

**Applying the Item-Descriptor Matching Method to Alternate Assessments: Evaluating
Panelists' Experiences**

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Abstract

The Item-Descriptor Matching method (ID Matching) is a standard setting method designed to lessen the cognitive load and judgmental tasks of panelists. This study evaluates the application of ID Matching to an alternate assessment of students with significant cognitive disabilities and recommends ways for improving validity evidence of cut scores.

Introduction

Historically, students with significant cognitive disabilities have not been included in the forefront of education assessment and accountability systems. According to the U.S. Department of Education, it was not until the Individuals with Disabilities Education Act (IDEA) became law in 1975 that children with disabilities were guaranteed the right to Free Appropriate Public Education. There has been a progression of advancements since then, including the 1997 IDEA requirement that all states develop their own alternate assessment (NCEO Report 406, 2017), and in 2015 when the Every Student Succeeds Act (ESSA) emphasized alternate assessments be based on alternate achievement standards (NCEO Report 406, 2017). Alternate achievement standards are used to create the Range Performance Level Descriptors (PLDs define the expectations for student performance at the recommended cut scores) that are essential to the Item-Descriptor Matching method (ID Matching) (Ferrara, Pierre, Johnson, 2014).

ID Matching is similar to the Bookmark method (Lewis et al., 2001) where panelists use an Ordered Item Booklet (OIB) created with item-level data. The OIB includes a set of items (a test form or possibly a larger collection) ordered successively by difficulty (easiest to most difficult). Where ID Matching differs from other methods is that instead of asking the panelists

to make a prediction about a student's performance (as seen in Bookmark, Angoff, and Modified Angoff), they are instead asked to analyze each item and think about the combination of knowledge and skills required to answer correctly. Then panelists are asked to use that information as well as the empirical difficulty of the item (found in the scale location of the OIB) to match the item to a performance level based on the Range PLDs.

The ID Matching utilization of Range PLDs is what potentially reduces the cognitive load for panelists because the panelists do not have to conceptualize a borderline or threshold examinee, as is more common in methods like the Angoff (1971) or Bookmark (Lewis et al., 2001). Removing the requirement for panelists to predict how a threshold student would likely perform lessens the cognitive load overall used in making cut score recommendations (Ferrara & Lewis, 2012). The predictive task is made more demanding for alternate assessments as panelists are asked to make such judgments about a diverse population such as students with cognitive disabilities. There is increased variation in knowledge and abilities in this group and it can be observed in the amount of accommodations provided for the students to be able to access the assessment.

As an example, PLDs could be defined to cover four levels: Below Basic, Basic, Proficient, and Advanced. As the panelists are matching the knowledge and skill demands of items to these levels, they should begin to see patterns where items are grouped by PLDs within the OIB. Any items that the panelists place between these levels are labeled as threshold regions and cut score recommendations will eventually be derived from this (Cizek & Earnest, 2016). An example of OIB items grouped into PLDs with threshold regions identified can be seen in Figure 1.

Figure 1. (Ferrara & Lewis)

| Item in an Ordered Item Book | Performance Level Descriptor to Which Item Is Matched |
|------------------------------|---|
| 1 | Basic |
| 2 | Basic |
| 3 | Basic |
| 4 | Basic |
| 5 | Threshold region |
| 6 | Threshold region |
| 7 | Proficient |
| 8 | Proficient |
| 9 | Proficient |
| 10 | Threshold region |
| 11 | Threshold region |
| 12 | Threshold region |
| 13 | Advanced |
| 14 | Advanced |

ID Matching has been applied in several standard setting activities for alternate assessments. For example, in 2007, the ID Matching method was applied to establish cut scores on New Mexico's Alternate Performance Assessment and South Carolina's Alternate Assessment (Ferrara & Lewis, 2012). The results from these applications provide evidence that the method was effective, but more information is needed to determine whether the method can be applied under novel or complex circumstances.

This paper describes an application of ID Matching for a statewide alternate assessment that includes polytomously scored items. This more complex application of the methodology raises questions as to whether the claimed effects on the cognitive load for this method apply to a variety of assessment contexts.

This study uses a mixed method approach to answer the following research questions:

1. To what extent is the Item-Descriptor Matching method appropriate for an alternate assessment that includes polytomously scored items?

2. What additional factors should be considered for the Item-Descriptor Matching method to be successfully applied?

Background

Traditional Methods of Standard Setting

Cizek (1996) describes setting a performance standard as defining a point on a score scale that divides the distribution of observed test scores. This division results in various categories of classifications that can be dichotomous (pass/fail) distinction or can consist of multiple degrees of performance – such as assigning letter grades (A, B, C, D, and F).

Early standard setting methods were often norm-referenced, meaning they defined participant achievement relative to the other exam participants. However, the rise of criterion-referenced assessments in the 1970s called for more absolute methods of standard setting to be created (Cizek, 1996). According to Nedelsky (1954), these methods would be based on the judgment of what is considered adequate achievement for the participant against the actual standard, not in reference to the other exam participants. These absolute methods can be further categorized as “test-centered” or “examinee-centered” (Jaeger, 1989). These categories were created to reflect whether the judgments in the standard setting process were based predominantly on the exam items (test-centered) or on the examinees themselves (examinee-centered). Both methods require a group of qualified panelists to make judgments and require the use of a hypothetical person or abstract of performance (Cizek, 1996). The reliance on these hypotheticals opens up many of the predominantly used standard setting methods to criticism.

The Angoff method is an example of one of the most widely known and utilized “test-centered” models of standard setting. It requires the panelists to review test items and estimate

how a conceptualized examinee population would perform on each item. The original method consisted of panelists conceptualizing a “minimally acceptable person” and deciding whether they believe the hypothetical examinee would answer each test item correctly or incorrectly. A score of one is assigned to the item if the judge believes the conceptualized examinee will answer correctly and a score of zero is given if the judge believes the examinee will answer incorrectly. Summing the total item scores equates to a raw score that the “minimally acceptable person” would be expected to earn (Cizek, 1996, Angoff, 1971).

This widely used standard setting method has received critique due to concerns of the variability in the panelists’ estimations. A report from the National Assessment of Educational Progress (NAEP) critiqued variations of the Angoff method by providing evidence that panelists in the standard setting process had difficulty maintaining the conceptualizations required to make consistent judgments throughout the test (Shepard, Glaser, Linn, & Bohrnstedt, 1993). This concern is prevalent when discussing many methods of standard setting. Cizek (2003) describes how new methods that emerge from the traditional forms of standard setting focus on reducing that cognitive burden placed on the participants. Reducing this load would allow the participants to more consistently apply the conceptualized judgments.

Contemporary Methods of Standard Setting

Traditional methods of testing are primarily focused on defining two performance categories (e.g., pass/fail) (Cizek, 2003). The adoption of the Individuals with Disabilities Education Act (IDEA) in 1997 and of the reauthorization of ESEA with the *No Child Left Behind* (NCLB) Act in 2001 helped expedite the need for standard setting methods to include categories other than the traditional levels of pass/fail. The adoption of these acts led to an increase in the

use of standards-referenced testing. Standards-referenced testing is a framework that is a hybrid of both norm-referenced and criterion-referenced assessments (Young, 2001; Young & Zucker, 2004). The combination of the two frameworks allows assessments to both gauge candidate progress over time and to measure candidate performance level in content areas (Young & Zucker, 2004).

This emphasis on the level of performance led to the wide-spread use of *performance level labels* (PLLs) and *performance level descriptors* (PLDs) (Cizek, 2003). PLLs consist of the terms applied to the expected levels of candidate performance (e.g., novice, apprentice, proficient, distinguished) and PLDs are the descriptions associated with the terms. PLLs and PLDs should be developed before the standard setting process is used by the subject matter experts as reference for their judgments. Cizek (2012) go on to emphasize the importance of PLDs, claiming that, "...standards are set more by the panels who craft the PLDs than by who rate items or performances" (pg. 193). They describe how two conditions are required to make this claim defensible:

1. Having highly detailed PLDs with very specific statements regarding examinee ability at the given level
2. The panelist relying on the PLDs for indication of how performance on the item or task relates to the performance levels

Standard Setting for Alternate Assessment

The Individuals with Disabilities Education Act (IDEA) and the reauthorization of ESEA as the No Child Left Behind (NCLB) Act led to an increase in the number of students with severe cognitive disabilities who were required to participate in statewide assessments (NCEO

Report 406, 2017), Students who were unable to participate in the general assessment even with accommodations would instead participate in an alternate assessment. Cizek (2012) defines alternate assessments as tests designed for those students with severe cognitive disabilities who would be unable to access the general assessment, even with accommodations. Alternate assessments are designed around alternate achievement standards that are based on the state academic content standards, but designed to be more accessible for their target population. This population usually encompasses between 1%-2% of a student population. This substantially small sample size can lead to complications when applying traditional psychometric methods.

Initially, alternate assessments included a collection of work from the student that should demonstrate the student's performance over time (Cizek, 2012). This collection of work is often referred to as a portfolio and can vary widely student to student. This variability led to a need for a more consistent method of alternate assessment.

Item-Descriptor (ID) Matching Method

The ID Matching Method is a form of standard setting that is similar to the Bookmark method because of its reliance on IRT models to arrange items into OIBs in order of increasing difficulty (usually using the item difficulty or b-parameter) (Ferrara & Lewis, 2012). The procedure for the ID Matching Method includes standard setting panelists reviewing each item in the OIB, conceptualizing "response requirements" (Ferrara et al., 2014, p. 2) necessary to answer the item correctly, then assigning each item to a Performance Level Descriptor (PLD) that they believe best represents the item requirements (e.g. basic, proficient, advanced, etc.). The panelists record the PLD identifications for each item on a tracking sheet that aligns with the

OIB. This sheet can also include more information about the item such as the scale score, intended content standard, etc.

As panelists assign items to PLDs, a pattern should begin to emerge in the items. If the PLDs are designed to correctly reflect the content domains and cognitive complexity and progression of the exam (Ferrara & Lewis, 2012), then this pattern should look like sequences of items identified from one PLD, followed by sequences of items identified from the adjacent PLD. Often a third pattern of items is identified between the two sequences of PLDs where the items might alternate between one PLD and another adjacent PLD. This is labeled the *threshold* region and is the region of interest when identifying a cut score. The cut scores are located in the threshold region of items fluctuating between adjacent levels and is adjusted in following rounds by re-evaluating whether the sequence items, more closely match one PLD vs another. Additionally, if a panelist is unsure of what PLD is a more appropriate match, they can assign that item as a *threshold* item and re-evaluate later.

After the panelists finish assigning items to PLDs, they review their work and can begin completing an ID Matching Recording Form (Ferrara & Lewis, 2012). This Recording Form can also serve as a visual reinforcement of the purpose of the standard setting task at hand. The cut scores can be identified by either panelist or psychometrician from the identified threshold region.

If the panelists are asked to identify the cut score from the threshold region, they will require training on the appropriate procedure to systematically identifying a score. Ferrara & Lewis (2012) offer some guidelines to train panelists on appropriate procedures:

1. Review the cognitive demands required to correctly answer the items identified in the threshold region
2. Identify the first item in the set of threshold items with demands that more closely match the content knowledge and skill expectations in the higher level PLD

Ferrara & Lewis (2012) recommend the above procedure that involves panelists selecting the cut score because it gives the panelists direct control of the location of the cut score. However, psychometricians can also determine the cut scores by locating the midpoint in the scale location of the first and last item identified in the threshold region. An example of an ID Matching Recording Form can be found Figure 2 below.

Figure 2. (Ferrara & Lewis, 2012)

ID Matching Recording Form

Panelist ID _____

Place a check in the appropriate box:

Math Science Social Studies English

| | Below Basic | | Threshold Region | | Basic | | Threshold Region | | Proficient | |
|----------------|-------------|-----------|------------------|-----------|------------|-----------|------------------|-----------|------------|-----------|
| | First page | Last page | First page | Last page | First page | Last page | First page | Last page | First page | Last page |
| Round 1 | | | | | | | | | | |
| | | | Cut score page | | | | Cut score page | | | |
| | | | | Initials: | | | | Initials: | | |
| Round 2 | -- | -- | Cut score page | | -- | -- | Cut score page | | -- | -- |
| | | | | Initials: | | | | Initials: | | |

The ID Matching method differs from traditional methods of standard setting (such as the Bookmark and Angoff methods) by not requiring panelists to make complex cognitive judgments about how a hypothesized examinee would perform (Ferrara & Lewis, 2012). Instead, the ID Matching method asks panelists to match the content knowledge and skills required to correctly answer an item to the content knowledge and skills described in the PLDs. The goal of this process is to reduce the cognitive load required in making judgments necessary for the standard setting process. Ferrara & Lewis (2012) argue that the tasks involved in this method of standard setting are aligned with the skills and training that educators experience in their preparatory programs as well as in their practice – making it a more appropriate method compared to others such as the Angoff and Bookmark methods.

Examples

The ID Matching method has already been successfully applied in establishing cut score recommendations for alternate assessments in states like New Mexico and South Carolina (Ferrara & Lewis, 2012).

Using the ID Matching method, panelists successfully proposed three cut scores to differentiate the four intended performance levels and to meet federal No Child Left Behind (NCLB) requirements for reporting Adequate Yearly Progress (AYP) (Phillips, Danielson, & Wright, 2009). In both the NMAPA and the SC-Alt, the panelists selected the OIB page from their threshold region to identify the cut score and the final recommended cut score was decided by the median OIB page number in each content area.

Methodology

This paper uses a mixed-method approach to analyze the evaluation data collected from panelists who participated in a standard setting study where the Item-Descriptor (ID) Matching method was applied to a state alternate assessment that included polytomously scored items. Although this method has been successfully implemented with other assessments, there still is a limited amount of information available regarding the panelists' evaluation of particular method of standard setting for alternate assessment.

Data was collected from both process and summative evaluations of 86 participants (83 females, 3 males; more demographic information can be found in Appendix A) throughout six stages of standard setting process. The evaluation surveys yielded quantitative data from panelists providing feedback through the use of a 4-point scale and qualitative data from analysis of the panelists' survey comments. The results of the surveys and of the application of the ID Matching method as a standard setting method will be analyzed to answer the following research questions:

1. To what extent was the Item-Descriptor Matching method appropriate for this alternate assessment that included polytomously scored items?
2. What additional factors should be considered for the Item-Descriptor Matching method to be successfully applied?

Survey Design

The surveys were implemented at various stages throughout the study. The schedule of the study and order of surveys is displayed in Table 1. Each panel was asked to make three rounds of judgments for each assessment. Math and ELA 8, HS panels made judgments on two assessments and the rest of the panels made judgments on three assessments.

Table 1. Agenda of Study

| Study Agenda | |
|--------------|--|
| Day 1: | |
| | - Orientation / Training |
| | - Review First Assessment |
| | - Process Evaluation #1 |
| | - Round 1 Judgments |
| | - Process Evaluation #2 |
| Day 2: | |
| | - Round 2 Judgments |
| | - Round 3 Judgements |
| | - Review Second Assessment |
| | - Round 1 Judgments |
| | - Process Evaluation #3 |
| Day 3: | |
| | - Round 2 Judgments |
| | - Round 3 Judgments |
| | - Review Third Assessment (if applicable) |
| | - Round 1 Judgments |
| | - Process Evaluation 4, 5, and Summative (for ELA and Math 8, HS panels) |
| Day 4: | |
| | - Round 2 Judgments |
| | - Round 3 Judgements |
| | - Process Evaluation 5 and Summative (rest of panels) |

Each panelist was given an opportunity to respond to an anonymous survey regarding the standard setting process at six points during the study. Evaluations 1 – 5 are Process Evaluations

and ask questions as the panelists are working through various stages of the study. Evaluation 6 is a Summative Evaluation that will ask questions about the panelists’ experience as a whole.

The surveys were implements to the panelists as follows:

Evaluation 1 data was collected after orientation to gauge how well the panelists understood the process and measured their confidence moving forward with the process. This was conducted prior to panelists making item judgments and the facilitator reviewed the results of the survey prior to beginning the Round 1 process. Additionally, analyzing data about how the panelists rated the training provides important information about the effectiveness of the training process. Questions and response options for Evaluation 1 are displayed in Table 2.

Table 2. Evaluation 1 Questions and Response Options

| Response Options | Very Unsuccessful (1) | Unsuccessful (2) | Successful (3) | Very Successful (4) |
|------------------|--|------------------------------|-------------------|---------------------|
| | Q1: Rate the success of the orientation to the workshop | | | |
| | Q2: Rate the success of the overview of the assessment | | | |
| | Q3: Rate the success of the discussion of the ALDs | | | |
| | Q4: Rate the success of the training on the methodology | | | |
| Response Options | Too Little Time (1) | The Right Amount of Time (2) | Too Much Time (3) | |
| | Q5: How would you rate the amount of time allocated to training? | | | |

Evaluations 2 – 4 consisted of measuring the panelists’ confidence in their recommendations and how they would rate the amount of time allocated to making judgments. Having a measure of how confident the panelists are about their judgments is important in analyzing the success of the standard setting process. If the average panelist confidence rating is high, then it can be inferred that the process was understood, and their judgments were made with confidence. Additionally, knowing how the panelists’ confidence in relation to the time

allocated for the activity also provides important process feedback. The questions and response options for evaluations 2 – 4 can be seen in Table 3.

Table 3. Evaluations 2 - 4 Questions and Response Options

| | | | | |
|------------------|--|--------------------------------------|-----------------------------------|---|
| Response Options | Not at all Confident (1) | Not Very Confident (2) | Somewhat Confident (3) | Very Confident (4) |
| | Q1: How confident were you about your Day X recommendations for achievement levels for students? | | | |
| Response Options | There was not enough time available (1) | Barely enough time was available (2) | Sufficient time was available (3) | More than enough time was available (4) |
| | Q2: How did you feel about the time allocated for making these recommendations? | | | |

Evaluation 5 began with the same questions as Evaluations 2 – 4 with the addition of two more questions to gauge the panelists' perception of the standard setting workshop as a whole. These questions were designed to have panelists reflect on the overall success and organization of the standard setting process. The two additional questions included in Evaluation 5 can be seen in Table 4.

Table 4. Evaluation 5 Additional Questions and Response Options

| | | | | |
|------------------|---|------------------|----------------|---------------------|
| Response Options | Very Unsuccessful (1) | Unsuccessful (2) | Successful (3) | Very Successful (4) |
| | Q3: Overall, how would you rate the success of the standard setting workshop? | | | |
| Response Options | Very Unorganized (1) | Unorganized (2) | Organized (3) | Very Organized (4) |
| | Q4: How would you rate the organization of the standard setting workshop? | | | |

The Summative Evaluation was given to the panelists at the end of the standard setting study. This survey asked panelists to reflect on the entire process and their experiences and to answer questions about the study as a whole. Data collected from this survey will be used to determine the panelists' thoughts on how they would evaluate this implementation of the ID Matching method to this alternate assessment. The questions for this summative evaluation can be seen in Table 5.

Table 5. Summative Evaluation and Response Options

| Response Options | Strongly Disagree (1) | Disagree (2) | Agree (3) | Strongly Agree (4) |
|------------------|--|--------------|-----------|--------------------|
| | Q1: I understood how this meeting fits in the big picture of the assessment | | | |
| | Q2: The specific purpose of the meeting was clearly explained during the opening session | | | |
| | Q3: My role on the committee was made clear to me and I understood the goals. | | | |
| | Q4: The meeting was focused on the task at hand | | | |
| | Q5: The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | | | |
| | Q6: The needed materials were provided and appropriate to complete the tasks | | | |
| | Q7: I was comfortable expressing my opinions | | | |
| | Q8: The facilitator was knowledgeable in the content area | | | |
| | Q9: My content knowledge was valued and appreciated in the tasks I performed. | | | |
| | Q10: The facilitator fostered a positive environment | | | |
| | Q11: Participating in the meeting was professionally rewarding | | | |

In the survey design, all the response options (except for Evaluation 1 Question 5) are coded 1 – 4. Response options 1 and 2 indicated *negative* responses to the evaluation question being asked and response options 3 and 4 indicated *positive* responses. Evaluation 1 Question 5 is coded 1 – 3 with response option 2 being the positive option and the negative options being 1 and 3. If the ID Matching Method process is being implemented successfully, it would be expected that 80% or more of the panelists would be responding with a positive response options

to the evaluation questions. Therefore, any instance where 20% or more of the panelists respond in the negative half of the answer choices will be flagged for review and the comments for that evaluation will be analyzed to themes of misunderstanding or disagreement with the process.

The data from these evaluation surveys will help answer the first research questions presented in the paper because having positive data would indicate the panelists believe that the ID Matching method was an appropriate method of standard setting for this alternate assessment that consisted of polytomously scored items. Additionally, the comments will be used analyze the process and help identify factors to improve implementation of the method.

Results

Evaluation Ratings

The results of both the process and summative the evaluation surveys are analyzed in this section. Tables 7 – 10 present the questions from the evaluations with more that 20% of the panelists providing *negative* responses. The full results of all the evaluation surveys can be found in Appendix B. It should be noted that the Math panel K, 3, 4 & Math panel 5, 6, 7 did not have the opportunity to complete Evaluation 5.

For the Process Evaluations, there were 16 instances where 20% or more of the panelists responded negatively. All panels responded negatively to at least one of the Process Evaluation questions. The Math K, 3, 4 panel had the most instances of panelists responding negatively to the Process Evaluation data with 4 instances compared to the next highest of 2 in any other panel. Figures 3 and 4 display the frequencies of the negative responses by panel. The ELA and Math content areas consisted of three panels each, while the Science and Social Studies content areas consisted of a single panel.

Figure 3. Process Evaluation Negative Responses Math & ELA

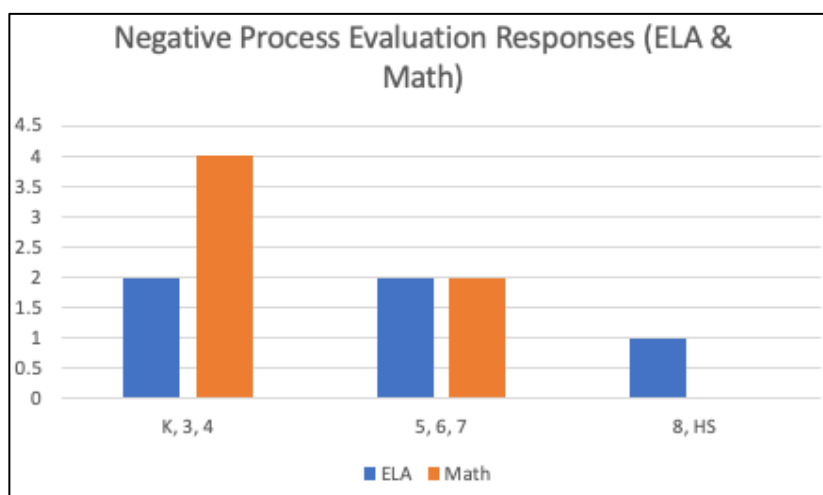
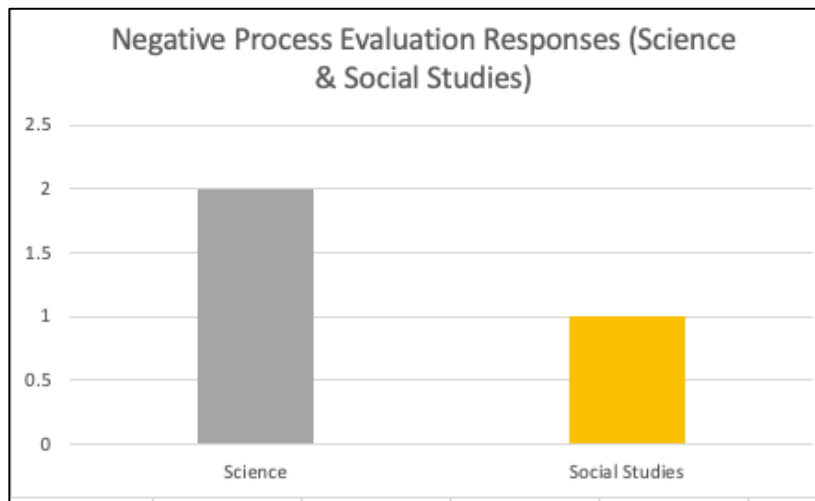


Figure 4. Process Evaluation Negative Responses Science & Social Studies



Since the process evaluations did not consist of identical questions, the number of negative responses for each question is organized by evaluation in Table 6. The first two questions in Evaluations 2, 3, 4, and 5 are identical with the inclusion of two different questions at the end of Evaluation 5. Additionally, all questions were coded with 4-point response options except Question 5 in Evaluation 1, which was coded with 3-point response options.

For the Summative Evaluations, the Math 8, HS and ELA 8, HS panels were the only panels that had any instances where 20% or more of the panelists indicated a negative response. The breakdown of responses to this question is displayed in Tables 10. The comments for the Summative Evaluation were categorized into the categories of “training”, “collaboration”, “time”, and “praise”. The percentage of each category is displayed in Figure 5.

Table 7. Process Evaluations for ELA Panel

| Process Evaluations for ELA K,3,4 | | | | | | |
|--|-------------|-------|-----------------------------|---------------------------------|---------------------------|------------------------|
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Q4 | 3 | Freq. | 0 | 3 | 6 | 3 |
| | | Rate | 0.00% | 25.00% | 50.00% | 25.00% |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| Q1 | 2.79 | Freq. | 0 | 3 | 7 | 1 |
| | | Rate | 0.00% | 27.30% | 63.60% | 9.10% |
| Process Evaluations for ELA 5,6,7 | | | | | | |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| Q1 | 2.33 | Freq. | 2 | 4 | 6 | 0 |
| | | Rate | 16.70% | 33.30% | 50.00% | 0.00% |
| Evaluation 3 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| Q1: | 2.6 | Freq. | 2 | 0 | 8 | 0 |
| | | Rate | 20.00% | 0.00% | 80.00% | 0.00% |
| Process Evaluations for ELA 8, HS | | | | | | |
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Too Little Time</i> | <i>The Right Amount of Time</i> | <i>Too Much Time</i> | |
| Q5 | 1.91 | Freq. | 4 | 4 | 3 | |
| | | Rate | 36.40% | 36.40% | 27.30% | |

Table 7. Process Evaluations for Math Panel

| Process Evaluations for Math K, 3, 4 | | | | | | |
|---|-------------|-------|-----------------------------|---------------------------------|---------------------------|------------------------|
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Too Little Time</i> | <i>The Right Amount of Time</i> | <i>Too Much Time</i> | |
| Q5 | 2.45 | Freq. | 0 | 6 | 5 | |
| | | Rate | 0.00% | 54.50% | 45.50% | |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| Q1 | 2.69 | Freq. | 0 | 2 | 5 | 0 |
| | | Rate | 0.00% | 28.60% | 71.40% | 0.00% |
| Process Evaluations for Math 5, 6, 7 | | | | | | |
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Q4 | 2.91 | Freq. | 1 | 2 | 5 | 3 |
| | | Rate | 9.10% | 18.20% | 45.50% | 27.30% |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| Q1 | 2.64 | Freq. | 0 | 4 | 7 | 0 |
| | | Rate | 0.00% | 36.40% | 63.60% | 0.00% |
| Evaluation 3 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| Q1 | 2.91 | Freq. | 0 | 3 | 6 | 2 |
| | | Rate | 0.00% | 27.30% | 54.50% | 18.20% |
| Evaluation 4 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |

| | | | | | | |
|---|-------------|-------|-----------------------------|---------------------------------|---------------------------|-----------------------|
| Q1 | 2.73 | Freq. | 1 | 2 | 7 | 1 |
| | | Rate | 9.10% | 18.20% | 63.30% | 9.10% |
| Process Evaluations for Math 8, HS | | | | | | |
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Too Little Time</i> | <i>The Right Amount of Time</i> | <i>Too Much Time</i> | |
| Q5 | 2.09 | Freq. | 1 | 8 | 2 | |
| | | Rate | 9.10% | 72.70% | 18.20% | |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| Q1 | 2.91 | Freq. | 0 | 3 | 6 | 2 |
| | | Rate | 0.00% | 27.30% | 54.50% | 18.20% |

Table 8. Process Evaluations for Science Panel

| Process Evaluations for Science 5, 8, HS | | | | | | |
|---|-------------|-------|--|---|--------------------------------------|--|
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Too Little Time</i> | <i>The Right Amount of Time</i> | <i>Too Much Time</i> | |
| Q5 | 1.91 | Freq. | 2 | 8 | 1 | |
| | | Rate | 18.20% | 72.70% | 9.10% | |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| Q1 | 2.64 | Freq. | 0 | 2 | 6 | 2 |
| | | Rate | 0.00% | 20.00% | 60.00% | 20.00% |

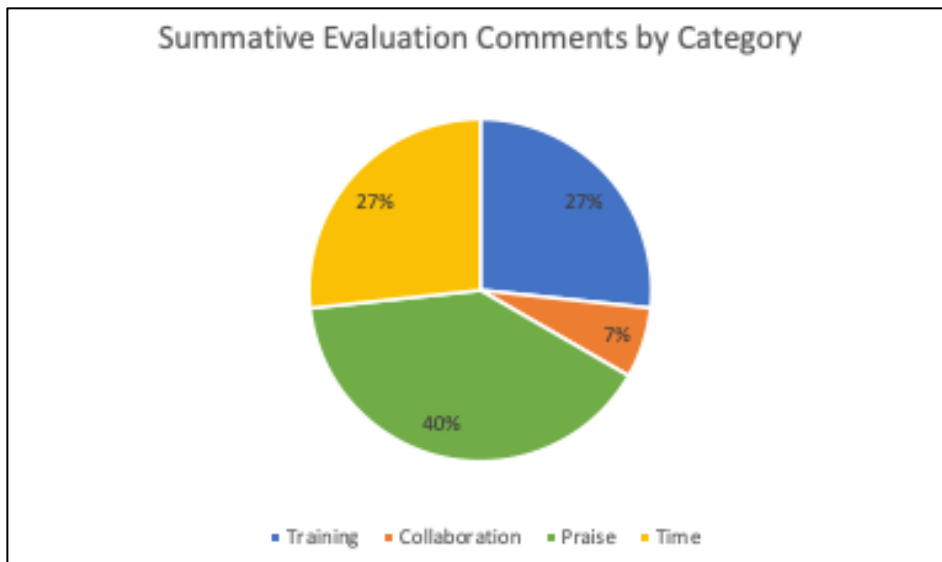
Table 9. Process Evaluations for Science Panel

| Process Evaluations for Social Studies 5, 8, HS | | | | | | |
|--|-------------|-------|------------------------|---------------------------------|----------------------|--|
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean</i> | | <i>Too Little Time</i> | <i>The Right Amount of Time</i> | <i>Too Much Time</i> | |
| Q5 | 2.22 | Freq. | 0 | 7 | 2 | |
| | | Rate | 0.00% | 77.80% | 22.20% | |

Table 10. Summative Evaluation Responses

| Summative Evaluation for ELA 8, HS | | | | | | |
|-------------------------------------|------|-------|-------------------|----------|--------|----------------|
| Question | Mean | | Strongly Disagree | Disagree | Agree | Strongly Agree |
| Q2. | 2.91 | Freq. | 0 | 3 | 3 | 3 |
| | | Rate | 0.00% | 33.30% | 33.30% | 33.30% |
| Summative Evaluation for Math 8, HS | | | | | | |
| Question | Mean | | Strongly Disagree | Disagree | Agree | Strongly Agree |
| Q5. | 3.09 | Freq. | 1 | 2 | 3 | 5 |
| | | Rate | 9.10% | 18.20% | 27.30% | 45.50% |

Figure 5. Summative Evaluation Comments

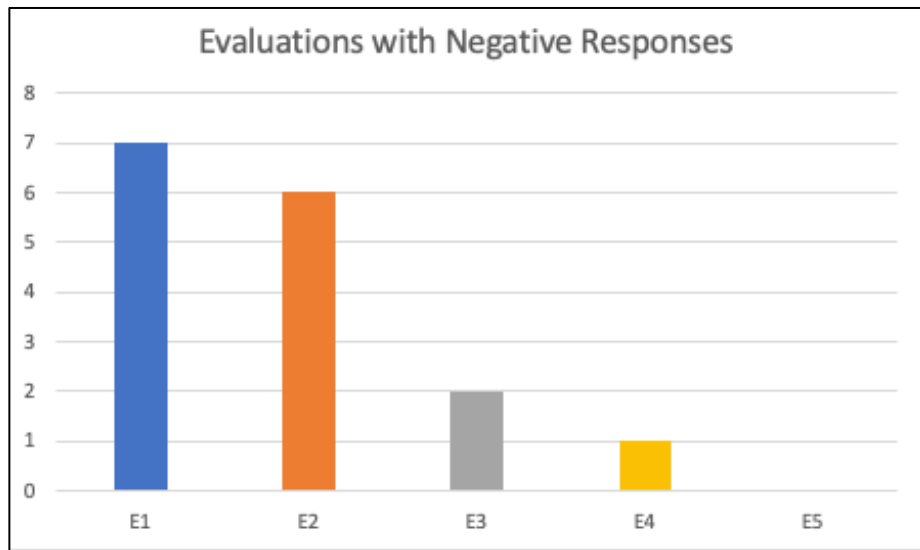


Discussion and Conclusion

The Item-Descriptor (ID) Matching method is a novel method of standard setting that claims to reduce the cognitive load placed on panelists (Ferrara, Perie, & Johnson, 2014). Instead of having panelists make judgments about hypothetical candidates, this method uses Performance Level Descriptors (PLDs) and asks panelists to work through an Ordered Item Booklet (OIB) assigning each item to a PLD that closely matches the content knowledge and skills that a candidate would need to answer the item successfully. This method was created with educators in mind who have experience categorizing items to standards, and who make up the majority of a standard setting panel for an alternate assessment. This paper analyzed the data from evaluation surveys gathered at six stages of a standard setting study where the ID Matching method was applied to an alternate assessment and provides feedback for additional considerations that could improve the process in the future.

When looking at the data broken down by Process Evaluation, most instances where panelists responded with a “negative” response option occurred in Evaluation 1 with the instances of a negative response trending down each evaluation. This trend can be seen in Figure 6.

Figure 6. Negative Responses by Process Evaluation



Evaluation 1 was distinct from the other evaluations and was given to the panelists after the orientation session of the study. This evaluation asked candidates to rate the success of the training and indicate if they felt enough time was allocated for the process. Additionally, the coding in Question 5 for Evaluation 1 was different than the other questions in any of the evaluations and this difference could explain the increase in Evaluation 1 compared to the other evaluations. There were only three response options for Question 5, compared to four in the others and of those response options, the middle option was the only one that was positively coded. Panelists responding with the first option indicated they believed there was “too little time” in the training and panelists responding with the third response option indicated they believed there was “too much time”.

Evaluations 2 – 5 began with identical questions about how the panelists felt about the steps in the process they completed for that round of standard setting. The negative trend beginning at Evaluation 2 can be explained by the iterative nature of the process. The panelists completed multiple rounds of standard setting, becoming more familiar with the how to

appropriately identify and label a PLD for the specific item. Another factor that could explain the trend down in negative responses is the Math 5, 6, 7 and 8, HS panels did not complete Evaluation 5. The Math panels did consist of the majority of the negative responses overall and the inclusion of their Evaluation 5 data might have significantly affected the trend.

When analyzing the responses to evaluations 2 – 5, the question with the most negative response is Question 1. This question asked the panelists about their confidence in the judgments they were making. This negative response to this question is mirrored in the comments left by the panelists at the end of the Summative Evaluations. 27% of the comments in the Summative Evaluation mentioned the need for more training on the process. If the panelists felt they needed more training prior to making judgements, that could explain low confidence in the judgements.

Analyzing data from the Summative Evaluation demonstrates that overall, the panelists had positive responses to their evaluation of the ID Matching method as a standard setting process in alternate assessment. 40% of the comments from the Summative Evaluation were praising the study or the facilitation and only two of the panels indicated negative responses in the Summative Evaluation survey. The Math 8, HS panel responded negatively to Question 5 of the survey. This question asked the panelists to evaluate the timing and structure of the meeting. The panelists' comments reflect this sentiment with 27% of the comments mentioning the need for more efficient use of time. The ELA 8, HS panel responded negatively to Question 2 of the survey. This question asked panelists if they felt the specific purpose of the meeting was explained in the orientation session. Negative responses to this question are consistent with the rest of the data demonstrating the bulk of panelist confusion was in the beginning of the study, and they gained confidence with subsequent rounds (as seen in Figure 6).

The responses to the Summative Evaluation and the themes demonstrated in the panelists' comments provide additional factors that should be considered when implementing the ID Matching method to future alternate assessments. According to the data collected in this study, more emphasis needs to be placed on the training provided to panelists. The evaluation questions with the highest amount of negative responses were questions regarding the confidence of the panelists in their judgments. This additional training could be included in both large group and small group setting. Another concern in the panelists comments was the need for content and grade-level specific examples for practice prior to making official judgments. The inclusion of practice in the individual panels would give the panelists additional time for more training, as well as more collaboration. Gaining insight on how other panelists work through the process of the ID Matching method would increase the panelists confidence overall, because they could calibrate their decisions with fellow subject matter experts.

Future research on this subject could include analyzing the effect of how different methods of training could affect panelists' evaluation. Based on the results of this study, reallocating time to train panelists in their small groups instead of a large-group setting might be beneficial. A more efficient training structure could lead to an increase in the panelists understanding of the methodology and confidence in their judgments.

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Appendices

Appendix A – Panelist Demographics

Table A.1. Panelists by Gender

| Panel | # of Panelist | % | |
|-------------------------|---------------|--------|------|
| | | Female | Male |
| ELA K, 3, 4 | 12 | 100 | |
| ELA 5 - 7 | 10 | 100 | |
| ELA 8, HS | 11 | 91 | 9 |
| Math K, 3, 4 | 11 | 100 | |
| Math 5 - 7 | 10 | 90 | 10 |
| Math 8, HS | 11 | 91 | 9 |
| Science 5, 8, HS | 11 | 100 | |
| Social Studies 5, 8, HS | 9 | 100 | |

Table A.2. Panelists by Ethnicity

| Panel | # of Panelist | % | | | |
|-------------------------|---------------|-------|-------|-----------------|------------------------|
| | | Black | White | Native American | Asian/Pacific Islander |
| ELA K, 3, 4 | 12 | 10 | 80 | 10 | |
| ELA 5 - 7 | 10 | 20 | 70 | 10 | |
| ELA 8, HS | 10 | 20 | 70 | | 10 |
| Math K, 3, 4 | 11 | 20 | 80 | | |
| Math 5 - 7 | 10 | 30 | 70 | | |
| Math 8, HS | 11 | 20 | 80 | | |
| Science 5, 8, HS | 8 | 10 | 90 | | |
| Social Studies 5, 8, HS | 9 | 20 | 70 | 10 | |

Table A.3. Panelists by Degree

| Panel | # of Panelist | % | | | | |
|-------------|---------------|-----------|---------|-------------|-----------|-------------------------------|
| | | Bachelors | Masters | Specialists | Doctorate | ABA Certification & Bachelors |
| ELA K, 3, 4 | 10 | 8 | 42 | 50 | | |

| | | | | | | |
|-------------------------|----|----|----|----|----|---|
| ELA 5 - 7 | 11 | 40 | 50 | 10 | | |
| ELA 8, HS | 12 | 18 | 36 | 18 | 27 | |
| Math K, 3, 4 | 11 | 27 | 55 | 18 | | |
| Math 5 - 7 | 11 | 9 | 73 | 18 | | |
| Math 8, HS | 11 | 18 | 36 | 27 | 9 | 9 |
| Science 5, 8, HS | 10 | 50 | 30 | 10 | 10 | |
| Social Studies 5, 8, HS | 9 | 33 | 11 | 33 | 22 | |

Table A.4. Panelists by Job Title

| Panel | # of Panelist | % | | |
|-------------------------|---------------|-------------------|-----------------------|--------|
| | | Classroom Teacher | Teacher Chair or Lead | Others |
| ELA K, 3, 4 | 12 | 75 | 17 | 8 |
| ELA 5 - 7 | 10 | 70 | 20 | 10 |
| ELA 8, HS | 11 | 73 | | 27 |
| Math K, 3, 4 | 11 | 64 | 18 | 18 |
| Math 5 - 7 | 11 | 45 | 27 | 28 |
| Math 8, HS | 11 | 55 | 9 | 36 |
| Science 5, 8, HS | 11 | 64 | 9 | 27 |
| Social Studies 5, 8, HS | 9 | 78 | | 22 |

Note: others include principal, higher education representatives with experience with higher education inclusion programs for individuals with significant cognitive disabilities, school test coordinators, transition/vocational inclusion program manager, special education coordinators, special education teachers in specialist positions, speech language pathology, state alternate assessment coordinator, teacher instructional support, and vocational supervisor for employees with intellectual disabilities in transition programs

Table A.5. Panelists by Years of Experience in Education

| Panel | # of Panelist | % | | | |
|--------------|---------------|--------|---------|----------|---------|
| | | 1 to 5 | 6 to 10 | 11 to 15 | 16 plus |
| ELA K, 3, 4 | 12 | 20 | 20 | 20 | 50 |
| ELA 5 - 7 | 10 | 40 | 20 | 10 | 30 |
| ELA 8, HS | 9 | 10 | 30 | 30 | 20 |
| Math K, 3, 4 | 11 | 20 | 10 | 10 | 60 |

| | | | | | |
|-------------------------------|---|----|----|----|----|
| Math 5 - 7 | 9 | 20 | 20 | 20 | 30 |
| Math 8, HS | 9 | 20 | 20 | 30 | 20 |
| Science 5, 8, HS | 9 | 20 | 0 | 40 | 30 |
| Social Studies 5, 8, HS | 9 | 0 | 20 | 30 | 40 |

Appendix B – Results of Panelist Surveys

Generally, the following structure was used to assign values to the responses (Very Unsuccessful = 1, Unsuccessful = 2, Successful = 3, Very Successful = 4).

| Process Evaluations for ELA K,3,4 | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Rate the success of the orientation to the workshop | 3.25 | Frequency | 0 | 0 | 9 | 3 |
| | | Rate | 0.0% | 0.0% | 75.0% | 25.0% |
| Rate the success of the overview of the assessment | 3.25 | Frequency | 0 | 0 | 9 | 3 |
| | | Rate | 0.0% | 0.0% | 75.0% | 25.0% |
| Rate the success of the discussion of the ALDs | 3.25 | Frequency | 0 | 0 | 9 | 3 |
| | | Rate | 0.0% | 0.0% | 75.0% | 25.0% |
| Rate the success of the training on the methodology | 3.00 | Frequency | 0 | 3 | 6 | 3 |
| | | Rate | 0.0% | 25.0% | 50.0% | 25.0% |
| | | | <i>Too Little Time</i> | <i>The Right Amount</i> | <i>Too Much Time</i> | |
| How would you rate the amount of time allocated to training? | 2.00 | Frequency | 1 | 10 | 1 | |
| | | Rate | 8.3% | 83.3% | 8.3% | |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 1 recommendations for achievement levels for students? | 2.79 | Frequency | 0 | 3 | 7 | 1 |
| | | Rate | 0.0% | 27.3% | 63.6% | 9.1% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 2.83 | Frequency | 1 | 1 | 9 | 1 |
| | | Rate | 8.3% | 8.3% | 75.0% | 8.3% |
| Evaluation 3 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 2 recommendations for | 3.50 | Frequency | 0 | 0 | 12 | 12 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |

| | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| achievement levels for students? | | | | | | |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.33 | Frequency | 0 | 0 | 16 | 8 |
| | | Rate | 0.0% | 0.0% | 66.7% | 33.3% |
| Evaluation 4 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 3 recommendations for achievement levels for students? | 3.50 | Frequency | 0 | 0 | 11 | 11 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.38 | Frequency | 0 | 0 | 15 | 9 |
| | | Rate | 0.0% | 0.0% | 62.5% | 37.5% |
| Evaluation 5 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 4 recommendations for achievement levels for students? | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.20 | Frequency | 0 | 0 | 8 | 2 |
| | | Rate | 0.0% | 0.0% | 80.0% | 20.0% |
| | | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Overall, how would you rate the success of the standard setting workshop? | 3.60 | Frequency | 0 | 0 | 4 | 6 |
| | | Rate | 0.0% | 0.0% | 40.0% | 60.0% |
| | | | <i>Very Unorganized</i> | <i>Unorganized</i> | <i>Organized</i> | <i>Very Organized</i> |

| | | | | | | |
|---|------|-----------|------|------|-------|-------|
| How would you rate the organization of the standard setting workshop? | 3.60 | Frequency | 0 | 0 | 4 | 6 |
| | | Rate | 0.0% | 0.0% | 40.0% | 60.0% |

| Summative Evaluation for ELA K,3,4 | | | | | | |
|---|---------------|-----------|-------------------|----------|-------|----------------|
| Question | Mean Response | | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I understood how this meeting fits in the big picture of the assessment. | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| The specific purpose of the meeting was clearly explained during the opening session. | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| My role on the committee was made clear to me and I understood the goals. | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| The meeting was focused on the task at hand. | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | 3.45 | Frequency | 0 | 0 | 6 | 5 |
| | | Rate | 0.0% | 0.0% | 54.5% | 45.5% |
| The needed materials were provided and appropriate to complete the tasks. | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |
| I was comfortable expressing my opinions. | 3.73 | Frequency | 0 | 0 | 3 | 8 |
| | | Rate | 0.0% | 0.0% | 27.3% | 72.7% |
| The facilitator was knowledgeable in the content area. | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |
| My content knowledge was valued and appreciated in the tasks I performed. | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| The facilitator fostered a positive environment. | 4.00 | Frequency | 0 | 0 | 0 | 11 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |
| Participating in the meeting was professionally rewarding. | 4.00 | Frequency | 0 | 0 | 0 | 11 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |

| Process Evaluations for ELA 5,6,7 | | | | | | |
|---|---------------|-----------|-------------------|--------------|------------|-----------------|
| Evaluation 1 | | | | | | |
| Question | Mean Response | | Very Unsuccessful | Unsuccessful | Successful | Very Successful |
| Rate the success of the orientation to the workshop | 3.70 | Frequency | 0 | 0 | 3 | 7 |
| | | Rate | 0.0% | 0.0% | 30.0% | 70.0% |
| Rate the success of the overview of the assessment | 3.90 | Frequency | 0 | 0 | 1 | 9 |
| | | Rate | 0.0% | 0.0% | 10.0% | 90.0% |
| | 3.70 | Frequency | 0 | 0 | 3 | 7 |

| | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| Rate the success of the discussion of the ALDs | | Rate | 0.0% | 0.0% | 30.0% | 70.0% |
| Rate the success of the training on the methodology | 3.35 | Frequency | 0 | 1 | 4 | 4 |
| | | Rate | 0.0% | 11.1% | 44.4% | 44.4% |
| | | | <i>Too Little Time</i> | <i>The Right Amount</i> | <i>Too Much Time</i> | |
| How would you rate the amount of time allocated to training? | 2.00 | Frequency | 2 | 6 | 2 | |
| | | Rate | 20.0% | 60.0% | 20.0% | |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 1 recommendations for achievement levels for students? | 2.33 | Frequency | 2 | 4 | 6 | 0 |
| | | Rate | 16.7% | 33.3% | 50.0% | 0.0% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.30 | Frequency | 0 | 1 | 5 | 4 |
| | | Rate | 0.0% | 10.0% | 50.0% | 40.0% |
| Evaluation 3 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 2 recommendations for achievement levels for students? | 2.60 | Frequency | 2 | 0 | 8 | 0 |
| | | Rate | 20.0% | 0.0% | 80.0% | 0.0% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 2.50 | Frequency | 2 | 2 | 5 | 1 |
| | | Rate | 20.0% | 20.0% | 50.0% | 10.0% |
| Evaluation 4 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 3 recommendations for | 3.10 | Frequency | 0 | 1 | 7 | 2 |
| | | Rate | 0.0% | 10.0% | 70.0% | 20.0% |

| | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| achievement levels for students? | | | | | | |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.44 | Frequency | 0 | 0 | 5 | 4 |
| | | Rate | 0.0% | 0.0% | 55.6% | 44.4% |
| Evaluation 5 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 4 recommendations for achievement levels for students? | 3.25 | Frequency | 0 | 1 | 5 | 3 |
| | | Rate | 0.0% | 11.1% | 55.6% | 33.3% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |
| | | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Overall, how would you rate the success of the standard setting workshop? | 3.00 | Frequency | 0 | 1 | 5 | 2 |
| | | Rate | 0.0% | 12.5% | 62.5% | 25.0% |
| | | | <i>Very Unorganized</i> | <i>Unorganized</i> | <i>Organized</i> | <i>Very Organized</i> |
| How would you rate the organization of the standard setting workshop? | 3.30 | Frequency | 0 | 0 | 7 | 3 |
| | | Rate | 0.0% | 0.0% | 70.0% | 30.0% |

| Summative Evaluation for ELA 5,6,7 | | | | | | |
|---|----------------------|-----------|--------------------------|-----------------|--------------|-----------------------|
| <i>Question</i> | <i>Mean Response</i> | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| I understood how this meeting fits in the big picture of the assessment. | 3.25 | Frequency | 0 | 0 | 9 | 3 |
| | | Rate | 0.0% | 0.0% | 75.0% | 25.0% |
| The specific purpose of the meeting was clearly explained during the opening session. | 3.17 | Frequency | 0 | 0 | 10 | 2 |
| | | Rate | 0.0% | 0.0% | 83.3% | 16.7% |
| | 3.13 | Frequency | 0 | 1 | 7 | 3 |

| | | | | | | |
|--|------|-----------|------|------|-------|-------|
| My role on the committee was made clear to me and I understood the goals. | | Rate | 0.0% | 9.1% | 63.6% | 27.3% |
| The meeting was focused on the task at hand. | 3.58 | Frequency | 0 | 0 | 5 | 7 |
| | | Rate | 0.0% | 0.0% | 41.7% | 58.3% |
| The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | 3.65 | Frequency | 0 | 0 | 2 | 7 |
| | | Rate | 0.0% | 0.0% | 22.2% | 77.8% |
| The needed materials were provided and appropriate to complete the tasks. | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |
| I was comfortable expressing my opinions. | 3.60 | Frequency | 0 | 0 | 4 | 6 |
| | | Rate | 0.0% | 0.0% | 40.0% | 60.0% |
| The facilitator was knowledgeable in the content area. | 3.40 | Frequency | 0 | 0 | 6 | 4 |
| | | Rate | 0.0% | 0.0% | 60.0% | 40.0% |
| My content knowledge was valued and appreciated in the tasks I performed. | 3.40 | Frequency | 0 | 0 | 6 | 4 |
| | | Rate | 0.0% | 0.0% | 60.0% | 40.0% |
| The facilitator fostered a positive environment. | 3.80 | Frequency | 0 | 0 | 2 | 8 |
| | | Rate | 0.0% | 0.0% | 20.0% | 80.0% |
| Participating in the meeting was professionally rewarding. | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |
| | | | | | | |
| | | | | | | |

| Process Evaluations for ELA 8,HS | | | | | | |
|--|---------------|-----------|------------------------|-------------------------|----------------------|-----------------|
| Evaluation 1 | | | | | | |
| Question | Mean Response | | Very Unsuccessful | Unsuccessful | Successful | Very Successful |
| Rate the success of the orientation to the workshop | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| Rate the success of the overview of the assessment | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| Rate the success of the discussion of the ALDs | 3.27 | Frequency | 0 | 2 | 4 | 5 |
| | | Rate | 0.0% | 18.2% | 36.4% | 45.5% |
| Rate the success of the training on the methodology | 3.18 | Frequency | 0 | 3 | 3 | 5 |
| | | Rate | 0.0% | 27.3% | 27.3% | 45.5% |
| | | | <i>Too Little Time</i> | <i>The Right Amount</i> | <i>Too Much Time</i> | |
| How would you rate the amount of time allocated to training? | 1.91 | Frequency | 4 | 4 | 3 | |
| | | Rate | 36.4% | 36.4% | 27.3% | |
| Evaluation 2 | | | | | | |

| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| How confident were you about your Day 1 recommendations for achievement levels for students? | 3.00 | Frequency | 0 | 1 | 9 | 1 |
| | | Rate | 0.0% | 9.1% | 81.8% | 9.1% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.18 | Frequency | 0 | 0 | 9 | 2 |
| | | Rate | 0.0% | 0.0% | 81.8% | 18.2% |
| Evaluation 3 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 2 recommendations for achievement levels for students? | 3.35 | Frequency | 0 | 0 | 6 | 3 |
| | | Rate | 0.0% | 0.0% | 66.7% | 33.3% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.09 | Frequency | 0 | 0 | 10 | 1 |
| | | Rate | 0.0% | 0.0% | 90.9% | 9.1% |
| Evaluation 4 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 3 recommendations for achievement levels for students? | 3.36 | Frequency | 0 | 0 | 7 | 4 |
| | | Rate | 0.0% | 0.0% | 63.6% | 36.4% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.09 | Frequency | 0 | 1 | 8 | 2 |
| | | Rate | 0.0% | 9.1% | 72.7% | 18.2% |
| Evaluation 5 | | | | | | |

| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| How confident were you about your Day 4 recommendations for achievement levels for students? | 3.00 | Frequency | 0 | 0 | 1 | 0 |
| | | Rate | 0.0% | 0.0% | 100.0% | 0.0% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.00 | Frequency | 0 | 0 | 1 | 0 |
| | | Rate | 0.0% | 0.0% | 100.0% | 0.0% |
| | | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Overall, how would you rate the success of the standard setting workshop? | 3.30 | Frequency | 0 | 0 | 7 | 3 |
| | | Rate | 0.0% | 0.0% | 70.0% | 30.0% |
| | | | <i>Very Unorganized</i> | <i>Unorganized</i> | <i>Organized</i> | <i>Very Organized</i> |
| How would you rate the organization of the standard setting workshop? | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |

| Summative Evaluation for ELA 8, HS | | | | | | |
|---|----------------------|-----------|--------------------------|-----------------|--------------|-----------------------|
| <i>Question</i> | <i>Mean Response</i> | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| I understood how this meeting fits in the big picture of the assessment. | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |
| The specific purpose of the meeting was clearly explained during the opening session. | 2.91 | Frequency | 0 | 3 | 3 | 3 |
| | | Rate | 0.0% | 33.3% | 33.3% | 33.3% |
| My role on the committee was made clear to me and I understood the goals. | 3.45 | Frequency | 0 | 0 | 6 | 5 |
| | | Rate | 0.0% | 0.0% | 54.5% | 45.5% |
| The meeting was focused on the task at hand. | 3.73 | Frequency | 0 | 0 | 3 | 8 |
| | | Rate | 0.0% | 0.0% | 27.3% | 72.7% |
| The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | 3.40 | Frequency | 0 | 0 | 6 | 4 |
| | | Rate | 0.0% | 0.0% | 60.0% | 40.0% |
| The needed materials were provided and appropriate to complete the tasks. | 3.70 | Frequency | 0 | 0 | 3 | 7 |
| | | Rate | 0.0% | 0.0% | 30.0% | 70.0% |
| I was comfortable expressing my opinions. | 3.80 | Frequency | 0 | 0 | 2 | 8 |
| | | Rate | 0.0% | 0.0% | 20.0% | 80.0% |

| | | | | | | |
|---|------|-----------|------|------|-------|-------|
| The facilitator was knowledgeable in the content area. | 3.70 | Frequency | 0 | 0 | 3 | 7 |
| | | Rate | 0.0% | 0.0% | 30.0% | 70.0% |
| My content knowledge was valued and appreciated in the tasks I performed. | 3.70 | Frequency | 0 | 0 | 3 | 7 |
| | | Rate | 0.0% | 0.0% | 30.0% | 70.0% |
| The facilitator fostered a positive environment. | 3.70 | Frequency | 0 | 0 | 3 | 7 |
| | | Rate | 0.0% | 0.0% | 30.0% | 70.0% |
| Participating in the meeting was professionally rewarding. | 3.80 | Frequency | 0 | 0 | 2 | 8 |
| | | Rate | 0.0% | 0.0% | 20.0% | 80.0% |

| Process Evaluations for Math K,3,4 | | | | | | |
|--|---------------|-----------|--|---|--------------------------------------|--|
| Evaluation 1 | | | | | | |
| Question | Mean Response | | Very Unsuccessful | Unsuccessful | Successful | Very Successful |
| Rate the success of the orientation to the workshop | 3.36 | Frequency | 0 | 0 | 7 | 4 |
| | | Rate | 0.0% | 0.0% | 63.6% | 36.4% |
| Rate the success of the overview of the assessment | 3.36 | Frequency | 0 | 0 | 7 | 4 |
| | | Rate | 0.0% | 0.0% | 63.6% | 36.4% |
| Rate the success of the discussion of the ALDs | 3.09 | Frequency | 0 | 1 | 8 | 2 |
| | | Rate | 0.0% | 9.1% | 72.7% | 18.2% |
| Rate the success of the training on the methodology | 3.09 | Frequency | 0 | 2 | 6 | 3 |
| | | Rate | 0.0% | 18.2% | 54.5% | 27.3% |
| | | | <i>Too Little Time</i> | <i>The Right Amount</i> | <i>Too Much Time</i> | |
| How would you rate the amount of time allocated to training? | 2.45 | Frequency | 0 | 6 | 5 | |
| | | Rate | 0.0% | 54.5% | 45.5% | |
| Evaluation 2 | | | | | | |
| Question | Mean Response | | Not at all Confident | Not Very Confident | Somewhat Confident | Very Confident |
| How confident were you about your Day 1 recommendations for achievement levels for students? | 2.69 | Frequency | 0 | 2 | 5 | 0 |
| | | Rate | 0.0% | 28.6% | 71.4% | 0.0% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 2.79 | Frequency | 0 | 1 | 5 | 0 |
| | | Rate | 0.0% | 16.7% | 83.3% | 0.0% |
| Evaluation 3 | | | | | | |

| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| How confident were you about your Day 2 recommendations for achievement levels for students? | 3.27 | Frequency | 0 | 0 | 8 | 3 |
| | | Rate | 0.0% | 0.0% | 72.7% | 27.3% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.23 | Frequency | 0 | 1 | 5 | 4 |
| | | Rate | 0.0% | 10.0% | 50.0% | 40.0% |
| Evaluation 4 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 3 recommendations for achievement levels for students? | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.36 | Frequency | 0 | 0 | 7 | 4 |
| | | Rate | 0.0% | 0.0% | 63.6% | 36.4% |
| Evaluation 5 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 4 recommendations for achievement levels for students? | | Frequency | 0 | 0 | 0 | 0 |
| | | Rate | | | | |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | | Frequency | 0 | 0 | 0 | 0 |
| | | Rate | | | | |
| | | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |

| | | | | | |
|---|-----------|-------------------------|--------------------|------------------|-----------------------|
| Overall, how would you rate the success of the standard setting workshop? | Frequency | 0 | 0 | 0 | 0 |
| | Rate | | | | |
| | | <i>Very Unorganized</i> | <i>Unorganized</i> | <i>Organized</i> | <i>Very Organized</i> |
| How would you rate the organization of the standard setting workshop? | Frequency | 0 | 0 | 0 | 0 |
| | Rate | | | | |

| Summative Evaluation for Math K,3,4 | | | | | | |
|---|----------------------|-----------|--------------------------|-----------------|--------------|-----------------------|
| <i>Question</i> | <i>Mean Response</i> | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| I understood how this meeting fits in the big picture of the assessment. | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| The specific purpose of the meeting was clearly explained during the opening session. | 3.36 | Frequency | 0 | 1 | 5 | 5 |
| | | Rate | 0.0% | 9.1% | 45.5% | 45.5% |
| My role on the committee was made clear to me and I understood the goals. | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |
| The meeting was focused on the task at hand. | 3.91 | Frequency | 0 | 0 | 1 | 10 |
| | | Rate | 0.0% | 0.0% | 9.1% | 90.9% |
| The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | 3.32 | Frequency | 0 | 0 | 6 | 4 |
| | | Rate | 0.0% | 0.0% | 60.0% | 40.0% |
| The needed materials were provided and appropriate to complete the tasks. | 3.91 | Frequency | 0 | 0 | 1 | 10 |
| | | Rate | 0.0% | 0.0% | 9.1% | 90.9% |
| I was comfortable expressing my opinions. | 3.73 | Frequency | 0 | 0 | 3 | 8 |
| | | Rate | 0.0% | 0.0% | 27.3% | 72.7% |
| The facilitator was knowledgeable in the content area. | 4.00 | Frequency | 0 | 0 | 0 | 11 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |
| My content knowledge was valued and appreciated in the tasks I performed. | 3.91 | Frequency | 0 | 0 | 1 | 10 |
| | | Rate | 0.0% | 0.0% | 9.1% | 90.9% |
| The facilitator fostered a positive environment. | 4.00 | Frequency | 0 | 0 | 0 | 11 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |
| Participating in the meeting was professionally rewarding. | 4.00 | Frequency | 0 | 0 | 0 | 11 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |

| Process Evaluations for Math 5,6,7 | | | | | | |
|------------------------------------|----------------------|--|--------------------------|---------------------|-------------------|------------------------|
| Evaluation 1 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |

| | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| Rate the success of the orientation to the workshop | 3.27 | Frequency | 0 | 0 | 8 | 3 |
| | | Rate | 0.0% | 0.0% | 72.7% | 27.3% |
| Rate the success of the overview of the assessment | 3.36 | Frequency | 0 | 0 | 7 | 4 |
| | | Rate | 0.0% | 0.0% | 63.6% | 36.4% |
| Rate the success of the discussion of the ALDs | 3.36 | Frequency | 0 | 1 | 5 | 5 |
| | | Rate | 0.0% | 9.1% | 45.5% | 45.5% |
| Rate the success of the training on the methodology | 2.91 | Frequency | 1 | 2 | 5 | 3 |
| | | Rate | 9.1% | 18.2% | 45.5% | 27.3% |
| | | | <i>Too Little Time</i> | <i>The Right Amount</i> | <i>Too Much Time</i> | |
| How would you rate the amount of time allocated to training? | 2.00 | Frequency | 1 | 9 | 1 | |
| | | Rate | 9.1% | 81.8% | 9.1% | |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 1 recommendations for achievement levels for students? | 2.64 | Frequency | 0 | 4 | 7 | 0 |
| | | Rate | 0.0% | 36.4% | 63.6% | 0.0% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.09 | Frequency | 0 | 0 | 10 | 1 |
| | | Rate | 0.0% | 0.0% | 90.9% | 9.1% |
| Evaluation 3 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 2 recommendations for achievement levels for students? | 2.91 | Frequency | 0 | 3 | 6 | 2 |
| | | Rate | 0.0% | 27.3% | 54.5% | 18.2% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.27 | Frequency | 0 | 1 | 6 | 4 |
| | | Rate | 0.0% | 9.1% | 54.5% | 36.4% |
| Evaluation 4 | | | | | | |

| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| How confident were you about your Day 3 recommendations for achievement levels for students? | 2.73 | Frequency | 1 | 2 | 7 | 1 |
| | | Rate | 9.1% | 18.2% | 63.6% | 9.1% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.00 | Frequency | 0 | 1 | 9 | 1 |
| | | Rate | 0.0% | 9.1% | 81.8% | 9.1% |
| Evaluation 5 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 4 recommendations for achievement levels for students? | | Frequency | 0 | 0 | 0 | 0 |
| | | Rate | | | | |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | | Frequency | 0 | 0 | 0 | 0 |
| | | Rate | | | | |
| | | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Overall, how would you rate the success of the standard setting workshop? | | Frequency | 0 | 0 | 0 | 0 |
| | | Rate | | | | |
| | | | <i>Very Unorganized</i> | <i>Unorganized</i> | <i>Organized</i> | <i>Very Organized</i> |
| How would you rate the organization of the standard setting workshop? | | Frequency | 0 | 0 | 0 | 0 |
| | | Rate | | | | |

| Summative Evaluation for Math 5,6,7 | | | | | | |
|--|----------------------|-----------|--------------------------|-----------------|--------------|-----------------------|
| <i>Question</i> | <i>Mean Response</i> | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| | 3.40 | Frequency | 0 | 0 | 6 | 4 |

| | | | | | | |
|---|------|-----------|------|-------|-------|-------|
| I understood how this meeting fits in the big picture of the assessment. | | Rate | 0.0% | 0.0% | 60.0% | 40.0% |
| The specific purpose of the meeting was clearly explained during the opening session. | 2.90 | Frequency | 0 | 1 | 9 | 0 |
| | | Rate | 0.0% | 10.0% | 90.0% | 0.0% |
| My role on the committee was made clear to me and I understood the goals. | 3.00 | Frequency | 0 | 1 | 8 | 1 |
| | | Rate | 0.0% | 10.0% | 80.0% | 10.0% |
| The meeting was focused on the task at hand. | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |
| The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | 3.10 | Frequency | 0 | 1 | 7 | 2 |
| | | Rate | 0.0% | 10.0% | 70.0% | 20.0% |
| The needed materials were provided and appropriate to complete the tasks. | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |
| I was comfortable expressing my opinions. | 3.60 | Frequency | 0 | 0 | 4 | 6 |
| | | Rate | 0.0% | 0.0% | 40.0% | 60.0% |
| The facilitator was knowledgeable in the content area. | 3.70 | Frequency | 0 | 0 | 3 | 7 |
| | | Rate | 0.0% | 0.0% | 30.0% | 70.0% |
| My content knowledge was valued and appreciated in the tasks I performed. | 3.40 | Frequency | 0 | 0 | 6 | 4 |
| | | Rate | 0.0% | 0.0% | 60.0% | 40.0% |
| The facilitator fostered a positive environment. | 3.80 | Frequency | 0 | 0 | 2 | 8 |
| | | Rate | 0.0% | 0.0% | 20.0% | 80.0% |
| Participating in the meeting was professionally rewarding. | 3.40 | Frequency | 0 | 0 | 6 | 4 |
| | | Rate | 0.0% | 0.0% | 60.0% | 40.0% |

| Process Evaluations for Math 8, H | | | | | | |
|--|---------------|-----------|------------------------|-------------------------|----------------------|-----------------|
| Evaluation 1 | | | | | | |
| Question | Mean Response | | Very Unsuccessful | Unsuccessful | Successful | Very Successful |
| Rate the success of the orientation to the workshop | 3.27 | Frequency | 0 | 1 | 6 | 4 |
| | | Rate | 0.0% | 9.1% | 54.5% | 36.4% |
| Rate the success of the overview of the assessment | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| Rate the success of the discussion of the ALDs | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |
| Rate the success of the training on the methodology | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| | | | <i>Too Little Time</i> | <i>The Right Amount</i> | <i>Too Much Time</i> | |
| How would you rate the amount of time allocated to training? | 2.09 | Frequency | 1 | 8 | 2 | |
| | | Rate | 9.1% | 72.7% | 18.2% | |

| Evaluation 2 | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 1 recommendations for achievement levels for students? | 2.91 | Frequency | 0 | 3 | 6 | 2 |
| | | Rate | 0.0% | 27.3% | 54.5% | 18.2% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.00 | Frequency | 0 | 2 | 7 | 2 |
| | | Rate | 0.0% | 18.2% | 63.6% | 18.2% |
| Evaluation 3 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 2 recommendations for achievement levels for students? | 3.27 | Frequency | 0 | 2 | 4 | 5 |
| | | Rate | 0.0% | 18.2% | 36.4% | 45.5% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |
| Evaluation 4 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 3 recommendations for achievement levels for students? | 3.36 | Frequency | 0 | 0 | 7 | 4 |
| | | Rate | 0.0% | 0.0% | 63.6% | 36.4% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.18 | Frequency | 0 | 2 | 5 | 4 |
| | | Rate | 0.0% | 18.2% | 45.5% | 36.4% |

| Evaluation 5 | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 4 recommendations for achievement levels for students? | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| | | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.09 | Frequency | 1 | 1 | 5 | 4 |
| | | Rate | 9.1% | 9.1% | 45.5% | 36.4% |
| | | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Overall, how would you rate the success of the standard setting workshop? | 3.09 | Frequency | 0 | 1 | 8 | 2 |
| | | Rate | 0.0% | 9.1% | 72.7% | 18.2% |
| | | | <i>Very Unorganized</i> | <i>Unorganized</i> | <i>Organized</i> | <i>Very Organized</i> |
| How would you rate the organization of the standard setting workshop? | 3.18 | Frequency | 0 | 2 | 5 | 4 |
| | | Rate | 0.0% | 18.2% | 45.5% | 36.4% |

| Summative Evaluation for Math 8, H | | | | | | |
|---|----------------------|-----------|--------------------------|-----------------|--------------|-----------------------|
| <i>Question</i> | <i>Mean Response</i> | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| I understood how this meeting fits in the big picture of the assessment. | 3.82 | Frequency | 0 | 0 | 2 | 9 |
| | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| The specific purpose of the meeting was clearly explained during the opening session. | 3.27 | Frequency | 0 | 0 | 8 | 3 |
| | | Rate | 0.0% | 0.0% | 72.7% | 27.3% |
| My role on the committee was made clear to me and I understood the goals. | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| The meeting was focused on the task at hand. | 3.82 | Frequency | 0 | 1 | 0 | 10 |
| | | Rate | 0.0% | 9.1% | 0.0% | 90.9% |
| The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | 3.09 | Frequency | 1 | 2 | 3 | 5 |
| | | Rate | 9.1% | 18.2% | 27.3% | 45.5% |
| The needed materials were provided and appropriate to complete the tasks. | 3.73 | Frequency | 0 | 0 | 3 | 8 |
| | | Rate | 0.0% | 0.0% | 27.3% | 72.7% |
| | 3.82 | Frequency | 0 | 0 | 2 | 9 |

| | | | | | | |
|---|------|-----------|------|-------|-------|-------|
| I was comfortable expressing my opinions. | | Rate | 0.0% | 0.0% | 18.2% | 81.8% |
| The facilitator was knowledgeable in the content area. | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |
| My content knowledge was valued and appreciated in the tasks I performed. | 3.90 | Frequency | 0 | 0 | 1 | 9 |
| | | Rate | 0.0% | 0.0% | 10.0% | 90.0% |
| The facilitator fostered a positive environment. | 3.91 | Frequency | 0 | 0 | 1 | 10 |
| | | Rate | 0.0% | 0.0% | 9.1% | 90.9% |
| Participating in the meeting was professionally rewarding. | 3.64 | Frequency | 0 | 2 | 0 | 9 |
| | | Rate | 0.0% | 18.2% | 0.0% | 81.8% |

| Process Evaluations for Science 5,8, H | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| Evaluation 1 | | | | | | |
| Question | Mean Response | | Very Unsuccessful | Unsuccessful | Successful | Very Successful |
| Rate the success of the orientation to the workshop | 3.70 | Frequency | 0 | 0 | 3 | 7 |
| | | Rate | 0.0% | 0.0% | 30.0% | 70.0% |
| Rate the success of the overview of the assessment | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |
| Rate the success of the discussion of the ALDs | 3.80 | Frequency | 0 | 0 | 2 | 8 |
| | | Rate | 0.0% | 0.0% | 20.0% | 80.0% |
| Rate the success of the training on the methodology | 3.65 | Frequency | 0 | 0 | 3 | 6 |
| | | Rate | 0.0% | 0.0% | 33.3% | 66.7% |
| | <i>Mean Response</i> | | <i>Too Little Time</i> | <i>The Right Amount</i> | <i>Too Much Time</i> | |
| How would you rate the amount of time allocated to training? | 1.91 | Frequency | 2 | 8 | 1 | |
| | | Rate | 18.2% | 72.7% | 9.1% | |
| Evaluation 2 | | | | | | |
| Question | Mean Response | | Not at all Confident | Not Very Confident | Somewhat Confident | Very Confident |
| How confident were you about your Day 1 recommendations for achievement levels for students? | 3.00 | Frequency | 0 | 0 | 10 | 0 |
| | | Rate | 0.0% | 0.0% | 100.0% | 0.0% |
| | <i>Mean Response</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.00 | Frequency | 0 | 2 | 6 | 2 |
| | | Rate | 0.0% | 20.0% | 60.0% | 20.0% |

| Evaluation 3 | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 2 recommendations for achievement levels for students? | 2.92 | Frequency | 0 | 2 | 9 | 1 |
| | | Rate | 0.0% | 16.7% | 75.0% | 8.3% |
| | <i>Mean Response</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 2.83 | Frequency | 0 | 2 | 10 | 0 |
| | | Rate | 0.00% | 16.67% | 83.33% | 0.00% |
| Evaluation 4 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 3 recommendations for achievement levels for students? | 3.27 | Frequency | 0 | 1 | 6 | 4 |
| | | Rate | 0.0% | 9.1% | 54.5% | 36.4% |
| | <i>Mean Response</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.09 | Frequency | 0 | 0 | 10 | 1 |
| | | Rate | 0.0% | 0.0% | 90.9% | 9.1% |
| Evaluation 5 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 4 recommendations for achievement levels for students? | 3.78 | Frequency | 0 | 0 | 2 | 7 |
| | | Rate | 0.0% | 0.0% | 22.2% | 77.8% |
| | <i>Mean Response</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.44 | Frequency | 0 | 0 | 5 | 4 |
| | | Rate | 0.0% | 0.0% | 55.6% | 44.4% |

| | <i>Mean Response</i> | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
|---|----------------------|-----------|--------------------------|---------------------|-------------------|------------------------|
| Overall, how would you rate the success of the standard setting workshop? | 3.11 | Frequency | 0 | 0 | 8 | 1 |
| | | Rate | 0.0% | 0.0% | 88.9% | 11.1% |
| | <i>Mean Response</i> | | <i>Very Unorganized</i> | <i>Unorganized</i> | <i>Organized</i> | <i>Very Organized</i> |
| How would you rate the organization of the standard setting workshop? | 3.44 | Frequency | 0 | 0 | 5 | 4 |
| | | Rate | 0.0% | 0.0% | 55.6% | 44.4% |

| Summative Evaluation for Science 5, 8, H | | | | | | |
|---|----------------------|-----------|--------------------------|-----------------|--------------|-----------------------|
| <i>Question</i> | <i>Mean Response</i> | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |
| I understood how this meeting fits in the big picture of the assessment. | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |
| The specific purpose of the meeting was clearly explained during the opening session. | 3.27 | Frequency | 0 | 0 | 8 | 3 |
| | | Rate | 0.0% | 0.0% | 72.7% | 27.3% |
| My role on the committee was made clear to me and I understood the goals. | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| The meeting was focused on the task at hand. | 3.73 | Frequency | 0 | 0 | 3 | 8 |
| | | Rate | 0.0% | 0.0% | 27.3% | 72.7% |
| The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| The needed materials were provided and appropriate to complete the tasks. | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| I was comfortable expressing my opinions. | 3.55 | Frequency | 0 | 1 | 3 | 7 |
| | | Rate | 0.0% | 9.1% | 27.3% | 63.6% |
| The facilitator was knowledgeable in the content area. | 3.55 | Frequency | 0 | 0 | 5 | 6 |
| | | Rate | 0.0% | 0.0% | 45.5% | 54.5% |
| My content knowledge was valued and appreciated in the tasks I performed. | 3.64 | Frequency | 0 | 1 | 2 | 8 |
| | | Rate | 0.0% | 9.1% | 18.2% | 72.7% |
| The facilitator fostered a positive environment. | 3.73 | Frequency | 0 | 0 | 3 | 8 |
| | | Rate | 0.0% | 0.0% | 27.3% | 72.7% |
| Participating in the meeting was professionally rewarding. | 3.64 | Frequency | 0 | 0 | 4 | 7 |
| | | Rate | 0.0% | 0.0% | 36.4% | 63.6% |

| |
|---|
| Process Evaluations for Social Studies 5, 8, H |
| Evaluation 1 |

| <i>Question</i> | <i>Mean Response</i> | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| Rate the success of the orientation to the workshop | 3.56 | Frequency | 0 | 0 | 4 | 5 |
| | | Rate | 0.0% | 0.0% | 44.4% | 55.6% |
| Rate the success of the overview of the assessment | 3.67 | Frequency | 0 | 0 | 3 | 6 |
| | | Rate | 0.0% | 0.0% | 33.3% | 66.7% |
| Rate the success of the discussion of the ALDs | 3.78 | Frequency | 0 | 0 | 2 | 7 |
| | | Rate | 0.0% | 0.0% | 22.2% | 77.8% |
| Rate the success of the training on the methodology | 3.56 | Frequency | 0 | 0 | 4 | 5 |
| | | Rate | 0.0% | 0.0% | 44.4% | 55.6% |
| | <i>Mean Response</i> | | <i>Too Little Time</i> | <i>The Right Amount</i> | <i>Too Much Time</i> | |
| How would you rate the amount of time allocated to training? | 2.22 | Frequency | 0 | 7 | 2 | |
| | | Rate | 0.0% | 77.8% | 22.2% | |
| Evaluation 2 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 1 recommendations for achievement levels for students? | 3.22 | Frequency | 0 | 0 | 7 | 2 |
| | | Rate | 0.0% | 0.0% | 77.8% | 22.2% |
| | <i>Mean Response</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.44 | Frequency | 0 | 0 | 5 | 4 |
| | | Rate | 0.0% | 0.0% | 55.6% | 44.4% |
| Evaluation 3 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 2 recommendations for achievement levels for students? | 3.40 | Frequency | 0 | 0 | 6 | 4 |
| | | Rate | 0.0% | 0.0% | 60.0% | 40.0% |
| | <i>Mean Response</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.50 | Frequency | 0 | 0 | 5 | 5 |
| | | Rate | 0.0% | 0.0% | 50.0% | 50.0% |

| Evaluation 4 | | | | | | |
|--|----------------------|-----------|--|---|--------------------------------------|--|
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 3 recommendations for achievement levels for students? | 3.00 | Frequency | 0 | 0 | 1 | 0 |
| | | Rate | 0.0% | 0.0% | 100.0% | 0.0% |
| | <i>Mean Response</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 4.00 | Frequency | 0 | 0 | 0 | 1 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |
| Evaluation 5 | | | | | | |
| <i>Question</i> | <i>Mean Response</i> | | <i>Not at all Confident</i> | <i>Not Very Confident</i> | <i>Somewhat Confident</i> | <i>Very Confident</i> |
| How confident were you about your Day 4 recommendations for achievement levels for students? | 4.00 | Frequency | 0 | 0 | 0 | 9 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |
| | <i>Mean Response</i> | | <i>There was not enough time available</i> | <i>Barely enough time was available</i> | <i>Sufficient time was available</i> | <i>More than enough time was available</i> |
| How did you feel about the time allocated for making these recommendations? | 3.89 | Frequency | 0 | 0 | 1 | 8 |
| | | Rate | 0.0% | 0.0% | 11.1% | 88.9% |
| | <i>Mean Response</i> | | <i>Very Unsuccessful</i> | <i>Unsuccessful</i> | <i>Successful</i> | <i>Very Successful</i> |
| Overall, how would you rate the success of the standard setting workshop? | 3.89 | Frequency | 0 | 0 | 1 | 8 |
| | | Rate | 0.0% | 0.0% | 11.1% | 88.9% |
| | <i>Mean Response</i> | | <i>Very Unorganized</i> | <i>Unorganized</i> | <i>Organized</i> | <i>Very Organized</i> |
| How would you rate the organization of the standard setting workshop? | 4.00 | Frequency | 0 | 0 | 0 | 9 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |

| Summative Evaluation for Social Studies 5, 8, H | | | | | | |
|--|----------------------|--|--------------------------|-----------------|--------------|-----------------------|
| <i>Question</i> | <i>Mean Response</i> | | <i>Strongly Disagree</i> | <i>Disagree</i> | <i>Agree</i> | <i>Strongly Agree</i> |

| | | | | | | |
|---|------|-----------|------|------|-------|--------|
| I understood how this meeting fits in the big picture of the assessment. | 3.78 | Frequency | 0 | 0 | 2 | 7 |
| | | Rate | 0.0% | 0.0% | 22.2% | 77.8% |
| The specific purpose of the meeting was clearly explained during the opening session. | 3.78 | Frequency | 0 | 0 | 2 | 7 |
| | | Rate | 0.0% | 0.0% | 22.2% | 77.8% |
| My role on the committee was made clear to me and I understood the goals. | 3.89 | Frequency | 0 | 0 | 1 | 8 |
| | | Rate | 0.0% | 0.0% | 11.1% | 88.9% |
| | | Rate | 0.0% | 0.0% | 11.1% | 88.9% |
| The meeting was focused on the task at hand. | 3.89 | Frequency | 0 | 0 | 1 | 8 |
| | | Rate | 0.0% | 0.0% | 11.1% | 88.9% |
| The meeting was structured effectively (e.g., allotted time, breaks, rooms, food). | 3.67 | Frequency | 0 | 0 | 3 | 6 |
| | | Rate | 0.0% | 0.0% | 33.3% | 66.7% |
| The needed materials were provided and appropriate to complete the tasks. | 4.00 | Frequency | 0 | 0 | 0 | 9 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |
| I was comfortable expressing my opinions. | 3.89 | Frequency | 0 | 0 | 1 | 8 |
| | | Rate | 0.0% | 0.0% | 11.1% | 88.9% |
| The facilitator was knowledgeable in the content area. | 4.00 | Frequency | 0 | 0 | 0 | 9 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |
| My content knowledge was valued and appreciated in the tasks I performed. | 3.89 | Frequency | 0 | 0 | 1 | 8 |
| | | Rate | 0.0% | 0.0% | 11.1% | 88.9% |
| The facilitator fostered a positive environment. | 4.00 | Frequency | 0 | 0 | 0 | 9 |
| | | Rate | 0.0% | 0.0% | 0.0% | 100.0% |
| Participating in the meeting was professionally rewarding. | 3.89 | Frequency | 0 | 0 | 1 | 8 |
| | | Rate | 0.0% | 0.0% | 11.1% | 88.9% |