

# Review of Smarter Balanced Achievement Level Setting

Joe Willhoft, Ph.D., Executive Director  
Smarter Balanced Assessment Consortium



California State Board of Education  
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# Planning Activities

- The Center for Assessment assisted with RFP
- Contract awarded to Measurement, Inc.
  - Sub-contract for communications to Hager Sharp
- Established “Ach. Level Setting Advisory Panel”
- Ach. Level Setting plan reviewed & endorsed by Technical Advisory Committee
- Ach. Level Setting plan approved by Chiefs April 2014
- Plan includes required independent audit of activities and events

# Recruiting Activities

- Online Panel
  - Over 10,000 registered
- In-Person Panel
  - 504 panelists confirmed
    - 40+ alternates
    - 482 participants
  - Demographics
    - Representation from each state in each panel
    - In-Person panel composition matched SB teacher workforce
- Cross-Grade Panel
  - 64 panelists from In-Person panels

# Composition of In-Person Panels

	Grades 3–8	High School
On-Grade Special Education	2	2 + 2 = 4
On-Grade ELL	2	2 + 2 = 4
On-Grade General Education	12	9 + 9 = 18
Above-Grade General Education	5	0
Non-Teacher Educators (K-12)	6	5 + 5 = 10
Higher Education Faculty	0	10 + 11 = 21*
Community & Technical Colleges	0	5 + 4 = 9
Business Community	3	3 + 3 = 6
Total per Grade/Content Area	30 (5 tables of 6)	36 + 36 = 72 (2 groups in 6 tables of 6)
All Governing States Represented	Yes	Yes

## Demographics:

Representation from each state in each panel

In-Person panel matched SB teacher workforce by gender and ethnicity

# Completion of the Online Panel

- Opening of the Window
  - October 6-17
  - Individual windows and total window extended
- Level of Participation
  - 10,099 registered
  - 5,840 logged in
  - 2,660 submitted
- Support Provided
- Results Shared with In-Person Panel

# Completion of the In-Person Panel

- Training Activities
  - Software
  - Common Core and ALDs
  - Ordered Item Booklet
- Panel Activities
  - Bookmark placement
  - Discussion
- Table Leader training before Day 1 begins

# In-Person Agenda

## Day 1

**Gr. 11: Oct 13**

**Gr. 6-8: Oct 15**

**Gr. 3-5: Oct 17**

- Morning: Orientation
  - Charge: “Recommend score ranges that define 4 performance levels”
  - Common Core and SB Achievement Level Descriptors
  - Smarter Balanced Tests
  - Software
- Afternoon: Review of Ordered Item Booklet
  - Discuss items with others at table
  - Study additional resource materials

# Agenda

## Day 2

- Morning: **Round 1**
  - Practice in breakout rooms
  - Make bookmark recommendations individually
- Afternoon: **Round 2**
  - Discuss Round 1 bookmark placements at each table
  - Place Round 2 bookmarks individually

## Day 3

- Morning: **Round 3**
  - Discuss Round 2 bookmark placements for the entire room
  - View supporting data based on Round 2 bookmarks
  - Place Round 3 bookmarks individually
  - Review final recommendations
  - Evaluate the process

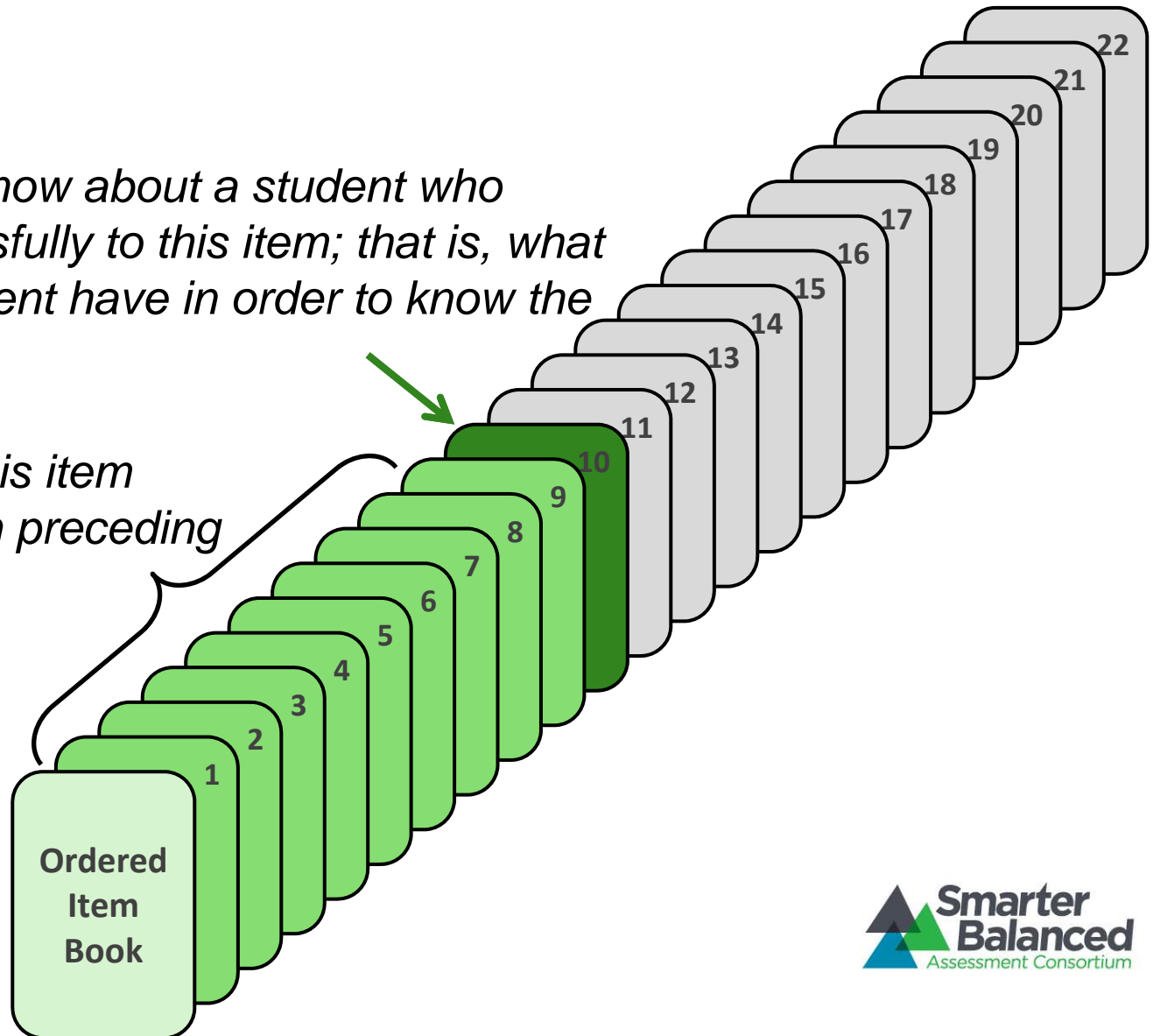


# Training

As you study each item in the OIB, discuss two questions with your fellow panelists:

1. *What do you know about a student who responds successfully to this item; that is, what skills must a student have in order to know the correct answer?*

2. *What makes this item more difficult than preceding items?*



## Ordered Item Booklet: Achievement Level Setting

English Language Arts/Literacy, 4

Page: 60

[← Back to Item Map](#)

◀ Previous

Next ▶

Item

Question Information

Passages and Other Materials **3**

Achievement Level Descriptors **1**

**57202**



In Source #1, the author says that "friendly behavior can be important to an animal's survival." Explain what the author means and give **two** details, using **two** sources, that support your explanation. For each detail include the source title or number.

# Ordered Item Booklet: Achievement Level Setting

English Language Arts/Literacy, 4

Page: 02

**35758**

Read the sentence and the question that follows.

My aunt was hungry and wanted to eat before the movie **but** the rest of the family wanted to see **it** before dinner.

What is the **best** way to correct the error in the sentence?

- Ⓐ Add a hyphen (-) after *movie*.
- Ⓑ Add a comma (,) after *movie*.
- Ⓒ Add a semicolon (;) after *movie*.
- Ⓓ Add an exclamation mark (!) after *movie*.

# Achievement Level Descriptors

The student who just enters Level 3 should be able to:

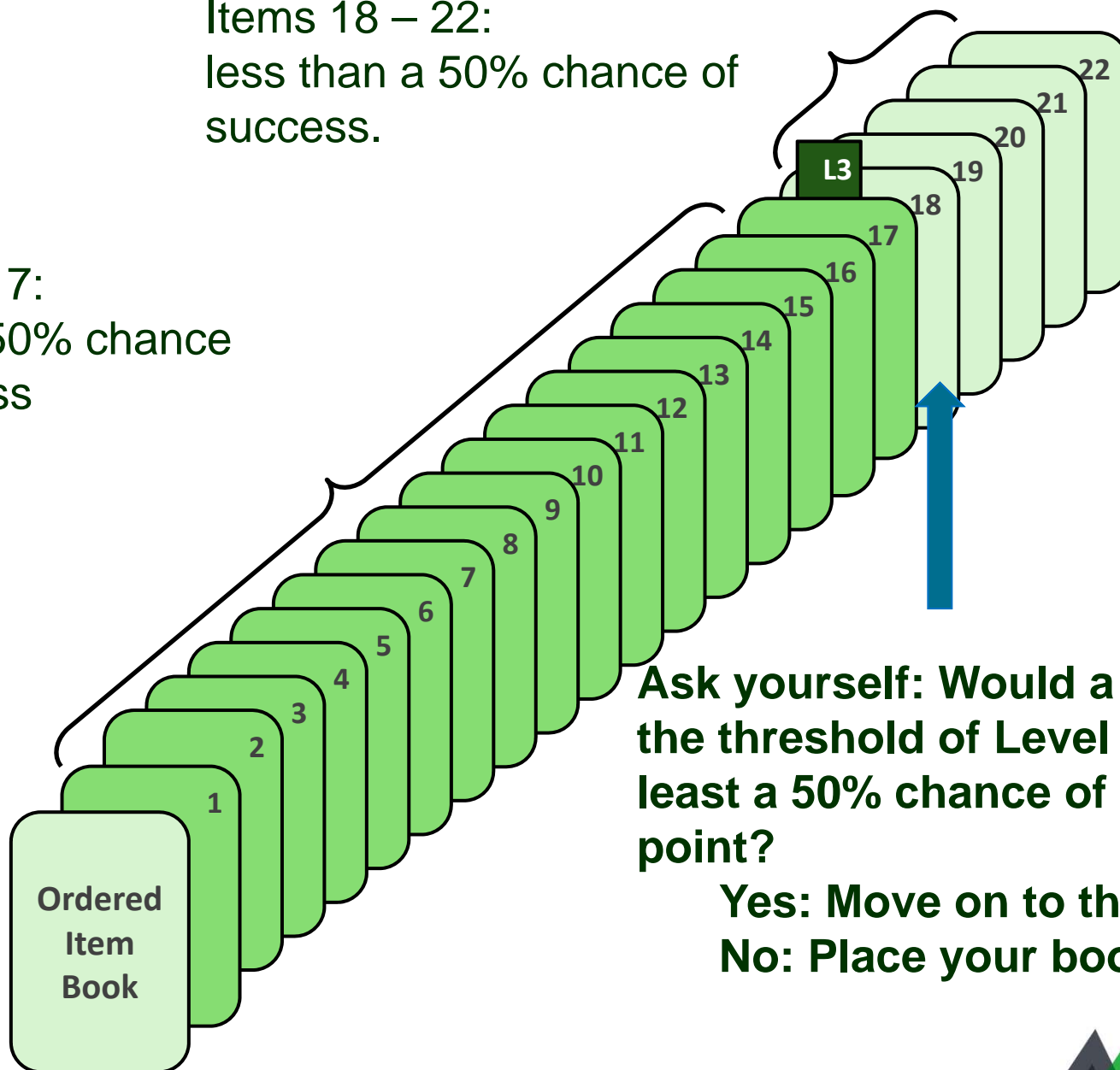
**Targets  
1-7:**

**Reading  
Literary  
Text**

- Use details and information from texts of moderate complexity to support answers and inferences.
- Identify or summarize central ideas/key events in texts of moderate complexity.
- Begin to determine the intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, and use of resources in texts of moderate complexity.
- Use supporting evidence to justify/explain own inferences in texts of moderate complexity.
- Interpret, specify, or compare how information is presented across texts of moderate complexity.
- Begin to relate knowledge of text structures, genre-specific features, or formats to obtain, interpret, explain, or connect information within texts of moderate complexity.
- Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and partially explain the impact of those word choices on meaning and tone in texts of moderate complexity.

Items 18 – 22:  
less than a 50% chance of  
success.

Items 1-17:  
At least 50% chance  
of success



**Ask yourself: Would a student at the threshold of Level 3 have at least a 50% chance of earning this point?**

**Yes: Move on to the next item.  
No: Place your bookmark here.**

# Results of the In-Person Panels

- Each grade-by-content panel recommended 3 “cut scores” to define 4 achievement levels
  - Group median
  - 10<sup>th</sup>, 25<sup>th</sup>, 75<sup>th</sup>, 90<sup>th</sup> percentile of panel also recorded

# Evaluations

How confident are you about the three bookmarks you just entered? *(At end of Round 3)*

Bookmark	Very Confident	Confident	Uncertain	Very Uncertain	Total
Level 2	222 (47%)	237 (51%)	10 (2%)	0 (0%)	469
Level 3	234 (50%)	220 (47%)	15 (3%)	0 (0%)	469
Level 4	245 (52%)	217 (46%)	7 (1%)	0 (0%)	469

**Overwhelming endorsement of process (92-99% positive) on 14 separate measures.**

# Completion of Cross Grade Review (Round 4 – Oct. 20)

- Training
  - Orientation
  - Ground rules: Use panel medians and ranges as guides; keep focus on item content and Ach. Level Descriptors
- Procedures
  - Motion
  - Second
  - Discussion
  - Vote: 2/3 majority required
- Results
  - Aligned cut scores across grades
  - Eliminated scale-score reversals



# Audit



# Focus of Audit

- Pilot Test
- Software
- Online Panel Process
- In-Person Workshop
- Vertical Articulation
- Adherence to Plan

# Audit Report

“It is my conclusion that the standard setting activities described in this report were designed and conducted appropriately so as to yield defensible performance standards grounded in the knowledge, skills, and expectations represented by the ALDs.”

(Auditors’ Report, p. 52)

# Statement from Achievement Level Setting Advisory Panel

“After reviewing the information about the Achievement Level Setting activities and the auditors’ report, the Advisory Panel confirms the design and procedures for the Achievement Level Setting and the Vertical Articulation were implemented as planned, represent a valid process that is consistent with best practices in standard setting, and support the defensibility of the content-based performance standards.”

Unanimously endorsed October 28, 2014

# Statement from Smarter Balanced Technical Advisory Panel

“The Technical Advisory Committee concludes that the Smarter Balanced achievement level setting design and implementation reflect contemporary professional practice and represent a valid process that supports the defensibility of the content-based performance standards.”

Unanimously endorsed October 30, 2014

# After In-Person Panels



# Chiefs, K-12 Leads, Higher Ed Leads (Round 5 – Nov. 6)

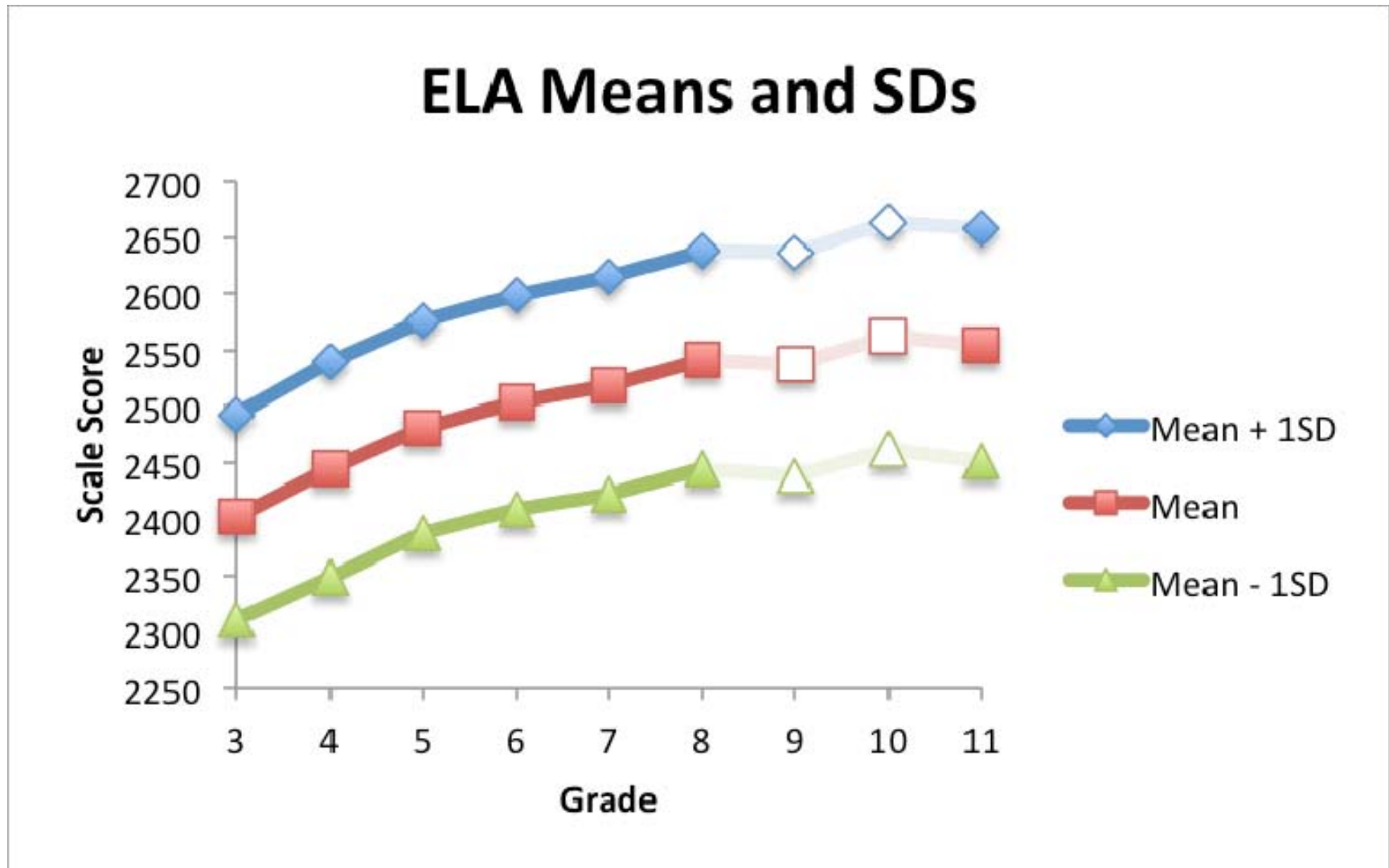
- Consider recommendations through policymaker lens
- Two principles to balance:
  - Honor the work/advice of the Ach. Level Setting panels
  - Consider external information about student readiness for college-level coursework
- Use Std. Error of Measurement (SEM) as a limiting factor
- Conversations with states are continuing

# State-by-state Adoption

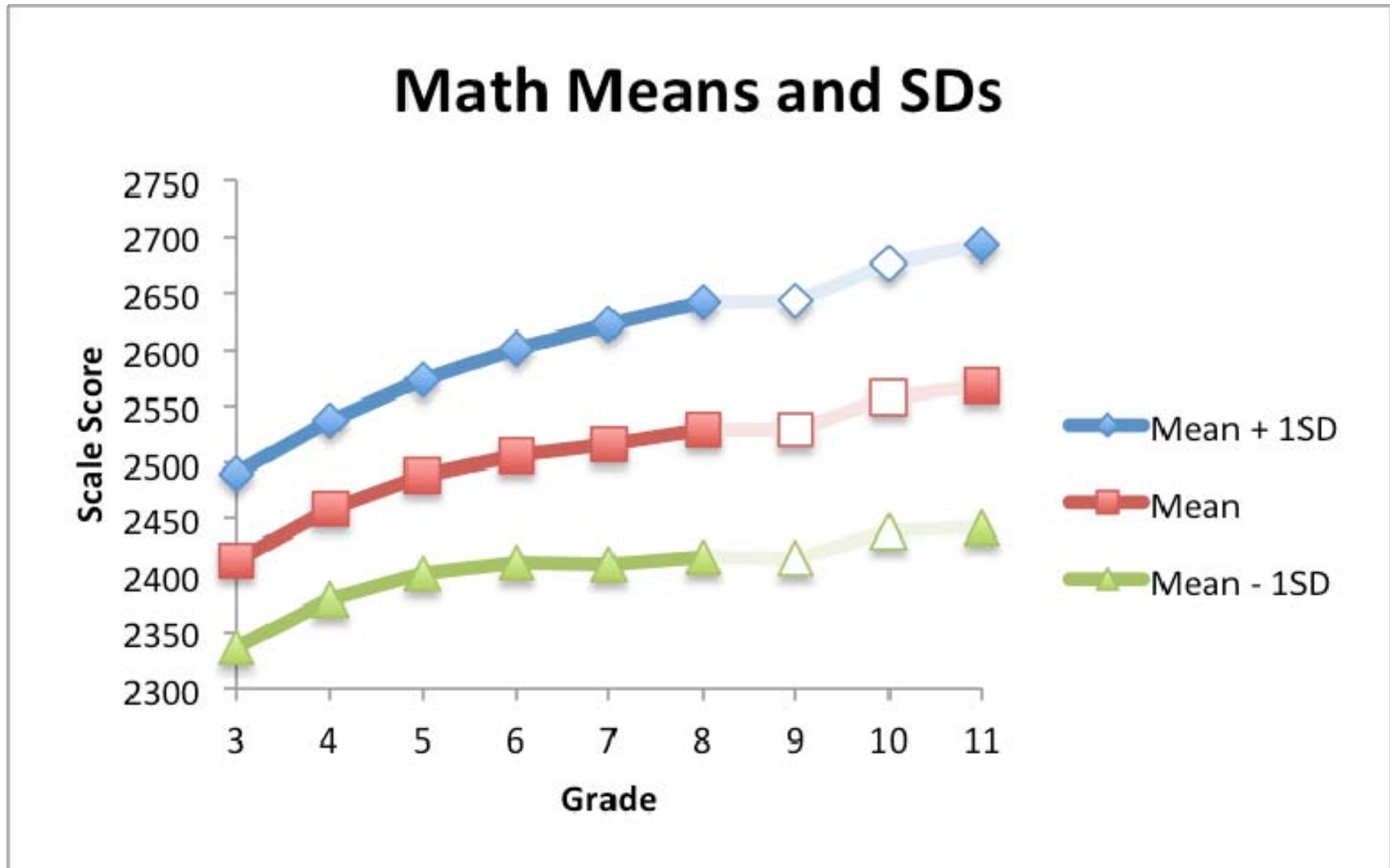
- After Smarter Balanced states approve Consortium-level cut scores...
- Each state follows its own processes for adoption of scores for its purposes/uses



# Vertically Articulated Scale for ELA



# Vertically Articulated Scale for Math



# Questions

