Nebraska Student-Centered Assessment System— Alternate Assessment

ELA Standard Setting and Science Standards Validation

2023
Standard Setting Technical Report

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Executive Summary

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On July 18–21, 2023, NDE sponsored a standard setting for the NSCAS Alternate assessments of English language arts (ELA) and a standards validation for the NSCAS Alternate assessments of science. A total of 32 Nebraska educators participated: 16 focused on ELA, and 16 focused on science. At the workshop, educators discussed the content-based expectations for students in each achievement level (e.g., *On Track*) and then engaged in the Yes/No Angoff standard setting procedure to recommend cut scores that aligned to these expectations.

Cut Scores for Science and ELA

For science, participants reviewed the existing cut scores of the tests, established in 2022. Participants' recommendations were highly consistent with these existing cut scores. For this reason, NDE deemed the existing science cut scores as being validated for continued use. These cut scores, expressed on both the final reporting metric and on the theta metric, are shown in Table 1. The *impact data* (i.e., the percentages of students classified in each achievement level when the recommended cut scores are applied) are also shown. Impact data are based on the spring 2023 administration.

For ELA, participants' recommended cut scores are shown in Table 2. These recommendations are taken from the standard setting committee and were reviewed by a policy review committee of eight Nebraska educators. Impact data from spring 2023 are also shown in the table.

Table 1. Validated cut scores and associated impact data for NSCAS Alternate Science

	Validated Cut Scores on Reporting Metric		**Validated Cut Scores** on Theta Metric		**Associated Impact Data** from Spring 2023		
Grade	**On Track**	**Advanced**	**On Track**	**Advanced**	**Developing**	**On Track**	**Advanced**
5	200	250	0.4624	2.1662	61.6%	33.9%	4.5%
8	200	250	0.1030	2.6209	49.8%	46.3%	3.9%
HS	200	250	-0.0795	1.8508	42.7%	47.3%	10.0%

Table 2. Recommended cut scores and associated impact data for NSCAS Alternate ELA

	Recommended Cut Scores on Reporting Metric		**Recommended Cut Scores** on Theta Metric		**Associated Impact Data** from Spring 2023		
Grade	**On Track**	**Advanced**	**On Track**	**Advanced**	**Developing**	**On Track**	**Advanced**
3	200	250	-0.3170	1.6351	27.1%	59.4%	13.5%
4	200	250	-0.3116	1.9223	31.5%	56.5%	12.1%
5	200	250	0.0058	1.9211	35.2%	52.6%	12.1%
6	200	250	-0.1460	1.8556	39.6%	48.5%	11.9%
7	200	250	-0.0009	1.9336	38.5%	49.0%	12.5%
8	200	250	-0.1537	1.8856	40.1%	46.6%	13.4%
HS	200	250	0.3096	2.7319	39.9%	48.4%	11.7%

As shown in Tables 1 and 2, NDE has traditionally reported the cut scores using fixed values (i.e., 200 for *On Track*, 250 for *Advanced*). The cut scores expressed on the theta metric (untransformed scale metric) carry equivalent meaning to the cut scores on the reporting metric, but are instead expressed using different units, just as temperatures can be expressed equivalently in either degrees Fahrenheit or degrees Celsius. For science and ELA, the lowest-obtainable scale-score is 100, and the highest is 300.

Workshop Committees

The committees for the ELA standard setting and science standards validation comprised 32 educators recruited from across the state of Nebraska. Of the 32 participants, 31 were female; 29 were white, one was Black, one was two or more races, and one preferred not to state.

Of the participants, 25 were special education teachers, two were general education teachers, two were district-level administrators, one was a school-level administrator, one was a district assessment staff member, and one was a curriculum staff member. Thirteen participants worked in rural school systems, 13 in urban systems, and six in suburban systems. 40% of participants worked in education for more than 15 years and 63% for more than 10 years.

Workshop Procedure

All participants from the ELA and science committees began the workshop in a single training session. At this session, NDE welcomed participants and DRC trained them in the workshop procedure. Participants were told that the goal for the ELA committee was to recommend cut scores that align with the updated Extended Indicators for ELA. For science, participants were instructed that the goal was to consider whether the cut scores established in 2022 were still valid for continued use. Participants then engaged in the following activities for grade 8 science and for grade 6 ELA:

1. Participants examined the achievement level descriptors (ALDs) and discussed the expectations of students on the threshold (point-of-entry) of meeting the requirements for each achievement level.
2. Participants studied the operational test items administered to students in spring 2023. Items were presented in the same order as they were shown to students.
3. For each item, participants considered how well each of the threshold students (i.e., students at the point-of-entry of each achievement level) would perform on the item. For each item, they estimated whether each threshold student would answer the item correctly, *yes* or *no*.
4. Participants individually engaged in three rounds of cut score recommendations, termed *Yes/No Angoff ratings* at the workshop.
5. After Round 1, participants discussed their item-level judgments in small groups (*tables*) of 3–4 participants, and they shared why they made their judgments how they did. Participants in the science groups were also shown the existing cut scores, as expressed in terms of raw score. All participants then worked individually to revise their judgments.
6. After Round 2, participants were shown the percent of students who would be classified in each achievement level if the committee's median Round 2 recommendations were applied to

students (i.e., the *impact data*). For reference, all participants were also shown the impact data observed in spring 2022. Participants discussed their judgments as a group across tables. Participants then worked individually to revise their item-level judgments, completing Round 3.

After the process for these grades was complete, participants in each content area divided into two groups to repeat the process for other grades. After the process was complete, in their original content-area groups, participants examined their final-round recommendations and impact data for all grades. Participants examined the across-grade consistency (*vertical articulation*) of the achievement standards, and each committee considered adjustments to the cut scores to promote better consistency across grades.

Participant Evaluations

Participants were generally satisfied with the process and with their recommendations. In an evaluation, participants were asked if they agreed with various statements. Of the 32 participants, 30 participants completed the post-workshop survey. Selected statements and the responses are shown here.

- "The achievement standards represent a reasonable profile of achievement at each level." *97% agreed or strongly agreed.*
- "During the workshop, my opinions were considered." *100% agreed or strongly agreed.*
- "My group's work was reflected in the presentation of recommendations." *100% agreed or strongly agreed.*

As a whole, the evaluation results showed that participants were generally satisfied with the process.

Policy Review

On July 24, 2023, the policy review committee examined educators' recommended cut scores. The policy review committee comprised 10 Nebraska educators and administrators, two of whom participated in the main standard setting or standards validation workshop.

The policy review committee noted that Nebraska educators engaged in a rigorous, content-focused process to recommend the cut scores, and that the associated pattern of impact data appeared reasonable and explainable. For science, the committee recommended that NDE consider the existing science cut scores as validated for continued use. For ELA, the committee recommended that NDE adopt the recommended cut scores.

Cut Score Approval

The recommendations of the ELA standard setting committee, the science standards validation committee, and the policy review committee were then sent to NDE for review. After consideration, NDE accepted the recommendations of the committees. The approved, implemented cut scores are shown in Tables 1 and 2.

B

Methodology

Methodology

Nebraska NSCAS Alternate
ELA Standard Setting and Science Standards Validation

On July 18–21, 2023, Nebraska Department of Education (NDE) sponsored a standard setting for the Nebraska Student-Centered Assessment System (NSCAS) Alternate assessments of English language arts (ELA) and a standards validation for the NSCAS Alternate assessments of science. A total of 32 Nebraska educators took part in the workshop: 16 focused on ELA, and 16 focused on science. The workshop took place in Omaha, Nebraska.

During the ELA standard setting, educators (a) discussed the content-based expectations for students in each achievement level (i.e., *Developing, On Track,* and *Advanced*), and (b) engaged in the Yes/No Angoff standard setting procedure to recommend cut scores for each of the three tests that aligned to these content-based expectations.

For science, educators used the Yes/No Angoff procedure to evaluate the cut scores for the science tests that were established in 2022. By discussing the content-based expectations for students in each achievement level, studying the test items, and using an additional year's worth of test data, participants in the science standards validation workshop were able to consider whether the existing cut scores were still valid for continued use.

After the main workshop, a separate committee of eight Nebraska educators and administrators convened in an online policy-review workshop. During this workshop, participants reviewed the cut score recommendations for ELA and science. This committee gave its assent to the recommendations of the ELA and science committees: the committee recommended that NDE (a) approve the ELA cut scores recommended by the standard setting committee; and (b) consider the existing science cut scores as validated for continued use. NDE later accepted the recommendations of the committee.

This section describes the standard setting and standards validation process, the materials produced to implement the workshop, and the results of the workshop. Selected materials used at the workshop and detailed data from the workshop are presented in subsequent sections of this report.

Background

The NSCAS Alternate Assessment is designed for students with the most significant cognitive disabilities, including those who require "extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills" (Nebraska Department of Education, n.d.). These tests measure the state's Extended Indicators for ELA, mathematics, and science. The Extended Indicators, published by the Nebraska Department of Education (NDE), describe the knowledge and skills

that students in special education programs should be taught in each grade and content area, and they are based on the state's general education content standards.

Updates to Content Standards and Extended Indicators

The state's content standards, including the Extended Indicators, have undergone changes over the last few years. For science, the Nebraska State Board of Education approved a new set of multi-dimensional content standards for science in 2017. *Nebraska's College and Career Ready Standards for Science* specify the knowledge and skills that students in general education science programs should learn in each grade in three dimensions of science: science and engineering practices, disciplinary core ideas, and crosscutting concepts (Nebraska Department of Education, 2017). Extended content standards, designed for students with significant cognitive disabilities, were then developed using these content standards. *Nebraska's College and Career Ready Extended Indicators for Science* describe the knowledge and skills that students in special education programs should learn in each grade in science (Nebraska Department of Education, 2020a). The NSCAS Alternate assessments of science were updated to reflect these newly updated *Extended Indicators* starting in spring 2022.

The content standards and *Extended Indicators* for ELA have also been updated, although the process was offset by a year when compared to science. Specifically, *Nebraska's College and Career Ready Standards for English Language Arts* were approved in 2021 (Nebraska Department of Education, 2021). These standards describe the knowledge and skills that students in general education programs should learn in each grade, kindergarten through grade 12, in six different strands (e.g., reading prose and poetry, vocabulary). *Extended Indicators* for ELA were developed a year later (Nebraska Department of Education, 2022).

Purpose of the ELA Standard Setting and Science Standards Validation

For science, a standard setting was held in July 2022 to establish new achievement standards (e.g., cut scores) that aligned with the new *Extended Indicators* for science. At that standard setting, a committee of 16 Nebraska special education practitioners convened to recommend cut scores for the NSCAS Alternate assessments of science (Data Recognition Corporation, 2022). Even before the 2022 standard setting was held, NDE indicated that it would seek to *validate* the cut scores in 2023. Specifically, the NDE wanted a committee of Nebraska educators to evaluate the cut scores using an additional year's worth of test data (i.e., from 2023) to be sure the cut scores were still valid for continued use.[1] This *standards validation* process is described in this document.

For ELA, the NDE decided to sponsor a standard setting to establish cut scores which: (a) reflect the

[1] Very technically, no set of cut scores can be considered *valid*: only the inferences derived from cut scores can be considered valid or not. Accordingly, the purpose of the standards validation workshop can be more precisely described as a method of determining whether the existing science cut scores have approximately the same meaning when re-evaluated using test data from 2023 as they did when they were established in 2022. This longer description of the purpose of the workshop was shared with workshop participants. However, for brevity at the workshop and in this document, the shorter construction will be used, even if less precise: the standards validation allowed a group of Nebraska educators to evaluate the science cut scores and determine whether they were still valid for continued use.

state's *Extended Indicators*, (b) link students' scores on the tests to the state's expectations for students in each achievement level, and (c) are well articulated across grades.

Four-Part Standard Setting Process

The ELA standard setting and science standards validation was conceptualized as a four-part process, as summarized in

Figure 1. In the Part 1 of the process, the policy-based expectations for the achievement standards were considered by NDE. In Part 2, Nebraska educators used primarily content-based information to recommend cut scores for ELA. In Part 3, conducted simultaneously with Part 2, educators use content- and policy-based information to review the cut scores for science. In Part 4, NDE and its stakeholders reviewed the cut scores.

Figure 1. Four parts of the NSCAS Alternate standard setting and standards validation

1) Pre-workshop benchmark review
2) Standard setting workshop for ELA using the Yes/No Angoff procedure
3) Standards validation workshop for science using the Yes/No Angoff procedure
4) Post-workshop policy review

Throughout this process, NDE sought to establish cut scores for the assessments which: (a) reflect the state's *Extended Indicators*, (b) link students' scores on the tests to the state's expectations for students in each achievement level, and (c) are well articulated across grades.

For each assessment, two cut scores were established to define three achievement levels:

- *Developing*,
- *On Track*, and
- *Advanced*.

Part 1: Pre-Workshop Benchmark Review

Before the standard setting, DRC worked with NDE to consider *benchmarks* to be shared at the standard setting. In this context, benchmarks are any set of policy-based information that are shared with standard setting participants to help inform their judgments. (Additional information about benchmarks is provided later in this document.) Specifically, DRC facilitated an online discussion where NDE staff members considered several potential sources of benchmark data (e.g., prior-year assessment results) for the tests, and NDE selected several that were shared at the standard setting.

Part 2: ELA Standard Setting Using the Yes/No Angoff Procedure

DRC used the Yes/No Angoff procedure (Impara & Plake, 1997; Plake & Cizek, 2012) for both ELA and science. This methodology is a modification of the Angoff (1971) procedure, and it has been used successfully for many large-scale assessments, including the NSCAS Alternate science assessment (Data Recognition Corporation, 2022). During the process, participants considered the knowledge and skills expected of students in each achievement level, studied the test items, considered the benchmarks identified prior to the standard setting, and made cut score recommendations.

The Yes/No Angoff procedure was used because (a) the item-centered nature of the process will allow standard setting participants to focus on the knowledge and skills needed to answer each question correctly on the assessments; (b) the process allows participants to focus on the content-based expectations for students in each achievement level, not the disability status of any particular student; and (c) the relatively low number of examinees presents challenges to the use of item-mapping techniques (e.g., Bookmark, I-D Matching) as the ordering of test items may be somewhat dependent on the exact students used in item calibration.

Part 3: Standards Validation Using the Yes/No Angoff Procedure for Science

The Yes/No Angoff procedure was also used for the science standards validation. By using the Yes/No Angoff procedure, and by reviewing the existing cut scores (or adjusted cut scores) as benchmarks, educators were able to consider the knowledge and skills expected of students in each achievement level on the three Alternate science tests.

Part 4: Post-Workshop Policy Review

Just after the standard setting and standards validation, DRC worked with NDE and its stakeholders to review the recommended cut scores. During this review, the recommended cut scores were discussed, and they were compared with the benchmarks identified before the workshop. In particular, the judgments made by the standards validation committee for science were compared with the existing cut scores, and the policy review committee was asked to consider whether these judgments were consistent with existing cut scores.

Achievement Level Descriptors

A clearly defined set of achievement level descriptors (ALDs) is essential to building a strong link between the *Extended Indicators* and the cut scores.

About Achievement Level Descriptors (ALDs)

Achievement level descriptors (ALDs) are a key input into any standard setting activity. ALDs summarize the knowledge, skills, and abilities expected of students in each achievement level. Egan, Schneider, and Ferrara (2012) suggest a framework of four types of ALDs, described here.

1) *Policy ALDs* summarize the state's definition for each achievement level, providing information to stakeholders on the state's suggested interpretation of each level. They are typically not specific to any given grade or content area. The policy ALDs for NSCAS-AA are shown in Figure 2.

2) *Range ALDs* summarize the knowledge, skills, and understandings expected of students in a given achievement level on a specific test. The range ALDs show the types of content, as informed by the state content standards (here, the *Extended Indicators*), that should be mastered by students in each achievement level on the test at hand.

3) *Threshold ALDs* are based on the range ALDs and summarize the knowledge, skills, and understandings expected of students who are at the point-of-entry (the *threshold*) of each achievement level. For any given test, these descriptors show the types of skills needed just to be classified in a given achievement level (e.g., just to be classified as *On Track*).

4) *Reporting ALDs* are the version of the ALDs used for score reporting. Typically, a version of the policy or range ALDs are used, and the language in the reporting ALDs is adjusted to be accessible to a wide audience that may not have in-depth content knowledge. Reporting ALDs are not included in the scope of the standard setting.

Policy ALDs Updated in 2022

In 2022, NDE decided to update the names of the achievement levels to *Developing, On Track,* and *Advanced.* These updated achievement-level names were used throughout the 2023 standard setting process. The policy ALDs associated with these three levels are shown in Figure 2.

Figure 2. Policy ALDs for NSCAS Alternate

- ***Developing:*** Developing 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.
- ***On Track:*** On Track 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.
- ***Advanced:*** Advanced learners demonstrate high levels of 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.

ELA Range ALDs Developed Prior to the Standard Setting

In early 2023, DRC worked with Nebraska educators and content experts from NDE to develop updated range ALDs for the ELA tests. These range ALDs reflected the knowledge and skills expected of students

in each achievement level. The range ALDs are presented in Section E of this report.

Standard Setting Workshop Materials

All the materials used at the standard setting workshop were based on test items and results from the spring 2023 administration of the ELA and science assessments.

Extended Indicators

The state's *Extended Indicators* formed the basis for all decisions at the standard setting and standards validation. These indicators, extended from *Nebraska's College and Career Ready Standards*, detail the knowledge, skills, and understandings that students with the most significant cognitive disabilities should be taught in each grade. Copies of the *Extended Indicators* were distributed to workshop participants.

Achievement Level Descriptors (ALDs)

As described under the heading "Achievement Level Descriptors," participants were provided with the policy and range ALDs. Participants considered these descriptors to create informal threshold ALDs during the workshop.

Test Forms

The test form is a key component of the Yes/No Angoff method. A test form contains the items from a test, just as a student and test administrator (i.e., the student's teacher) saw them.

At the standard setting, participants were presented with the operational items from a single form of each test. Accordingly, each form comprised 25–28 items. These items were presented in the same order as they were presented to students.

All items on the tests were worth one point. As participants studied these items, they considered the knowledge and skills that students needed to answer the item correctly and earn the point.

Item Maps

The item map summarizes information about the items in a test form. For each item, the item map indicates: the item order, answer key, and code of the associated *Extended Indicator*.

The operational item maps incorporate secure test information and are not included in this report. However, Figure 3 shows the item map that was used during the participant training session and is included for illustration.

Figure 3. Item map used to train participants on the Yes/No Angoff Method

Item Number	Score Key	Standard	What does this item measure? What do you know about a student who can answer this item correctly?	Training Judgments: On Track	Training Judgments: Ad-vanced
1	B	E.8.10.5.B-c			
2	A	E.8.9.4.B-c			
3	C	E.8.9.4.B-b			
4	A	E.8.11.6.C-b			
5	A	E.8.10.5.C-a			
6	B	E.8.4.3.B-c			
7	C	E.8.11.6.A-a			
8	A	E.8.11.6.A-b			

Standard Setting Hub

Each participant was assigned a laptop to access *the Hub*, a specially designed website that contained materials accessible to workshop participants. Participants used the Hub to access selected materials (e.g., *Extended Indicators*, ALDs), view test items, and enter standard setting judgments. Access to the Hub was limited to workshop participants by DRC.

DRC recognized that participants would benefit from having certain frequently referenced materials (e.g., ALDs) available to them in hardcopy format. These materials were provided on paper and also on the Hub.

Standard Setting Staff and Participants

Staff members from DRC served as facilitators and in support roles on all aspects of the standard setting workshop. These staff members did not contribute to the cut score recommendations during the workshop. The NDE staff was also present onsite to observe the workshop and participated in daily debrief meetings with DRC staff.

NDE Staff

The NDE staff members attended the workshop to monitor the process, answer questions about the assessment and the *Extended Indicators*, and address policy concerns. NDE was represented at the workshop by Sharon Heater, Education Specialist.

DRC Staff

The DRC Standard Setting Team was composed of Ricardo Mercado, Sr. Research Director; Mayuko Simon, Ph. D., Research Scientist; Christie Plackner, Sr. Director; Dave Chayer, Consultant; Lee McKenna, Statistical Analyst; Sara Kendallen, Sr. Research Analyst; Scott Li, Statistical Analyst; and Julie Pointner, Research Specialist. Prior to the standard setting, this team prepared the materials for the workshop. During the workshop, they were responsible for facilitating the workshop, training participants, entering participant results into a database, performing data analyses, and tracking secure materials. Following the workshop, the team prepared this report.

Content experts from DRC Test Development worked with workshop participants to provide content-based support: Bonnie Wright, Sr. Test Development Specialist; Wendy Ecklund, Sr. Test Development Specialist; Betsy Rogers, Test Development Manager; and Steve Courtney, Sr. Project Lead. Project management for the workshop was provided by Shaundra Sand, Vice President of Education Project Management.

Participants

NDE provided a list of qualified educators to serve as workshop participants. DRC invited these potential participants to the standard setting. The recruitment process strived to empanel a sample of participants for the standard setting with diverse demographics (e.g., ethnicity, gender) and diverse points-of-view (e.g., geographic location). A majority of the committee comprised special education practitioners.

The committee comprised a purposeful mix of educators with a variety of backgrounds. Special care was taken to promote geographic diversity among participants, with representation from across the state. Participants were asked to self-report their demographic characteristics (e.g., ethnicity, number of years in the profession) as part of the pre-session participant survey. The results of the participant survey can be found in Section H of this report.

Configuration of the Committee

The workshop committee was composed of a total of 32 educators. All participants began the workshop in a common training session. Participants then divided into two groups, one per content area.

The ELA standard setting committee comprised 16 participants. All 16 participants began by recommending cut scores for grade 6. Then the committee subdivided into two groups of eight participants each: one repeated the process for the upper grades (i.e., grades 7, 8, and high school); and one group repeated the process for the lower grades (i.e., grades 5, 4, and 3).

The science standards validation committee also comprised 16 participants. The entire committee began by recommending cut scores for grade 8. Then the committee subdivided into two groups of eight participants each: one repeated the process for high school, and the other repeated the process for grade 5.

Standard Setting and Standards Validation Workshop

The standard setting workshop for ELA took place over a four-day period. The standards validation workshop for science took place over a three-day period. Both workshops began on the same day with a common training session. The workshop agendas are included in Section C.

Opening Session and Participant Training

The workshop began for all participants on July 18, 2023. All participants began the workshop with an opening session led by NDE. During this session, Ms. Heater from NDE welcomed the participants to the workshop and described the purpose of the workshop. Ms. Heater reminded participants that the *Extended Indicators* for ELA had been updated, and she described how valuable the participating educators' recommendations would be in identifying new cut scores for the tests as part of the ELA standard setting. She also noted that a committee of educators had convened the previous year to recommend cut scores for science, and the purpose of the science standards validation was to review those cut scores to determine whether they were still valid for continued use.

Mr. Mercado from DRC then introduced the workshop methodology. Participants were introduced to the materials that would be used during the rest of the workshop. The training presentation and selected materials are included in Section D of this report. Participants understood that they would consider the knowledge and skills expected of students in each achievement level, and they would engage in the Yes/No Angoff method to make cut score judgments. Participants also understood that they would be shown benchmarks to help them contextualize their judgments during the process.

Following the training session, participants divided into their two content-area groups: one group focused on ELA and the other focused on science. These two groups met in separate rooms.

Within each content-area group, participants were seated at four tables of four participants each. For ELA, all participants began the process focused on grade 6; and for science, grade 8.

Discussion of the Extended Indicators and the Threshold Students

DRC instructed participants to read the *Extended Indicators*, policy ALDs, and range ALDs; and to consider the knowledge and skills that students were expected to demonstrate at the threshold of each achievement level. Specifically, participants were asked to use the ALDs and *Extended Indicators* to develop informal threshold ALDs.

Participants engaged in structured discussions about the knowledge and skills they expected to be demonstrated by each of the two threshold students. The two threshold students were just *On Track* and just *Advanced*. To engage in these discussions, participants referred to the policy and range ALDs, the *Extended Indicators*, and their knowledge of students.

As a group, participants discussed the ALDs for each achievement level and the differences between them. During this discussion, participants considered the overall level of rigor implied by each range ALD. To focus participants on the lines of demarcation between the achievement levels, participants

were asked to discuss the knowledge and skills that separated students in one achievement level from those in another. For example, participants were asked to discuss the knowledge and skills that separated the highest performing *Developing* student from the lowest performing *On Track* student. All participants were instructed to refer to the *Extended Indicators* during this discussion.

Participants recorded their expectations for students at the thresholds of each achievement level on large sheets of paper that were placed on the walls of each breakout room. Participants were encouraged to review these descriptions frequently throughout the workshop and to consider the threshold students when they made their Yes/No ratings.

By the end of this discussion, participants had thoroughly considered the policy ALDs, range ALDs, *Extended Indicators*, and threshold students; and they reached an understanding of the types of skills that the threshold student for each achievement level should have.

Study of the Test Books and Item Maps

Participants at each table examined the test items in terms of what each item measured. Participants were instructed to take notes on the item maps about the knowledge and skills required to answer the items correctly.

Participants then began to consider whether each of the two threshold students should be expected to answer each item correctly. Participants were asked to wait to make their yes/no Angoff ratings until they had finished studying the items and engaged in the secondary training session.

Secondary Training on Yes/No Ratings

Before starting Round 1 of the process, DRC provided the participants with additional training for Yes/No ratings. Participants were reminded how Yes/No Angoff ratings could be represented by cut score recommendations. The training presentation and training materials are included in Section D.

Following training, participants were tested on their understanding of Yes/No Angoff ratings with a short quiz, termed a *mid-process evaluation.* Afterwards, participants were provided the correct answers for the mid-process evaluation, as well as explanations of those answers. The mid-process evaluation and results are presented in Section D of this report and under the heading “Committee Training."

Round 1

Participants then made their Round 1 Yes/No Angoff ratings. Participants were informed that Yes/No Angoff rating is an individual activity. They referred to their test books, item maps, ALDs, and the *Extended Indicators*.

Participants recorded their Yes/No Angoff ratings for each item on their item maps. Participants then completed Round 1 by recording their Yes/No Angoff ratings electronically.

Participants were instructed to complete a Post-Round Survey while they waited for their fellow participants to complete their Yes/No Angoff ratings.

Presentation of Round 1 Recommendations

Following Round 1, DRC calculated the Yes/No Angoff cut score recommendations. Each participant's cut score recommendation was defined as the number of items that each threshold student was expected to answer correctly (i.e., the number of "yes" judgments). The group's recommendation was defined as the median of these cut score recommendations.

Participants were presented with a summary of their Round 1 recommendations. Specifically, participants were shown their calculated cut score recommendation, the median cut score recommendation for their table, as well as the overall median cut score recommendation for the group. Participants were also shown a histogram of the range of the group's Round 1 cut score recommendations. Detailed participant judgments and graphical representation of participant judgments are presented in Sections F and G of this report, respectively.

For science, participants were also shown the existing cut scores as *benchmarks* after Round 1. Specifically, participants were shown the existing cut scores in terms of raw-score cut-points. Participants were asked to consider how similar or different the benchmarks were from their Round 1 cut score recommendations and from the group's median Round 1 recommendations.

Round 2

For each item, participants discussed the rationales behind their Round 1 Yes/No Angoff ratings. Participants were instructed to engage in a content-based discussion by focusing on the items in the test book that had the most disagreement between participants. Participants referred to their test books, item maps, ALDs, and the *Extended Indicators* throughout the discussions.

The item-level discussions took place at each table, led by the table leader. Each of the four table leaders was selected by NDE on the second morning of the workshop.

Following this discussion, participants made their Round 2 Yes/No Angoff ratings. Participants were reminded that Yes/No Angoff rating is an individual activity. Participants were also reminded that they would be free to retain their Yes/No Angoff ratings for any/all items from Round 1 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Presentation of Round 2 Recommendations

Following Round 2, DRC calculated the Yes/No Angoff cut score recommendations. Participants were presented with their calculated cut score recommendation, the median cut score recommendation for their table, as well as the overall median cut score recommendation for the group, and histogram representation of the range of their cut score recommendations. Participants were also shown *impact data*, the percentage of students who would be classified in each achievement level if the Round 2 median cut score recommendations were applied to the test data from spring 2023.

For ELA, participants were also shown benchmarks. Specifically, participants were shown benchmarked cut scores, expressed on the raw-score metric, that would yield impact data similar to those observed in

spring 2022. Participants in both the ELA and science groups were also shown the 2022 impact data for reference. DRC described how the benchmarked data were calculated and answered questions.

Participants were instructed that the benchmarks were provided for their consideration during the workshop. For the science group, participants were reminded that the purpose of the workshop was to evaluate the existing cut scores and determine whether they were still valid for continued use. For both groups, participants were instructed that the *Extended Indicators*, the ALDs, and their knowledge of students should be the key drivers of their cut score recommendations, and that their recommendations should be based primarily on these content-based factors.

Round 3

For each item, participants discussed the rationales behind their Round 2 Yes/No Angoff ratings. Participants were instructed to engage in a content-based discussion by focusing on the items in the test book that had the most disagreement between participants. Participants referred to their test books, item maps, ALDs, and the *Extended Indicators* throughout the discussions. These content-based discussions took place as a group.

Following this discussion, participants made their Round 3 Yes/No Angoff ratings. Participants were reminded that Yes/No Angoff rating is an individual activity. Participants were also reminded that they would be free to retain their Yes/No Angoff ratings for any/all items from Round 2 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Presentation of Round 3 Recommendations

Following Round 3, DRC calculated the Yes/No Angoff cut score recommendations. Participants were presented with a summary of their Round 3 cut score recommendations and histogram representation of the range of their cut score recommendations.

Repeating the Process for Remaining Grades

Participants then repeated the Yes/No Angoff method for the remaining grades. To do so, each group divided into two evenly sized groups of eight participants each. Each of the subgroups comprised two tables of four participants each.

Participants were encouraged to consider the articulation between the achievement standards for their grades, and they were reminded that there would be an opportunity at the end of the process to suggest adjustments to the cut scores, if needed, to promote better articulation across the grades.

Review of Recommendations

After making their cut score recommendations in their groups, participants were presented with the cut score recommendations for all grades. DRC also presented the impact data for each grade in the content area. Participants in the science group focused only on the impact data for science, and similarly for ELA.

Participants were cautioned to consider the impact data carefully. The committee understood that the impact data were calculated from the spring 2023 administration, and that schools were likely still recovering from disruptions in normal instruction and learning due to the COVID-19 pandemic. DRC instructed participants that it was unknown how similar the spring 2023 test results would be to those in future years, so the impact data would need to be considered cautiously. However, the impact data represented the most up-to-date representation of student performance as was available.

Participants were instructed to use impact data as they considered their content-based cut score recommendations. For example, participants were told that if they saw a surprising number of students classified in *Advanced* in the impact data, they should reconsider the types of knowledge, skills, and understandings they expected of the *Advanced* threshold students.

Participants were informed that they could recommend adjustments to the cut scores, if needed, to promote better articulation across grades. However, participants were cautioned against suggesting adjustments that were inconsistent with the content and that any adjusted cut score recommendation should still be within the range of their Yes/No Angoff ratings and link the ALDs, tested content, and *Extended Indicators*.

Participants were given time to discuss the impact data and to share their opinions with their table leaders. Participants were reminded that the table leaders would soon meet to discuss the recommendations, and if desired they could recommend adjustments to the recommendations.

Workshop Evaluation

All participants were thanked for their time and effort during the workshop. To conclude the workshop, participants were asked to complete a post-workshop evaluation. Participants not taking part in the table leader discussion were welcomed to leave after completing the workshop evaluation.

Selected results are presented later in this section. The complete results of the evaluations are included in Section H of this report.

Across-Grade Articulation Discussions

At the conclusion of the workshop for each content area, participants then convened to inspect their cut score recommendations. For ELA, tables leaders came together to review. For Science, the committee reviewed as a whole. The across-grade discussion for science took place on the afternoon of July 20, 2023; and for ELA, on the afternoon of July 21, 2023.

DRC presented table leaders with their median final-round recommendations for all grades. The impact data associated with their median cut score recommendations were presented graphically. Table leaders were asked to share any concerns or recommendations their tables had had for their grades.

DRC reminded participants that no group reached consensus on their cut score recommendations: all groups had a diversity of cut score recommendations, even at the end of Round 3. Although the median cut score recommendations were used to calculate the impact data for presentation, any cut scores

within the range of cut score recommendations made by participants would still reflect the voice of the participating educators.

DRC facilitated a wide-ranging discussion on the articulation of the cut scores. For science, participants indicated that they were generally satisfied with their recommendations, and they recommended no adjustments. For ELA, table leaders discussed several potential adjustments to their cut scores, all to promote better articulation across grades. The table leaders were reminded that all recommendations would be submitted to NDE for review and eventual approval by the Nebraska State Board of Education.

Workshop Security

Throughout the workshop, security was of paramount importance. At all times, DRC staff monitored the meeting rooms to prevent the removal of secure materials. At the end of each day of the workshop, each participant's materials were collected and inventoried against a master list. Between workshop days, the standard setting Hub was deactivated, and participants were not permitted access to the electronic materials.

In addition, participants were required to sign non-disclosure agreements to participate in the workshop. These agreements were signed by participants and were collected by the DRC staff at the beginning of the workshop.

Workshop Results

The standard setting was conducted according to the plans created by DRC and approved by the NDE prior to the workshop. The results of the workshop are presented in this section.

Participants' Recommendations After Round 1

Table 1 shows participants' recommendations from Round 1 of the Yes/No Angoff procedure. The cut score recommendations are shown on the raw-score metric. During the standard setting, the raw-score (number correct) metric was used to communicate cut score recommendations to participants during the rounds of the Yes/No Angoff procedure.

All the score recommendations are presented in Section F of this report. All the impact data shown in Table 1 and in this section are based on Nebraska students' performance in spring 2023.

Table 1. Recommendations from Round 1 and associated impact data

		Round 1 Cut Scores		*Associated Impact Data*		
Content	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
Science	**5**	11	21	27.76%	59.59%	12.65%
	8	9	20	15.58%	63.64%	20.78%
	HS	17	26	48.18%	46.82%	5.00%
ELA	**3**	14	24	39.30%	50.22%	10.48%
	4	14	25	40.32%	50.40%	9.27%
	5	11	23	21.05%	62.35%	16.60%
	6	15	25	56.83%	34.80%	8.37%
	7	14	24	38.52%	53.31%	8.17%
	8	13	24	40.09%	46.55%	13.36%
	HS	14	25	33.63%	49.78%	16.59%

Participants' Recommendations After Round 2

Table 2 shows participants' recommendations from Round 2 of the Yes/No Angoff procedure. Participants' individual recommendations from all rounds may be found in Section F of this report.

Table 2. Recommendations from Round 2 and associated impact data

		Round 2 Cut Scores		*Associated Impact Data*		
Content	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
Science	**5**	11	22	27.76%	62.86%	9.39%
	8	7	20	9.96%	69.26%	20.78%
	HS	16	26	42.73%	54.55%	2.73%
ELA	**3**	13	25	32.31%	59.83%	7.86%
	4	14	25	40.32%	50.40%	9.27%
	5	8	23	8.91%	74.49%	16.60%
	6	12	24	33.48%	58.15%	8.37%
	7	12	23	28.40%	56.42%	15.18%
	8	13	22	40.09%	34.91%	25.00%
	HS	17	26	46.64%	41.70%	11.66%

Participants' Recommendations After Round 3

Table 3 shows participants' recommendations from Round 3 of the Yes/No Angoff procedure. When considering impact data, participants were instructed to think about the proportions of students in each achievement level for the grade at hand.

Participants' individual recommendations from all rounds may be found in Section F of this report. During the workshop, participants were shown their cut score recommendations in terms of raw score (i.e., points earned).

Table 3. Recommendations from Round 3 and associated impact data

		Round 3 Cut Scores		*Associated Impact Data*		
Content	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
Science	**5**	14	22	46.94%	43.67%	9.39%
	8	13	22	40.69%	48.05%	11.26%
	HS	16	26	42.73%	52.27%	5.00%
ELA	**3**	12	23	27.07%	59.39%	13.54%
	4	12	25	31.45%	59.27%	9.27%
	5	9	24	10.93%	76.92%	12.15%
	6	10	23	22.03%	63.00%	14.98%
	7	10	21	17.12%	60.70%	22.18%
	8	13	24	40.09%	46.55%	13.36%
	HS	16	26	39.91%	48.43%	11.66%

Recommendations from the Articulation Discussion

Throughout the standard setting process, participants were informed they would have an opportunity at the end of the workshop to consider the across-grade articulation of the performance standards. Participants were told that performance standards were well-articulated when the impact data associated with a set of cut scores formed a reasonable, explainable pattern across grades.

The participants inspected the impact data associated with their recommendations. The table leaders from each committee then convened at the end of each workshop to discuss their participants' reactions to the recommendations. Table leaders then considered making adjustments to the committee's recommendations to promote better articulation across grades. For Science, the whole committee took part in this activity.

For science, participants and table leaders were generally satisfied with their cut score recommendations. After discussions about the cut score recommendations, the participants noted (a) they had engaged in an in-depth, content-focused standards validation process, and (b) they were generally satisfied with their recommendations.

DRC told science participants that their cut score recommendations looked to be consistent with the existing cut scores. DRC told science participants that NDE would compare the committee's recommendations with the existing cut scores: if the committee's recommendations were consistent with the existing cut scores, then NDE may treat the standards validation committee's judgments as validity evidence for the existing cut scores and retain the cut scores established after the 2022 standard setting. Participants understood this and gave their assent to the cut score recommendations going

forward to NDE for consideration. The science committee chose not to recommend adjustments to the Round 3 cut score recommendations.

For ELA, participants and table leaders were also generally satisfied with the cut score process, but they acknowledged that their conceptualizations of the threshold students had evolved over the course of the workshop. As part of a wide-ranging discussion, table leaders reported that if participants could return to the initial grades of the standard setting workshop (i.e., grades 5–7), they might have made somewhat different standard setting judgments based on their updated conceptualizations of the threshold students. When examining the Round 3 impact data, table leaders noted that the percentages of students classified as *Developing* and as *On Track* were not always consistent across grades, and that adjustments to the cut scores would make the pattern of impact data more reasonable and explainable.

DRC reminded ELA participants and table leaders that they could suggest adjustments to their cut score recommendations, but these adjustments must still be consistent with the *Extended Indicators*, ALDs, and tested content. DRC also reminded participants that no committee had reached consensus on any cut score during the workshop—nor was this expected—and participants could look back on their notes to consider adjustments to the cut scores that were still consistent with the content-based expectations for the threshold students.

ELA participants worked in their tables to discuss potential adjustments to their Round 3 cut score recommendations. Then the table leaders convened to review these potential adjustments. DRC presented the impact data associated with the cut score recommendations; and as table leaders suggested adjustments to the cut scores, DRC updated the presentation of impact data. DRC discouraged table leaders from recommending cut score adjustments purely for preferential reasons or to "smooth" the impact data. Instead, DRC encouraged the table leaders to recommend cut score adjustments only when necessary to improve the articulation of the cut scores across grades, to better align the cut scores with the committee's conceptualizations of the threshold students, or both.

Ultimately, the table leaders recommended six adjustments to the cut scores:

- Grade 4: *Advanced* from 25 to 24
- Grade 5: *On Track* from 9 to 14
- Grade 6: *On Track* from 10 to 13, *Advanced* from 23 to 24
- Grade 7: *On Track* from 10 to 14, *Advanced* from 21 to 24

In each case, the adjusted cut score was within the range of cut scores recommended by participants during the standard setting. After the table leaders had an opportunity to review their adjustments, the group gave its assent to send the adjusted recommendations forward to NDE for consideration. These recommendations are shown in Table 4.

Table 4. Recommendations from the across-grade articulation discussion

		Articulated Cut Scores		*Associated Impact Data*		
Content	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
Science	**5**	14	22	46.9%	43.7%	9.4%
	8	13	22	40.7%	48.1%	11.3%
	HS	16	26	42.7%	52.3%	5.0%
ELA	**3**	12	23	27.1%	59.4%	13.5%
	4	12	24	31.5%	56.5%	12.1%
	5	14	24	35.2%	52.6%	12.1%
	6	13	24	39.6%	48.5%	11.9%
	7	14	24	38.5%	49.0%	12.5%
	8	13	24	40.1%	46.6%	13.4%
	HS	16	26	39.9%	48.4%	11.7%

Placing the Cut Scores on the Test Scale

After the standard setting, the cut scores were transformed onto the test scale. Unlike the raw-score (number correct) metric, the test scale uses *scale scores* to express the amount of knowledge and skills that students have demonstrated in any given grade on the test.

Scale scores can be expressed in two ways. First, on the *theta metric*, values around zero (0) are used to express the cut scores. The theta metric (i.e., the untransformed scale metric) expresses the cut scores on the test scale before the final scaling constants are applied.

Second, on the *reporting metric*, values between 100 and 300 are used to express the cut scores. On the reporting metric, the cut scores are associated with fixed values to make test results easier for teachers and stakeholders to interpret.

An advantage of using scale scores is comparability across test forms: if a student scores 0.400 on the grade 3 ELA test this year (when the score is expressed on the theta metric), and another student scores 0.400 on the grade 3 ELA test next year (when the test questions are different), one still knows these students have comparable levels of ELA knowledge and skills. This type of comparison cannot be done with raw scores, so the bulk of the analysis on the cut scores was done with the cut scores expressed on the test scales.

Subsequent tables in this section express the cut scores on the theta metric. A discussion of how the cut scores were transformed onto the final reporting metric is presented at the end of this section.

Table 5 shows participants' final recommendations from the Yes/No Angoff procedure as expressed on the theta metric. The cut scores in Tables 4 and 5 have the same underlying meaning: just as equivalent temperatures can be expressed in terms of both Fahrenheit and Celsius, the cut scores in these tables refer to the same level of knowledge and skill. The process used to transform the raw scores into scale scores on the theta metric can be found in the program technical report.

Table 5. Educator's final cut score recommendations, expressed on the theta metric, and associated impact data

		Recommended Cut Scores		*Associated Impact Data*		
Content	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
Science	**5**	0.2221	2.1558	46.9%	43.7%	9.4%
	8	-0.04965	2.1320	40.7%	48.1%	11.3%
	HS	-0.00175	2.32565	42.7%	52.3%	5.0%
ELA	**3**	-0.3170	1.6351	27.1%	59.4%	13.5%
	4	-0.3116	1.9223	31.5%	56.5%	12.1%
	5	0.0058	1.9211	35.2%	52.6%	12.1%
	6	-0.1460	1.8556	39.6%	48.5%	11.9%
	7	-0.0009	1.9336	38.5%	49.0%	12.5%
	8	-0.1537	1.8856	40.1%	46.6%	13.4%
	HS	0.3096	2.7319	39.9%	48.4%	11.7%

Analysis of Cut Score Recommendations

After the workshop, DRC analyzed participants' recommendations. To begin, DRC calculated three statistical *standard error* values associated with participants' cut score recommendations: conditional standard error of measurement (CSEM), standard error of the cut score (SE_{cut}), and a combination of these two values ($SE_{combined}$).

Conditional Standard Error of Measurement (CSEM)

The conditional standard error of measurement (CSEM) quantifies the amount of precision associated with any set of scale scores, including cut scores, on the scale metric. Specifically, this value describes the precision associated with the test instrument itself. If one could test a student many times using a test (or a set of similar test forms), one would expect the student's test score to be similar (but not exactly the same) each time. The distribution of expected test scores would likely form a distribution described by CSEM: the scores would be expected to fall within a range of ±1 CSEM about two-thirds of the time, and within a range of ±2 CSEM about 95% of the time.

Table 6 shows the CSEM values associated with participants' final cut score recommendations (as presented in Table 5). The CSEM values are presented on the theta metric.

Table 6. Conditional standard errors of measurement (CSEM) associated with participants' cut score recommendations, expressed on the theta metric

		CSEM Values	
Content	**Grade**	***On Track***	***Advanced***
Science	**5**	0.4312	0.6333
	8	0.4267	0.6301
	HS	0.4068	0.7479
ELA	**3**	0.3958	0.5068
	4	0.3984	0.5498
	5	0.3939	0.5498
	6	0.3869	0.5436
	7	0.3954	0.5519
	8	0.3903	0.5474
	HS	0.3979	0.7424

Standard Error of the Cut Score (SE_{cut})

Another source of variability among cut score recommendations lay with the workshop participants themselves. If a different group of educators had been recruited to participate in the workshop, one would expect the resulting cut scores to be similar (but not exactly the same) to the recommendations made by this committee. This variability can be estimated by the standard error of the cut score (SE_{cut}), which is defined as the standard error of the group's Round 2 recommendations.

Table 7 shows the SE_{cut} values associated with participants' final cut score recommendations (from Table 5). The SE_{cut} values are presented on the theta metric.

Table 7. Standard errors of the cut score (SE_{cut}) associated with participants' cut score recommendations, expressed on the theta metric

		SEcut Values	
Content	**Grade**	***On Track***	***Advanced***
Science	**5**	0.1903	0.1583
	8	0.0810	0.1305
	HS	0.0650	0.2498
ELA	**3**	0.1051	0.1544
	4	0.1076	0.0651
	5	0.1875	0.0725
	6	0.1660	0.1979
	7	0.0611	0.1709
	8	0.0720	0.0500
	HS	0.0969	0.164

Combined Standard Error ($SE_{combined}$)

These two independent sources of error can be combined to create a single value, $SE_{combined}$. This value combines both sources of statistical error (i.e., from the test instrument and from the group of participants). Adding the two values in vector space, $SE_{combined}$ is defined as the square root of the sum of the squares of CSEM and SEcut (i.e., the root of [$CSEM^2 + SE_{cut}^2$]).

Table 8 shows the $SE_{combined}$ values associated with participants' final cut score recommendations (from Table 5). The $SE_{combined}$ values are presented on the theta metric.

Table 8. Combined standard errors ($SE_{combined}$) associated with participants' cut score recommendations, expressed on the theta metric

		SEcombined Values	
Content	**Grade**	***On Track***	***Advanced***
Science	**5**	0.4713	0.6528
	8	0.4343	0.6435
	HS	0.4120	0.7885
ELA	**3**	0.4095	0.5298
	4	0.4127	0.5536
	5	0.4362	0.5546
	6	0.4210	0.5785
	7	0.4001	0.5778
	8	0.3969	0.5497
	HS	0.4095	0.7603

Analysis of the Recommendations for Science

Participants' recommended cut scores for science were highly consistent with the existing cut scores. The existing cut scores, expressed on the theta metric, are shown in Table 9. This theta metric was used on science tests in both 2022 and 2023. In the table, the impact data reflect the percentage of students that would be classified in each achievement level if the existing cut scores were applied to test data from spring 2023.

Table 9. Existing cut scores and associated impact data for science

		Existing Cut Scores		*Associated Impact Data*		
Content	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
Science	**5**	0.4624	2.1662	61.6%	33.9%	4.5%
	8	0.1030	2.6209	49.8%	46.3%	3.9%
	HS	-0.0795	1.8508	42.7%	47.3%	10.0%

DRC compared the cut scores recommended during the 2023 standards validation (from Table 5) with the existing science cut scores (from Table 9). These differences, shown in Table 10, are expressed as multiples of CSEM. Cut scores that differ less than ±2 CSEM, and especially less than ±1 CSEM, are typically considered not to be substantially different.

Table 10. Differences between the existing cut scores and the cut scores recommended at the science standards validation, expressed as multiples of CSEM

Content	Grade	*On Track*	*Advanced*
Science	**5**	0.56	0.02
	8	0.36	0.78
	HS	-0.19	-0.63

Analysis of the Recommendations for ELA

Generally, cut scores implemented within a range of ±2 CSEM of participants' original cut score recommendations are still considered to reflect the content-based expectations articulated by educators at the standard setting. Table 11 shows the participant-recommended cut scores (on the theta metric), plus and minus zero, one, and two CSEM values. Associated impact data are shown with each set of adjusted cut scores.

Table 11. Educators' ELA cut score recommendations with selected CSEM-linked adjustments and associated impact data

		CSEM-Adjusted Cut Scores		Associated Impact Data		
Adjustment	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
+2 CSEM	**3**	0.4746	2.6487	64.6%	31.0%	4.4%
	4	0.4852	3.0219	60.1%	35.9%	4.0%
	5	0.7936	3.0207	63.2%	34.8%	2.0%
	6	0.6278	2.9428	68.3%	30.0%	1.8%
	7	0.7899	3.0374	69.6%	28.8%	1.6%
	8	0.6269	2.9804	67.7%	28.4%	3.9%
	HS	1.1054	4.2167	62.3%	35.0%	2.7%
+1 CSEM	**3**	0.0788	2.1419	45.0%	47.2%	7.9%
	4	0.0868	2.4721	44.0%	50.4%	5.6%
	5	0.3997	2.4709	52.6%	42.5%	4.9%
	6	0.2409	2.3992	56.8%	38.8%	4.4%
	7	0.3945	2.4855	58.0%	38.9%	3.1%
	8	0.2366	2.4330	59.9%	34.5%	5.6%
	HS	0.7075	3.4743	56.5%	36.3%	7.2%
No Adjustment	**3**	-0.3170	1.6351	27.1%	59.4%	13.5%
	4	-0.3116	1.9223	31.5%	56.5%	12.1%
	5	0.0058	1.9211	35.2%	52.6%	12.1%
	6	-0.1460	1.8556	39.6%	48.5%	11.9%
	7	-0.0009	1.9336	38.5%	49.0%	12.5%
	8	-0.1537	1.8856	40.1%	46.6%	13.4%
	HS	0.3096	2.7319	39.9%	48.4%	11.7%
-1 CSEM	**3**	-0.7128	1.1283	14.8%	63.8%	21.4%
	4	-0.7100	1.3725	15.7%	61.7%	22.6%
	5	-0.3881	1.3713	25.9%	51.4%	22.7%
	6	-0.5329	1.312	28.6%	51.1%	20.3%
	7	-0.3963	1.3817	28.4%	53.3%	18.3%
	8	-0.544	1.3382	31.5%	43.5%	25.0%
	HS	-0.0883	1.9895	33.6%	49.8%	16.6%
-2 CSEM	**3**	-1.1086	0.6215	7.4%	57.2%	35.4%
	4	-1.1084	0.8227	8.1%	62.9%	29.0%
	5	-0.7820	0.8215	14.2%	55.5%	30.4%
	6	-0.9198	0.7684	18.1%	50.2%	31.7%
	7	-0.7917	0.8298	17.1%	58.4%	24.5%
	8	-0.9343	0.7908	18.1%	49.6%	32.3%
	HS	-0.4862	1.2471	17.5%	50.7%	31.8%

Policy Review

On July 24, 2023, a committee of 10 Nebraska educators and administrators convened to review the recommendations from the workshops. The policy review committee was comprised of Nebraska educators and administrators who have knowledge of the state testing program and tested population. Two committee members served on the standard setting committee and were selected to participate so they could give voice to the standard setting committee's recommendations during the policy review. The remaining policy review participants were selected from the Nebraska Assessment and Accountability Advisory Committee.

The policy review committee met online as part of a half-day workshop facilitated by DRC. To begin the workshop, NDE welcomed the policy review participants and told them of the purpose of the workshop. DRC then presented a summary of the standard setting and standards validation processes undertaken for ELA and science. DRC presented the cut scores recommended by participants at the main standard setting and standards validation workshops.

The policy review committee engaged in a wide-ranging conversation about the recommended cut scores, the workshop process, and the NSCAS Alternate assessments in general. Working by consensus, the committee made three recommendations:

1) ***Retain the existing science cut scores.*** The committee noted that the Round 3 cut score recommendations made by participants at the science standards validation were highly consistent with the existing cut scores (i.e., within ±1 CSEM). Accordingly, the committee saw these recommendations as validity evidence supporting the existing science cut scores, and the committee recommended that NDE retain the existing science cut scores.

2) ***Adopt the recommended ELA cut scores.*** The committee acknowledged that Nebraska educators had engaged in a rigorous, thoughtful process to recommend cut scores for the ELA tests, and that the cut scores were firmly grounded in the content-based expectations for students. The committee recommended that the cut scores recommended by participants, including the adjustments made to promote across-grade articulation, be adopted.

3) ***Continue this process in the future.*** The committee recommended that the ELA cut scores be validated by Nebraska educators in 2024, similar to the way the science cut scores were validated in 2023. The policy review committee appreciated that the process used two years' worth of test data to establish and validate cut scores for the assessments, and the committee recommended that it continue in the future.

The policy review committee gave its unanimous assent to these three recommendations. The recommended cut scores (expressed on the theta metric) and associated impact data are presented in Table 12.

Table 12. Final cut score recommendations, expressed on the theta metric, and associated impact data

		Recommended Cut Scores		*Associated Impact Data*		
Content	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
Science	**5**	0.4624	2.1662	61.6%	33.9%	4.5%
	8	0.1030	2.6209	49.8%	46.3%	3.9%
	HS	-0.0795	1.8508	42.7%	47.3%	10.0%
ELA	**3**	-0.3170	1.6351	27.1%	59.4%	13.5%
	4	-0.3116	1.9223	31.5%	56.5%	12.1%
	5	0.0058	1.9211	35.2%	52.6%	12.1%
	6	-0.1460	1.8556	39.6%	48.5%	11.9%
	7	-0.0009	1.9336	38.5%	49.0%	12.5%
	8	-0.1537	1.8856	40.1%	46.6%	13.4%
	HS	0.3096	2.7319	39.9%	48.4%	11.7%

Cut Score Approval

NDE, the Commissioner, and the State Board of Education have the responsibility to implement cut scores for the assessments, and the Department recognized that it had the latitude to interpret participants' recommendations such that the final cut scores (a) reflect the knowledge and skills expected of students in each achievement level, and (b) reflect the policy-based expectations for educators and stakeholders across Nebraska's testing programs.

Approval of Educators' Recommended Cut Scores

After deliberation, NDE, the Commissioner, and the State Board of Education chose to accept participants' recommendations for the assessments without adjustments. Specifically, they chose to retain the existing science cut scores (i.e., considering the existing cut scores to be valid for continued use) and to accept participants' recommendations for the ELA cut scores.

The Nebraska State Board of Education approved these cut scores in August 2023.

Transformation onto the Final Reporting Metric

As previously described, students' test scores are reported to teachers and stakeholders using the reporting metric (which uses three-digit values between 100 and 300). The reporting metric is used because (a) it avoids expressing test scores in terms of positive and negative values; and (b) it is consistent with the other tests in the NSCAS program.

To help teachers and stakeholders interpret the cut scores easily, NDE chose two values that would signify the *On Track* and *Advanced* cut scores on the reporting scale. Specifically, NDE indicated that 200 would always be used for *On Track* cut scores, and 250 for *Advanced*, regardless of grade.

To transform the cut scores onto the final reporting metric, DRC transformed the approved cut scores from the theta metric (as shown in Table 12) using linear transformation. This process, like that used to convert temperature readings from Fahrenheit to Celsius, does not change the underlying meaning of the cut scores, but only changes the way the cut scores are expressed.

The final, Board-approved cut scores (and associated impact data) for the science and ELA tests are shown in Table 13.

Table 13. Approved cut scores and associated impact data for science and ELA, expressed on the final reporting metric

		Approved Cut Scores		*Associated Impact Data*		
Content	**Grade**	***On Track***	***Advanced***	***Developing***	***On Track***	***Advanced***
Science	**5**	200	250	61.6%	33.9%	4.5%
	8	200	250	49.8%	46.3%	3.9%
	HS	200	250	42.7%	47.3%	10.0%
ELA	**3**	200	250	27.1%	59.4%	13.5%
	4	200	250	31.5%	56.5%	12.1%
	5	200	250	35.2%	52.6%	12.1%
	6	200	250	39.6%	48.5%	11.9%
	7	200	250	38.5%	49.0%	12.5%
	8	200	250	40.1%	46.6%	13.4%
	HS	200	250	39.9%	48.4%	11.7%

Evidence of Procedural Validity

The standard setting was conducted using a diverse, well-trained committee and was perceived as valid by participants. This section supports these claims.

Committee Diversity

As part of the pre-workshop survey, participants were asked about their backgrounds. The self-reported demographic characteristics of the participants are documented in this section.

All 32 participants responded to a request to share background and demographic information. Participants were asked to report their gender, race, and ethnicity. Of the 32 participants, 31 of the participants were female and one was male. When asked to identify their race, 29 of participants identified as white, one as Black, one as of two or more races, and one preferred not to answer.

Participants were asked to report their current position. Of the participants, 25 reported they were currently working as a special education teacher, two were general education teachers, two were district-level administrators, one was a school-level administrator, one was a district assessment staff

member, and one was a curriculum staff member. As previously stated, the majority of participants were special education practitioners.

Participants came from a variety of community types. Thirteen of the 32 participants worked in rural districts, another 13 were from urban districts, six from suburban districts.

Most participants had worked in education for more than 10 years. Of the 32 participants, 40% had worked in education for more than 15 years, and 63% had worked in education for more than 10 years.

On the second day of the workshop, one participant from lower-grade ELA had a family emergency and left the workshop. This participant's ratings are included in grade 6, but not grades 5–3.

The full results of the participant pre- and post-workshop surveys, including participants' self-reported demographic and background information, may be found in Section H of this report.

Committee Training

During the standard setting workshop, it was clear to the facilitators that participants understood how to make judgments as part of the standard setting methodology (e.g., Yes/No Angoff ratings).

To confirm participants' knowledge of the methodology, participants were given a short quiz, termed a *mid-process evaluation*, after training. The mid-process evaluation and detailed results are shown in Section D.

Participants answered items 1–4 on the mid-process evaluation correctly most of the time. This indicates that, on the whole, participants were well prepared to make judgments and that the training was effective. Results of the mid-process evaluation are shown in Table 14. All questions on the mid-process evaluation were scored dichotomously.

Table 14. Participants answering each item correctly on the training quiz

	Training Item			
Group	**#1**	**#2**	**#3**	**#4**
Science	16/16	13/16	16/16	13/16
ELA	16/16	14/16	15/16	15/16

The mid-process evaluation also asked participants if they felt the goals of the standard setting were made clear and if they felt ready to proceed. All submitted evaluations indicated the committee felt prepared and ready to proceed with Yes/No Angoff ratings.

Participants' Perceived Validity of the Workshop

Participants indicated their perceived validity of the workshop and their recommendations as part of the post-workshop evaluation. Hambleton (2001) noted that evaluations are important evidence for establishing the validity of achievement levels.

Generally, participants were satisfied with their recommendations and with the workshop as a whole. Table 15 shows participants' level of satisfaction with their recommendations. Particularly, participants understood the connection between the threshold students and their cut score recommendations, and participants generally agreed that the final recommendations reflected the work of the standard setting committee. Of 16 participants in ELA, 14 completed the post-workshop evaluation. All 16 science participants completed the post-workshop evaluation.

Table 15. Participants' agreement with various statements on the post-workshop evaluation regarding their satisfaction with the process and the final recommendations

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Agree + Strongly Agree
The achievement standards represent a reasonable profile of achievement at each level.	0/30	1/30	8/30	21/30	*29/30*
My opinions were valued by my group.	0/30	0/30	9/30	21/30	*30/30*
The descriptions of the threshold students were useful during the process.	0/30	0/30	8/30	22/30	*30/30*
The facilitator provided clear instructions.	0/30	0/30	7/30	23/30	*30/30*
I believe this process will yield defensible cut scores.	0/30	1/30	8/30	21/30	*29/30*

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C
Agenda

Workshop Agenda

Nebraska Department of Education (NDE)

Nebraska Student-Centered Assessment System (NSCAS)
Alternate Assessment (AA)
Grades 3–8 and HS ELA

Standard Setting Workshop
Omaha, NE
July 18–21, 2023

DATA RECOGNITION DRC CORPORATION

NSCAS NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM

Welcome to the standard setting for the Nebraska Student-Centered Assessment System (NSCAS) Alternate Assessment (AA) tests for grades 3–8 and high school ELA! The Nebraska Department of Education (NDE) and Data Recognition Corporation (DRC) thank you for your time and expertise during this important process.

Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a member of the workshop staff.

Tuesday, July 18

Welcome!

8:00 AM **Participant Registration and Breakfast**
Participants check in at the reception table to sign the confidentiality agreement, receive a nametag, and collect any other necessary information.

8:30 AM **Opening Session**
NDE welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcomes of the workshop.

9:00 AM **Participant Training**
DRC introduces participants to the Yes/No Angoff process. DRC explains how cut scores can be recommended by carefully studying the test items and considering the content-based expectations for students in each achievement level.

- After the break, complete the pre-workshop survey linked on the Hub.

10:15 AM **Break**

Discuss Threshold Students for Grade 6

10:30 AM **Discuss the ALDs and the Threshold Students for Grade 6**

In tables, participants review and discuss the achievement level descriptors (ALDs). Participants take notes on the discussion for later reference.

- The ALDs and Extended Indicators are available on paper and on computer.
- Review the knowledge, skills, and abilities that students are expected to demonstrate in the ALDs for *On Track*. Do the same for *Advanced*.
- Participants then engage in discussions about the skills they expect to be demonstrated by a threshold student (i.e., a student who is just barely entering an achievement level).
- For each threshold student, create a brief, bulleted list that describes the skills expected of that student. Start with the *On Track* threshold student, then move on to the *Advanced* threshold student.

11:30 AM **Discuss the Threshold Students Across Tables for Grade 6**

Using the ALDs and the Extended Indicators, participants discuss the threshold students across tables.

- Each table should be prepared to "report out" some of the highlights from its discussion of the threshold students.
- During the discussion, refer to the ALDs and the Extended Indicators.
- Take notes during the discussion and update your bulleted lists of the skills expected of each of the threshold students.

Noon **Lunch**

The group breaks for lunch for 60 minutes.

1:00 PM **Take the Student Test for Grade 6**

Participants take a form of the student test to get a sense of what students saw on test day.

- Briefly examine the items to get a general sense of what is measured by the test and how it is measured.
- Although some discussion about individual test items is normal, focus toward examining the test and away from prolonged debate.
- If necessary, use the Ideas & Comments link on the Hub to record comments about test items.

Round 1 for Grade 6

1:45 PM **Orientation to the Yes/No Angoff Process**

DRC reintroduces the Yes/No Angoff process. Participants are reminded that they will think of each of the threshold students, one at a time, and consider whether the threshold student is expected to answer each item correctly.

- After the training, complete the mid-process evaluation on the Hub.

2:30 PM **Break**

2:45 PM **Round 1 for Grade 6**

Working individually, participants complete the Yes/No Angoff task for each item.

- Round 1 is an individual round. Please do not discuss your ratings with your colleagues until Round 1 is complete.
- Record your Round 1 Yes/No Angoff ratings on your item map.
- When you are done, please complete the post-round survey on the Hub.

4:30 PM **Dismissal**

Wednesday, July 19

Rounds 2 and 3 for Grade 6

8:00 AM **Participant Registration and Breakfast**
Please be sure to sign in for the day.

8:30 AM **Feedback from Round 1 for Grade 6**
DRC shows feedback from Round 1 to the committee.

8:45 AM **Round 2 for Grade 6**
In tables, participants discuss their Yes/No Angoff ratings for each item. Then participants individually make their Round 2 ratings for each item.

- During Round 2, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a table. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 2 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1.
- When you are finished, fill out the post-round survey on the Hub.

10:15 AM **Break**

10:30 AM **Feedback from Round 2 for Grade 6**
DRC shows feedback from Round 2 to the committee.

10:45 AM **Round 3 for Grade 6**
As part of a room-wide conversation, participants discuss their Yes/No Angoff ratings from Round 2. Then participants individually make their Round 3 ratings.

- During Round 3, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a group. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 3 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1 or 2.
- When you are done, please complete the post-round survey on the Hub.

11:45 AM **Feedback from Round 3 for Grade 6**
DRC shows feedback from Round 3 to the committee.

Noon **Lunch**
The group breaks for lunch for 60 minutes. After lunch, participants reconvene in their preassigned groups, by grade level.

- Grades 3-5 ELA
- Grade 7, 8, and HS ELA

Discuss Threshold Students for Grade 5/7

1:00 PM **Discuss the ALDs and the Threshold Students for Grade 5/7**

As a table, review and discuss the achievement level descriptors (ALDs) at your table. Take notes on the discussion for later reference.

- Review the knowledge, skills, and abilities that students are expected to demonstrate in the ALDs for *On Track*. Do the same for *Advanced*.
- For each of the two threshold students, create a brief, bulleted list that describes the skills expected of that student.

1:45 PM **Discuss the Threshold Students Across Tables for Grade 5/7**

Using the ALDs and the Extended Indicators, participants discuss the threshold students across tables.

- Each table should be prepared to "report out" some of the highlights from its discussion of the threshold students.
- During the discussion, refer to the ALDs and the Extended Indicators.
- Take notes during the discussion and update your bulleted lists of the skills expected of each of the threshold students.

2:30 PM **Break**

2:45 PM **Examine Test Items for Grade 5/7**

Participants examine the test items to get a sense of what students saw on test day.

- Briefly examine the items to get a general sense of what is measured by the test and how it is measured.
- If necessary, use the Ideas & Comments link on the Hub to record comments about test items.

3:30 PM **Round 1 for Grade 5/7**

Working individually, participants complete the Yes/No Angoff task for each item.

- Round 1 is an individual round. Please do not discuss your ratings with your colleagues until Round 1 is complete.
- Record your Round 1 Yes/No Angoff ratings on your rating form.
- When you are finished, fill out the post-round survey on the Hub.

4:30 PM **Dismissal**

Thursday, July 20

Rounds 2 and 3 for Grade 5/7

8:00 AM **Participant Registration and Breakfast**
Please be sure to sign in for the day.

8:30 AM **Feedback from Round 1 for Grade 5/7**
DRC shows feedback from Round 1 to the committee.

8:45 AM **Round 2 for Grade 5/7**
In tables, participants discuss their Yes/No Angoff ratings for each item. Then participants individually make their Round 2 ratings for each item.

- During Round 2, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a table. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 2 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1.
- When you are finished, fill out the post-round survey on the Hub.

9:30 AM **Feedback from Round 2 for Grade 5/7**
DRC shows feedback from Round 2 to the committee.

9:45 AM **Round 3 for Grade 5/7**
As part of a room-wide conversation, participants discuss their Yes/No Angoff ratings from Round 2. Then participants individually make their Round 3 ratings.

- During Round 3, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a group. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 3 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1 or 2.
- When you are done, please complete the post-round survey on the Hub.

10:15 AM **Break**

10:30 AM **Feedback from Round 3 for Grade 5/7**
DRC shows feedback from Round 3 to the committee.

Discuss Threshold Student for Grade 4/8

10:45 AM **Discuss the ALDs and the Threshold Students for Grade 4/8**

In tables, participants review and discuss the achievement level descriptors (ALDs). Participants take notes on the discussion for later reference.

- Review the knowledge, skills, and abilities that students are expected to demonstrate in the ALDs for *On Track*. Do the same for *Advanced*.
- For each of the two threshold students, create a brief, bulleted list that describes the skills expected of that student.

11:15 AM **Discuss the Threshold Students Across Tables for Grade 4/8**

Using the ALDs and the Extended Indicators, participants discuss the threshold students across tables.

- Each table should be prepared to "report out" some of the highlights from its discussion of the threshold students.
- During the discussion, refer to the ALDs and the Extended Indicators.
- Take notes during the discussion and update your bulleted lists of the skills expected of each of the threshold students.

Noon **Lunch**

The group breaks for lunch for 60 minutes.

1:00 PM **Examine Test Items for Grade 4/8**

Participants examine the test items to get a sense of what students saw on test day.

- Briefly examine the items to get a general sense of what is measured by the test and how it is measured.
- If necessary, use the Ideas & Comments link on the Hub to record comments about test items.

1:45 PM **Round 1 for Grade 4/8**

Working individually, participants complete the Yes/No Angoff task for each item.

- Round 1 is an individual round. Please do not discuss your ratings with your colleagues until Round 1 is complete.
- Record your Round 1 Yes/No Angoff ratings on your rating form.
- When you are finished, fill out the post-round survey on the Hub.

2:30 PM **Break**

After the break, the committee will reconvene in a general session.

2:45 PM **Feedback from Round 1 for Grade 4/8**

DRC shows feedback from Round 1 to the committee.

Round 3 for Grade 4/8

3:00 PM **Round 2 for Grade 4/8**

In tables, participants discuss their Yes/No Angoff ratings for each item. Then participants individually make their Round 2 ratings for each item.

- During Round 2, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a table. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 2 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1.
- When you are finished, fill out the post-round survey on the Hub.

3:30 PM **Feedback from Round 2 for Grade 4/8**

DRC shows feedback from Round 2 to the committee.

3:45 PM **Round 3 for Grade 4/8**

As part of a room-wide conversation, participants discuss their Yes/No Angoff ratings from Round 2. Then participants individually make their Round 3 ratings.

- During Round 3, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a group. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 3 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1 or 2.
- When you are done, please complete the post-round survey on the Hub.

4:30 PM **Dismissal**

Friday, July 21

Discuss the ALDs for Grade 3/HS

8:00 AM **Participant Registration and Breakfast**
Please be sure to sign in for the day.

8:30 AM **Discuss the ALDs and the Threshold Students for Grade 3/HS**
In tables, participants review and discuss the achievement level descriptors (ALDs). Participants take notes on the discussion for later reference.

- Review the knowledge, skills, and abilities that students are expected to demonstrate in the ALDs for *On Track*. Do the same for *Advanced*.
- For each of the two threshold students, create a brief, bulleted list that describes the skills expected of that student.

9:30 AM **Discuss the Threshold Students Across Tables for Grade 3/HS**
Using the ALDs and the Extended Indicators, participants discuss the threshold students across tables.

- Each table should be prepared to "report out" some of the highlights from its discussion of the threshold students.
- During the discussion, refer to the ALDs and the Extended Indicators.
- Take notes during the discussion and update your bulleted lists of the skills expected of each of the threshold students.

10:15 AM **Break**

10:30 AM **Examine Test Items for Grade 3/HS**
Participants examine the test items to get a sense of what students saw on test day.

- Briefly examine the items to get a general sense of what is measured by the test and how it is measured.
- If necessary, use the Ideas & Comments link on the Hub to record comments about test items.

11:15 AM **Round 1 for Grade 3/HS**
Working individually, participants complete the Yes/No Angoff task for each item.

- Round 1 is an individual round. Please do not discuss your ratings with your colleagues until Round 1 is complete.
- Record your Round 1 Yes/No Angoff ratings on your rating form.
- When you are finished, fill out the post-round survey on the Hub.

Noon **Lunch**
The group breaks for lunch for 60 minutes.

Round 2 for Grade 3/HS

1:00 PM **Feedback from Round 1 for Grade 3/HS**
DRC shows feedback from Round 1 to the committee.

1:15 PM **Round 2 for Grade 3/HS**
In tables, participants discuss their Yes/No Angoff ratings for each item. Then participants individually make their Round 2 ratings for each item.

- During Round 2, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a table. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 2 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1.
- When you are finished, fill out the post-round survey on the Hub.

1:45 PM **Feedback from Round 2 for Grade 3/HS**
DRC shows feedback from Round 2 to the committee.

2:00 PM **Round 3 for Grade 3/HS**
As part of a room-wide conversation, participants discuss their Yes/No Angoff ratings from Round 2. Then participants individually make their Round 3 ratings.

- During Round 3, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a group. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 3 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1 or 2.
- When you are done, please complete the post-round survey on the Hub.

2:30 PM **Break**

2:45 PM **Presentation of Recommendations for All Grades**
DRC presents a summary of the cut scores recommended in Round 3 for all grades.

- DRC encourages participants to look at the consistency of the achievement standards across grades.
- After participants examine the cut scores, the table leaders from both groups meet to discuss participants' feedback and to recommend adjustments.

4:00 PM **Workshop Evaluation**
Participants complete an evaluation of the workshop and recommendations.

4:30 PM **Dismissal**

Nebraska NSCAS-AA Standard Setting
***for* Grades 3–8 and High School ELA**

Agenda at a Glance

Tuesday, July 18

8:00 AM	Participant Registration and Breakfast
8:30 AM	Opening Session
9:00 AM	Participant Training
10:15 AM	Break
10:30 AM	Discuss the ALDs and the Threshold Students for Grade 6
11:30 AM	Discuss the Threshold Students Across Tables for Grade 6
Noon	Lunch
1:00 PM	Take the Student Test for Grade 6
1:45 PM	Orientation to the Yes/No Angoff Process
2:30 PM	Break
2:45 PM	Round 1 for Grade 6
4:30 PM	Dismissal

Wednesday, July 19

8:00 AM	Participant Registration and Breakfast
8:30 AM	Feedback from Round 1 for Grade 6
8:45 AM	Round 2 for Grade 6
10:15 AM	Break
10:30 AM	Feedback from Round 2 for Grade 6
10:45 AM	Round 3 for Grade 6
11:45 AM	Feedback from Round 3 for Grade 6
Noon	Lunch
1:00 PM	Discuss the ALDs and the Threshold Students for Grade 5/7
1:45 PM	Discuss the Threshold Students Across Tables for Grade 5/7
2:30 PM	Break
2:45 PM	Examine Test Items for Grade 5/7
3:30 PM	Round 1 for Grade 5/7
4:30 PM	Dismissal

Thursday, July 20

8:00 AM	Participant Registration and Breakfast
8:30 AM	Feedback from Round 1 for Grade 5/7
8:45 AM	Round 2 for Grade 5/7
9:30 AM	Feedback from Round 2 for Grade 5/7
9:45 AM	Round 3 for Grade 5/7
10:15 AM	Break
10:30 AM	Feedback from Round 3 for Grade 5/7
10:45 AM	Discuss the ALDs and the Threshold Students for Grade 4/8
11:15 AM	Discuss the Threshold Students Across Tables for Grade 4/8
Noon	Lunch
1:00 PM	Examine Test Items for Grade 4/8
1:45 PM	Round 1 for Grade 4/8
2:30 PM	Break
2:45 PM	Feedback from Round 1 for Grade 4/8
3:00 PM	Round 2 for Grade 4/8
3:30 PM	Feedback from Round 2 for Grade 4/8
3:45 PM	Round 3 for Grade 4/8
4:30 PM	Dismissal

Friday, July 21

8:00 AM	Participant Registration and Breakfast
8:30 AM	Discuss the ALDs and the Threshold Students for Grade 3/HS
9:30 AM	Discuss the Threshold Students Across Tables for Grade 3/HS
10:15 AM	Break
10:30 AM	Examine Test Items for Grade 3/HS
11:15 AM	Round 1 for Grade 3/HS
Noon	Lunch
1:00 PM	Feedback from Round 1 for Grade 3/HS
1:15 PM	Round 2 for Grade 3/HS
1:45 PM	Feedback from Round 2 for Grade 3/HS
2:00 PM	Round 3 for Grade 3/HS
2:30 PM	Break
2:45 PM	Presentation of Recommendations for All Grades
4:00 PM	Workshop Evaluation
4:30 PM	Dismissal

Workshop Agenda

Nebraska Department of Education (NDE)

Nebraska Student-Centered Assessment System (NSCAS)
Alternate Assessment (AA)
Grades 5, 8, and HS Science

Standards Validation Workshop
Omaha, NE
July 18–20, 2023

DATA RECOGNITION DRC CORPORATION

NSCAS NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM

Welcome to the standards validation for the Nebraska Student-Centered Assessment System (NSCAS) Alternate Assessment (AA) tests for grades 5, 8, and high school science! The Nebraska Department of Education (NDE) and Data Recognition Corporation (DRC) thank you for your time and expertise during this important process.

Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a member of the workshop staff.

Tuesday, July 18

Welcome!

8:00 AM **Participant Registration and Breakfast**
Participants check in at the reception table to sign the confidentiality agreement, receive a nametag, and collect any other necessary information.

8:30 AM **Opening Session**
NDE welcomes participants, overviews the testing program, discusses the reasons for the standards validation, and describes the desired outcomes of the workshop.

9:00 AM **Participant Training**
DRC introduces participants to the Yes/No Angoff process. DRC explains how cut scores can be recommended by carefully studying the test items and considering the content-based expectations for students in each achievement level.

- After the break, complete the pre-workshop survey linked on the Hub.

10:15 AM **Break**

Discuss Threshold Students for Grade 8

10:30 AM **Discuss the ALDs and the Threshold Students for Grade 8**

In tables, participants review and discuss the achievement level descriptors (ALDs). Participants take notes on the discussion for later reference.

- The ALDs and Extended Indicators are available on paper and on computer.
- Review the knowledge, skills, and abilities that students are expected to demonstrate in the ALDs for *On Track*. Do the same for *Advanced*.
- Participants then engage in discussions about the skills they expect to be demonstrated by a threshold student (i.e., a student who is just barely entering an achievement level).
- For each threshold student, create a brief, bulleted list that describes the skills expected of that student. Start with the *On Track* threshold student, then move on to the *Advanced* threshold student.

11:30 AM **Discuss the Threshold Students Across Tables for Grade 8**

Using the ALDs and the Extended Indicators, participants discuss the threshold students across tables.

- Each table should be prepared to "report out" some of the highlights from its discussion of the threshold students.
- During the discussion, refer to the ALDs and the Extended Indicators.
- Take notes during the discussion and update your bulleted lists of the skills expected of each of the threshold students.

Noon **Lunch**

The group breaks for lunch for 60 minutes.

1:00 PM **Take the Student Test for Grade 8**

Participants take a form of the student test to get a sense of what students saw on test day.

- Briefly examine the items to get a general sense of what is measured by the test and how it is measured.
- Although some discussion about individual test items is normal, focus toward examining the test and away from prolonged debate.
- If necessary, use the Ideas & Comments link on the Hub to record comments about test items.

Round 1 for Grade 8

2:00 PM **Orientation to the Yes/No Angoff Process**

DRC reintroduces the Yes/No Angoff process. Participants are reminded that they will think of each of the threshold students, one at a time, and consider whether the threshold student is expected to answer each item correctly.

- After the training session, complete the mid-process evaluation on the Hub.

2:30 PM **Break**

2:45 PM **Round 1 for Grade 8**

Working individually, participants complete the Yes/No Angoff task for each item.

- Round 1 is an individual round. Please do not discuss your ratings with your colleagues until Round 1 is complete.
- Record your Round 1 Yes/No Angoff ratings on your item map.
- When finished, please complete the post-round survey on the Hub.

4:30 PM **Dismissal**

Wednesday, July 19

Yes/No Angoff Rounds 2 and 3 for Grade 8

8:00 AM **Participant Registration and Breakfast**
Please be sure to sign in for the day.

8:30 AM **Feedback from Round 1 for Grade 8**
DRC shows feedback from Round 1 to the committee.

8:45 AM **Round 2 for Grade 8**
In tables, participants discuss their Yes/No Angoff ratings for each item. Then participants individually make their Round 2 ratings for each item.

- During Round 2, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a table. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 2 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1.
- When you are finished, fill out the post-round survey on the Hub.

10:15 AM **Break**

10:30 AM **Feedback from Round 2 for Grade 8**
DRC shows feedback from Round 2 to the committee.

10:45 AM **Round 3 for Grade 8**
As part of a room-wide conversation, participants discuss their Yes/No Angoff ratings from Round 2. Then participants individually make their Round 3 ratings.

- During Round 3, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a group. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 3 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1 or 2.
- When you are done, please complete the post-round survey on the Hub.

11:45 AM **Feedback from Round 3 for Grade 8**
DRC shows feedback from Round 3 to the committee.

Noon **Lunch**
The group breaks for lunch for 60 minutes. After lunch, participants reconvene in their preassigned groups, by grade level.

- Grade 5 science
- Grade HS science

Discuss Threshold Students for Grade 5/HS

1:00 PM **Discuss the ALDs and the Threshold Students for Grade 5/HS**

In tables, participants review and discuss the achievement level descriptors (ALDs). Participants take notes on the discussion for later reference.

- Review the knowledge, skills, and abilities that students are expected to demonstrate in the ALDs for *On Track*. Do the same for *Advanced*.
- For each of the two threshold students, create a brief, bulleted list that describes the skills expected of that student.

1:45 PM **Discuss the Threshold Students Across Tables for Grade 5/HS**

Using the ALDs and the Extended Indicators, participants discuss the threshold students across tables.

- Each table should be prepared to "report out" some of the highlights from its discussion of the threshold students.
- During the discussion, refer to the ALDs and the Extended Indicators.
- Take notes during the discussion and update your bulleted lists of the skills expected of each of the threshold students.

2:30 PM **Break**

2:45 PM **Examine Test Items for Grade 5/HS**

Participants examine the test items to get a sense of what students saw on test day.

- Briefly examine the items to get a general sense of what is measured by the test and how it is measured.
- If necessary, use the Ideas & Comments link on the Hub to record comments about test items.

4:30 PM **Dismissal**

Thursday, July 20

Yes/No Angoff Rounds 1 and 2 for Grade 5/HS

8:00 AM **Participant Registration and Breakfast**
Please be sure to sign in for the day.

8:30 AM **Round 1 for Grade 5/HS**
Working individually, participants complete the Yes/No Angoff task for each item.

- Round 1 is an individual round. Please do not discuss your ratings with your colleagues until Round 1 is complete.
- Record your Round 1 Yes/No Angoff ratings on your rating form.
- When you are finished, fill out the post-round survey on the Hub.

10:00 AM **Break**

10:15 AM **Feedback from Round 1 for Grade 5/HS**
DRC shows feedback from Round 1 to the committee.

10:30 AM **Round 2 for Grade 5/HS**
In tables, participants discuss their Yes/No Angoff ratings for each item. Then participants individually make their Round 2 ratings for each item.

- During Round 2, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a table. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 2 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1.
- When you are finished, fill out the post-round survey on the Hub.

Noon **Lunch**
The group breaks for lunch for 60 minutes.

Yes/No Angoff Round 3 for Grade 5/HS

1:00 PM **Feedback from Round 2 for Grade 5/HS**
DRC shows feedback from Round 2 to the committee.

1:15 PM **Round 3 for Grade 5/HS**
As part of a room-wide conversation, participants discuss their Yes/No Angoff ratings from Round 2. Then participants individually make their Round 3 ratings.

- During Round 3, you should discuss your Yes/No Angoff ratings with your colleagues. However, you do *not* have to agree on your Yes/No Angoff ratings as a group. Making Yes/No Angoff ratings is always an individual activity.
- Record your Round 3 Yes/No Angoff ratings on your rating form.
- Be sure to indicate ratings for all achievement levels, even if your rating for an item is the same as from Round 1 or 2.
- When you are done, please complete the post-round survey on the Hub.

2:30 PM **Break**
After the break, the committee will reconvene in a general session.

3:30 PM **Presentation of Recommendations for All Grades**
DRC presents a summary of the cut scores recommended in Round 3 for all grades.

- DRC encourages participants to look at the consistency of the achievement standards across grades.
- After participants examine the cut scores, the table leaders from both groups meet to discuss participants' feedback and to recommend adjustments.

4:00 PM **Workshop Evaluation**
Participants complete an evaluation of the workshop and recommendations.

4:30 PM **Dismissal**

Nebraska NSCAS-AA Standards Validation
***for* Grades 5, 8, and High School Science**

Agenda at a Glance

Tuesday, July 18

8:00 AM	Participant Registration and Breakfast
8:30 AM	Opening Session
9:00 AM	Participant Training
10:15 AM	Break
10:30 AM	Discuss the ALDs and the Threshold Students for Grade 8
11:30 AM	Discuss the Threshold Students Across Tables for Grade 8
Noon	Lunch
1:00 PM	Take the Student Test for Grade 8
2:00 PM	Orientation to the Yes/No Angoff Process
2:30 PM	Break
2:45 PM	Round 1 for Grade 8
4:30 PM	Dismissal

Wednesday, July 19

8:00 AM	Participant Registration and Breakfast
8:30 AM	Feedback from Round 1 for Grade 8
8:45 AM	Round 2 for Grade 8
10:15 AM	Break
10:30 AM	Feedback from Round 2 for Grade 8
10:45 AM	Round 3 for Grade 8
11:45 AM	Feedback from Round 3 for Grade 8
Noon	Lunch
1:00 PM	Discuss the ALDs and the Threshold Students for Grade 5/HS
1:45 PM	Discuss the Threshold Students Across Tables for Grade 5/HS
2:30 PM	Break
2:45 PM	Examine Test Items for Grade 5/HS
4:30 PM	Dismissal

Thursday, July 20

8:00 AM	Participant Registration and Breakfast
8:30 AM	Round 1 for Grade 5/HS
10:00 AM	Break
10:15 AM	Feedback from Round 1 for Grade 5/HS
10:30 AM	Round 2 for Grade 5/HS
Noon	Lunch
1:00 PM	Feedback from Round 2 for Grade 5/HS
1:15 PM	Round 3 for Grade 5/HS
2:30 PM	Break
3:30 PM	Presentation of Recommendations for All Grades
4:00 PM	Workshop Evaluation
4:30 PM	Dismissal

D

Training Presentation and Materials

Nebraska NSCAS Alternate Assessment

ELA Standard Setting & Science Standards Validation

Opening Session & Training

July 18, 2023

1

Welcome!

Welcome to the Nebraska NSCAS Alternate Assessment standard setting for the ELA tests, and the standards validation for the science tests!

Let's take a moment to introduce ourselves.

2

Background for ELA

The ELA tests were updated in 2023 to align to the updated ELA content standards (2021) and ELA Extended Indicators.

As part of this week's **standard setting**, the committee will use the updated Extended Indicators, tests, and achievement level descriptors to recommend **cut scores** which reflect the knowledge and skills expected of students in each achievement level.

4

Background for Science

The science tests were updated in 2022 to align to the updated science content standards and science Extended Indicators.

Last year, a standard setting committee of 16 Nebraska educators recommended cut scores for the updated science tests.

As part of this week's **standard validation**, the committee use test information from 2023 (e.g., test questions, student performance data) to consider whether the existing cut scores are still valid for continued use.

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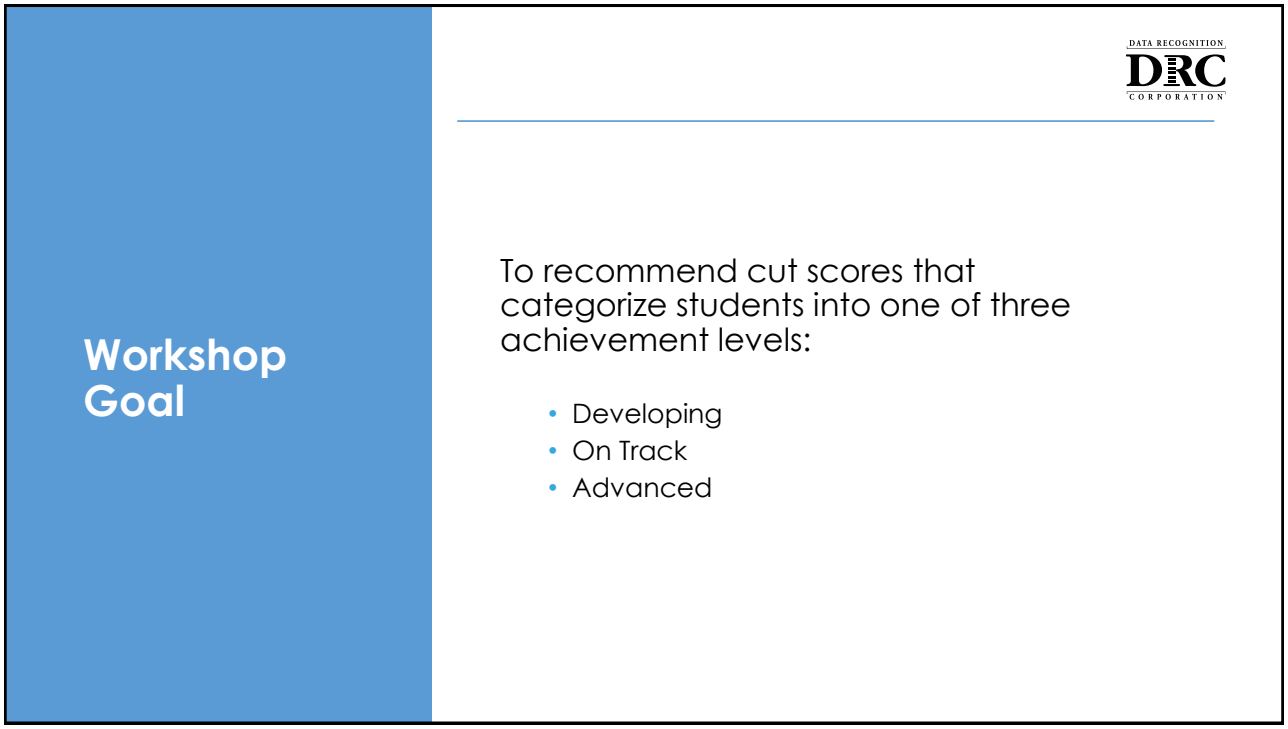
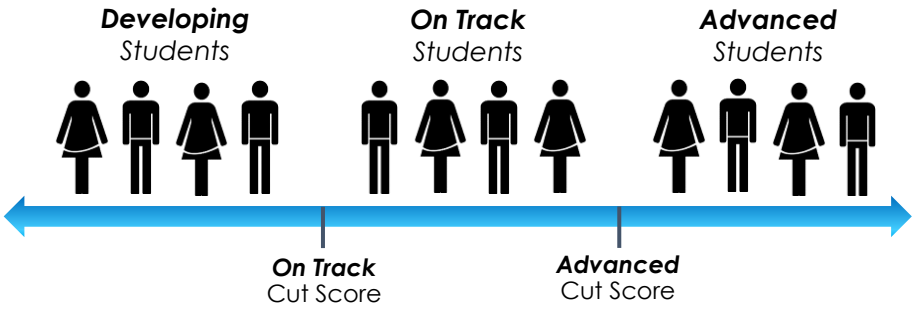


7

Cut Scores & Achievement Levels

Two cut scores divide students' test scores into three achievement levels.

- Achievement level descriptors (ALDs) describe the *range* of student performance in each achievement level.



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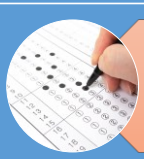
Yes/No Angoff Standard Setting Procedure


Item-centered method


Content-based recommendations


Iterative process

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Committee Structure

- For ELA, the entire committee will first recommend cut scores for grade 6.
  - Then the group will divide into two subgroups: grades 3-4-5 and grades 7-8-HS.
- For science, the entire committee will first recommend cut scores for grade 8.
  - Then the group will divide into two subgroups: grade 5 and high school.

10

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Process Overview

- Orientation and training
- Discuss the threshold students
- Study the test items
- Refresher training on Angoff ratings
- **Round 1:** Recommend cut scores on your own
- See benchmarks and Round 1 feedback
- Discuss Round 1 recommendations at your table
- **Round 2:** Recommend cut scores on your own
- See Round 2 feedback
- Discuss Round 2 recommendations with your group
- **Round 3**: Recommend cut scores on your own
- Review the committee's recommendations
- Divide into two sub-groups
- Repeat the process for remaining grades
- Review all the committee's recommendations
- Evaluate the workshop

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Achievement Level Descriptors (ALDs)

ALDs describe the knowledge, skills, and understandings expected of students in each achievement level.

They are linked to the Extended Indicators.

ALDs describe students along the range of each level, not on the *thresholds*.

NSCAS-AA Science Achievement Level Descriptors
Grade 8 Physical Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Identify that speed and/or direction of objects change after a collision.	Participate in and/or use the results of an investigation to describe the resulting speed and direction of two objects after a collision.	Participate in an investigation to explain the cause and effect relationship of the resulting speed and direction of two objects after a collision.
Identify the relative (more/less) amount of force needed to move objects of different masses.	Use the results of an investigation to identify that the more mass an object has, the more force is needed to move it.	Participate in an investigation to provide supporting evidence for the claim that the amount of force needed to move an object is dependent on the mass of the object.
Recognize that magnetic objects are pulled by magnetic forces and that the distance between an object and the course of the magnetic or static electric force will affect the strength of the push or pull on the object.	Use information from an investigation or an observation to describe that the push or pull of a magnetic or static electric force is affected by the strength of the magnet or charge, whether the charge is positive or negative, and the distance between the source of the force and the object.	Participate in an investigation to explain the variables that affect the strength of magnetic and static electric forces on an object across a distance.
Recognize that all objects will fall down as a result of gravitational force.	Use information to compare the relative strength of the gravitational force of objects with different masses.	Use information as evidence to support the claim that gravitational force affects all objects on Earth and that the strength of the force is dependent on the mass of an object.
Recognize a wave or recognize that waves have different amplitudes (sizes).	Use a given model and/or other information to compare the amplitude of waves and the amount of energy in the waves.	Use a given model to investigate and explain the relationship between the amplitude of waves and the amount of energy in the waves.
Identify whether light or sound passes through or is reflected by an object or material.	Use given information to identify whether sound or light waves are reflected, absorbed, or transmitted through objects and/or materials.	Participate in an investigation to explain whether sound or light waves are reflected, absorbed, or transmitted through objects and materials.
Identify a familiar digital or analog communicator device used to send information.	Use given evidence to identify that waves (analog or digital signals) are used to send information.	Use given evidence to support the claim that information can be sent across a distance with analog or digital signals and that digital signals are a more reliable way to send information than analog signals.
Identify that objects with more mass or objects traveling at a greater speed will have more kinetic (motion) energy.	Use data to identify that the mass of an object and/or the speed an object is traveling affects the amount of kinetic energy.	Use data to explain the relationship between the mass of an object and/or the speed an object is traveling to the amount of kinetic energy.
Recognize that objects at greater heights have more potential (stored) energy.	Use data to identify that the amount of potential (stored) energy in a stationary object increases with increasing height and decreases with decreasing height.	Use data and/or a given model to explain the relationship between the height of an object and the amount of potential energy.

November 2022

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Policy Descriptors

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.

Policy descriptors give general advice on how to interpret each achievement level.

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Activity: Spot the Differences

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.

Read the policy descriptors and ask yourself, **what are the differences between the achievement levels?**

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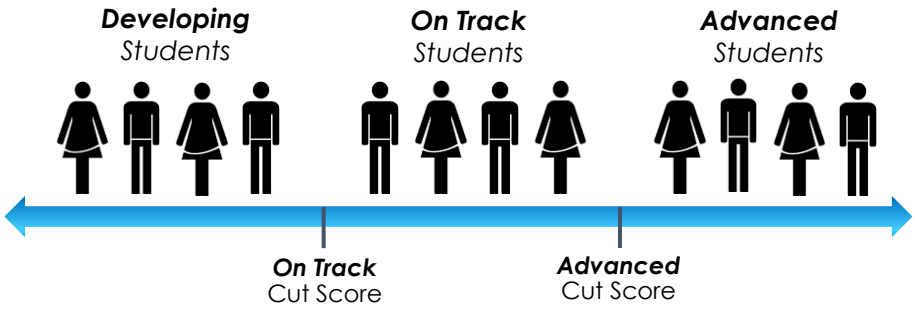
ALDs and Achievement Levels

ALDs describe the student in the middle of each achievement level.



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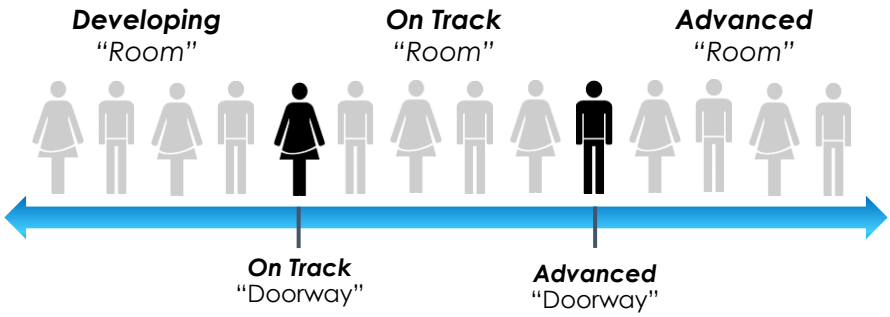
Rooms and Doorways

Imagine that you could watch as a student gained knowledge and skills along the test scale.

- The student might pass through a series of "rooms."



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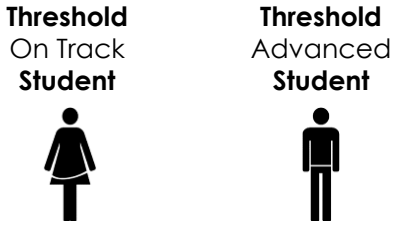
Two Threshold Students

Threshold students are those leaving one level and just entering the next.

-The ALDs do *not* describe these students directly.

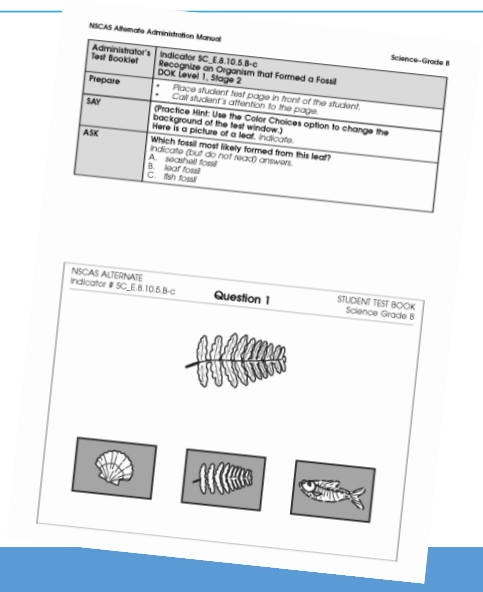
-There are two threshold students.



17

Test Items

You will start your exploration of the test by studying the operational test items.



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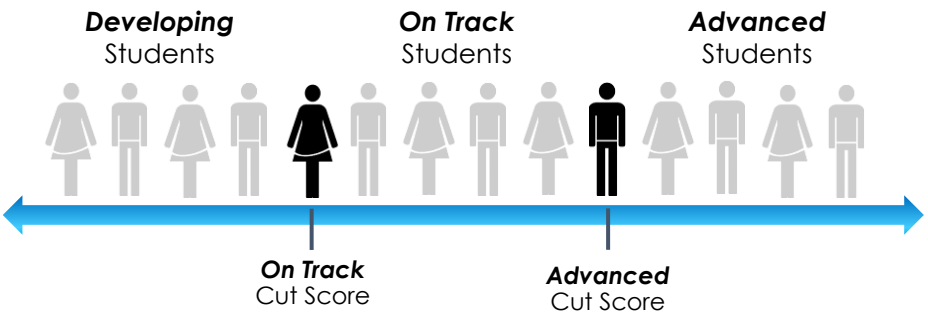
Cut Score Recommendations

Cut score recommendations are linked to the student *just* in each level.



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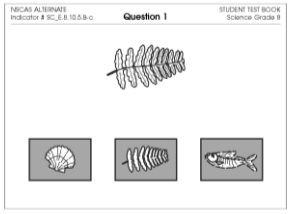
Threshold Students and Test Items

You will consider the two threshold students.

You will think about the types of knowledge and skills they can demonstrate on the test.

You will then ask whether each threshold student should answer each item correctly.



Threshold On Track **Student**
Rating: NO

Threshold Advanced **Student**
Rating: YES

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Three Rounds For Each Grade

Round 1	•Discuss the threshold students for the first grade •Study the test items •Make cut score recommendations on your own
Round 2	•See benchmarks and feedback on the recommendations from Round 1 •Discuss your recommendations at your table •Make cut score recommendations on your own
Round 3	•See feedback on the impact of the cut scores on students •Discuss your recommendations with your group •Make cut score recommendations on your own
Repeat	•Break into subgroups •Repeat the process for the remaining grades
Review	•Review recommended cut scores for all grades •Evaluate the workshop

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Roles and Responsibilities

You will recommend achievement standards to NDE.

During the workshop, remember to:

- Contribute to discussions at your table
- Participate in group-wide discussions
- Make your cut score recommendations independently
- Ask a member of staff any questions
- Use workshop materials only in meeting rooms
- Keep workshop conversations confidential

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Workshop Security

Always leave the workshop materials in the meeting rooms.

Feel free to make notes on your printed workshop materials. Your facilitator will collect all the materials at the end of the workshop.

Do not share or discuss the contents of the materials outside your meeting room.

Do not access the electronic materials after the workshop.

You are welcome to use your personal electronic devices when you are ***away*** from the meeting tables.

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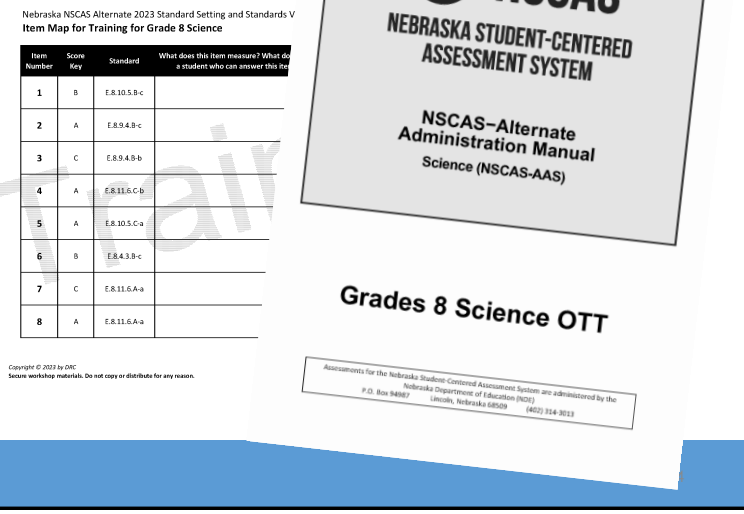
Training Materials

- Item map
- Training items


Nebraska NSCAS Alternate 2023 Standard Setting and Standards V
Item Map for Training for Grade 8 Science

Item Number	Score Key	Standard	What does this item measure? What do a student who can answer this Re
1	B	E.8.10.5.B-c	
2	A	E.8.9.4.B-c	
3	C	E.8.9.4.B-b	
4	A	E.8.11.6.C-b	
5	A	E.8.10.5.C-a	
6	B	E.8.4.3.B-c	
7	C	E.8.11.6.A-a	
8	A	E.8.11.6.A-a	

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NSCAS
NEBRASKA STUDENT-CENTERED ASSESSMENT SYSTEM
NSCAS–Alternate Administration Manual
Science (NSCAS-AAS)

Grades 8 Science OTT

Assessments for the Nebraska Student-Centered Assessment System are administered by the Nebraska Department of Education (NDE)
P.O. Box 94987 Lincoln, Nebraska 68509 (402) 314-3013

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Item Map

Nebraska NSCAS Alternate 2023 Standard Setting and Standards Validation Name: _____
Item Map for Training for Grade 8 Science

Item Number	Score Key	Standard	What does this item measure? What do you know about a student who can answer this item correctly?	Notes *(Optional)*	Training Judgments: On Track	Training Judgments: Ad-vanced
1	B	E.8.10.5.B-c				
2	A	E.8.9.4.B-c				
3	C	E.8.9.4.B-b				
4	A	E.8.11.6.C-b				
5	A	E.8.10.5.C-a				
6	B	E.8.4.3.B-c				

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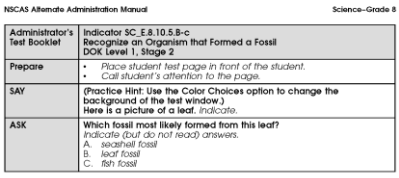
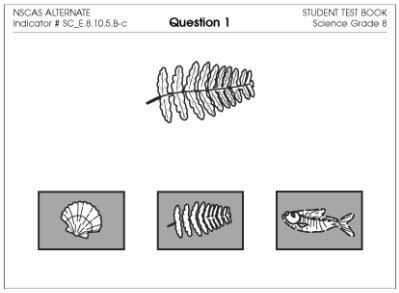
Examining an Item

Make a brief note to yourself about what the item measures.

- *What knowledge and skills does a student need to have in order to answer the item correctly?*
- *If a student answers the item correctly, what do you know about the student?*


NSCAS Alternate Administration Manual — Science–Grade 8

Administrator's Test Booklet	Indicator SC_E.8.10.5.B-c Recognize an Organism that Formed a Fossil DOK Level 1, Stage 2
Prepare	• *Place student test page in front of the student.* • *Call student's attention to the page.*
SAY	(Practice Hint: Use the Color Choices option to change the background of the test window.) Here is a picture of a leaf. *Indicate.*
ASK	Which fossil most likely formed from this leaf? *Indicate (but do not read) answers.* A. *seashell fossil* B. *leaf fossil* C. *fish fossil*



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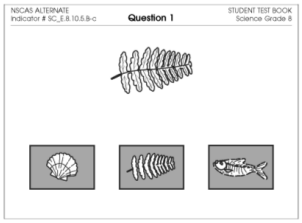
Consider the Threshold Student

You will consider the two threshold students, one at a time.

You will consider whether the threshold student should be expected to answer the item correctly or not.

- Consider what the threshold student *should* know in relationship to the extended indicators and the ALDs.
- This may be different than what typical students *can* do right now.



Threshold
On Track
Student
Rating: Yes or No?

27

Recording Your Yes/No Angoff Ratings

Record your Yes/No Angoff ratings on your item map.

- Use the ALDs, the extended indicators, the threshold students, the test items, and your professional judgment as guides.
- Think of the threshold *On Track* student and make ratings for all the items. Then repeat the process for the threshold *Advanced* student.

Use numbers to symbolize your judgments.

- 1 for Yes
- 0 for No

Item Number	Training Judgments	
	On Track	Ad-vanced
1	0	1
2	0	0
3	1	1
4	1	1
5	0	0
6	0	1

28

Cut Score Recommendations

Your cut score recommendations are equal to the number of *yes* judgments for each threshold student.

- The median cut score recommendation is taken as the committee's recommendation.

Item Number	Training Judgments	
	On Track	Ad-vanced
1	0	1
2	0	0
3	1	1
4	1	1
5	0	0
6	0	1

29

Recording Judgments

In the actual workshop, the items will be provided on paper, but most other materials will be electronic.

- Materials are provided on a private website called the Hub.
- You will record your item notes and ratings on an online item map.

30

Pacing

Some people will take longer than others to study the test items and make their Yes/No Angoff judgments.

- During conversations, please be considerate of others at your table and in the room.
- If you finish earlier than your neighbors, you may wish to check-in with your facilitator, leave your materials at your table, and take a short break.

31

Recap Today

Steps in Round 1:

- Discuss expectations for the two threshold students
- Review each test item
- Ask yourself how each threshold student would perform on the test items
- Record Yes/No Angoff ratings on the item map
- Complete the post-round survey

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32

Practice Exercise

33

Consider the Threshold Student

Read the ALDs for Developing and On Track for grade 8 science. **What knowledge and skills would you expect of the threshold On Track student?**

NSCAS-AA Science Achievement Level Descriptors
Grade 8 Life Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	dvanced learners demonstrate high levels of proficiency in e knowledge and skills necessary at this grade level, as ecified in the assessed Nebraska College and Career Ready andards. These results provide evidence that the student ill likely be ready for academic success at the next grade vel.
Students at this level	**Students at this level**	**Students at this level**
Identify a difference in the physical traits of two organisms of the same species.	Identify whether or not an organism's ability to survive is impacted by a given change in a physical trait.	se a given model to explain that changes in the physical aits of organisms of the same species may have harmful, eneficial, or no effect on the organisms' ability to survive.
Identify an organism with a given desirable trait or an organism that fits a given need.	Recognize desirable or undesirable physical traits in organisms and identify a way that humans select a desirable physical trait for future generations of offspring.	se given information to explain that humans select or fluence the physical traits of plants and animals to meet a ven human need.
Identify a fossil that could be found in a given environment.	Use a given fossil to identify that different environments and organisms previously existed at given locations.	se fossil records and/or other data to explain changes in rth's environment and life forms over time.
Identify similar physical traits between modern organisms and fossils.	Identify similarities and differences that indicate whether or not an organism could be related to the fossil.	se a given model and/or other information about fossils to xplain possible relationships between organisms.
Identify an organism with a specific physical trait that helps	Identify a trait that is helpful or harmful to a given organism's	se given information as evidence to explain that physical

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Examine Items Using Item Map

For each item…

- Consider what the item measures. *Take a brief note on the item map.*

Nebraska NSCAS Alternate 2023 Standard Setting and Standards Validation Name: _____
Item Map for Training for Grade 8 Science

Item Number	Score Key	Standard	What does this item measure? What do you know about a student who can answer this item correctly?	Notes *(Optional)*	Training Judgments: On Track	Training Judgments: Ad-vanced
1	B	E.8.10.5.B-c				
2	A	E.8.9.4.B-c				
3	C	E.8.9.4.B-b				
4	A	E.8.11.6.C-b				

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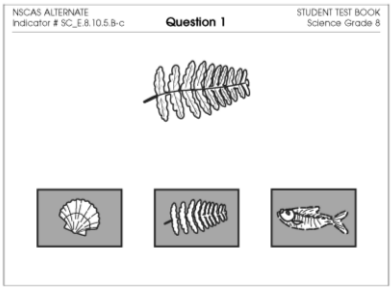
Make Ratings for the Threshold *On Track* Student

Consider the threshold *On Track* student.

Consider whether the threshold *On Track* student should be expected to answer the item correctly or not.

- Consider what the threshold student *should* know in relationship to the extended indicators and the ALDs.



Threshold
On Track
Student
Rating: Yes or No?

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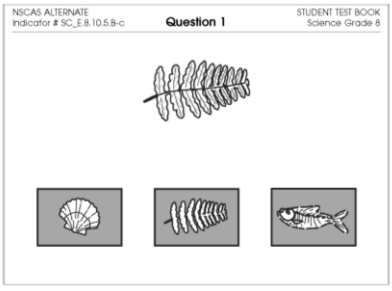
Make Ratings for the Threshold *Advanced* Student

After you have finished making ratings for all the items, then repeat the process for the threshold *Advanced* student.

Consider whether the threshold *Advanced* student should be expected to answer the item correctly or not.

- Consider what the threshold student *should* know in relationship to the extended indicators and the ALDs.



Threshold
Advanced
Student
Rating: Yes or No?

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Process Recap

1. Study the items and think about what they measure.
2. Think about the threshold *On Track* student. For each item, consider whether the student should be expected to answer the item correctly, *yes* or *no*.
3. Repeat the process for the threshold *Advanced* student.
4. Record your ratings on your item map as you go.

38

38

A Few Tips

- Your ratings for the threshold *Advanced* student should be greater than (or equal to) those for the threshold *On Track* student.
- Consider all of the parts of an item as you make your ratings.
- It is reasonable to expect that some items are so hard that the threshold *Advanced* student will not answer the items correctly.

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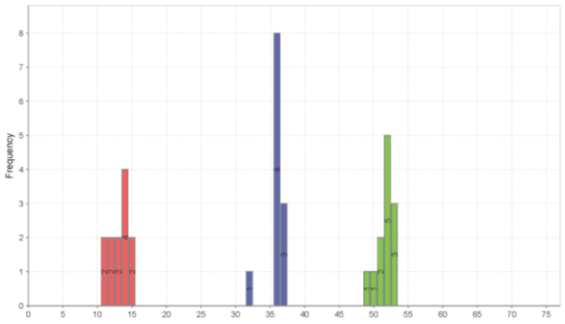
After Round 1

After Round 1, you will see:

- the medians from the group's Round 1 recommendations
- a histogram of the recommended cut scores



40

Using the Feedback

Compare your cut score recommendations with…

- your tablemates' recommendations
- your group's recommendations

Consider the stringency of your recommendations.

- Talk with your tablemates about the items and ratings.
- Then make your Round 2 judgments.
- You do *not* have to agree with your colleagues.

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Discussion of Round 1 Recommendations

In the actual workshop, you will discuss your Round 1 ratings at your table.

Feel free to discuss:

- Your judgments and your rationales behind them
- Ratings that you had a particularly hard time making
- How similar or different your ratings were from your colleagues'

After discussion, you will have a second opportunity to make Yes/No Angoff ratings.

- You can change any, all, or none of your ratings
- Making Yes/No Angoff ratings is always an individual activity

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Suggestions for Discussions

Practice active listening.

Be open to changing your mind.

Work to understand your colleagues' rationales for their judgments.

In a respectful manner, feel free to ask questions of your colleagues.

Do not discuss your ratings until everyone at the table has made theirs.

Keep the contents of your discussions private.

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After Round 2

After Round 2, you will see additional feedback.

- You will see an updated chart of the cut score recommendations made by the committee.

You will also see *benchmarks* and *impact data*.

- Benchmarks are reference scores based on the results of the tests in 2022.
- Impact data are the percentages of students who would be classified in each achievement level based on the group's recommended cut scores.

As a content-based process, this committee will focus mostly on the knowledge and skills expected of students in each achievement level.

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Benchmarks

	Developing	On Track	Advanced
Benchmarked Cut Scores	**---**	**00**	**00**
2022 Impact Data	00.0%	00.0%	00.0%

After Round 2, you will also see *benchmarks* for your consideration.

- For **ELA**, the benchmarks are based on the 2022 results from the tests.
- For **science**, the benchmarks are based on the cut scores recommended last year.
- Look to see how similar or different your recommendations are from the benchmarks.
- Consider whether the benchmarked cut scores are reasonable using the 2023 test items, ALDs, and threshold student expectations.

45

Round 3

After Round 2, you will discuss your ratings *across tables*.

- Your table will report-out and share a bit of the discussions that happened after Round 1.
- Be sure to share any items for which (a) your table had good discussions about; or (b) conversations that led you to shifting your ratings in Round 2.

Then you will make Round 3 judgments.

- Making Yes/No Angoff ratings is always an individual activity.

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Repeat the Process

Round 1
- Discuss the threshold students
- Study the test items
- Make cut score recommendations on your own

Round 2
- See feedback on the recommendations from Round 1
- Discuss your recommendations at your table
- Make cut score recommendations on your own

Round 3
- See feedback on the impact of the cut scores on students
- Discuss your recommendations with your group
- Make cut score recommendations on your own

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Reviewing the Recommendations

After the process is complete, your facilitator will show you the final-round recommendations from all grades within your content area.

- You will be asked to look at the articulation of the achievement standards across grades and test levels.
- You may wish to consider adjustments to your recommendations to improve the articulation across grades and test levels.

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After the Workshop

Your recommendations will be considered by NDE.

- The recommendations will be considered by the NDE and its advisors.

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Workshop Structure

Discuss threshold students for the first grade
Study test items and make Round 1 judgments
Discuss Round 1 at tables
Make Round 2 judgments
Discuss Round 2 as a group
Make Round 3 judgments
Repeat the process for the remaining grades
Review recommendations

50

Accessing Workshop Materials

The Hub is a participants-only website that holds workshop materials.

- Please do *not* share the Hub with anyone outside the workshop.
- To access the Hub, use the shortcut on your desktop.

You will use the Hub to access item maps, items, surveys, and more!

51

Coming Up: **Threshold Student Discussion**

In your breakout rooms, you will work with your colleagues to develop informal descriptors for the two threshold students.

There are two threshold students:

- Threshold On Track
- Threshold Advanced

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Threshold Student Descriptors

You will work in your tables to develop threshold student descriptors.

Start with the threshold On Track student.

Develop a bulleted list of 8-10 expected characteristics of the threshold student.

- Each element should be content-based and describe what the threshold student *should* be able to do.

Then repeat the process for the threshold Advanced.

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Example: Threshold Student Descriptors

Revisit the grade 8 ALDs. **What is a possible expectation for the threshold On Track student? How about the Threshold Advanced student?**

NSCAS-AA Science Achievement Level Descriptors
Grade 8 Life Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Identify a difference in the physical traits of two organisms of the same species.	Identify whether or not an organism's ability to survive is impacted by a given change in a physical trait.	Use a given model to explain that changes in the physical traits of organisms of the same species may have harmful, beneficial, or no effect on the organisms' ability to survive.
Identify an organism with a given desirable trait or an organism that fits a given need.	Recognize desirable or undesirable physical traits in organisms and identify a way that humans select a desirable physical trait for future generations of offspring.	Use given information to explain that humans select or influence the physical traits of plants and animals to meet a given human need.
Identify a fossil that could be found in a given environment.	Use a given fossil to identify that different environments and organisms previously existed at given locations.	Use fossil records and/or other data to explain changes in Earth's environment and life forms over time.
Identify similar physical traits between modern organisms and fossils.	Identify similarities and differences that indicate whether or not an organism could be related to the fossil.	Use a given model and/or other information about fossils to explain possible relationships between organisms.
Identify an organism with a specific physical trait that helps	Identify a trait that is helpful or harmful to a given organism's	Use given information as evidence to explain that physical

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Example **Threshold Student** Expectations

Example from grade 8 physical science: "Use investigations to explain that the amount of force required to move an object depends on the mass of the object."

Threshold Example – Threshold On Track:
Students can use observations of an investigation involving objects of vastly different masses to identify that more force is needed to move an object with more mass.

Threshold Example – Threshold Advanced:
Students can participate in a guided investigation to identify the relationship between the mass of an object and the amount of force needed to move it.

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55

Threshold Student Descriptor Timing

Use the time to develop the two threshold student descriptors with your tablemates.

Then the committee will take about 30 minutes to discuss the threshold student descriptors across tables.

Threshold student descriptors are living documents: you will be able to reference (and update) them throughout the workshop.

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Do you have any questions?

*If questions come up later, ask your facilitator or use the **Ideas & Comments** link on the Hub.*

57

Yes/No Angoff Refresher Training

ELA Standard Setting & Science Standards Validation

July 18, 2023

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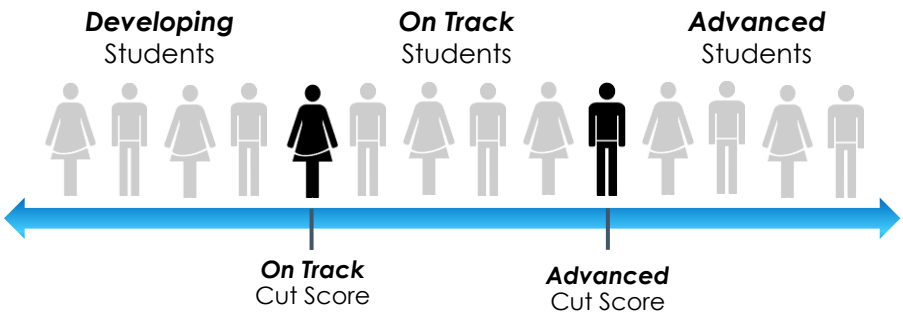
Cut Score Recommendations

Cut score recommendations are linked to the student *just* in each level.



59

Process Recap

1. Study the items and think about what they measure.
2. Think about the threshold *On Track* student. For each item, consider whether the student should be expected to answer the item correctly, *yes* or *no*.
3. Repeat the process for the threshold *Advanced* student.
4. Record your ratings on your item map as you go.

60

60

A Few Tips

- Your ratings for the threshold *Advanced* student should be greater than (or equal to) those for the threshold *On Track* student.
- Consider all of the parts of an item as you make your ratings.
- It is reasonable to expect that some items are so hard that the threshold *Advanced* student will not answer the items correctly.

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61

A Little Practice

Imagine we're examining items and making Yes/No Angoff judgments for a set of test items.

We start with the threshold *On Track* student.

Imagine that we think the threshold *On Track* student would answer the item correctly. How would we record this on the item map?

Item Number	Training Judgments	
	On Track	Ad-vanced
1		
2		
3		
4		
5		
6		

62

62

A Little More Practice

Imagine we're examining items and making Yes/No Angoff judgments for a set of test items.

We start with the threshold *On Track* student.

Imagine that we think the threshold *On Track* student would answer the item correctly. How would we record this on the item map?

What ratings are possible for the threshold *Advanced* student for that item?

Item Number	Training Judgments	
	On Track	Ad-vanced
1	1	
2		
3		
4		
5		
6		

63

63

Greater Than or Equal To

We assume that students in higher achievement levels will be able to do everything that students in lower levels can do, plus more.

This means that your ratings for the threshold *Advanced* student should be greater than (or equal to) those for the threshold *On Track* student.

Item Number	Training Judgments: On Track	Training Judgments: Ad-vanced
1	1	1
2	0	1
3	0	0
4		
5		
6		

64

64

Thinking About the *Advanced* Student

It can be tempting to assume that the threshold *Advanced* student will always answer items correctly.

Remember that your judgments are associated with the threshold students.

Always consider the items themselves. It is reasonable to expect that there are some items (perhaps many!) on which the threshold *Advanced* student will earn fewer points.

Item Number	Training Judgments: On Track	Training Judgments: Ad-vanced
1	1	1
2	0	1
3	0	1
4	1	1
5	0	1
6	0	1

65

65

Post-Round Survey

You will record judgments on your electronic item map.

Then you will complete the Post-Round Survey.

- The Post-Round Survey is linked on the Hub.

66

Pacing

Some people will take longer than others to study the test items and make their judgments.

- During conversations, please be considerate of others at your table and in the room.
- If you finish earlier than your neighbors, you may wish to check-in with your facilitator, leave your materials at your table, and take a short break.

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Rounds

Round 1: Make judgments on your own

Round 2: See feedback, discuss with your tablemates, make judgments on your own

Round 3: See feedback, discuss with the group, make judgments on your own

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Mid-Process Evaluation

69

Thanks

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Articulation Discussion

ELA Standard Setting & Science Standards Validation

July 2023

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Articulation Questions

What reactions does the group have to these questions?

1. What pattern(s) do we see in the impact data across grades, and is the pattern reasonable and explainable?
2. What questions do we have about the cut scores that the other group recommended?
3. What flexibility do we have around our cut score recommendations?

72

Potential Adjustments

Based on this discussion, do you recommend any adjustments to the cut scores?

Remember that:

- All cut scores must be consistent with the tested content and content-based expectations for students
- Adjustments should only be recommended if there is a compelling reason to do so (e.g., no "preferential" changes)
- Adjustments are *not* required

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Materials Collection & Wrap-Up

Please listen to the facilitator for important information about materials collection.

Complete your articulation evaluation before you leave.

Thank you for your participation!

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DATA RECOGNITION DRC CORPORATION

Mid-Process Evaluation for Yes/No Angoff

This section of the evaluation asks a few questions about the Yes/No Angoff process, just to make sure everyone understands the process. Don't worry: you learned everything you needed to know during the training.

Try your best on the questions. You'll see the answers after you finish the evaluation.

What is your full name? *

Your answer

A participant is considering her Angoff ratings. Read the questions below and choose the best answer.
The correct responses for these questions will be shown after you submit the survey.

When making her ratings, which of these students should the participant mostly keep in mind? * 1 point

- ◯ Threshold students
- ◯ Mid-range students
- ◯ High-achieving students

The participant thinks the threshold On Track student will get an item correct. She enters a "1" for threshold On Track for that item. What does her rating mean? * 1 point

- ◯ The threshold On Track student will probably earn one point on the item.
- ◯ The threshold On Track student MUST earn at least one point on the item to be in On Track.
- ◯ Students in Advanced will probably earn one point on the item, but not any students in On Track.

The participant thinks that the threshold On Track student should be able to answer a given item correctly. Based ONLY on this rating, what can you assume about the threshold Advanced student's performance on that same item? * 1 point

- ◯ The threshold Advanced student should also be able to answer the item correctly.
- ◯ The threshold Advanced student would not be able to answer the item correctly.
- ◯ There is no connection between the ratings for the threshold On Track and Advanced students.

For another item, the participant marks "0" for both of the threshold students. What does this mean? * 1 point

- ◯ The item must measure knowledge and skills that are not included in the extended indicators.
- ◯ The item is so easy that nearly all students will answer the question correctly.
- ◯ The item measures knowledge and skills beyond that expected of the threshold Advanced student.

Next Page 1 of 3 Clear form

DATA RECOGNITION DRC CORPORATION

Mid-Process Evaluation for Yes/No Angoff

About Your Experience So Far

For this section, think about your experiences with the opening training, the achievement level descriptors (ALDs), and this supplemental training.

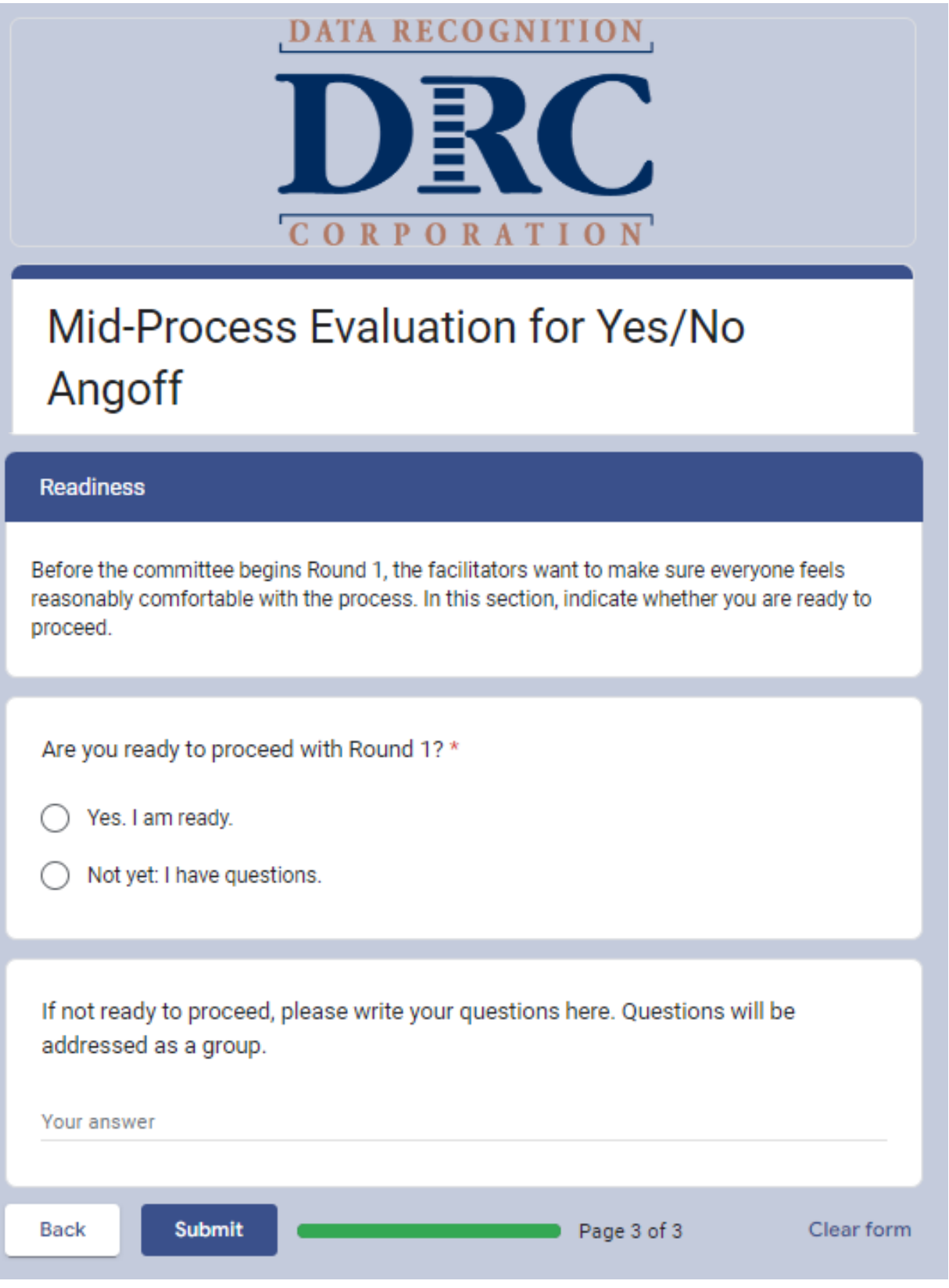
Please consider the statements below and mark your level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
The training provided a clear description of the workshop goals.	◯	◯	◯	◯
The training session leader clearly explained the standard setting procedure.	◯	◯	◯	◯

The training session leader clearly explained the materials used in the standard setting process.	◯	◯	◯	◯
The training addressed many of my questions and concerns.	◯	◯	◯	◯
The practice exercises were useful.	◯	◯	◯	◯
The opening session provided a clear overview of the standard setting process.	◯	◯	◯	◯
My role in the standard setting was well described.	◯	◯	◯	◯
I feel prepared to complete the standard setting task.	◯	◯	◯	◯

The achievement level descriptors (ALDs) are clear.	◯	◯	◯	◯
Adequate information was provided regarding the ALDs.	◯	◯	◯	◯
The ALDs communicate a reasonable profile of students' achievement at each level.	◯	◯	◯	◯

Back Next Page 2 of 3 Clear form



English Language Arts

NSCAS Alternate ELA Mid-Process Evaluation

Legend: Correct: Incorrect: Distractors Chosen More than Correct Answer: Changed Answer:

When making her ratings, which of these students should the participant mostly keep in mind?

Response	Frequency	Percent
**** Threshold students***	16	100.00
Mid-range students	0	0.00
High-achieving students	0	0.00

What does her rating mean?

Response	Frequency	Percent
**** The threshold On Track student will probably earn one point on the item.***	14	87.50
The threshold On Track student MUST earn at least one point on the item to be in On Track.	2	12.50
Students in Advanced will probably earn one point on the item but not any students in On Track.	0	0.00

Based ONLY on this rating, what can you assume about the threshold Advanced student's performance on that same item?

Response	Frequency	Percent
**** The threshold Advanced student should also be able to answer the item correctly.***	15	93.75
The threshold Advanced student would not be able to answer the item correctly.	0	0.00
There is no connection between the ratings for the threshold On Track and Advanced students.	1	6.25

For another item, the participant marks "0" for both of the threshold student. What does this mean?

Response	Frequency	Percent
The item must measure knowledge and skills that are not included in the extended indicators.	1	6.25
The item is so easy that nearly all students will answer the question correctly.	0	0.00
**** The item measures knowledge and skills beyond that expected of the threshold Advanced student.***	15	93.75

NSCAS Alternate ELA Mid-Process Evaluation

The training provided a clear description of the workshop goals.

Response	Frequency	Percent	Mean: 3.44
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	9	56.25	
Strongly Agree	7	43.75	

The training session leader clearly explained the standard setting procedure.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	50.00	
Strongly Agree	8	50.00	

The training session leader clearly explained the materials used in the standard setting process.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	50.00	
Strongly Agree	8	50.00	

The training addressed many of my questions and concerns.

Response	Frequency	Percent	Mean: 3.44
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	9	56.25	
Strongly Agree	7	43.75	

The practice exercises were useful.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	50.00	
Strongly Agree	8	50.00	

The opening session provided a clear overview of the standard setting process.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	50.00	
Strongly Agree	8	50.00	

My role in the standard setting was well described.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	50.00	
Strongly Agree	8	50.00	

I feel prepared to complete the standard setting task.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	10	62.50	
Strongly Agree	6	37.50	

The achievement level descriptors (ALDs) are clear.

Response	Frequency	Percent	Mean: 3.44
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	9	56.25	
Strongly Agree	7	43.75	

Adequate information was provided regarding the ALDs.

Response	Frequency	Percent	Mean: 3.44
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	9	56.25	
Strongly Agree	7	43.75	

The ALDs communicate a reasonable profile of students' achievement at each level.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	10	62.50	
Strongly Agree	6	37.50	

Are you ready to proceed with Round 1?

Response	Frequency	Percent	Mean: 1.00
Yes. I am ready.	16	100.00	
Not yet: I have questions.	0	0.00	

Science

NSCAS Alternate Science Mid-Process Evaluation

Legend: Correct: Incorrect: Distractors Chosen More than Correct Answer: Changed Answer:

When making her ratings, which of these students should the participant mostly keep in mind?

Response	Frequency	Percent
**** Threshold students***	16	100.00
Mid-range students	0	0.00
High-achieving students	0	0.00

What does her rating mean?

Response	Frequency	Percent
**** The threshold On Track student will probably earn one point on the item.***	13	81.25
The threshold On Track student MUST earn at least one point on the item to be in On Track.	3	18.75
Students in Advanced will probably earn one point on the item but not any students in On Track.	0	0.00

Based ONLY on this rating, what can you assume about the threshold Advanced student's performance on that same item?

Response	Frequency	Percent
**** The threshold Advanced student should also be able to answer the item correctly.***	16	100.00
The threshold Advanced student would not be able to answer the item correctly.	0	0.00
There is no connection between the ratings for the threshold On Track and Advanced students.	0	0.00

For another item, the participant marks "0" for both of the threshold student. What does this mean?

Response	Frequency	Percent
The item must measure knowledge and skills that are not included in the extended indicators.	3	18.75
The item is so easy that nearly all students will answer the question correctly.	0	0.00
**** The item measures knowledge and skills beyond that expected of the threshold Advanced student.***	13	81.25

NSCAS Alternate Science Mid-Process Evaluation

The training provided a clear description of the workshop goals.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

The training session leader clearly explained the standard setting procedure.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

The training session leader clearly explained the materials used in the standard setting process.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	37.50	
Strongly Agree	10	62.50	

The training addressed many of my questions and concerns.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	43.75	
Strongly Agree	9	56.25	

The practice exercises were useful.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	37.50	
Strongly Agree	10	62.50	

The opening session provided a clear overview of the standard setting process.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	
Disagree	1	6.25	
Agree	4	25.00	
Strongly Agree	11	68.75	

My role in the standard setting was well described.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	43.75	
Strongly Agree	9	56.25	

I feel prepared to complete the standard setting task.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	43.75	
Strongly Agree	9	56.25	

The achievement level descriptors (ALDs) are clear.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	43.75	
Strongly Agree	9	56.25	

Adequate information was provided regarding the ALDs.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	37.50	
Strongly Agree	10	62.50	

The ALDs communicate a reasonable profile of students' achievement at each level.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	50.00	
Strongly Agree	8	50.00	

Are you ready to proceed with Round 1?

Response	Frequency	Percent	Mean: 1.00
Yes. I am ready.	16	100.00	
Not yet: I have questions.	0	0.00	

E

Achievement Level Descriptors (ALDs)

English Language Arts

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 3

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.3.RP.1	Identify a main idea in a simple literary text, using illustrations.	Identify a main idea in a literary text, using explicit text or illustrations.	Identify the main idea in a literary text, using explicit text and/or illustrations.
LAE.3.RP.2	Identify a character in a simple literary text.	Identify the main character(s) in a literary text.	Identify the main character(s) in a complex literary text.
LAE.3.RP.3	Recognize a character's point of view explicitly stated in a simple literary text.	Identify a character's point of view explicitly stated in a literary text.	Identify a narrator's or character's point of view explicitly stated in a literary text.
LAE.3.RP.4	Identify the beginning or end in a simple literary text.	Identify the beginning, middle, and end in a literary text.	Identify the beginning, middle, and end or a sequence in a literary text.
LAE.3.RP.5	Recognize a similarity in characters between two simple literary texts by the same author.	Identify a similarity in characters or events between two literary texts by the same author.	Identify a similarity in characters, settings, or events between two literary texts by the same author.
LAE.3.RP.6	Answer literal questions, using explicit information from a simple literary text.	Answer literal questions, using explicit information from a literary text.	Answer literal questions, using explicit information from a complex literary text.
LAE.3.RP.7	Identify a similarity in characters in two simple literary texts.	Identify a similarity in characters or events in two literary texts.	Identify a similarity in characters or events in two complex literary texts.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 3

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.3.RI.1	Identify a central idea in a simple informational text, using illustrations.	Identify a central idea in an informational text, using explicit text or illustrations.	Determine the central idea in an informational text, using explicit text and/or illustrations.
LAE.3.RI.2	Identify an individual or event in a simple informational text.	Identify an important individual or event in an informational text.	Identify an important individual or event in a complex informational text.
LAE.3.RI.3	Recognize that authors have a purpose for writing informational texts.	Identify whether an author's purpose is to inform.	Identify if an author's purpose is to inform or entertain.
LAE.3.RI.4	Use a simple text feature to locate information.	Use commonly occurring text features to locate information.	Use text features to locate information.
LAE.3.RI.5	Recognize a similar idea about the same topic presented in two different simple informational texts.	Identify a similar idea about the same topic presented in two different informational texts.	Identify a similar idea about the same topic presented in two different complex informational texts.
LAE.3.RI.6	Answer literal questions, using explicit information from a simple informational text.	Answer literal questions, using explicit information from an informational text.	Answer literal questions, using explicit information from a complex informational text.
LAE.3.RI.7	Identify a similar topic in two simple informational texts.	Identify a similar topic or event in two informational texts.	Identify a similar topic or event in two complex informational texts.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 3

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.3.V.1.a	Identify the meaning of a word, using illustrations.	Identify the meaning of a word, using context clues or illustrations.	Determine the meaning of a word, using sentence-level context clues and/or illustrations.
LAE.3.V.1.b	Recognize the meaning of simple words that have a prefix.	Identify the meaning of simple words, using commonly occurring prefixes.	Determine the meaning of words, using commonly occurring prefixes.
LAE.3.V.1.c	Recognize nouns are singular or plural.	Identify singular/plural nouns, using word structure.	Determine singular/plural nouns and/or familiar past/present verb tense, using word structure.
LAE.3.V.2.a	Recognize the use of repeated sounds in text.	Identify the use of alliteration in simple text.	Identify the use of alliteration in text.
LAE.3.V.2.c	Recognize words that begin with the same letter or same beginning sound.	Identify words that have the same or opposite meaning.	Identify the relationship between words.
LAE.3.W.1.a	Recognize that the initial word in a simple sentence has a capital letter.	Capitalize the initial word in a simple sentence.	Capitalize the initial word in simple sentences.
LAE.3.W.1.b	Recognize that sentences have end punctuation.	Use a period or question mark in a simple sentence.	Use periods and question marks in simple sentences.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 3

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.3.W.5.b	Recognize a detail that relates to a simple given topic.	Identify a detail that relates to a given topic.	Identify details that relate to a given topic.
LAE.3.W.6.b	Identify a digital tool used to gather information.	Identify a print or digital tool used to gather information.	Identify print and digital tools to gather information.
LAE.3.W.6.c	Recognize a simple category of information.	Identify information that belongs in a given category.	Organize information into categories.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 4

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.4.RP.1	Identify the explicitly stated main idea in a simple literary text.	Identify the explicitly stated main idea or a key detail that supports the explicitly stated main idea in a literary text.	Determine the explicitly stated main idea and/or a key detail that supports the explicitly stated main idea in a literary text.
LAE.4.RP.2	Identify and describe a main character in a simple literary text.	Identify and describe the main character or setting in a literary text using a key detail from the text.	Identify and describe the main character(s) or setting in a literary text, using key details from the text.
LAE.4.RP.3	Recognize a character's point of view explicitly stated in a simple literary text.	Identify a character's point of view explicitly stated in a literary text.	Determine the narrator's or a character's point of view explicitly stated in a literary text.
LAE.4.RP.4	Identify a story, using structural elements of a literary text.	Identify a story or a poem, using structural elements of a literary text.	Identify a drama, a poem, or a story, using structural elements of a literary text.
LAE.4.RP.5	Identify a similarity between two simple literary texts by different authors or from different cultures.	Identify a similarity or a difference between two literary texts by different authors or from different cultures.	Identify similarities and differences between two literary texts by different authors or from different cultures.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 4

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.4.RP.6	Answer literal questions, using explicit information from a simple literary text.	Answer literal questions, using explicit information from a literary text.	Answer literal questions, using explicit information from a complex literary text.
LAE.4.RP.7	Identify a similarity in character traits or events in two simple literary texts.	Identify a similarity in character traits or events in two literary texts.	Identify a similarity in character traits, events, or themes in two literary texts.
LAE.4.RI.1	Identify the explicitly stated central idea in a simple informational text.	Identify the explicitly stated central idea or a key detail that supports the explicitly stated central idea in an informational text.	Determine the explicitly stated central idea and/or a key detail that supports the explicitly stated central idea in an informational text.
LAE.4.RI.2	Recognize that individuals are related in a simple informational text.	Identify how individuals are related in an informational text.	Identify how individuals or events are related in a complex informational text.
LAE.4.RI.3	Identify if an author's purpose is to inform or entertain in a simple informational text.	Determine if an author's purpose is to inform or entertain.	Determine if an author's purpose is to inform, entertain, or persuade.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 4

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.4.RI.4	Use simple text features to locate information.	Use commonly occurring text features to locate information.	Use text features to locate information.
LAE.4.RI.5	Recognize similar ideas between two simple informational texts on the same topic.	Identify similar ideas between two informational texts on the same topic.	Identify similar ideas between two complex informational texts on the same topic.
LAE.4.RI.6	Answer literal questions, using explicit information from a simple informational text.	Answer literal questions, using explicit information from an informational text.	Answer literal questions, using explicit information from a complex informational text.
LAE.4.RI.7	Recognize a pattern of events in two simple informational texts.	Identify patterns of events in two informational texts.	Identify patterns of events in two complex informational texts.
LAE.4.V.1.a	Identify the meanings of words or phrases, using illustrations.	Identify the meanings of words and phrases, using context clues or illustrations.	Determine the meanings of words and phrases, using context clues with or without illustrations.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 4

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.4.V.1.b	Recognize the meaning of simple words, using commonly occurring prefixes.	Identify the meaning of simple words, using commonly occurring prefixes and roots.	Determine the meaning of words, using commonly occurring prefixes and roots.
LAE.4.V.2.a	Recognize the use of figurative language, using illustrations.	Identify the meaning of figurative language, using text or illustrations.	Determine the meaning of figurative language, using text and/or illustrations.
LAE.4.V.2.c	Recognize simple, commonly occurring synonyms.	Identify simple, commonly occurring synonyms.	Identify commonly occurring synonyms.
LAE.4.W.1.a	Capitalize initial words in simple sentences.	Capitalize initial words and names in simple sentences.	Capitalize initial words and names in simple and complex sentences.
LAE.4.W.1.b	Use periods and question marks in simple sentences.	Use periods, question marks, and exclamation points in simple sentences.	Use periods, question marks, and exclamation points in simple and complex sentences.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 4

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.4.W.3.b	Recognize descriptive details that describe an experience or event.	Describe an experience or event, using precise words or descriptive details.	Describe experiences or events, using precise words, phrases, and descriptive details.
LAE.4.W.4.b	Identify a fact.	Identify a fact to support a reason.	Identify facts to support reasons and/or evidence.
LAE.4.W.6.b	Identify a digital source needed to gather information about a given topic.	Identify a print or digital source needed to gather information about a given topic.	Identify appropriate print and digital sources needed to gather information about a given topic.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 5

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.5.RP.1	Identify the explicitly stated main idea in a simple literary text.	Identify the explicitly stated main idea or a key detail that supports the explicitly stated main idea in a literary text.	Determine the explicitly stated main idea and/or a key detail that supports the explicitly stated main idea in a literary text.
LAE.5.RP.2	Identify two characters or events in a simple literary text.	Compare two characters or events in a literary text.	Compare or contrast two characters, settings, or events in a literary text.
LAE.5.RP.3	Identify the point of view of a character in a simple literary text.	Identify whether the point of view in a literary text is that of a character or a narrator.	Determine the point of view from which a literary text is written.
LAE.5.RP.4	Retell a simple literary text with a beginning and end.	Retell a simple literary text with a beginning, middle, and end.	Retell a complex literary text with a beginning, middle, and end.
LAE.5.RP.5	Identify a similarity between two simple literary texts on the same topic.	Identify a similarity or a difference between two literary texts on the same topic.	Determine similarities or differences between two literary texts on the same topic.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 5

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.5.RP.6	Answer literal questions, using information from a simple literary text.	Answer literal and inferential questions, using information from a literary text.	Answer literal and inferential questions, using information from a complex literary text.
LAE.5.RP.7	Recognize the relationship between two characters in a simple literary text.	Identify the relationship between two characters or two events in a literary text.	Identify the relationship between two characters, two events, or two ideas in a complex literary text.
LAE.5.RI.1	Identify the explicitly stated central idea in a simple informational text.	Identify the explicitly stated central idea or a key detail that supports the explicitly stated central idea in an informational text.	Determine the explicitly stated central idea and/or a key detail that supports the explicitly stated central idea in an informational text.
LAE.5.RI.2	Compare two individuals or events in a simple informational text.	Compare two individuals or events in an informational text.	Compare or contrast two individuals, events, ideas, or steps in a process in an informational text.
LAE.5.RI.3	Identify whether an author's purpose is to inform or entertain in a simple informational text.	Identify an author's purpose in an informational text.	Determine an author's purpose in an informational text.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 5

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.5.RI.4	Use commonly occurring or simple text features to locate information.	Use commonly occurring text features to locate information.	Use text features to locate information.
LAE.5.RI.5	Summarize ideas from two simple informational texts on the same topic.	Summarize ideas from two informational texts on the same topic.	Summarize ideas from two complex informational texts on the same topic.
LAE.5.RI.6	Answer literal questions, using information from a simple informational text.	Answer literal and inferential questions, using information from an informational text.	Answer literal and inferential questions, using information from a complex informational text.
LAE.5.RI.7	Recognize the relationship between two individuals in a simple informational text.	Identify the relationship between two individuals or two events in an informational text.	Identify the relationship between two individuals, two events, or two ideas in a complex informational text.
LAE.5.V.1.a	Identify the meanings of words or phrases, using illustrations.	Identify the meanings of words and phrases, using context clues or illustrations.	Determine the meanings of words and phrases, using context clues with or without illustrations.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 5

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.5.V.1.b	Recognize the meanings of simple words, using commonly occurring affixes.	Identify the meanings of words, using commonly occurring affixes.	Determine the meanings of words, using commonly occurring affixes.
LAE.5.V.2.a	Recognize the use of figurative language, using illustrations.	Identify the meaning of figurative language, using text or illustrations.	Determine the meaning of figurative language, using text and/or illustrations.
LAE.5.V.2.c	Identify commonly occurring synonyms.	Identify commonly occurring synonyms and antonyms.	Identify synonyms and antonyms.
LAE.5.W.1.a	Recognize that quotation marks are used to indicate words spoken by an individual in a text.	Identify the use of quotation marks to indicate words spoken by characters in a text.	Identify the use of quotation marks to indicate words spoken by characters in a text and/or a direct quote.
LAE.5.W.1.b	Recognize that three items in a list are separated by commas.	Use commas to separate three items in a list.	Use commas to separate more than three items in a list.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 5

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.5.W.3.b	Describe an experience or event, using descriptive details.	Describe experiences or events, using precise words or descriptive details.	Describe experiences and events, using precise words, phrases, and descriptive details.
LAE.5.W.4.c	Identify words that connect two explicitly stated main ideas.	Identify words or phrases that connect two main ideas.	Identify words and phrases that connect two main ideas.
LAE.5.W.6.b	Recognize relevant information from a digital source to support information on a given topic.	Identify relevant evidence from a print or digital source to support information on a given topic.	Identify relevant evidence from print and digital sources to support information on a given topic.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 6

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.6.RP.1	Identify the explicit main idea in a simple literary text.	Identify the explicit main idea or a detail that supports that main idea in a literary text.	Identify the explicit main idea or theme and/or a detail that supports that main idea or theme in a literary text.
LAE.6.RP.2	Recognize that a character changes from the beginning to the end of a simple literary text.	Identify how a character(s) changes from the beginning to the end of a literary text.	Identify how a character(s) changes from the beginning to the end of a complex literary text.
LAE.6.RP.3	Identify the point of view of a character in a simple literary text.	Identify whether the point of view in a literary text is that of a character or a narrator, using key detail(s) from the text.	Identify the point of view from which a text is written, using key detail(s) from the text (i.e., first or third person).
LAE.6.RP.4	Recognize a change in a literary element (e.g., character, plot, setting) from the beginning to the end of a simple literary text.	Identify a change in a literary element (e.g., character, plot, setting) from the beginning to the end of a literary text.	Identify a change in a literary element (e.g., character, plot, setting) from the beginning to the end of a complex literary text.
LAE.6.RP.5	Recognize the same topic in two different literary genres.	Compare how the same topic is presented in two different literary genres.	Compare how the same topic is presented in two different complex literary genres.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 6

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.6.RP.6	Answer literal questions about a simple literary text.	Answer literal and inferential questions about a literary text.	Answer literal and inferential questions about a complex literary text.
LAE.6.RP.7	Recognize a multicultural perspective in a simple literary text.	Identify multicultural perspectives in a literary text(s).	Compare multicultural perspectives in a literary text(s).
LAE.6.RI.1	Identify the explicit central idea in a simple informational text.	Identify the explicit central idea and/or a detail that supports that central idea in an informational text.	Identify the explicit central idea and a detail that supports that central idea in an informational text.
LAE.6.RI.2	Identify a detail that introduces a key individual in an informational text.	Identify a detail that introduces a key individual or a detail that develops an event in an informational text.	Identify a detail that introduces a key individual or develops a key idea or event in an informational text.
LAE.6.RI.3	Identify whether an author's purpose is to inform or entertain in an informational text.	Identify an author's purpose in an informational text.	Determine an author's purpose in an informational text.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 6

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.6.RI.4	Recognize a particular phrase or sentence that contributes to the structure in an informational text.	Identify how a particular phrase or sentence contributes to the structure in an informational text.	Identify how a particular phrase or sentence contributes to the structure and/or development of ideas in an informational text.
LAE.6.RI.5	Recognize the same topic in two different informational texts.	Compare how the same topic is presented in two different informational texts.	Compare how the same topic is presented in two different complex informational texts.
LAE.6.RI.6	Answer literal questions about a simple informational text.	Answer literal and inferential questions about an informational text.	Answer literal and inferential questions about a complex informational text.
LAE.6.RI.7	Recognize a multicultural perspective in a simple informational text.	Identify a multicultural perspective in an informational text.	Compare multicultural perspectives in an informational text(s).
LAE.6.V.1.a	Identify the meanings of words or phrases using context clues.	Identify the meanings of words and phrases, using context clues.	Determine the meanings of words and phrases, using context clues.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 6

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.6.V.1.b	Identify the meanings of words, using commonly occurring affixes.	Identify the meanings of words, using commonly occurring affixes and roots.	Determine the meanings of words, using commonly occurring affixes and roots.
LAE.6.V.2.a	Identify the meaning of figurative language, using illustrations.	Identify the meaning of figurative language, using text or illustrations.	Determine the meaning of figurative language, using text and/or illustrations.
LAE.6.V.2.c	Identify commonly occurring synonyms or antonyms.	Identify commonly occurring synonyms and antonyms.	Identify commonly occurring synonyms, antonyms, and homographs.
LAE.6.W.1.a	Identify proper nouns in simple sentences.	Capitalize a proper noun in a simple sentence.	Capitalize proper nouns in simple sentences.
LAE.6.W.1.b	Use ending punctuation or use commas to separate three items in a list.	Use ending punctuation and use commas to separate three items in a list.	Use ending punctuation and commas in a series.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 6

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.6.W.3.d	Describe experiences or events, using descriptive details.	Describe experiences and events, using precise words or descriptive details.	Describe experiences and events, using precise words, phrases, and descriptive details.
LAE.6.W.4.b	Recognize evidence that answers a simple question about a given topic.	Identify evidence that answers a question about a given topic.	Determine evidence that answers a question about a given topic.
LAE.6.W.4.c	Recognize a word or phrase that connects an explicit claim and supporting evidence.	Identify a word or phrase that shows a connection between an explicit claim and supporting evidence.	Identify a word or phrase that shows a connection between a claim and supporting evidence.
LAE.6.W.6.b	Recognize a credible digital source of information to research a topic.	Identify a credible print or digital source of information to research a topic.	Identify credible print and digital sources of information to research a topic.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 7

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.7.RP.1	Identify the explicit main idea in a simple literary text.	Identify the explicit main idea and a detail that supports that main idea in a literary text.	Identify the explicit main idea or theme and/or a detail that supports the main idea or theme in a literary text.
LAE.7.RP.2	Recognize a key detail that develops the plot of a simple literary text.	Identify a key detail that develops the plot of a literary text.	Determine a key detail that develops the plot of a complex literary text.
LAE.7.RP.3	Identify a character's point of view in a literary text.	Identify two characters' points of view in a literary text.	Compare two characters' points of view in a literary text.
LAE.7.RP.4	Recognize the structure of a simple literary text.	Identify the structure of a literary text.	Determine the structure of a complex literary text.
LAE.7.RP.5	Recognize that a simple literary text is fiction or nonfiction.	Identify whether a literary text is fiction or nonfiction, using details from the text.	Determine whether a complex literary text is fiction or nonfiction, using details from the text.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 7

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.7.RP.6	Answer literal or inferential questions about a simple literary text.	Answer literal and inferential questions about a literary text.	Answer literal and inferential questions about a complex literary text.
LAE.7.RI.1	Identify the explicit central idea in a simple informational text.	Identify the explicit central idea and/or a detail that supports that central idea in an informational text.	Identify the explicit central idea and a detail that supports that central idea in a complex informational text.
LAE.7.RI.3	Identify whether an author's purpose is to inform or entertain in an informational text.	Identify an author's purpose in an informational text.	Determine an author's purpose in an informational text.
LAE.7.RI.4	Recognize the structure of a simple informational text.	Identify the structure of an informational text.	Determine the structure of a complex informational text.
LAE.7.RI.5	Recognize a phrase or sentence that contributes to the development of ideas in a simple informational text.	Identify a phrase or sentence that contributes to the development of ideas in an informational text.	Identify how a phrase or sentence contributes to the development of ideas in an informational text.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 7

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.7.RI.6	Answer literal or inferential questions about a simple informational text.	Answer literal and inferential questions about an informational text.	Answer literal and inferential questions about a complex informational text.
LAE.7.V.1.a	Identify the meanings of words or phrases, using context clues.	Identify the meanings of words and phrases, using context clues.	Determine the meanings of words and phrases, using context clues.
LAE.7.V.1.b	Identify the meanings of simple words, using commonly occurring affixes.	Identify the meanings of words, using commonly occurring affixes and roots.	Determine the meanings of words, using commonly occurring affixes and roots.
LAE.7.V.2.a	Recognize the meaning of figurative language, using context clues.	Identify the meaning of figurative language, using context clues.	Determine the meaning of figurative language, using context clues.
LAE.7.V.2.c	Identify commonly occurring synonyms and antonyms.	Identify commonly occurring synonyms, antonyms, and homographs.	Identify commonly occurring synonyms, antonyms, homographs, and homophones.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 7

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.7.W.1.a	Identify proper nouns in complex sentences.	Capitalize a proper noun in a complex sentence.	Capitalize proper nouns in complex sentences.
LAE.7.W.1.b	Use ending punctuation or use commas to separate three items in a list.	Use ending punctuation and use commas to separate three items in a list.	Use ending punctuation and commas in a series.
LAE.7.W.3.d	Describe experiences or events, using descriptive details.	Describe experiences and events, using precise words or descriptive details.	Describe experiences and events, using precise words, phrases, and descriptive details.
LAE.7.W.4.b	Recognize evidence that answers a simple question about a given topic.	Identify evidence that answers a question about a given topic.	Determine evidence that answers a complex question about a given topic.
LAE.7.W.4.c	Recognize a word or phrase that shows a connection between an explicit claim and supporting evidence.	Identify a word or phrase that shows a connection between an explicit claim and supporting evidence.	Determine a word or phrase that shows a connection between a claim and supporting evidence.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 7

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.7.W.6.b	Identify a credible digital source of information to research a topic.	Identify a credible print or digital source of information to research a topic.	Identify credible print and digital sources of information to research a topic.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 8

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.8.RP.1	Identify the explicit main idea in a simple literary text or a key detail that supports that main idea.	Identify the explicit or implied main idea of a literary text and a key detail that supports that main idea.	Determine the explicit or implied main idea or theme of a literary text and/or a key detail that supports that main idea or theme.
LAE.8.RP.2	Recognize a key detail that develops the plot of a simple literary text.	Identify a key detail that develops the plot of a literary text.	Determine a key detail that develops the plot of a complex literary text.
LAE.8.RP.3	Identify a character's point of view in a literary text.	Identify two characters' points of view in a literary text.	Compare two characters' points of view in a literary text.
LAE.8.RP.4	Identify the structure of a simple literary text or a portion of a simple literary text.	Determine the structure of a literary text or a portion of a literary text.	Determine the structure of a complex literary text or a portion of a complex literary text.
LAE.8.RP.5	Identify a similarity or a difference in character types between two fictional texts.	Identify similarities or differences in patterns of events or character types between two fictional texts.	Identify similarities or differences in themes, patterns of events, or character types between two fictional texts.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 8

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.8.RP.6	Answer literal or inferential questions about a simple literary text.	Answer literal and inferential questions about a literary text.	Answer literal and inferential questions about a complex literary text.
LAE.8.RI.1	Identify the explicit central idea in a simple informational text or a key detail that supports that central idea.	Determine the explicit or implied central idea of an informational text and/or a key detail that supports that central idea.	Determine the explicit or implied central idea of an informational text and a key detail that supports that central idea.
LAE.8.RI.3	Identify an author's purpose in a simple informational text.	Identify an author's perspective or purpose in an informational text.	Determine an author's perspective or purpose in an informational text.
LAE.8.RI.4	Identify the structure of a simple informational text or a portion of a simple informational text.	Determine the structure of an informational text or a portion of an informational text.	Determine the structure of a complex informational text or a portion of a complex informational text.
LAE.8.RI.5	Identify a difference between two informational texts on the same topic written by different authors.	Identify differences between two informational texts on the same topic written by different authors.	Identify conflicting information or other differences between two informational texts on the same topic written by different authors.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 8

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.8.RI.6	Answer literal or inferential questions about a simple persuasive text or other types of simple informational text.	Answer literal and inferential questions about a persuasive text or other types of informational text.	Answer literal and inferential questions about a complex persuasive text or other types of complex informational text.
LAE.8.V.1.a	Identify the meanings of words or phrases, using context clues.	Identify the meanings of words and phrases, using context clues.	Determine the meanings of words and phrases, using context clues.
LAE.8.V.1.b	Identify the meanings of simple words, using commonly occurring affixes.	Identify the meanings of words, using commonly occurring affixes and roots.	Determine the meanings of words, using commonly occurring affixes and roots.
LAE.8.V.2.a	Recognize the meaning of figurative language, using context clues.	Identify the meaning of figurative language, using context clues.	Determine the meaning of figurative language, using context clues.
LAE.8.V.2.c	Identify commonly occurring synonyms and antonyms.	Identify commonly occurring synonyms, antonyms, and homographs.	Identify and/or use commonly occurring synonyms, antonyms, homographs, and homophones.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 8

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.8.W.1.a	Identify proper nouns in complex sentences.	Capitalize a proper noun in a complex sentence.	Capitalize proper nouns in complex sentences.
LAE.8.W.1.b	Use ending punctuation or use commas to separate three items in a list.	Use ending punctuation and use commas to separate three items in a list.	Use ending punctuation and commas in a series.
LAE.8.W.3.d	Describe experiences or events, using descriptive details.	Describe experiences and events, using precise words or descriptive details.	Describe experiences and events, using precise words, phrases, and descriptive details.
LAE.8.W.4.b	Recognize an explicitly stated claim about a given topic in a simple text.	Identify a claim about a given topic.	Identify a claim about a given topic in a complex text.
LAE.8.W.4.c	Recognize relevant evidence that supports a given claim.	Identify relevant evidence to support a given claim.	Use relevant evidence to support a claim.

NSCAS-Alternate Achievement Level Descriptors

ELA Grade 8

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.8.W.6.b	Identify a credible print or digital source of information to answer a question about a given topic.	Identify or use credible print or digital sources of information to answer questions about a given topic.	Identify and/or use credible print and digital sources of information to ask and answer questions about a given topic.

NSCAS-Alternate Achievement Level Descriptors

ELA High School

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.12.RP.1	Identify the explicit main idea of a simple literary text or a key detail that supports that main idea.	Identify the explicit or implied main idea of a literary text and a key detail that supports that main idea.	Determine the explicit or implied main idea or theme of a literary text and/or a key detail that supports that main idea or theme.
LAE.12.RP.2	Answer literal or inferential questions about key elements in a simple literary text.	Answer literal and inferential questions about key elements in a literary text or identify a relationship between key elements in a literary text.	Answer literal and inferential questions about key elements in a literary text, and/or identify how a relationship between key elements in a literary text contributes to the meaning of a story.
LAE.12.RP.3	Identify the author's point of view that contributes to the overall meaning of a simple literary text.	Identify the author's point of view that contributes to the overall meaning of a literary text.	Determine the author's point of view that contributes to the overall meaning of a literary text.
LAE.12.RP.4	Identify the structure of a simple literary text or a portion of a simple literary text.	Determine the structure of a literary text or a portion of a literary text.	Determine the structure of a complex literary text or a portion of a complex literary text.
LAE.12.RP.6	Recognize the themes of two simple literary texts.	Identify how the themes of two literary texts are related.	Determine how the themes of two literary texts are related.

NSCAS-Alternate Achievement Level Descriptors

ELA High School

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.12.RI.1	Identify the explicit central idea of a simple informational text or a key detail that supports that central idea.	Determine the explicit or implied central idea of an informational text and/or a key detail that supports that central idea.	Determine the explicit or implied central idea of an informational text and a key detail that supports that central idea.
LAE.12.RI.3	Identify an author's purpose that contributes to the overall meaning of a simple informational text.	Identify an author's perspective or purpose that contributes to the overall meaning of an informational text.	Determine an author's perspective or purpose that contributes to the overall meaning of an informational text.
LAE.12.RI.4	Identify the structure of a simple informational text or a portion of a simple informational text.	Determine the structure of an informational text or a portion of an informational text.	Determine the structure of a complex literary text or a portion of a complex literary text.
LAE.12.RI.6	Recognize the central ideas of two simple informational texts.	Identify how the central ideas of two informational texts are related.	Determine how the central ideas of two informational texts are related.
LAE.12.V.1.a	Identify the meanings of words or phrases, using context clues.	Identify the meanings of words and phrases, using context clues.	Determine the meanings of words and phrases, using context clues.

NSCAS-Alternate Achievement Level Descriptors

ELA High School

	Developing	On Track	Advanced
	Developing 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.	**On Track** 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.	**Advanced** learners demonstrate high levels of 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.
	Students at this level	**Students at this level**	**Students at this level**
LAE.12.V.2.a	Recognize the meaning of figurative language, using context clues.	Identify the meaning of figurative language, using context clues.	Determine the meaning of figurative language, using context clues.
LAE.12.W.3.d	Describe experiences, events, or tell a story, using descriptive details.	Describe experiences, events, or tell a story, using precise word choice and/or descriptive details.	Describe experiences, events, ideas, or tell a story, using precise word choice, descriptive details, and/or figurative language.
LAE.12.W.4.b	Recognize an explicit claim made about a given topic.	Identify a claim made about a given topic.	Identify a claim made about a given complex topic.
LAE.12.W.4.c	Recognize words or phrases that connect a claim and supporting evidence.	Identify words, phrases, or sentences that connect a claim and supporting evidence.	Use words, phrases, or sentences to connect a claim and supporting evidence.
LAE.12.W.6.b	Identify a credible print or digital source of information to answer a question about a given topic.	Identify or use credible print or digital sources of information to answer questions about a given topic.	Identify and/or use credible print and digital sources of information to ask and answer questions about a given topic.

Science

NSCAS-AA Science Achievement Level Descriptors
Grade 5 Physical Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Recognize the difference between part of an object and a whole object, or identify when an object is made of smaller parts.	Identify that matter is made of tiny particles too small to be seen without magnification.	Develop a model or participate in an investigation to explain that matter is made of particles too small to be seen without magnification.
Recognize that a scale is used to measure weight. Identify that a substance (e.g., water) has the same weight as a solid and a liquid.	Use data and other information to identify that a substance has the same weight when heated or cooled and that weight of an object or substance as a whole is equal to the weight of its individual parts.	Participate in an investigation or make an observation to explain conservation of matter and that heating, cooling, and mixing substances does not change the weight of a substance.
Identify physical properties of materials (color, shape, size, weight).	Use physical properties to identify or categorize materials (color, shape, size, texture, weight).	Use an observation and/or a given model to identify materials based on physical properties including color, shape, size, texture, weight, and temperature.
Recognize that combining two substances can produce a mixture.	Use given information to compare the observable properties of substances before and after they are mixed to provide evidence whether or not a new substance was formed.	Participate in an investigation to determine and explain whether or not a new substance was formed as a result of mixing two substances.

NSCAS-AA Science Achievement Level Descriptors
Grade 5 Life Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Recognize that all animals, including humans, must have food for energy to survive.	Identify that all animals, including humans, need energy from food for healing, growing, moving, and staying warm.	Use a given model to explain that all animals, including humans, use food energy for survival including healing, growing, moving, and staying warm.
Identify that plants need air and water to survive (live and grow).	Identify supporting evidence that plants get materials for survival from air and water.	Use evidence to explain that plants get materials they need to survive primarily from air and water.
Use given information to identify that animals depend on other organisms for food, or identify a given organism's source of food.	Use a simple given model (e.g., food chain) to identify the movement of matter among plants and animals.	Use information and/or a given model to explain the movement of matter among plants and animals.

NSCAS-AA Science Achievement Level Descriptors
Grade 5 Earth and Space Sciences

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Identify that a dropped object falls down to the ground due to gravity.	Use information and/or an observation of falling objects to identify that objects are pulled downward toward Earth by gravity.	Use data and an observation to explain that gravity is a force that pulls objects on Earth downward/toward the ground.
Recognize that the Sun is a bright star.	Use a given model to identify that the Sun appears brighter than other stars because it is closer to Earth.	Use a given model to explain the difference in the apparent brightness of the Sun and other stars is due to their distance from Earth.
Recognize a pattern related to the day/night cycle (i.e., the Sun is present in the local sky during the day) or recognize the difference in the amount of sunlight in the summer compared to the winter.	Identify the cyclical pattern of the location of the Sun in the local sky (sunrise, noon, sunset) and/or the difference in the hours of daylight and darkness as the seasons change.	Use data from an observation to investigate and explain cyclical patterns in the Sun as related to the day/noon/night cycle and the relative number of hours of daylight during each season.
Identify a part of a given Earth system (i.e., geosphere [land], biosphere [organisms], hydrosphere [water], atmosphere [air]).	Identify the interaction of two Earth systems that could result in a natural Earth process or given change.	Use a given model of a natural Earth process to identify ways that two Earth systems interact and identify an observable change that can occur as a result of the interaction.
Recognize water and identify a body of water as saltwater or fresh water.	Use information (e.g., graphs, charts) to identify whether there is a larger supply of saltwater or fresh water on Earth and identify the sources of both types of water.	Create or use a graph and/or chart to explain the distribution of water on Earth as mostly saltwater (about 97%) found in oceans and that the fresh water supply (about 3%) is found in lakes, rivers, groundwater, and glaciers.
Recognize that Earth's resources (e.g., water, wood, fossil fuels) are limited and identify a way to personally conserve a natural resource.	Identify multiple ways to reduce, reuse, and recycle natural resources.	Describe an environment in which natural resources are found and explain ways the environment and natural resources can be protected or conserved.
Recognize how a tool or material can be used to solve a real-world problem.	Identify tools and materials that could be used to design a solution to a simple real-world problem when given one or more criteria or constraint.	Design a solution to a problem that meets given criteria, constraints on materials, time, and/or cost limits.

NSCAS-AA Science Achievement Level Descriptors
Grade 8 Physical Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Identify that speed and/or direction of objects change after a collision.	Participate in and/or use the results of an investigation to describe the resulting speed and direction of two objects after a collision.	Participate in an investigation to explain the cause and effect relationship of the resulting speed and direction of two objects after a collision.
Identify the relative (more/less) amount of force needed to move objects of different masses.	Use the results of an investigation to identify that the more mass an object has, the more force is needed to move it.	Participate in an investigation to provide supporting evidence for the claim that the amount of force needed to move an object is dependent on the mass of the object.
Recognize that magnetic objects are pulled by magnetic forces and that the distance between an object and the source of the magnetic or static electric force will affect the strength of the push or pull on the object.	Use information from an investigation or an observation to describe that the push or pull of a magnetic or static electric force is affected by the strength of the magnet or charge, whether the charge is positive or negative, and the distance between the source of the force and the object.	Participate in an investigation to explain the variables that affect the strength of magnetic and static electric forces on an object across a distance.
Recognize that all objects will fall down as a result of gravitational force.	Use information to compare the relative strength of the gravitational force of objects with different masses.	Use information as evidence to support the claim that gravitational force affects all objects on Earth and that the strength of the force is dependent on the mass of an object.
Recognize a wave or recognize that waves have different amplitudes (sizes).	Use a given model and/or other information to compare the amplitude of waves and the amount of energy in the waves.	Use a given model to investigate and explain the relationship between the amplitude of waves and the amount of energy in the waves.
Identify whether light or sound passes through or is reflected by an object or material.	Use given information to identify whether sound or light waves are reflected, absorbed, or transmitted through objects and/or materials.	Participate in an investigation to explain whether sound or light waves are reflected, absorbed, or transmitted through objects and materials.
Identify a familiar digital or analog communication device used to send information.	Use given evidence to identify that waves (analog or digital signals) are used to send information.	Use given evidence to support the claim that information can be sent across a distance with analog or digital signals and that digital signals are a more reliable way to send information than analog signals.
Identify that objects with more mass or objects traveling at a greater speed will have more kinetic (motion) energy.	Use data to identify that the mass of an object and/or the speed an object is traveling affects the amount of kinetic energy.	Use data to explain the relationship between the mass of an object and/or the speed an object is traveling to the amount of kinetic energy.
Recognize that objects at greater heights have more potential (stored) energy.	Use data to identify that the amount of potential (stored) energy in a stationary object increases with increasing height and decreases with decreasing height.	Use data and/or a given model to explain the relationship between the height of an object and the amount of potential energy.

NSCAS-AA Science Achievement Level Descriptors
Grade 8 Life Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Identify a difference in the physical traits of two organisms of the same species.	Identify whether or not an organism's ability to survive is impacted by a given change in a physical trait.	Use a given model to explain that changes in the physical traits of organisms of the same species may have harmful, beneficial, or no effect on the organisms' ability to survive.
Identify an organism with a given desirable trait or an organism that fits a given need.	Recognize desirable or undesirable physical traits in organisms and identify a way that humans select a desirable physical trait for future generations of offspring.	Use given information to explain that humans select or influence the physical traits of plants and animals to meet a given human need.
Identify a fossil that could be found in a given environment.	Use a given fossil to identify that different environments and organisms previously existed at given locations.	Use fossil records and/or other data to explain changes in Earth's environment and life forms over time.
Identify similar physical traits between modern organisms and fossils.	Identify similarities and differences that indicate whether or not an organism could be related to the fossil.	Use a given model and/or other information about fossils to explain possible relationships between organisms.
Identify an organism with a specific physical trait that helps the organism survive in a specific environment.	Identify a trait that is helpful or harmful to a given organism's survival and/or ability to reproduce in a specific environment.	Use given information as evidence to explain that physical traits of organisms help them survive and reproduce in a specific environment.
Recognize that the number of organisms with a beneficial trait will increase in population over time.	Use data to determine whether the number of organisms with or without a specific physical trait will likely increase or decrease in population over time.	Use data and/or other information to explain that organisms with beneficial physical traits are better able to survive, reproduce, and increase in population over time.

NSCAS-AA Science Achievement Level Descriptors
Grade 8 Earth and Space Sciences

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Recognize that the Moon has phases (i.e., new, half, full) or identify the recurring seasons of summer and winter.	Identify the Moon's recurring phases (i.e., new, quarter, half, full) that occur monthly and the four seasons that occur yearly.	Use a given model of the Earth-Sun-Moon system to explain the cycles that create observable monthly lunar patterns and yearly seasonal patterns on Earth.
Identify the Sun, the Moon, and Earth as parts of the solar system or that they orbit together.	Identify that the pull of gravity is the force keeping the Sun, the Moon, and Earth in predictable orbits.	Use a given model to explain the role of gravity in maintaining the orbital paths of the Moon around Earth and Earth around the Sun.
Identify the smallest or largest object in the Earth-Sun-Moon system.	Use a given scaled model to compare the sizes of the Sun, the Moon, and Earth.	Use a given scaled model to compare and describe the relative sizes of the Sun, planets, and moons in the solar system.
Identify the oldest or youngest layer in a given model of rock strata with more than two distinct layers.	Identify that Earth's surface is made of rock layers and that younger rock layers are formed on top of older rock layers.	Use a given model to explain that the Earth's surface is made of rock layers and the age of the layers is relative to their position within rock strata.
Identify an organism with a specific physical trait that helps the organism survive in a specific environment.	Identify a trait that is helpful or harmful to a given organism's survival and/or ability to reproduce in a specific environment.	Use given information as evidence to explain that physical traits of organisms help them survive and reproduce in a specific environment.
Recognize that the number of organisms with a beneficial trait will increase in population over time.	Use data to determine whether the number of organisms with or without a specific physical trait will likely increase or decrease in population over time.	Use data and/or other information to explain that organisms with beneficial physical traits are better able to survive, reproduce, and increase in population over time.

NSCAS-AA Science Achievement Level Descriptors
Grade 11 Physical Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Recognize that an object with a larger mass requires more force to move than an object with a smaller mass.	Use an observation to identify that mass and speed affect the force of an object.	Use given data and/or other information to describe the relationship of mass and speed to produce the force of an object.
Identify the result of two objects with the same speed, but different masses colliding or two objects with the same mass, but different speeds colliding.	Use a given model to describe the result of two objects with the same mass and/or the same speed colliding.	Participate in an investigation to explain the result of two objects colliding.
Identify whether or not a given design solution changed the force of an object during a collision.	Use evidence from a given design solution to identify the relative resulting force (more or less) of an object during a collision.	Use data and/or other information from an investigation to explain how or why a design solution minimizes the force of an object during a collision.
Identify the spacing of particles in a liquid or solid.	Use a given model to determine whether the spacing and arrangement of particles represents a solid, liquid, or gas.	Use a given model to compare and describe the spacing and arrangement of particles in solids, liquids, and gases.
Recognize a metal from a nonmetal.	Identify a difference between metals and nonmetals in allowing heat and energy to pass through.	Identify and/or explain the differences between metals and nonmetals in allowing heat and energy to pass through.
Identify a device that converts electrical energy into heat or light energy.	Identify whether a given device converts electrical energy into heat, light, or sound energy.	Use a given model to identify and/or explain that electrical energy can be converted into heat, light, or sound energy.
Identify a tool that can be used to measure thermal energy.	Identify an object that retains thermal energy for a fixed amount of time (e.g., thermos, lunch box, paper bag).	Use given information to explain appropriate methods and/or tools to use in a thermal energy investigation.
Recognize the occurrence of a chemical reaction.	Identify that an increase or decrease in temperature affects the rate of a chemical reaction.	Participate in an investigation to determine/and or explain that a change in reactant affects the rate at which a reaction occurs.
Recognize an increase in the amount of product.	Identify which of two given models will result in the greatest amount of product.	Use a given model or data to explain that increasing the amount of reactants results in an increase in the amount of product.
Recognize a problem or identify one step to solve a given problem.	Identify a multi-step solution to solve a given problem (limited to three steps).	Participate in designing a multi-step solution to a complex real-world problem or evaluate a given solution for its validity in solving a complex real-world problem.
Recognize that all matter has weight or identify that weight does not change as a result of a chemical reaction.	Use data to identify whether or not there is a change in weight as a result of a chemical reaction.	Use a given model as evidence to determine and/or explain that weight does not change as a result of a chemical reaction.

NSCAS-AA Science Achievement Level Descriptors
Grade 11 Life Science

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Recognize a major human organ or an organ system.	Identify a function of a major organ system in the human body.	Use a given model to identify major organs and/or an organ system of the human body and how the organs within a system work together to support a bodily function.
Recognize that organisms respond to thirst and hunger.	Identify how an organism responds to a given change in its environment.	Use given information to explain that organisms change in response to changing conditions in their environment.
Recognize that the body is made of cells and that cells divide.	Identify a function of cell division (e.g., to grow, to replace dead or damaged cells, to produce different cell types).	Use a given model to determine and/or explain that the body is made of many different types of cells that multiply through a process of cell division.
Recognize that plants and animals rely on specific environmental conditions for survival.	Identify how an environmental change may affect the population of an organism.	Use given evidence to support a claim that living or nonliving factors in an environment affect the population of organisms.
Recognize that an individual or a group behavior of a given organism helps the organism survive and reproduce.	Use given evidence to identify how individual and/or group behaviors of an organism affect survival and reproduction.	Use given evidence to describe and/or explain that individual and group behaviors affect a species' chances to survive and reproduce.
Identify that water, sunlight, and carbon dioxide are necessary for plants to make their own food.	Use a given model to identify that plants change light energy into chemical energy to make their own food.	Develop and/or use a model to explain photosynthesis.
Recognize that all living things need food for energy to grow and survive.	Identify that energy is produced as a result of food breaking down into smaller parts and that different types of food are needed to produce energy for survival.	Use a given model to explain that different types of food are needed to produce the energy that is needed for survival.
Identify the correct order of a food chain from producer to consumer.	Use a given model to complete a food chain from producer to consumer.	Use models to describe a food chain and the cycling of matter among organisms within an ecosystem.
Recognize an inherited trait or recognize an acquired trait.	Identify that an organism has inherited and acquired traits.	Use a given model to explain that some traits are inherited and passed from parent to offspring and other traits are acquired.
Identify an environment that is the most suitable for a given animal with specific physical traits.	Identify how a population can adapt or change to survive when the environment changes.	Use a given model and/or other information to explain how a population of animals can adapt to environmental changes to increase its chance of survival.
Recognize a healthy population in a given environment.	Identify an environmental condition that could lead to an increase or a decrease in a population.	Use given information as evidence to support a claim that a change in the environment can cause a change in the population.

NSCAS-AA Science Achievement Level Descriptors
Grade 11 Earth and Space Sciences

Developing	On Track	Advanced
Developing 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.	On Track 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.	Advanced learners demonstrate high levels of 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.
Students at this level	**Students at this level**	**Students at this level**
Recognize that the Sun provides heat and light to Earth.	Use a given model to identify that the Sun is a star that provides energy to Earth in the form of heat and light.	Use a given model to explain that the Sun's core releases energy that eventually reaches Earth in the form of light and heat.
Recognize that planets orbit the Sun.	Identify that moons orbit planets and planets orbit the Sun in predictable patterns.	Use a given model to describe the predictable orbits of objects (e.g., planets, moons, satellites) in the solar system.
Recognize that the Sun's energy at the poles and equator is different because of Earth's tilt.	Identify that Earth's tilt impacts energy differences between the poles and equator, producing different climates.	Use a given model to describe differences in energy from the Sun and climates on Earth.
Recognize a pattern in global temperatures using a simple given graph or illustration.	Use a given graph or illustration to identify patterns in global temperatures and pollution.	Use simple graphs or illustrations to identify trends in global climate over time.
Recognize that water changes the surface of Earth over time.	Identify that atmospheric changes cause changes to Earth's surface from temperature, water, and wind.	Use data or other information as evidence to support the claim that atmospheric changes cause changes to Earth's surface over time (temperature, water, and wind).
Recognize that Earth has different layers.	Identify that Earth has layers with different characteristics.	Use a given a model to describe the characteristics of the different layers of Earth.
Recognize that Earth has tectonic plates and that they move.	Identify evidence that the movement of Earth's tectonic plates causes earthquakes and volcanoes.	Use a given model to describe that the motion of Earth's tectonic plates causes events that impact Earth's features.
Recognize that water changes Earth's surface by freezing.	Identify a change to Earth's surface that is a result of water freezing or water transporting materials.	Participate in an investigation to describe that water's properties can impact Earth's surface and materials.
Recognize a renewable or nonrenewable natural resource or identify a natural hazard.	Identify how the availability of a given renewable/nonrenewable resource impacts humans and/or identify how a given natural hazard impacts humans.	Use given evidence to explain how the availability of natural resources and/or how the occurrence of natural hazards influences or impacts humans.
Recognize a way humans impact Earth.	Identify a positive and a negative way that humans impact Earth.	Use given evidence to explain how humans positively and negatively impact Earth.
Recognize a solution to a given environmental problem.	Identify a solution to a given environmental problem that reduces human impact on the environment.	Use given information to identify possible solutions to environmental problems that would reduce human impact on the environment.

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Detailed Reports of Participants' Judgments

English Language Arts

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round and Participant for Grade 3 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1701	1	11	22	13	22	12	21
1702	1	17	25	11	25	12	22
1703	1	13	24	11	24	12	23
1704	1	11	23	9	25	11	24
1705	2	14	24	14	25	14	25
1707	2	17	23	13	22	12	22
1708	2	17	27	13	25	12	25

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 3 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**14**	**24**	**13**	**25**	**12**	**23**
	Minimum	11	22	9	22	11	21
	25th %ile	12	23	11	23	12	22
	75th %ile	17	24.5	13	25	12	24.5
	Maximum	17	27	14	25	14	25
	S.D.	2.75	1.63	1.73	1.41	0.9	1.57
	N	7	7	7	7	7	7

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 3 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
1	Median	12	24	11	25	12	23
	Minimum	11	22	9	22	11	21
	25th %ile	11	22.75	10.5	23.5	11.75	21.75
	75th %ile	14	24.25	11.5	25	12	23.25
	Maximum	17	25	13	25	12	24
	S.D.	2.83	1.29	1.63	1.41	0.5	1.29
	N	4	4	4	4	4	4
2	Median	17	24	13	25	12	25
	Minimum	14	23	13	22	12	22
	25th %ile	15.5	23.5	13	23.5	12	23.5
	75th %ile	17	25.5	13.5	25	13	25
	Maximum	17	27	14	25	14	25
	S.D.	1.73	2.08	0.58	1.73	1.15	1.73
	N	3	3	3	3	3	3

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round and Participant for Grade 4 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1701	1	17	25	13	25	12	25
1702	1	17	27	14	25	13	23
1703	1	14	27	11	26	12	25
1704	1	14	24	11	25	10	26
1705	2	14	23	14	25	15	25
1707	2	14	25	14	25	11	24
1708	2	20	26	16	25	11	25

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 4 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**14**	**25**	**14**	**25**	**12**	**25**
	Minimum	14	23	11	25	10	23
	25th %ile	14	24.5	12	25	11	24.5
	75th %ile	17	26.5	14	25	12.5	25
	Maximum	20	27	16	26	15	26
	S.D.	2.36	1.5	1.8	0.38	1.63	0.95
	N	7	7	7	7	7	7

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 4 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
1	Median	16	26	12	25	12	25
	Minimum	14	24	11	25	10	23
	25th %ile	14	24.75	11	25	11.5	24.5
	75th %ile	17	27	13.25	25.25	12.25	25.25
	Maximum	17	27	14	26	13	26
	S.D.	1.73	1.5	1.5	0.5	1.26	1.26
	N	4	4	4	4	4	4
2	Median	14	25	14	25	11	25
	Minimum	14	23	14	25	11	24
	25th %ile	14	24	14	25	11	24.5
	75th %ile	17	25.5	15	25	13	25
	Maximum	20	26	16	25	15	25
	S.D.	3.46	1.53	1.15	0	2.31	0.58
	N	3	3	3	3	3	3

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round and Participant for Grade 5 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1701	1	8	20	7	22	9	22
1702	1	10	25	4	23	9	23
1703	1	11	23	7	23	10	24
1704	1	11	24	8	24	12	25
1705	2	12	20	12	22	12	24
1707	2	16	24	9	22	8	23
1708	2	10	23	9	23	7	24

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 5 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**11**	**23**	**8**	**23**	**9**	**24**
	Minimum	8	20	4	22	7	22
	25th %ile	10	21.5	7	22	8.5	23
	75th %ile	11.5	24	9	23	11	24
	Maximum	16	25	12	24	12	25
	S.D.	2.48	1.98	2.45	0.76	1.9	0.98
	N	7	7	7	7	7	7

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 5 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
1	Median	11	24	7	23	10	24
	Minimum	8	20	4	22	9	22
	25th %ile	9.5	22.25	6.25	22.75	9	22.75
	75th %ile	11	24.25	7.25	23.25	10.5	24.25
	Maximum	11	25	8	24	12	25
	S.D.	1.41	2.16	1.73	0.82	1.41	1.29
	N	4	4	4	4	4	4
2	Median	12	23	9	22	8	24
	Minimum	10	20	9	22	7	23
	25th %ile	11	21.5	9	22	7.5	23.5
	75th %ile	14	23.5	10.5	22.5	10	24
	Maximum	16	24	12	23	12	24
	S.D.	3.06	2.08	1.73	0.58	2.65	0.58
	N	3	3	3	3	3	3

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round and Participant for Grade 6 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1701	1	16	26	12	26	10	23
1702	1	13	24	10	25	9	21
1703	1	16	28	13	26	14	24
1704	1	17	24	14	25	14	24
1705	2	11	18	14	21	14	24
1706	2	11	27	8	23	8	21
1707	2	13	25	12	25	13	24
1708	2	25	28	11	26	9	26
1709	3	8	19	5	16	7	22
1710	3	7	19	5	21	7	20
1711	3	16	27	5	21	5	21
1712	3	14	23	7	21	8	19
1713	4	20	27	15	25	14	23
1714	4	16	22	13	22	15	23
1715	4	14	23	14	23	13	25
1716	4	24	28	17	27	9	24

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 6 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**15**	**25**	**12**	**24**	**10**	**23**
	Minimum	7	18	5	16	5	19
	25th %ile	12.5	22.75	7.75	21	8	21
	75th %ile	16.25	27	14	25.25	14	24
	Maximum	25	28	17	27	15	26
	S.D.	4.96	3.38	3.86	2.87	3.22	1.91
	N	16	16	16	16	16	16

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 6 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
1	Median	16	25	13	26	12	24
	Minimum	13	24	10	25	9	21
	25th %ile	15.25	24	11.5	25	9.75	22.5
	75th %ile	16.25	26.5	13.25	26	14	24
	Maximum	17	28	14	26	14	24
	S.D.	1.73	1.91	1.71	0.58	2.63	1.41
	N	4	4	4	4	4	4
2	Median	12	26	12	24	11	24
	Minimum	11	18	8	21	8	21
	25th %ile	11	23.25	10.25	22.5	8.75	23.25
	75th %ile	16	27.25	12.5	25.25	13.25	24.5
	Maximum	25	28	14	26	14	26
	S.D.	6.73	4.51	2.5	2.22	2.94	2.06
	N	4	4	4	4	4	4
3	Median	11	21	5	21	7	21
	Minimum	7	19	5	16	5	19
	25th %ile	7.75	19	5	19.75	6.5	19.75
	75th %ile	14.5	24	5.5	21	7.25	21.25
	Maximum	16	27	7	21	8	22
	S.D.	4.43	3.83	1	2.5	1.26	1.29
	N	4	4	4	4	4	4
4	Median	18	25	15	24	14	24
	Minimum	14	22	13	22	9	23
	25th %ile	15.5	22.75	13.75	22.75	12	23
	75th %ile	21	27.25	15.5	25.5	14.25	24.25
	Maximum	24	28	17	27	15	25
	S.D.	4.43	2.94	1.71	2.22	2.63	0.96
	N	4	4	4	4	4	4

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round and Participant for Grade 7 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1709	3	14	20	13	21	10	21
1710	3	14	26	12	21	8	20
1711	3	17	27	13	22	10	21
1712	3	11	20	12	19	12	21
1713	4	16	27	13	24	10	21
1714	4	11	22	12	23	11	20
1715	4	15	26	11	24	11	21
1716	4	7	18	10	25	10	21

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 7 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**14**	**24**	**12**	**23**	**10**	**21**
	Minimum	7	18	10	19	8	20
	25th %ile	11	20	11.75	21	10	20.75
	75th %ile	15.25	26.25	13	24	11	21
	Maximum	17	27	13	25	12	21
	S.D.	3.27	3.65	1.07	2	1.16	0.46
	N	8	8	8	8	8	8

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 7 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
3	Median	14	23	13	21	10	21
	Minimum	11	20	12	19	8	20
	25th %ile	13.25	20	12	20.5	9.5	20.75
	75th %ile	14.75	26.25	13	21.25	10.5	21
	Maximum	17	27	13	22	12	21
	S.D.	2.45	3.77	0.58	1.26	1.63	0.5
	N	4	4	4	4	4	4
4	Median	13	24	12	24	11	21
	Minimum	7	18	10	23	10	20
	25th %ile	10	21	10.75	23.75	10	20.75
	75th %ile	15.25	26.25	12.25	24.25	11	21
	Maximum	16	27	13	25	11	21
	S.D.	4.11	4.11	1.29	0.82	0.58	0.5
	N	4	4	4	4	4	4

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round and Participant for Grade 8 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1709	3	15	25	11	22	13	24
1710	3	12	24	12	21	12	23
1711	3	15	23	13	22	13	22
1712	3	11	24	13	21	13	25
1713	4	13	24	13	22	13	24
1714	4	13	22	14	23	13	26
1715	4	10	20	10	22	12	23
1716	4	16	23	13	22	14	25

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 8 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**13**	**24**	**13**	**22**	**13**	**24**
	Minimum	10	20	10	21	12	22
	25th %ile	11.75	22.75	11.75	21.75	12.75	23
	75th %ile	15	24	13	22	13	25
	Maximum	16	25	14	23	14	26
	S.D.	2.1	1.55	1.3	0.64	0.64	1.31
	N	8	8	8	8	8	8

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for Grade 8 ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
3	Median	14	24	13	22	13	24
	Minimum	11	23	11	21	12	22
	25th %ile	11.75	23.75	11.75	21	12.75	22.75
	75th %ile	15	24.25	13	22	13	24.25
	Maximum	15	25	13	22	13	25
	S.D.	2.06	0.82	0.96	0.58	0.5	1.29
	N	4	4	4	4	4	4
4	Median	13	23	13	22	13	25
	Minimum	10	20	10	22	12	23
	25th %ile	12.25	21.5	12.25	22	12.75	23.75
	75th %ile	13.75	23.25	13.25	22.25	13.25	25.25
	Maximum	16	24	14	23	14	26
	S.D.	2.45	1.71	1.73	0.5	0.82	1.29
	N	4	4	4	4	4	4

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round and Participant for HS ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1709	3	14	21	18	26	17	27
1710	3	13	25	17	27	15	27
1711	3	22	28	17	26	18	27
1712	3	13	25	17	25	16	25
1713	4	16	27	14	26	14	26
1714	4	9	25	13	26	15	26
1715	4	16	25	17	25	16	26
1716	4	11	18	16	24	17	25

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for HS ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**14**	**25**	**17**	**26**	**16**	**26**
	Minimum	9	18	13	24	14	25
	25th %ile	12.5	24	15.5	25	15	25.75
	75th %ile	16	25.5	17	26	17	27
	Maximum	22	28	18	27	18	27
	S.D.	3.92	3.24	1.73	0.92	1.31	0.83
	N	8	8	8	8	8	8

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Grade, Round and Table for HS ELA

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
3	Median	14	25	17	26	17	27
	Minimum	13	21	17	25	15	25
	25th %ile	13	24	17	25.75	15.75	26.5
	75th %ile	16	25.75	17.25	26.25	17.25	27
	Maximum	22	28	18	27	18	27
	S.D.	4.36	2.87	0.5	0.82	1.29	1
	N	4	4	4	4	4	4
4	Median	14	25	15	26	16	26
	Minimum	9	18	13	24	14	25
	25th %ile	10.5	23.25	13.75	24.75	14.75	25.75
	75th %ile	16	25.5	16.25	26	16.25	26
	Maximum	16	27	17	26	17	26
	S.D.	3.56	3.95	1.83	0.96	1.29	0.5
	N	4	4	4	4	4	4

Science

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round & Participant for Grade 5 Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1801	1	10	20	9	20	12	21
1802	1	10	21	11	21	14	22
1803	1	11	22	11	22	14	23
1804	1	10	16	10	20	15	22
1805	2	17	23	17	23	17	23
1806	2	11	19	11	21	12	22
1807	2	11	19	12	22	14	22
1808	2	11	21	16	23	17	22

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Round & Table for Grade 5 Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**11**	**21**	**11**	**22**	**14**	**22**
	Minimum	10	16	9	20	12	21
	25th %ile	10	19	10.75	20.75	13.5	22
	75th %ile	11	21.25	13	22.25	15.5	22.25
	Maximum	17	23	17	23	17	23
	S.D.	2.33	2.17	2.85	1.2	1.92	0.64
	N	8	8	8	8	8	8

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Round & Table for Grade 5 Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
1	Median	10	21	11	21	14	22
	Minimum	10	16	9	20	12	21
	25th %ile	10	19	9.75	20	13.5	21.75
	75th %ile	10.25	21.25	11	21.25	14.25	22.25
	Maximum	11	22	11	22	15	23
	S.D.	0.5	2.63	0.96	0.96	1.26	0.82
	N	4	4	4	4	4	4
2	Median	11	20	14	23	16	22
	Minimum	11	19	11	21	12	22
	25th %ile	11	19	11.75	21.75	13.5	22
	75th %ile	12.5	21.5	16.25	23	17	22.25
	Maximum	17	23	17	23	17	23
	S.D.	3	1.91	2.94	0.96	2.45	0.5
	N	4	4	4	4	4	4

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round & Participant for Grade 8 Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1801	1	13	20	5	20	9	21
1802	1	10	20	8	21	11	24
1803	1	12	21	8	23	12	22
1804	1	9	17	7	20	10	23
1805	2	9	16	6	15	14	16
1806	2	7	16	7	17	9	18
1807	2	8	17	6	18	13	14
1808	2	7	16	7	18	14	23
1809	3	8	17	7	20	15	21
1810	3	12	17	8	20	15	21
1811	3	10	22	8	20	16	21
1812	3	10	20	10	21	16	23
1813	4	11	22	5	20	12	22
1814	4	8	22	5	21	11	22
1815	4	9	20	6	21	13	23
1816	4	7	19	5	22	12	22

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Round and Table for Grade 8 Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**9**	**20**	**7**	**20**	**13**	**22**
	Minimum	7	16	5	15	9	14
	25th %ile	8	17	5.75	19.5	11	21
	75th %ile	10.25	20.25	8	21	14.25	23
	Maximum	13	22	10	23	16	24
	S.D.	1.89	2.28	1.44	1.97	2.28	2.73
	N	16	16	16	16	16	16

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Round and Table for Grade 8 Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
1	Median	11	20	8	21	11	23
	Minimum	9	17	5	20	9	21
	25th %ile	9.75	19.25	6.5	20	9.75	21.75
	75th %ile	12.25	20.25	8	21.5	11.25	23.25
	Maximum	13	21	8	23	12	24
	S.D.	1.83	1.73	1.41	1.41	1.29	1.29
	N	4	4	4	4	4	4
2	Median	8	16	7	18	14	17
	Minimum	7	16	6	15	9	14
	25th %ile	7	16	6	16.5	12	15.5
	75th %ile	8.25	16.25	7	18	14	19.25
	Maximum	9	17	7	18	14	23
	S.D.	0.96	0.5	0.58	1.41	2.38	3.86
	N	4	4	4	4	4	4
3	Median	10	19	8	20	16	21
	Minimum	8	17	7	20	15	21
	25th %ile	9.5	17	7.75	20	15	21
	75th %ile	10.5	20.5	8.5	20.25	16	21.5
	Maximum	12	22	10	21	16	23
	S.D.	1.63	2.45	1.26	0.5	0.58	1
	N	4	4	4	4	4	4
4	Median	9	21	5	21	12	22
	Minimum	7	19	5	20	11	22
	25th %ile	7.75	19.75	5	20.75	11.75	22
	75th %ile	9.5	22	5.25	21.25	12.25	22.25
	Maximum	11	22	6	22	13	23
	S.D.	1.71	1.5	0.5	0.82	0.82	0.5
	N	4	4	4	4	4	4

NSCAS Alt 2023 Standard Setting

Unformatted Recommendations by Round & Participant for HS Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Panelist #	Table	On Track	Advanced	On Track	Advanced	On Track	Advanced
1901	1	17	25	15	27	15	26
1902	1	15	28	13	27	13	25
1903	1	20	28	14	27	14	25
1904	1	17	26	16	27	15	26
1905	2	21	27	15	25	17	26
1906	2	16	24	16	24	16	24
1907	2	17	26	16	25	18	26
1908	2	17	24	16	25	16	25

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Round & Table for HS Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Group	**Statistic**	**On Track**	**Advanced**	**On Track**	**Advanced**	**On Track**	**Advanced**
All Partici-pants	**Median**	**17**	**26**	**16**	**26**	**16**	**26**
	Minimum	15	24	13	24	13	24
	25th %ile	16.75	24.75	14.75	25	14.75	25
	75th %ile	17.75	27.25	16	27	16.25	26
	Maximum	21	28	16	27	18	26
	S.D.	2	1.6	1.13	1.25	1.6	0.74
	N	8	8	8	8	8	8

NSCAS Alt 2023 Standard Setting

Summaries of Recommendations by Round & Table for HS Science

Recommendations on the Raw Score Metric

		Round 1		Round 2		Round 3	
Table	Statistic	On Track	Advanced	On Track	Advanced	On Track	Advanced
1	Median	17	27	15	27	15	26
	Minimum	15	25	13	27	13	25
	25th %ile	16.5	25.75	13.75	27	13.75	25
	75th %ile	17.75	28	15.25	27	15	26
	Maximum	20	28	16	27	15	26
	S.D.	2.06	1.5	1.29	0	0.96	0.58
	N	4	4	4	4	4	4
2	Median	17	25	16	25	17	26
	Minimum	16	24	15	24	16	24
	25th %ile	16.75	24	15.75	24.75	16	24.75
	75th %ile	18	26.25	16	25	17.25	26
	Maximum	21	27	16	25	18	26
	S.D.	2.22	1.5	0.5	0.5	0.96	0.96
	N	4	4	4	4	4	4

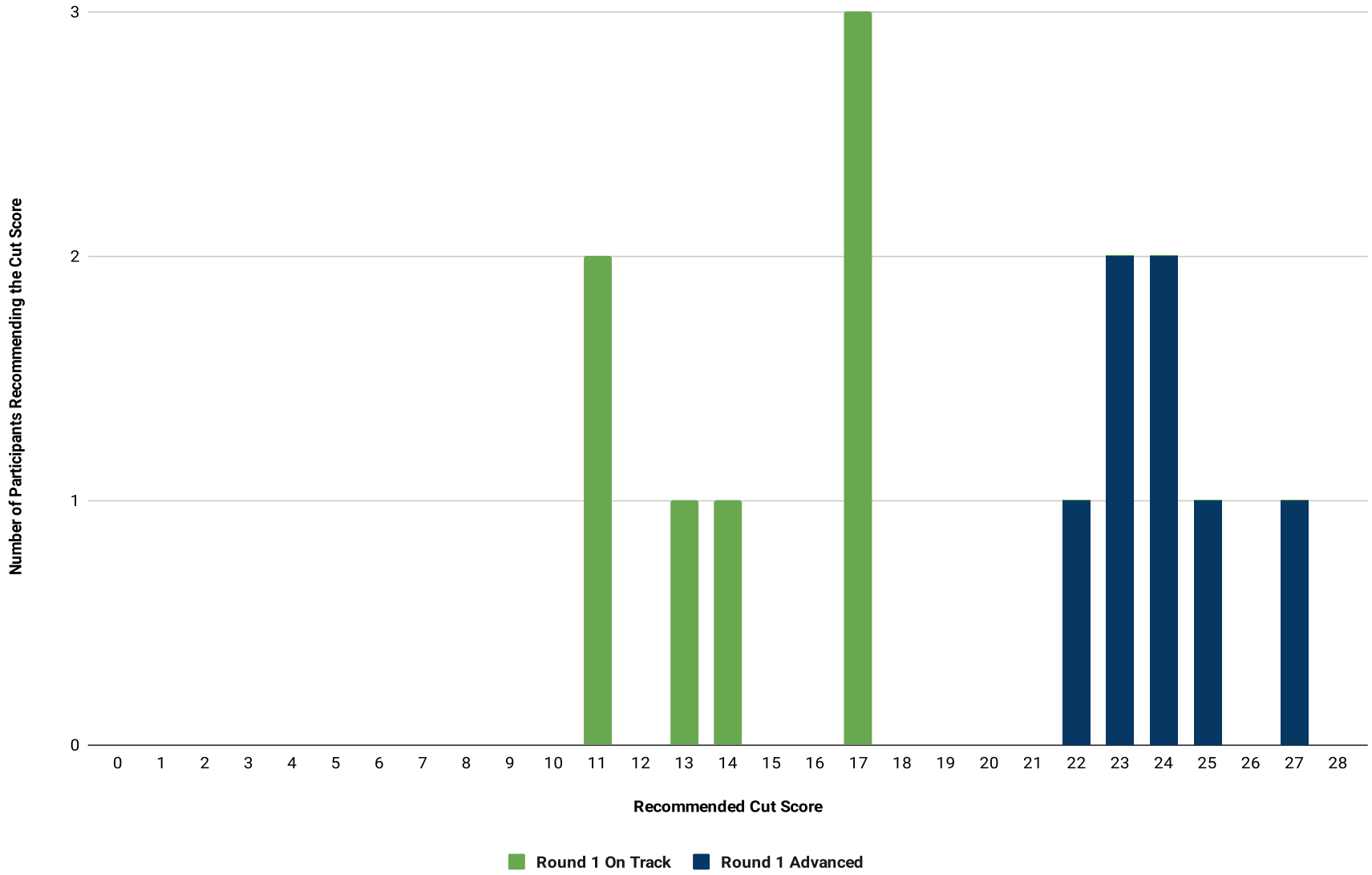
G

Graphical Summary of Panelists' Raw Cut Score Recommendations

English Language Arts

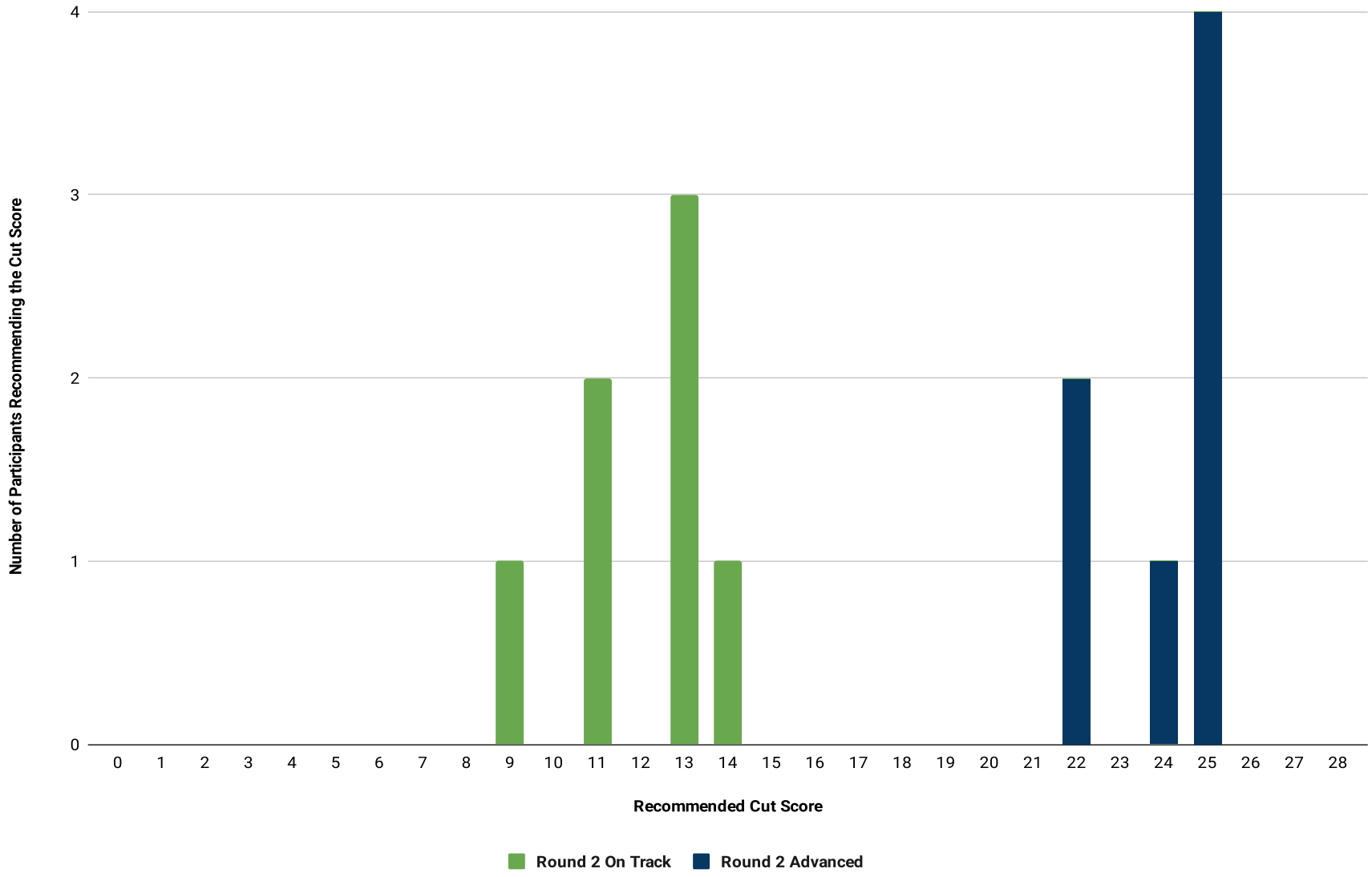
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade 3 ELA



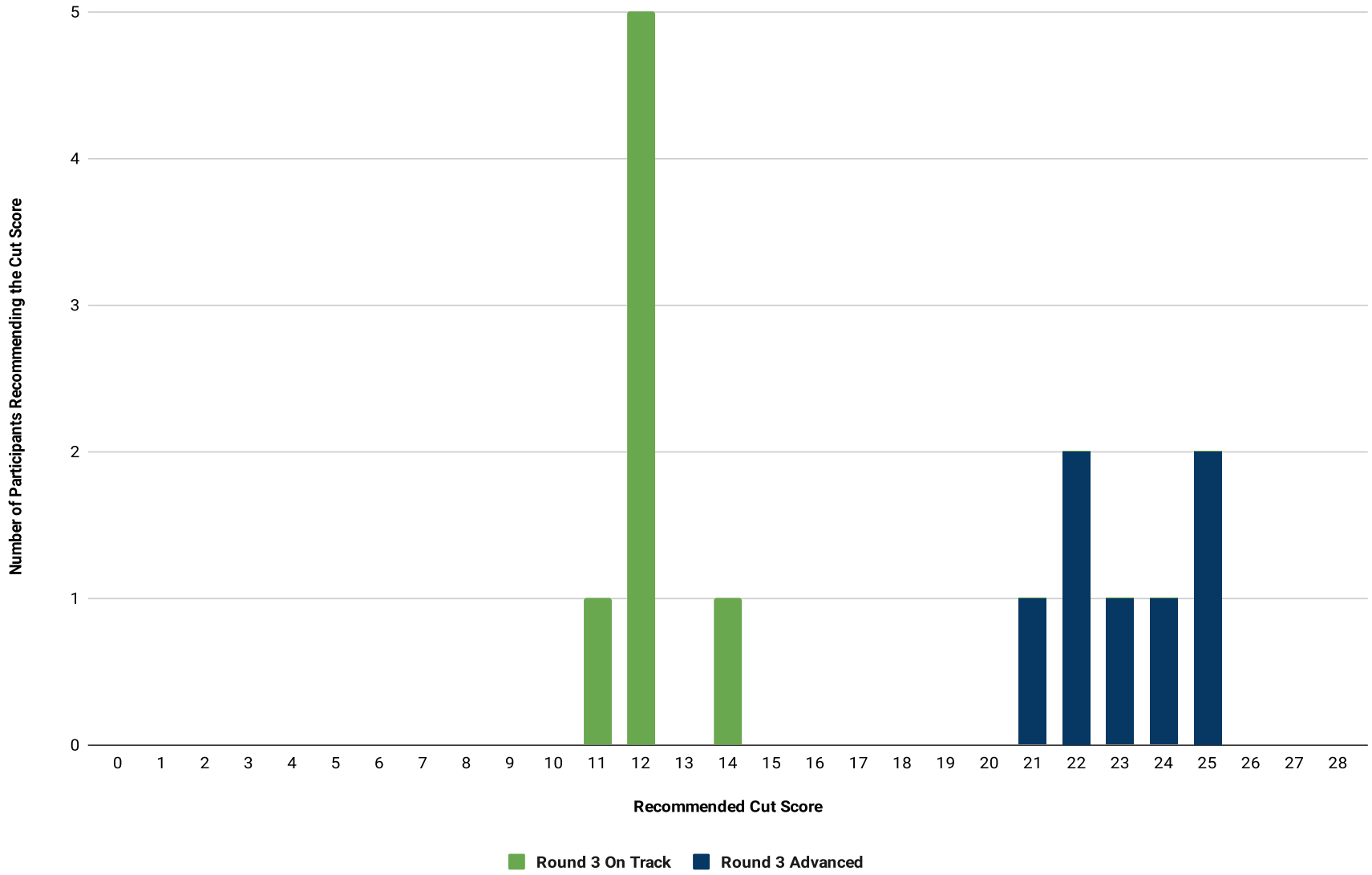
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade 3 ELA



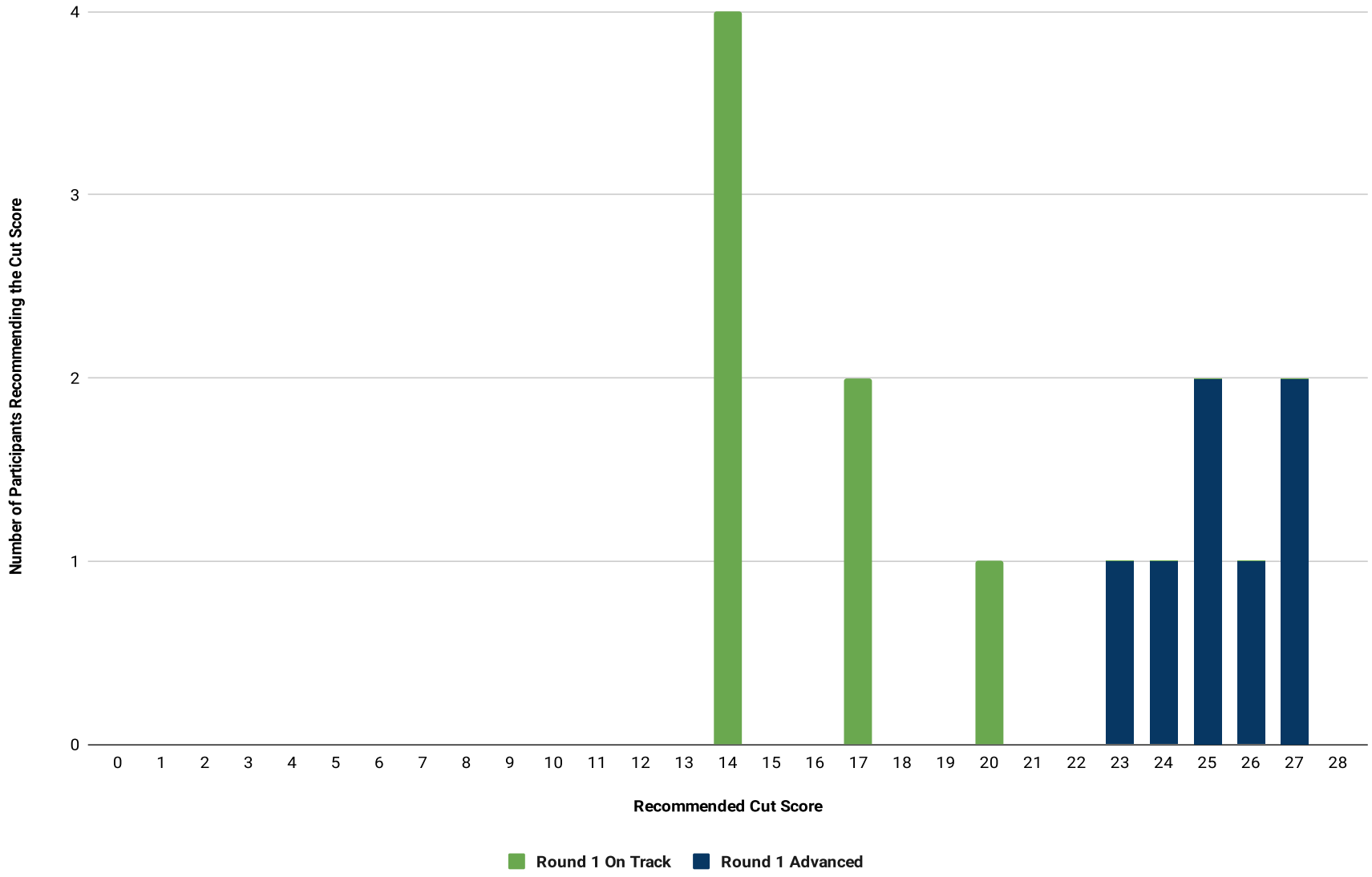
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade 3 ELA



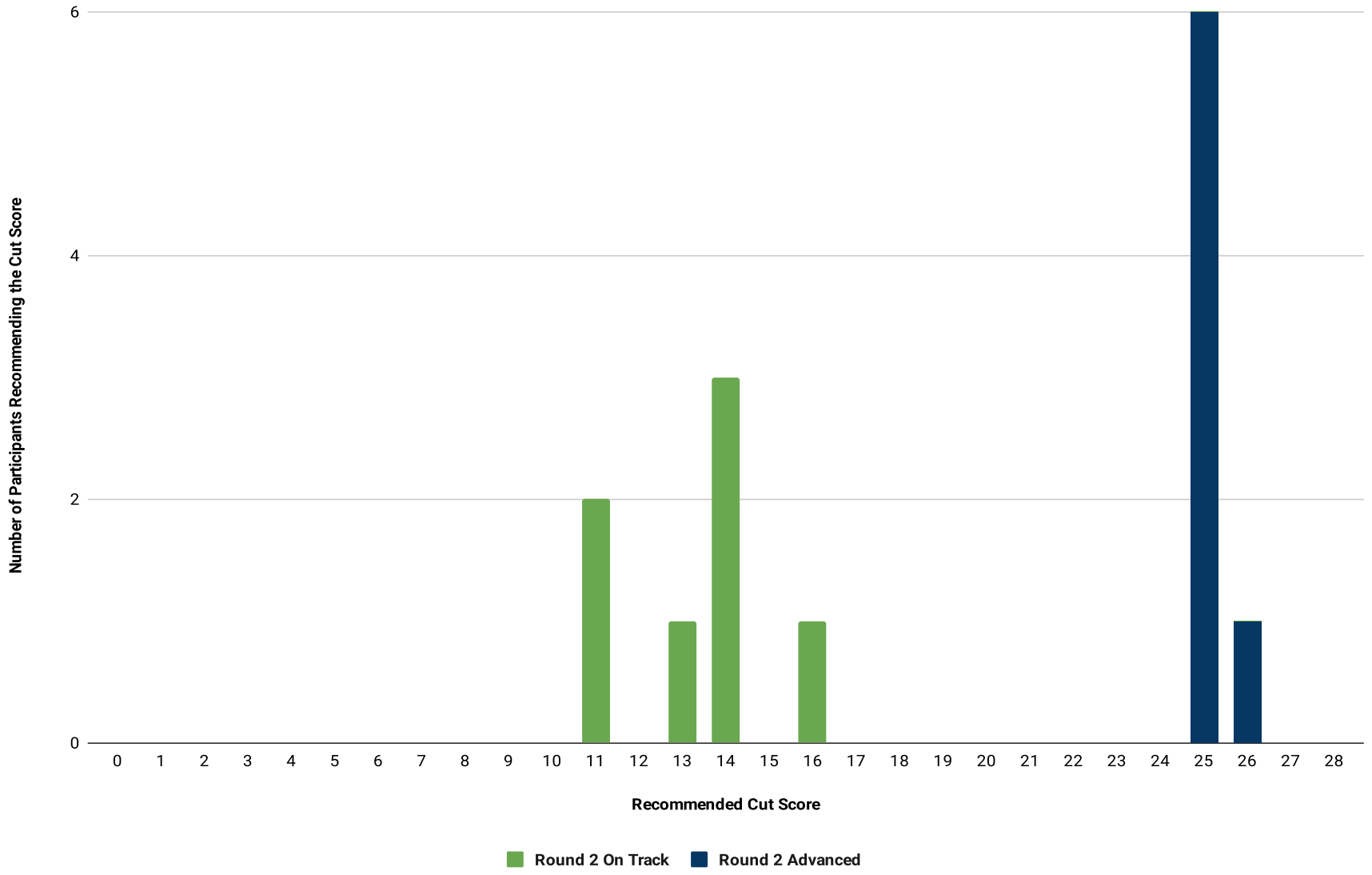
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade 4 ELA



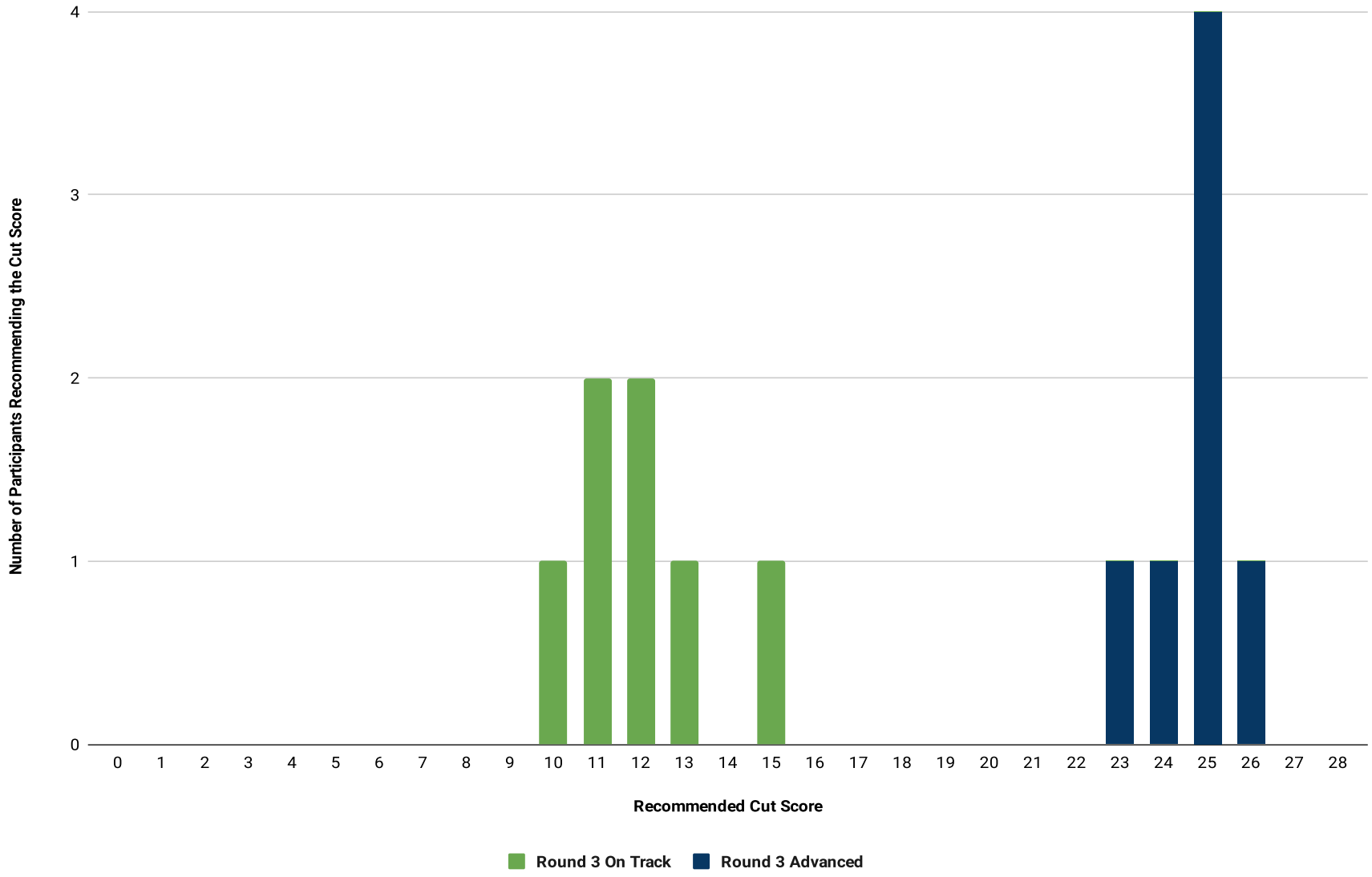
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade 4 ELA



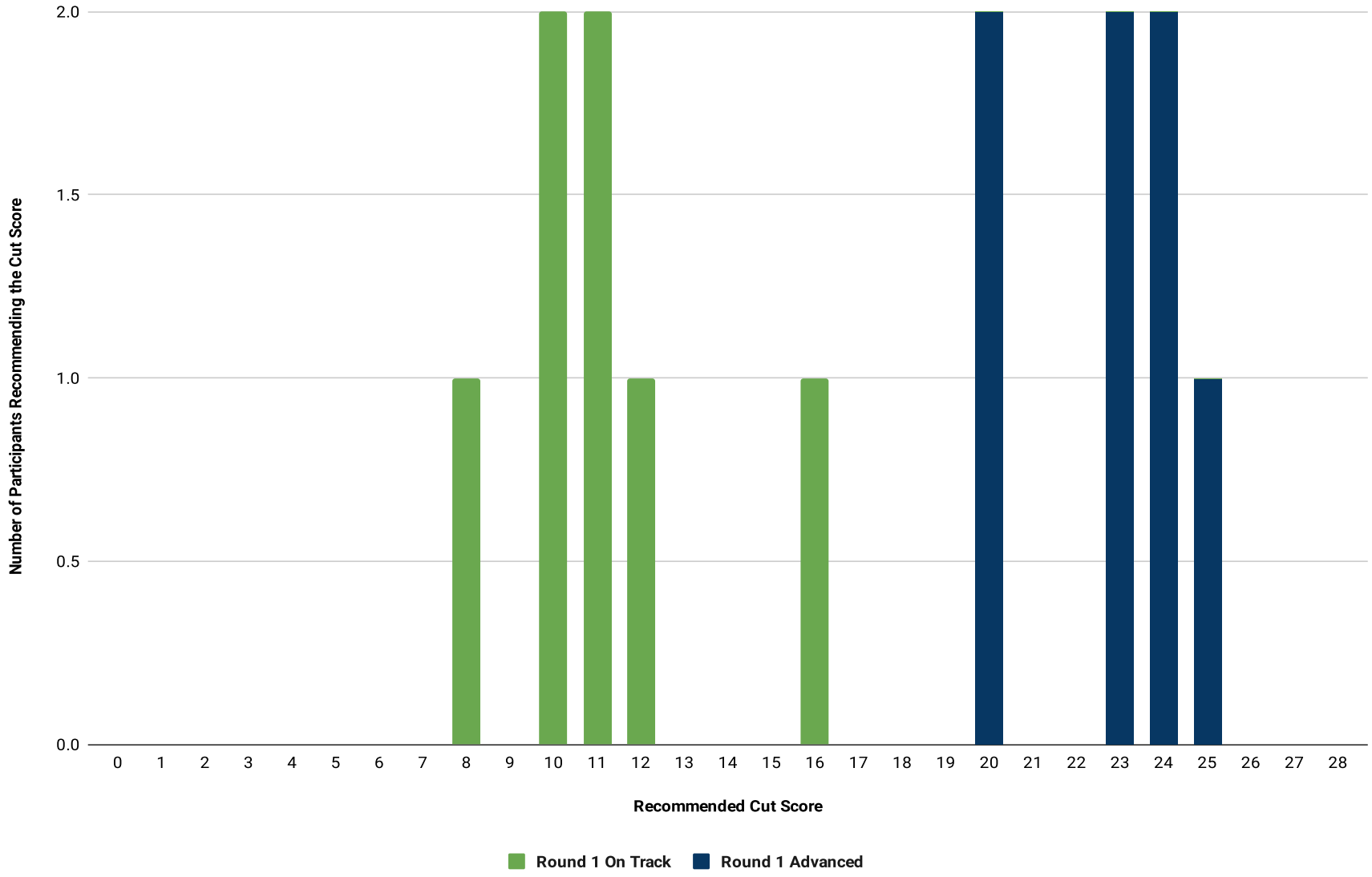
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade 4 ELA



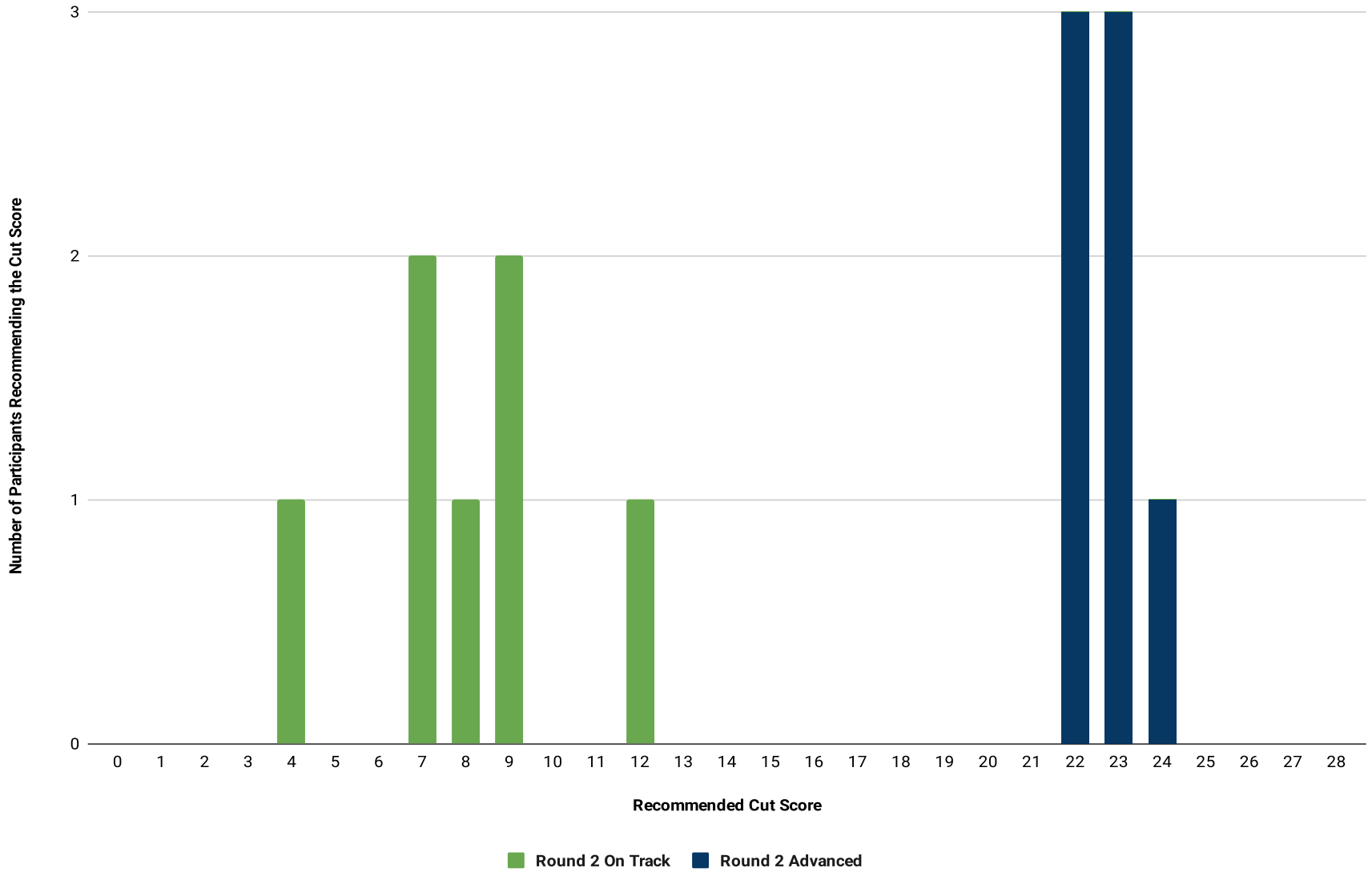
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade 5 ELA



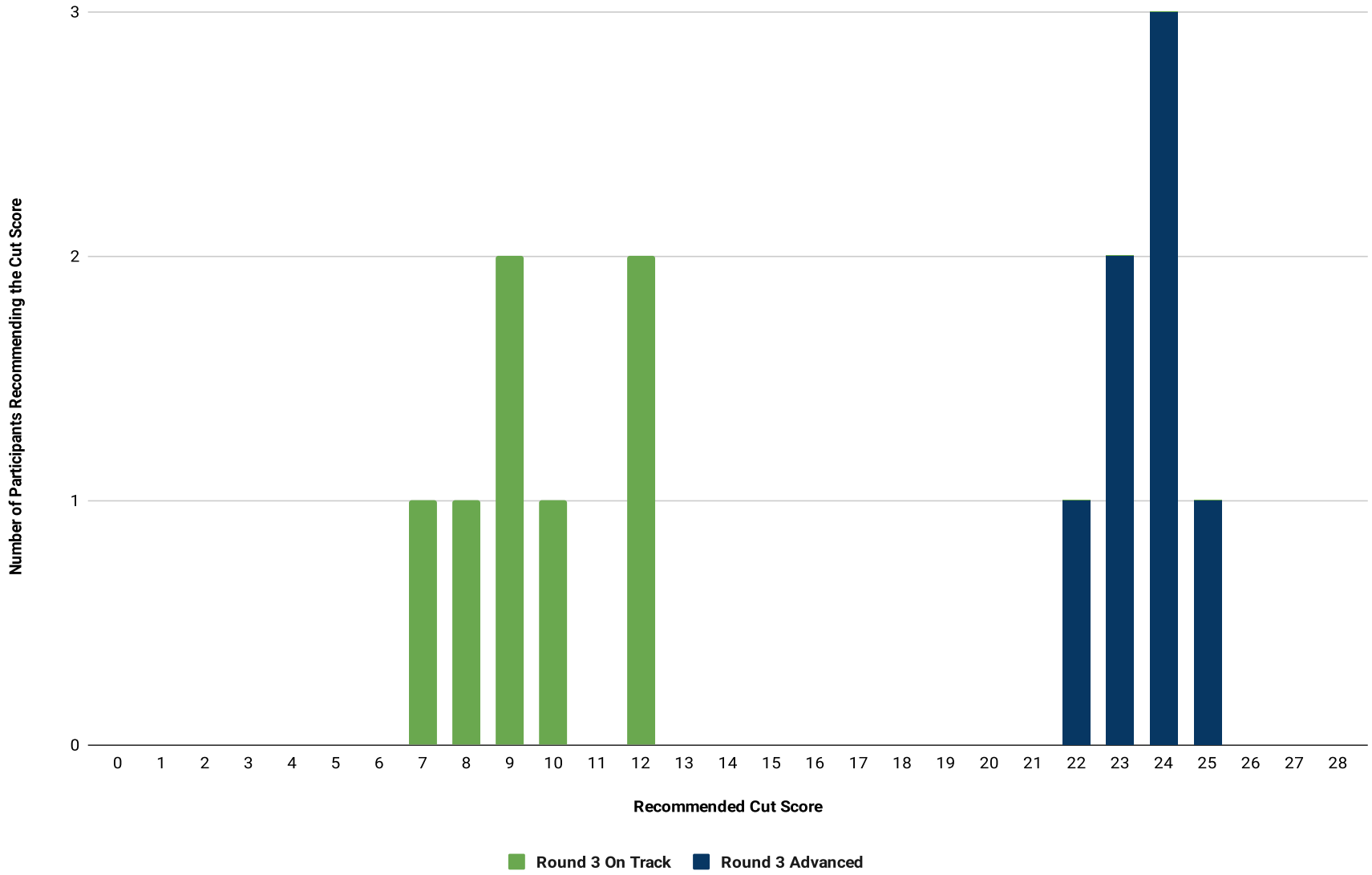
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade 5 ELA



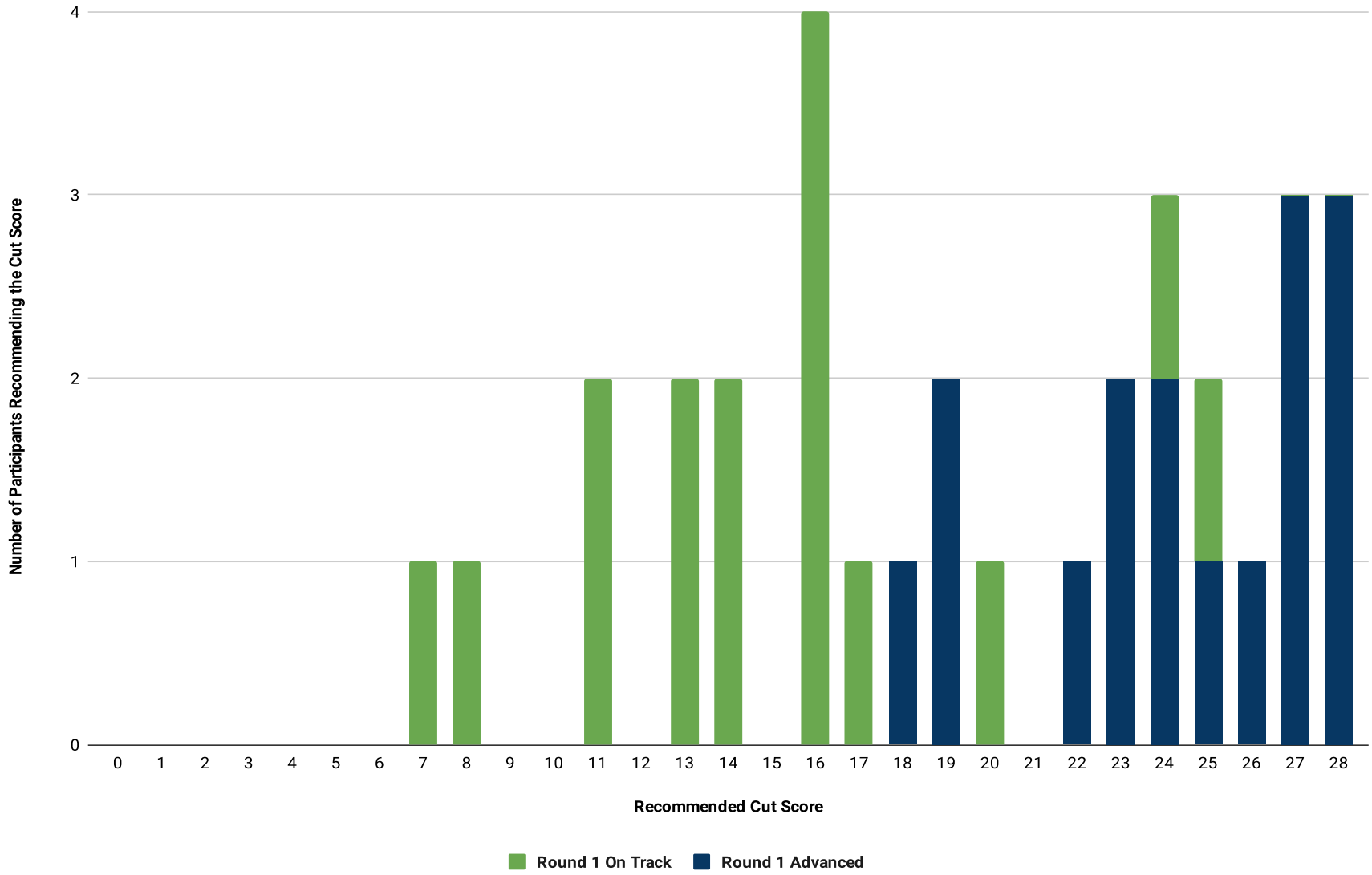
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade 5 ELA



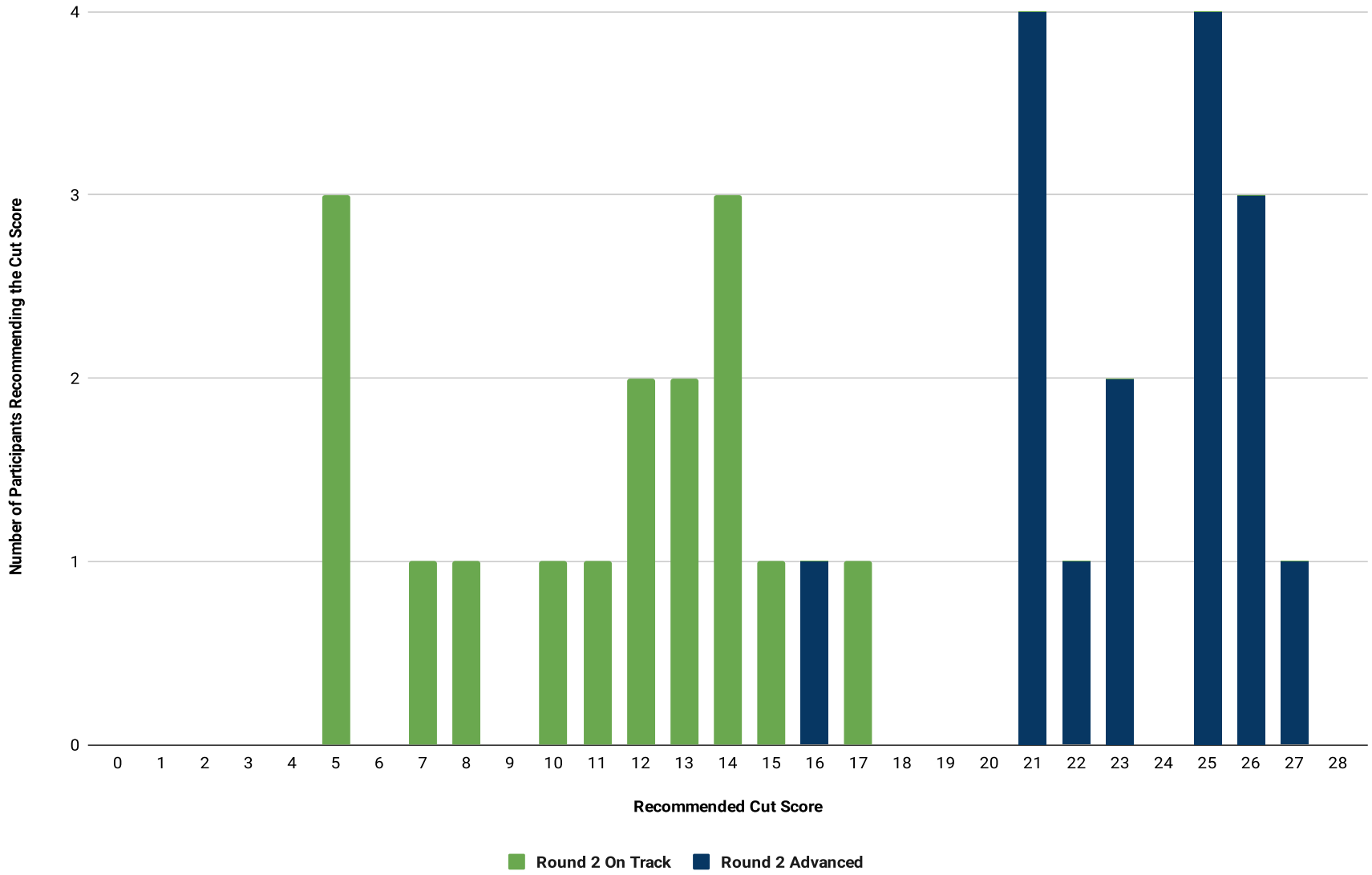
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade 6 ELA



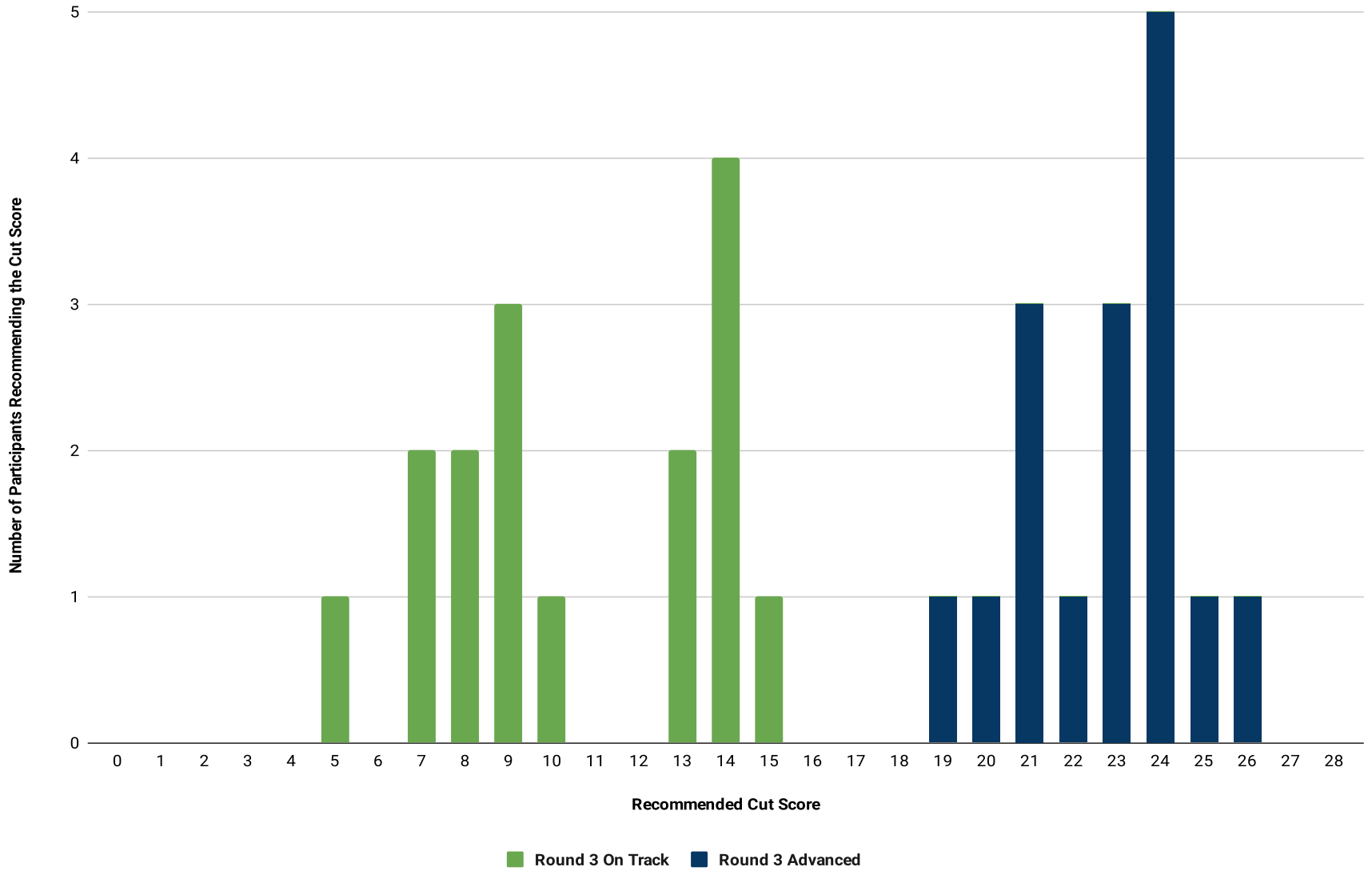
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade 6 ELA



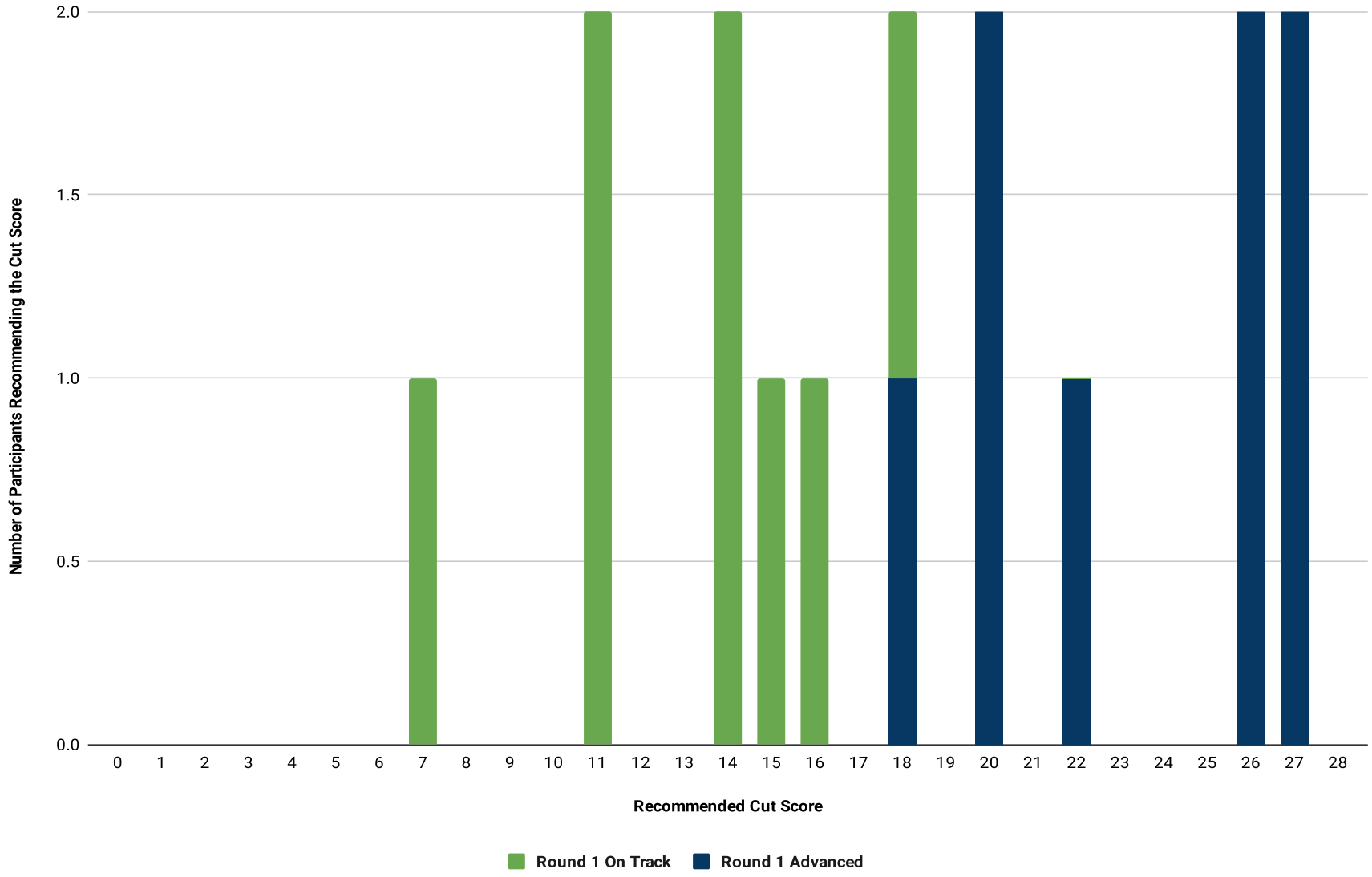
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade 6 ELA



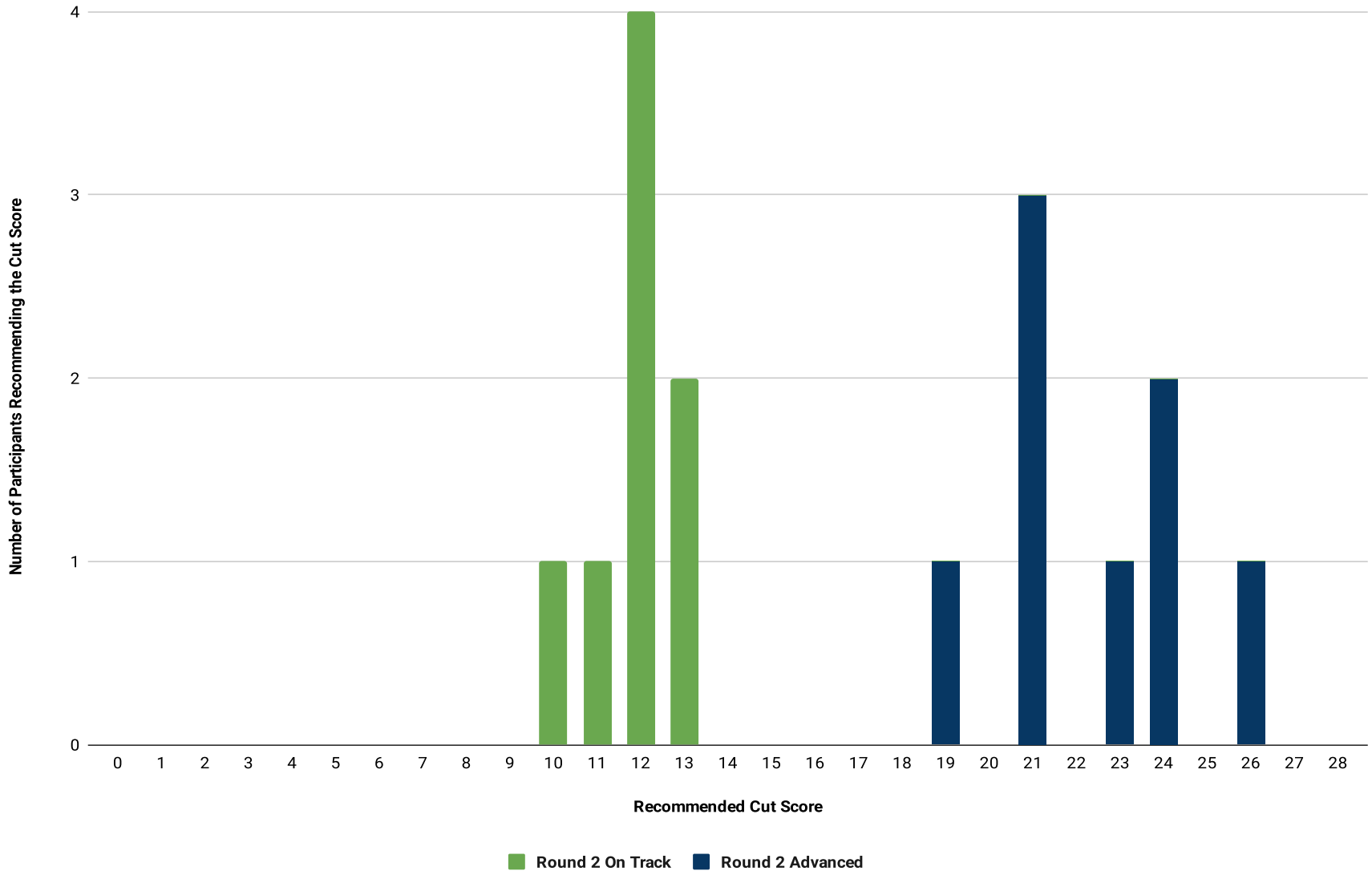
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade 7 ELA



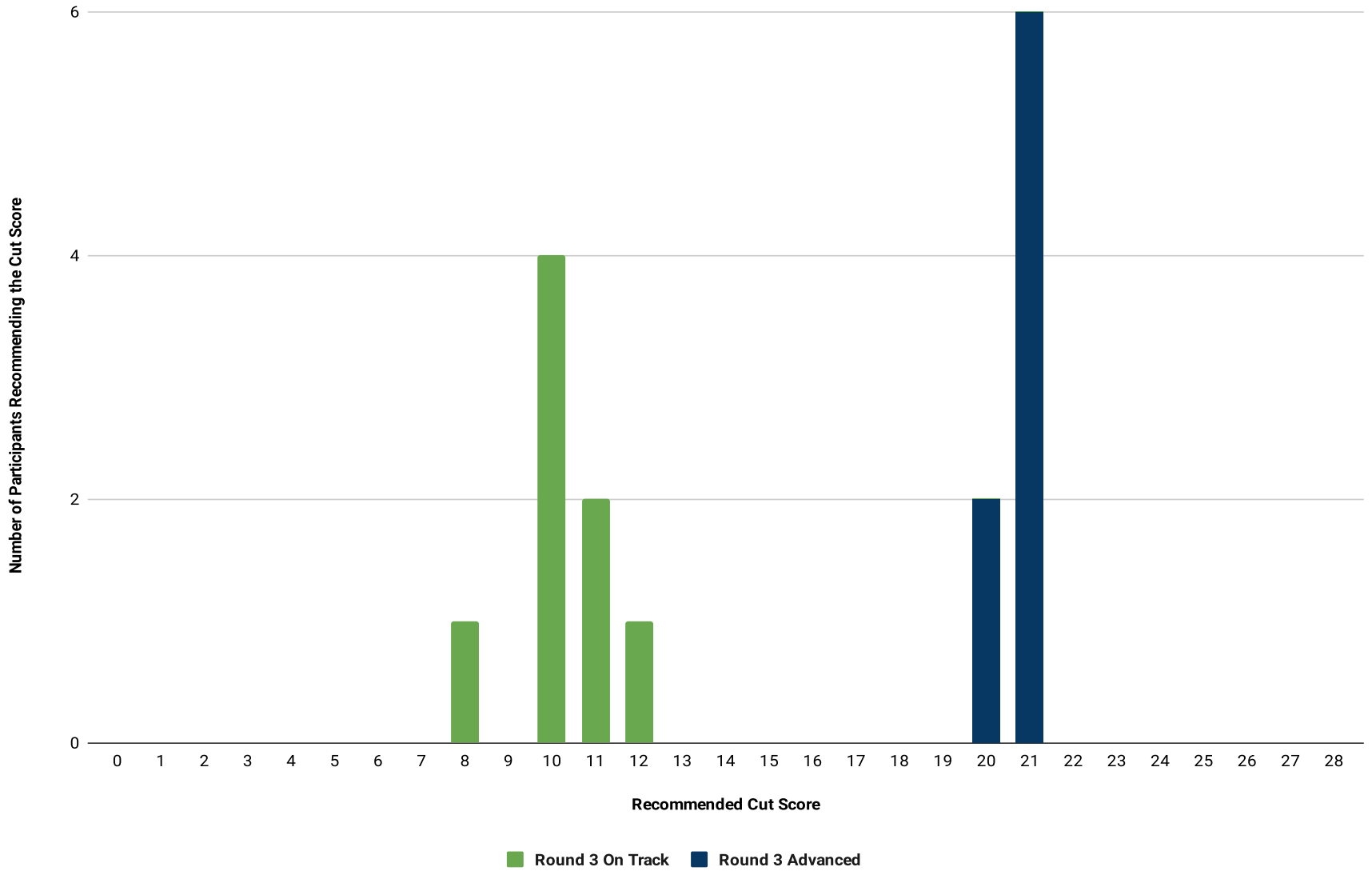
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade 7 ELA



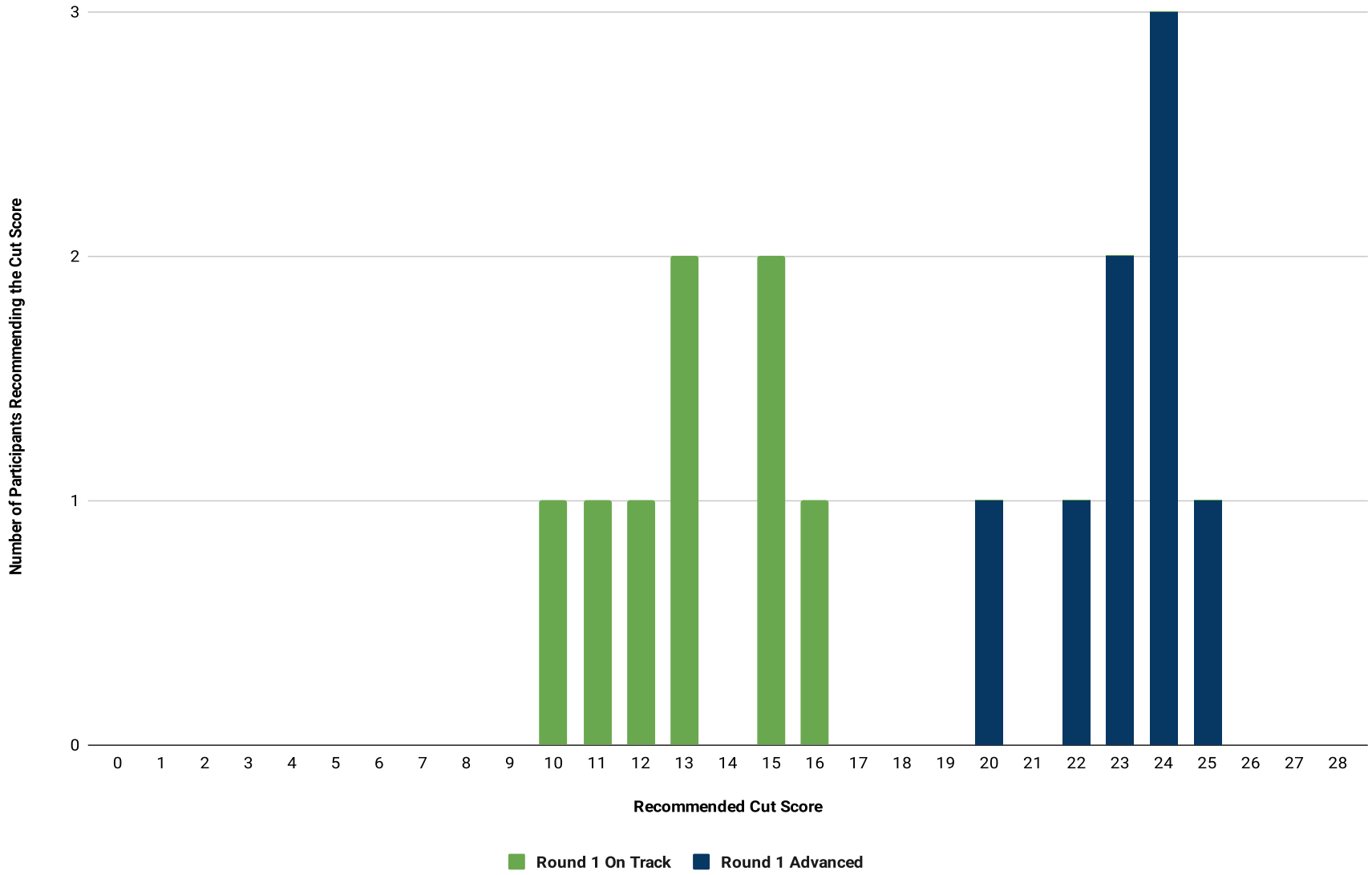
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade 7 ELA



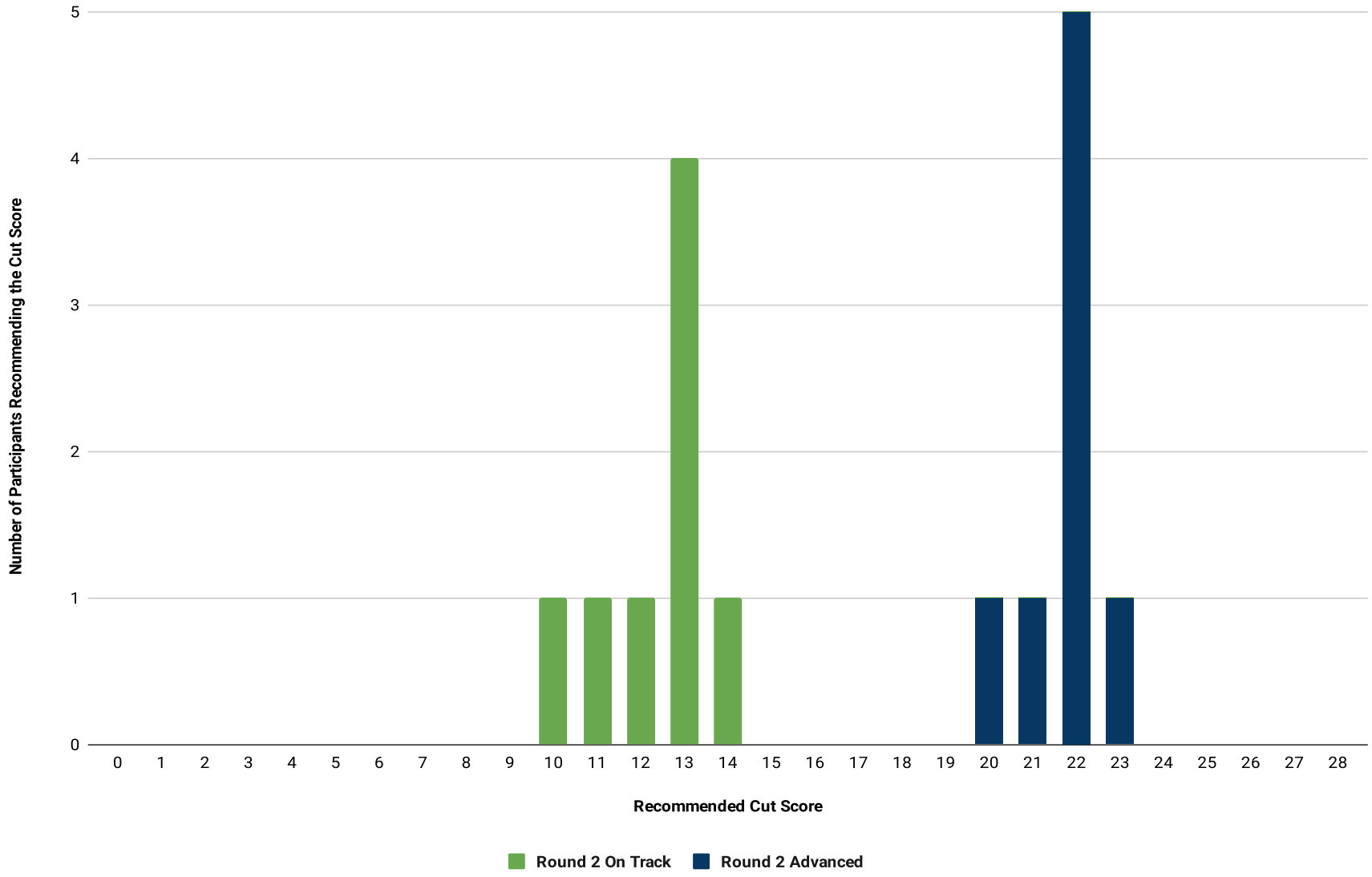
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade 8 ELA



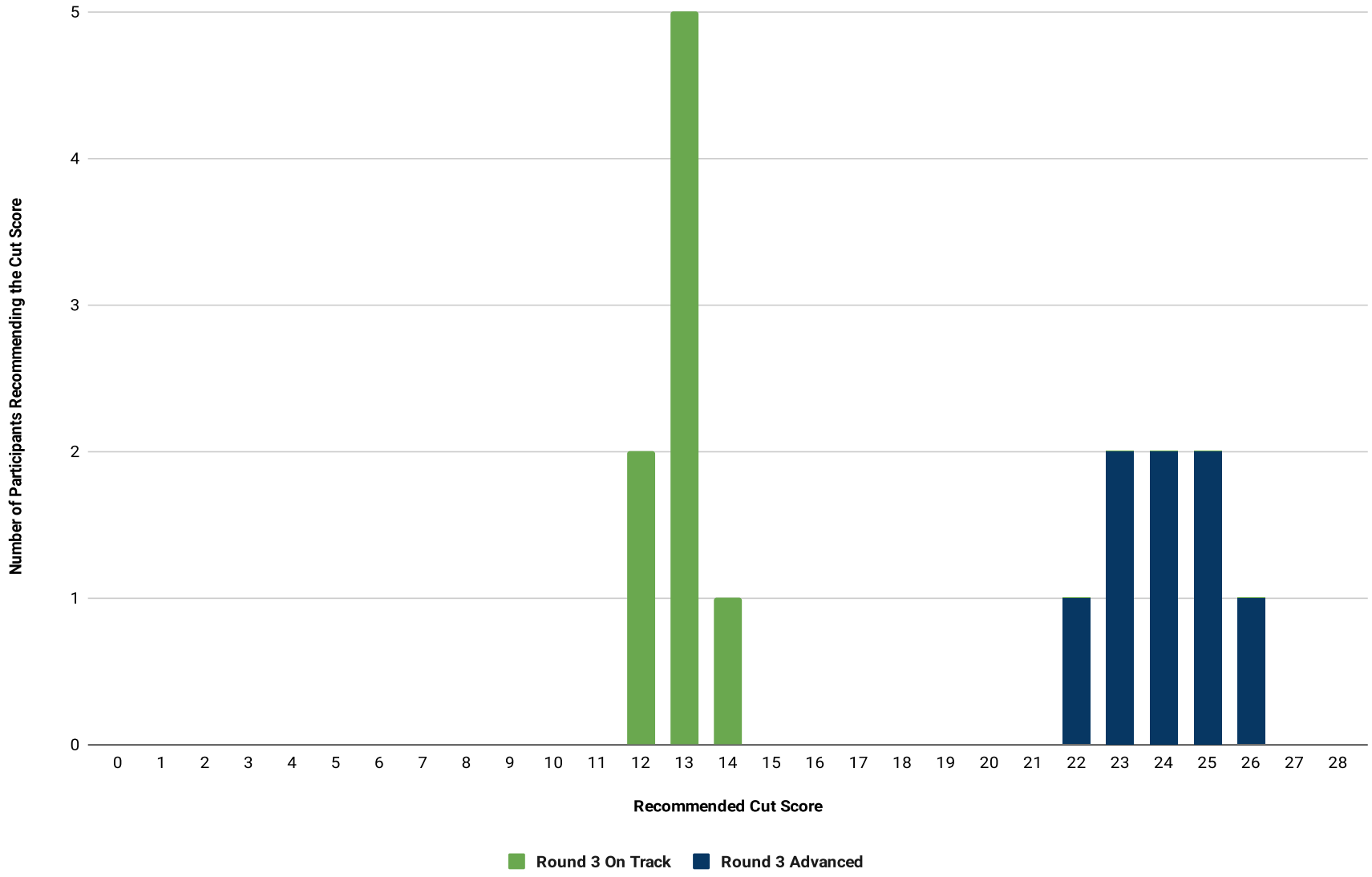
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade 8 ELA



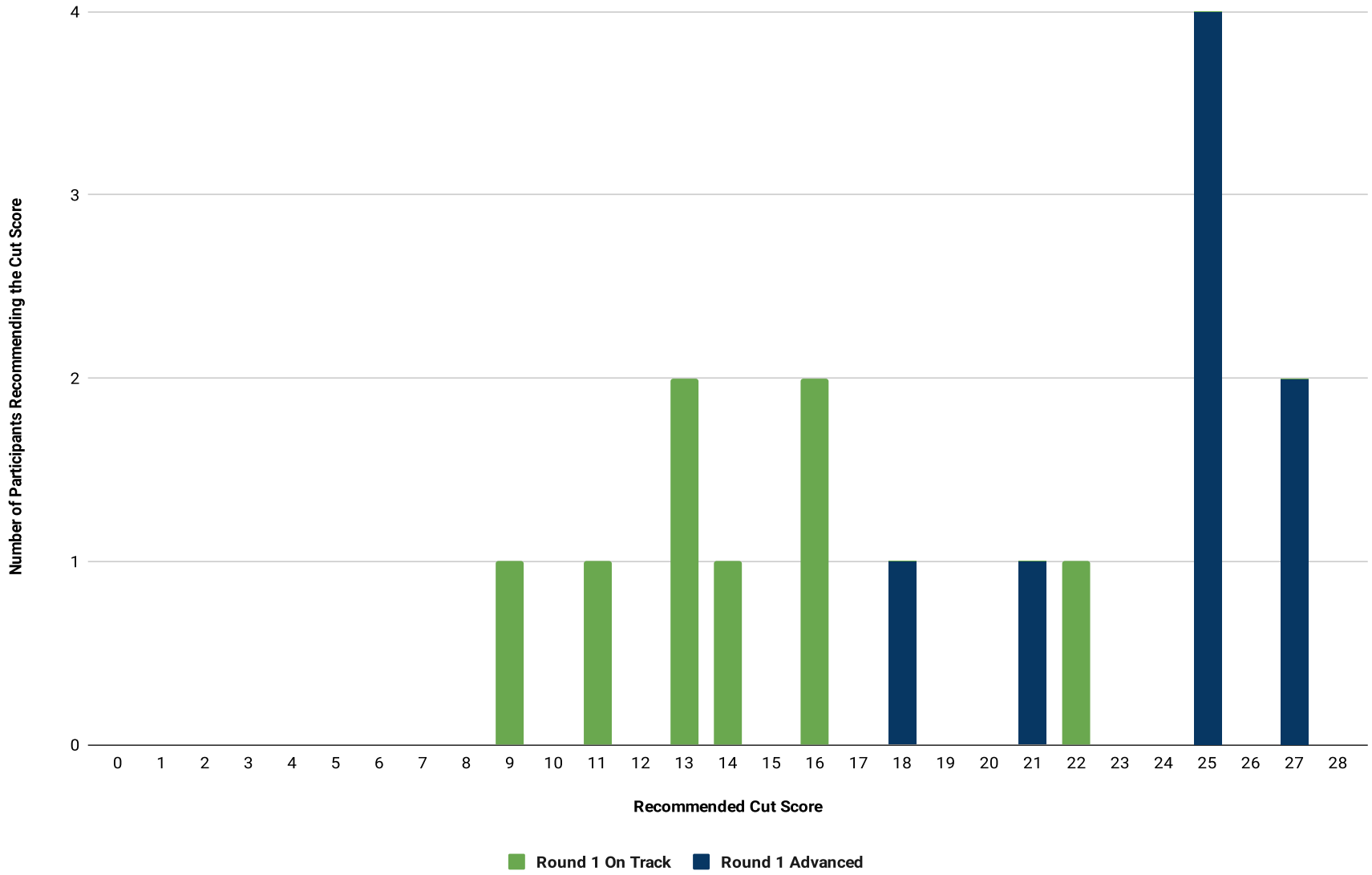
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade 8 ELA



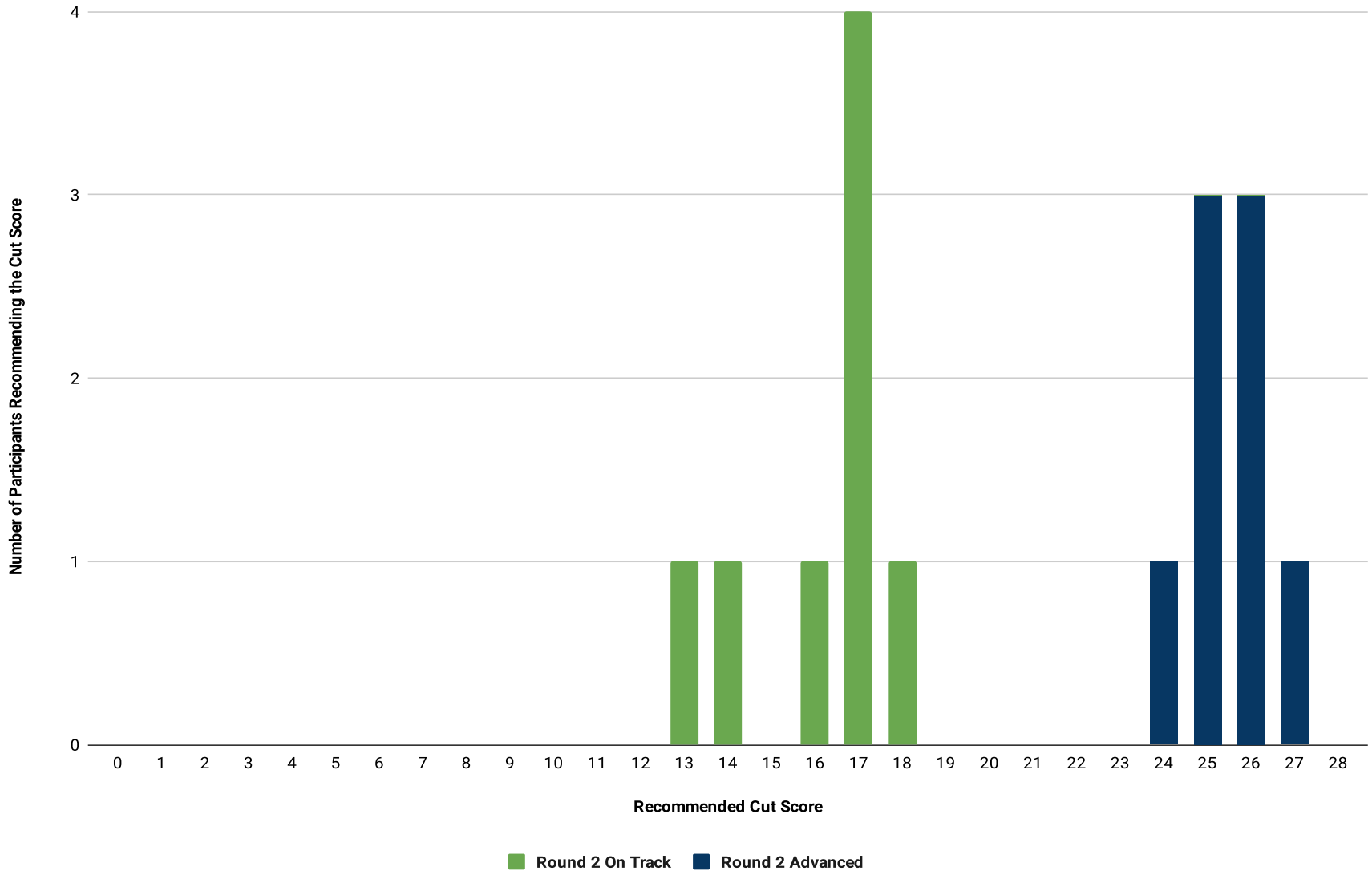
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade HS ELA



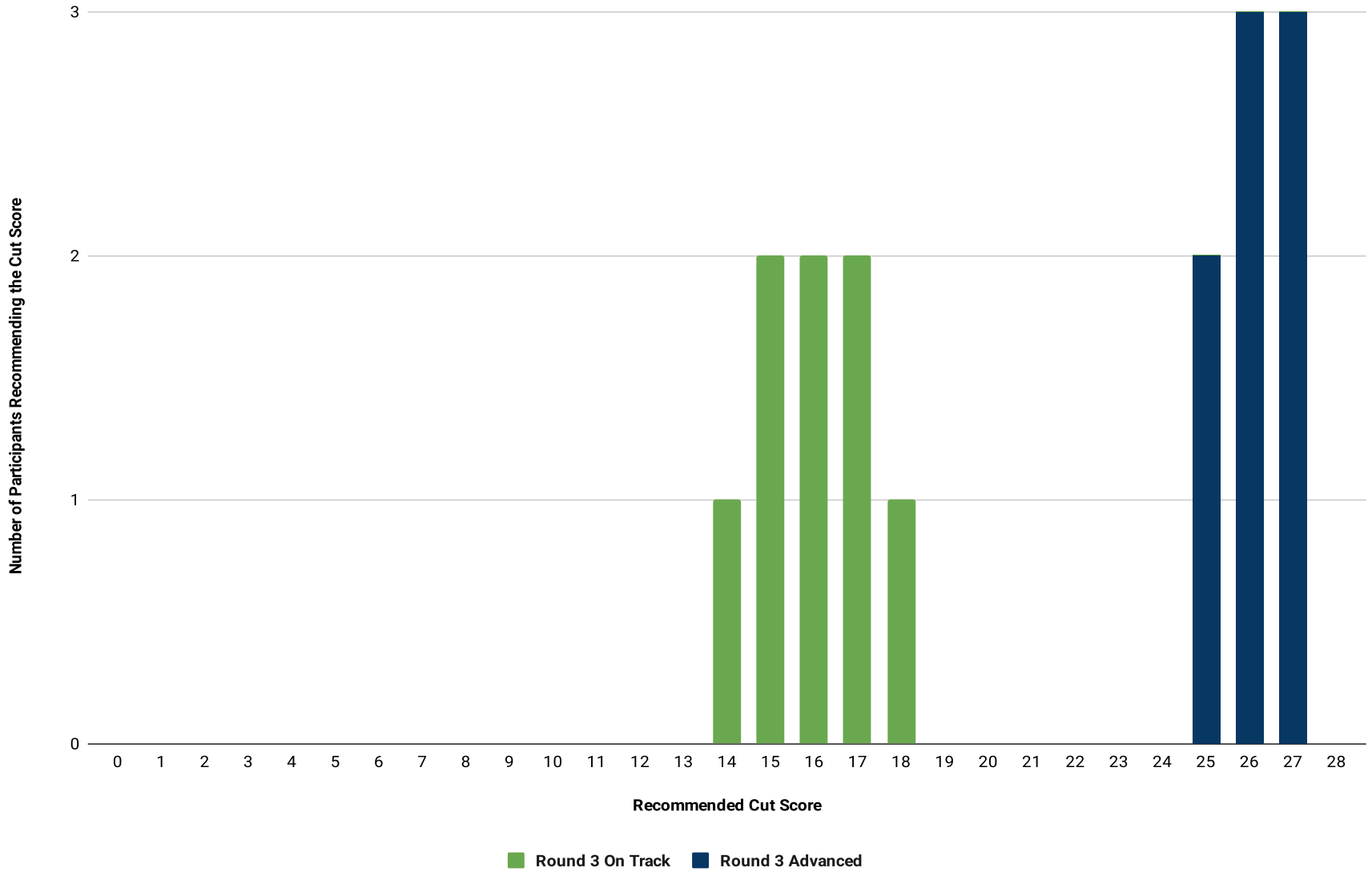
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade HS ELA



Histogram of Recommended Cut Scores for Round 3

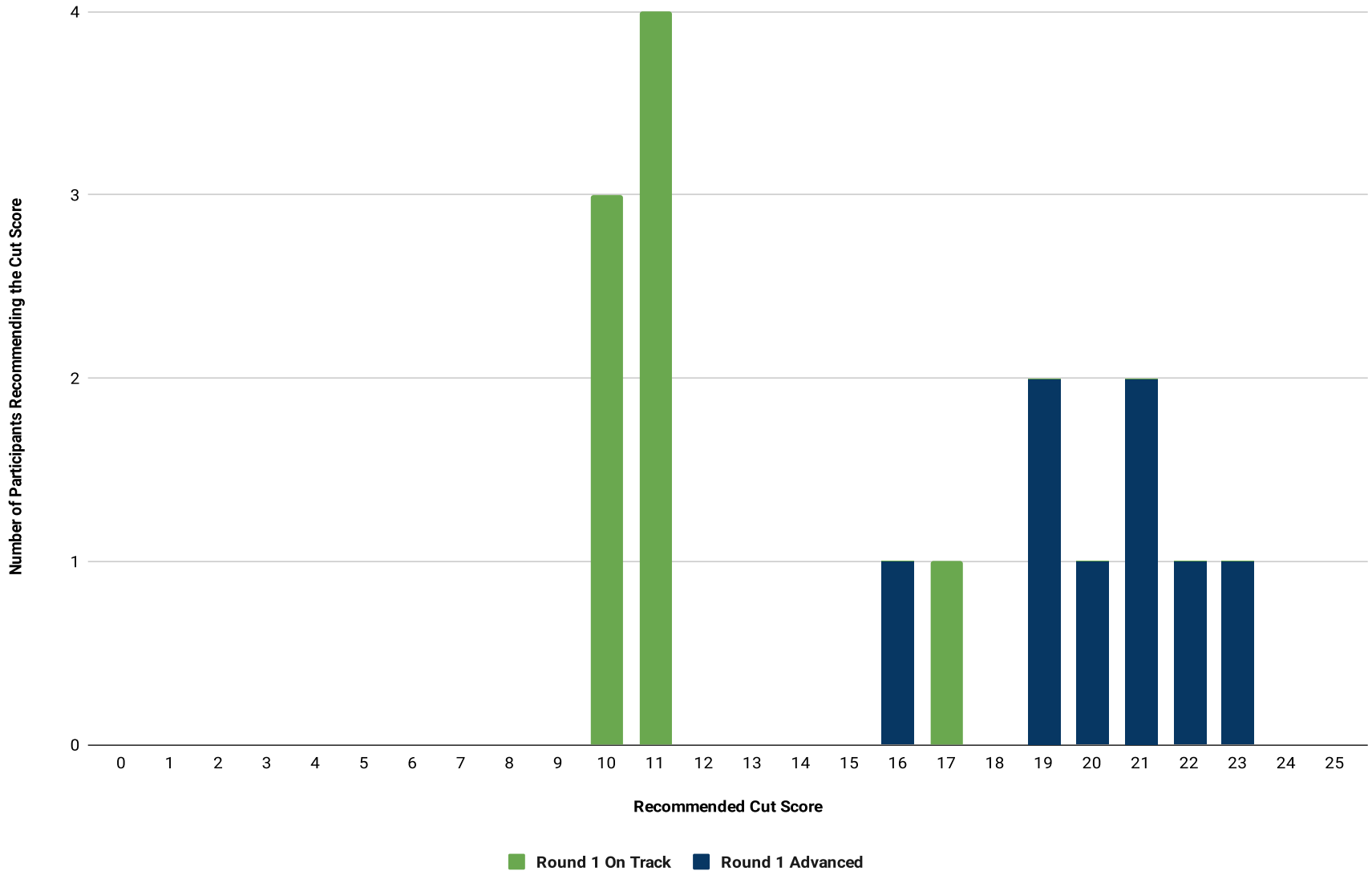
Nebraska Alt Grade HS ELA



Science

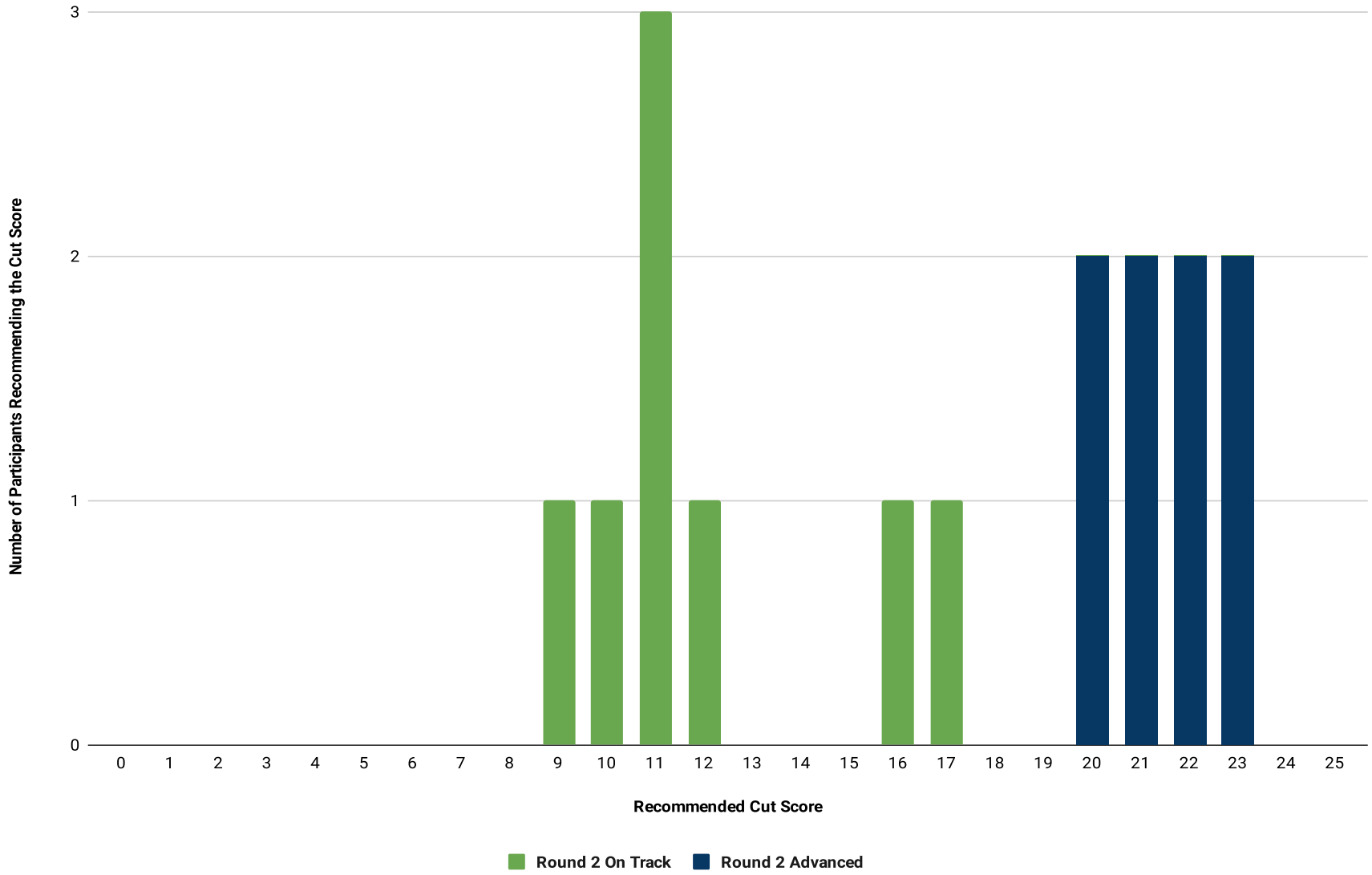
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade 5 Science



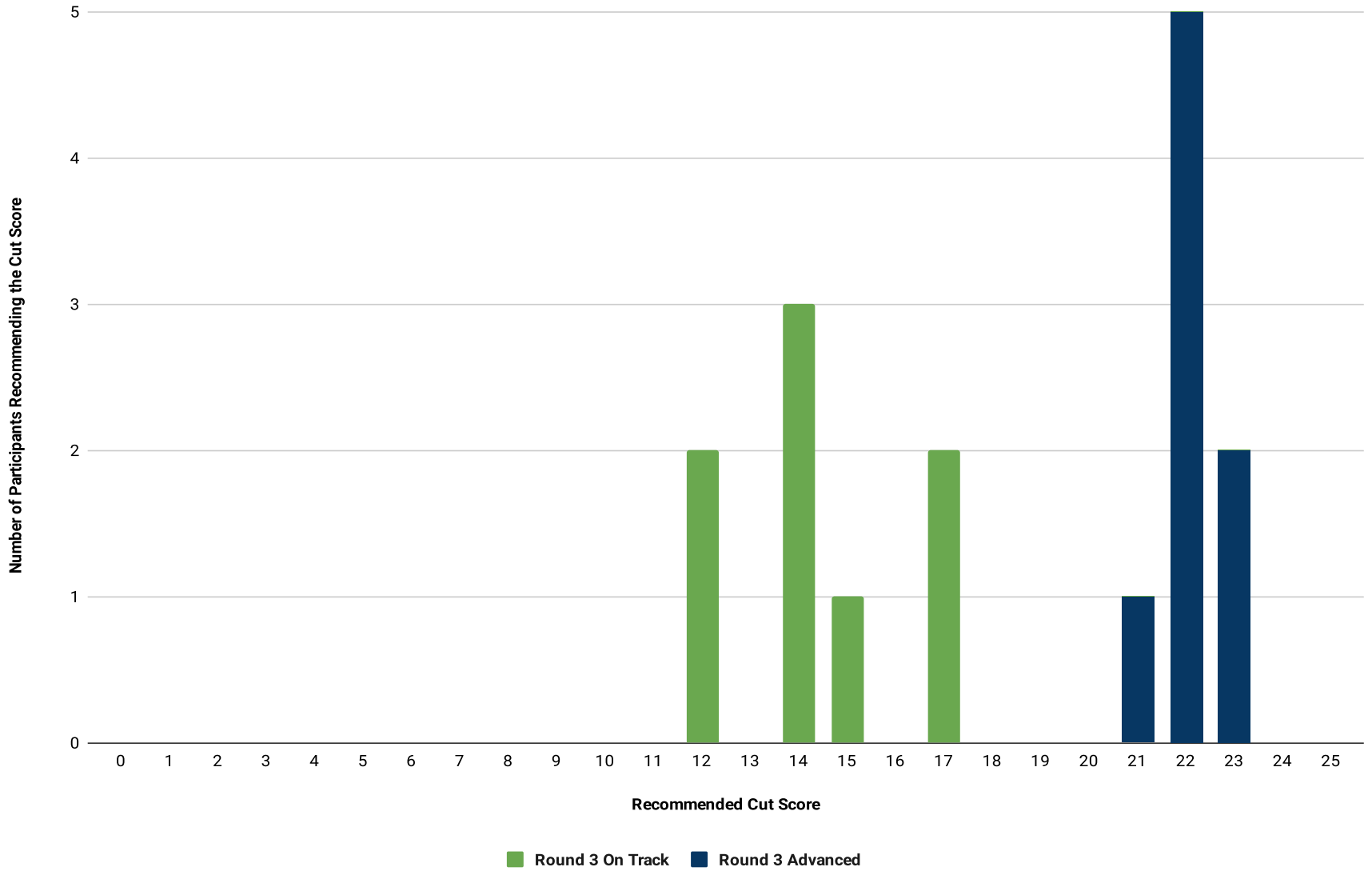
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade 5 Science



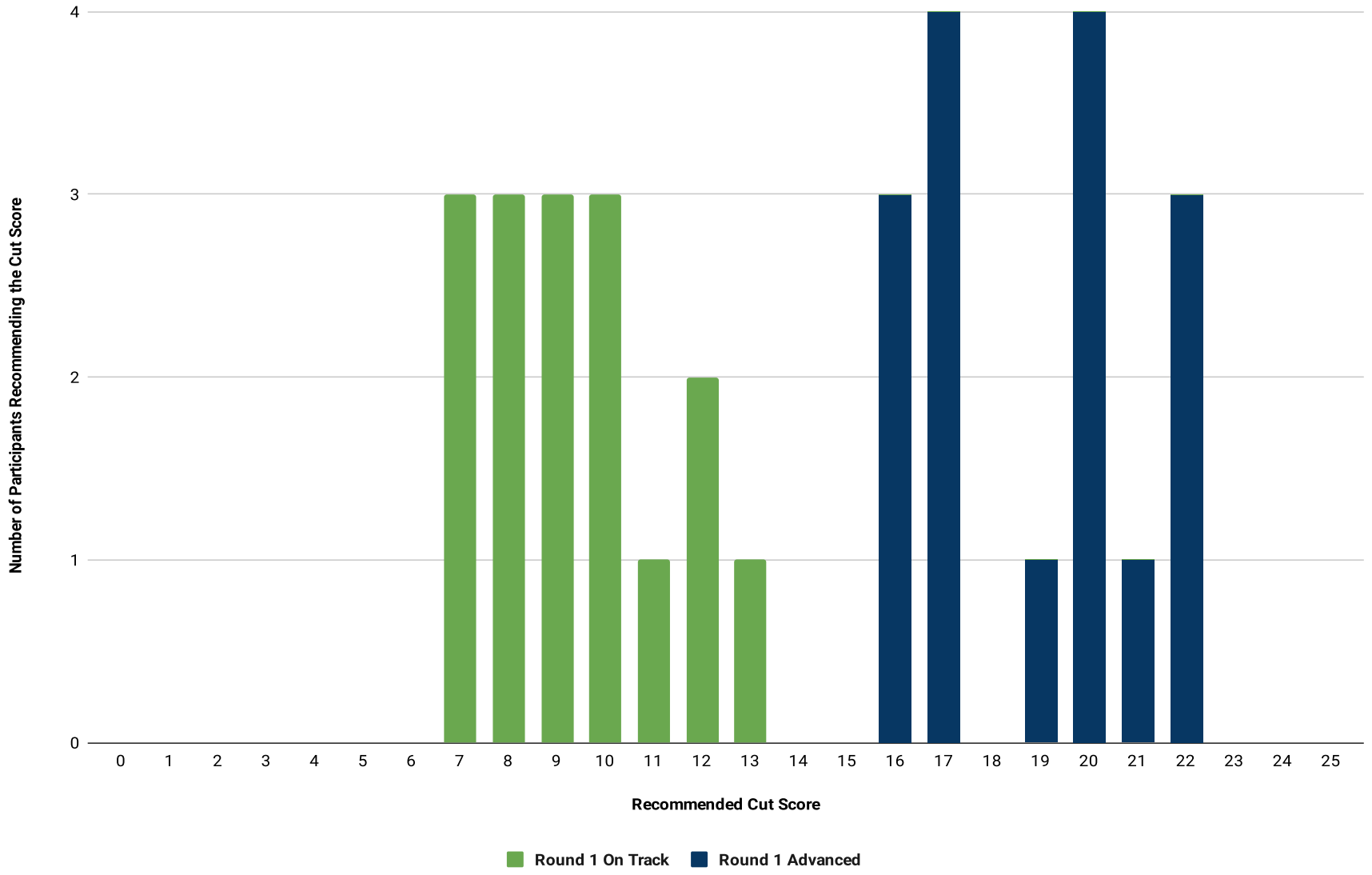
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade 5 Science



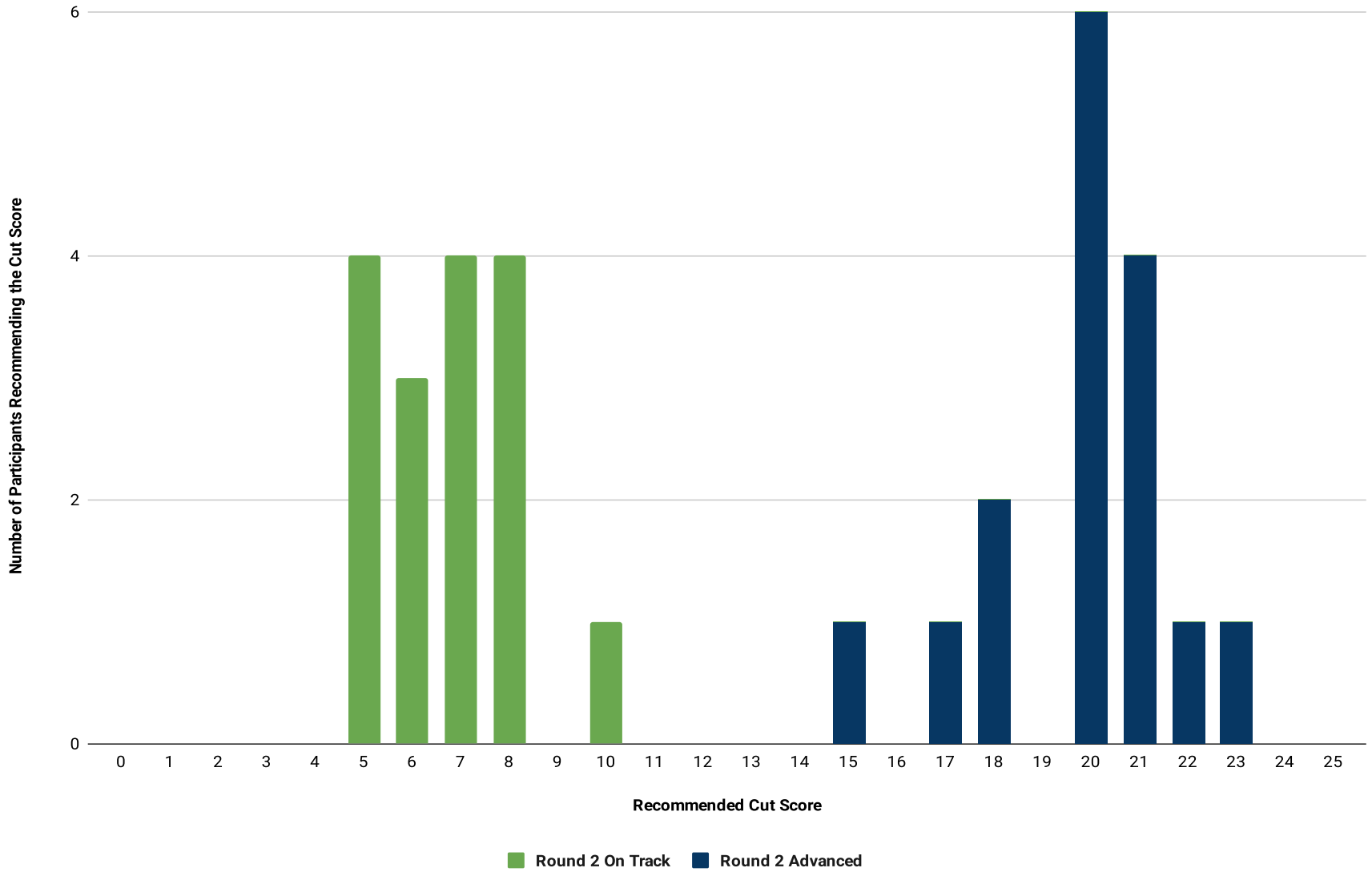
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade 8 Science



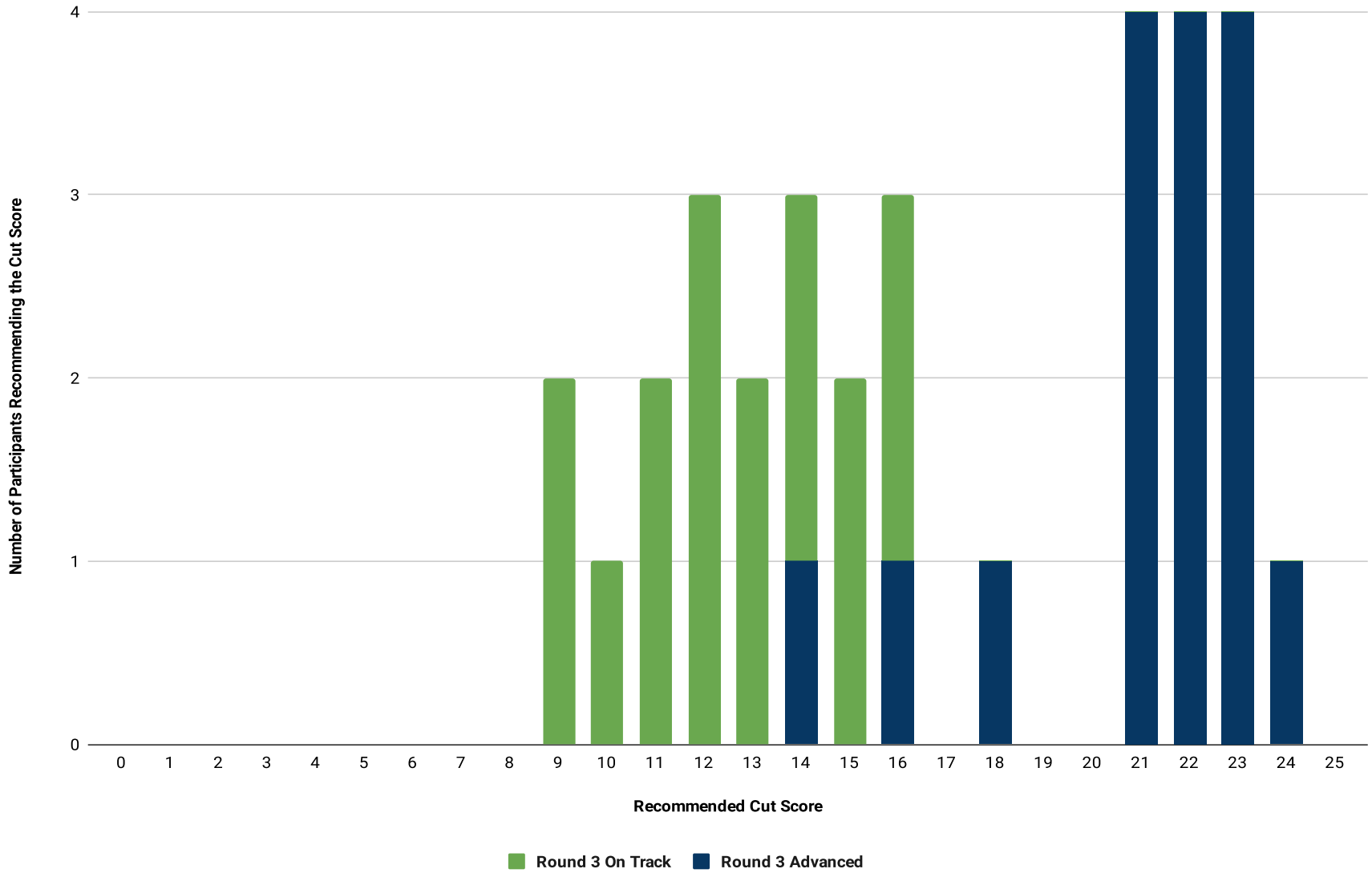
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade 8 Science



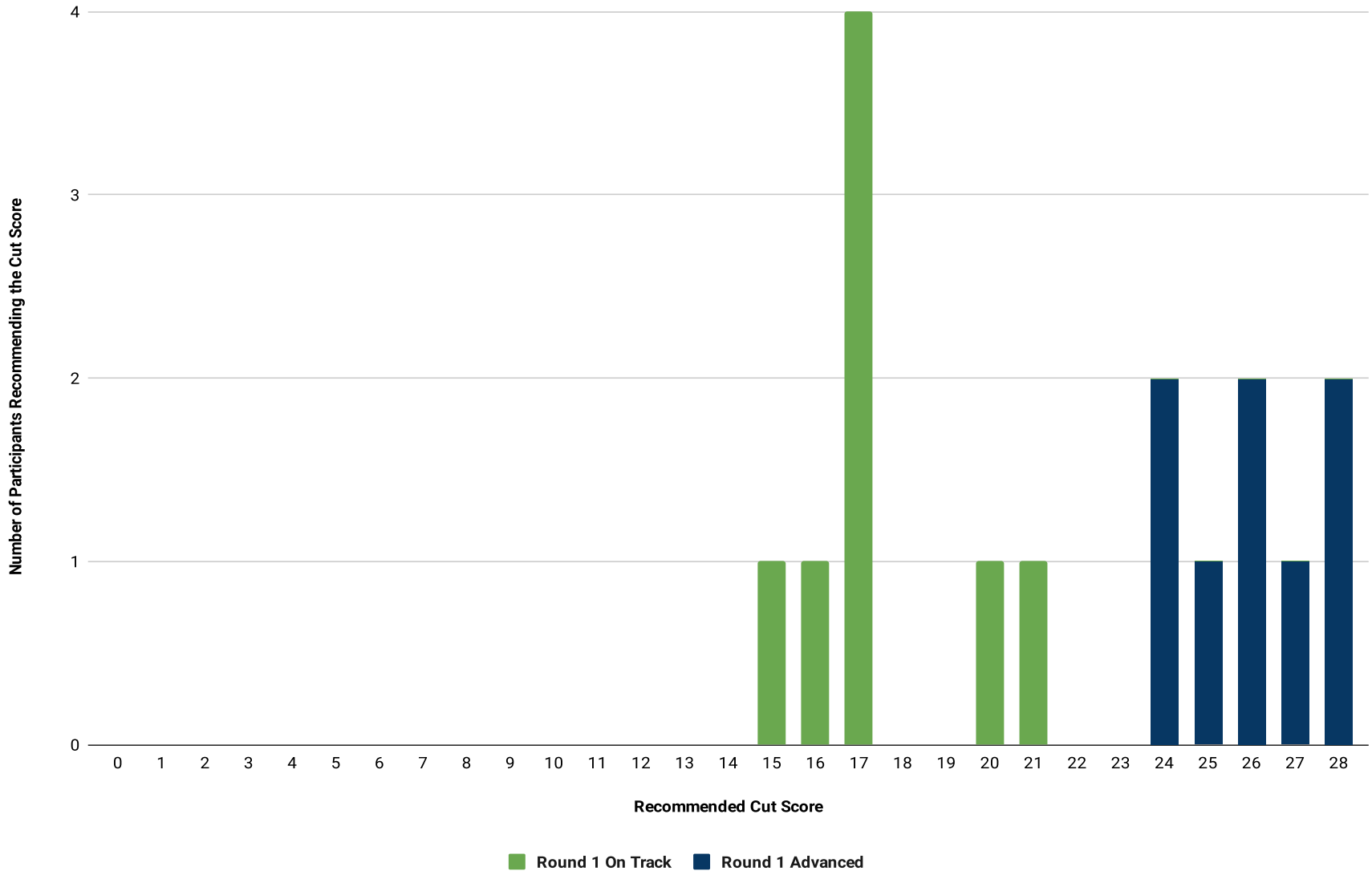
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade 8 Science



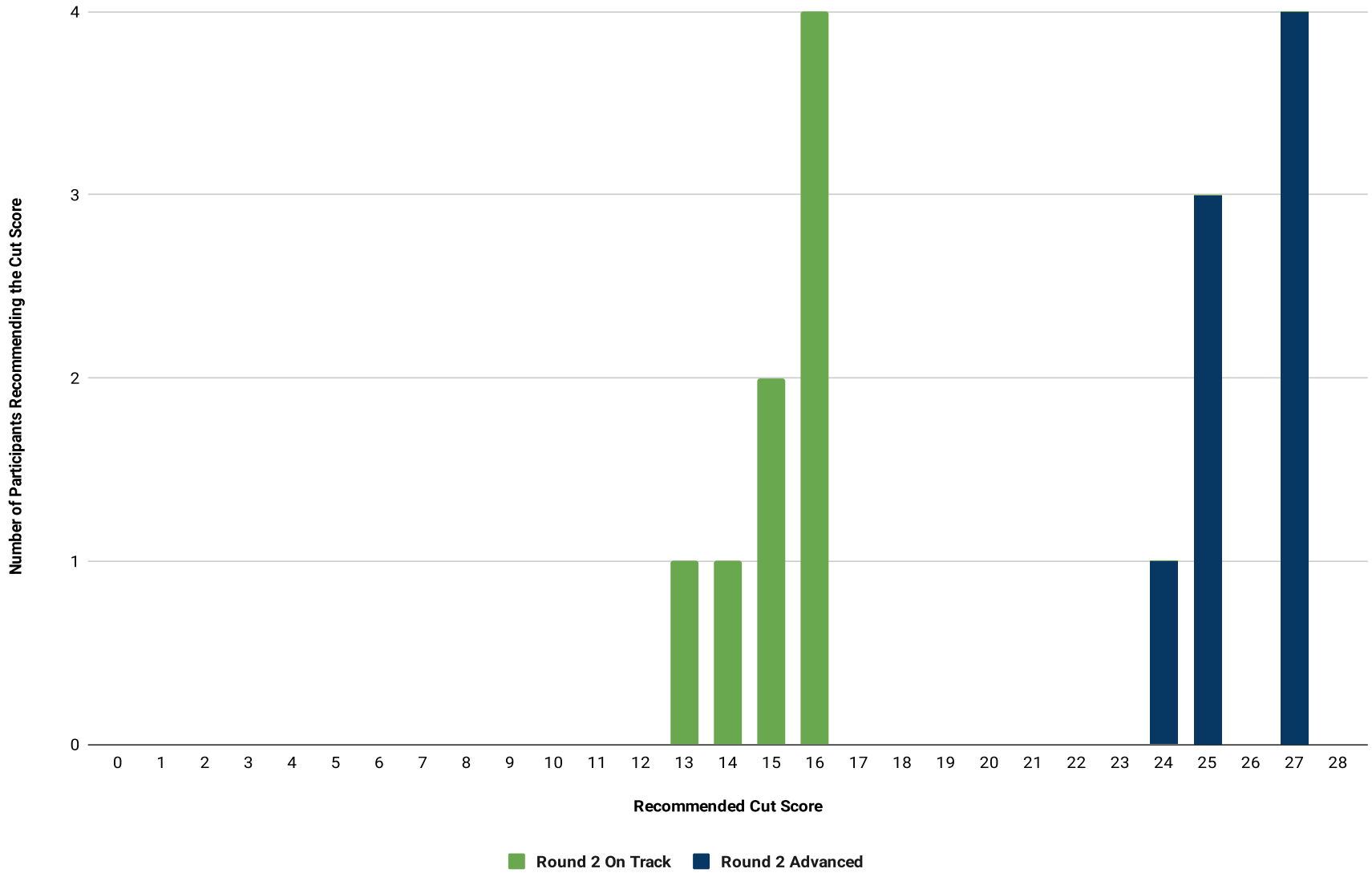
Histogram of Recommended Cut Scores for Round 1

Nebraska Alt Grade HS Science



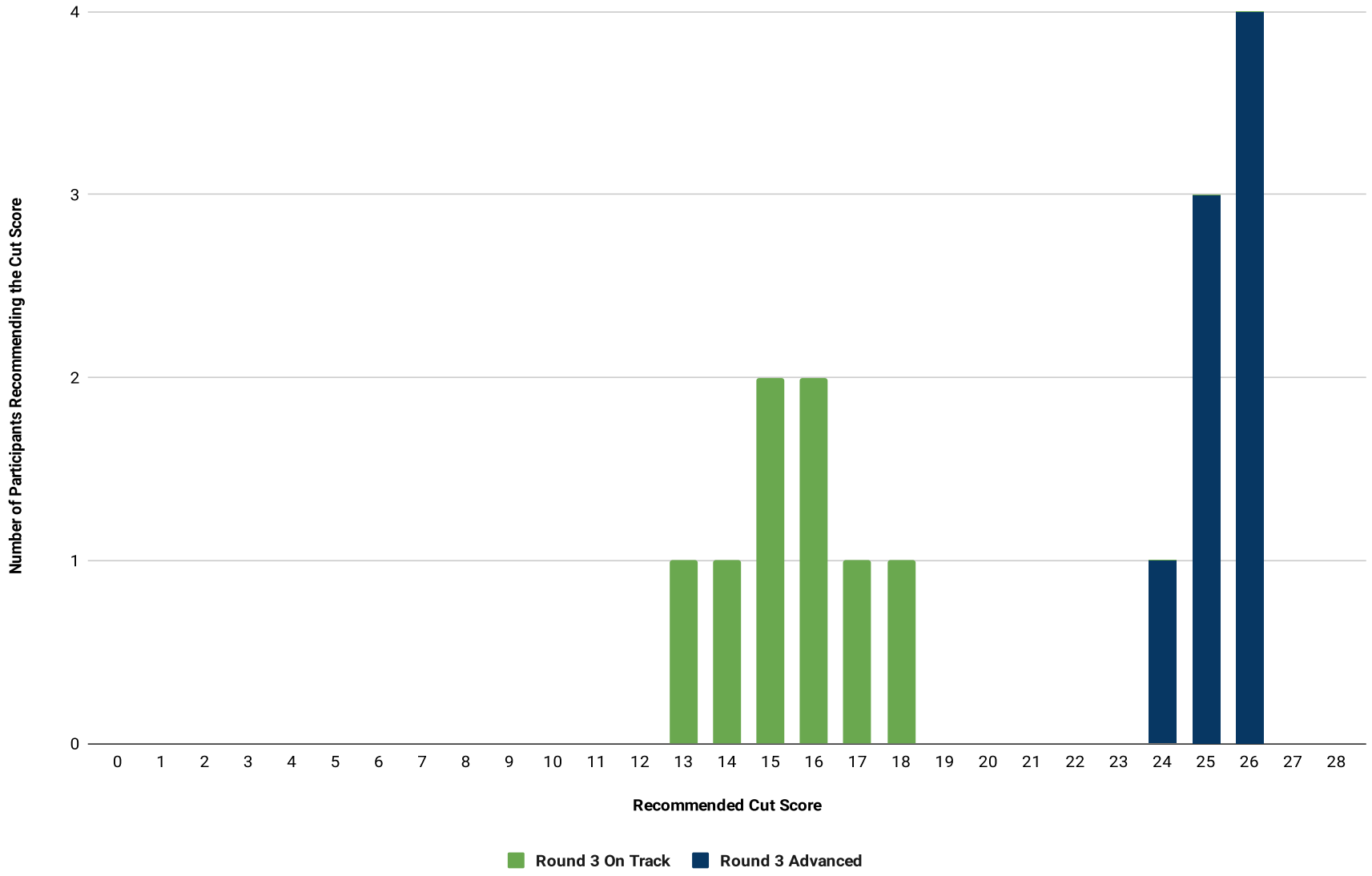
Histogram of Recommended Cut Scores for Round 2

Nebraska Alt Grade HS Science



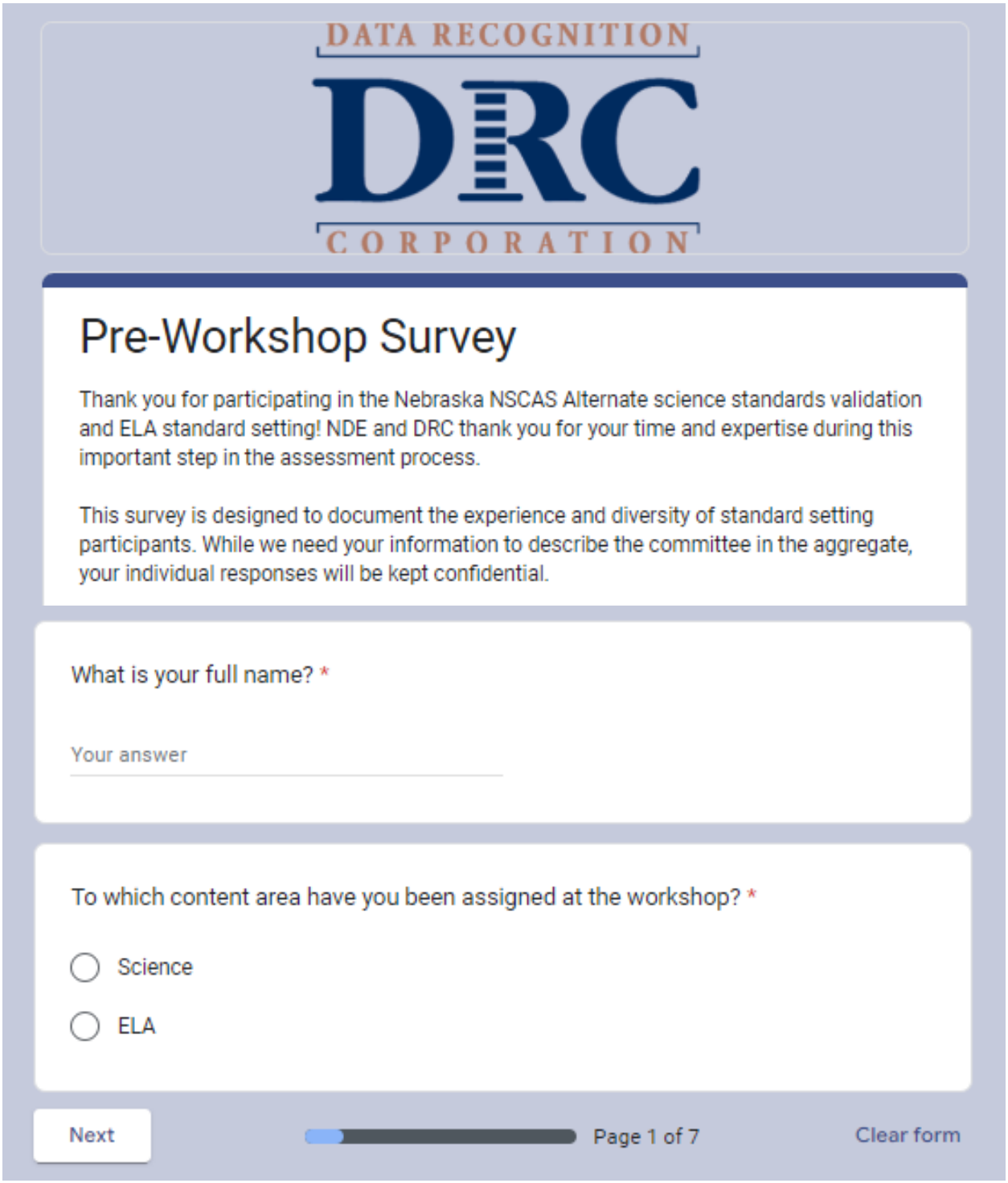
Histogram of Recommended Cut Scores for Round 3

Nebraska Alt Grade HS Science



H

Standard Setting Evaluations



DATA RECOGNITION DRC CORPORATION

Pre-Workshop Survey

NDE ELA Security Agreement

During the registration process, you agreed to the Security Agreement from NDE. In this section, you will be shown the Security Agreement once again. Please review the Security Agreements below and signify your acceptance by writing your name below.

Nebraska Department of Education

NSCAS

Participants of NSCAS Alternate ELA Standard Setting

Nebraska Statewide Assessment

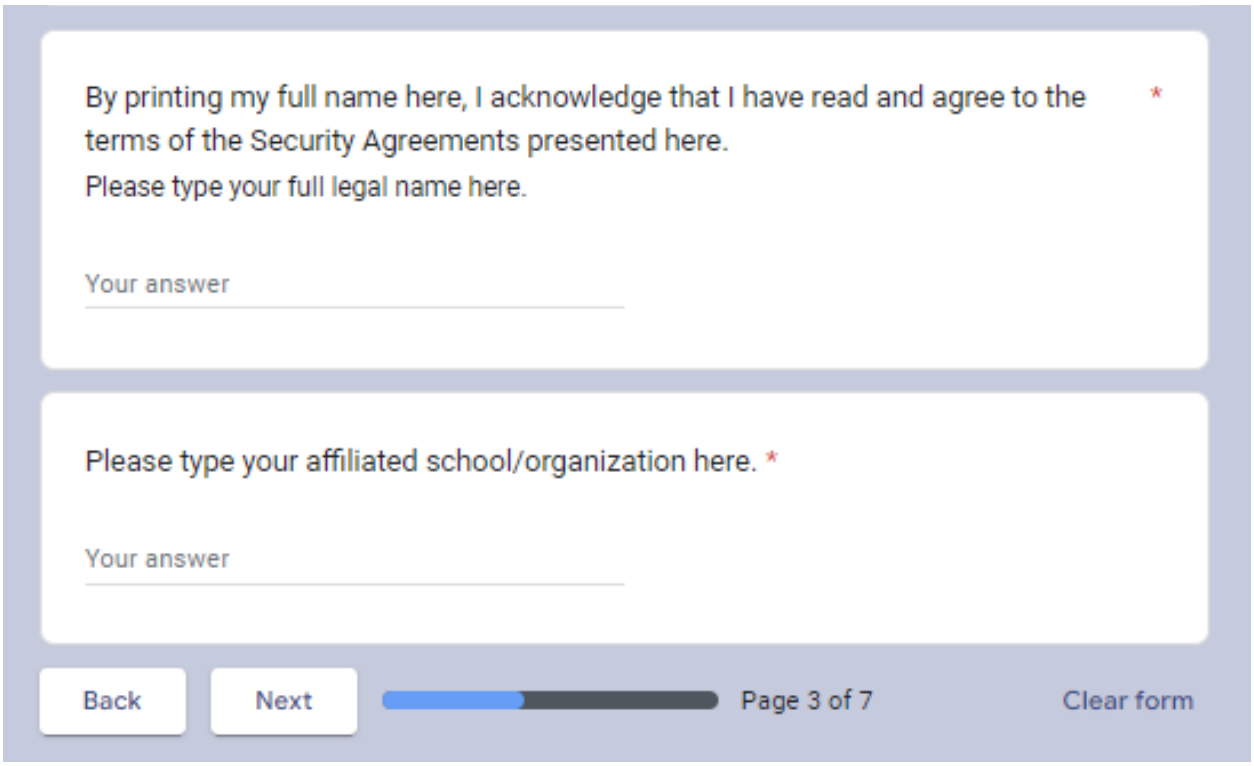
Confidentiality of Information Statement

July 18 – 21, 2023

As a participant in the NSCAS Alternate ELA Standard Setting, you may have access to data and information which needs to be kept confidential and may not be shared or used for any purpose.

No materials distributed or used during the NSCAS Alternate ELA Standard Setting workshop may be removed from the room.

Your signature below is your agreement to maintain the confidentiality of all information that is made available to you as a participant of the NSCAS Alternate ELA Standard Setting workshop on July 18 – 21, 2023.



DATA RECOGNITION DRC CORPORATION

Pre-Workshop Survey

DRC Security Agreement

In this section, you will be shown the Security Agreement from DRC. Please review the Security Agreement below and signify your acceptance by writing your name below.

DRC SECURITY AGREEMENT

AS A PARTICIPANT AT THIS WORKSHOP, you will have access to materials that must be regarded as confidential. You are required to treat all test materials used in this meeting as confidential. Test security and student confidentiality are of the utmost importance to Data Recognition Corporation (DRC), and DRC must protect information about tests and students in the assessment process. Such information includes performance tasks, multiple-choice items, stimuli, and student responses used in each exam. The nature and quality of an individual student's performance must not be released. In addition, the training materials, standard setting materials (including test booklets and item maps), workshop feedback, and workshop recommendations must not be released.

DO NOT REPRODUCE ANY MATERIALS, directly or indirectly, disclose the contents of these materials, use the tasks as future instructional activities, or reveal any personally identifiable information from student responses to any person for any purpose. We are certain that you share our concern that all items and students' responses be handled in a professional and confidential manner and ask that you acknowledge your adherence to these guidelines by agreeing to these terms and conditions.

DRC technology, processes, records and information related to DRC and its customers are confidential and must be treated accordingly. DRC-related information, including without limitation, documents, notes, files, records, oral information, computer files, or similar materials may not be saved, duplicated or removed from DRC premises or systems (including this website) without permission from DRC.

Additionally, the contents of DRC's records or information otherwise obtained regarding business may not be disclosed to anyone, except where required for a business purpose.

Meeting attendees must not disclose any confidential information, purposefully or inadvertently, through casual conversation, with any unauthorized person inside or outside DRC.

BY SIGNING ON AS A MEMBER OF THIS WORKSHOP COMMITTEE, I AGREE:

a) that all training materials, items (test questions) and student responses are the property of DRC and/or its clients;

b) that commenting on the content of test questions or responses with non-project related personnel is prohibited;

c) that reproducing, in part or in whole, through means including but not limited to printing, taking pictures, downloading, or capturing screen shots of student responses, test questions, training materials, standard setting materials, workshop feedback, or workshop recommendations is expressly prohibited;

d) that the privacy of the students whose work is presented is to be respected, and all related data is to be protected from disclosure;

e) that I will work in a private environment, separate from others and free from distractions;

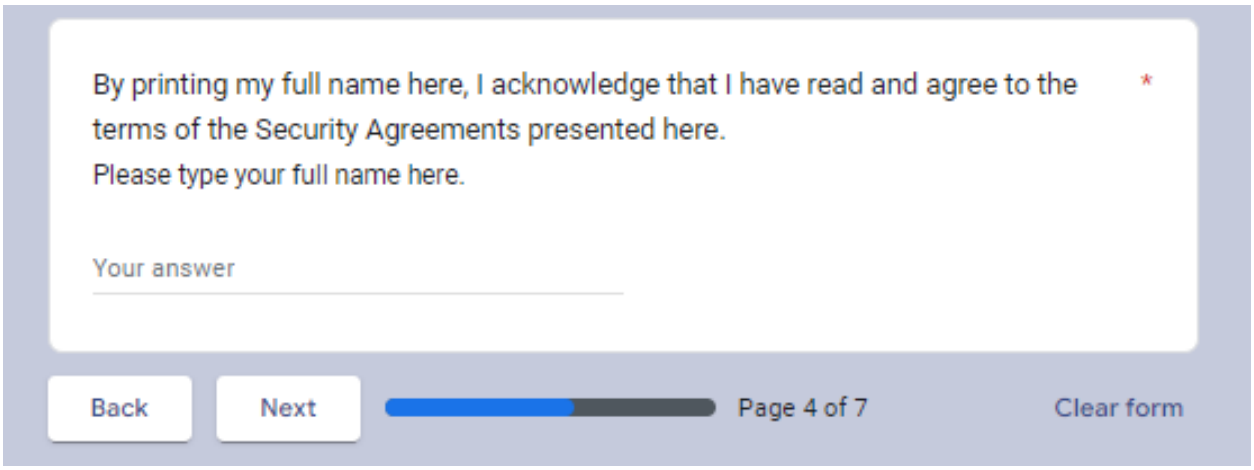
f) that I will be the only one to read items and student responses that have been assigned to me;

g) that I will adhere to the criteria defined by the training that I receive;

h) that I will not discuss test questions, student responses, training materials, standard setting materials, workshop feedback, and workshop recommendations with anyone except the workshop facilitators and committee members; and

i) that I will not share test questions, student responses, training materials, standard setting materials, workshop feedback, or workshop recommendations on any media, including social media.

I acknowledge that I have received and am responsible for reading and complying with the aforementioned test security terms, as shown on this site and in linked documents. By virtue of the foregoing, I am on notice that any actions by me that are contrary to the foregoing affirmations and acknowledgements will subject me to possible legal action by Data Recognition Corporation to protect its interest in its intellectual property rights and the integrity and security of the assessments.



DATA RECOGNITION DRC CORPORATION

Pre-Workshop Survey

About You and Your Experience

This section asks about your background. This information will be used to describe the diversity and experience of the workshop committee.

What is your current position? *

Please choose one answer that best describes where a majority of your time is spent.

- ◯ General education teacher
- ◯ Special education teacher
- ◯ ELL teacher
- ◯ Curriculum staff
- ◯ District assessment staff
- ◯ Higher education
- ◯ School-level administrator
- ◯ District-level administrator

If you are a special education teacher, in what environment do you typically teach? *

If more than one applies, please choose the environment in which you spend the most time.

- ◯ I teach in a self-contained classroom (i.e., all or nearly all students receive special education services)
- ◯ I teach in a mixed classroom (i.e., some students receive special education services)
- ◯ I am not a special education teacher
- ◯ Other: _____

What is your educational setting? *

Please choose one answer that best describes where a majority of your time is spent.

- ◯ Elementary school
- ◯ Middle school or junior high school
- ◯ High school
- ◯ Higher education
- ◯ K-8 school
- ◯ 6-12 school
- ◯ Other: _____

How many years have you worked in education? *

- ◯ Less than 5 years
- ◯ 5-10 years
- ◯ 11-15 years
- ◯ 16-20 years
- ◯ 21-25 years
- ◯ More than 25 years

What percent of students in your district/LEA qualify for free or reduced-price meals? *

Estimates are OK. If you don't know, choose Unknown.

- ◯ 0-25%
- ◯ 26-50%
- ◯ 51-75%
- ◯ 76-100%
- ◯ Unknown or not applicable

In which community type is your district/LEA? *

- ◯ Rural
- ◯ Urban
- ◯ Suburban

What is the name of your school district/LEA? If not working in a school or district, enter place of employment. *

Your answer

What is your highest level of education? *

- ◯ High school diploma
- ◯ Bachelor's degree
- ◯ Bachelor's degree + additional hours
- ◯ Master's degree
- ◯ Master's degree + additional hours
- ◯ Doctoral degree

What is your gender? *

- ◯ Female
- ◯ Male
- ◯ Prefer not to answer
- ◯ Other:

Are you of Hispanic, Latino/a, or Spanish origin? *

- ◯ No
- ◯ Yes
- ◯ Prefer not to answer

What is your race? *

Please choose as many as apply.

- ☐ White
- ☐ Black or African-American
- ☐ American Indian or Alaska Native
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Asian
- ☐ Prefer not to answer
- ☐ Other: _____

Back Next Page 5 of 7 Clear form

DATA RECOGNITION

DRC

CORPORATION

Pre-Workshop Survey

About Your Experience Before the Workshop

Have you ever attended a standard setting meeting before? *

- ◯ No, I have not.
- ◯ Yes, I have attended one other standard setting.
- ◯ Yes, I have attended more than one standard setting.

How long has it been since your most recent standard setting experience? *

- ◯ I have not attended a standard setting before.
- ◯ Less than 2 years
- ◯ 2 to 5 years
- ◯ Over five years

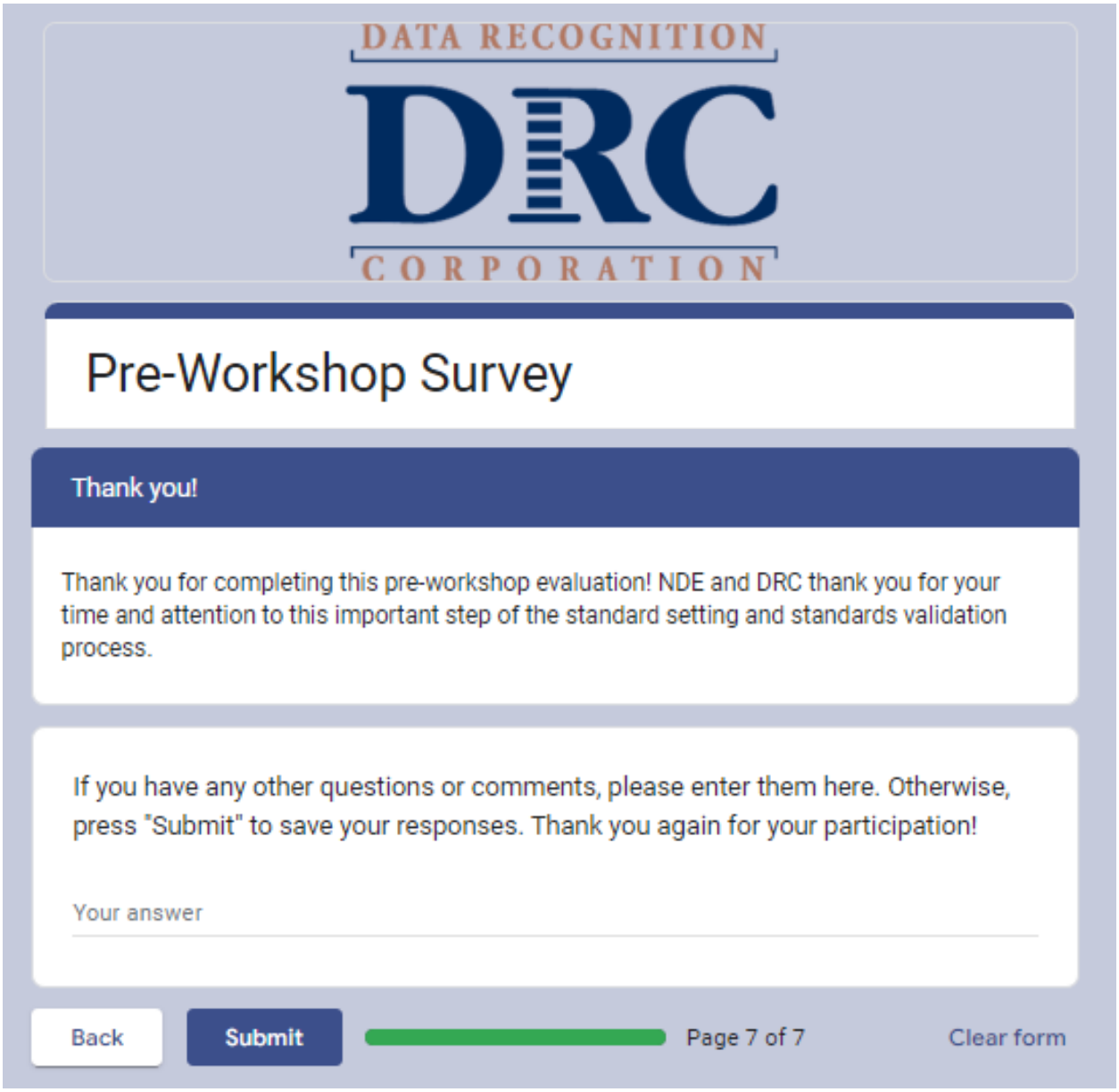
Have you worked with the state's alternate content standards (the "Extended Indicators") before? *

- ◯ Yes
- ◯ No

Have you worked with achievement level descriptors (ALDs) before? *

- ◯ Yes, I have.
- ◯ No, I've heard of them but haven't worked with them.
- ◯ No, I haven't heard of these before.

Back Next Page 6 of 7 Clear form



NSCAS Alternate Pre-Workshop Survey

To which content area have you been assigned at the workshop?

Response	Frequency	Percent	Mean: 1.50
Science	16	50.00	
ELA	16	50.00	

What is your current position?

Response	Frequency	Percent	Mean: 2.63
General education teacher	2	6.25	
Special education teacher	25	78.13	
ELL teacher	0	0.00	
Curriculum staff	1	3.13	
District assessment staff	1	3.13	
Higher education	0	0.00	
School-level administrator	1	3.13	
District-level administrator	2	6.25	

If you are a special education teacher, in what environment do you typically teach?

Response	Frequency	Percent	Mean: 1.94
I teach in a self-contained classroom i.e. all or nearly all students receive special education services	18	56.25	
I teach in a mixed classroom i.e. some students receive special education services	4	12.50	
I am not a special education teacher	4	12.50	
Other:	6	18.75	

What is your educational setting?

Response	Frequency	Percent	Mean: 3.00
Elementary school	8	25.00	
Middle school or junior high school	7	21.88	
High school	10	31.25	
Higher education	1	3.13	
K-8 school	1	3.13	
6-12 school	0	0.00	
Other:	5	15.63	

How many years have you worked in education?

Response	Frequency	Percent	Mean: 3.44
Less than 5 years	1	3.13	
5-10 years	11	34.38	
11-15 years	7	21.88	
16-20 years	4	12.50	
21-25 years	4	12.50	
More than 25 years	5	15.63	

What percent of students in your district/LEA qualify for free or reduced-price meals?

Response	Frequency	Percent	Mean: 3.06
0-25%	6	18.75	
26-50%	7	21.88	
51-75%	6	18.75	
76-100%	5	15.63	
Unknown or not applicable	8	25.00	

In which community type is your district/LEA?

Response	Frequency	Percent	Mean: 1.78
Rural	13	40.63	
Urban	13	40.63	
Suburban	6	18.75	

What is your highest level of education?

Response	Frequency	Percent	Mean: 4.22
High school diploma	0	0.00	
Bachelor's degree	1	3.13	
Bachelor's degree + additional hours	7	21.88	
Master's degree	8	25.00	
Master's degree + additional hours	16	50.00	
Doctoral degree	0	0.00	

What is your gender?

Response	Frequency	Percent	Mean: 1.03
Female	31	96.88	
Male	1	3.13	
Prefer not to answer	0	0.00	
Other:	0	0.00	

Are you of Hispanic, Latino/a, or Spanish origin?

Response	Frequency	Percent	Mean: 1.03
No	31	96.88	
Yes	1	3.13	
Prefer not to answer	0	0.00	

What is your race?

Response	Frequency	Percent	Mean: -
White	30	93.75	
Black or African-American	1	3.13	
American Indian or Alaska Native	1	3.13	
Native Hawaiian or Other Pacific Islander	0	0.00	
Asian	0	0.00	
Prefer not to answer	1	3.13	
Other:	0	0.00	

Have you ever attended a standard setting meeting before?

Response	Frequency	Percent	Mean: 1.56
No I have not.	20	62.50	
Yes I have attended one other standard setting.	6	18.75	
Yes I have attended more than one standard setting.	6	18.75	

How long has it been since your most recent standard setting experience?

Response	Frequency	Percent	Mean: 1.44
I have not attended a standard setting before.	20	62.50	
Less than 2 years	10	31.25	
2 to 5 years	2	6.25	
Over five years	0	0.00	

Have you worked with the state's alternate content standards (the "Extended Indicators") before?

Response	Frequency	Percent	Mean: 1.22
Yes	25	78.13	
No	7	21.88	

Have you worked with achievement level descriptors (ALDs) before?

Response	Frequency	Percent	Mean: 1.63
Yes I have.	16	50.00	
No I've heard of them but haven't worked with them.	12	37.50	
No I haven't heard of these before.	4	12.50	

English Language Arts

Post-Workshop Evaluation

Thank you again for participating in the Nebraska NSCAS-AA ELA standard setting! The Nebraska Department of Education (NDE) and Data Recognition Corporation (DRC) appreciate your hard work.

This evaluation is designed to record your level of satisfaction with the standard setting process and recommendations. Your opinions and comments are important, as they will provide a basis for judging the quality of this process. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

In which group did you work at the standard setting? *

- ◯ ELA Lower Grades
- ◯ ELA Upper Grades

What was your last participant number? *

Your answer

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
I had enough time to review the group's recommendations.	◯	◯	◯	◯
I had enough time to discuss the group's recommendations with my fellow panelists.	◯	◯	◯	◯
The achievement standards represent a reasonable profile of achievement at each level.	◯	◯	◯	◯
The achievement level descriptors (ALDs) were useful during the process.	◯	◯	◯	◯
The descriptions of the threshold students were useful during the process.	◯	◯	◯	◯
Studying the test items was useful during the process.	◯	◯	◯	◯
The item maps (where I took notes on each item) were useful during the process.	◯	◯	◯	◯

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
During the workshop, my opinions were considered.	◯	◯	◯	◯
My opinions were valued by my group.	◯	◯	◯	◯
My group's work was reflected in the presentation of recommendations.	◯	◯	◯	◯
The facilitator provided clear instructions.	◯	◯	◯	◯
I believe this process will yield defensible cut scores.	◯	◯	◯	◯
Overall, I valued the workshop as a professional development experience.	◯	◯	◯	◯

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was satisfied with the facilitator who led the main training sessions.	○	○	○	○
I was satisfied with the facilitator who worked with my breakout room.	○	○	○	○
I was satisfied with the DRC content expert who worked with my group.	○	○	○	○
I was satisfied with other DRC staff members I worked with.	○	○	○	○
The food and service at the facility met my expectations.	○	○	○	○
The breakout rooms had appropriate accommodations to facilitate our work.	○	○	○	○

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Clear form

DATA RECOGNITION DRC CORPORATION

Post-Workshop Evaluation

About the Recommendations

This section asks about your level of confidence and satisfaction with the recommendations made for each grade.

Grade 3

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

Grade 4

Consider these statements and indicate your level of agreement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

Grade 5

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

Grade 6 *

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

Grade 7

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

Grade 8

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

High School

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

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DATA RECOGNITION DRC CORPORATION

Post-Workshop Evaluation

Interacting With Workshop Tools

How comfortable did you feel using the following technologies during the workshop? *

	Very uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Very comfortable
The DRC workshop "Hub"	◯	◯	◯	◯
Google Sheets/Forms	◯	◯	◯	◯

Did you use the following paper-based materials during the workshop? *

	Frequently	Occasionally	Rarely	Never
Paper agenda	◯	◯	◯	◯
Paper Extended Indicators	◯	◯	◯	◯
Paper ALDs	◯	◯	◯	◯
Paper practice items and map	◯	◯	◯	◯

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NSCAS Alternate ELA Post-Workshop Evaluation

In which group did you work at the standard setting?

Response	Frequency	Percent	Mean: 1.57
ELA Lower Grades	6	42.86	
ELA Upper Grades	8	57.14	

I had enough time to review the group's recommendations.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

I had enough time to discuss the group's recommendations with my fellow panelists.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	14.29	
Strongly Agree	12	85.71	

The achievement standards represent a reasonable profile of achievement at each level.

Response	Frequency	Percent	Mean: 3.57
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	4	28.57	
Strongly Agree	9	64.29	

The achievement level descriptors (ALDs) were useful during the process.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

The descriptions of the threshold students were useful during the process.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

Studying the test items was useful during the process.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	13	92.86	

The item maps (where I took notes on each item) were useful during the process.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

During the workshop, my opinions were considered.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

My opinions were valued by my group.

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	28.57	
Strongly Agree	10	71.43	

My group's work was reflected in the presentation of recommendations.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	14.29	
Strongly Agree	12	85.71	

The facilitator provided clear instructions.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

I believe this process will yield defensible cut scores.

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	28.57	
Strongly Agree	10	71.43	

Overall, I valued the workshop as a professional development experience.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	13	92.86	

I was satisfied with the facilitator who led the main training sessions.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	11	78.57	

I was satisfied with the facilitator who worked with my breakout room.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	14	100.00	

I was satisfied with the DRC content expert who worked with my group.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	14	100.00	

I was satisfied with other DRC staff members I worked with.

Response	Frequency	Percent	Mean: 3.93
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	13	92.86	

The food and service at the facility met my expectations.

Response	Frequency	Percent	Mean: 3.43
Strongly Disagree	0	0.00	
Disagree	2	14.29	
Agree	4	28.57	
Strongly Agree	8	57.14	

The breakout rooms had appropriate accommodations to facilitate our work.

Response	Frequency	Percent	Mean: 3.57
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	4	28.57	
Strongly Agree	9	64.29	

Grade 3: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	5	35.71	
No Response	8	57.14	

Grade 3: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	5	35.71	
No Response	8	57.14	

Grade 3: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 3.67
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	14.29	
Strongly Agree	4	28.57	
No Response	8	57.14	

Grade 3: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	5	35.71	
No Response	8	57.14	

Grade 4: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	5	35.71	
No Response	8	57.14	

Grade 4: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.67
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	14.29	
Strongly Agree	4	28.57	
No Response	8	57.14	

Grade 4: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	5	35.71	
No Response	8	57.14	

Grade 4: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	5	35.71	
No Response	8	57.14	

Grade 5: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.33
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	28.57	
Strongly Agree	2	14.29	
No Response	8	57.14	

Grade 5: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	21.43	
Strongly Agree	3	21.43	
No Response	8	57.14	

Grade 5: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 2.17
Strongly Disagree	1	7.14	
Disagree	4	28.57	
Agree	0	0.00	
Strongly Agree	1	7.14	
No Response	8	57.14	

Grade 5: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.33
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	2	14.29	
Strongly Agree	3	21.43	
No Response	8	57.14	

Grade 6: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.43
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	6	42.86	
Strongly Agree	7	50.00	

Grade 6: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.43
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	6	42.86	
Strongly Agree	7	50.00	

Grade 6: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 3.43
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	6	42.86	
Strongly Agree	7	50.00	

Grade 6: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.43
Strongly Disagree	0	0.00	
Disagree	2	14.29	
Agree	4	28.57	
Strongly Agree	8	57.14	

Grade 7: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.14
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	4	28.57	
Strongly Agree	2	14.29	
No Response	7	50.00	

Grade 7: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.29
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	3	21.43	
Strongly Agree	3	21.43	
No Response	7	50.00	

Grade 7: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 2.86
Strongly Disagree	0	0.00	
Disagree	3	21.43	
Agree	2	14.29	
Strongly Agree	2	14.29	
No Response	7	50.00	

Grade 7: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 2.86
Strongly Disagree	0	0.00	
Disagree	3	21.43	
Agree	2	14.29	
Strongly Agree	2	14.29	
No Response	7	50.00	

Grade 8: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	6	42.86	
No Response	7	50.00	

Grade 8: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	6	42.86	
No Response	7	50.00	

Grade 8: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	0	0.00	
Strongly Agree	6	42.86	
No Response	7	50.00	

Grade 8: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.57
Strongly Disagree	0	0.00	
Disagree	1	7.14	
Agree	1	7.14	
Strongly Agree	5	35.71	
No Response	7	50.00	

High School: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	6	42.86	
No Response	7	50.00	

High School: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	6	42.86	
No Response	7	50.00	

High School: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	6	42.86	
No Response	7	50.00	

High School: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.86
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	7.14	
Strongly Agree	6	42.86	
No Response	7	50.00	

The DRC workshop "Hub"

Response	Frequency	Percent	Mean: 3.86
Very uncomfortable	0	0.00	
Somewhat uncomfortable	0	0.00	
Somewhat comfortable	2	14.29	
Very comfortable	12	85.71	

Google Sheets/Forms

Response	Frequency	Percent	Mean: 3.86
Very uncomfortable	0	0.00	
Somewhat uncomfortable	0	0.00	
Somewhat comfortable	2	14.29	
Very comfortable	12	85.71	

Paper agenda

Response	Frequency	Percent	Mean: 2.00
Frequently	7	50.00	
Occasionally	2	14.29	
Rarely	3	21.43	
Never	2	14.29	

Paper Extended Indicators

Response	Frequency	Percent	Mean: 1.71
Frequently	10	71.43	
Occasionally	0	0.00	
Rarely	2	14.29	
Never	2	14.29	

Paper ALDs

Response	Frequency	Percent	Mean: 1.21
Frequently	13	92.86	
Occasionally	0	0.00	
Rarely	0	0.00	
Never	1	7.14	

Paper practice items and map

Response	Frequency	Percent	Mean: 2.14
Frequently	8	57.14	
Occasionally	0	0.00	
Rarely	2	14.29	
Never	4	28.57	

Science

Post-Workshop Evaluation

Thank you again for participating in the Nebraska NSCAS-AA Science standards validation! The Nebraska Department of Education (NDE) and Data Recognition Corporation (DRC) appreciate your hard work.

This evaluation is designed to record your level of satisfaction with the standard setting process and recommendations. Your opinions and comments are important, as they will provide a basis for judging the quality of this process. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

In which group did you work at the standards validation? *

- ◯ Science Grades 5/8
- ◯ Science Grades 8/HS

What was your last participant number? *

Your answer

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
I had enough time to review the group's recommendations.	◯	◯	◯	◯
I had enough time to discuss the group's recommendations with my fellow panelists.	◯	◯	◯	◯
The achievement standards represent a reasonable profile of achievement at each level.	◯	◯	◯	◯
The achievement level descriptors (ALDs) were useful during the process.	◯	◯	◯	◯
The descriptions of the threshold students were useful during the process.	◯	◯	◯	◯
Studying the test items was useful during the process.	◯	◯	◯	◯
The item maps (where I took notes on each item) were useful during the process.	◯	◯	◯	◯

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
During the workshop, my opinions were considered.	◯	◯	◯	◯
My opinions were valued by my group.	◯	◯	◯	◯
My group's work was reflected in the presentation of recommendations.	◯	◯	◯	◯
The facilitator provided clear instructions.	◯	◯	◯	◯
I believe this process will yield defensible cut scores.	◯	◯	◯	◯
Overall, I valued the workshop as a professional development experience.	◯	◯	◯	◯

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was satisfied with the facilitator who led the main training sessions.	◯	◯	◯	◯
I was satisfied with the facilitator who worked with my breakout room.	◯	◯	◯	◯
I was satisfied with the DRC content expert who worked with my group.	◯	◯	◯	◯
I was satisfied with other DRC staff members I worked with.	◯	◯	◯	◯
The food and service at the facility met my expectations.	◯	◯	◯	◯
The breakout rooms had appropriate accommodations to facilitate our work.	◯	◯	◯	◯

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DATA RECOGNITION DRC CORPORATION

Post-Workshop Evaluation

About the Recommendations

This section asks about your level of confidence and satisfaction with the recommendations made for each grade.

Grade 5

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

Grade 8 *

Consider these statements and indicate your level of agreement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

High School

If you worked on this grade, consider these statements and indicate your level of agreement. If you did NOT work on this grade, move on to the next grade.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was confident in my recommendations for the On Track cut score.	◯	◯	◯	◯
I was confident in my recommendations for the Advanced cut score.	◯	◯	◯	◯
The group's recommended cut score for On Track is about right.	◯	◯	◯	◯
The group's recommended cut score for Advanced is about right.	◯	◯	◯	◯

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DATA RECOGNITION DRC CORPORATION

Post-Workshop Evaluation

Interacting With Workshop Tools

How comfortable did you feel using the following technologies during the workshop? *

	Very uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Very comfortable
The DRC workshop "Hub"	◯	◯	◯	◯
Google Sheets/Forms	◯	◯	◯	◯

Did you use the following paper-based materials during the workshop? *

	Frequently	Occasionally	Rarely	Never
Paper agenda	◯	◯	◯	◯
Paper Extended Indicators	◯	◯	◯	◯
Paper ALDs	◯	◯	◯	◯
Paper practice items and map	◯	◯	◯	◯

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NSCAS Alternate Science Post-Workshop Evaluation

In which group did you work at the standards validation?

Response	Frequency	Percent	Mean: 1.50
Science Grades 5/8	8	50.00	
Science Grades 8/HS	8	50.00	

I had enough time to review the group's recommendations.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

I had enough time to discuss the group's recommendations with my fellow panelists.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	25.00	
Strongly Agree	12	75.00	

The achievement standards represent a reasonable profile of achievement at each level.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	25.00	
Strongly Agree	12	75.00	

The achievement level descriptors (ALDs) were useful during the process.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	25.00	
Strongly Agree	12	75.00	

The descriptions of the threshold students were useful during the process.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

Studying the test items was useful during the process.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

The item maps (where I took notes on each item) were useful during the process.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	25.00	
Strongly Agree	12	75.00	

During the workshop, my opinions were considered.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	43.75	
Strongly Agree	9	56.25	

My opinions were valued by my group.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

My group's work was reflected in the presentation of recommendations.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

The facilitator provided clear instructions.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	25.00	
Strongly Agree	12	75.00	

I believe this process will yield defensible cut scores.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	
Disagree	1	6.25	
Agree	4	25.00	
Strongly Agree	11	68.75	

Overall, I valued the workshop as a professional development experience.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

I was satisfied with the facilitator who led the main training sessions.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

I was satisfied with the facilitator who worked with my breakout room.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	43.75	
Strongly Agree	9	56.25	

I was satisfied with the DRC content expert who worked with my group.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	37.50	
Strongly Agree	10	62.50	

I was satisfied with other DRC staff members I worked with.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	11	68.75	

The food and service at the facility met my expectations.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	1	6.25	
Agree	5	31.25	
Strongly Agree	10	62.50	

The breakout rooms had appropriate accommodations to facilitate our work.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	1	6.25	
Agree	3	18.75	
Strongly Agree	12	75.00	

Grade 5: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	6.25	
Strongly Agree	7	43.75	
No Response	8	50.00	

Grade 5: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	6.25	
Strongly Agree	7	43.75	
No Response	8	50.00	

Grade 5: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	6.25	
Strongly Agree	7	43.75	
No Response	8	50.00	

Grade 5: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	6.25	
Strongly Agree	7	43.75	
No Response	8	50.00	

Grade 8: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	43.75	
Strongly Agree	9	56.25	

Grade 8: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	1	6.25	
Agree	8	50.00	
Strongly Agree	7	43.75	

Grade 8: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	43.75	
Strongly Agree	9	56.25	

Grade 8: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	50.00	
Strongly Agree	8	50.00	

High School: I was confident in my recommendations for the On Track cut score.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	3	18.75	
No Response	8	50.00	

High School: I was confident in my recommendations for the Advanced cut score.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	3	18.75	
No Response	8	50.00	

High School: The group's recommended cut score for On Track is about right.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	3	18.75	
No Response	8	50.00	

High School: The group's recommended cut score for Advanced is about right.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	31.25	
Strongly Agree	3	18.75	
No Response	8	50.00	

The DRC workshop "Hub"

Response	Frequency	Percent	Mean: 3.94
Very uncomfortable	0	0.00	
Somewhat uncomfortable	0	0.00	
Somewhat comfortable	1	6.25	
Very comfortable	15	93.75	

Google Sheets/Forms

Response	Frequency	Percent	Mean: 4.00
Very uncomfortable	0	0.00	
Somewhat uncomfortable	0	0.00	
Somewhat comfortable	0	0.00	
Very comfortable	16	100.00	

Paper agenda

Response	Frequency	Percent	Mean: 1.56
Frequently	10	62.50	
Occasionally	4	25.00	
Rarely	1	6.25	
Never	1	6.25	

Paper Extended Indicators

Response	Frequency	Percent	Mean: 1.81
Frequently	8	50.00	
Occasionally	4	25.00	
Rarely	3	18.75	
Never	1	6.25	

Paper ALDs

Response	Frequency	Percent	Mean: 1.44
Frequently	11	68.75	
Occasionally	4	25.00	
Rarely	0	0.00	
Never	1	6.25	

Paper practice items and map

Response	Frequency	Percent	Mean: 1.69
Frequently	9	56.25	
Occasionally	4	25.00	
Rarely	2	12.50	
Never	1	6.25	

English Language Arts

DATA RECOGNITION DRC CORPORATION

Across-Grade Discussion Evaluation

This evaluation is designed to document the process used to review the cut scores across grades during the standard setting. Your opinions and comments are important, as they will provide a basis for judging the quality of this process. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

In what group did you work during the standard setting? *

- ◯ ELA Lower Grades
- ◯ ELA Upper Grades

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
I understood the purpose of the across-grade discussion.	◯	◯	◯	◯
The facilitator made the across-grade discussion process clear to me.	◯	◯	◯	◯

I considered the recommendations from my original grade/group during the discussion.	◯	◯	◯	◯
I considered the content-based expectations for students during the discussion.	◯	◯	◯	◯
I considered the impact data during the discussion.	◯	◯	◯	◯
I understood how the impact data were calculated.	◯	◯	◯	◯
I had enough time to hear about the recommendations made by other groups.	◯	◯	◯	◯
I had enough time to share the recommendations made by my group.	◯	◯	◯	◯

Please consider the statements below and mark the level of agreement or disagreement you have with each. *

	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall, the impact data form an explainable pattern across grades.	◯	◯	◯	◯
Overall, the recommendations reflect appropriately rigorous expectations for students.	◯	◯	◯	◯
Overall, I believe my opinions were considered and valued by my group.	◯	◯	◯	◯
My group's work was reflected in the presentation of recommendations across grades.	◯	◯	◯	◯
This process will lead to defensible performance standards for the test.	◯	◯	◯	◯

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Clear form

DATA RECOGNITION DRC CORPORATION

Across-Grade Discussion Evaluation

About the Recommendations

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score. *

	Too Low	About Right	Too High
Grade 3: On Track cut score	○	○	○
Grade 3: Advanced cut score	○	○	○
Grade 4: On Track cut score	○	○	○
Grade 4: Advanced cut score	○	○	○
Grade 5: On Track cut score	○	○	○
Grade 5: Advanced cut score	○	○	○

Grade 6: On Track cut score	○	○	○
Grade 6: Advanced cut score	○	○	○
Grade 7: On Track cut score	○	○	○
Grade 7: Advanced cut score	○	○	○
Grade 8: On Track cut score	○	○	○
Grade 8: Advanced cut score	○	○	○
High School: On Track cut score	○	○	○
High School: Advanced cut score	○	○	○

(Optional.) Use this space to explain any of your responses from above.

Your answer

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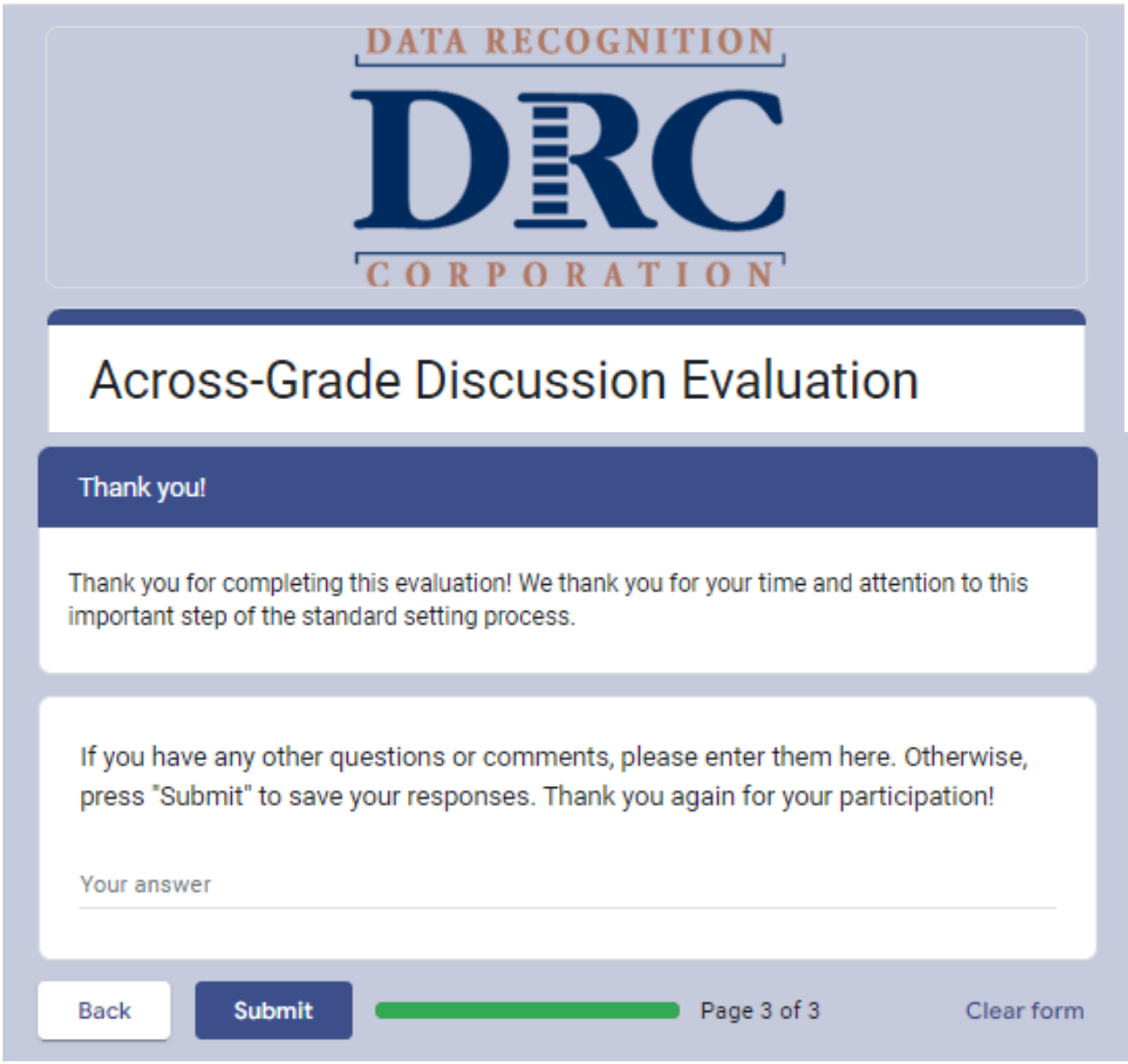

NSCAS Alternate ELA Articulation Evaluation

In what group did you work during the standard setting?

Response	Frequency	Percent	Mean: 1.50
ELA Lower Grades	2	50.00	
ELA Upper Grades	2	50.00	

I understood the purpose of the across-grade discussion.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

The facilitator made the across-grade discussion process clear to me.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

I considered the recommendations from my original grade/group during the discussion.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

I considered the content-based expectations for students during the discussion.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

I considered the impact data during the discussion.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

I understood how the impact data were calculated.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	25.00	
Strongly Agree	3	75.00	

I had enough time to hear about the recommendations made by other groups.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

I had enough time to share the recommendations made by my group.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

Overall, the impact data form an explainable pattern across grades.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

Overall, the recommendations reflect appropriately rigorous expectations for students.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

Overall, I believe my opinions were considered and valued by my group.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

My group's work was reflected in the presentation of recommendations across grades.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

This process will lead to defensible performance standards for the test.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	4	100.00	

Grade 3: On Track cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 3: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 4: On Track cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 4: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 5: On Track cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 5: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 6: On Track cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 6: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 7: On Track cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 7: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 8: On Track cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

Grade 8: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

High School: On Track cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	

High School: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	4	100.00	
Too High	0	0.00	