

Standard Setting

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BEST FOR
ALL

We will set all students on a path to success.

ACADEMICS

**ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE**

STUDENT READINESS

**TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS IN THEIR CAREER PATHWAYS**

EDUCATORS

**TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE IN WHICH TO BECOME AND
REMAIN A TEACHER AND LEADER FOR ALL**



Standard Setting

■ Rationale

- Standard setting is a response to significant changes to academic standards or the tests themselves
 - New mathematics assessments were administered in the 2023-24 school year to reflect the updated mathematics standards that the State Board adopted in 2021
 - The optional English Language Arts (ELA) grade 2 assessment test blueprint was updated to reduce overlap with universal reading screeners (URS). This shortens the testing time and better aligns with the grade 3 ELA assessment

■ Purpose of Standard Setting

- To conduct a systematic process to recommend levels of student performance and cut scores that describe the performance levels for the Tennessee Comprehensive Assessment Program (TCAP)

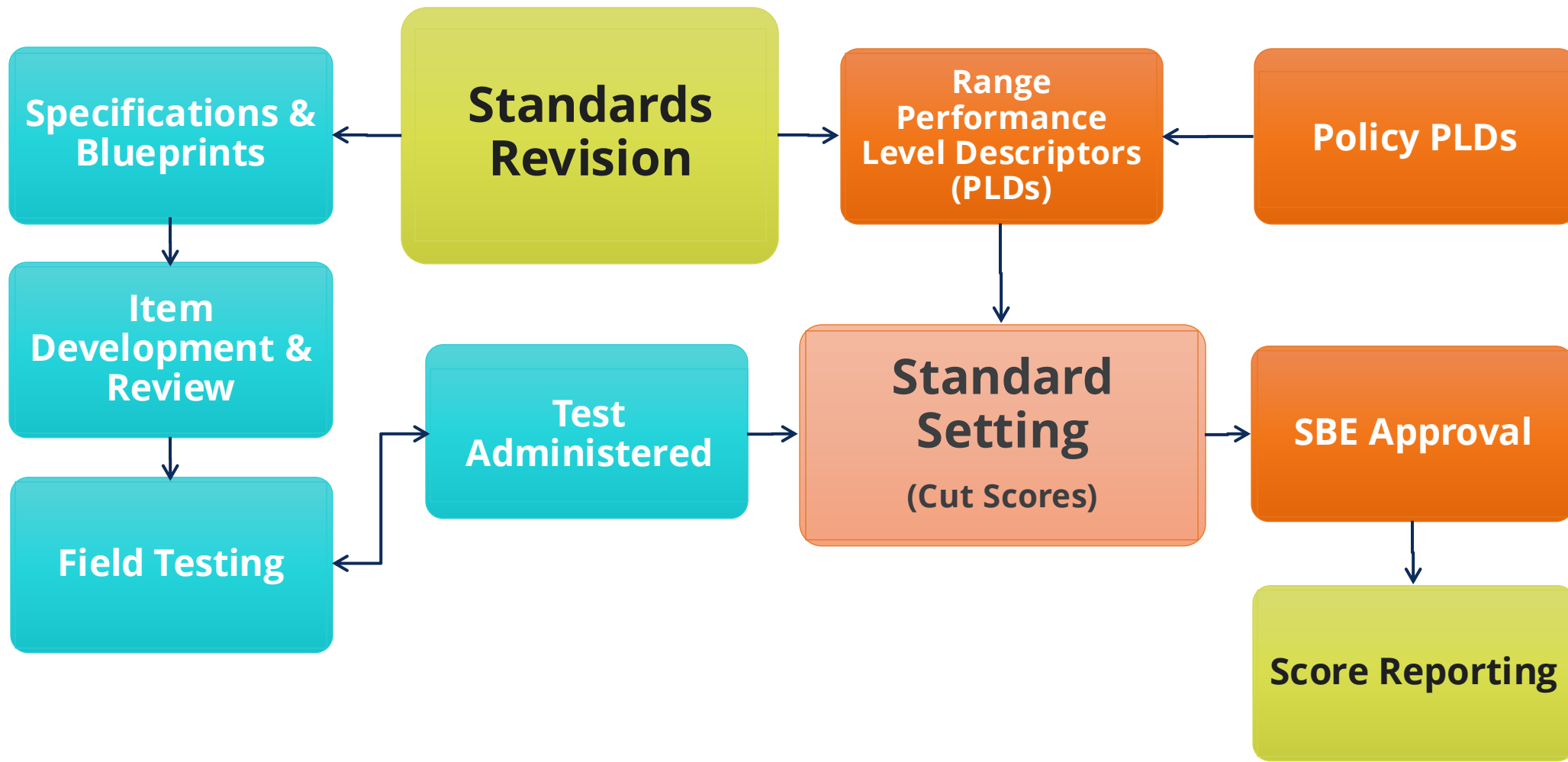


Standard Setting Cycle

Subject Area	SBE begins Standards Review	SBE votes on new standards on final reading	TIMQC reviews new textbooks/ materials	Districts adopt new approved textbooks/ materials	Schools implement new standards & textbooks/ materials
<i>ELA</i>	-----	<i>April 2016</i>	-----	-----	<i>2017-18</i>
<i>Math</i>	-----	<i>April 2016</i>	-----	-----	<i>2017-18</i>
<i>Science</i>	-----	<i>October 2016</i>	-----	-----	<i>2018-19</i>
<i>Social Studies</i>	-----	<i>July 2017</i>	-----	-----	<i>2019-20</i>
<i>ELA</i>	<i>Spring 2018</i>	<i>February 2019</i>	-----	-----	<i>2020-21</i>
<i>Math</i>	<i>Fall 2019</i>	<i>February 2021</i>	<i>2021-22</i>	<i>2022-23</i>	<i>2023-24</i>
<i>Science</i>	<i>Summer 2021</i>	<i>October 2022</i>	<i>2023-24</i>	<i>2024-25</i>	<i>2025-26</i>
<i>Social Studies</i>	<i>Summer 2022</i>	<i>February 2024</i>	<i>2025-26</i>	<i>2026-27</i>	<i>2027-28</i>
<i>ELA</i>	Summer 2024	February 2026	2027-28	2028-29	2029-30
<i>Math</i>	Summer 2026	February 2028	2029-30	2030-31	2031-32
<i>Science</i>	Summer 2028	February 2030	2031-32	2032-33	2033-34
<i>Social Studies</i>	Summer 2030	February 2032	2033-34	2034-35	2035-36
<i>ELA</i>	Summer 2032	February 2034	2035-36	2036-37	2037-38
<i>Math</i>	Summer 2034	February 2036	2037-38	2038-39	2039-40

Note: Rows highlighted in gray represent review cycles completed by the State Board.

Assessment Life Cycle: 2-3 Year Process



TCAP Policy Level Definitions

Level 4 Exceeds Expectations

Performance at this level demonstrates that the student has an **extensive** understanding and has an **expert** ability to apply the grade/course-level knowledge and skills defined by the Tennessee Academic Standards.

Level 3 Meets Expectations

Performance at this level demonstrates that the student has a **comprehensive** understanding and **thorough** ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.

Level 2 Approaching Expectations

Performance at this level demonstrates that the student is **approaching** understanding and has a **partial** ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.

Level 1 Below Expectations

Performance at this level demonstrates that the student has a **minimal** understanding and has a **nominal** ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.

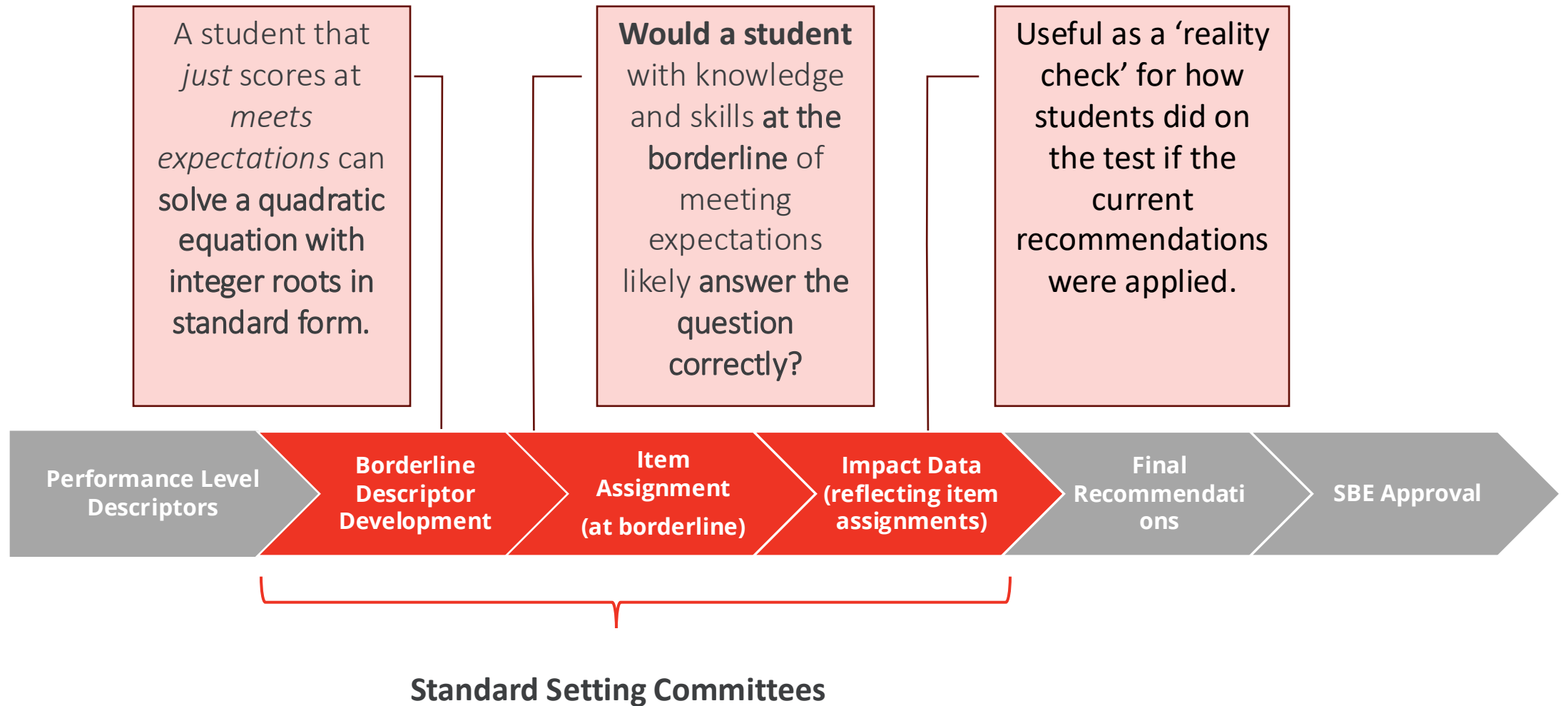


Range Performance Level Descriptors (PLDs)

Range Performance Level Descriptors

Content: Math		Algebra 1			
Reporting Category	Standards in Cluster	Level 1	Level 2	Level 3	Level 4
		Performance at this level demonstrates that the student has a minimal understanding and has a nominal ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards.	Performance at this level demonstrates that the student is approaching understanding and has a partial ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards. Students at this level are able to:	Performance at this level demonstrates that the student has a comprehensive understanding and thorough ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards. Students at this level are able to:	Performance at this level demonstrates that the student has an extensive understanding and expert ability to apply the grade/course level knowledge and skills defined by the Tennessee academic standards. Students at this level are able to:
Statistics and Probability	A1.S.ID.A.1 A1.S.ID.A.2 A1.S.ID.A.3 A1.S.ID.B.4 A1.S.ID.C.5 A1.S.ID.C.6 A1.S.ID.C.7		Choose the measure of center (mean, median, or mode) most appropriate to a given context. Find the weighted average of a data set. Choose which function type (linear, exponential, quadratic) is suggested by the shape of the data. Informally fit a linear function to a given set of data represented in a scatter plot. Identify the slope and y-intercept of the graph of a line fitted to data.	Use mean, median, and mode to solve real-world and mathematical problems, including weighted averages. Fit a function (linear, exponential, quadratic) to a given set of data. Use such a function to solve problems in the context of the data. Interpret the rate of change and/or constant term of a linear model in the context of the data.	Create and justify an example of a real-world problem that requires a specified measure of center to solve. Use a given function or function type to explain the relationship between two quantities in context; Explain why extrapolation may be unreliable for making predictions. Justify the appropriateness of the rate of change and the constant term of a linear model in the context of the data.

Standard Setting Process





Meeting Participants

- 77 panelists across seven assessments
- 11 years average experience
- 61 active classroom teachers
- 16 supervisory or central office staff
- ~80% previous committee experience
 - Over 50% of panelists participated in Range PLD development in March
- CORE region representation. At least 5 panelists from the following regions:
 - First
 - East
 - Southeast
 - Upper Cumberland
 - Mid-Cumberland
 - South Central
 - Southwest





Recommendation Summary

- Changes to math standards had an impact
 - Mild improvement in proficiency
 - Significant rebalancing of below and approaching
 - **New standards are more accessible to lower-performing students than the standards removed**
- Change to the Grade 2 optional ELA assessment had an outsized impact
 - Test length was cut in half, screener-like sections were removed
 - Proficiency rates are significantly higher
 - Differences in literacy standards between grades 2 and 3 must be emphasized



Standards Revision Impacts

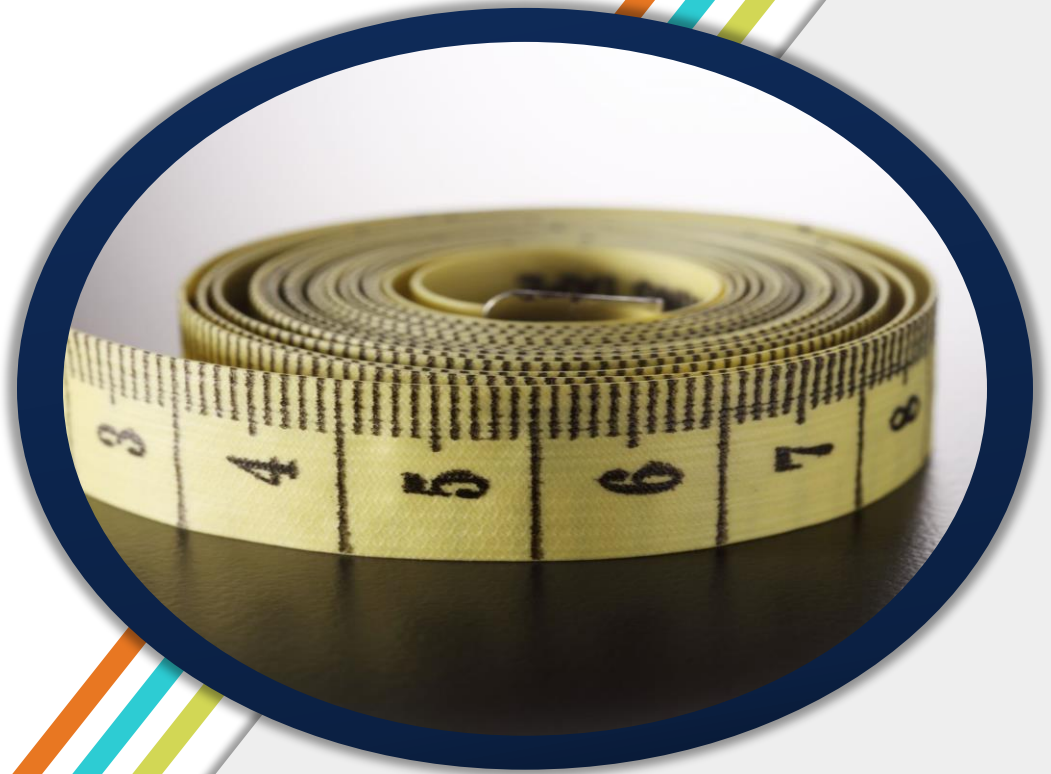
Course	Standards Removed	Standards Added or Revised
Algebra 1	11	9
Geometry	11	11
Algebra 2	25	29
Integrated Math 1	16	21
Integrated Math 2	20	18
Integrated Math 3	25	39

- Content experts at standard setting agreed that “new” or “added” standards were generally more accessible to students than the “old” or “removed” standards
- Many of the more challenging standards for students to access were moved out of EOC courses and on to 4th year courses such as Pre-Calculus



Recommendation Summary

- The department accepted 18 out of 21 cut scores as recommended by the committees
- The department adapted the committee-recommended Algebra II, Integrated II, & Integrated III *approaching* cuts
 - Cuts were raised to 10 (+2 or +3 points)



Cut Score Recommendations: EOC Mathematics

Course	Performance Level			Total Points Possible
	Level 2: Approaching	Level 3: Meets	Level 4: Exceeds	
	Cut Score	Cut Score	Cut Score	
Algebra I	13	25	34	40
Geometry	10	19	31	40
Algebra II	10	22	35	40
Integrated Math I	12	24	34	40
Integrated Math II	10	21	32	40
Integrated Math III	10	19	30	40



Cut Score Recommendations: Optional Grade 2 ELA Assessment

Grade	Performance Level			Total Points Possible
	Level 2: Approaching	Level 3: On Track	Level 4: Mastered	
	Cut Score	Cut Score	Cut Score	
2	12	24	34	40



Next Steps

- Upon SBE approval, the department will report scores using standard processes and begin work verifying and calculating school and educator accountability.
- Continue to adapt assessments upon SBE revisions to standards and, when necessary, propose standard-setting in those subjects as well.
 - Science may be the next subject to undergo this process based on recent SBE revisions.

Questions?

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