ELA Standard Setting Process
Following Standard Setting Committee Recommendations

The following is a description of the process used to review and formally adopt NeSA-ELA cut scores by the Nebraska State Board of Education.

1. Standard Setting Committee recommendations were reviewed by internal NDE staff. The staff did not make any adjustments to the recommendations before recommending that the Commissioner carry those recommendations forward.

2. The Commissioner’s recommendations were presented to the Teaching & Learning Subcommittee. The Subcommittee decided to move the recommendations to the full board with the following changes.
   - The names of the levels were adjusted to be the generic Level 1 through Level 3. These names were described as temporary and would be revisited at a later date.

3. The full board adopted the recommendation from the subcommittee. The following slides were presented to the full board prior to the vote.
Commissioner's Recommendation for Statewide Assessment
CCR English Language Arts (ELA) Grades 3-8
CCR ELA-Alternate Grades 3-8 & 11
Standard Setting

- Process of describing levels of performance and identifying ranges of test scores associated with those levels

- What does a “barely proficient” student need to know?
Standard Setting

• When?
  – The first year of assessment
  – A test changes significantly
  – Policy makers want to adjust expectations
Standard Setting

• Precipitating Event
  – ELA
    • Adoption of new College & Career Ready State Standards
    • Change in rigor
    • Expansion of item types
ELA Process

• Included approximately 75 content area experts over 7 days

• Panelists used Performance Level Descriptions (PLD) and test content to recommend cut scores

• Multiple rounds and discussions

• Included access to impact data to inform decisions

• Included process to look at consistency across grades
ELA Performance Level Descriptions

• **Level 1** learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.

• **Level 2** learners demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student will likely be ready for academic success at the next grade level.

• **Level 3** learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level, as specified in the assessed Nebraska College- and Career-Ready Standards. These results provide evidence that the student may need additional support for academic success at the next grade level.
ELA Cut Score Recommendations

• Performance Level Names
  – Level 1
  – Level 2
  – Level 3
ELA Cut Score Recommendations

• ELA General 3-8 & ELA Alternate 3-8 & 11
• 2 cuts for each grade level (26 cuts total)
• Temporary scales
  – Move to common scale
• What does a student that is “college & career ready” need to know and be able to demonstrate?
## ELA General Cut Score Recommendations

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
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<td>Level 1</td>
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<td>746</td>
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<td>Level 2</td>
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<td>714</td>
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<td>723</td>
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## ELA Alternate Cut Score Recommendations

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<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
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<tbody>
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<td>Level 2</td>
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ACT Discussion

• ACT College Readiness Benchmarks
  – Based on research by ACT and based on probabilities of success

• Access
  – What score do post-secondary institutions use for entrance and placement decisions?
ACT College Readiness Benchmarks

Equipped to...

Enroll and succeed (without remediation) in a credit-bearing first-year course

...at a two-year or four-year institution, trade school, or technical school

First-Year Courses
- English Composition
- Social Science
- College Algebra
- Biology

B or C or better
- 50% or better
- 75% or better
ACT COURSE PLACEMENT SCORES

• Some postsecondary institutions in Nebraska use ACT scores for course placement.

• ACT Math is used more commonly than ACT English or Reading.

• In Math, College Algebra placement scores were close to the ACT College Readiness Benchmark (22), but lower scores (17–19) could place a student into credit-bearing courses.

• In English, placement scores for credit-bearing courses were close to the ACT College Readiness Benchmark (18).
# ACT Course Placement Scores in Nebraska

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>ACT Math</th>
<th>ACT English and Reading</th>
</tr>
</thead>
</table>
| 2-year | Central CC, Southeast CC (3 campuses each, Associate degree only) | 17–18 for 100-level math  
22–23 for College Algebra | 18 on ACTEnglish  
14 on ACTReading |
|        |                                                      |                                                                         |                                                             |
| 4-year | College of Saint Mary (Bachelor’s degree only)       | 19 (or pass a placement test)                                          | 21 on ACTEnglish for automatic exemption  
18–20, recommend taking placement test |
| 4-year | Wayne State College (Bachelor’s & Master’s)          | 19 for minimum gen. ed. requirement course  
21 for College Algebra |                                                             |
| 4-year | University of Nebraska at Omaha (Bachelor’s, Master’s, & Ph.D.) | 19 for Intermediate Algebra  
23 for College Algebra |                                                             |

Note: This is a sample of Nebraska’s 8 CCs and 23 four-year institutions.