Materials

Overview: To help set the context for the meeting and the materials that will be used provide a brief review of what is in each panelist's folder.

- Left Side
 - Agenda
 - Non-Disclosure Form
 - Reimbursement Form
- Right Side
 - Opening PowerPoint
 - Writing Definition and Emphasis
 - Writing Prompt Rubric
 - Evaluation

Other ELA PLD Review Meeting Materials

Pass out the following ELA PLD Review Meeting Materials to panelists, marking the # on the Materials Tracking Sheet:

- Performance Level Descriptors (PLDs) (one grade at a time)
- Writing Prompt and Student Sample Booklet (one grade at a time)
- Note: Follow slip sheets in each booklet, do not worry about page numbering
- ELA Blueprints (one grade at a time)

Let panelists know that there is also a copy of the Test Administration Manual (1 per room) and Score Report Interpretation Guide (1 per room) available for review, if needed.

Review the Writing Prompts, Rubrics, and Student Samples

Overview: In order to establish an understanding of the writing prompts and for panelists to gain an understanding of what writing prompt evidence might look like from the students who take the test, each participant will review the Writing Prompt and Student Sample Booklet for a grade level. Panelists may wish to discuss or take issue with the writing prompts or scoring of the student samples. Tell them we will gladly take their feedback to MSAA, but that will not be the focus of discussion. This would be a strategy to help them move forward. (Panelists can write down feedback they have on stickie notes that can be provided to MSAA.) However, these are the actual writing prompts and scored samples of student writing evidence and these are what we have as reference in order to provide input on the ELA PLDs.

Activities

1. Introduce the Writing Prompts, Rubrics, and Student Samples:
2. Explain that there are two levels for the writing prompts: level 2 and level 3. Each student only takes one writing prompt.
3. Walk through the Directions for Test Administration (DTA) detail for each level writing prompt. Review corresponding writing prompt rubric for each level.
4. Have panelists review the Student Samples for each writing prompt level. These student samples came from the scoring anchor papers. These are just a sampling of scoring anchor papers spread across the scoring rubric ranges.
5. The purpose of the exercise is to help panelists establish a good understanding of the writing prompts administration and students experience and to gain an understanding of the writing prompt evidence that students create. Panelists may want to reference their Writing Prompt Considerations and Emphasis document when going through activities a-c to assist their understanding.
6. Remind panelists that they have access to the Test Administration Manual -- This manual outlines the following: participation guidelines, administration procedures, scoring directions, accommodations and assistive technology, security protocols, contact information, etc. One manual per room will be provided as a resource for participants. Remind panelists that this is available to refer to.

Discuss Performance Level Descriptors (PLDs) and Discuss the Four ELA PLD Review Questions

Overview: In order to establish an understanding of the expected performance of students on the writing prompt within each performance level, panelists will need to review the writing prompt information in the ELA PLDs and discuss.

Note: the ELA PLDs were established and finalized in 2015 with the standard setting process that was conducted. At that time performance expectations were established for the reading, writing stand-alone, and level 1 writing prompt items. The ELA PLDs were reviewed by the MSAA members of the Psychometric, Item Development and Scoring Subcommittees in Spring 2018. The writing prompt expectation for each performance level was added to the PLDs, no other expectation information was changed or edited. The Subcommittees referred to the Writing Prompt Considerations and Emphasis as part of the PLD update process. The revised PLDs were utilized during the Cut Score Review meeting to ensure there was alignment between the performance levels that the writing prompt score thresholds fell into and the expectations provided in the PLDs for the writing prompt.

Activities

1. Introduce the Performance Level Descriptors (PLDs):
2. Walk through the writing prompt detail that is in each performance level PLD (for a grade).
3. Have panelists discuss as a group and answer the following questions:
 - (1) Does the open response writing prompt information contained in the PLD for each level accurately account for what the open response writing prompt is designed to measure?
 - (2) Is the language clear and reflective of information that is understandable for administrators, teachers and parents/guardians?
 - (3) How might the open response writing prompt measures and emphasis best be communicated to the field?
 - (4) What avenues should be used to communicate information about the open response writing prompts to administrators, teachers and parents/guardians?

The purpose of the exercise is to have panelists provide suggestions to MSAA about possible edits to the ELA PLDs and suggestions on means of communicating the information to the field (including administrators teachers, and parents).

Remind panelists that they have access to the 2017 Guide for Score Report Interpretation -- This guide outlines the following: administration overview, score report descriptions, PLDs, ISR sample, writing prompt rubrics, parent overview, contact information, etc. One guide per room will be provided as a resource for participants. Remind panelists that this is available to refer to.

Facilitator collects feedback on each of the questions electronically-displays on screen.

Organization of Materials

Collect the following materials for each grade from panelists:

- Performance Level Descriptors
- Writing Prompt and Student Sample Booklets
- ELA Blueprints

Mark on the Materials Tracking Sheet when collected. Materials will be shipped back to Measured Progress for shredding.

Note: panelists may keep the following folder materials:

- Agenda
- Opening PowerPoint
- Writing Definition and Emphasis
- Writing Prompt Rubric
- Reimbursement Form

Complete Evaluation Form

Make sure panelists fill out the evaluation. Emphasize that their honest feedback is important. Mark on the Materials Tracking Sheet when collected.

Appendix J—ELA PLD Panelist Feedback

ELA PLD Panelist Feedback, August 9, 2018

Grades 3-5 - Narrative

1. Does the writing prompt information contained in the PLD for each level accurately account for what the writing prompt is designed to measure?
 - Level 4 – Panel agrees with change recommended by Grade 11 panel
 - Change “command” to “overall command”
 - Levels 3, 2, and 1 – Panel likes the wording as it is.
 - No other changes; comfortable with included PLD information
2. Is the language clear and reflective of information that is understandable for administrators, teachers, and parents?
 - Panelists agree: yes
3. How might the writing prompt measures and emphasis best be communicated to the field?
 - Critical: exemplar writing prompt and student evidence shared with the field in order to understand how writing is assessed and scored. This provides information about what the rubrics descriptions actually translate to in a student product.
4. What avenues should be used to communicate information about the writing prompts to administrators, teachers, and parents?
 - Information needs to be available through score report interpretation guide and websites.
 - Needs to be easily accessible to parents and other stakeholders.
 - Additional feedback was that printed reports about student performance are important for the field.

Grades 6-8 - Informational

1. Does the writing prompt information contained in the PLD for each level accurately account for what the writing prompt is designed to measure?
 - Level 4 – Panel agrees with change recommended by Grade 11 panel
 - Change “command” to “overall command”
 - Levels 3, 2, and 1 – Panel likes the wording as it is.
 - No other changes; comfortable with included PLD information
 - Discussion occurred: Do we need to define the describing words? What does it look like?
 - After talking it through as a group, decision was made that this was not needed. More valuable would be samples for the field (see question 3 below).
2. Is the language clear and reflective of information that is understandable for administrators, teachers, and parents?
 - Panelists agree: yes
3. How might the writing prompt measures and emphasis best be communicated to the field?
 - An exemplar writing prompt and student evidence needs to be shared with the field.
 - Writing prompt rubrics availability needs to be emphasized.
 - Writing prompt definition (considerations and emphasis) shared as part of the orientation training needs to be shared with the field.
4. What avenues should be used to communicate information about the writing prompts to administrators, teachers, and parents?
 - Through training, TAM, and state web pages.
 - Consider a MSAA specific web page for all to access, not just state level web pages.

Grades 11 - Persuasive

1. Does the writing prompt information contained in the PLD for each level accurately account for what the writing prompt is designed to measure?
 - Level 4 – Panel recommends changing “command” to “overall command.”
 - Refer to other discussion notes in the comments on PLD PDF.
 - Levels 3, 2, and 1 – Panel likes the wording as it is.
 - Panel feels there’s a good flow in the writing PLDs from Level 1 to Level 4.
 - Panel has a high level of confidence/consensus in their recommendations.
2. Is the language clear and reflective of information that is understandable for administrators, teachers, and parents?
 - Panelists agree: yes
3. How might the writing prompt measures and emphasis best be communicated to the field?
 - Additional information about the types of supports are available at each prompt level – especially helpful for non-test administrators (e.g., parents) and teachers developing IEP goals.
 - Additional ideas below.
4. What avenues should be used to communicate information about the writing prompts to administrators, teachers, and parents?
 - Face-to-face PD scenarios, webinar/PPT giving guidance to teachers (instructional, interacting with parents), or for parents directly.
 - Some schools run after-school meetings to involve and discuss with parents a variety of topics, including any assessment their child is taking (dinner, babysitters!)
 - Parent/Teacher conferences
 - Best Practice videos (new in 2018) were instrumental; changed the way some teachers approached the assessment.
 - Writing rubrics made widely available to teachers (other than interp guide; e.g., on DOE site).
 - Writing sample items (use with rubrics) available to teachers.
 - Item specs that explain standard by standard how each standard will be assessed, and connect these to the PLDs; also exemplars.
 - Parent materials indicating student performance compared to/where they will among other students.
 - Increase parent awareness; e.g.,
 - sample items via parent nights
 - parent-friendly overview video of the MSAA (greater overview, less investment required by parents than sample items; could be used during IEP meetings)

Add-On Notes: Observed Parent Responses to MSAA

- mixed responses, based largely around
 - student severity
 - parents' mindset (glad their student is doing something similar to gen ed assessments)
- increased awareness tends to limit fear and concern

Appendix K—MSAA ELA PLD Review Evaluation Forms

	Not at all useful	Somewhat not useful	Neutral	Somewhat useful	Extremely useful
The session	<input type="checkbox"/>	<input type="checkbox"/>	1	2	5
The small group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5	3
Becoming familiar with the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6
Discussions with other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	7

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understood the goals of the ELA PLD Review meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6
The facilitator helped me understand the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	5
The materials contained the information needed to review the clarity of the ELA PLDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	5
I understood how to use the materials provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	4
The facilitator was able to provide answers to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6
Sufficient time was allotted for training on the review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6
Sufficient time was allotted to complete the review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6

Comments/Suggestions:

- The 4 guiding questions were essential.
- I enjoyed discussing & collaborating with my colleagues; Great Process. Talking about areas we weren't clear in was extremely useful.
- Informative and well organized.
- There wasn't much communication provided beforehand about what to expect (especially related to meals & stipends). A schedule could have been provided beforehand.
- It would have been more helpful to have the opening sessions as a video to preview before our work. Since it was only one day, it would get me informed and give time to process everything before diving in (background and process). Just an opening speech for introductions and purpose would be great. Facilitators, food and accommodations were great. Thank you for the opportunity!
- The work was finished fairly quickly. I feel like the day was drawn out and work could have been completed in a ½ day. There was not enough communication prior to the meeting concerning schedule and work to be done

■ Grade(s): **Informative Group: Grades 6-8**

	Not at all useful	Somewhat not useful	Neutral	Somewhat useful	Extremely useful
The session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6
The small group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Becoming familiar with the assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Discussions with other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understood the goals of the ELA PLD Review meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6
The facilitator helped me understand the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
The materials contained the information needed to review the clarity of the ELA PLDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	7
I understood how to use the materials provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	7
The facilitator was able to provide answers to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Sufficient time was allotted for training on the review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Sufficient time was allotted to complete the review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8

Comments/Suggestions:

- It was very helpful information. Thank you!
- Excellent job keeping group focused & providing feedback to keep us on track.
- Megan was great as always. I always learn something with each meeting I attend to take back to teachers and admins.
- Overall a good experience. It has been wonderful to watch the process as the years have progressed and see the test move to the next level.
- It was both helpful and distracting when additional State Leads joined the group. They shared helpful information at the end but checking email and side conversations were distracting. I wish they had either fully joined the activities or done their other work in a separate space.
- This session was very informative. I enjoyed the discussion and conversation on what is happening with the partner states. I was also very impressed with the samples provided. This gives hope that our students with SCD can succeed and produce the work. Thank You!!
- Attending this event was great. It allowed me to learn more about the MSAA. Looking at PLDs in relation to given prompts led to critical thinking and was a great spring board for rich discussion among the participants. Thank you! PS: The host/lead of the Grade6-8 group was so patient, understanding and knowledgeable. Thank you!

Grade(s): Persuasive Group: Grades 11

	Not at all useful	Somewhat not useful	Neutral	Somewhat useful	Extremely useful
The session	<input type="checkbox"/>	<input type="checkbox"/>	1	2	5
The small group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
Becoming familiar with the assessment	<input type="checkbox"/>	<input type="checkbox"/>	1	2	5
Discussions with other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I understood the goals of the ELA PLD Review meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	7
The facilitator helped me understand the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	7
The materials contained the information needed to review the clarity of the ELA PLDs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	7
I understood how to use the materials provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	7
The facilitator was able to provide answers to my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6
Sufficient time was allotted for training on the review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	6
Sufficient time was allotted to complete the review process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1	7

Comments/Suggestions:

- Very educational and helpful for me as a teacher!
- More review time for those less familiar with Test Administration.
- The booklet was difficult to navigate. Consider pagination & cut-outs. I would suggest providing the cut-out info as actual cut-outs for panelists.



It's all about student learning.
[Measuredprogress.org](https://www.measuredprogress.org)