



# **Texas English Language Proficiency Assessment System (TELPAS) Standard Setting Report**

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## **TELPAS Writing – Grades 2–12**

May 2023

Pearson

Version 4.1

## Table of Contents

Executive Summary.....	4
Chapter 1 – Overview of the Standard Setting Process .....	10
Goals of the Standard Setting Meeting.....	10
Proficiency Levels.....	10
Standard Setting Process.....	11
Chapter 2 – Pre-meeting Development.....	12
Proficiency Level Descriptors.....	12
Pearson Standard Setting Website .....	12
Development of Panelist Materials.....	13
Development of Presentation Materials.....	14
Facilitator Training.....	14
Preparation for Data Analysis during the Meetings .....	15
Chapter 3 – Standard Setting Meetings .....	16
Purpose of the Standard Setting Meetings .....	16
Committee Composition .....	16
Facilitators and Staff .....	18
Materials.....	19
Procedure.....	20
Standard Setting Meeting Proceedings.....	21
Recommended Proficiency Level Cut Scores.....	28
Chapter 4 – Post-Standard Setting.....	29
Vertical Articulation .....	29
TEA Reasonableness Review .....	31
Linear Scaling Process .....	32
Final Approval .....	33
Chapter 5 – Evidence of Procedural Validity of the Standard Setting Process.....	34
Committee Representation.....	34
Committee Training.....	34
Panelists’ Perceived Validity of the Workshop.....	36
References .....	38
Appendix A – Proficiency Level Descriptors.....	39

TELPAS Writing 2023 Standard Setting

Appendix B – Panelist Meeting Materials.....	41
Appendix C – Committee Panelist Composition.....	55
Appendix D – Standard Setting Meeting Agenda .....	57
Appendix E – Examples of Feedback Data.....	62
Appendix F – Committee Recommended Cut Scores by Round.....	65
Appendix G – Recommended Cut Score Summary Statistics.....	66
Appendix H – Test-Level Panelist Judgement Agreement.....	69
Appendix I – Panelist Evaluation Results .....	77
Process Evaluation Survey #1 .....	77
Process Evaluation Survey #2 .....	79
Process Evaluation Vertical Articulation.....	88
Appendix J – PowerPoint Presentations.....	92

## Executive Summary

This report describes the standard setting process for the Texas English Language Proficiency Assessment System (TELPAS) Writing assessments for grades 2–12. A summary of the results is also provided.

### Standard Setting Process and Results

TELPAS Writing is an English language proficiency (ELP) summative assessment administered in grades 2–12. The assessment includes three writing prompts and six dichotomously scored items at each grade level. In grades 2 and 3, each writing prompt is scored by two raters on a 4-point rubric for a combined maximum score of 8 points per writing prompt, yielding a maximum possible total test score of 30 points. The writing prompts in grades 4–12 are scored by a single rater on a 12-point rubric using a 4-point scale across three traits, with a maximum possible total test score of 42.

Proficiency levels are used to classify and describe student performance on an assessment. To classify student performance into the different proficiency levels, proficiency level descriptors (PLDs) and cut scores are generally required. The TELPAS Writing PLDs illustrate what students at each proficiency level should know and be able to do in English within each domain, and cut scores represent the lowest boundary of each proficiency level on the scale. The process of recommending proficiency standards for TELPAS is based on national best practice for standard settings. The standard setting methodology used was a modification of the well-known Body of Work (BoW) method (Kingston et al., 2001; Kingston & Tiemann, 2012) that has been used to recommend proficiency level cut scores for various large-scale state assessments. Results and details of the process are presented in the following sections.

### Proficiency Levels

The proficiency levels for the TELPAS Writing assessments were not changed for this standard setting meeting. The proficiency levels for TELPAS are unique among the assessments administered within the Texas assessment program and are as follows:

- Level 4: *Advanced High*
- Level 3: *Advanced*
- Level 2: *Intermediate*
- Level 1: *Beginning*

### **Standard Setting Meeting**

A standard setting meeting was convened from May 15–19, 2023, to recommend cut scores for the TELPAS Writing assessments in grades 2–12. The committees were composed of 10–14 panelists who were educators with relevant teaching experience with emerging bilingual (EB) students. The committee members were selected to provide content expertise during the meeting and represent diverse state geographic regions, gender, ethnicity, educational experience, community size, and community socioeconomic status. Nine of the panelists who made judgments for grades 2, 4–5, and 8–9 on May 15–16 reconvened on May 17–18 to make judgments for grades 3, 6–7, and 10–12, respectively, with additional panelists added to the second set of committees on May 17.

A holistic standard setting approach was used for the TELPAS Writing assessments based on a process similar to the BoW method. This is a content-based, holistic method that leads panelists through a standardized process through which they consider student expectations and student performance on the assessment to recommend cut scores for each proficiency level.

Each committee reviewed the PLDs to gain a common understanding of the language-domain expectations for the TELPAS proficiency levels, discussing the characteristics that distinguished performance at the top of one proficiency level and the bottom of the adjacent proficiency level. After discussion and general agreement about the range of knowledge and skills required for each proficiency level, the panelists were trained on the standard setting method and the judgment process that were to be applied during the remainder of the meeting. They were taught to review each item on the assessment, scoring rubrics, and examples of student performance along with the PLDs to consider the following question for each possible total raw score point:

*“The performance demonstrated to earn this raw score would likely be classified into which proficiency level?”*

Score profiles were also provided for each possible non-zero total raw score value that displayed the proportion of students at that total score who provided a correct response for each non-essay item and the score distribution for each essay item among students with that total score. Panelists were instructed to provide their judgment for each raw score in the online judgment survey and on their paper judgment record form.

The panelists engaged in a practice judgment activity using the score point profiles, discussing the process and results to clarify their understanding of the judgment task. Panelists then completed three rounds of individual judgments where they were asked to make judgments about each possible raw score point and to provide a recommended cut score for the *Intermediate*, *Advanced*, and *Advanced High* proficiency levels. Panelists with

different judgment ratings on each score point profile were asked to provide a rationale for their decision to develop a common understanding across the group of expectations for being classified into each proficiency level.

After Rounds 2 and 3, the panelists were presented with impact data that showed the distribution of students falling into each proficiency level given the rounded median proficiency level cut of the committee at each round.

**Results**

After Round 3, final recommended cut scores were computed, and panelists were shown their individual test-level judgments. Panelists also reviewed the group median judgment for each proficiency level. The median Round 3 cut score of each proficiency level for each committee was used as the recommended cut score. Table 1 presents the recommended raw score cut scores from the standard setting committees for the TELPAS Writing assessments.

**Table 1. Standard Setting Recommendations**

<b>Grade/Grade Band</b>	<b>Max. Score</b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Advanced High</i></b>
2	30	11	18	23
3	30	12	19	25
4-5	42	16	26	35
6-7	42	17	26	34
8-9	42	17	27	35
10-12	42	19	28	38

After Round 3, the panelists completed an evaluation of the standard setting process and their confidence in the recommended cut scores. Overall, all panelists understood the standard setting process and were confident about their recommendations.

**Vertical Articulation**

As a final step in the standard setting meeting process, selected panelists from each committee were convened in a vertical articulation panel to review and evaluate the reasonableness of the cut score recommendations provided by the standard setting committees.

The facilitator for the meeting led a content-focused discussion in which the panelists were asked to identify similarities and differences in expectations between grades. Upon completion of the content discussion, panelists were shown impact data for each grade/grade band. The impact data were based on the Round 3 cut score recommendations from each committee and were used by panelists to evaluate the degree to which the impact data met their expectations, which was guided by their knowledge of the content, language acquisition, and students.

The final cut scores from the individual standard setting committees were accompanied by recommended ranges for each proficiency level based on the Round 3 cut scores provided by panelists. The point estimate was the median cut score recommendation from the panelists. The range around the point estimate was defined by the minimum and maximum from the panelists' cut score recommendations, representing the lower and upper bounds of the range, respectively. The recommended range essentially represented the variation in panelists' cut score recommendations from the Round 3 judgments. Table 2 presents the recommended cut scores for TELPAS Writing provided by the articulation committee.

**Table 2. Vertical Articulation Recommendations**

<b>Grade/Grade Band</b>	<b>Max. Score</b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Advanced High</i></b>
2	30	11	17	23
3	30	12	19	24
4-5	42	16	26	35
6-7	42	17	26	35
8-9	42	17	27	35
10-12	42	19	28	36

Table 3 presents the impact data that show the percentage of students who took the TELPAS Writing assessment during the spring 2023 administration who would be classified into each proficiency level based on the recommended cut scores resulting from the vertical articulation process. The percentage of students in a proficiency level is not directly comparable across grades and domains.

**Table 3. Impact Data from Vertical Articulation Recommendations**

<b>Grade/Grade Band</b>	<b><i>Beginning</i></b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Advanced High</i></b>
2	62	28	9	1
3	39	44	15	2
4-5	19	38	36	7
6-7	15	35	41	9
8-9	18	42	32	8
10-12	19	33	37	11

**TEA Reasonableness Review**

Staff from the Texas Education Agency (TEA) reviewed the recommendations from the standard setting committees in a reasonableness review to examine the proficiency level cut score recommendations from the standard setting committees with an additional perspective of policy expectation. This incorporated a review of the impact data from the spring 2023 administration of the assessments and the committee-recommended cut score ranges, with a focus on honoring the work of the standard setting committees while establishing proficiency levels that would work for the overall assessment program.

During this review, the proficiency level cut scores for grade 2 were decreased by 3 points, and the proficiency level cut scores for grade 3 were decreased by 2 points. These adjustments were within the standard setting committee ranges, except for the *Intermediate* cut for grade 2 that was 1 point below the minimum of the range. Table 4 presents the final TEA recommended cut scores for TELPAS Writing assessments.

**Table 4. Final Proficiency Level Cut Scores**

Grade/Grade Band	Max. Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
2	30	8	14	20
3	30	10	17	22
4-5	42	16	26	35
6-7	42	17	26	35
8-9	42	17	27	35
10-12	42	19	28	36

Table 5 presents the impact data, the percentage of students who took the TELPAS Writing assessment during the spring 2023 administration that would be classified into each proficiency level based on the recommended cut scores resulting from the TEA review. The percentage of students in a proficiency level is not directly comparable across grades and domains.

**Table 5. Impact Data from TEA Reasonableness Review**

Grade/Grade Band	<i>Beginning</i>	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
2	38	40	19	3
3	29	40	25	6
4-5	19	38	36	7
6-7	15	35	41	9
8-9	18	42	32	8
10-12	19	33	37	11

### Reporting Scale

The process of determining the transformation rules from the Rasch scale to the final reporting scale was guided by several principles:

- The final cut scores determined while selecting the final scaling solution should represent the final cut score from the TEA reasonableness review.
- The scaling solution for each grade or grade band should involve a single linear transformation, from the Rasch scale to the reporting scale.
- The cut scores on the reporting scale for the Level 4: *Advanced High* proficiency level should be the same across grades and grade bands.
- The cut score on the reporting scale for the Level 3: *Advanced* proficiency level should be the same across grades and grade bands.

## TELPAS Writing 2023 Standard Setting

It was determined that the TELPAS Writing reporting scale would have the following properties across all grades and grade bands:

- The cut score for Level 4: *Advanced High* is fixed at 1600.
- The cut score for Level 3: *Advanced* is fixed at 1525.

The reporting scale was set using the two cut scores for Level 3: *Advanced* and Level 4: *Advanced High*. The scale score for the Level 2: *Intermediate* cut was found empirically. While the cut scores were defined with the same scaled score cuts for the Level 3: *Advanced* and Level 4: *Advanced High* levels across grades and grade bands, they are not identical, and direct comparisons through averaging and aggregation across grades should not be made without study and/or statistical adjustments. The scaled scores and distributions of students resulting from the cuts were not designed for direct comparison.

Table 6 presents the results from the final scaling solutions for the TELPAS Writing assessment.

**Table 6. Reporting Scale Score Cuts**

Grade/ Grade Band	<i>Advanced</i>			<i>Advanced</i>			A (Slope)	B (Intercept)
	<i>Intermediate</i>	<i>Advanced</i>	<i>High</i>	<i>Intermediate</i>	<i>Advanced</i>	<i>High</i>		
2	-0.5411	1.9243	3.9194	1432	1525	1600	37.5921	1452.6615
3	-1.1740	1.8089	3.6190	1401	1525	1600	41.4342	1450.0496
4-5	-1.3085	0.7145	2.0240	1409	1525	1600	57.2738	1484.0778
6-7	-1.2796	0.3522	1.6237	1429	1525	1600	58.9855	1504.2252
8-9	-1.1541	0.7565	2.0412	1413	1525	1600	58.3794	1480.8360
10-12	-0.9146	0.2402	1.3297	1446	1525	1600	68.8389	1508.4649

*Note.* The first set of cuts is on the theta scale, and the second set is the scale score cuts.

### Final Approval

These proficiency level cut scores for the TELPAS Writing assessments were reviewed and approved by Mike Morath, the Commissioner of Education at the Texas Education Agency, on May 25, 2023.

## Chapter 1 – Overview of the Standard Setting Process

This chapter provides an overview of the standard setting process used for the Texas English Language Proficiency Assessment System (TELPAS) Writing assessments and includes the following sections:

- Goals of the Standard Setting Meeting
- Proficiency Levels
- Standard Setting Process

### Goals of the Standard Setting Meeting

Once an assessment is administered, various groups such as students, parents, educators, administrators, and policymakers want to know how the students performed on the assessment and how to interpret that performance. By establishing proficiency levels associated with different student performance on the assessment, a frame of reference is developed for interpreting student scores. Establishing the level of achievement on an assessment required for classification into each proficiency level is a critical step in developing an English language proficiency (ELP) assessment program.

For criterion standards-based assessments, achievement is compared to a set of predefined standards. The English Language Proficiency Standards (ELPS) are second language acquisition curriculum standards that support the ability of emerging bilingual (EB) students to learn the academic English they need for meaningful engagement in instruction. The cut scores established represent the level of competence students are expected to demonstrate on the assessment to be classified into each proficiency level.

### Proficiency Levels

Federal statute requires that any statewide assessment used for accountability purposes includes at least three proficiency levels.<sup>1</sup> The proficiency levels relate student performance on the TELPAS assessments directly to what students are expected to learn to become proficient in English in the context of academic instruction based on the ELPS. Student performance on all TELPAS assessments is classified into four proficiency levels that delineate the knowledge and skills for which students are able to demonstrate English language proficiency. The global definitions of the TELPAS proficiency levels provide the foundation for student performance to be classified into each proficiency level. These global definitions remain constant across language domains and grade levels. Table 7 presents the four proficiency levels with their respective global definition for the TELPAS assessments.

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<sup>1</sup> Every Student Succeeds Act (ESSA), Pub. L. No. 114–95, Stat. 1802 (2015). See SEC. 1111, (b), (1), (A). <https://congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

**Table 7. Global Definitions of TELPAS Proficiency Levels**

Proficiency Level	Global Definition
<i>Beginning</i>	<i>Beginning</i> students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.
<i>Intermediate</i>	<i>Intermediate</i> students have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.
<i>Advanced</i>	<i>Advanced</i> students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.
<i>Advanced High</i>	<i>Advanced High</i> students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular all-English academic instruction at their grade level.

### Standard Setting Process

The recommendations by the standard setting committees represent the level of competence students are expected to demonstrate to be classified into each proficiency level. The method used to guide panelists as they determined their proficiency level cut score recommendations was a modified version of the Body of Work (BoW) method (Kingston et al., 2001; Kingston & Tiemann, 2012). This standard setting procedure is a systematic method for combining various considerations into the process for recommending cut scores for the different proficiency levels, including second language acquisition curriculum standards and educator judgments regarding what students should know and be able to demonstrate based on the ELPS at each proficiency level. The following steps were used for the standard setting process:

- *Pre-meeting development*—In anticipation of the standard setting meetings, the PLDs were reviewed, the panelist materials were developed, the Pearson standard setting website was prepared, facilitator presentation materials were created, and data analysis sources and procedures were developed.
- *Standard setting meetings*—Committees of panelists referenced the PLDs to make recommendations for cut scores that define the different proficiency levels for each grade/grade band assessment.
- *Post meeting*—The recommended cut scores for each assessment were submitted to the Texas Education Agency (TEA) for approval or modification.

The subsequent chapters describe the specific procedures and activities during each step.

## Chapter 2 – Pre-meeting Development

This chapter provides an overview of the work that was completed prior to the standard setting meetings for the TELPAS Writing assessments and includes the following sections:

- Proficiency Level Descriptors
- Pearson Standard Setting Website
- Development of Panelist Materials
- Development of Presentation Materials
- Facilitator Training
- Preparation for Data Analysis During the Meetings

### Proficiency Level Descriptors

The use of a well-defined set of PLDs is critical to ensuring the validity of the standard setting process. Originally developed for TELPAS, the PLDs were incorporated into the ELPS in the 2007–2008 school year to reinforce their use in instruction.

The TELPAS Writing PLDs present the major characteristics of each proficiency level in the writing domain. The PLDs are used to evaluate where on the ELP continuum the student is in acquiring the ability to use English vocabulary and language structures to address grade-appropriate writing tasks. The descriptors show the progression of second language acquisition from one proficiency level to the next and serve as a roadmap to help educators tailor instruction to the linguistic needs of EB students. Appendix A presents the PLDs.

### Pearson Standard Setting Website

The Pearson standard setting website is the online platform for meeting pre-work, facilitating the standard setting meeting, and collecting panelist judgments throughout the standard setting process. The website is built using Moodle, an online, open-source collaboration and learning tool that has been successfully used for previous standard setting meetings, including the Partnership for Assessment of Readiness for College and Careers (PARCC), National Assessment of Educational Progress (NAEP), Indiana (ISTEP+), Massachusetts (Next-Generation MCAS), and Kentucky (Science) standard settings. Each panelist was given a unique user identification and password that provided secure access to the website. Panelist access was restricted to sections of the website associated with their specific committee.

During the meeting, panelists accessed the website using a computer provided by Pearson set up specifically for this meeting. The facilitator provided training to all panelists on the use of the standard setting website and any additional guidance and instruction needed throughout the meeting.

### Development of Panelist Materials

The Pearson standard setting team worked with TEA to develop the materials used by panelists during the meeting and to ensure that all materials were accurate. Because the meetings used the standard setting website as a tool for facilitation, a specific website was developed for each committee. When appropriate, documents were presented online through the standard setting website. Table 8 presents a list of the materials developed for panelists and their mode of presentation.

Because the TELPAS Writing assessments are computer-delivered and the online test form was used for the standard setting process, Cambium Assessment’s ITS Content Rater system allowed panelists to access the test items within a secure online environment.

**Table 8. Materials Prepared for Panelists**

Panelist Material	Paper	Online
Meeting agenda	✓	✓
Panelist information survey		✓
Non-disclosure agreement		✓
ELPS		✓
PLDs	✓	✓
Test form/standard setting form		✓
“Experience the Test” response/notes form	✓	
Test form item map/answer key		✓
Scoring rules and rubrics		✓
Sample student responses		✓
Practice judgment form	✓	
Practice judgment items/survey		✓
Practice judgment form item map/answer key		✓
Judgment round record forms	✓	
Judgment round surveys		✓
Process evaluations		✓

The process for developing materials and the standard setting website started with the creation of templates for each resource that were reviewed and approved by TEA. Using the approved templates, the resources were then created for each committee meeting by the Pearson standard setting team. TEA reviewed the committee-specific documents and resources before they were finalized for publication for the meetings.

### Development of Presentation Materials

Customized PowerPoint presentations were developed to guide facilitators through the presentation of information and materials throughout the standard setting meetings. TEA had the opportunity to review and provide suggested edits to the presentations, which were resolved by the Pearson standard setting team. The following PowerPoint presentations were created for the standard setting meetings:

- General Session Overview
- Standard Setting Breakout Meeting

Presentation notes that coincide with the PowerPoint slides were developed for each presentation to guide facilitators. The notes provided information for each breakout meeting, including procedural steps, talking points, definitions to explain concepts to panelists, answers to commonly asked questions, and specific materials to distribute to panelists during the meeting.

### Facilitator Training

The facilitators underwent an extensive program of training to facilitate the TELPAS Writing standard setting meetings. Facilitator training included the following:

- *TELPAS Writing assessments*—The facilitators were provided an overview of the TELPAS Writing assessment program, including the test design, item types, scoring rules, proficiency levels, and scaling design.
- *Use of the Pearson standard setting website*—Because the Pearson standard setting website was used as a facilitation tool during the meeting, facilitators needed to be familiar with the use of the platform. The website outlines a framework for each of the facilitators to follow and provides the standard setting panelists with defined and limited access. Specific guidelines for modeling the website and providing access to panelists were discussed.
- *Standard setting process*—The facilitators participated in a walkthrough of the agenda with a focus on specific issues for these meetings, such as time management, use of the online platform, and communicating feedback information.
- *Training slides and presentation notes*—As part of the walkthrough of the standard setting process, facilitators reviewed the standard setting training slides. Notes in the slides were provided to facilitators with guidance throughout the presentation, including when specific language was to be used. The use of presentation slides and notes ensured that each committee was facilitated using the same protocol, which was intended to maintain standardization of the process across meetings.

### Preparation for Data Analysis during the Meetings

Pearson analysts developed programs to generate all feedback reports needed during the standard setting meeting. For example, statistical analysts produced the following after each judgment round:

- *Individual panelist feedback*—The judgments of the panelists for each proficiency level (to ensure that they were recorded accurately) and the resulting individual cut score recommendations (provided to all panelists)
- *Committee-level feedback*—A summary of judgments from all panelists, including frequency distributions of judgments for each proficiency level and the mean and median cut scores (given to facilitators and TEA and presented to the panelists using tables and histograms in the PowerPoint slides)

The analysis programs created for the standard setting meetings used panelists' judgment data from each round. Panelists' judgments were downloaded from the standard setting website by analysts at the conclusion of each judgment round. Each panelist's set of judgments was summed to determine an expected test-level raw score for each proficiency level. The analysis program completed the computation for each panelist and calculated summary statistics for the committee, including the median cut scores that were considered the committee cut score recommendations. Between judgment rounds, the estimated proficiency level cut score and ranges from the judgment process were presented so panelists could compare their content judgments to those from the process.

## Chapter 3 – Standard Setting Meetings

This chapter provides details about the standard setting meeting process and includes the following sections:

- Purpose of Standard Setting Meetings
- Committee Composition
- Facilitators and Staff
- Materials
- Procedure
- Standard Setting Meeting Proceedings
- Recommended Cut Scores from Standard Setting Committees

### Purpose of the Standard Setting Meetings

Standard setting is based, to a large degree, on the judgment of educators. Committees of educators make expert recommendations about the level of proficiency expected for each proficiency level based on their experience with different groups of students and knowledge of the assessed content. A specific process, or standard setting method, is used to capture the educator judgments and to translate these into cut scores for the proficiency levels. The purpose of the TELPAS Writing standard setting meetings was to gather expert cut score recommendations from educators across the state of Texas. These cut scores define the proficiency levels of the TELPAS Writing assessment in each grade and grade band.

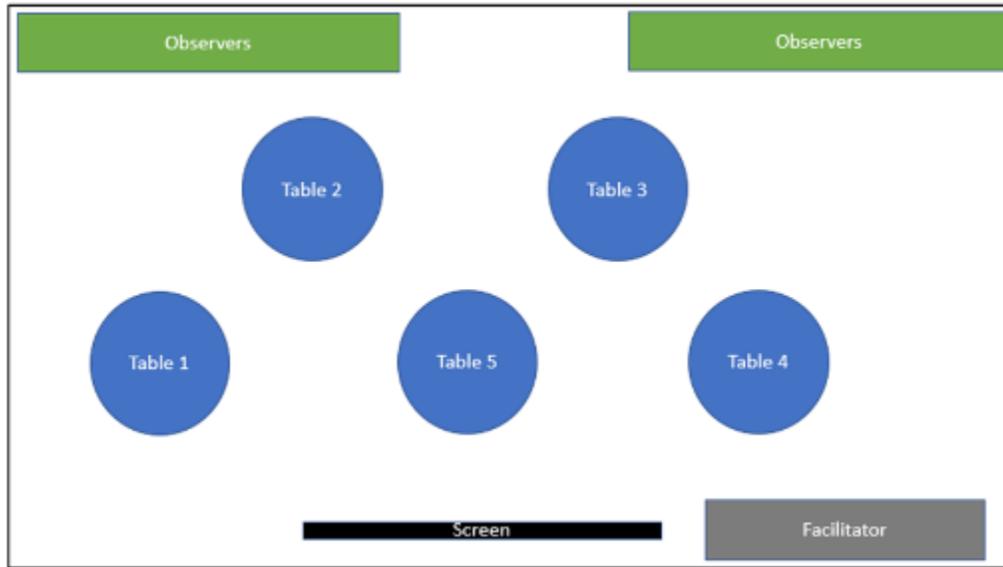
Student performance on each TELPAS Writing assessment is classified into one of four proficiency levels. Each standard setting committee was asked to recommend three cut scores that would define the boundaries between the different proficiency levels for TELPAS Writing. These recommended cut scores represent the performance on each assessment that a student would need to meet or exceed to be classified into the specific proficiency level.

### Committee Composition

One committee was convened for each TELPAS Writing grade or grade band assessment. Individuals in each meeting included three distinct groups, as illustrated in Figure 1:

- Meeting facilitators
- Committee panelists
- Observers and staff

**Figure 1: General Room Setup for the Meeting**



TEA selected the panelists to represent statewide educators with relevant content knowledge and experience with a variety of student groups. When setting cut scores, it is important to obtain the best judgments from people in the best possible position to make those judgments. To meet this goal, panelists should have the following qualifications:

- Be subject-matter experts well-versed in the ELPS and PLDs
- Understand the student population
- Be able to estimate item difficulty
- Understand the instructional environment
- Appreciate the consequences of the standards
- Be representative of key stakeholder groups

Each committee panel consisted of 10–14 members, resulting in a total of 71 panelists. To ensure that the panelists were subject-matter experts with grade-level expertise, educators recruited for each meeting possessed experience in the grade or grade band for which the cut scores were being established. Appendix C presents the composition of the committees.

The panelists in each committee were assigned to table groups. Panelists assigned to each table were balanced in terms of the various demographic considerations. Before the standard setting meeting, one panelist at each table was selected as the table leader. The table leader was someone who had demonstrated leadership at previous educator committees (e.g., data review, content review) or was known by TEA to be a good candidate for this role. The table leader assisted the facilitator in maintaining appropriate discussions among the panelists, distributed and collected materials, maintained established security measures, and performed other duties as deemed appropriate by the facilitator.

### Facilitators and Staff

Staff members from TEA and Pearson collaborated to conduct each TELPAS Writing standard setting meeting. These staff members worked in facilitative and observational roles and did not contribute to the cut score recommendations during each meeting.

#### Facilitators

The lead facilitator of the standard setting meetings was Eric L. Moyer, Ph.D., from Pearson. Each breakout committee meeting was led by a process facilitator with knowledge of and experience in facilitating standard setting meetings. The process facilitator was responsible for ensuring that appropriate processes were followed throughout all phases of each meeting and verifying that panelists had a solid understanding of the tasks they were being asked to complete. Content experts from Pearson and TEA were also available as observers to help answer content and policy questions that arose during each meeting.

Before the meeting, a staffing plan was provided to TEA that communicated the psychometric, content, and support staff required to attend each committee meeting. Table 9 presents the process facilitators for each standard setting committee.

**Table 9, Process Facilitators**

Grade/Grade Band	Process Facilitator
2	Unber Ahmed
3	Unber Ahmed
4–5	Kelley Stethen
6–7	Michael Kelly/Kelley Stethen
8–9	Russell Keglovits
10–12	Russell Keglovits

#### Observers

Observers did not participate in the standard setting process. The individuals that attended as observers consisted of TEA staff, vendor staff (Pearson and Cambium Assessment), content experts, and any selected evaluators. The purpose of observation was to allow individuals to experience the standard setting process and, in some cases, provide feedback. Observers, other than vendor staff, were invited to attend the meeting by TEA. The number of observers in a committee meeting was kept to a maximum of one to two individuals so the panelists did not feel overwhelmed.

#### Data Analysts

Two data analysts (Shannon Wilder and Mike Watson) performed all analyses for the standard setting committees. During the meetings, the analysts collected panelist judgment data, performed independent analysis to verify analysis results, and prepared panelists' feedback.

## TEA Staff

TEA staff members attended the standard setting meetings to observe the process, answer assessment and curriculum questions, and address policy questions. TEA staff also monitored the cut score recommendations for each proficiency level throughout the meetings. TEA was represented by Chris Rozunick, Director, Assessment Development Division, and Mi-Suk Shim, Director of Psychometric Services. These individuals were assisted by additional TEA staff to monitor standard setting meetings, including content development specialists and psychometricians.

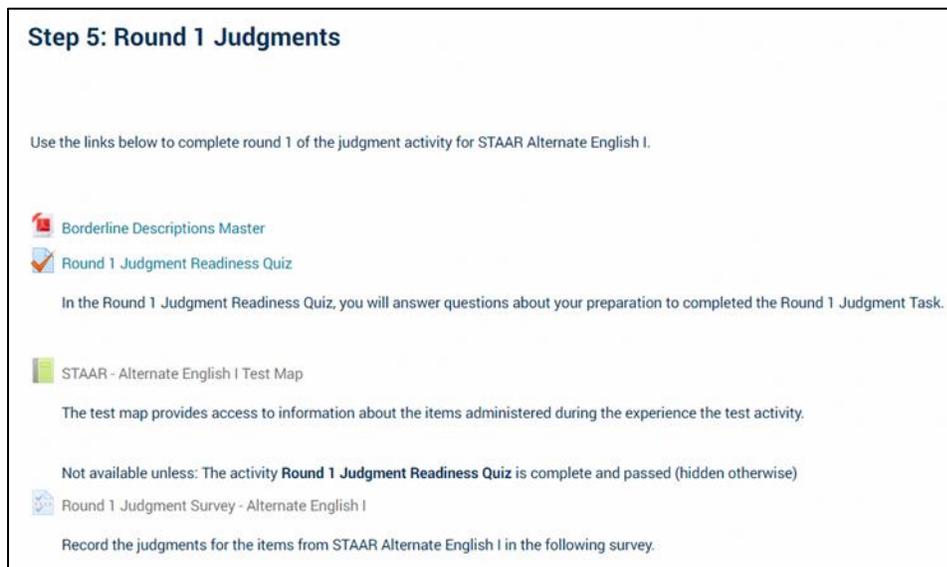
## Materials

Extensive materials are needed for the successful implementation of the standard setting meeting. The following section describes the development of meeting materials.

## Pearson Standard Setting Website

The Pearson standard setting website is the online platform for meeting pre-work, facilitating the standard setting meetings, and collecting panelist judgments throughout the standard setting process. The website provided panelists access to the standard setting meeting materials and tools to record their judgments. **Error! Reference source not found.** presents an example.

### Figure 2: Example Website Interface



The standard setting website allowed panelists to access materials within Pearson's secure online environment. During each meeting, panelists accessed the website using a computer provided by Pearson and set up specifically for the meetings. The facilitator provided training to all panelists on the use of the standard setting website and any additional guidance and instruction needed throughout each meeting.

### **Committee Panelist Folders**

In addition to the online resources provided through the website, panelists were given a meeting folder to organize hard copy materials they used throughout the meeting, including the following:

- Meeting agenda
- Domain-specific PLDs
- “Experience the Assessment” response form
- Practice judgment record form
- Rounds 1, 2, and 3 judgment record forms

Panelists were required to check in at the start of each day and to return their folders and check out at the end of each day of their meeting. Panelists were provided additional materials throughout the meeting and instructed to insert them into their folders.

### **Computers**

Each panelist was provided a laptop computer in the meeting room to access the online resources through the Pearson standard setting website. Panelists were also provided an external monitor so they could access the online materials with limited switching between online materials. Panelists were seated in table groups in pod configuration to provide each panelist with enough space to work with the computer and folder materials. The panelists used Google Chrome to access the standard setting website, which was programmed with a list of permitted websites to restrict panelists’ use of the computers to work associated with the standard setting meeting.

### **Procedure**

Based on the modified BoW method used during the meeting to assist panelists in recommending proficiency level cut scores for each assessment, the panelists reviewed raw score points and possible score point profiles. For the constructed-response items, panelists could access sample student responses to reference for each possible score point. Score profiles were also provided for each possible non-zero raw score value that displayed the proportion of students who provided a correct response for each non-essay item and the score distribution for each essay item among students with that total score.

After reviewing the information associated with a specific raw score, panelists answered the following question:

*“The performance demonstrated to earn this raw score would likely be classified into which proficiency level?”*

## TELPAS Writing 2023 Standard Setting

The panelists first selected the proficiency level associated with each raw score and then provided cut score recommendations for each proficiency level. Their recommended cut score was the lowest raw score point they classified into that level.

Panelists completed three rounds of item judgments and were provided feedback information between the rounds, including data relative to panelist agreement, student performance on the items, and student performance on the overall assessment.

### Standard Setting Meeting Proceedings

The standard setting meetings were conducted in two 2-day meetings, May 15–16 and 17–18, 2023, with a vertical articulation meeting on Friday morning, May 19, 2023. Appendix D presents a complete agenda for the meetings. Table 10 and Table 11 present an overview of the schedule and the agenda for the standard setting meetings, respectively.

**Table 10. Overview Schedule**

Day	Session
1	General Session, Grade 2, Grades 4–5, Grades 8–9
2	Grade 2, Grades 4–5, Grades 8–9
3	General Session, Grade 3, Grades 6–7, Grades 10–12
4	Grade 3, Grades 6–7, Grades 10–12
5	Vertical Articulation

**Table 11. Overview of Agenda**

Session	Activity
Pre-Work	Complete Pre-Meeting Activities, Including a Review of PLDs
General Session	Welcome and Overview of TELPAS Writing Assessments Overview of Standard Setting Process
Breakout Session	Introductions and Process Overview “Experience the Assessment” Activity Review of PLDs Standard Setting Training Practice Judgment Activity and Discussion Round 1 Recommendations Discussion of Round 1 Results Round 2 Recommendations Discussion of Round 2 Results Round 3 Recommendations Discussion of Round 3 Results Closing Remarks and Final Evaluation

### **Pre-Work**

The individuals recruited as panelists were registered into the Pearson standard setting website one week prior to the standard setting meeting. In an email from the website, panelists were provided with their unique user ID, a temporary password, and a link to the website. When panelists first logged in, they were required to create a unique, strong password consisting of at least eight characters, including at least one lowercase letter, one uppercase letter, one number, and one symbol.

Once panelists logged into the website, they had limited access to certain materials for their assigned committee, as this occurred before the first day of the standard setting meeting. Access to the website prior to the standard setting ensured that panelists were oriented and trained to perform each step of the process during the meetings.

Panelists were asked to complete a set of tasks as pre-work at a convenient time prior to attending the meeting. Completion of the pre-work maximized the efficiency of time usage during the meetings. Pre-work activities included the following:

- Panelist information survey
- Review resource materials, including PLDs
- Standard setting training video

To set the stage for the standard setting activity, a training video was included as part of the pre-work materials that gave a brief overview of the purpose of standard setting, what would happen at the meeting, and the role of a panelist.

The standard setting website provided panelists access to the materials and activities for the pre-work, and panelist completion of the pre-work was monitored through the site. Follow-up emails were sent to panelists several days prior to the standard setting meetings to remind them to complete the pre-work if they had not done so already.

### **General Session**

During the opening general session, panelists were presented an overview of the TELPAS Writing assessment program and the standard setting process. This information was critical for all panelists to begin the process with a common understanding of the assessment program and their role in setting cut scores. The overview included the following:

- Goals and rationale
- Legislative requirements
- Stakes for the students and teachers
- Uses for state and federal accountability purposes
- Introductions of key staff

An overview of the standard setting process, including a description of the modified BoW method, was presented by the lead facilitator from Pearson. A clear description of the review process after the meetings was included to emphasize that committees are making recommendations for other groups, including policymakers, to review and use to determine the final proficiency level cut scores.

### **Breakout Session**

After the general session, panelists moved into grade-specific breakout sessions for the remainder of the standard setting meeting. Each committee was responsible for providing recommendations for cut scores for each proficiency level for the TELPAS Writing grade or grade band assessment associated with the committee. The committee provided recommendations using each activity described below.

### **Introductions and Overview**

To begin the breakout session, the individuals in the room—facilitator, panelists, and observers—introduced themselves. The facilitator then distributed the meeting folders with panelist materials and reviewed the materials in the folder, the use of the website, and how those resources were to be used during the standard setting process. The panelists had an opportunity to ask questions before proceeding.

### **“Experience the Assessment” Activity**

The panelists were given an overview of the test design and item types on the TELPAS Writing assessment for their respective grade or grade band. Panelists then reviewed the test items administered to students in spring 2023 and discussed the new TELPAS Writing assessment. Because the writing items are administered with the reading items during the test administration, panelists experienced the reading and writing items together in one session. As panelists reviewed the items in Cambium Assessment’s ITS Content Rater system, they were encouraged to think from a student’s perspective and take notes of the specific knowledge and skills a student would need to appropriately respond to the item at a specific proficiency level. Facilitators provided the following guidance:

- Why?
  - To become familiar with the test form and item types
  - To become familiar with the administration materials and scoring rules
- What to do?
  - Think about the testing experience as if you were a student... “Be” a student.
  - Performance is not the purpose.
- What to consider?
  - Knowledge and skills necessary to respond to each writing item
  - Your expectation of student performance on each writing item at each proficiency level

During this activity, panelists had the opportunity to review the correct responses for the multiple-choice, sentence rewrite, and text-entry writing items. Panelists were also provided with the rubric and sample student responses for the constructed-response writing items. The panelists were trained in specific scoring rules used for the assessment to allow panelists to understand the scoring rules for the different item types included on the assessment, which also provided a good reference point for the judgment tasks that came later in the process. Content specialists from Pearson and content development specialists from TEA were available to assist in the presentation and training on the scoring of items.

The amount of time given to panelists to complete the “Experience the Assessment” activity was less than that given to students to complete the assessment because it was expected that content experts would need less time to complete the test than students. If panelists did not complete the assessment in the allotted time, they still had an opportunity to review items during the judgment tasks.

### **Item Judgment Process Training**

The panelists were provided thorough training on the steps taken to make their cut score recommendations using the modified BoW method. This method is ideally suited to assessments with extended constructed-response items, such as the TELPAS Writing assessments, and is intuitive for panelists to implement.

With this method, panelists reviewed raw score points and possible score point profiles. For the essay, panelists could reference sample student responses for each possible score point. Score profiles were also provided for each possible non-zero raw score value that displayed the proportion of students who provided a correct response for each non-essay item and the score distribution for each essay item. Item maps were used to communicate individual item information, including the number of points per item, the item type, the rubric for constructed-response items, and the correct response for multiple-choice, sentence rewrite, and text-entry items.

After reviewing the information associated with a specific raw score, panelists answered the following question:

*“The performance demonstrated to earn this raw score would likely be classified into which proficiency level?”*

The panelists first selected the proficiency level associated with each raw score and then provided cut score recommendations for each proficiency level. Their recommended cut score was the lowest raw score point they classified into that level. The panelists were shown how to record and review their judgments on the Pearson standard setting website and how to access the sample student responses and score profiles.

The training included an orientation to the following components and how they should be used during the process:

- Operational test items—A set of items that represent the entire operational test that was administered to students. The items were ordered in the order that they were administered during the operational test.
- Item map—A summary of the items in the test form that included the following information:
  - Item position from the order of presentation
  - Item scoring key and notes or reference to item scoring rubrics, notes, and exemplars
  - Maximum number of possible points
- Resource for essay items—A resource for essay items that included the rubric and notes used for scoring the items and student exemplars for each score point
- Judgment record form—Panelists recorded their judgments in the standard setting website and also recorded their judgments on the paper record form for each judgment round.
- ITS Content Rater— A secure content management system that provided panelists access to the items used in the judgment activities
- Standard setting website—A website that provided panelists access to the judgment survey where the panelists recorded their individual judgment recommendations for each proficiency level

### **Practice Judgment Activity**

At the end of the training session, panelists practiced making judgments prior to beginning the actual judgment rounds using the practice judgment record form. The goals of this activity were to

- get a feel for the range of different student proficiency they will encounter during the judgment task,
- give panelists experience in the process of reviewing and making judgments, and
- build panelists' confidence in their understanding of the task to be completed.

A subset of 6–8 practice raw scores was selected for use in this activity. Raw scores were selected to represent a range of student performance. Following the practice judgments, the facilitators showed raw score judgment results interactively through the standard setting website, including what percentage of panelists selected each proficiency level. The facilitator walked through the judgment materials for the first few raw scores to make sure panelists knew where to locate key information for making their judgments. The group also had the opportunity to discuss each practice item and to hear different perspectives on why panelists selected different point values.

## **Judgment Rounds**

After receiving training on the standard setting process, the panelists participated in three rounds of independent judgments, with feedback discussion after each round. Prior to starting each judgement round, panelists were asked the following readiness questions to verify that they understood their task and were ready to begin. Panelists were unable to start the judgment survey until they answered “yes” to each readiness question.

- Do you understand your task for the judgment activity? (Rounds 1, 2, and 3)
- Did you understand the feedback data that was presented? (Rounds 2 and 3)
- Are you ready to begin the item judgment activity? (Rounds 1, 2, and 3)

During the judgment rounds, panelists independently reviewed and made judgments for each raw score point by reviewing the PLDs and the associated score profiles and essay exemplars. The panelists’ recommended cut score for a proficiency level was the lowest rated score point for that level. Panelists recommended cut scores for each of the three proficiency levels. The median of the individual panelists’ recommendations for each level was the recommended cut score for the committee.

Judgments were recorded on the website using the judgment survey for the specific round. The raw score points and associated patterns with representative score points were presented, reviewed, and classified through the judgment survey in the Pearson standard setting website. Starting with the first raw score point, panelists made their proficiency level judgment based on their understanding of the PLDs and the knowledge and skills that students in each proficiency level are expected to demonstrate. The panelists provided a cut score recommendation for each proficiency level based on their individual raw score judgments. Once the panelists completed their judgments for each score point in a round, they submitted them for analysis.

After all panelists completed the judgment activity for the round, the data analysts from Pearson analyzed the data, applied quality control checks, and created feedback reports that were provided to panelists.

## **Feedback and Discussion**

After each judgment round, the panelists were given feedback based on their current cut score recommendations, the recommendations of others in the committee, and relevant information from actual student results on the assessment. Feedback data included the following:

- *Individual cut scores*—The panelists’ recommended cut score for a proficiency level was the lowest rated score point for that level.

- *Committee cut score recommendations and statistics*—Committee-level recommendations for each proficiency level were the median cut score across all panelists. The committee members were presented with the committee-level cut score recommendations and summary statistics (minimum, maximum, median, mean, Q1, and Q3) for each proficiency level.
- *Panelist agreement data*—Bar graphs showing the frequency of individual cut score recommendations for each proficiency level and across adjacent proficiency levels.

Table 12 presents the feedback information that was introduced after each judgment round. Before each round of feedback discussion, panelists were given guidance regarding the independence of their judgments. They were told they should listen to other panelists and consider the rationales given for their judgments, but they should not feel pressured to change their judgments to reach consensus.

**Table 12. Feedback Data by Round**

Feedback Data	Round 1	Round 2	Round 3
Panelist Judgments	✓	✓	
Panelist Score Point Agreement Data	✓	✓	
Individual Cut Scores	✓	✓	✓
Committee Cut Scores	✓	✓	✓
Panelist Cut Score Agreement Graphs	✓	✓	

### Process Evaluation

The validity of standard setting outcomes relies partially on the procedural validity of the meeting. Evidence of the procedural validity was gathered through evaluation surveys administered during the standard setting. Panelists completed process evaluation surveys at specific points throughout the process, including after the practice judgment activity and after the Round 3 judgment activity.

The purpose of the evaluation surveys is to determine the perceived effectiveness of the standard setting meeting, including panelists’ understanding of the process, their comfort with the overall process, and their level of agreement with the results. The evaluation surveys were delivered through the standard setting website. Results from the evaluations were aggregated and included in this report for the standard setting meeting.

### Closing

As part of the closing process, panelists returned all materials and documents used during the standard setting meeting. The panelists were instructed in the process that followed the standard setting meeting and how their cut score recommendations would be used.

### Recommended Proficiency Level Cut Scores

During the standard setting meetings, variation was expected between panelists’ cut score recommendations for each proficiency level. To determine a single cut score recommendation for a proficiency level for a committee, the cut score recommendations for the proficiency level were analyzed across panelists. Specifically, the median cut score from a set of panelists’ cut score recommendations was used to determine the recommended cut score for a proficiency level for the committee. The recommendation resulting from the Round 3 judgments was considered the committee’s recommendation for each proficiency level. Table 13 presents the recommended cut scores for each proficiency level based on the Round 3 recommendations for each TELPAS Writing grade or grade band assessment.

**Table 13. Cut Score Recommendations from Standard Setting Committees**

<b>Grade/Grade Band</b>	<b>Max. Score</b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Advanced High</i></b>
2	30	11	18	23
3	30	12	19	25
4-5	42	16	26	35
6-7	42	17	26	34
8-9	42	17	27	35
10-12	42	19	28	38

Appendix F presents the committee-recommended cut scores for each proficiency level by round, represented as raw scores, Appendix G presents the recommended cut score summary statistics, and Appendix H presents the panelists’ judgment agreement data by proficiency level for Rounds 1–3.

## Chapter 4 – Post-Standard Setting

This chapter provides details about the work completed after the standard setting committee meetings and includes the following sections:

- Vertical Articulation
- TEA Reasonableness Review
- Linear Scaling Process
- Final Approval

### Vertical Articulation

The purpose of the vertical articulation meeting was to review the cut score recommendations from the standard setting committees and evaluate their reasonableness. The recommendations from the committees were made with a specific focus on the respective grade or grade band, whereas the focus of the vertical articulation committee was to view the cut score recommendations across all grade levels, 2–12, to evaluate whether the recommendations resulted in a cohesive assessment system.

After the Round 3 recommendations were finalized, select members of each standard setting committee comprised the vertical articulation committee. The lead facilitator of the standard setting, Eric Moyer, Ph.D., was the facilitator for the vertical articulation. The vertical articulation panelists were guided through a specific process in which they reviewed the recommendations from the standard setting committees and, if necessary, recommended changes, which resulted in a set of recommended cut scores from the vertical articulation committee.

### Meeting Process

The vertical articulation process involved the following steps:

- Review the PLDs
- Review and discuss the cross-grade impact data
- Review and recommend changes to standard setting committee recommended cut scores

The vertical articulation meeting began with an introduction to the vertical articulation process. Panelists were told they would have the opportunity to review the recommended cut scores from the standard setting committees across the grade levels to ensure that the recommendations represented a cohesive assessment system. Moreover, panelists were informed that the focus of the standard setting meetings was primarily on the content related to the grade or grade band represented by their committee, wherein the vertical articulation committee would focus on reviewing the recommendations across the grade levels from a policy perspective.

## TELPAS Writing 2023 Standard Setting

To start the vertical articulation process, the panelists independently reviewed the PLDs and then discussed them in table groups. During a whole-group discussion, the panelists discussed what their expectation would be of the articulation of the impact data across grades to establish a content-based expectation for the impact data across grades.

The panelists were then presented the grade-level impact data reflecting the results from the Round 3 judgments of each standard setting committees and discussed how the results looked across grade levels based on their initial expectations. Based on their expectations of student impact relative to their review of the PLDs, the panelists investigated changes to the recommended cut scores from Round 3 using an interactive spreadsheet accessed through the standard setting website.

The interactive spreadsheet allowed panelists to investigate possible changes to the cut scores from their committee by adjusting the current cut scores and simultaneously viewing the changes to the impact data. The panelists were instructed to investigate changes to the recommended cut scores if they felt that the pattern of the impact data across grades was inconsistent with what they expected based on their review of the PLDs and their understanding of a cohesive assessment program. The changes would be made directly at the cut score level. The range of individual panelists' cut score recommendations from Round 3 were used as a guide when evaluating how much change would be reasonable to make. The panelists were aware of the need to honor the work the standard setting committees had done and were judicious in making changes.

The committee could recommend changes to cut scores for proficiency levels for the grades that they determined had inconsistent results, compared to their expectations of student performance across the grades. When a change in a cut score was recommended, it was entered into a master interactive spreadsheet by the meeting facilitator for the entire committee to view. One recommended change was viewed at a time, discussed, and then either accepted or rejected by the vertical articulation committee. This process was repeated until all recommended changes were discussed and the vertical articulation committee agreed with the entire set of cut score recommendations across all grades. Table 14 presents the changes made to the recommended cut scores, and Table 16 presents the associated impact data based on the recommended cut scores from the vertical articulation process.

**Table 14. Cut Score Recommendation Changes from Vertical Articulation**

<b>Grade/Grade Band</b>	<b>Max. Score</b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Advanced High</i></b>
2	30	11	17	23
3	30	12	19	24
4-5	42	16	26	35
6-7	42	17	26	35
8-9	42	17	27	35
10-12	42	19	28	36

**Table 15. Impact Data from the Vertical Articulation**

<b>Grade/Grade Band</b>	<b><i>Beginning</i></b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Advanced High</i></b>
2	62	28	9	1
3	39	44	15	2
4-5	19	38	36	7
6-7	15	35	41	9
8-9	18	42	32	8
10-12	19	33	37	11

**Process Evaluation Survey**

At the end of the vertical articulation meeting, panelists completed a process evaluation survey within the website to collect information about their experience in the vertical articulation meeting. The evaluation asked panelists to provide feedback on the following areas. Panelists could also provide any additional information concerning their evaluation of the process of the vertical articulation meeting through an open response question.

- The level of success of the various components of the meeting
- The usefulness of the activities conducted during the meeting
- The adequacy of the various components of the meeting
- The level of support the panelists had in setting the recommended cut scores for each proficiency level across all grades
- The confidence panelists had in the recommended proficiency level cut score recommendations from the committee

**TEA Reasonableness Review**

TEA reviewed the recommendations from the standard setting committees in a reasonableness review to examine the proficiency level cut score recommendations from the standard setting committees with an additional perspective of policy expectation. This incorporated a review of the impact data from the spring 2023 administration of the assessments and the committee-recommended cut score ranges, with a focus on honoring the work of the standard setting committees while establishing proficiency levels that would work for the overall assessment program. Table 16 presents the final TEA recommended cut scores for the TELPAS Writing assessments, and Table 17 presents the impact data based on the recommended cut scores from the TEA reasonableness review.

**Table 16. Final Proficiency Level Cut Scores from TEA Reasonableness Review**

Grade/Grade Band	Max. Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
2	30	8	14	20
3	30	10	17	22
4-5	42	16	26	35
6-7	42	17	26	35
8-9	42	17	27	35
10-12	42	19	28	36

**Table 17. Impact Data from TEA Reasonableness Review**

Grade/Grade Band	<i>Beginning</i>	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
2	38	40	19	3
3	29	40	25	6
4-5	19	38	36	7
6-7	15	35	41	9
8-9	18	42	32	8
10-12	19	33	37	11

### Linear Scaling Process

The recommendations from the standard setting committees were cut scores in terms of raw scores on the test. Student results are not reported as raw scores because the overall difficulty of tests may change from year to year, so the results would not be comparable across years. To address this, student results on the TELPAS Writing assessments are reported using scale scores that are comparable across administration years.

The reporting scale was set using the two cut scores for *Advanced* and *Advanced High*. The scale score for the *Intermediate* cut was found empirically. The lowest obtainable scale score (LOSS) would be set at 1000 if the calculated scale score was lower than 1000, and the highest obtainable scale score (HOSS) would be set at 2000 (if the calculated scale score was higher than 2000).

Table 18 presents the results from the final scale score cuts for the TELPAS Writing assessments. Direct comparisons through averaging and aggregation across grades should not be made without study and/or statistical adjustments. The scaled scores and distributions of students resulting from the cuts were not designed for direct comparison.

**Table 18. Reporting Scale Score Cuts**

Grade/ Grade Band	<i>Advanced</i>			<i>Advanced</i>			A (Slope)	B (Intercept)
	<i>Intermediate</i>	<i>Advanced</i>	<i>High</i>	<i>Intermediate</i>	<i>Advanced</i>	<i>High</i>		
2	-0.5411	1.9243	3.9194	1432	1525	1600	37.5921	1452.6615
3	-1.1740	1.8089	3.6190	1401	1525	1600	41.4342	1450.0496
4-5	-1.3085	0.7145	2.0240	1409	1525	1600	57.2738	1484.0778
6-7	-1.2796	0.3522	1.6237	1429	1525	1600	58.9855	1504.2252
8-9	-1.1541	0.7565	2.0412	1413	1525	1600	58.3794	1480.8360
10-12	-0.9146	0.2402	1.3297	1446	1525	1600	68.8389	1508.4649

*Note.* The first set of cuts is on the theta scale, and the second set is the scale score cuts.

### Final Approval

These proficiency level cut scores for the TELPAS Writing assessments were reviewed and approved by Mike Morath, the Commissioner of Education at the Texas Education Agency, on May 25, 2023.

## Chapter 5 – Evidence of Procedural Validity of the Standard Setting Process

This chapter details various evidence for the validity of process used during the standard setting meetings and includes the following sections:

- Committee Representation
- Committee Training
- Panelists’ Perceived Validity of the Meeting

### Committee Representation

As part of the standard setting evaluation, panelists completed a demographic survey that collected information about their background relevant to educational experience.

Appendix C presents the results of the self-reported demographic characteristics of the panelists.

As part of the survey, panelists were asked to provide their current position (Table C.1) and their number of years teaching writing in the grade related to their standard setting committee (Table C.3). Most panelists of each committee were teachers in grades K–12. There was also a good distribution of experience among the panelists in all the committees. The experience of the teachers in the committees included teaching different populations of students, as displayed in Table C.4. Most panelists in each committee had experience teaching general education, mainstream special education, and EB students.

Almost all panelists were currently working in school districts, as presented in Table C.9. The panelists that worked within school districts represented the various types of districts across the state, including size, type, and socioeconomic status. Teachers representing schools from rural, suburban, and urban areas were the most represented. The set of panelists for this standard setting was well-selected for representing the teachers across the state, which was noted by the facilitators of the meeting. All but one of the teachers for the six TELPAS Writing committees were currently teaching in districts with low and middle socioeconomic status (Table C.12).

### Committee Training

During the standard setting meetings, it was essential that panelists understood how to make judgments as part of the modified BoW method. The training on the standard setting methodology was provided during the general session and in the individual standard setting committees. The training on the implementation of the standard setting process was standardized across committees through the PowerPoint training slides.

Panelists completed a practice judgment round as an opportunity to implement the standard setting methodology without consequence, including making judgments within the standard setting website. During the practice judgment round, the panelists reviewed a reduced set of items and provided judgments for three proficiency levels. After the practice round, the process facilitator led a whole-group discussion to identify and respond to any questions or issues panelists encountered while implementing the standard setting process. Before each judgement round, panelists responded to a readiness survey that asked whether panelists were prepared for making their judgments. Panelists were not able to continue to the judgment survey unless they answered yes to both questions on the readiness survey. They were encouraged to ask the facilitator questions if they responded “no” to either question.

At various points throughout the meeting, panelists completed a process evaluation survey to record their impressions of the effectiveness of the materials and methods employed throughout the process. Figure 3 presents the results of the evaluation survey across grade-level committees for several questions related to the training on the standard setting process. Appendix I presents the results for all evaluation survey questions.

As part of the evaluation survey, panelists were asked about the effectiveness of the training they received on the standard setting process. One question asked panelists to rate the level of success of the initial introduction to the standard setting process during the general session. Overall, the initial introduction to the process was overwhelmingly perceived as successful, with most panelists responding that it was either Successful or Very Successful. The perception of the training on the standard setting process was positive, where all but one panelist (in the grade 3 committee) responded it was either Adequate or More than Adequate. More than 90% of panelists in the committees indicated that the practice judgment activity for the process was either Successful or Very Successful. These responses indicate that, overall, most panelists believed the training provided prepared them to implement the standard setting procedure.

**Figure 3. Evaluation Results on Standard Setting Process Training Activities**

Introduction to the standard setting process	<b>Rating</b>	<b>G2</b>	<b>G3</b>	<b>G4-5</b>	<b>G6-7</b>	<b>G8-9</b>	<b>G10-12</b>
	Not successful	-	-	-	-	-	-
	Partially successful	-	2	-	-	-	1
	Successful	6	6	3	5	2	1
	Very Successful	6	6	7	6	10	10
Practice exercise for the standard setting procedures	<b>Rating</b>	<b>G2</b>	<b>G3</b>	<b>G4-5</b>	<b>G6-7</b>	<b>G8-9</b>	<b>G10-12</b>
	Not successful	-	-	-	-	-	-
	Partially successful	1	-	-	1	1	1
	Successful	8	10	5	4	3	-
	Very Successful	3	4	5	6	8	11

Training provided on the standard setting process	Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
	Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	1	-	-	-	-	-
Adequate	8	7	5	5	3	3	
More Than Adequate	4	6	5	6	9	9	

### Panelists’ Perceived Validity of the Workshop

Panelists communicated their perceived validity of the standard setting process and the recommended cut scores as part of their evaluation. Evaluations are important evidence for establishing the validity of recommended cut scores for the proficiency levels.

### Panelist Evaluations

Generally, the panelists were satisfied with their recommendations and with the standard setting process. As part of the process evaluation, the panelists indicated their confidence that the PLDs were reasonable for each proficiency level. Figure 4 presents the results of the evaluation survey across committees and indicates that the PLDs were reasonable for each proficiency level. Appendix I presents the results for all evaluation survey questions.

**Figure 4. Evaluation on Reasonableness of the PLDs by Proficiency Level**

<i>Intermediate</i> PLDs	Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
	Not Confident	-	-	-	-	-	-
	Somewhat Confident	-	1	-	-	-	-
	Confident	1	3	3	1	1	-
	Very Confident	1	10	7	10	9	12
<i>Advanced</i> PLDs	Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
	Not Confident	-	-	-	-	-	-
	Somewhat Confident	-	1	-	-	-	-
	Confident	1	3	3	3	1	-
	Very Confident	1	10	7	8	9	12
<i>Advanced High</i> PLDs	Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
	Not Confident	-	-	-	-	-	-
	Somewhat Confident	-	1	-	1	-	-
	Confident	1	5	4	2	2	2
	Very Confident	1	8	6	8	8	10

Most panelists had confidence that the PLDs were reasonable for each proficiency level. Besides one panelist in the grade 3 committee who was Somewhat Confident in the PLDs for all three levels, almost all the panelists were either Confident or Very Confident that the PLDs were reasonable for the proficiency levels. Only one other member of the grades 6-7 committee indicated a feeling of Somewhat Confident in the Advanced High PLDs. These responses provide evidence that, overall, the PLDs were perceived by the panelists as providing reasonable expectations for each proficiency level.

The panelists were also provided the opportunity to indicate their confidence in the cut scores recommended by the standard setting committees. Figure 7 displays the results of the evaluation survey across committees for their confidence in the recommended cut scores. Appendix I presents the results for all evaluation survey questions.

**Figure 5. Evaluation Results on Reasonableness of Cut Scores by Proficiency Level**

<i>Intermediate</i> Cut Scores	Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
	Not Confident	-	-	-	-	-	-
Somewhat Confident	-	-	-	-	-	-	-
Confident	1	4	3	2	3	-	-
Very Confident	1	10	7	9	7	12	-
<i>Advanced</i> Cut Scores	Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
	Not Confident	-	-	-	-	-	-
Somewhat Confident	-	1	-	-	-	-	-
Confident	1	5	4	3	3	-	-
Very Confident	1	8	6	8	7	12	-
<i>Advanced High</i> Cut Scores	Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
	Not Confident	-	1	-	-	-	-
Somewhat Confident	-	-	-	1	-	-	2
Confident	1	6	5	1	4	3	-
Very Confident	1	7	5	9	6	7	-

The responses indicate that they had at least some confidence that the recommended cut scores represented appropriate levels of student proficiency for each proficiency level. The panelists demonstrated a greatest confidence in the *Intermediate* and *Advanced* cut score recommendations, with nearly all panelists selecting Confident or Very Confident. The same panelist in the grade 3 committee who had less confidence in the PLDs was Somewhat Confident about the *Advanced* cut and Not Confident about the *Advanced High* cut. Although more than one panelist was Somewhat Confident in the *Advanced High* cut, most panelists were either Confident or Very Confident in the highest cut.

Overall, this feedback from the standard setting panelists provides evidence for the validity of the cut score recommendations for each proficiency level from the standard setting committees.

## References

- Kingston, N. M., Kahl, S. R., Sweeney, K. P., & Bay, L. (2001). Setting performance standards using the body of work method. In G. J. Cizek (Ed.), *Setting performance standards: Concepts, methods, and perspectives* (pp. 219–248). Lawrence Erlbaum.
- Kingston, N. M., & Tiemann, G. C. (2012). Setting performance standards on complex assessments: The Body of Work method. In G. J. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (pp. 201–224). Routledge.

## Appendix A – Proficiency Level Descriptors

### ELPS-TELPAS Proficiency Level Descriptors Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p><b>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</b></p>	<p><b>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</b></p>	<p><b>Advanced ELs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</b></p>	<p><b>Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</b></p>
<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>• lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• ability to label, list, and copy</li> <li>• high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate</li> <li>• present tense used primarily</li> <li>• frequent primary language features (spelling patterns, word order, literal translations, and words from the student’s primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>• are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English</li> <li>• high-frequency vocabulary; academic writing often has an oral tone</li> <li>• loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning</li> <li>• repetition of ideas due to lack of vocabulary and language structures</li> <li>• present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies</li> <li>• descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>• know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns</li> <li>• emerging grade-appropriate vocabulary; academic writing has a more academic tone</li> <li>• use of a variety of common cohesive devices, although some redundancy may occur</li> <li>• narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required</li> <li>• occasional second language acquisition errors</li> </ul>	<p><b>These students:</b></p> <ul style="list-style-type: none"> <li>• are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction</li> <li>• know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English</li> </ul> <p><b>Typical writing features at this level:</b></p> <ul style="list-style-type: none"> <li>• nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary</li> <li>• occasional difficulty with naturalness of phrasing and expression</li> <li>• errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication</li> </ul>

## TELPAS Writing 2023 Standard Setting

	<ul style="list-style-type: none"><li>• primary language features and errors associated with second language acquisition may be frequent</li><li>• some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs</li></ul>	<ul style="list-style-type: none"><li>• communications are usually understood by individuals not accustomed to the writing of ELs</li></ul>	
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## Appendix B – Panelist Meeting Materials

This appendix presents examples of the materials provided to the standard setting panelists. Because the materials contained secure information, that information has been redacted from the examples in this appendix. The following materials are also not provided in the appendix:

- *Test form*—This was presented to panelists through Cambium Assessment’s ITS Content Rater system.
- *Constructed-response item rubrics and sample student responses*—These documents presented the scoring rubrics and notes and student-produced response examples for each open-ended item presented to panelists.
- *Practice item judgment set* — This was presented to panelists through Cambium Assessment’s ITS Content Rater system.

**Panelist Agendas**

TELPAS Writing Assessments  
Standard Setting Meeting  
May 2023

TELPAS Writing Grades 2, 4-5, and 8-9  
Agenda

Day 1: May 15

8:30 am	<i>General Session</i> Welcome Overview of TELPAS Writing Assessments Standard Setting Overview
9:45 am	<i>Break</i>
10:00 am	<i>Breakout Session</i> Welcome, Introductions, and Orientation Assessment Overview Experience the Assessment Activity
11:45 am	<i>Lunch</i>
12:30 pm	<i>Breakout Session</i> Performance Level Descriptors Discussion Standard Setting Training Practice Judgment Activity and Discussion
2:15 pm	<i>Break</i>
2:30 pm	<i>Breakout Session</i> <i>Round 1 Judgments</i> <i>Evaluation</i>
5:00 pm	<i>End of Day</i>

## TELPAS Writing 2023 Standard Setting

### Day 2: May 16

8:30 am	<i>Breakout Session</i> Welcome and Review of Day 1 Round 1 Judgment Feedback and Discussion
10:00 am	<i>Break</i>
10:10 am	<i>Breakout Session</i> Round 2 Judgments
11:45 am	<i>Lunch</i>
12:30 pm	<i>Breakout Session</i> Round 2 Judgment Feedback and Discussion
2:00 pm	<i>Break</i>
2:15 pm	<i>Breakout Session</i> <i>Round 3 Judgments</i>
3:30 pm	<i>Break</i>
4:00 pm	<i>Breakout Session</i> Round 3 Judgment Feedback Evaluation
5:00 pm	End of Day

TELPAS Writing Assessments  
Standard Setting Meeting  
May 2023

TELPAS Writing Grades 3, 6-7, and 10-12  
Agenda

Day 3: May 17

8:30 am	<i>General Session</i> Welcome Overview of TELPAS Writing Assessments Standard Setting Overview
9:45 am	<i>Break</i>
10:00 am	<i>Breakout Session</i> Welcome, Introductions, and Orientation Assessment Overview Experience the Assessment Activity
11:45 am	<i>Lunch</i>
12:30 pm	<i>Breakout Session</i> Performance Level Descriptors Discussion Standard Setting Training Practice Judgment Activity and Discussion
2:15 pm	<i>Break</i>
2:30 pm	<i>Breakout Session</i> <i>Round 1 Judgments</i> <i>Evaluation</i>
5:00 pm	<i>End of Day</i>

## TELPAS Writing 2023 Standard Setting

### Day 4: May 18

8:30 am	<i>Breakout Session</i> Welcome and Review of Day 1 Round 1 Judgment Feedback and Discussion
10:00 am	<i>Break</i>
10:10 am	<i>Breakout Session</i> Round 2 Judgments
11:45 am	<i>Lunch</i>
12:30 pm	<i>Breakout Session</i> Round 2 Judgment Feedback and Discussion
2:00 pm	<i>Break</i>
2:15 pm	<i>Breakout Session</i> Round 3 Judgments
3:30 pm	<i>Break</i>
4:00 pm	<i>Breakout Session</i> Round 3 Judgment Feedback Evaluation
5:00 pm	End of Day

**Non-Disclosure Agreement**

State of Texas

Texas Education Agency

County of \_\_\_\_\_

Texas Student Assessment Program

**PERSONAL OATH OF SECURITY AND CONFIDENTIALITY**

I, \_\_\_\_\_, do solemnly swear, or affirm, that I will  
(Print Full Name)

faithfully execute the duty imposed upon me by Sections 39.030 and 39.0303 of the Texas Education Code (TEC) to insure the security of the assessment instruments and achievement tests, and by my oath or affirmation do agree to safeguard the confidentiality of all assessment instruments, assessment instrument items, or achievement tests.

This oath or affirmation is intended by me to extend to any meeting or portion of meetings held pursuant to TEC Section 39.030 or other applicable law, in which assessment instruments or assessment instrument items are discussed. I acknowledge that failure to abide by this, my oath or affirmation, will make me subject to the maximum criminal and professional penalties that can be imposed by law. Penalties involved include:

- a permanent reprimand affixed to the face of all Texas Teacher Certificates and other educator credentials,
- a one-year suspension of all Texas Teacher Certificates and other education credentials,
- a permanent cancellation of all Texas Teacher Certificates and other education credentials, and
- a Class C misdemeanor.

As a testament to this oath, I affix my signature below:

Executed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
(School Name/Organization Affiliation)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Work Address)

\_\_\_\_\_  
(Home Address)

\_\_\_\_\_  
(City and Zip Code)

\_\_\_\_\_  
(City and Zip Code)

\_\_\_\_\_  
(Telephone Number)

\_\_\_\_\_  
(Telephone Number)

**Experience the Assessment Response Record Form**

Only the first page of this document is presented as an example.

TELPAS Writing Assessments  
Standard Setting Meeting  
May 2023

Experience the Assessment  
Notes Sheet  
TELPAS Writing Grade 2

Sequence	
1	
2	

**Judgment Round Record Form**

Only the first page of this document is presented as an example.

TELPAS Writing Assessments  
Standard Setting Meeting  
May 2023

Judgment Rounds Record Sheet  
Writing Grade 2

*“The performance demonstrated to earn this raw score would likely be classified into which proficiency level?”*

Raw Score	Note	Judgment Round		
		Round 1	Round 2	Round 3
		Proficiency Level	Proficiency Level	Proficiency Level
6		B I A AH	B I A AH	B I A AH
7		B I A AH	B I A AH	B I A AH
8		B I A AH	B I A AH	B I A AH
9		B I A AH	B I A AH	B I A AH

## Item Judgment Survey

The survey for the modified BoW method is provided below.

Page 1

**Texas English Language Proficiency Assessment System  
(TELPAS)  
Standard Setting Meeting  
Writing Grade 2**

**Body of work Judgment Survey - Round 1**

Before starting, make sure that you have the following materials available.

- Writing Prompt
- Writing Responses
- Scoring Rubric
- Performance Level Descriptor

For each raw score, do the following

- Review the set of written responses for the prompt.
- Review the proficiency level descriptors for each proficiency level.
- Answer the following question:

"The proficiency demonstrated to earn this raw score would likely be classified into which proficiency level?"

- Record your response to the question for the item on the practice judgment record form.

Continue this process for each raw score provided.

\* For each raw score, answer the following question:  
 "The proficiency demonstrated to earn this raw score would likely be classified into which proficiency level?"

	Beginning	Intermediate	Advanced	Advanced-High
Raw Score: 6 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 7 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 8 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 9 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 10 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 11 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 12 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 13 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 14 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 15 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 16 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 17 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 18 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 19 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 20 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 21 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 22 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 23 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 24 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 25 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 26 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 27 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 28 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 29 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raw Score: 30 Points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your judgments for the individual raw scores, provide your judgment for the raw score that should be the cut score each of the proficiency levels. The recommended cut score values need to be between 6 and 30.

\* Intermediate Cut Score

\* Advanced Cut Score

\* Advanced High Cut Score

**Process Evaluation #1**

**Texas English Language Proficiency Assessment System  
(TELPAS)  
Standard Setting Meeting**

**Process Evaluation Survey #1  
Writing Grade 2**

The purpose of this evaluation is to collect information about your experience in recommending cut scores associated with the Proficiency levels for the TELPAS assessments. Your opinions provide an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the meeting in which you participated. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

	Not Successful	Partially Successful	Successful	Very Successful
Overview of the TELPAS assessments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduction to the standard setting process	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiencing the actual assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion of the scoring of items on the assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion of proficiency level descriptors (PLDs)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overview of the standard setting procedure	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice exercise for the standard setting procedure	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How useful do you feel the following activities or information were in assisting you to make your recommendations?

	Very Useful	Useful	Somewhat Useful	Not Useful
Proficiency Level Descriptors (PLDs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How adequate were the following elements of the session?

	Not Adequate	Somewhat Adequate	Adequate	More Than Adequate
Training provided on the standard-setting process	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of time spent training	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total amount of time to discuss the practice judgments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Process Evaluation #2**

**Texas English Language Proficiency Assessment System  
(TELPAS)  
Standard Setting Meeting**

**Process Evaluation Survey #2  
Writing Grade 2**

The purpose of this evaluation is to collect information about your experience in recommending cut scores associated with the Proficiency levels for the TELPAS assessments. Your opinions provide an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the Writing Grade 2 meeting in which you participated. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

	Not Successful	Partially Successful	Successful	Very Successful
Judgment rounds	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment round feedback - committee-level statistics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment round feedback - panelist agreement data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgment round feedback - impact data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions after each round	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How useful do you feel the following activities or information were in assisting you to make your recommendations?

	Very Useful	Useful	Somewhat Useful	Not Useful
Committee-level statistics after Round 2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panelist agreement data provided after Round 1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panelist agreement data provided after Round 2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact data after Round 2	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion after each judgment round	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How adequate were the following elements of the session?

	Not Adequate	Somewhat Adequate	Adequate	More Than Adequate
Amount of time to make judgments	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visual presentation of the feedback provided	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of judgment rounds	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In applying the standard-setting method, you were asked to recommend cut scores (separating four proficiency levels) for student proficiency on TELPAS assessments.

How confident do you feel that the Proficiency Level Descriptors (PLDs) for Writing Grade 2 are reasonable for each student proficiency level?

	Not Confident	Somewhat Confident	Confident	Very Confident
Intermediate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High Advanced	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In applying the standard-setting method, you were asked to recommend cut scores (separating four proficiency levels) for student proficiency on TELPAS assessments.

How confident do you feel that the recommended cut scores for Writing Grade 2 are reasonable for each student proficiency level?

	Not Confident	Somewhat Confident	Confident	Very Confident
Intermediate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High Advanced	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# TELPAS Writing 2023 Standard Setting

How adequate were the following elements of the meeting?

	Not Adequate	Somewhat Adequate	Adequate	More Than Adequate
Facilities used for the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computers used during the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pearson standard setting website for accessing materials and making judgments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content review system for viewing items	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials provided in the folder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work space in table groups during the meeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you have adequate opportunities during the session to do the following?

	Not Adequate	Somewhat Adequate	Adequate	More Than Adequate
Express your opinions about student performance levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask questions about the cut score and how they will be used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask questions about the process of making cut score recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with your fellow panelists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you believe your opinions and judgments were treated with respect by:

	Yes	Sometimes	No
Fellow panelists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below to provide any additional comments you have regarding the standard setting process, facilitators, materials, etc.

Paragraph B I ☰ ☰ 🔗 🔗 🔗 🖼️ 🎥

Path: p

**Process Evaluation Survey—Vertical Articulation**

**TX TELPAS Standard Setting  
May 2023**

**Vertical Articulation Process Evaluation Survey**

The purpose of this evaluation is to collect information about your experience in participating in the vertical articulation meeting for the TELPAS Writing assessments. Your opinions provide an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the meeting in which you participated. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

	Not Successful	Partially Successful	Successful	Very Successful
Introduction to vertical articulation process	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review of the Proficiency Level Descriptors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review of the cross-grade impact data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of interactive vertical articulation spreadsheet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussion of recommended changes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How adequate were the following elements of the session?

	Not Adequate	Somewhat Adequate	Adequate	More Than Adequate
Amount of time spent reviewing the PLDs	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of time discussing the impact data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of time working with the interactive spreadsheet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During this standard setting meeting, which was the grade or grade band you initially worked with?

How confident do you feel that the final cut score recommendations for TELPAS Writing for this grade represent appropriate levels of student performance?

	Not Confident	Somewhat Confident	Confident	Very Confident
Intermediate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced High	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you participate in the whole week of standard setting?

Yes  No

What was the second grade that you participate in during the standard setting meeting?

How confident do you feel that the final cut score recommendations for TELPAS Writing for the second grade represent appropriate levels of student performance?

	Not Confident	Somewhat Confident	Confident	Very Confident
Intermediate	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced High	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Appendix C – Committee Panelist Composition

**Table C.1. Panelist Position**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Teacher (K-12)	11	8	7	5	10	9
Teacher (Higher Ed.)	-	-	-	-	-	-
Administrator (School)	-	-	-	-	-	1
Administrator (District)	-	-	-	-	-	-
Other Position: ELL Instructional/Campus EB Specialists	1	-	1	-	1	-
<b>Total</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>11</b>	<b>10</b>

**Table C.2. Years of Total Teaching Experience**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
1 to 5 years	-	-	1	1	1	1
6 to 10 years	-	2	2	1	1	2
11 to 15 years	3	-	2	2	1	1
16 to 20 years	4	6	1	-	1	4
More than 20 years	5	-	2	1	7	2
<b>Total</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>11</b>	<b>10</b>

**Table C.3. Years of Experience Teaching Writing at this Grade Level**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
None	-	-	-	-	2	-
1 to 5 years	3	7	3	3	1	2
6 to 10 years	6	-	3	-	2	2
11 to 15 years	2	1	1	1	1	2
16 to 20 years	1	-	-	1	4	3
More than 20 years	-	-	1	-	1	1
<b>Total</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>11</b>	<b>10</b>

**Table C.4. Experience Teaching Student Populations (Check all that apply)**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Mainstream special education	6	4	8	5	9	7
Self-contained special education	3	3	3	3	1	-
English language learners (ELL)	12	8	8	5	11	9
General education	10	5	8	5	10	9
Vocational technical instruction	-	-	-	-	2	5

**Table C.5. Highest Degree Completed**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Bachelor's	3	2	3	1	3	2
Master's	9	6	5	4	7	7
Doctoral	-	-	-	-	1	1
<b>Total</b>	<b>12</b>	<b>8</b>	<b>8</b>	<b>5</b>	<b>11</b>	<b>10</b>

**Table C.6. Demographic: Gender**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Female	10	11	8	10	10	9
Male	2	3	-	1	1	-
Other/No answer	-	-	-	-	-	1

**Table C.7. Demographic: Ethnicity**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Hispanic or Latino	6	11	3	4	7	5
Not Hispanic or Latino	5	3	5	7	3	3
No answer	1	-	-	-	-	2

**Table C.8. Demographic: Race**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
American Indian or Alaskan Native	-	2	-	-	-	-
Asian	-	-	1	1	-	-
Black or African American	-	-	1	1	-	1
Native Hawaiian or Pacific Islander	-	-	-	-	-	-
White	12	9	4	7	9	4
No answer	-	3	2	2	2	5

**Table C.9. Currently Working in a School District**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Yes	12	8	7	4	11	10
No (Higher Ed)	-	-	1	1	-	-

**Table C.10. Size of School District**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Small	1	-	3	1	3	2
Medium	3	5	2	2	4	5
Large	8	3	2	1	4	3

**Table C.11. Regional Type of School District**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Rural	1	1	3	2	3	-
Metropolitan/Urban	2	5	4	1	5	6
Suburban	9	2	-	1	3	4

**Table C.12. Socioeconomic Status of School District**

Response Option	G2	G3	G4-5	G6-7	G8-9	G10-12
Low	5	5	3	1	7	6
Moderate	6	3	4	3	4	4
High	1	-	-	-	-	-

## Appendix D – Standard Setting Meeting Agenda

### TELPAS Writing Assessments Standard Setting Meeting May 2023

### TELPAS Writing Grades 2–12 Facilitator Agenda

#### Day 1: May 15

##### *General Session*

8:30 am	8:45 am	Welcome
8:45 am	9:15 am	Overview of TELPAS Writing Assessments
9:15 am	9:45 am	Standard Setting Overview
9:45 am	10:00 am	<i>Break</i>

##### *Breakout Sessions (Grade 2, Grades 4-5, and Grades 8-9)*

10:00 am	10:20 am	Welcome, introductions, and orientation
10:20 am	10:45 am	Assessment Overview
10:45 am	11:45 am	Experience the Assessment Activity
11:45 am	12:30 pm	<i>Lunch</i>
12:30 pm	1:15 pm	Performance Level Descriptors Discussion
1:15 pm	1:45 pm	Standard Setting Training
1:45 pm	2:15 pm	Practice Judgment Activity and Discussion
2:15 pm	2:30 pm	<i>Break</i>
2:30 pm	5:00 pm	Round 1 Judgments
5:00 pm		End of Day and Evaluation

## TELPAS Writing 2023 Standard Setting

### Day 2: May 16

#### *Breakout Session*

8:30 am	8:40 pm	Welcome and Review of Day 1
8:40 am	10:00 am	Round 1 Judgment Feedback and Discussion
10:00 am	10:10 am	<i>Break</i>
10:10 am	11:45 pm	Round 2 Judgments
11:45 am	12:30 pm	<i>Lunch</i>
12:30 pm	2:00 pm	Round 2 Judgment Feedback and Discussion
2:00 pm	2:15 pm	<i>Break</i>
2:15 pm	3:30 pm	Round 3 Judgments
3:30 pm	4:00 pm	<i>Break</i>
4:00 pm	5:00 pm	Round 3 Judgment Feedback and Discussion
5:00 pm		<i>End of Day and Evaluation</i>

## TELPAS Writing 2023 Standard Setting

### Day 3: May 17

#### *General Session*

8:30 am	8:45 am	Welcome
8:45 am	9:15 am	Overview of TELPAS Writing Assessments
9:15 am	9:45 am	Standard Setting Overview
9:45 am	10:00 am	<i>Break</i>

#### *Breakout Sessions (Grade 3, Grades 6-7, and Grades 10-12)*

10:00 am	10:20 am	Welcome, introductions, and orientation
10:20 am	10:45 am	Assessment Overview
10:45 am	11:45 am	Experience the Assessment Activity
11:45 am	12:30 pm	<i>Lunch</i>
12:30 pm	1:15 pm	Performance Level Descriptors Discussion
1:15 pm	1:45 pm	Standard Setting Training
1:45 pm	2:15 pm	Practice Judgment Activity and Discussion
2:15 pm	2:30 pm	<i>Break</i>
2:30 pm	5:00 pm	Round 1 Judgments
5:00 pm		End of Day and Evaluation

## TELPAS Writing 2023 Standard Setting

### Day 4: May 18

#### *Breakout Session*

8:30 am	8:40 am	Welcome and Review of Day 1
8:40 am	10:00 am	Round 1 Judgment Feedback and Discussion
10:00 am	10:10 am	<i>Break</i>
10:10 am	11:45 pm	Round 2 Judgments
11:45 am	12:30 pm	<i>Lunch</i>
12:30 pm	2:00 pm	Round 2 Judgment Feedback and Discussion
2:00 pm	2:15 pm	<i>Break</i>
2:15 pm	3:30 pm	Round 3 Judgments
3:30 pm	4:00 pm	<i>Break</i>
4:00 pm	5:00 pm	Round 3 Judgment Feedback and Discussion
5:00 pm		<i>End of Day and Evaluation</i>

## TELPAS Writing 2023 Standard Setting

### Day 5: May 19

#### *Vertical Articulation*

8:30 am	9:00 am	Welcome and Overview of Vertical Articulation
9:00 am	10:00 am	Review of PLDs across grade-bands Individual review of PLDs Discussion of Proficiency Expectations
10:00 am	10:10 am	<i>Break</i>
10:10 am	11:00 pm	Vertical Articulation Discussion Review of cross-grade impact data Domain articulation discussions by domain Reading Listening Writing Speaking
11:00 am	12:00 pm	Overall Proficiency Level Rules Discussion
12:00 pm		<i>End of Day</i>

## Appendix E – Examples of Feedback Data

Feedback data were provided to panelists after each judgment round. The following are examples of feedback data provided to panelists.

### Individual Score Point Judgments

This provided the panelists with the actual score point judgments that were recorded in the Pearson standard setting website. This was provided so that the panelists could check that the system recorded their judgments correctly.

### Writing Grade 2 – Individual Rating – Round 1

Table=1 Name=

Raw Score	Level
Writing_Grade_2_Score_Pt_6	1
Writing_Grade_2_Score_Pt_7	1
Writing_Grade_2_Score_Pt_8	1
Writing_Grade_2_Score_Pt_9	1
Writing_Grade_2_Score_Pt_10	1
Writing_Grade_2_Score_Pt_11	1
Writing_Grade_2_Score_Pt_12	1
Writing_Grade_2_Score_Pt_13	2
Writing_Grade_2_Score_Pt_14	2
Writing_Grade_2_Score_Pt_15	2
Writing_Grade_2_Score_Pt_16	2
Writing_Grade_2_Score_Pt_17	2
Writing_Grade_2_Score_Pt_18	2
Writing_Grade_2_Score_Pt_19	2
Writing_Grade_2_Score_Pt_20	3
Writing_Grade_2_Score_Pt_21	3
Writing_Grade_2_Score_Pt_22	3
Writing_Grade_2_Score_Pt_23	3
Writing_Grade_2_Score_Pt_24	4
Writing_Grade_2_Score_Pt_25	4
Writing_Grade_2_Score_Pt_26	4
Writing_Grade_2_Score_Pt_27	4
Writing_Grade_2_Score_Pt_28	4
Writing_Grade_2_Score_Pt_29	4
Writing_Grade_2_Score_Pt_30	4

**Individual Test-Level Recommendation**

This provided the panelist with the recommendations for test-level cut scores based on their item judgments for the *Intermediate*, *Advanced*, and *Advanced High* proficiency levels.

**Writing Grade 2 – Round 1 Individual Panelist’s Cuts**

Table	Panelist	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
Table		13	20	26

**Overall Test-Level Recommendations**

This provided the panelist with the aggregate test-level recommendation based on the individual panelists in the committee, including the number of panelists, the mean recommendation, the median recommendation, the minimum and maximum recommendation, and the first and third quartiles for each proficiency level.

**Distributions of Cut for Round 1 Writing Grade 2 – Whole Group**

	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
Number of Individuals	12	12	12
Median Raw Score	12	19	24
Mean Raw Score	12.0	18.2	23.8
Minimum Raw Score	10	14	19
Q1 Raw Score	12	18	23
Q3 Raw Score	13	19	25
Maximum Raw Score	13	21	27

**Judgment Agreement on Level for Particular Score Points**

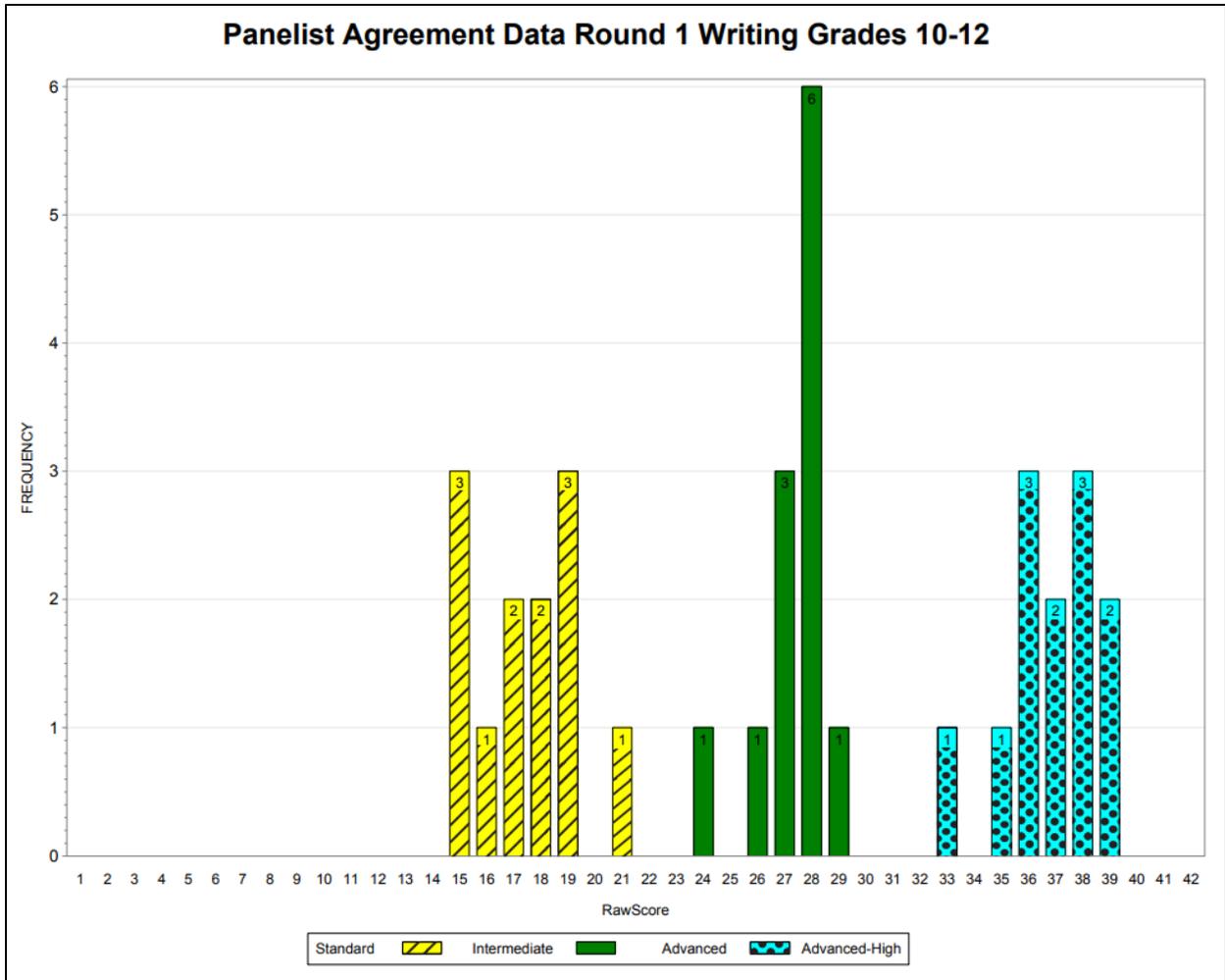
This provided the panelists with judgment distributions for the committee for particular score points with the greatest level of judgment disagreement flagged.

**Writing Grade 2 Round 1 Flagged Items**

Raw Score	Level 1	Level 2	Level 3	Level 4
Writing_Grade_2_Score_Pt_18	.	50%	50%	.
Writing_Grade_2_Score_Pt_24	.	.	42%	58%
Writing_Grade_2_Score_Pt_23	.	.	58%	42%
Writing_Grade_2_Score_Pt_12	33%	67%	.	.
Writing_Grade_2_Score_Pt_19	.	17%	75%	8%

**Test-Level Panelist Recommendation Agreement**

This feedback was presented to panelists by the facilitator. It was presented as bar graphs displaying the distribution of panelist recommendations for the cut score, by raw score, for each proficiency level: *Intermediate*, *Advanced*, and *Advanced High*.



## Appendix F – Committee Recommended Cut Scores by Round

**Table F.1. Committee Recommended Cut Scores by Round, Grade 2**

Proficiency Level	Max. Score	Round 1	Round 2	Round 3
Level 2: <i>Intermediate</i>	30	12	12	11
Level 3: <i>Advanced</i>	30	19	18	18
Level 4: <i>Advanced High</i>	30	24	23	23

**Table F.2. Committee Recommended Cut Scores by Round, Grade 3**

Proficiency Level	Max. Score	Round 1	Round 2	Round 3
Level 2: <i>Intermediate</i>	30	12	12	12
Level 3: <i>Advanced</i>	30	21	19	19
Level 4: <i>Advanced High</i>	30	26	25	25

**Table F.3. Committee Recommended Cut Scores by Round, Grades 4–5**

Proficiency Level	Max. Score	Round 1	Round 2	Round 3
Level 2: <i>Intermediate</i>	42	16	16	16
Level 3: <i>Advanced</i>	42	27	26	26
Level 4: <i>Advanced High</i>	42	37	36	35

**Table F.4. Committee Recommended Cut Scores by Round, Grades 6–7**

Proficiency Level	Max. Score	Round 1	Round 2	Round 3
Level 2: <i>Intermediate</i>	42	17	17	17
Level 3: <i>Advanced</i>	42	27	26	26
Level 4: <i>Advanced High</i>	42	35	34	34

**Table F.5. Committee Recommended Cut Scores by Round, Grades 8–9**

Proficiency Level	Max. Score	Round 1	Round 2	Round 3
Level 2: <i>Intermediate</i>	42	19	18	17
Level 3: <i>Advanced</i>	42	28	28	27
Level 4: <i>Advanced High</i>	42	37	36	35

**Table F.6. Committee Recommended Cut Scores by Round, Grades 10–12**

Proficiency Level	Max. Score	Round 1	Round 2	Round 3
Level 2: <i>Intermediate</i>	42	18	19	19
Level 3: <i>Advanced</i>	42	28	28	28
Level 4: <i>Advanced High</i>	42	37	38	38

## Appendix G – Recommended Cut Score Summary Statistics

**Table G.1. Recommended Cut Score Summary Statistics, Grade 2**

Round	Statistic	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
1	Mean	12.00	18.20	23.80
	Minimum	10	14	19
	Q1	12	18	23
	<b>Median</b>	<b>12</b>	<b>19</b>	<b>24</b>
	Q3	13	19	25
	Maximum	13	21	27
2	Mean	11.80	17.60	23.30
	Minimum	9	15	21
	Q1	12	17	23
	<b>Median</b>	<b>12</b>	<b>18</b>	<b>23</b>
	Q3	13	18	25
	Maximum	13	19	25
3	Mean	11.30	17.40	22.30
	Minimum	9	15	20
	Q1	11	17	22
	<b>Median</b>	<b>11</b>	<b>18</b>	<b>23</b>
	Q3	12	18	23
	Maximum	13	19	24

**Table G.2. Recommended Cut Score Summary Statistics, Grade 3**

Round	Statistic	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
1	Mean	12.30	20.50	25.90
	Minimum	10	17	23
	Q1	11	19	25
	<b>Median</b>	<b>12</b>	<b>21</b>	<b>26</b>
	Q3	14	22	27
	Maximum	14	25	30
2	Mean	11.60	19.20	25.30
	Minimum	11	18	23
	Q1	11	19	25
	<b>Median</b>	<b>12</b>	<b>19</b>	<b>25</b>
	Q3	12	19	26
	Maximum	13	22	28
3	Mean	11.60	18.90	24.80
	Minimum	10	17	23
	Q1	11	19	24
	<b>Median</b>	<b>12</b>	<b>19</b>	<b>25</b>
	Q3	12	19	25
	Maximum	13	21	28

**Table G.3. Recommended Cut Score Summary Statistics, Grades 4-5**

Round	Statistic	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
1	Mean	15.90	26.40	36.20
	Minimum	12	21	32
	Q1	15	24	35
	<b>Median</b>	<b>16</b>	<b>27</b>	<b>37</b>
	Q3	18	29	38
	Maximum	20	30	39
2	Mean	15.50	26.20	35.60
	Minimum	12	24	35
	Q1	15	25	35
	<b>Median</b>	<b>16</b>	<b>26</b>	<b>36</b>
	Q3	17	27	36
	Maximum	18	29	37
3	Mean	15.50	26.10	35.10
	Minimum	12	24	34
	Q1	15	26	35
	<b>Median</b>	<b>16</b>	<b>26</b>	<b>35</b>
	Q3	16	26	36
	Maximum	17	29	36

**Table G.4. Recommended Cut Score Summary Statistics, Grades 6-7**

Round	Statistic	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
1	Mean	17.50	26.90	35.50
	Minimum	13	23	33
	Q1	16	25	34
	<b>Median</b>	<b>17</b>	<b>27</b>	<b>35</b>
	Q3	19	29	37
	Maximum	21	31	39
2	Mean	17.10	25.80	34.30
	Minimum	15	23	32
	Q1	17	25	33
	<b>Median</b>	<b>17</b>	<b>26</b>	<b>34</b>
	Q3	17	27	36
	Maximum	19	29	36
3	Mean	16.90	25.90	34.50
	Minimum	16	24	31
	Q1	17	25	34
	<b>Median</b>	<b>17</b>	<b>26</b>	<b>34</b>
	Q3	17	26	36
	Maximum	17	29	36

**Table G.5. Recommended Cut Score Summary Statistics, Grades 8–9**

Round	Statistic	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
1	Mean	18.80	28.20	37.00
	Minimum	15	26	34
	Q1	17	27	36
	<b>Median</b>	<b>19</b>	<b>28</b>	<b>37</b>
	Q3	20	30	39
	Maximum	22	32	39
2	Mean	18.10	27.30	36.10
	Minimum	16	26	34
	Q1	17	26	35
	<b>Median</b>	<b>18</b>	<b>28</b>	<b>36</b>
	Q3	19	28	37
	Maximum	23	29	38
3	Mean	17.50	26.70	35.40
	Minimum	15	24	34
	Q1	17	26	35
	<b>Median</b>	<b>17</b>	<b>27</b>	<b>35</b>
	Q3	19	28	36
	Maximum	20	28	38

**Table G.6. Recommended Cut Score Summary Statistics, Grades 10–12**

Round	Statistic	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
1	Mean	17.40	27.30	36.80
	Minimum	15	24	33
	Q1	16	27	36
	<b>Median</b>	<b>18</b>	<b>28</b>	<b>37</b>
	Q3	19	28	38
	Maximum	21	29	39
2	Mean	18.60	27.50	37.60
	Minimum	17	24	36
	Q1	18	28	37
	<b>Median</b>	<b>19</b>	<b>28</b>	<b>38</b>
	Q3	19	28	38
	Maximum	21	28	39
3	Mean	18.60	27.40	37.40
	Minimum	17	25	36
	Q1	18	27	37
	<b>Median</b>	<b>19</b>	<b>28</b>	<b>38</b>
	Q3	19	28	38
	Maximum	21	28	39

## Appendix H – Test-Level Panelist Judgement Agreement

This appendix presents the raw score cuts selected by panelists for each proficiency level by round and the number of panelists who selected each cut score. Please note that the tables only show the raw score cuts that were selected and not the full range of raw scores available for each assessment.

**Table H.1. Panelist Agreement Data: Grade 2, Round 1**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
10	1		
11	2		
12	5		
13	4		
14		1	
16		1	
17		1	
18		3	
19		4	1
20		1	
21		1	1
23			3
24			2
25			3
26			1
27			1

**Table H.2. Panelist Agreement Data: Grade 2, Round 2**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
9	1		
10	1		
11	1		
12	6		
13	3		
15		1	
17		3	
18		7	
19		1	
21			1
22			2
23			5
24			1
25			3

**Table H.3. Panelist Agreement Data: Grade 2, Round 3**

<b>Raw Score</b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Advanced High</i></b>
9	1		
10	1		
11	5		
12	4		
13	1		
15		1	
16		1	
17		4	
18		4	
19		2	
20			1
21			1
22			4
23			5
24			1

**Table H.4. Panelist Agreement Data: Grade 3, Round 1**

<b>Raw Score</b>	<b><i>Intermediate</i></b>	<b><i>Advanced</i></b>	<b><i>Advanced High</i></b>
10	2		
11	2		
12	4		
13	2		
14	4		
17		1	
18		2	
19		2	
20		2	
21		3	
22		2	
23			2
24		1	
25		1	4
26			4
27			2
28			1
30			1

**Table H.5. Panelist Agreement Data: Grade 3, Round 2**

<b>Raw Score</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
11	7		
12	6		
13	1		
18		3	
19		8	
20		1	
21		1	
22		1	
23			1
24			2
25			6
26			3
27			1
28			1

**Table H.6. Panelist Agreement Data: Grade 3, Round 3**

<b>Raw Score</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
10	1		
11	5		
12	6		
13	2		
17		1	
18		2	
19		9	
20		1	
21		1	
23			2
24			5
25			4
26			1
27			1
28			1

**Table H.7. Panelist Agreement Data: Grades 4-5, Round 1**

<b>Raw Score</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Advanced High</b>
12	1		
14	1		
15	3		
16	2		
18	2		
20	1		

TELPAS Writing 2023 Standard Setting

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
21		1	
24		2	
26		1	
27		3	
29		2	
30		1	
32			1
33			1
35			1
36			2
37			2
38			1
39			2

**Table H.8. Panelist Agreement Data: Grades 4-5, Round 2**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
12	1		
13	1		
15	2		
16	3		
17	2		
18	1		
24		1	
25		3	
26		2	
27		2	
28		1	
29		1	
35			5
36			4
37			1

**Table H.9. Panelist Agreement Data: Grades 4-5, Round 3**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
12	1		
15	2		
16	6		
17	1		
24		1	
25		1	
26		6	
27		1	

TELPAS Writing 2023 Standard Setting

Raw Score	Intermediate	Advanced	Advanced High
29		1	
34			2
35			5
36			3

**Table H.10. Panelist Agreement Data: Grades 6–7, Round 1**

Raw Score	Intermediate	Advanced	Advanced High
13	1		
16	2		
17	3		
18	2		
19	1		
21	2		
23		1	
24		1	
25		1	
26		2	
27		1	
28		2	
29		2	
31		1	
33			2
34			2
35			3
37			2
38			1
39			1

**Table H.11. Panelist Agreement Data: Grades 6–7, Round 2**

Raw Score	Intermediate	Advanced	Advanced High
15	1		
17	8		
18	1		
19	1		
23		1	
24		1	
25		2	
26		4	
27		2	
29		1	
32			1
33			3

TELPAS Writing 2023 Standard Setting

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
34			2
35			2
36			3

**Table H.12. Panelist Agreement Data: Grades 6–7, Round 3**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
16	1		
17	10		
24		1	
25		2	
26		7	
29		1	
31			1
34			5
35			2
36			3

**Table H.13. Panelist Agreement Data: Grades 8–9, Round 1**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
15	1		
17	3		
18	2		
19	1		
20	3		
22	2		
26		3	
27		1	
28		4	
29		1	
30		2	
32		1	
34			1
35			2
36			2
37			2
38			1
39			4

**Table H.14. Panelist Agreement Data: Grades 8–9, Round 2**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
16	2		
17	4		
18	3		
20	2		
23	1		
26		4	
27		2	
28		4	
29		2	
34			1
35			3
36			3
37			4
38			1

**Table H.15. Panelist Agreement Data: Grades 8–9, Round 3**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
15	1		
16	2		
17	4		
18	2		
19	1		
20	2		
24		1	
26		5	
27		2	
28		4	
34			1
35			7
36			3
38			1

**Table H.16. Panelist Agreement Data: Grades 10–12, Round 1**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
15	3		
16	1		
17	2		
18	2		
19	3		
21	1		
24		1	

TELPAS Writing 2023 Standard Setting

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
26		1	
27		3	
28		6	
29		1	
33			1
35			1
36			3
37			2
38			3
39			2

**Table H.17. Panelist Agreement Data: Grades 10–12, Round 2**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
17	1		
18	5		
19	5		
21	1		
24		1	
26		1	
28		10	
36			2
37			2
38			7
39			1

**Table H.18. Panelist Agreement Data: Grades 10–12, Round 3**

Raw Score	<i>Intermediate</i>	<i>Advanced</i>	<i>Advanced High</i>
17	2		
18	3		
19	6		
21	1		
25		1	
26		1	
27		2	
28		8	
36			2
37			4
38			5
39			1

## Appendix I – Panelist Evaluation Results

### Process Evaluation Survey #1

The purpose of this evaluation is to collect information about your experience in recommending cut scores associated with the proficiency levels for the TELPAS Writing assessments. Your opinions provide an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the meeting in which you participated. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

#### Overview of the TELPAS Writing Assessment

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	-	-	-	-	1
Successful	5	9	5	3	3	1
Very Successful	7	5	5	8	9	10

#### Introduction to the Standard Setting Process

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	2	-	-	-	1
Successful	6	6	3	5	2	1
Very Successful	6	6	7	6	10	10

#### Experiencing the Actual Assessment

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	-	-	-	-	-
Successful	10	8	4	2	3	3
Very Successful	2	6	6	9	9	9

#### Discussion of Scoring Items on the Assessment

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	2	-	1	-	-
Successful	7	5	4	2	3	2
Very Successful	5	7	6	8	9	10

**Discussion of Proficiency Level Descriptors (PLDs)**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	2	-	-	-	-
Successful	6	6	4	2	2	1
Very Successful	6	6	6	9	10	11

**Overview of the Standard Setting Procedure**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	2	-	-	-	1
Successful	8	6	5	4	2	1
Very Successful	4	6	5	7	10	10

**Practice Exercise for the Standard Setting Procedure**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	1	-	-	1	1	1
Successful	8	10	5	4	3	-
Very Successful	3	4	5	6	8	11

How useful do you feel the following activities or information were in assisting you to make your recommendations?

**Proficiency Level Descriptors (PLDs)**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Very Useful	6	9	10	10	11	12
Useful	4	5	-	1	1	-
Somewhat Useful	1	-	-	-	-	-
Not Useful	1	-	-	-	-	-

How adequate were the following elements of the session?

**Training Provided on the Standard Setting Process**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	1	-	-	-	-
Adequate	8	7	5	5	3	3
More Than Adequate	4	6	5	6	9	9

**Amount of Time Spent Training**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	1	-	1	1	1
Adequate	6	7	5	5	3	2
More Than Adequate	6	6	5	5	8	9

**Total Amount of Time to Discuss the Practice Judgments**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	1	2	-	-	1	1
Adequate	7	4	5	6	2	2
More Than Adequate	4	8	5	5	9	9

**Process Evaluation Survey #2**

**Judgment Rounds**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	-	-	-	-	-
Successful	-	7	5	4	2	2
Very Successful	2	7	5	7	8	10

**Judgment Round Feedback – Committee-Level Statistics**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	-	-	-	-	-
Successful	-	4	4	3	2	2
Very Successful	2	10	6	8	8	10

**Judgment Round Feedback – Panelist Agreement Data**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	-	-	-	-	-
Successful	-	6	3	5	2	1
Very Successful	2	8	7	6	8	11

**Judgment Round Feedback – Impact Data**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	-	-	-	-	1
Successful	-	5	5	2	-	1
Very Successful	2	9	5	9	10	10

**Discussions after Each Round**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not successful	-	-	-	-	-	-
Partially successful	-	-	1	-	-	-
Successful	-	4	2	3	-	2
Very Successful	2	10	7	8	10	10

How useful do you feel the following activities or information were in supporting you to make your recommendations?

**Committee-Level Statistics after Round 2**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Very Useful	2	9	7	10	9	10
Useful	-	5	3	1	1	1
Somewhat Useful	-	-	-	-	-	-
Not Useful	-	-	-	-	-	1

**Panelist Agreement Data Provided after Round 1**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Very Useful	2	9	6	5	8	10
Useful	-	5	4	5	2	1
Somewhat Useful	-	-	-	1	-	-
Not Useful	-	-	-	-	-	1

**Panelist Agreement Data Provided after Round 2**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Very Useful	2	8	6	6	8	10
Useful	-	6	4	5	2	1
Somewhat Useful	-	-	-	-	-	-
Not Useful	-	-	-	-	-	1

**Impact Data after Round 2**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Very Useful	2	8	7	9	9	10
Useful	-	6	3	1	1	1
Somewhat Useful	-	-	-	1	-	-
Not Useful	-	-	-	-	-	1

**Discussion after Each Judgment Round**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Very Useful	2	10	7	10	10	9
Useful	-	4	3	1	-	2
Somewhat Useful	-	-	-	-	-	-
Not Useful	-	-	-	-	-	1

## TELPAS Writing 2023 Standard Setting

How adequate were the following elements of the session?

### Amount of Time to Make Judgments

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	1	-	-
Adequate	1	6	2	4	2	5
More Than Adequate	1	6	8	6	8	7

### Visual Presentation of the Feedback Provided

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	1	5	3	4	2	3
More Than Adequate	1	9	7	7	8	9

### Number of Judgment Rounds

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	1	8	2	6	2	3
More Than Adequate	1	6	8	5	8	9

In applying the standard setting method, you were asked to recommend cut scores (separating four proficiency levels) for student proficiency on the TELPAS Writing assessments.

How confident do you feel that the Proficiency Level Descriptors (PLDs) for your committee are reasonable for each proficiency level?

### Level 2—Intermediate PLDs

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Confident	-	-	-	-	-	-
Somewhat Confident	-	1	-	-	-	-
Confident	1	3	3	1	1	-
Very Confident	1	10	7	10	9	12

### Level 3—Advanced PLDs

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Confident	-	-	-	-	-	-
Somewhat Confident	-	1	-	-	-	-
Confident	1	3	3	3	1	-
Very Confident	1	10	7	8	9	12

**Level 4—Advanced High PLDs**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Confident	-	-	-	-	-	-
Somewhat Confident	-	1	-	1	-	-
Confident	1	5	4	2	2	2
Very Confident	1	8	6	8	8	10

How confident do you feel that the recommended cut scores for your level of TELPAS Writing are reasonable for each student proficiency level?

**Level 2—Intermediate Cut Scores**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Confident	-	-	-	-	-	-
Somewhat Confident	-	-	-	-	-	-
Confident	1	4	3	2	3	-
Very Confident	1	10	7	9	7	12

**Level 3—Advanced Cut Scores**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Confident	-	-	-	-	-	-
Somewhat Confident	-	1	-	-	-	-
Confident	1	5	4	3	3	-
Very Confident	1	8	6	8	7	12

**Level 4—Advanced High Cut Scores**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Confident	-	1	-	-	-	-
Somewhat Confident	-	-	-	1	-	2
Confident	1	6	5	1	4	3
Very Confident	1	7	5	9	6	7

How adequate were the following elements of the meeting?

**Facilities Used for the Meeting**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	-	3	-	2	1	2
More Than Adequate	2	11	10	9	9	10

**Computers Used During the Meetings**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	-	6	-	2	2	2
More Than Adequate	2	9	10	9	8	10

**Pearson Website for Accessing Materials and Making Judgments**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	-	4	1	2	1	1
More Than Adequate	2	10	9	9	9	11

**Content Review System for Viewing Items**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	1	-	-
Adequate	-	4	1	3	1	1
More Than Adequate	2	10	9	8	9	11

**Materials Provided in the Folder**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	1	-	-	-
Adequate	-	3	1	3	2	2
More Than Adequate	2	11	8	8	8	10

**Work Space in Table Groups During the Meeting**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	-	3	1	5	1	-
More Than Adequate	2	11	9	6	9	12

Did you have adequate opportunities during the session to do the following?

**Express Your Opinions about Student Proficiency Levels**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	-	4	-	2	1	1
More Than Adequate	2	10	10	9	9	11

**Ask Questions about the Cut Scores and How They Will be Used**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	-	4	-	1	1	1
More Than Adequate	2	10	10	10	9	11

**Ask Questions about the Process of Making Cut Score Recommendations**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	-	3	-	1	1	-
More Than Adequate	2	11	10	10	9	12

**Interact with Your Fellow Panelists**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Not Adequate	-	-	-	-	-	-
Somewhat Adequate	-	-	-	-	-	-
Adequate	-	3	1	2	1	1
More Than Adequate	2	11	9	9	9	11

Do you believe your opinions and judgments were treated with respect by:

**Fellow Panelists**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Yes	2	14	10	11	9	12
Sometimes	-	-	-	-	-	-
No	-	-	-	-	1	-

**Facilitators**

Rating	G2	G3	G4-5	G6-7	G8-9	G10-12
Yes	2	14	10	11	9	11
Sometimes	-	-	-	-	-	1
No	-	-	-	-	1	-

Please use the space below to provide any additional comments you have regarding the standard setting process, facilitators, materials, etc.

Grade 2:

- It was a great experience. Thank you for the opportunity to be heard.
- Thank you so much for this opportunity. I have enjoyed being a voice for our students.

## TELPAS Writing 2023 Standard Setting

### Grade 3:

- Great discussion and viewpoints, nice to know the voice of a variety of teachers across the state were taken in account. Adequate materials were given to make decisions.
- My only comment is that I think Emergent Bilinguals from Kindergarten to grade 5 should not be eligible for exiting the program, even if they get an Advanced High score in all skills. They are still too young to have developed their communicative competence either in English or in Spanish.
- I appreciate how professional everyone conducted themselves.
- Thank you for inviting me to be a part of this committee and for the opportunity to participate today. It was great hearing from different teachers. Unber was a great facilitator, she was kind, respectful, very helpful and patient - she made the process a lot easier and enjoyable!
- The process was really well facilitated and developed. The materials were adequate with the job expected from me. I think one less round should be beneficial because some part of the process could be tedious some time (especially the waiting times to know the results and the graphic representation). Well done overall. Thank you
- An amazing opportunity to learn and take this knowledge back with me to the classroom. Thank you.
- It's great that teachers are taken into consideration, we're the main source in our students learning. This rating setting was great and necessary to accommodate the new TELPAS online. Thank you all for your hard work as well.
- This was my first time participating, so I was a bit apprehensive about what the entire process entailed. However, the explanation of the process before the main breakout meeting and after each task made me comfortable in ensuring I made the right choices.
- Unber was incredible! She was kind, patient and allowed us to give our viewpoints by providing a safe environment. I really appreciate how she took her time to explain the process to us. I will definitely be open to participating in the future.
- Thank you for letting me come and grow in my knowledge of TELPAS. I now can look at the test in a different manner and hopefully pass it on to my fellow educators.
- Thank you for allowing us, as educators, to be involved in this process.
- I would like more blank paper to write more notes, please
- Congratulations! Everything was very well planned!
- When using multiple screens to look at data, having one as a touch screen makes it easier to navigate. When discussions get off topic, redirecting the people or person back to the task at hand.
- Great experience. I am confident in the committee's decisions.

### Grades 4-5:

- Paper copies of the rubrics are helpful.
- I really felt honored to be a part of this committee.
- Nothing
- Thank you for the opportunity to be a part of the standard setting process. The facilities, materials and information was very adequate in helping us complete the job.

## TELPAS Writing 2023 Standard Setting

- The standard setting process was very professional.
- This was a very informative session, which helped me gain knowledge of the process TEA/Pearson uses to evaluate our TELPAS students. It also provided a good discussion platform. I personally feel that our numbers will improve next year, once students get used to the new format of testing.
- This process was very insightful. It helps to see all of the thought put into scoring these assessments. Sometimes it can feel like assessment creators don't understand students, so it's beneficial to see that teachers who work with children everyday have an opportunity for input.
- I loved this experience and feel honored to have been involved. Thank you for the invitation and for this chance to have a voice in Standard Settings.
- I believe that it is important that educators are present to represent the voice of the students and the educators in the classroom. I believe that it is very important for educators to look at the data in order to be better informed when working with students and educators. Quantitative and qualitative data are equally important and should be considered. Thank you!
- It would be more effective to provide more constructed response work samples, rather than just 1 per each point level, per question
- Thank you so much for inviting us, inviting our content knowledge and experience, and including our voices in this process.

### Grades 6–7:

- I feel very fortunate to have been chosen for this committee. It will help me as an educator for questions asked about why the TELPAS is needed. I look forward to hopefully be chosen to participate again.
- This was valuable information. Thank you for the opportunity.
- Thank you very much for a wonderful session! I enjoyed participating!
- Thank you for allowing me to take part in this; TELPAS is making strides in improvement! I appreciate that the test is heading in the same direction as our authentic classrooms!
- I thoroughly enjoyed my time here. This standard writing setting allowed me to see the PLD's and scoring guided through new lenses. Collaborations, and the impact data, and cut scores were extremely eye opening. Thank you.
- Thank you for providing a great opportunity to have a say in the standard setting process. This helped with seeing the state vision moving forward. The new writing rubric is a wonderful item to reference back.
- This was an excellently facilitated process. I feel like this might be something that I would do periodically with my coworkers, so we can make sure that we have calibrated our instruction. Thank you for allowing me to be a part of this process.
- Thank you for hosting us during this Standard Setting meeting. I am so impressed with the professional, and courteous facilitators and staff. You have made us feel so valued and respected as teachers. I can't wait for my next invitation! And the food was great also!
- Thanks for the opportunity,
- Facilitators were engaging, respectful, as well as easy to understand. The process is interesting and eye opening, because there are multiple perspectives to consider and learn

## TELPAS Writing 2023 Standard Setting

from. Thank you for the opportunity to continue to learn and be a voice that represents my students, my school, and district.

- Time management needs to be revamped to meet the demand and continuation of the meeting: too long of breaks, hourly. OVERALL, great experience and thank you for the invitation. Professionalism standards throughout! Thank you Michael!

### Grades 8–9:

- Lunch both days was delicious. Thank you!
- This was my first time participating in a standard setting committee. It was very insightful and beneficial. As someone who appreciates the importance of data, I especially enjoyed seeing the impact of the group's cut scores on the results. I believe the process for setting the standards is very equitable and as a group, we truly did our best to consider all the EB students we have in our classrooms and across the state.
- The 12-point writing rubric should be in the folder. I think you need to invite more content other than ELA. Include teachers in math, science and social studies because the writing in those classes is different and require different things for students to be successful.
- I really appreciated and enjoyed being a participant in the TELPAS standard setting committee. I look forward to being invited back and continue to have my voice heard in the creating and setting of recommendations that will impact my students and all students in the State of Texas.
- This has been challenging and enriching!
- very small comments: a mouse for the computer, more coffee - often had to wait. Otherwise, and awesome experience!
- This was an eye opening and engaging experience. I wish that more content teachers understood their role in TELPAS.
- Including more teachers that have teaching experience under 5 years will help the veteran teachers understand things from a different perspective.
- I appreciate the opportunity to learn alongside colleagues from other parts of Texas. Bringing all of us together made for a very rich conversation. The whole experience for me was enjoyable, it was well planned and facilitated. Thank you!
- Thank you for the opportunity to participate in the last two days.

### Grades 10–12:

- The facilitator was great! However, I do have concerns about the representative from Pearson. They have several comments throughout the session that may have interfered with the discussion and judgement of the group.
- Thank you for the opportunity. This was a great experience to be a part of.
- I feel that the cut score settled on for AH was too high because the expectation others were setting was high. The PLD is nearly comparable and I don't feel native English students would hit the mark consistently set today for EB students to hit AH.
- The use of a mouse would be very helpful navigating both devices. Also, please provide more student examples. It is a difficult task to base a state level decision on one writing sample from one student.

## TELPAS Writing 2023 Standard Setting

- having a mouse for the computers would be helpful. The staff responded with more coffee today than previous days, so that was EXTREMELY helpful.
- There's a wealth of knowledge to be shared with my campus. I was hesitant when it came to not having that much wiggle room for students to score advanced high in writing, but after all the discussions that took place, it has been an eye opener. It is not just about getting students to exit for the sake of school accountability, but what's best for the students moving forward in other content areas other than RLA.
- Russell was the perfect leader. I was very impressed with him.
- More student examples at each raw score would have made navigating this process easier.
- Adding 2 to 3 more student examples versus one would have helped make a final decision much easier.
- I would just like to offer an extra thumbs-up to our facilitator, Russ. He did a great job of teaching and explaining with kindness and patience.
- more reading samples
- Everything went well. Presenter was very knowledgeable.
- I feel that I could have used more time familiarizing myself with the Writing Rubric. I know the PLDs well, but was less familiar with the writing rubric. I would also like to have more time to make Round 1 judgments. I would also like more examples of each level of the writing scores. 3 for each representing low middle and high end of the score.

### Process Evaluation Vertical Articulation

The purpose of this evaluation is to collect information about your experience in participating in the vertical articulation meeting for the TELPAS Writing assessments. Your opinions provide an important part of our evaluation of this meeting.

Select the option that best reflects your opinion about the level of success of the various components of the meeting in which you participated. The activities were designed to help you both understand the process and be supportive of the recommendations made by the committee.

### Discussion of Recommended Changes

Rating	Vertical Articulation
Not Successful	-
Partially Successful	1
Successful	5
Very Successful	10

### Use of Interactive Vertical Articulation Spreadsheet

Rating	Vertical Articulation
Not Successful	-
Partially Successful	-
Successful	1
Very Successful	15

**Review of the Cross-Grade Impact Data**

Rating	Vertical Articulation
Not Successful	-
Partially Successful	-
Successful	2
Very Successful	14

**Review of the PLDs**

Rating	Vertical Articulation
Not Successful	-
Partially Successful	-
Successful	5
Very Successful	11

**Intro to Vertical Articulation Process**

Rating	Vertical Articulation
Not Successful	-
Partially Successful	-
Successful	1
Very Successful	15

How adequate were the following elements of the session?

**Working with the Interactive Spreadsheet**

Rating	Vertical Articulation
Not Adequate	-
Somewhat Adequate	-
Adequate	4
More than Adequate	12

**Discussing the Impact Data**

Rating	Vertical Articulation
Not Adequate	-
Somewhat Adequate	-
Adequate	3
More than Adequate	13

**Reviewing the PLDs**

Rating	Vertical Articulation
Not Adequate	-
Somewhat Adequate	-
Adequate	4
More than Adequate	12

## TELPAS Writing 2023 Standard Setting

During this standard setting meeting, which was the grade or grade band you initially worked with?

Grade Band	Vertical Articulation
Grade 2	3
Grade 3	3
Grades 4–5	4
Grades 6–7	2
Grades 8–9	2
Grades 10–12	3

How confident do you feel that the final cut score recommendations for TELPAS Writing for this grade represents appropriate levels of student proficiency?

### Intermediate

Rating	Vertical Articulation
Not Confident	–
Somewhat Confident	–
Confident	4
Very Confident	12

### Advanced

Rating	Vertical Articulation
Not Confident	–
Somewhat Confident	–
Confident	5
Very Confident	11

### Advanced High

Rating	Vertical Articulation
Not Confident	1
Somewhat Confident	–
Confident	4
Very Confident	11

Did you participate in the whole week of standard setting?

Rating	Vertical Articulation
Yes	9
No	7

## TELPAS Writing 2023 Standard Setting

What was the second grade that you participated in during the standard setting meeting?

Grade Band	Vertical Articulation
Grade 3	3
Grades 6-7	3
Grades 10-12	3

How confident do you feel that the final cut score recommendations for TELPAS Writing for the second grade represent appropriate levels of student performance?

### Intermediate

Rating	Vertical Articulation
Not Confident	-
Somewhat Confident	-
Confident	1
Very Confident	15

### Advanced

Rating	Vertical Articulation
Not Confident	-
Somewhat Confident	-
Confident	3
Very Confident	13

### Advanced High

Rating	Vertical Articulation
Not Confident	1
Somewhat Confident	1
Confident	2
Very Confident	12

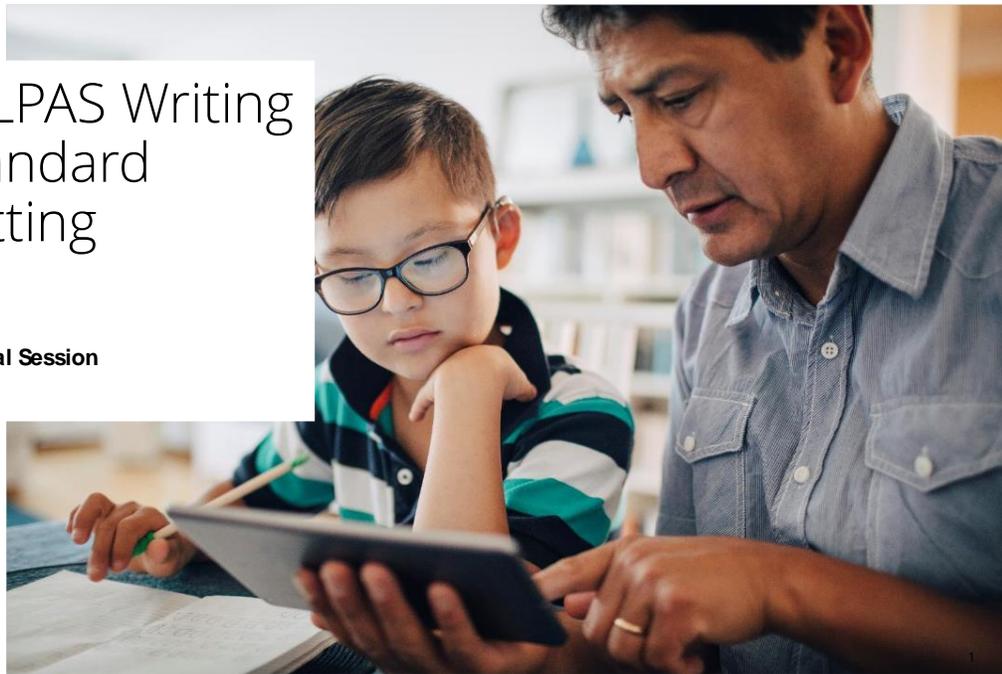
## Appendix J – PowerPoint Presentations

This appendix presents a sampling of presentations from the general session and breakout sessions. Full copies of the presentations are accessible by clicking on the attachments available on the left margin of your PDF reader.

### General Session

#### TELPAS Writing Standard Setting

General Session



### Breakout Session – Grade 2

#### Standard Setting TELPAS Writing Grade 2 Assessment

Day 1



**Vertical Articulation**

TELPAS  
Standard  
Setting

Writing  
Vertical Articulation

