WISCONSIN DEPARTMENT OF
Public Instruction

Wisconsin Forward Exam
Social Studies

Standard Setting
2022
Final Technical Report

Prepared for the
Wisconsin Department of Public Instruction

Data Recognition Corporation
Maple Grove, MN 55311

DATA RECOGNITION
DRC
CORPORATION

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I

Summary of Cut Score Recommendations

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Summary of Cut Score Recommendations

On May 24–26, 2022, a committee of 50 Wisconsin educators participated in a standard setting for the Wisconsin Forward Exam of grades 4, 8, and 10 social studies. At the workshop, participants recommended cut scores to divide students into four performance levels: *Below Basic, Basic, Proficient,* and *Advanced.*

The standard setting was required because of recent changes to the tests: the spring 2022 social studies tests were the first to operationally measure the *Wisconsin Standards for Social Studies*, published in 2018, and new cut scores were needed that align with the new content standards.

To recommend cut scores, participants engaged in the Bookmark Standard Setting Procedure. This well-documented procedure has been used across the country to establish performance standards for large-scale assessments, including previously for the Wisconsin Forward Exam. The standard setting was sponsored by the Wisconsin Department of Public Instruction (DPI) and was facilitated by Data Recognition Corporation (DRC).

Table 1 shows the approved cut scores and associated impact data. Impact data are the percent of spring 2022 test-takers classified in each performance level when the cut scores are applied.

Table 1. Approved cut scores and associated impact data for social studies

	Recommended Cut Scores			Associated Impact Data*				
Grade	***Basic***	***Prof.***	***Adv.***	***B.B.***	***Basic***	***Prof.***	***Adv.***	***Prof. & Adv.***
4	461	491	537	21.0%	20.1%	36.8%	22.1%	*58.9%*
8	662	693	734	19.5%	21.7%	35.1%	23.6%	*58.7%*
10	770	805	837	25.5%	26.8%	25.7%	21.9%	*47.7%*

** Values in this table may not always sum to 100% due to rounding. Only students who took the test and who received test scores are included.*

Participants were divided into three groups, one per tested grade. To make recommendations, participants engaged in three rounds of discussions and judgments. Specifically, the committee performed the following tasks:

1. Participants reviewed the *Wisconsin Standards for Social Studies* and the performance level descriptors (PLDs) for the test. The PLDs described the content-based expectations for students in each performance level.
2. Participants discussed the expectations for students at the point-of-entry for each performance level, the *threshold students* at the workshop.

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3. Participants studied a collection of items from the pool assessing the new content standards, comprising operational test items from spring 2022 and field test items from spring 2021 and 2022. Items were ordered by difficulty based on student performance.
4. For each item, participants considered the knowledge and skills needed to answer the question correctly. Participants considered which items measured skills of which each threshold student was expected to show command.
5. Participants individually engaged in three rounds of cut score recommendations, termed *bookmark placement* at the workshop. After Round 1, the committee was shown benchmarks based on the performance of students on the 2019 administration of the social studies tests. These *benchmarks* were shown for participants' reference.
6. After Round 1, participants in each grade-group discussed their bookmark placements in two small groups, and they shared why they placed their bookmarks where they did. Participants then worked individually to revise their judgments.
7. After Round 2, participants were shown the percent of students who would be classified in each performance level if the committee's Round 2 recommendations were applied to students (i.e., the *impact data*). Participants discussed their bookmarks in grade-groups. Participants then worked individually to revise their bookmark placements.
8. Participants then examined their Round 3 recommendations and impact data. The committee examined the across-grade consistency (articulation) of the performance standards, and they assented to sending their recommendations forward to DPI.

Participants were informed that their recommendations would be sent to DPI to consider. After the standard setting, DPI and its technical advisors examined the cut score recommendations. DPI made policy-based adjustments—each worth one-half of one conditional standard error of measurement (CSEM) value—to two of the *Advanced* cut scores and to one of the *Basic* cut scores. Each adjustment was made to promote consistency across grades, and the adjusted cut scores are still highly consistent with participants' recommendations from the conclusion of the standard setting. Details about these adjustments, as well as participants' cut score recommendations from the three rounds of the Bookmark Procedure, are included in the Methodology section of this report.

The State Superintendent of Public Instruction considered the cut score recommendations, with the proposed adjustments, and approved them on June 6, 2022. The approved cut scores and associated impact data are shown in Table 1.

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II

Standard Setting Methodology

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Standard Setting Methodology

On May 24–26, 2022, the Wisconsin Department of Public Instruction (DPI) partnered with Data Recognition Corporation (DRC) to conduct a standard setting for the Wisconsin Forward Exam in grades 4, 8, and 10 social studies. The purpose of the standard setting was to develop performance standards for the three assessments, including the development of *cut scores* which divide students into four performance levels: *Below Basic, Basic, Proficient*, and *Advanced.*

Fifty Wisconsin educators and stakeholders worked individually and in committees to recommend performance standards for the tests. The performance standards were approved by the State Superintendent of Public Instruction on June 6, 2022.

About this Section

This section details the planning of the standard setting, the implementation of the workshop, the analysis of Wisconsin educators' recommendations, and the approval of the cut scores. A summary of this work can be found in Chapter I of this report. Further details about the workshop, such as workshop agenda and detailed presentations of participants' recommendations, can be found in appendices of this report.

Background

Wisconsin's statewide tests of social studies have recently gone through several changes. The state content standards, the *Wisconsin Standards for Social Studies*, were published by DPI in May 2018. These content standards describe the knowledge and skills that students should be taught in social studies in each grade from kindergarten to high school. The Wisconsin Forward Exam in grades 4, 8, and 10 social studies measured these new standards operationally for the first time in school year 2021–22.

At the standard setting, DPI sought to establish cut scores (also known as *passing scores*) for the assessments which reflect the state's expectations for student performance throughout the state. During this standard setting, DPI developed cut scores on the Forward Exam that reflected these content-based expectations on the tests, as informed by test data from Wisconsin students.

Selecting the Standard Setting Methodology

The Bookmark Standard Setting Procedure (Lewis, Mitzel, & Green, 1996; Lewis, Mitzel, Mercado, & Schulz, 2012) was implemented to recommend cut scores for the Wisconsin tests of social studies. This method has been used on assessments across the nation (Karantonis & Sireci, 2006) and most recently in Wisconsin for the state's science assessments (Data Recognition Corporation, 2019). The Bookmark Procedure has also been used for the current Wisconsin Forward Exams of English language arts and mathematics and for the previous version of the social studies tests.

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The Bookmark Procedure has been well documented in the standard setting literature. Developed in 1996, the procedure has been implemented in over half of the states in the U.S. and abroad by DRC and by other major testing firms, making it the most widely used standard setting procedure in K–12 education (Karantonis & Sireci, 2006; Zieky, 2012).

As an item-mapping process, the Bookmark Procedure is particularly useful for large-scale assessments that include both traditional multiple-choice and technology-enhanced items, like the Wisconsin Forward Exam. Specifically, the social studies assessments include multiple-choice items modeled using the three-parameter logistic (3PL) model; and single-point, autoscored technology-enhanced items modeled using the two-parameter partial-credit (2PPC) model. Additional information about the modeling, scaling, and equating of the test forms can be found in the program technical report.

The Bookmark Procedure allows these different item types to be ordered together in *ordered item booklets*. In addition, because of its history of use in Wisconsin and across the nation, DPI selected the Bookmark Procedure for the 2022 social studies standard setting.

The standard setting also incorporated elements of the *evidence-based standard setting* framework (McClarty, Way, Porter, Beimers, & Miles, 2013). In particular, focused attention was paid before the standard setting to the types of performance standards that DPI would consider reasonable for assessments. Selected policy information was provided to standard setting participants in the form of benchmarks (see Phillips, 2012), allowing educators to consider this policy information in an actionable way as they made their content-based judgments during the Bookmark Procedure.

Performance Level Descriptors (PLDs)

Performance level descriptors (PLDs) summarize the knowledge, skills, and abilities expected of students in each performance level. Specifically, there are four types of PLDs (Egan, Schneider, & Ferrara, 2012), each with a different focus.

1) **Policy PLDs** set out the Department's vision for each performance level. Policy PLDs are not specific to any given test; rather, they represent a policy vision for each performance level. The policy PLDs for the social studies assessments are presented in Table 1. In the table, emphasis is added to reveal the differences between the descriptors.

2) **Range PLDs** specify the knowledge, skills, and abilities expected of students in each performance level on a given test. For example, a range PLD may list the expectations of students who are in *Basic* in grade 8 social studies. These expectations include those for students who are just in the *Basic* level, those who are well within the *Basic* level, and those who are nearly (but not quite) at the *Proficient* level. Range PLDs are often shared with teachers and schools to help them understand the level of construct mastery expected of students in each performance level on each test.

3) **Threshold PLDs** specify the knowledge, skills, and abilities expected of students who are at the point-of-entry in each performance level on a given test. For example, a threshold PLD may list the expectations of students who have just enough skill to be considered *Proficient* in grade 10

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social studies. Whereas the range PLD specifies the expectations for all *Proficient* on the test, the threshold PLD seeks to specify the expectations for a student who has just entered the *Proficient* level. These descriptors are typically used by participants at standard setting workshops to help inform decisions they make about cut scores.

4) **Reporting PLDs**, like range PLDs, specify the knowledge, skills, and abilities expected of students in each performance level on a given test; however, they are designed to communicate this information to stakeholders and educators in the field through score reporting. Reporting PLDs typically comprise a version of the policy or range PLDs, and the language in the reporting PLDs is adjusted to be accessible to a wide audience that may not have in-depth content knowledge.

Table 1. Policy performance level descriptors (PLDs) for Wisconsin Forward Exam

Level	Policy Performance Level Descriptor
Below Basic	Student demonstrates **minimal understanding** of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Basic	Student demonstrates **partial understanding** of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Proficient	Student demonstrates **adequate understanding** of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.
Advanced	Student demonstrates **thorough understanding** of and ability to apply the knowledge and skills for their grade level that are associated with college content-readiness.

Before the standard setting, DPI verified that the same policy PLDs used for the other Wisconsin Forward Exams would also be used for the newly revised social studies assessments. The same policy PLDs are used for all four content areas of the Wisconsin Forward Exam program.

In the months leading up to the standard setting, DPI worked with its internal content experts and with DRC to develop draft range PLDs for the social studies assessments. The goal of this process was to develop a set of range PLDs which would (a) help standard setting participants understand the types of knowledge, skills, and abilities expected of students in each performance level; and (b) eventually help Wisconsin educators understand the types of content-based expectations for students in each performance level.

To create the range PLDs, content experts started with the *Wisconsin Standards for Social Studies* and the policy PLDs shown in Table 1. For each content standard (i.e., each of the approximately 25 statements which describe what students should learn in social studies in each grade), a brief description was created that described what students who were *Below Basic, Basic, Proficient*, and *Advanced* should know or should be able to do in relation to that particular standard.

Echoing the policy PLDs, the range PLDs describe *Proficient* students' level of knowledge and skill as adequate in relationship to the state content standards. Similarly, the descriptors for *Below Basic* and *Basic* describe student performances that are marked by minimal or partial understanding of the

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standards, respectively: the range PLDs noted that students in these levels could demonstrate simple or straightforward elements of the content standards (for *Basic*), or could attempt these elements (for *Below Basic*). For *Advanced*, the range PLDs describe thorough understanding of the content standards: *Advanced* students are not expected to have above-grade skills, but they are expected to demonstrate on-grade skills to a greater degree of depth and mastery.

The range PLDs were edited by DPI and DRC, and DPI approved them for use at the standard setting. The range PLDs are presented in Appendix F of this report.

At the standard setting, participants studied the range PLDs to understand the expectations for students in each performance level. In small groups, the participants then used these expectations to develop informal threshold PLDs for the tests. These threshold PLDs described the types of knowledge and skills expected of students at the point-of-entry of the *Basic, Proficient*, and *Advanced* performance levels. These descriptors were developed by standard setting participants for their use during discussions at the standard setting and are not included in this report. The development of these threshold PLDs is summarized later in this section.

Reporting PLDs were not part of the scope of this standard setting. However, DPI may choose to use the policy PLDs or elements of the range PLDs as part of its overall reporting strategy for the Wisconsin Forward Exam program.

Benchmarks

Benchmarks comprised an important component of the standard setting process. Benchmarks refer to any external content- or policy-based information that is presented to participants to help them make their cut score recommendations. The use of benchmarks at standard setting is well established (Phillips, 2012; McClarty et al., 2013), especially in the Bookmark Procedure (Lewis, Mitzel, Mercado, & Schulz, 2012). Many states have used benchmarks to provide actionable, policy-based information to standard setting participants. Participants can then bring their content-based expertise to bear, joining it with the benchmarks. Thoughtful use of benchmarks can bring policy- and content-based information together in a meaningful way.

The performance of Wisconsin students on the social studies assessments was not necessarily expected to be the same in 2022 as observed in previous years. Notably, the content standards for the tests had changed, and the disruption to instruction associated with the COVID-19 pandemic made it difficult to make direct comparisons across years. However, DPI acknowledged that some stakeholders would compare student performance across years, and that the state had an interest in making sure that tests given in Wisconsin sent somewhat consistent signals of student performance to schools and students.

At the same time, DPI noted that it wanted to make sure (a) standard setting participants would make content-based recommendations that linked the cut scores to the Wisconsin state content standards; and (b) standard setting participants were not unduly influenced by the benchmarks. Accordingly, DPI chose to present benchmarks based on the 2019 performance of students on the social studies tests—performance before COVID-19—after Round 1 of the Bookmark Procedure. Benchmarks were expressed

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in terms of content-linked pages in the ordered item booklets (OIBs). The process used to present the benchmarks is shown later in this report.

Ordered Item Booklets (OIBs)

The ordered item booklet (OIB) is a key component of the BSSP. An OIB contains the items from a test, ordered by difficulty. A separate OIB was prepared for each grade at the standard setting.

Within each OIB, items are ordered by their difficulty on the test scale. Easier items appear earlier in the OIB, and harder items appear later. The ordering of the items is based on each item's scale location, which is based on observed student performance.

Selecting Items for the OIBs

To create the OIBs, DRC selected items for three purposes, shown here.

1) ***Approximately 70–80 items***. For each grade, the operational items were pooled together. However, using all these items would yield an OIB with well over 100 pages: a long OIB is often unwieldy at a standard setting. To create an OIB that would focus the time and attention of standard setting participants, approximately 70–80 items were selected for each OIB. Specifically, the OIBs for grades 4, 8, and 10 had 80, 80, and 72 items, respectively.
2) ***Mirror the test blueprint***. The selected items for the OIB proportionally mirrored the reporting categories used for the operational test. In this way, the collection of items presented to participants at the standard setting was representative of future operational forms of the tests.
3) ***Variety of difficulty levels***. A variety of easy, medium, and difficult items were selected. The difficulty of each item was defined as its RP-adjusted location on the test scale.

Response Probability for the OIBs

Items are ordered in the OIB using a response probability (RP) criterion. An RP criterion specifies the probability with which a student with a given ability would be able to correctly answer an item of the same difficulty. For example, if the RP criterion is 0.50 (RP50), students with ability just at the cut score would have a 50% chance of correctly answering items with difficulty at the cut score.

In the BSSP, items are most often ordered using an RP criterion of 0.67 with an adjustment for guessing (RP67GA; Lewis, Green, Mitzel, Baum, & Patz, 1998). However, other RP criteria are frequently used, including RP50 (Cizek & Bunch, 2007, p. 162; Mitzel, et al., 2001). At the 2019 Wisconsin standard setting for science, the OIBs were created with a response probability of 0.50 (RP50): the RP-adjusted scale location for each item in the OIB was associated with the scale score needed to have a 50% chance of answering the item correctly (Data Recognition Corporation, 2019).

To promote continuity with the previous standard setting, RP50 was used to create the OIBs for the standard setting. The actual OIBs used at the standard setting contain secure test information and are not included in this report. However, the OIB used during the participant training session contains released items and passages; this sample OIB is included in Appendix B of this report.

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Data and Other Workshop Materials

All of the materials used at the standard setting workshop were based on test items and results from the Spring 2022 administration of the Wisconsin Forward Exam for social studies. Participants used the following materials to help make their cut score recommendations during the workshop.

Wisconsin Content Standards for Social Studies

The state content standards formed the basis for all decisions at the standard setting. These content standards, as adopted by the Superintendent of the WI Department of Public Instruction, detail the knowledge, skills, and abilities that students should be taught in each grade. Copies of the content standards were distributed to workshop participants.

Performance Level Descriptors (PLDs)

The PLDs used at the standard setting are described earlier in this section.

Ordered Item Books (OIBs)

The composition of the OIBs used at the standard setting are described earlier in this section.

Item Maps

The item map summarizes information about the items in an OIB. For each item, the item map indicates: the order of difficulty, the correct answer, and the content standard to which the item is aligned.

The operational item maps incorporate secure test information and are not included in this report. However, Appendix B shows the item map that was used during the participant training sessions and does not include secure test information.

Benchmarks

During the BSSP, benchmarks took the form of benchmark-linked bookmarks, termed at the standard setting simply as *benchmarks.* More information about the benchmarks used at the standard setting can be found earlier in this report.

To calculate the OIB benchmarks, the Wisconsin Forward Exam cut scores that most closely yielded the benchmarked impact data were first identified. To do this, the percentage of students classified in each performance level on the 2019 social studies assessments were first found. (To calculate these values, only students with valid test scores were used: students with *No Test* were not included in this calculation.) Then the cut scores on the 2022 tests that most closely mirrored these 2019 impact data were calculated. The OIB positions associated with these benchmarked cut scores were then determined. The benchmarked impact data values and associated OIB benchmarks are presented in Table 2.

As part of the training presentations, participants were instructed that they would see benchmarked bookmarks after Round 1 of the BSSP, and that they should consider the OIB benchmarks. Participants

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were told about the existence of the benchmarks in the opening session and training presentations, along with a brief description of how they would be used. In the secondary training session, participants were given further instructions on how to interpret the benchmarks.

Participants were asked to consider the knowledge, skills, and abilities measured by the items before each OIB benchmark and to compare them with their bookmarks that they placed in Round 1. If there was good correspondence between the content measured by the items before each bookmark and the content-based expectations for each threshold student, then participants were encouraged to retain their bookmarks. However, if there was not good correspondence, participants were encouraged to move their bookmarks until there was better correspondence, and to use the benchmarked OIB pages as a guide.

Table 2. Benchmarked impact data 2019 social studies and associated OIB benchmarks

		OIB Benchmarks			Benchmarked Impact Data			
Content	**Grade**	***Basic***	***Prof.***	***Adv.***	***B.B.***	***Basic***	***Prof.***	***Adv.***
Social Studies	4	21	40	66	23.3%	23.4%	30.7%	22.6%
	8	20	46	69	21.9%	26.0%	32.4%	19.7%
	10	18	40	58	30.6%	23.4%	26.3%	19.7%

Online Workshop

To promote social distancing, and to minimize the amount of time participating educators would need to spend out of the classroom, the standard setting was conducted online. By doing so, participants did not need to travel to a central meeting point, nor did staff and participants need to meet physically.

Before the workshop, DRC recognized that participants would interact with the workshop materials, with workshop staff, and with each other in a different way than if they met in person. Accordingly, DRC used its online standard setting platform to administer the workshop to promote (a) secure access to all workshop materials in online and, in certain cases, hardcopy format; and (b) meaningful interactions among all participants and staff members.

Details about the online standard setting platform—including the tools used to promote secure access to the workshop materials and meaningful interaction among participants—is provided throughout this section.

Standard Setting Staff and Participants

Staff members from DPI and DRC collaborated to conduct the standard setting workshop. These staff members worked in facilitative roles and did not contribute to the cut score recommendations during the workshop.

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DPI Staff

DPI staff members attended the workshop to monitor the process, answer assessment and curriculum questions, and address DPI policy questions. DPI also monitored participants' recommendations throughout the workshop.

DPI was represented at the workshop by Alison O'Hara, OSA Education Consultant; Jennifer Teasdale, OSA Education Program Specialist; Dana Sommerfeld, Education Consultant; Kristen McDaniel, Social Studies Consultant; Duane Dorn, Education Consultant; Mike Peacy, Education Consultant; Lauren Zellmer, Education Consultant; and Philip Cranley, Education Consultant. These DPI staff members worked in concert to monitor the standard setting and answer DPI specific questions as they arose.

DRC Staff

The DRC Standard Setting Team was composed of Ricardo Mercado, Research Director; Joanna Tomkowicz, Ph.D., Sr. Psychometrician; Michelle Boyer, Ph.D., Sr. Psychometrician; Keith Boughton, Ph.D., Sr. Psychometrician; Christie Plackner, Sr. Research Director; Sara Kendallen, Sr. Research Analyst; Aurore Phenow, Statistical Analyst; Chalin Walters, Statistical Analyst; Lee McKenna, Statistical Analyst; Daisy Ye, Statistical Analyst; and Julie Pointer, Sr. Research Coordinator.

Julie Pointner of DRC Psychometric Services oversaw the online event and facilitated communication between participants, DRC staff, and DPI. Project management for the workshop was provided by Sherri Nooyen, DRC Vice President of Educational Program Management; and Michael Kulzer, DRC Sr. Program Manager. Technical support before and during the workshop was provided by Jason McNaughton, DRC Information Services Lead, Isaac O'Donnell, DRC Customer Service Project Manager, and Phil Peterson, DRC Sr. Customer Service Project Lead.

Prior to the standard setting, Mr. Mercado, Ms. Kendallen, and Ms. Pointner prepared the materials for the workshop. During the workshop, they were responsible for facilitating the workshop, training participants, entering participant results into a database, performing data analyses, and tracking secure materials. After the workshop, this team collaborated with Dr. Tomkowicz to create this report.

Content experts from DRC Test Development worked with each group at the workshop to provide content-based support. These content experts were Kristine Thofson, DRC Sr. Director of Test Development; Julie Olson, Sr. Test Development Specialist; Lisa Marie Difranco, National Social Studies Assessment Development Specialist; and Mary Basch, Director of Test Development.

Participants

All participants for the workshop committee were recruited, selected, and invited to the workshop by DPI. The recruitment process strived to empanel a sample of participants for the standard setting with diverse demographics (e.g., ethnicity, gender) and diverse points-of-view (e.g., geographic location).

The DPI took special care to identify workshop participants who:

a) were well qualified (e.g., had experience with the Wisconsin Standards for Social Studies),

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b) were diverse in terms of demographic characteristics (e.g., gender, ethnicity),
c) were diverse in terms of geographic location within the state, and
d) had knowledge of the tested content and population.

Participants were asked to self-report their demographic characteristics (e.g., ethnicity, number of years in the profession) as part of the pre-workshop survey. Selected findings from the pre-workshop survey are shown here. Of the 50 workshop participants:

- 35 committee members were female;
- 47 were white, two were Black, one was Asian, one was American Indian or Alaska Native, and one preferred not to answer (N.B.: participants were allowed to select all that applied);
- 42 were general education teachers, four were curriculum staff, three were special education teachers, and one was a school-level administrator;
- 20 worked in rural school systems, 18 in suburban systems, and 12 in urban systems; and
- 64% worked in education for more than 10 years, and 26% for more than 20 years.

Configuration of the Committee

The workshop committee was composed of a total of 50 educators. Three groups were convened for the standard setting, as listed here.

- Grade 4 social studies (2 breakout rooms, 12 participants)
- Grade 8 social studies (2 breakout rooms, 21 participants)
- Grade 10 social studies (2 breakout rooms, 17 participants)

Participants in each of the three groups were subdivided into two breakout rooms of 6–11 participants. One participant in each breakout room served as the small group leader. Small group leaders moderated discussions in their breakout rooms. The small group leaders were not members of the workshop staff, and they contributed to their committees' recommendations. A list of participant names as well as their school and district affiliation is included in Appendix H.

Pre-Workshop Systems Check Meeting

The week before the standard setting, DRC held two 30-minute *systems check* meetings to orient participants to the online conferencing system, to troubleshoot issues with participants' computer systems, and to introduce workshop facilitators. Participants were asked to choose one systems check meeting to attend.

During the systems check, DRC answered participants' questions about the workshop, and participants received instructions on how to contact DRC in the event of technical issues when joining the online meeting. Lastly, DRC reminded participants that they would receive a packet of workshop materials at their home or school for use during the workshop, and that participants would be responsible for returning these materials after the workshop.

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Standard Setting

The standard setting workshop took place over a three-day period. The meeting was conducted using the Zoom conferencing platform. The workshop agenda is included in Appendix A.

Opening Session

The workshop began with an opening session by the DPI. During this session, Ms. O'Hara welcomed the participants to the workshop and described the purpose of the workshop.

Participant Training

Following the opening session, Mr. Mercado from DRC introduced the standard setting methodology. Participants were introduced to the materials that would be used during the workshop. The training presentations are included in Appendix B of this report.

Following the training session, participants were divided into their pre-assigned groups and breakout rooms. Each grade convened in a separate online breakout room.

Discussion of the PLDs and the Threshold Students

The group leaders instructed participants to read the content standards and policy PLDs, and to consider the knowledge and skills that students were expected to demonstrate in each performance level. Specifically, participants were asked to use the policy PLDs, range PLDs, and content standards to develop draft versions of threshold PLDs. These documents are summarized here.

- *Policy PLDs* – Participants examined the policy PLDs, as shown in Table 1, to gain an understanding of the high-level expectations for students in each performance level.
- *Range PLDs* – Participants examined range PLDs which summarize the content-based expectations for students across the range of performance within each performance level. For example, the range PLD for *Proficient* summarized the expectations for students who were at the low end, in the middle, and at the high end of the *Proficient* level.
- *Threshold PLDs* – Participants developed threshold PLDs to summarize the expectations for students who had just enough knowledge, skills, and abilities to be considered in each performance level. Participants were encouraged to imagine a hypothetical *threshold student* to represent each threshold.

Participants engaged in structured discussions about the knowledge and skills they expected to be demonstrated by each of the three threshold students. The three threshold students were just barely *Basic,* just barely *Proficient,* and just barely *Advanced*. To engage in these discussions, participants referred to the policy and range PLDs, the content standards, and their knowledge of students.

As a group, participants discussed the range PLD for each performance level and the differences between them. During this discussion, participants considered the overall level of rigor implied by each PLD. To focus participants on the lines of demarcation between the performance levels, participants were asked to discuss the knowledge and skills that separated students in one performance level from

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those in another. For example, participants were asked to discuss the knowledge and skills that separated the highest performing *Basic* from the lowest performing *Proficient*. All participants were instructed to refer to the content standards and range PLDs during this discussion.

Participants recorded their expectations for students at the thresholds of each performance level in shared electronic documents which were made available to all participants. Participants were instructed that they could review and revise the threshold PLDs throughout the workshop, but that the expectations for students in each performance level must be based on the content standards, the policy PLDs, and the range PLDs.

By the end of this discussion, participants had thoroughly considered the PLDs, content standards, and threshold students, and they reached an understanding of the types of skills that the threshold student, for each performance level, should have. The PLDs shared with participants is presented in Appendix F of this report.

Study of the OIBs and Item Maps

Participants examined the items in the OIB in terms of what each item measured. Participants were instructed to take notes on the item maps about the knowledge and skills required to answer the items correctly. Participants examined the items online and took notes on electronic spreadsheets.

Secondary Training on Placing Bookmarks

Mr. Mercado provided the participants with training for placing bookmarks. Participants were told how cut score recommendations could be represented by bookmarks. Participants were instructed that all items preceding the bookmark contain the knowledge, skills, and abilities that a student who is just barely in the *Basic* level, for example, is expected to know. The training presentation is included in Appendix B. The training materials used during this session are also included in Appendix B.

Participants were also informed that they should have a content-based rationale for each of their bookmarks, and that these rationales should refer to the alignment between the knowledge, skills, and abilities in the PLDs and those in the items before the bookmark. Participants were instructed that they would share these rationales verbally with their breakout rooms after Round 1 was complete.

Following training, participants were tested on their understanding of bookmark placement with a short quiz, termed a *mid-process evaluation.* Participants completed the mid-process evaluation. Afterwards, participants were provided the correct answers for the mid-process evaluation, as well as explanations of those answers. The mid-process evaluation and results are presented under the heading “Committee Training," as well as in Appendix B.

Round 1 Bookmarks

Participants then made their Round 1 bookmark judgments. Participants were informed that bookmark placement is an individual activity. They referred to their OIBs, item maps, PLDs, and content standards.

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Participants recorded their bookmark placements on an electronic form, along with a few words about their content-based rationale for doing so. Participants were instructed that they should have a content-based rationale for each bookmark placement that linked the content measured by the items before their bookmark and the content-based expectations for the threshold student. These content-based rationales were solely for participants' reference during their breakout room's discussion before Round 2. Participants then completed Round 1 by recording their bookmark placements on a secure web-based survey platform.

Presentation of Round 1 Recommendations

Following Round 1 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 1 recommendations. Specifically, participants were shown a histogram that illustrated the bookmarks placed by committee members, median bookmark placements for each breakout room, as well as the overall median bookmarks for the group.

Benchmarks were then shown to participants in terms of OIB position. The underlying benchmarked impact data used to calculate the OIB benchmarks were shown to participants to provide contextual information for consideration. Participants were given instructions on how to use the OIB benchmarks as points-of-reference as they considered their Round 2 bookmarks, and they were asked to consider how similar or different their Round 1 bookmarks were from the OIB benchmarks.

Table 3, under heading "Results" presents participant's Round 1 recommendations and associated impact data. Appendices C and D present the Detailed Reports of Participants' Judgments and the Graphical Representations of Participants' Judgments, respectively.

Round 2 Bookmarks

For each performance level, participants discussed the rationales behind their Round 1 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 1. Participants were also informed that they could discuss items outside the range of their bookmarks. Lastly, participants were instructed to consider the OIB-linked benchmarks and to consider how similar or different their Round 1 bookmarks were from the benchmarks.

These content-based discussions took place in each breakout room. The conversations were led by the small group leader, a participant selected to lead the conversation for the small group. A facilitator from DRC observed each small group and provided assistance to the small group leader and to participants, as needed. For example, these facilitators displayed test items for the group as they discussed the knowledge and skills measured by the items and whether each threshold student would be expected to have command of those skills.

Participants referred to their OIBs, item maps, PLDs, benchmarks, and the content standards throughout the discussion. Following this discussion, participants placed their Round 2 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they

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would be free to retain their bookmarks from Round 1 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Presentation of Round 2 Recommendations

Following Round 2 bookmark placements, DRC calculated the bookmark recommendations for each group. Participants were presented with a summary of their Round 2 recommendations and associated impact data. Table 4, under heading "Results" presents participant's Round 2 recommendations and associated impact data. Appendices C and D present the Detailed Reports of Participants' Judgments and the Graphical Representations of Participants' Judgments, respectively.

Round 3 Bookmarks

For each performance level, participants discussed the rationales behind their Round 2 bookmark placements. Participants were instructed to engage in a content-based discussion by focusing on the items in the OIB between the lowest and highest bookmarks for Round 2. Participants were also informed that they could discuss items outside the range of their bookmarks. These content-based discussions took place as a group. Participants referred to their OIBs, item maps, benchmarks, PLDs, and the content standards throughout the discussions.

Following this discussion, participants placed their Round 3 bookmarks. Participants were reminded that bookmark placement is an individual activity. Participants were also reminded that they would be free to retain their bookmarks from Round 2 or to change one or more of them; however, in either case, participants would need to have content-based rationales for their decisions.

Presentation of Round 3 Recommendations

In their groups, participants were shown their Round 3 recommendations and associated impact data. Then participants were convened as a single committee, and DRC presented the impact data associated with the cut score recommendations from all three groups, as taken from their Round 3 median bookmark placements.

Participants were encouraged to consider these questions:

1. How would you describe the pattern in the impact data across grades?
2. Are there any cut scores from your group that you have questions about? If so, what kind of latitude do we have around our final bookmarks that are still consistent with the content?
3. Are there any cut scores from the other group that you have questions about?

Social studies impact data from 2019 was presented to participants at this time to aid their discussion. These impact data were presented in Table 2.

Table 5, under heading "Results" presents participant's Round 3 recommendations and associated impact data. Appendices C and D present the Detailed Reports of Participants' Judgments and the Graphical Representations of Participants' Judgments, respectively.

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Across-Grade Discussion

Small group leaders then discussed the recommendations as a committee. Participants shared their views of their recommended cut scores, including their reactions to the three questions posted above with their small group leader, who went on to participate in the across-grade discussion. Two small group leaders represented each grade group at this discussion, for a total of six committee members.

Participants were informed that they could recommend adjustments to the cut scores, if needed, to promote better articulation across grades. However, participants were cautioned against suggesting adjustments which were inconsistent with the content: any adjusted bookmarks should still link the PLDs, tested content, and content standards.

The committee worked by consensus. As described later in this section, the committee had an in-depth conversation about the articulation between the three grades, and they chose not to adjust any of the cut scores they had recommended. Participants gave their assent to send the cut score recommendations on to DPI for consideration.

Workshop Evaluation

To conclude the workshop, participants were asked to complete a written evaluation. Selected results are presented later in this chapter. The complete results of the evaluations are included in Appendix G.

Workshop Security

Throughout the workshop, security was of paramount importance. At all times, DRC staff monitored the meeting rooms to prevent the misuse of secure materials. Specifically, when participants had access to test items, participants were required to activate their webcams, and DRC staff members monitored participants' use of the test materials.

At the end of each day, access to all online resources was revoked from all participants. The test items were protected by one-time test tickets, which were controlled by the DRC Test Development Technology department. At the conclusion of the workshop, access to the secure materials was revoked, all online resources were removed from the network, and all one-time test tickets were deleted. Participants were required to mail back all physical materials they were provided for the workshop.

Participants were required to sign non-disclosure agreements. These agreements were signed by participants electronically during the registration process and as part of the pre-workshop survey.

Results

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

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Participants' Round 1 Recommendations

Table 3 shows participants' recommendations from Round 1 of the Bookmark Procedure. (All the impact data shown in the table and in this section are based on Wisconsin students' performance in Spring 2022.) In Round 1, participants made their recommendations independently and without discussion.

Table 3. Cut score recommendations and associated impact data from Round 1 of the standard setting

		Round 1 Cut Scores			Associated Impact Data			
Content	**Grade**	***Basic***	***Prof.***	***Adv.***	***B.B.***	***Basic***	***Prof.***	***Adv.***
Social Studies	4	457	490	521	18.8%	21.5%	25.4%	34.2%
	8	663	690	725	20.1%	18.7%	30.5%	30.8%
	10	776	798	830	29.6%	16.8%	26.8%	26.9%

Participants' Round 2 Recommendations

Table 4 shows participants' recommendations from Round 2 of the Bookmark Procedure. Before placing their Round 2 bookmarks, participants were shown benchmarks based on the performance of Wisconsin students on the 2019 social studies tests. Then participants discussed their Round 1 bookmark placements with their colleagues in their breakout rooms. After this discussion, participants placed their bookmarks independently.

Some participants were unable to complete all three rounds of the Bookmark Procedure for various reasons. In grade 8, one participant had to be absent from the workshop during Round 3; however, the participant was present for Rounds 1 and 2. Accordingly, this participants' judgments are included in the tallies for Rounds 1 and 2 but not Round 3. Similarly, in Grade 10, one participant only made ratings for Round 1 before leaving the workshop for personal reasons: this participants' judgments are included in the tallies for Round 1, but not for subsequent rounds. Lastly, another participant was unable to make any ratings due to technical difficulties: this participant participated in group discussions before Round 1 but did not contribute to the cut score recommendations by placing bookmarks.

Table 4. Cut score recommendations and associated impact data from Round 2 of the standard setting

		Round 2 Cut Scores			Associated Impact Data			
Content	**Grade**	***Basic***	***Prof.***	***Adv.***	***B.B.***	***Basic***	***Prof.***	***Adv.***
Social Studies	4	460	491	521	20.4%	20.7%	24.7%	34.2%
	8	665	693	728	21.2%	20.1%	30.5%	28.2%
	10	776	804	832	29.6%	21.8%	23.1%	25.5%

Participants' Round 3 Recommendations

Table 5 shows participants' recommendations from Round 3 of the Bookmark Procedure. Before placing their Round 3 bookmarks, participants discussed their Round 2 bookmarks with their colleagues in their group. After this discussion, participants placed their bookmarks individually. Participants' individual

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recommendations from all rounds may be found in Appendix C of this report. Graphical representations of participant's individual recommendations may be found in Appendix D of this report.

Table 5. Cut score recommendations and associated impact data from Round 3 of the standard setting

		Round 3 Cut Scores			Associated Impact Data			
Content	**Grade**	***Basic***	***Prof.***	***Adv.***	***B.B.***	***Basic***	***Prof.***	***Adv.***
Social Studies	4	461	491	530	21.0%	20.1%	31.8%	27.0%
	8	662	693	728	19.5%	21.7%	30.5%	28.2%
	10	777	805	837	30.3%	22.1%	25.7%	21.9%

Recommendations from the Articulation Discussion

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

The committee inspected the impact data associated with their recommendations. Participants noted that the content standards were different in each grade, and that the grades were not consecutive. Educators also acknowledged that their impact data reflected the current level of performance of Wisconsin students in relationship to the Wisconsin Standards for Social Studies.

After a wide-ranging discussion on the standards, the cut scores, and the impact data, the committee felt satisfied with their recommendations. Working by consensus, the committee gave their assent to sending their Round 3 cut score recommendations to DPI for consideration. Accordingly, the cut scores shown in Table 5 are the final recommendations from the standard setting committee.

The committee recognized that DPI and its technical advisors would take their recommendations under advisement, and that the Department may take additional information into account during this process. Participants understood that the Superintendent had the final responsibility to approve the cut scores; and accordingly, DPI and the Superintendent had the authority to adjust the cut scores, if needed, based on this additional information.

In general, participants were satisfied with their recommendations and with the standard setting process. Additional information about participants' level of satisfaction in the process, as reported on the post-workshop evaluation, can be found later in this section.

Post-Standard Setting Analysis and Cut Score Adjustments

After the standard setting, DPI recognized that Wisconsin educators engaged in a rigorous, content-based process to recommend cut scores. The Department also recognized that the Forward Exam assessments should send consistent signals to schools about student performance. Accordingly, DPI considered making small adjustments to participants' recommended cut scores to promote consistency

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across grades and administrations of the Forward Exam. Such post-workshop adjustments are common in standard setting, and they allow states to balance both content- and policy-based needs in their performance standards.

Conditional Standard Errors of Measurement (CSEM)

To contextualize any potential cut-score adjustments, DPI first considered the conditional standard error of measurement (CSEM) values associated with the recommendations.

The statistical precision associated with any test score, including cut scores, can be quantified by the conditional standard error of measurement (CSEM). Were a student tested many times by the test, the student's test scores would be similar each time but not identical: the distribution of hypothetical scores can be described by the CSEM. Specifically, one assumes the student's scores would fall within a range of ±1 CSEM about two-thirds of the time.

The CSEM values associated with participants' recommended social studies cut scores are shown in Table 6. These values are expressed in terms of scale score points (i.e., on the scale metric). Additional information concerning CSEM may be found in Appendix E of this report.

Table 6. Conditional standard error of measurement (CSEM) values associated with participants' Round 3 cut score recommendations

		CSEM Values		
Content	**Grade**	***Basic***	***Prof.***	***Adv.***
Social Studies	4	14	12	14
	8	15	11	12
	10	15	12	13

In general, when a state adopts cut scores that are within ±2 CSEM of participants' originally recommended cut scores—and especially within ±1 CSEM—the cut scores still reflect the content-based expectations of the standard setting committee. Such adjustments also allow states to temper the cut scores with the real-world implementation of the tests.

Post-Workshop Cut Score Adjustments

DPI examined participants' cut score recommendations and the CSEM values associated with these recommendations. The Department then considered adjustments to the cut scores using the associated CSEM values as a reference. These adjustments, and the associated CSEM values, are shown here.

- ***Advanced cut scores for grades 4 and 8, +0.5 CSEM.*** A higher percentage of students were classified as *Advanced* in grades 4 and 8 based on participants' recommended cut scores than were observed in grade 10. To promote consistency with grade 10, these cut scores were adjusted by one-half of one conditional standard error of measurement value (+0.5 CSEM).

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- ***Basic cut score for grade 10, -0.5 CSEM.*** In grade 10, relatively many students were classified as *Below Basic* based on the recommended cut scores. Although this phenomenon was observed in previous years, the difference in impact data at this performance level across grades in 2022 was notable. To promote consistency across grades, this cut score was lowered by one-half CSEM (-0.5 CSEM) value.

As shown here, the adjustments to these three cut scores were small (i.e., ±0.5 CSEM), made to promote consistency across grades or administrations, and highly consistent with participants' recommendations. The adjusted cut scores and associated impact data are shown in Table 7.

Table 7. Post-workshop adjusted cut scores and associated impact data

		Adjusted Cut Scores			Associated Impact Data			
Content	**Grade**	***Basic***	***Prof.***	***Adv.***	***B.B.***	***Basic***	***Prof.***	***Adv.***
Social Studies	4	461	491	537	21.0%	20.1%	36.8%	22.1%
	8	662	693	734	19.5%	21.7%	35.1%	23.6%
	10	770	805	837	25.5%	26.8%	25.7%	21.9%

Cut Score Approval

The Superintendent of the WI Department of Public Instruction approved the cut scores for the Wisconsin Forward Exam social studies assessments on June 6, 2022. The Superintendent approved the cut scores as shown in Table 7. Accordingly, the cut scores shown in Table 7 are the final, approved cut scores for the social studies assessments of the Wisconsin Forward Exam.

Evidence of Procedural Validity

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

Committee Diversity

As part of the workshop evaluation, participants were asked about their backgrounds. The self-reported demographic characteristics of the participants are documented in this section. Of the 50 participants in the standard setting committee, all 50 responded to a request on the first day of the workshop to share background and demographic information. Later, 47 participants responded to the workshop evaluation administered on the last afternoon of the workshop.

Participants were asked to report their gender, race, and ethnicity. As shown in Table 8, most of the participants were female and white, and non-Hispanic.

Participants were also asked to report their highest level of education, their profession, and the number of years in the profession. As shown in Table 9, approximately 74% of participants had master's or

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doctoral degrees, and 84% of the participants were teachers. Approximately two-thirds of participants indicated they had taught for 11 years or longer.

In these tables, the percentages may not sum to 100% due to rounding and due to individual participants omitting their responses to certain questions, especially questions about race and ethnicity. When asked about their race, participants were allowed to select multiple responses. The full results of the participant evaluations, including participants' self-reported demographic and background information, may be found in Appendix G.

Table 8. Participants' self-reported gender, race, and ethnicity

	Gender		Race/Ethnicity				
N	Female	Male	White	Black	Asian	American Indian or Alaska Native	Prefer not to answer
50	70%	30%	92%	4%	2%	2%	2%

Table 9. Participants' self-reported level of education and profession

	Education				Profession				
N	High School	Bach-elor's	Mast-er's	Doctor-ate	General Education Teacher	Special Education Teacher	Educator, Non-Teacher	Other	No Response
50	0%	26%	72%	2%	84%	6%	8%	2%	0%

Committee Training

During the standard setting workshop, it was clear to the facilitators that participants understood how to make judgments as part of the standard setting methodology (e.g., setting bookmarks). To confirm participants' knowledge of the methodology, they were given a short quiz, termed a *mid-process evaluation*, after training. The mid-process evaluation and detailed results are shown in Appendix B. Of the 50 standard setting committee participants, 48 submitted completed mid-process evaluations.

Participants answered items 1–5 on the mid-process evaluation correctly most of the time. This indicates that, on the whole, participants were well prepared to make judgments and that the training was effective. Results of the mid-process evaluation are shown in Table 10. All questions on the mid-process evaluation were scored dichotomously.

Table 10. Participants answering each item correctly on the training mid-process evaluation

N	#1	#2	#3	#4	#5
48	85%	100%	42%	98%	75%

As shown in Table 10, participants tended to do well on the mid-process evaluation quiz, but they had more difficulty with item #3 (which introduced a scenario where a student just barely made it into a given performance level based on a set of demonstrated skills). The answer for this item was discussed

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with the committee, and participants asked questions about the item before the process continued. After the mid-process evaluation, facilitators checked-in with participants to make sure they understood how cut scores could be represented in OIBs with bookmarks.

Participants' Perceived Validity of the Workshop

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

Generally, participants were satisfied with their recommendations and with the workshop as a whole. Table 11 shows participants' level of satisfaction with their recommendations. Particularly, participants understood the connection between the benchmarks and their cut score recommendations, and participants generally agreed that the final recommendations reflected the work of the standard setting committee.

Of the 47 participants who placed bookmarks in Round 3 of the Bookmark Procedure, all 47 submitted post-workshop evaluations. When asked if, "…the committee's recommended cut scores are too low, too high, or just right: (Basic Cut Score/Proficient Cut Score/Advanced Cut Score)," the responses for "Just Right" ranged from 83% to 94% across all grade groups.

The full workshop evaluation, along with participants' responses, are presented in Appendix G of this report.

Table 11. Participants' agreement with various statements on the workshop evaluation regarding their satisfaction with the process and the final recommendations

	Response				*Agree + Strongly Agree*
Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	
During the workshop, my opinions were considered.	0%	2%	32%	66%	*98%*
My group's work was reflected in the presentation of recommendations.	0%	0%	30%	70%	*100%*
My opinions were valued by my group.	0%	2%	36%	62%	*98%*
I believe this process will yield defensible cut scores.	0%	2%	28%	70%	*98%*

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Appendix A

Agenda

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WISCONSIN DEPARTMENT OF Public Instruction

Workshop Agenda

Wisconsin Forward Exam
Grades 4, 8, and 10 Social Studies

Standard Setting Workshop
May 24–26, 2022

DATA RECOGNITION DRC CORPORATION

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Welcome to the standard setting workshop for the Wisconsin Forward Exam! As part of your work, you will focus on Grade 4, 8, or 10 Social Studies.

The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) would like to thank you for your time and expertise during this important process. Please use this agenda to orient yourself during the workshop. If you have any questions or concerns, please do not hesitate to contact a facilitator.

Tuesday, May 24

Welcome!

7:30 AM **Registration Opens**
The virtual doors to the workshop will open at 7:30 am. Participants are encouraged to sign-in by 7:45 to allow for any potential technical challenges.

8:00 AM **Opening Session**
DPI welcomes participants, overviews the testing program, discusses the reasons for the standard setting, and describes the desired outcome of the workshop.

8:30 AM **Participant Training**
DRC introduces participants to the Bookmark Standard Setting Procedure and explains how a cut score can be represented in the ordered item book (OIB) as a bookmark.

10:00 AM **Break**

10:15 AM **Study Content Standards and Range Performance Level Descriptors (PLDs)**
On their own, participants study the content standards and the range PLDs.

- Participants read the social studies content standards to review the knowledge and skills that students should learn in the course.
- Then participants begin to consider the content-based expectations for students in each performance level.

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Discuss Threshold Students

10:30 AM **Discuss the Performance Level Descriptors (PLDs) and the Threshold Students**

The DRC facilitator will take notes during these discussions.

- Look over the content standards to refresh your understanding of them.
- Then review and discuss the PLDs.
- Consider the knowledge, skills, and abilities that students are expected to demonstrate if they are *Proficient.* Then do the same for *Advanced* and *Basic*.
- Participants then engage in discussions about the knowledge and skills they expect to be demonstrated by each threshold student, that is, a student who is just barely entering a performance level.
- There are three threshold students to consider: just *Basic*, just *Proficient*, and just *Advanced*.
- For each threshold student, create a brief, bulleted list that describes the skills expected of the threshold student.
- To engage in these discussions, participants refer to the PLDs, the content standards, and their knowledge of students.

11:00 AM **Begin Discussion of the Threshold Students**

Using the PLDs and content standards, participants discuss the threshold students.

- During the discussion, refer to the PLDs and the content standards.
- The DRC facilitator takes notes during the discussion and updates the bulleted lists of the skills expected of each of the three threshold students.

Noon **Lunch**

The group breaks for 60 minutes.

1:00 PM **Complete Discussion of the Threshold Students**

2:00 PM **Examine the Test Items**

Participants examine the test items from the student's perspective.

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

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Study the Ordered Item Booklet

2:30 PM **Break**

2:45 PM **Begin Study of the Ordered Item Booklet (OIB)**

DRC introduces this task by instructing participants to find the item map on the Hub. The group leader leads the group in a review of each column on the item map. Participants at each table examine the items in the OIB.

- On their own, participants study each item in the OIB, starting with the item on Page 1. Participants consider the knowledge and skills needed to answer each item correctly, and they take notes on their copy of the item map.
- Periodically, the DRC facilitator asks participants to share what they've seen in the OIB (i.e., any surprising items or content).
- Facilitators remind participants to use the Ideas & Comments survey on the Hub, as necessary, to record comments about items.
- DRC monitors the breakout rooms to check that each participant has a chance to speak.

4:15 PM **Security Briefing**

Facilitators remind participants about the security requirements for the workshop.

4:30 PM **Dismissal**

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Wednesday, May 25

Round 1

7:30 AM **Registration Opens**

The virtual doors to the workshop will open at 7:30 am. Participants are encouraged to sign-in by 7:45 to allow for any potential technical challenges.

8:00 AM **Complete Study of the Ordered Item Booklet (OIB)**

Participants finish their study of the items in the OIB, taking notes in their copy of the item map about what each item measures.

- Participants who finish this task early may go back and revisit the items in the OIB, revisiting their notes about the items in their copy of the item map.

10:00 AM **Break**

10:15 AM **Bookmark Placement Training**

DRC introduces bookmark placement, explaining and illustrating how bookmarks are placed and what bookmarks mean.

- DRC explains how participants make cut score recommendations by placing bookmarks in the OIB.
- After the training, a short mid-process evaluation is administered and discussed.

11:00 AM **Round 1 Bookmark Placement**

Group leaders direct all participants to place their Round 1 bookmarks.

- Remember that bookmark placement is an individual activity.
- Participants mark their bookmark placements in their item maps.
- Then participants transfer their bookmark placements into the *kiosk* system and complete the post-round survey.

Noon **Lunch**

The group breaks for 60 minutes.

1:00 PM **Presentation of Round 1 Results in Grade Groups**

The DRC facilitator presents results from Round 1. When instructed by the facilitator, participants are dismissed into their small groups.

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Round 2

1:15 PM **Begin Discussion of Round 1 Results in Small Groups**

Participants convene in their small groups. In a discussion led by the small group leader, participants begin a discussion of their Round 1 judgments at their tables.

- The small group leader asks participants to share their *Proficient* bookmarks from Round 1. Each participant shares the content-based rationale behind his or her bookmark placement, starting with the person with the lowest bookmark, and continuing in turn until everyone has had a chance to share their rationale.
- The DRC facilitator helps the group by displaying the items in the OIB at (or near) the bookmark being discussed.
- Participants should keep the discussion focused on content: the items, the content standards, the PLDs, and the threshold student expectations.
- After the discussion is complete for *Proficient*, the group should repeat the process for the *Advanced* bookmarks, and then for the *Basic* bookmarks.

2:30 PM **Break**

2:45 PM **Begin Discussion of Round 1 Results in Small Groups**

3:30 PM **Round 2 Bookmark Placement**

Facilitators direct all participants to place their Round 2 bookmarks.

- Remember that bookmark placement is an individual activity.
- Participants mark their bookmark placements on their item maps.
- Then participants transfer their bookmark placements into the *kiosk* system and complete the post-round survey.

4:15 PM **Security Briefing**

Facilitators remind participants about the security requirements for the workshop.

4:30 PM **Dismissal**

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Thursday, May 26

Round 3

7:30 AM **Registration Opens**

The virtual doors to the workshop will open at 7:30 am. Participants are encouraged to sign-in by 7:45 to allow for any potential technical challenges.

8:00 AM **Presentation of Round 2 Results in Grade Groups**

The DRC facilitator presents results from Round 2. Additional information is shared to help participants contextualize their recommendations.

- The additional information is provided for reference. Participants should use it as an additional source of data in a primarily content-focused process.

8:30 AM **Begin Discussion of Round 2 Results in Grade Groups**

The DRC facilitator leads a discussion of each bookmark with all the tables, similar to the table-level discussions of Round 2.

- The discussion begins with the *Proficient* bookmark.
- The facilitator asks each small group to reflect on its discussions from the previous afternoon about the *Proficient* bookmarks.
- The DRC co-facilitator helps the group by displaying the items in the OIB at (or near) the bookmark being discussed.
- After the discussion is complete for *Proficient*, the group should repeat the process for the *Advanced* bookmarks, and then for the *Basic* bookmarks.

10:00 AM **Break**

10:15 AM **Complete Discussion of Round 2 Results in Grade Groups**

11:15 AM **Round 3 Bookmark Placement**

Group leaders direct all participants to place their Round 3 bookmarks.

- Remember that bookmark placement is an individual activity.
- Participants mark their bookmark placements on their item maps.
- Then participants transfer their bookmark placements into the *kiosk* system and complete the post-round survey.

Noon **Lunch**

- The group breaks for 60 minutes.

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1:00 PM **Presentation of Round 3 Recommendations as a Committee**

A summary of the recommendations are shown to the entire comittee. The DRC leads a brief discussion about the similarities and differences between the recommendations across grades.

- After this brief discussion, participants are dismissed into their grade groups for further discussion.

1:15 PM **Discussion of Round 3 Recommendations in Grade Groups**

The DRC facilitator asks participants the three questions listed below. The small group leaders are asked to take notes about the answers that the group has.

1. How would the group describe the pattern of recommendations across grades? Is the pattern across grades reasonable and explainable?
2. Does the group have any questions for *other groups* about their cut score recommendations? Are there any cut scores recommended by other groups that were unexpectedly high or low?
3. What kind of flexibility, if any, does *our group* have around its cut score recommendations? If needed, can any of our group's recommendations be adjusted; and, if so, by how much?

2:00 PM **Workshop Evaluation**

Each participant completes an evaluation of the standard setting.

2:15 PM **Dismissal for Most Participants**

Participants who are *not* small group leaders are dismissed from the workshop with the thanks of DPI and DRC.

- Small group leaders remain for the across-grade discussion.

2:30 PM **Break**

2:45 PM **Across-Grade Discussion for Small Group Leaders**

In a general session, the six small group leaders discuss their groups' recommendations and the consistency across grades. If needed, the grade groups recommend adjustments to their recommendations to improve across-grade consistency (*articulation*).

4:15 PM **Across-Grade Discussion Evaluation**

Each small group leader completes an evaluation of the across-grade discussion.

4:30 PM **Dismissal**

Small group leaders are dismissed with the thanks of DPI and DRC.

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DPI and DRC thank you for your participation in the Wisconsin Forward Exam Standard Setting!

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Agenda at a Glance

Wisconsin Social Studies Standard Setting

Tuesday, May 24

7:30 AM	Registration Opens
8:00 AM	Opening Session
8:30 AM	Participant Training
10:00 AM	Break
10:15 AM	Study Content Standards and Range Performance Level Descriptors (PLDs)
10:30 AM	Discuss the Performance Level Descriptors (PLDs) and the Threshold Students
11:00 AM	Begin Discussion of the Threshold Students
Noon	Lunch
1:00 PM	Complete Discussion of the Threshold Students
2:00 PM	Examine the Test Items
2:30 PM	Break
2:45 PM	Begin Study of the Ordered Item Booklet (OIB)
4:15 PM	Security Briefing
4:30 PM	Dismissal

Wednesday, May 25

7:30 AM	Registration Opens
8:00 AM	Complete Study of the Ordered Item Booklet (OIB)
10:00 AM	Break
10:15 AM	Bookmark Placement Training
11:00 AM	Round 1 Bookmark Placement
Noon	Lunch
1:00 PM	Presentation of Round 1 Results in Grade Groups
1:15 PM	Begin Discussion of Round 1 Results in Small Groups
2:30 PM	Break
2:45 PM	Begin Discussion of Round 1 Results in Small Groups
3:30 PM	Round 2 Bookmark Placement
4:15 PM	Security Briefing
4:30 PM	Dismissal

Thursday, May 26

7:30 AM	Registration Opens
8:00 AM	Presentation of Round 2 Results in Grade Groups
8:30 AM	Begin Discussion of Round 2 Results in Grade Groups
10:00 AM	Break
10:15 AM	Complete Discussion of Round 2 Results in Grade Groups
11:15 AM	Round 3 Bookmark Placement
Noon	Lunch
1:00 PM	Presentation of Round 3 Recommendations as a Committee
1:15 PM	Discussion of Round 3 Recommendations in Grade Groups
2:00 PM	Workshop Evaluation
2:15 PM	Dismissal for Most Participants
2:30 PM	Break
2:45 PM	Across-Grade Discussion for Small Group Leaders
4:15 PM	Across-Grade Discussion Evaluation
4:30 PM	Dismissal

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Appendix B

Training Presentation and Materials

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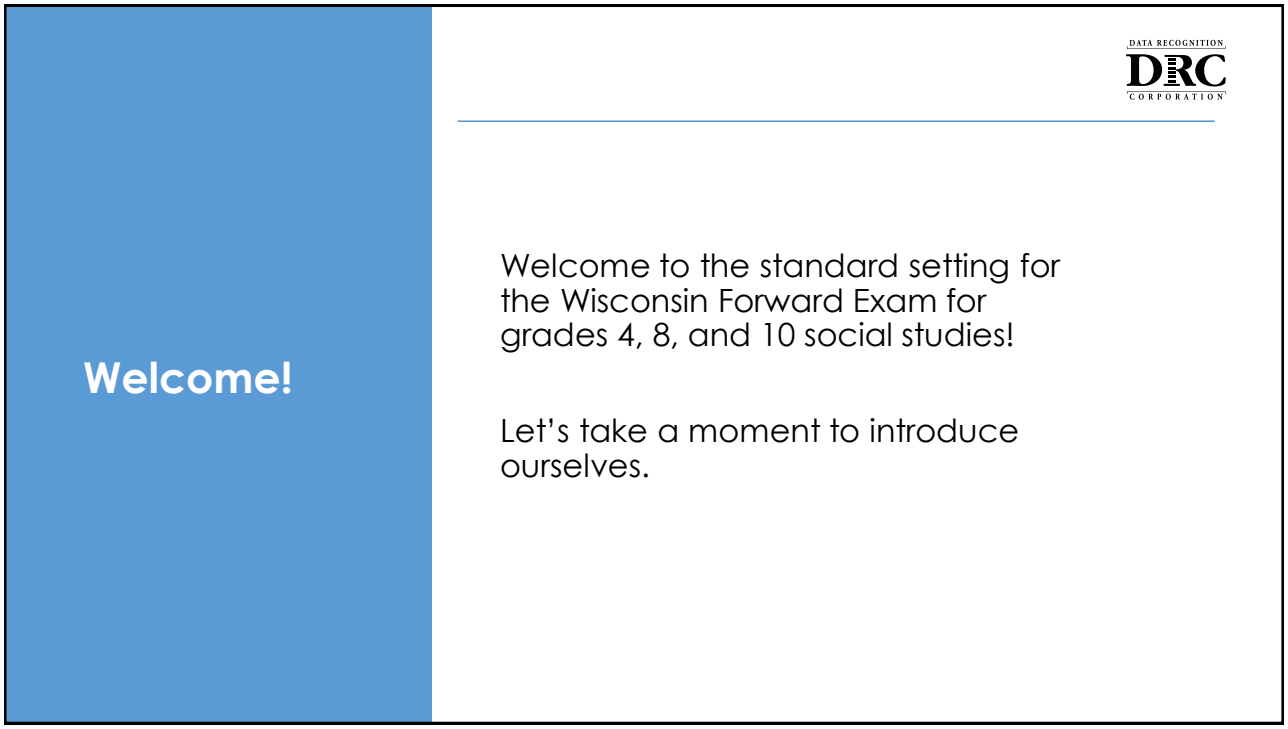
1



2

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Orientation

Wisconsin Department of Public Instruction

3

Training Session

Rick Mercado

Sr. Director, Research
Data Recognition Corporation

4

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Workshop Goal

To **recommend** cut scores that categorize students into one of four **performance levels**:

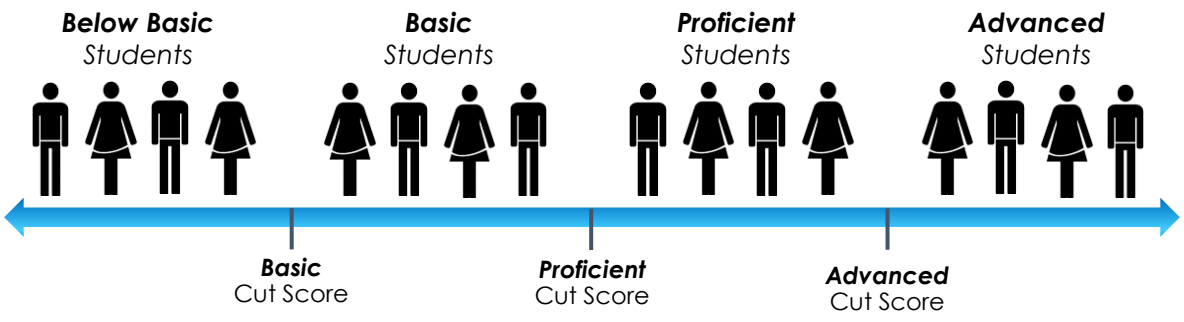
- Below Basic
- Basic
- Proficient
- Advanced

5

Cut Scores & Performance Levels

Three *cut scores* divide students' test scores into four performance levels.

- Performance level descriptors (PLDs) describe the *range* of student performance in each performance level.



6

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Bookmark Standard Setting Procedure

Item-centered method

Content-based recommendations

Iterative process

7

Process Overview

Today

- Orientation and training
- Discuss the threshold students
- Examine a sample student test
- Study the ordered item booklet (OIB)

Tomorrow

- Refresher training on bookmark placement
- **Round 1:** Recommend cut scores on your own
- Discuss recommendations in small groups
- **Round 2:** Recommend cut scores on your own

Thursday

- Discuss recommendations with your grade group
- **Round 3**: Recommend cut scores on your own
- Review the committee's recommendations
- Evaluate the workshop

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Three Groups

- Grade 4
- Grade 8
- Grade 10

9

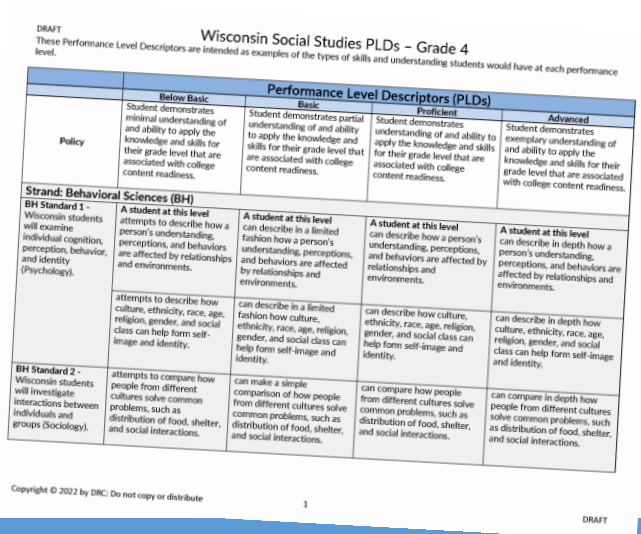
9

Performance Level Descriptors (PLDs)

PLDs describe the knowledge, skills, and understandings expected of students in each performance level.

They are linked to the content standards.

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



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Wisconsin Social Studies PLDs – Grade 4

These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.

	Performance Level Descriptors (PLDs)			
	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates exemplary understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
Strand: Behavioral Sciences (BH)				
BH Standard 1 - Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	**A student at this level** attempts to describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe in a limited fashion how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe in depth how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
	attempts to describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe in a limited fashion how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe in depth how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.
BH Standard 2 - Wisconsin students will investigate interactions between individuals and groups (Sociology).	attempts to compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can make a simple comparison of how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can compare in depth how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.

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10

10

Policy & Range Descriptors

Below Basic	Basic	Proficient	Advanced
Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates exemplary understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.

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

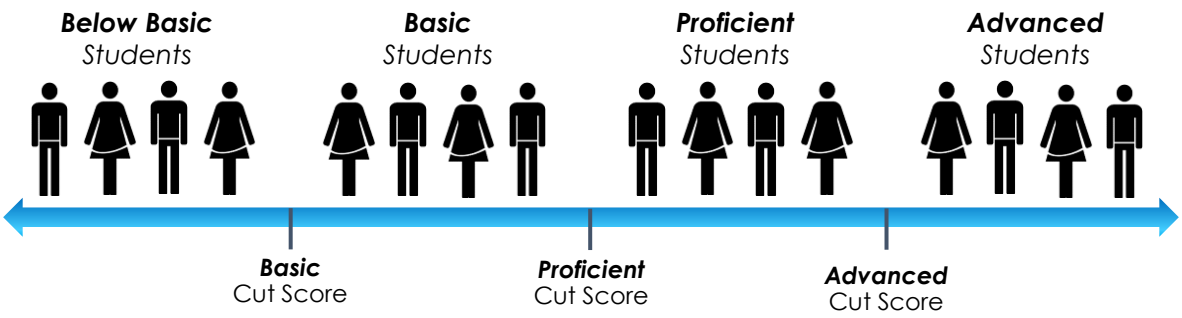
Activity:
What are the differences between the performance levels?

11

11

PLDs and Performance Levels

PLDs describe the student in the middle of each performance level.



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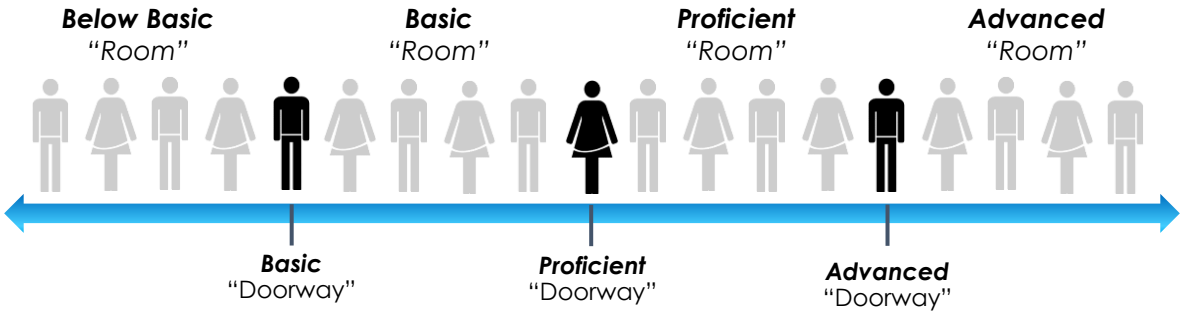
Rooms and Doorways

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

- He or she might pass through a series of "rooms."



13

Three Threshold Students

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

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

-There are three threshold students.

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Examine a Sample Test

You will start your exploration of the test by seeing a sample test, also known as the online tools training (OTT).

This experience will show you the structure of the test and the tools available to students on test day.

After this, you will study operational test items in the ordered item booklet (OIB).

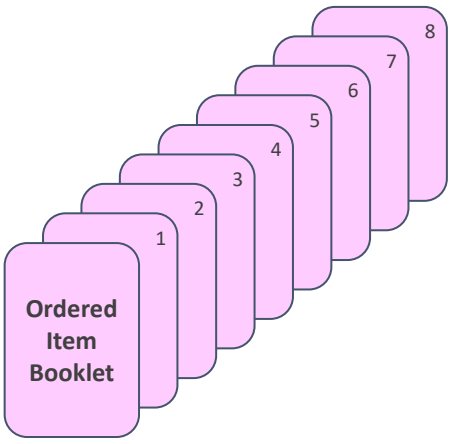
15

15

Ordered Item Booklet (OIB)

The OIB comprises items from the spring test.

- One item per page
- Easiest item first
- Hardest item last
- Items ascend in difficulty as based on student performance



16

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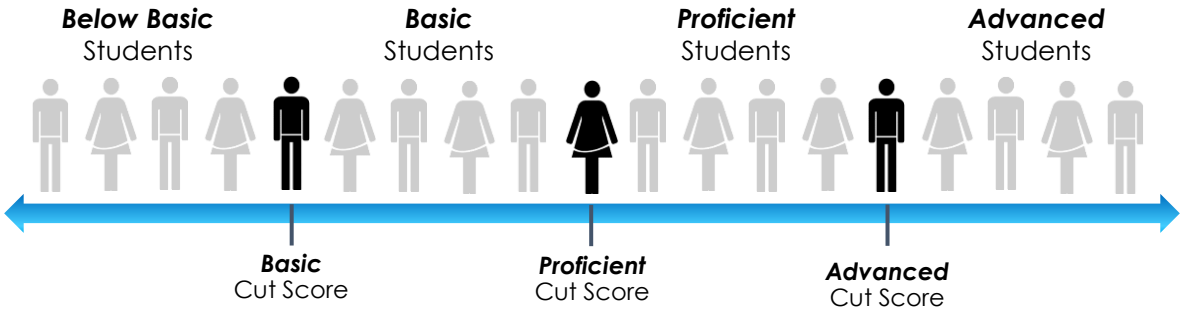
Cut Score Recommendations

Cut score recommendations, represented by bookmark placements, are linked to the student *just* in each level.



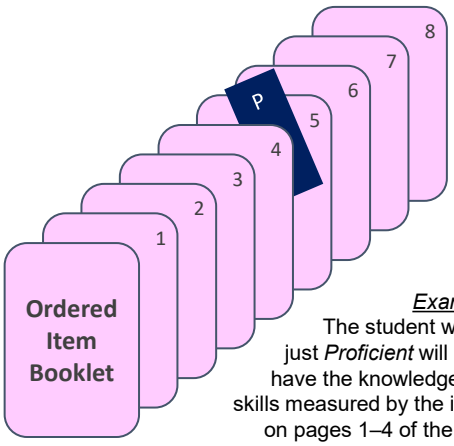
17

Threshold Students and the OIB

You will consider the three threshold students.

You will make statements in the OIB using *bookmarks*.

These bookmarks are linked to cut score recommendations.



Example:
The student who is just *Proficient* will likely have the knowledge and skills measured by the items on pages 1–4 of the OIB.

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Three Rounds

Round 1	• Discuss the threshold students • Study the ordered item booklet (OIB) • Make cut score recommendations on your own
Round 2	• See feedback on the bookmarks placed in Round 1 • Discuss your recommendations in small groups • Make cut score recommendations on your own
Round 3	• See feedback on the impact of the cut scores on students • Discuss your recommendations with your group • Make cut score recommendations on your own
Review	• Review recommended cut scores • Evaluate the workshop

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Roles and Responsibilities

You will recommend performance standards to DPI.

During the workshop, remember to:

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

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Workshop Security

During the main workshop, remain in a *quiet place alone* with your webcam on.

- *When the group studies items, keep your webcam on (even during breaks) and discourage visitors.*
- *Need to return a text? Please leave camera view.*

Return your materials after the meeting.

- *Feel free to highlight and write on your physical materials as much as you like. After the workshop, return everything to DRC.*

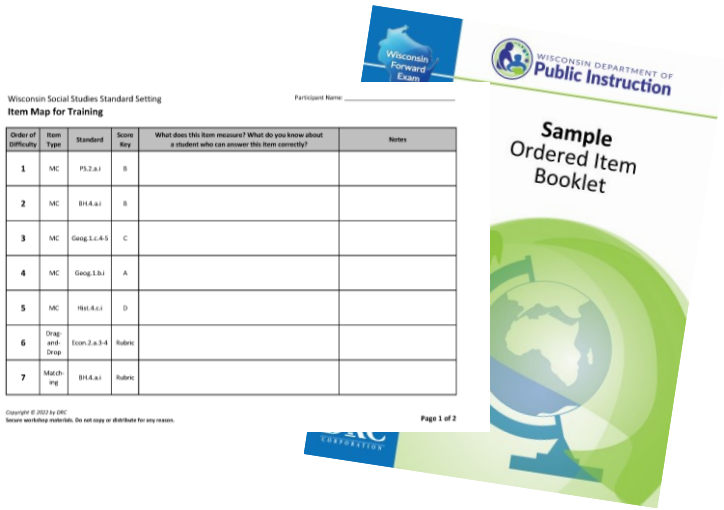
Do not share or discuss the contents of the materials outside the committee.

- *Do not access the electronic materials after the workshop.*

21

Training Materials

- Item map
- Training items



22

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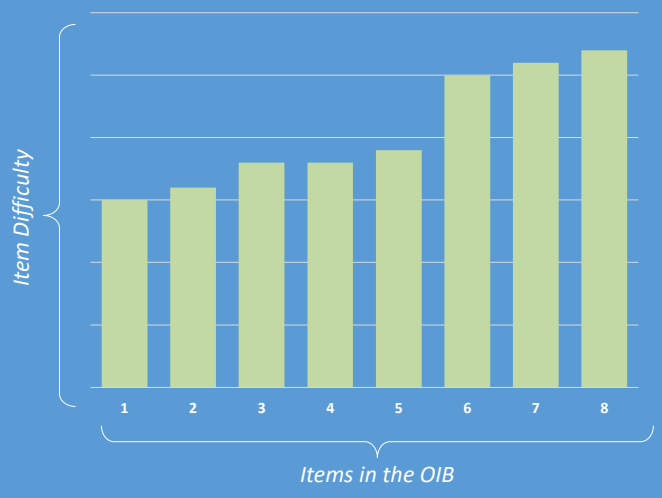
Item Map

Order of Difficulty	Item Type	Standard	Score Key	What does this item measure? What do you know about a student who can answer this item correctly?	Notes
1	MC	PS.2.a.i	B		
2	MC	BH.4.a.i	B		
3	MC	Geog.1.c.4-5	C		
4	MC	Geog.1.b.i	A		
5	MC	Hist.4.c.i	D		
6	Drag-and-	Econ.2.a.3-4	Rubric		

23

Illustration: **Item Separation Chart**



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Examining an Item

1

All citizens of the United States are expected to participate in government by

A. going to work.

B. voting in elections.

C. treating people fairly.

D. respecting people's rights.

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

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

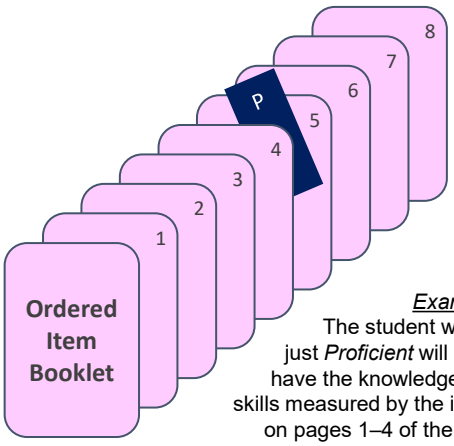
25

Placing Bookmarks

You will consider the three threshold students.

You will make statements in the OIB using *bookmarks*.

These bookmarks are linked to cut score recommendations.



Example:
The student who is just *Proficient* will likely have the knowledge and skills measured by the items on pages 1–4 of the OIB.

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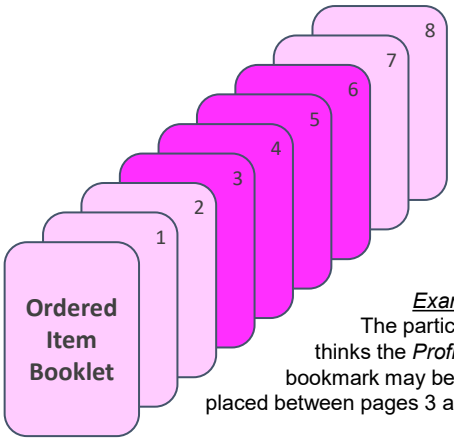
Possible Bookmark Range

You will find a range of items where you could set your bookmark.

- The possible bookmark range may be a couple of items wide, or it may be more than that.
- Do not get stuck on a single item.



Example:
The participant thinks the *Proficient* bookmark may be best placed between pages 3 and 6.

27

Finding the Possible Bookmark Range

Progress through the OIB until you reach an item that the threshold student would not have a two-thirds chance of answering correctly.

- This is the start of your possible bookmark range.

Keep going until you have reached the last item that a student would have a more-likely-than-not chance of answering correctly.

- The possible bookmark range ends after that page.

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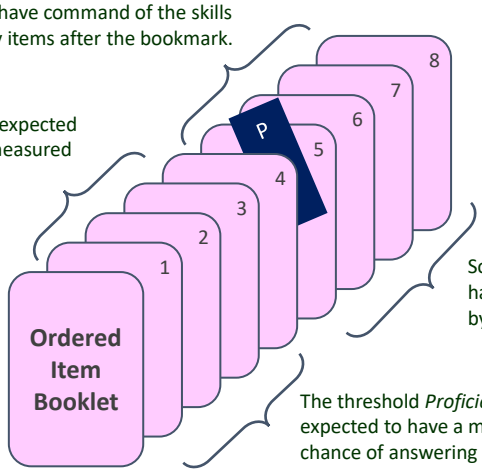
The threshold *Proficient* student is not expected to have command of the skills measured by items after the bookmark.

The threshold *Proficient* student is expected to have command of the content measured by the items before the bookmark.



Some students in *Proficient* may have some of the skills measured by items after the bookmark.

The threshold *Proficient* student is expected to have a more-likely-than-not chance of answering these items correctly.

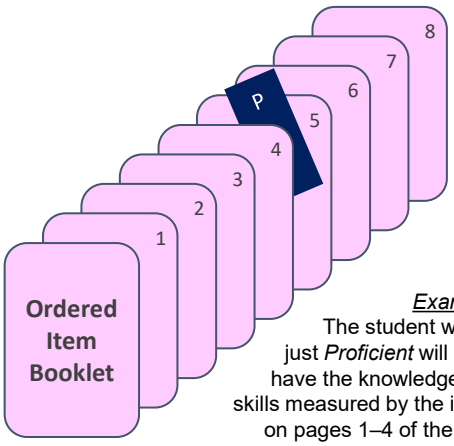
29

Recording Your Bookmark

Place your bookmark within your possible bookmark range.

- Use the PLDs, the threshold students, the test items, and your professional judgment as guides.

Record the page number **after** your bookmark.



Example:
The student who is just *Proficient* will likely have the knowledge and skills measured by the items on pages 1–4 of the OIB.

30

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Recording Bookmarks

In the actual workshop, you will review the items (and complete your item map notes) electronically.

- Materials are provided on a private website called the Hub.

You will record your bookmarks in an online system.

- You will place three bookmarks.
- You'll also write a few words to help you remember why you placed your bookmarks where you did.

31

Pacing

Some people will take longer than others to study the test items and place their bookmarks.

- During conversations, please be considerate of others in your group.
- If you finish earlier than your colleagues, you may wish to check-in with your facilitator, leave your webcam on, and take a short break.

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Recap
Today and Tomorrow Morning

Steps in Round 1:

- Discuss expectations for the threshold students
- See a sample test
- Examine the ordered item booklet
- Review each test item
- Ask yourself how each threshold student would perform on the test
- Record bookmarks on the bookmark worksheet and item map
- Complete the post-round survey

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Practice Exercise

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Consider the Threshold Student

		Performance Level Descriptors (PLDs)		
	Below Basic	Basic	Proficient	Advanced
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates exemplary understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
Strand: Behavioral Sciences (BH)				
BH Standard 1 - Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	**A student at this level** attempts to describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe in a limited fashion how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe in depth how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
	attempts to describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe in a limited fashion how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe in depth how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.
BH Standard 2 - Wisconsin students will investigate interactions between individuals and groups (Sociology).	attempts to compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can make a simple comparison of how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can compare in depth how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.

Read these grade 4 descriptors for *Basic* and *Proficient*.

What knowledge and skills would you expect of the threshold Proficient *student?*

35

Examine Items Using Item Map

For each item…

- Consider what the item measures.
- What do you know about a student who answers the item correctly?
- *Bonus:* What makes this item harder than the items that come before it?

Order of Difficulty	Item Type	Standard	Score Key	What does this item measure? What do you know about a student who can answer this item correctly?	Notes
1	MC	PS.2.a.i	B		
2	MC	BH.4.a.i	B		
3	MC	Geog.1.c.4-5	C		

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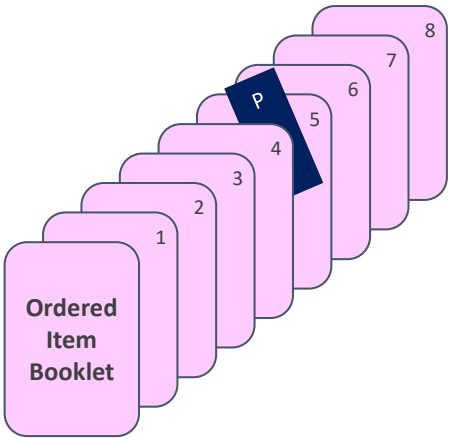
Place Your Bookmark

Consider the *Proficient* threshold student.

The student is expected to have a more-likely-than-not chance of answering items correctly before the bookmark.

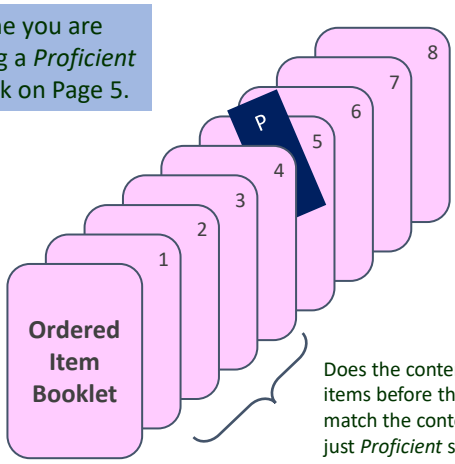
The probability after the bookmark is less than half, but not zero.



37

Evaluating a Bookmark Holistically

Imagine you are evaluating a *Proficient* bookmark on Page 5.



Does the content measured by the items before the bookmark best match the content you expect of the just *Proficient* student?

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Write a Rationale

Good rationales link the content of the items in front of the bookmark to the standards-linked expectations for the threshold student.

- For example, "Students must provide a simple explanation of how culture impacts identity, as is expected of the threshold student."
- Or, "At this point in the OIB, students have to begin to provide increasingly complex comparisons of social problems and solutions, as listed in PLDs."

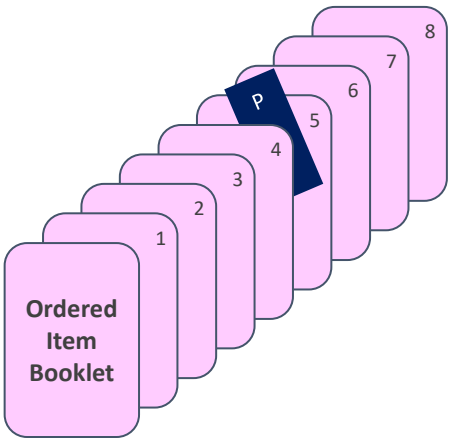
Not-so-good rationales don't refer to the specific knowledge or skills contained in the items.

- For example, "The first geography item is just after the bookmark."

39

Make Your Bookmark Placements

Note your bookmark placement on your training item map.



40

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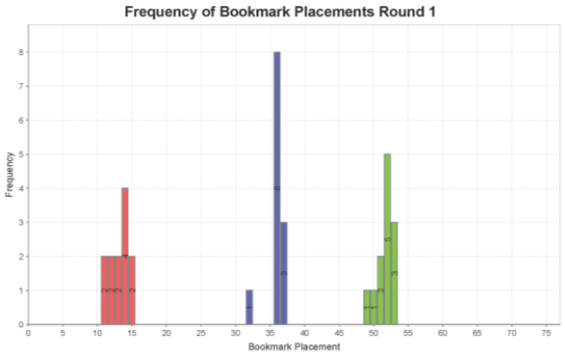
After Round 1

After Round 1, you will see:

- the medians from the group's Round 1 bookmarks
- a histogram of the recommended bookmarks
- *benchmarks*, based on the existing cut scores

The benchmarks are provided as contextual information for you to consider.



41

Benchmarks

After Round 1, you will see benchmarks based on the existing cut scores for the social studies tests.

- If you place your bookmarks around these benchmarks, your recommended cut scores will be consistent with the overall rigor historically associated with each performance level.

This is primarily a content-based process.

- You should always use the knowledge and skills contained in the standards and items to guide your recommendations.
- The benchmarks are provided as another piece of information to consider during the process.

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Using the Feedback

Compare your cut score recommendations with your colleagues' recommendations and with the benchmarks.

Consider the stringency of your recommendations.

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

43

Discussion of Round 1 Recommendations

In the actual workshop, you will discuss your Round 1 bookmarks in small groups.

Feel free to discuss:

- Your bookmarks and your rationales behind them
- Bookmarks that you had a particularly hard time making
- How similar or different your bookmark was from your colleagues'

After discussion, you will have a second opportunity to place bookmarks.

- You can change any, all, or none of your bookmarks.
- Placing bookmarks is always an individual activity.

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Suggestions for Discussions

Practice active listening.

Be open to changing your mind.

Work to understand your colleagues' rationales for their judgments.

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

Do not discuss your bookmarks until everyone in the group has placed theirs.

Keep the contents of your discussions private.

45

45

After Round 2

After Round 2, you will see additional feedback.

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

You will also see *impact data*.

- Impact data are the percentages of students who would be classified in each performance level based on the recommended cut scores.

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

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Round 3

After Round 2, you will discuss your bookmarks as a grade-group.

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

Then you will make Round 3 judgments.

- Placing bookmarks is always an individual activity.

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Reviewing the Recommendations

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

- You will be asked to look at the articulation of the performance standards across grades.
- You may wish to consider adjustments to your recommendations to improve the articulation across grades.
- The small group leaders will convene in a special session to look over the recommendations and, if needed, recommend adjustments to promote better across-grade articulation.

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After the Workshop

Your recommendations will be considered by DPI.

- The recommendations from all groups will be considered by the DPI and its advisors.

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Workshop Structure

Discuss threshold students
Study OIB and make Round 1 judgments
Discuss Round 1 in small groups
Make Round 2 judgments
Discuss Round 2 as a group
Make Round 3 judgments
Review recommendations

50

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Accessing Workshop Materials

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

- Please do *not* share the Hub with anyone outside the workshop.
- To access the Hub, use the link from the chat.
- You will use the Hub to access item maps, items, surveys, and more!

Use Zoom chat for questions or comments in your breakout room.

- You can chat with Everyone in your room, or you can private-chat with individual people in your room.

51

Do you have any questions?

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

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Bookmark Placement Orientation

Wisconsin Social Studies Standard Setting

May 25, 2022

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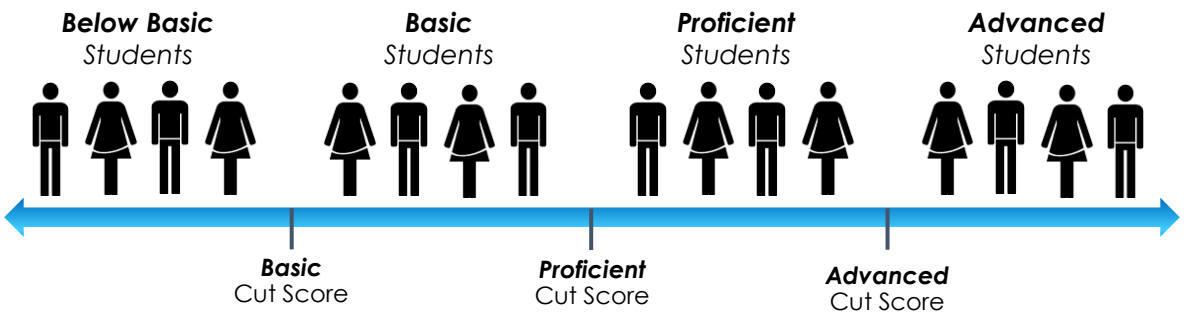
Cut Scores & Performance Levels

Three *cut scores* divide students' test scores into four performance levels.

- Performance level descriptors (PLDs) describe the *range* of student performance in each performance level.



54

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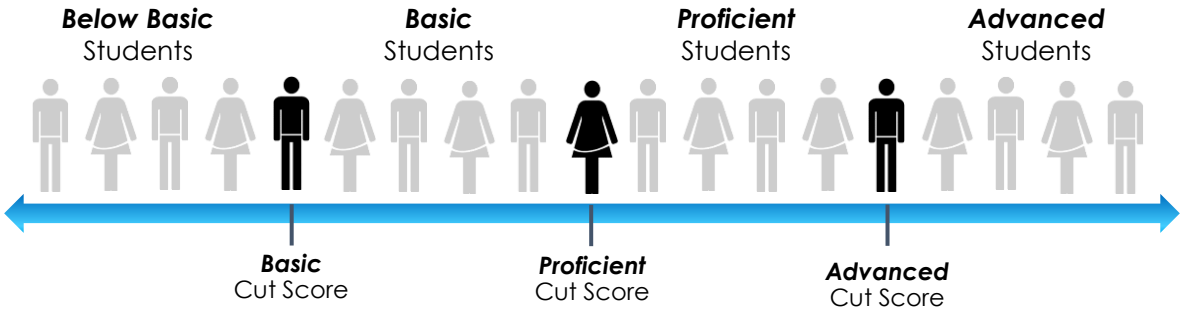
Cut Score Recommendations

Cut score recommendations, represented by bookmark placements, are linked to the student *just* in each level.



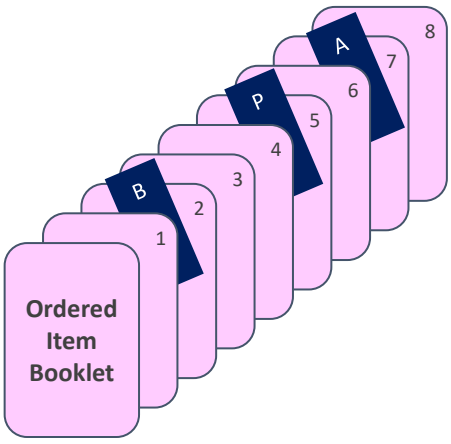
55

Threshold Students and the OIB

You will consider the three threshold students.

You will make statements in the OIB using *bookmarks*.

These bookmarks are linked to cut score recommendations.



56

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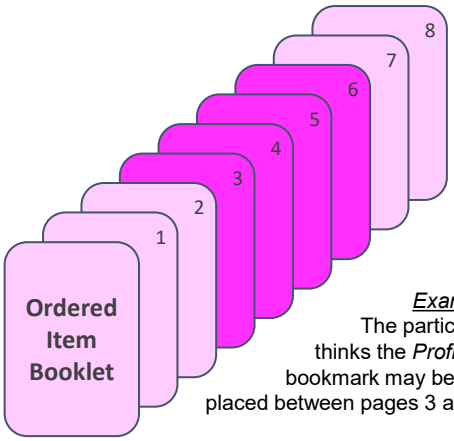
Possible Bookmark Range

You will find a range of items where you could set your bookmark.

- The possible bookmark range may be a couple of items wide, or it may be more than that.
- Do not get stuck on a single item.



Example:
The participant thinks the *Proficient* bookmark may be best placed between pages 3 and 6.

57

Finding the Possible Bookmark Range

Progress through the OIB until you reach an item that the threshold student would not have a more-likely-than-not chance of answering correctly.

- This is the start of your possible bookmark range.

Keep going until you have reached the last item that a student would have a more-likely-than-not chance of answering correctly.

- The possible bookmark range ends after that page.

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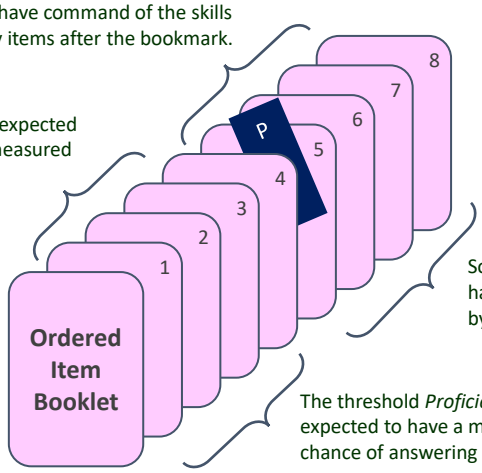
The threshold *Proficient* student is not expected to have command of the skills measured by items after the bookmark.

The threshold *Proficient* student is expected to have command of the content measured by the items before the bookmark.



Some students in *Proficient* may have some of the skills measured by items after the bookmark.

The threshold *Proficient* student is expected to have a more-likely-than-not chance of answering these items correctly.

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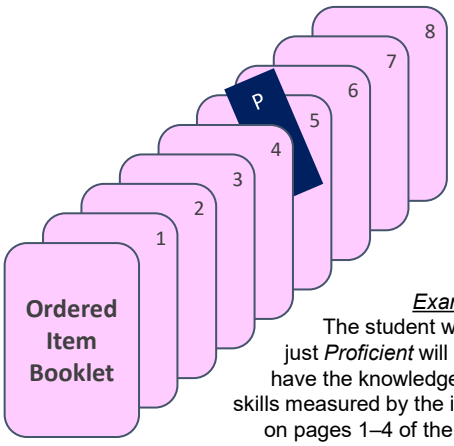
Recording Your Bookmark

Place your bookmark within your possible bookmark range.

- Use the PLDs, the threshold students, the test items, and your professional judgment as guides.

Record the page number **after** your bookmark.



Example:
The student who is just *Proficient* will likely have the knowledge and skills measured by the items on pages 1–4 of the OIB.

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Submitting Bookmarks

Record your bookmarks on the item map.

- You will place three bookmarks.
- Then complete the post-round survey.

Pro tip: Write your bookmarks and content-based rationales on a piece of note paper before you enter them into the item map and post-round survey.

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Technical Notes on Bookmark Placement

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Not "Number Correct"

Your bookmark placement does ***not*** correspond directly with the number of points a student needs to earn to be classified in a performance level.

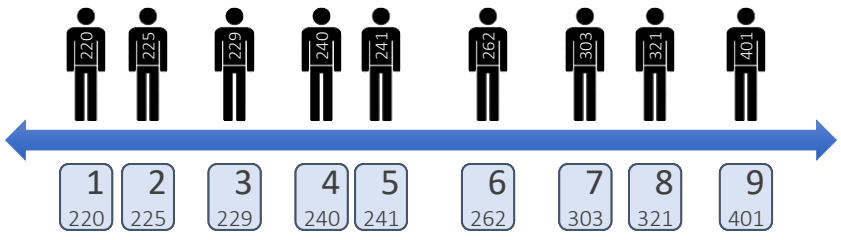
- For example, if you place your *Proficient* bookmark on Page 10, this does *not* mean a student needs to get 10 points on the test to be *Proficient*.

Instead, your cut score recommendations are made on the test scale.

63

Test Scale

Items are ordered by difficulty, easy to hard.
Students are ordered by performance, low to high.



64

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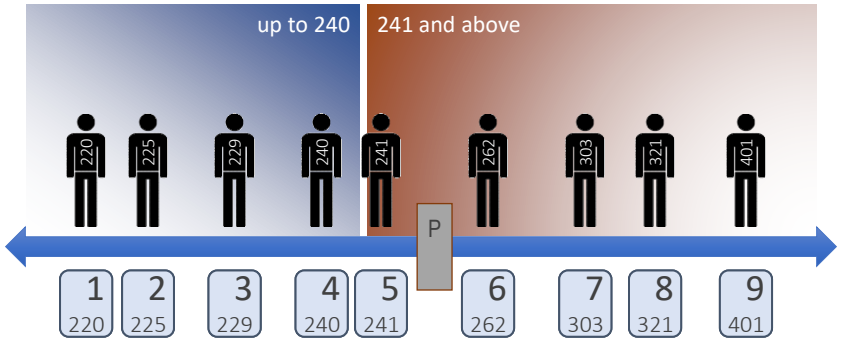
Cut Score

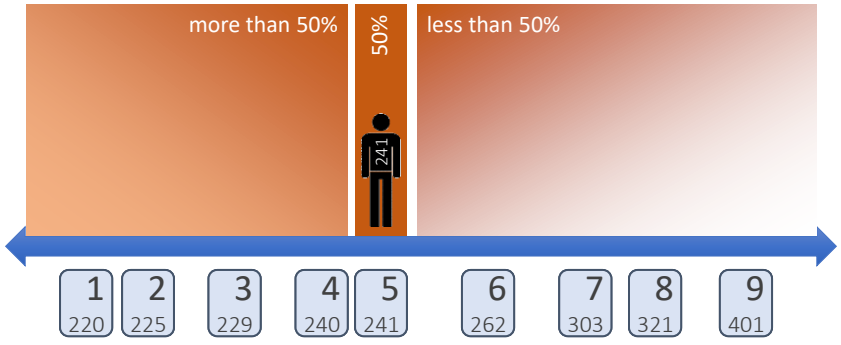
The bookmark separates items.
The cut score separates students.



65

Threshold Student

The threshold student has a 50% chance of answering the item just before the bookmark.



66

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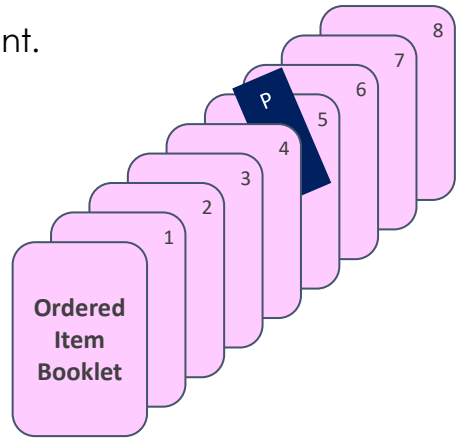
Place Your Bookmark

Consider the *Proficient* threshold student.

The student is expected to have a more-likely-than-not chance of answering items correctly before the bookmark.

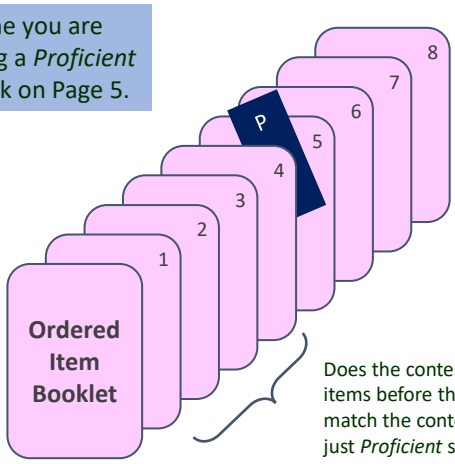
The probability after the bookmark is less than half, but not zero.



67

Evaluating a Bookmark Holistically

Imagine you are evaluating a *Proficient* bookmark on Page 5.



Does the content measured by the items before the bookmark best match the content you expect of the just *Proficient* student?

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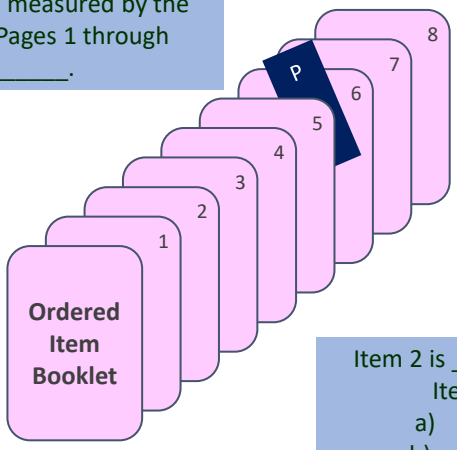
Practice: Bookmark on Page 6

If the *Proficient* bookmark is on Page 6, the threshold *Proficient* student will show command of the content measured by the items on Pages 1 through _____.



Item 2 is _____ than Item 7.

a) Easier
b) Harder

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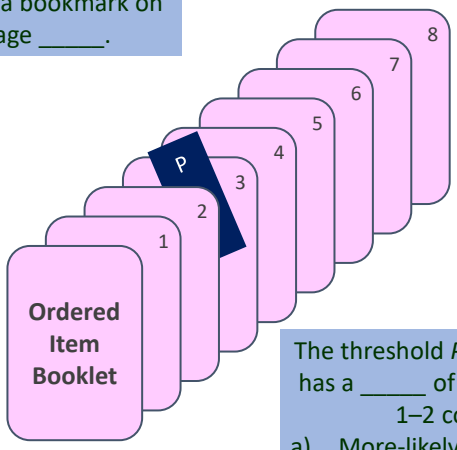
More Practice: Bookmark on Page _____

This is a bookmark on Page _____.



The threshold *Proficient* student has a _____ of answering Items 1–2 correctly.

a) More-likely-than-not chance
b) Nearly 100% chance

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Write a Rationale

Good rationales link the content of the items in front of the bookmark to the standards-linked expectations for the threshold student.

- For example, "Students must provide a simple explanation of how culture impacts identity, as is expected of the threshold student."
- Or, "At this point in the OIB, students have to begin to provide increasingly complex comparisons of social problems and solutions, as listed in PLDs."

Not-so-good rationales don't refer to the specific knowledge or skills contained in the items.

- For example, "The first geography item is just after the bookmark."

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Pacing

Some people will take longer than others to study the test items and place their bookmarks.

- During conversations, please be considerate of others in your group.
- If you finish earlier than your colleagues, you may wish to check-in with your facilitator, leave your webcam on, and take a short break.

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Rounds

Round 1: Place bookmarks on your own

Round 2: See feedback, discuss with your colleagues, place bookmarks on your own

Round 3: See feedback, discuss with the group, place bookmarks on your own

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Mid-Process Evaluation

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Thanks

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Across-Grade Discussion

Wisconsin Social Studies Standard Setting

May 26, 2022

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Across-Grade Articulation

In your grade-groups, participants saw the recommendations for all three grades.

What reactions did your participants have to these questions?

1. What pattern(s) do we see in the impact data across grades, and is the pattern reasonable and explainable?
2. What questions, if any, do we have for other groups considering their cut score recommendations?
3. What flexibility do we have around our own group's cut score recommendations?

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Potential Adjustments

Based on this discussion, do the small group leaders recommend any adjustments to the cut scores?

Remember that:

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

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Wrap-Up

Please listen to the facilitator for important information about security.

Complete your articulation evaluation before you leave.

Thank you for your participation!

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Wisconsin Social Studies Standard Setting

Participant Name: _____

Item Map for Training

Order of Difficulty	Item Type	Standard	Score Key	What does this item measure? What do you know about a student who can answer this item correctly?	Notes
1	MC	PS.2.a.i	B		
2	MC	BH.4.a.i	B		
3	MC	Geog.1.c.4-5	C		
4	MC	Geog.1.b.i	A		
5	MC	Hist.4.c.i	D		
6	Drag-and-Drop	Econ.2.a.3-4	Rubric		
7	Match-ing	BH.4.a.i	Rubric		

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Order of Difficulty	Item Type	Standard	Score Key	What does this item measure? What do you know about a student who can answer this item correctly?	Notes
8	MC	BH.4.a.i	B		
9	MC	Hist.3.c.i Inq.4.a.i	B		
10	Drop-Down	Hist.2.c.i	Rubric		
11	Drag-and-Drop	BH.4.a.i	Rubric		
12	MC	Hist.4.c.i	B		
13	MC	PS.2.a.i	D		
14	MC	Geog.3.b.4	C		
15	MC	Econ.4.b.4-5 Inq.3.c.i	D		

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Wisconsin Forward Exam

WISCONSIN DEPARTMENT OF Public Instruction

Sample
Ordered Item Booklet

DATA RECOGNITION DRC CORPORATION

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1

All citizens of the United States are expected to participate in government by

A. going to work.

B. voting in elections.

C. treating people fairly.

D. respecting people's rights.

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The scientific knowledge that the sun contains energy has led to which of these?

A. little rainfall in deserts

B. solar heating for homes

C. steam power for railroads

D. warmer temperatures at the equator

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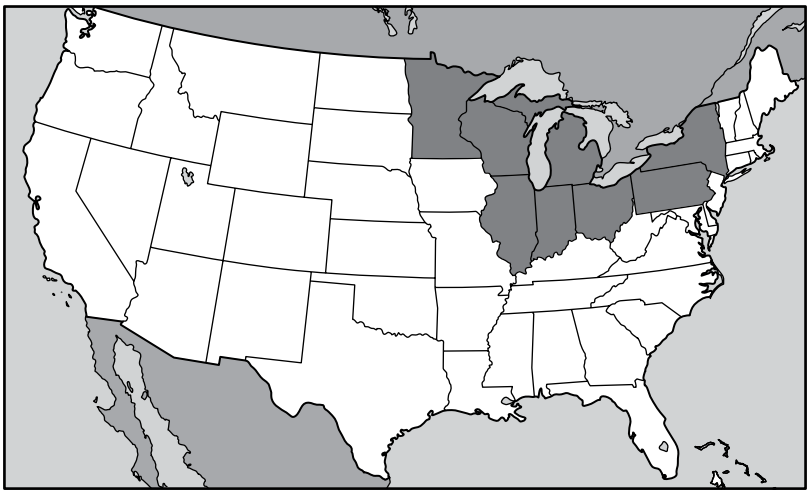
Look at the map.



What is the best title for the map based on the darkest shaded area?

A. The Canadian Border

B. The Northeast Region

C. The Great Lakes Region

D. The Midwest Tribal Lands

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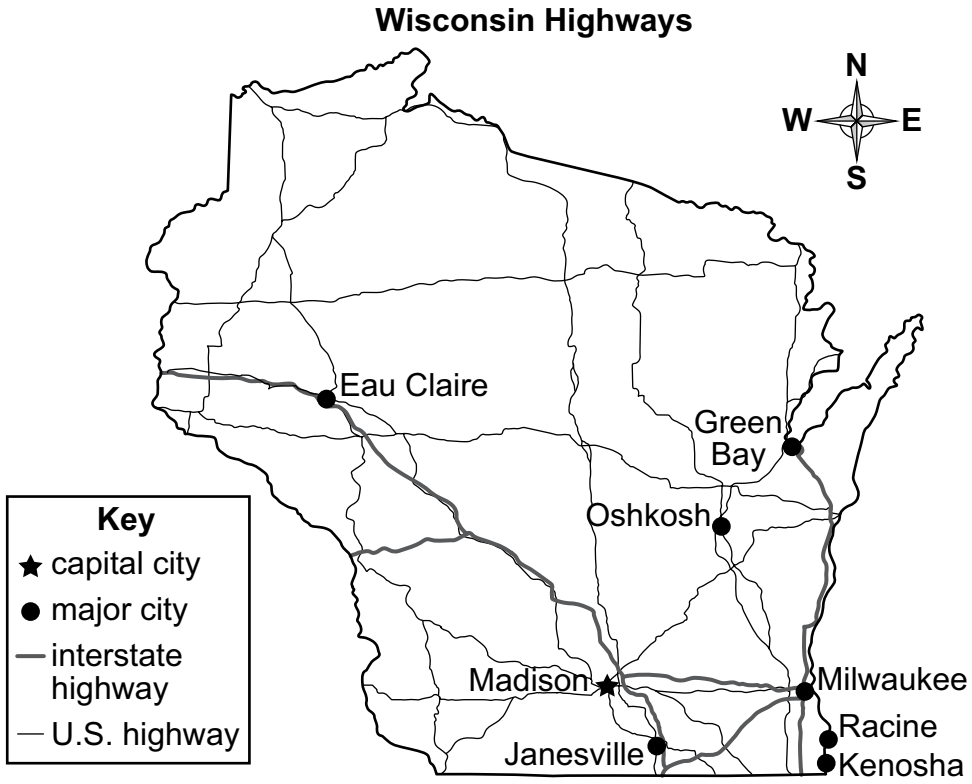
Look at the map.



This map of Wisconsin would be <u>most</u> helpful for

A. planning a trip in the state.

B. planning a day hike in the state.

C. locating historical sites in the state.

D. identifying natural resources in the state.

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Look at the poster. It was created by the U.S. government during World War II. It shows an office worker, a welder, and a factory worker.

Source: Library of Congress

The U.S. government most likely created the poster to

A. persuade women to save money

B. encourage women to attend school

C. support women working in the home

D. encourage women to help in the war effort

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Look at the chart.

Complete the chart by writing each word or phrase in the correct column to show whether it is a good or service.

Goods and Services

Goods	Services
•	•
•	•

clothes

haircuts

computers

car repairs

Scoring Rubric

Clothes and computers are goods. Haircuts and car repairs are services.

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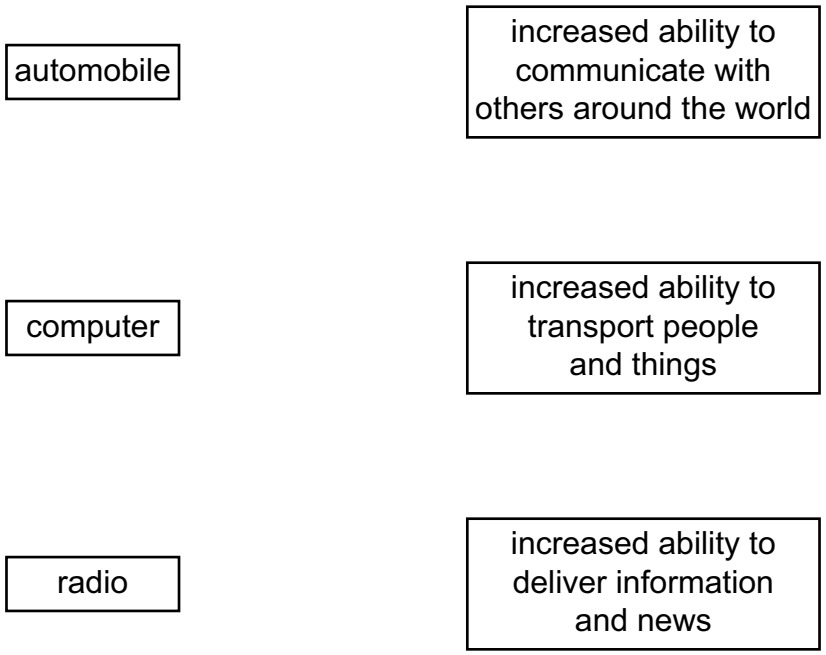
Some inventions in transportation and communication have greatly changed Americans' lives. Match each invention to one effect by drawing a line from the invention to its effect.



Scoring Rubric

The automobile increased the ability to transport people and things. The computer increased the ability to communicate with others around the world. The radio increased the ability to deliver information and news.

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Dairy farms in Wisconsin use technologies such as automatic milking machines and computers that monitor animal health. Which statement about these technologies is true?

A. They make dairy farming more dangerous.

B. They make dairy farming more productive.

C. They require dairy farmers to work longer hours.

D. They require dairy farmers to hire more workers.

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Read the information and quotation in the boxes.

> During the 1960s, many people in the United States became concerned about problems in the environment. The air and waterways were being polluted, and the use of pesticides was damaging wildlife. Senator Gaylord Nelson of Wisconsin founded Earth Day in 1970 as a way to educate people about environmental issues. People have continued to celebrate Earth Day each year, and it has now spread to more than 170 countries.

> Our goal is not just an environment of clean air and water and scenic beauty. The objective is an environment of decency, quality, and mutual respect for all other human beings and all other living creatures.
>
> —Senator Gaylord Nelson, speaking at the first Earth Day in 1970

How have the events of the first Earth Day affected life today?

A. All environmental problems have been solved.

B. People continue to work to protect the environment.

C. There is no longer a need for events such as Earth Day.

D. People in other countries are not interested in the goals of Earth Day.

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Read the information in the box.

> In 1620, the Pilgrims arrived in America to form a new colony. They wanted to live where they could worship as they wished. Before landing at Plymouth, the Pilgrims created the Mayflower Compact, a document that established self-government. They agreed to make laws that would be fair and for the general good of all. To do this, the Pilgrims met in town meetings where all men could speak their views and propose new laws. They also held yearly elections to choose their leaders.

Circle the phrase below each blank line that correctly completes the sentences.

The Mayflower Compact is an important document in American history. The Pilgrims created the document to _____ .

set up a form of government
guarantee freedom of religion
declare independence from England

The ideas in the document guided the founders of the United States, when they formed a nation where _____ .

a president was like a king
people could have a voice in creating laws
laws were based on religious ideas

Scoring Rubric

The Pilgrims created the document to set up a form of government. The ideas in the document guided the founders of the United States when they formed a nation where people could have a voice in creating laws.

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Write the name of the technology into the box that describes the way this technology has changed the way people live.

Changes in Energy Use	Changes in Communication	Changes in Transportation

Internet

airplane

cell phone

solar panel

high-speed rail

air conditioning

Scoring Rubric

The solar panel and air conditioning are changes in energy use. The Internet and cell phone are changes in communication. The airplane and high-speed rail are changes in transportation.

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12

William Clark and Meriwether Lewis led an expedition for President Thomas Jefferson after the United States purchased land west of the Mississippi River. Jefferson wanted to know more about the West. The information in the box is an adapted version of a journal entry written by William Clark in 1804.

> The prairies come within a short distance of the river on each side. The prairies contain plums, raspberries, large amounts of wild apples, and a number of deer. We camped on an island situated on the south side of the river opposite some larger than normal hills. The hills were about 160 or 180 feet high.
>
> —William Clark, Monday, June 25, 1804

Based on the information in the box, what information did President Jefferson most likely want to learn from Lewis and Clark's exploration?

A. places to visit while traveling west

B. landforms of the western territories

C. people to see when returning home

D. backgrounds of expedition members

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Read the information in the box. It is based on part of the Declaration of Independence.

> We believe that all people are created equal. People have rights that are given by God. Some of these rights are life, liberty, and the search for happiness. People create governments to protect rights, but when government fails to protect these rights, the people have the right to change or get rid of the government and to create a new government.
>
> —based on the Declaration of Independence

According to the information in the box, what is the main purpose of the Declaration of Independence?

A. to guarantee religious freedom in the new nation

B. to describe how leaders are selected in the new nation

C. to demand more power from the government of Great Britain

D. to explain why the colonies want to separate from Great Britain

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14

In 1900 there were over 21 million horses in the United States. The popularity of the automobile caused that number to decline to about 3 million by 1960. Which business had fewer buyers because of this change?

A. gas stations

B. tire companies

C. farm supply stores

D. department stores

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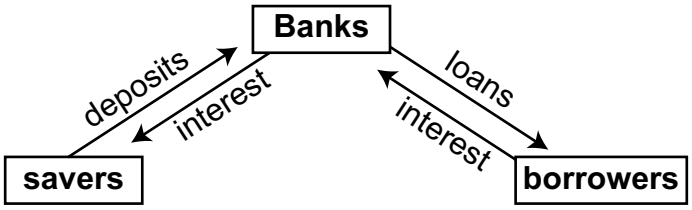
Look at the diagram.



According to the diagram, how do banks help both savers and borrowers?

A. Banks sell money to people.

B. Banks print money for borrowers.

C. Banks make deposits to borrowers.

D. Banks use deposits to make loans.

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Mid-Process Evaluation for Wisconsin Social Studies

This section of the evaluation asks a few questions about bookmark placement, just to make sure everyone understands the process. Don't worry: you learned everything you needed to know during the training.

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

What is your full name? *

Your answer

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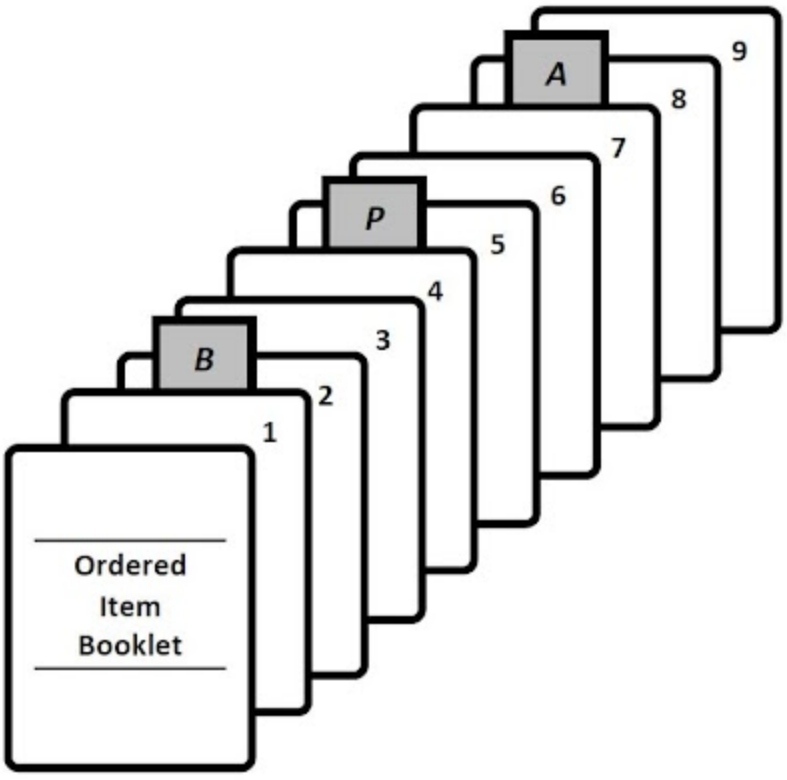
Suppose the bookmarks were placed in a sample ordered item booklet (OIB) as follows:

Cut Score	Bookmark on Page
Basic	2
Proficient	5
Advanced	8

Sample ordered item booklet (OIB)



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Of which items does a student need to have command to just make it into the Proficient performance level? * 1 point

- ◯ 1 to 4
- ◯ 1 to 5
- ◯ 1 to 7

Imagine a student has command of the content in ONLY items 1 through 3 (and nothing else). In which performance level would this student be? * 1 point

Hint: Ask yourself what a student must know to be classified in Proficient.

- ◯ Basic
- ◯ Proficient
- ◯ Advanced

If a student has command of the content in items 1 through 7, in which performance level is the student? * 1 point

- ◯ Basic
- ◯ Proficient
- ◯ Advanced

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Fill in the blank: For the Proficient threshold student, the items before the Proficient bookmark will be _____ than the items after the bookmark. 1 point

- ○ easier to answer
- ○ about the same difficulty
- ○ harder to answer

What does an Advanced bookmark placed on Page 8 represent? 1 point

- ○ Students must have command of the content measured by the items on Pages 1-7 to be Advanced.
- ○ Students must answer EVERY ONE of the items before Page 8 correctly (and miss none) to be Advanced.
- ○ Students must have command of the content measured by the items on Pages 8-9 to be Advanced.

Next Page 1 of 3 Clear form

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Mid-Process Evaluation for Wisconsin Social Studies

This section of the evaluation asks a few questions about bookmark placement, just to make sure everyone understands the process. Don't worry: you learned everything you needed to know during the training.

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

About Your Experience So Far

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

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
The training provided a clear description of the workshop goals.	○	○	○	○

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

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

Back Next Page 2 of 3 Clear form

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DATA RECOGNITION CORPORATION

Mid-Process Evaluation for Wisconsin Social Studies

This section of the evaluation asks a few questions about bookmark placement, just to make sure everyone understands the process. Don't worry: you learned everything you needed to know during the training.

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

Readiness

Before the committee begins Round 1, the facilitators want to make sure everyone feels reasonably comfortable with the process. In this section, indicate whether you are ready to proceed.

Are you ready to proceed with Round 1? *

- ◯ Yes I am ready.
- ◯ Not yet: I have questions.

If not ready to proceed, please write your questions here. Questions will be addressed as a group.

Your answer

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Wisconsin Forward Exam Mid-Process Evaluation

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

Of which items does a student need to have command to just make it into the Proficient performance level?

Response	Frequency	Percent
***1 to 4**	41	85.42
1 to 5	5	10.42
1 to 7	2	4.17

Imagine a student has command of the content in ONLY items 1 through 3 (and nothing else). In which performance level would this student be?

Response	Frequency	Percent
***Basic**	48	100.00
Proficient	0	0.00
Advanced	0	0.00

If a student has command of the content in items 1 through 7, in which performance level is the student?

Response	Frequency	Percent
Basic	1	2.08
Proficient	27	56.25
***Advanced**	20	41.67

Fill in the blank: For the Proficient threshold student, the items before the Proficient bookmark will be _____ than the items after the bookmark.

Response	Frequency	Percent
***easier to answer**	47	97.92
about the same difficulty	0	0.00
harder to answer	1	2.08

What does an Advanced bookmark placed on Page 8 represent?

Response	Frequency	Percent
***Students must have command of the content measured by the items on Pages 1-7 to be Advanced.**	36	75.00
Students must answer EVERY ONE of the items before Page 8 correctly - and miss none - to be Advanced.	2	4.17
Students must have command of the content measured by the items on Pages 8-9 to be Advanced.	10	20.83

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Wisconsin Forward Exam Mid-Process Evaluation

The training provided a clear description of the workshop goals.

Response	Frequency	Percent	Mean: 3.69
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	15	31.25	
Strongly Agree	33	68.75	

The training session leader clearly explained the standard setting procedure.

Response	Frequency	Percent	Mean: 3.65
Strongly Disagree	0	0.00	
Disagree	2	4.17	
Agree	13	27.08	
Strongly Agree	33	68.75	

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

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	0	0.00	
Disagree	2	4.17	
Agree	10	20.83	
Strongly Agree	36	75.00	

The training addressed many of my questions and concerns.

Response	Frequency	Percent	Mean: 3.65
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	17	35.42	
Strongly Agree	31	64.58	

The practice exercises were useful.

Response	Frequency	Percent	Mean: 3.65
Strongly Disagree	0	0.00	
Disagree	1	2.08	
Agree	15	31.25	
Strongly Agree	32	66.67	

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

Response	Frequency	Percent	Mean: 3.54
Strongly Disagree	1	2.08	
Disagree	2	4.17	
Agree	15	31.25	
Strongly Agree	30	62.50	

My role in the standard setting was well described.

Response	Frequency	Percent	Mean: 3.56
Strongly Disagree	1	2.08	
Disagree	1	2.08	
Agree	16	33.33	
Strongly Agree	30	62.50	

I feel prepared to complete the standard setting task.

Response	Frequency	Percent	Mean: 3.48
Strongly Disagree	0	0.00	
Disagree	2	4.17	
Agree	21	43.75	
Strongly Agree	25	52.08	

The performance level descriptors (PLDs) are clear.

Response	Frequency	Percent	Mean: 3.38
Strongly Disagree	0	0.00	
Disagree	4	8.33	
Agree	22	45.83	
Strongly Agree	22	45.83	

Adequate information was provided regarding the PLDs.

Response	Frequency	Percent	Mean: 3.42
Strongly Disagree	0	0.00	
Disagree	3	6.25	
Agree	22	45.83	
Strongly Agree	23	47.92	

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

Response	Frequency	Percent	Mean: 3.40
Strongly Disagree	0	0.00	
Disagree	3	6.25	
Agree	23	47.92	
Strongly Agree	22	45.83	

Are you ready to proceed with Round 1?

Response	Frequency	Percent	Mean: 1.06
Yes I am ready.	45	93.75	
Not yet: I have questions.	3	6.25	

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Appendix C

Detailed Reports of Participants' Judgments

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Wisconsin Forward Exam Social Studies Grade 4
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 1

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	401	17	39	67	461	495	533
1	402	19	37	64	461	493	527
1	403	3	29	57	408	478	520
1	404	16	35	58	460	491	521
1	405	15	22	58	457	466	521
1	406	9	36	64	448	493	527
2	407	15	36	68	457	493	536
2	408	3	34	41	408	489	499
2	409	10	22	44	451	466	501
2	410	16	27	57	460	474	520
2	411	20	35	58	463	491	521
2	412	10	25	55	451	472	517
Overall Statistics	**Median**	15	34.5	58	457	490	521
	25th %ile	9.75	26.5	56.5	450.25	473.5	519.25
	75th %ile	16.25	36	64	460.25	493	527
	Minimum	3	22	41	408	466	499
	Maximum	20	39	68	463	495	536

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	18.84%	21.54%	25.44%	34.18%

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Wisconsin Forward Exam Social Studies Grade 4
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 2

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	401	17	35	58	461	491	521
1	402	17	35	58	461	491	521
1	403	9	37	65	448	493	530
1	404	15	35	57	457	491	520
1	405	19	33	58	461	488	521
1	406	9	36	65	448	493	530
2	407	12	33	57	454	488	520
2	408	17	44	68	461	501	536
2	409	16	29	53	460	478	514
2	410	16	34	58	460	489	521
2	411	17	35	58	461	491	521
2	412	14	34	57	456	489	520

Overall Statistics	**Median**	16	35	58	460	491	521
	25th %ile	13.5	33.75	57	455.5	488.75	520
	75th %ile	17	35.25	59.75	461	491.5	523.25
	Minimum	9	29	53	448	478	514
	Maximum	19	44	68	461	501	536

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	20.45%	20.66%	24.71%	34.18%

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Wisconsin Forward Exam Social Studies Grade 4
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 3

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	401	17	35	65	461	491	530
1	402	17	35	65	461	491	530
1	403	15	37	65	457	493	530
1	404	15	35	57	457	491	520
1	405	17	36	65	461	493	530
1	406	17	29	65	461	478	530
2	407	17	35	65	461	491	530
2	408	17	44	68	461	501	536
2	409	16	35	67	460	491	533
2	410	17	35	65	461	491	530
2	411	17	35	65	461	491	530
2	412	16	34	65	460	489	530

Overall Statistics	**Median**	17	35	65	461	491	530
	25th %ile	16	35	65	460	491	530
	75th %ile	17	35.25	65	461	491.5	530
	Minimum	15	29	57	457	478	520
	Maximum	17	44	68	461	501	536

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	21.01%	20.09%	31.85%	27.05%

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Wisconsin Forward Exam Social Studies Grade 8
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 1

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	501	8	38	65	639	693	728
1	502	5	22	49	626	672	705
1	503	13	30	60	653	682	718
1	504	26	46	63	678	701	725
1	505	13	37	65	653	692	728
1	506	19	44	68	663	700	733
1	507	23	38	65	673	693	728
1	508	21	39	59	668	694	717
1	509	15	30	64	656	682	727
1	510	11	31	54	649	684	711
2	511	21	33	51	668	687	707
2	512	10	23	53	646	673	710
2	513	17	35	70	662	689	743
2	514	16	47	63	657	703	725
2	515	31	50	60	684	706	718
2	516	20	35	60	667	689	718
2	518	11	30	68	649	682	733
2	519	20	35	60	667	689	718
2	520	40	63	69	695	725	736
2	521	29	45	65	682	700	728

Overall Statistics	**Median**	18	36	63	662.5	690.5	725
	25th %ile	12.5	30.75	59.75	652	683.5	717.75
	75th %ile	21.5	44.25	65	669.25	700	728
	Minimum	5	22	49	626	672	705
	Maximum	40	63	70	695	725	743

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	19.53%	19.22%	30.47%	30.77%

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Wisconsin Forward Exam Social Studies Grade 8
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 2

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	501	20	47	69	667	703	736
1	502	23	40	68	673	695	733
1	503	17	41	65	662	697	728
1	504	14	37	63	653	692	725
1	505	23	38	65	673	693	728
1	506	19	41	65	663	697	728
1	507	16	40	63	657	695	725
1	508	19	37	69	663	692	736
1	509	15	41	68	656	697	733
1	510	22	42	65	672	698	728
2	511	20	35	60	667	689	718
2	512	23	41	69	673	697	736
2	513	16	34	65	657	688	728
2	514	17	35	60	662	689	718
2	515	20	37	64	667	692	727
2	516	17	35	60	662	689	718
2	518	20	37	68	667	692	733
2	519	18	40	65	662	695	728
2	520	22	34	59	672	688	717
2	521	21	36	60	668	690	718

Overall Statistics	**Median**	19.5	37.5	65	665	692.5	728
	25th %ile	17	35.75	62.25	662	689.75	723.25
	75th %ile	21.25	41	68	669	697	733
	Minimum	14	34	59	653	688	717
	Maximum	23	47	69	673	703	736

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	21.17%	19.24%	31.36%	28.23%

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Wisconsin Forward Exam Social Studies Grade 8
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 3

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	502	23	40	67	673	695	732
1	503	17	38	65	662	693	728
1	504	14	37	63	653	692	725
1	505	23	38	65	673	693	728
1	506	19	41	68	663	697	733
1	507	16	38	65	657	693	728
1	508	19	37	65	663	692	728
1	509	15	40	68	656	695	733
1	510	15	42	65	656	698	728
2	511	15	35	60	656	689	718
2	512	20	40	67	667	695	732
2	513	17	38	65	662	693	728
2	514	17	38	63	662	693	725
2	515	15	38	64	656	693	727
2	516	16	35	60	657	689	718
2	518	15	40	68	656	695	733
2	519	17	38	68	662	693	733
2	520	23	39	66	673	694	731
2	521	17	40	65	662	695	728

Overall Statistics	**Median**	17	38	65	662	693	728
	25th %ile	15	38	64.5	656	693	727.5
	75th %ile	19	40	67	663	695	732
	Minimum	14	35	60	653	689	718
	Maximum	23	42	68	673	698	733

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	19.53%	21.74%	30.50%	28.23%

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Wisconsin Forward Exam Social Studies Grade 10
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 1

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	601	23	32	49	786	797	824
1	602	28	54	65	791	830	857
1	603	10	33	60	760	798	845
1	604	17	38	53	776	805	830
1	605	16	31	47	772	795	819
1	606	14	27	47	770	790	819
1	607	25	50	60	788	825	845
1	608	20	40	65	783	807	857
1	609	11	17	40	764	776	807
2	610	18	33	63	778	798	850
2	611	8	22	49	759	785	824
2	612	9	25	49	759	788	824
2	613	17	38	54	776	805	830
2	614	4	16	60	728	772	845
2	615	28	45	55	791	815	833
2	616	15	33	50	771	798	825
2	617	19	45	60	780	815	845
Overall Statistics	**Median**	17	33	54	776	798	830
	25th %ile	11	27	49	764	790	824
	75th %ile	20	40	60	783	807	845
	Minimum	4	16	40	728	772	807
	Maximum	28	54	65	791	830	857

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	29.58%	16.77%	26.75%	26.90%

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Wisconsin Forward Exam Social Studies Grade 10
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 2

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	601	23	38	54	786	805	830
1	602	20	48	57	783	823	837
1	603	15	33	54	771	798	830
1	604	17	41	56	776	809	836
1	605	15	38	54	771	805	830
1	606	15	38	55	771	805	833
1	607	21	45	59	784	815	842
1	609	15	38	53	771	805	830
2	610	18	36	53	778	802	830
2	611	15	36	49	771	802	824
2	612	18	37	57	778	803	837
2	613	18	38	58	778	805	840
2	614	17	37	56	776	803	836
2	615	18	28	53	778	791	830
2	616	17	36	52	776	802	828
2	617	17	33	57	776	798	837
Overall Statistics	**Median**	17	37.5	54.5	776	804	831.5
	25th %ile	15	36	53	771	802	830
	75th %ile	18	38	57	778	805	837
	Minimum	15	28	49	771	791	824
	Maximum	23	48	59	786	823	842

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	29.58%	21.84%	22.36%	26.23%

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Wisconsin Forward Exam Social Studies Grade 10
Bookmark Placements and Associated Cut Score Recommendations

Results from Round 3

		Bookmark Placements			Cut Score Recommendations		
Table	**Participant**	**Basic**	**Proficient**	**Advanced**	**Basic**	**Proficient**	**Advanced**
1	601	23	38	54	786	805	830
1	602	18	41	57	778	809	837
1	603	17	37	57	776	803	837
1	604	17	41	57	776	809	837
1	605	15	38	54	771	805	830
1	606	17	38	54	776	805	830
1	607	18	39	57	778	806	837
1	609	15	38	56	771	805	836
2	610	18	38	58	778	805	840
2	611	15	35	49	771	801	824
2	612	15	37	57	771	803	837
2	613	18	41	58	778	809	840
2	614	18	38	57	778	805	837
2	615	18	28	53	778	791	830
2	616	15	37	57	771	803	837
2	617	18	41	57	778	809	837

Overall Statistics	**Median**	17.5	38	57	777	805	837
	25th %ile	15	37	54	771	803	830
	75th %ile	18	39.5	57	778	806.75	837
	Minimum	15	28	49	771	791	824
	Maximum	23	41	58	786	809	840

Impact Data	**Below Basic**	**Basic**	**Proficient**	**Advanced**
	30.27%	22.06%	25.73%	21.94%

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Appendix D

Graphical Representation of Participants' Judgments

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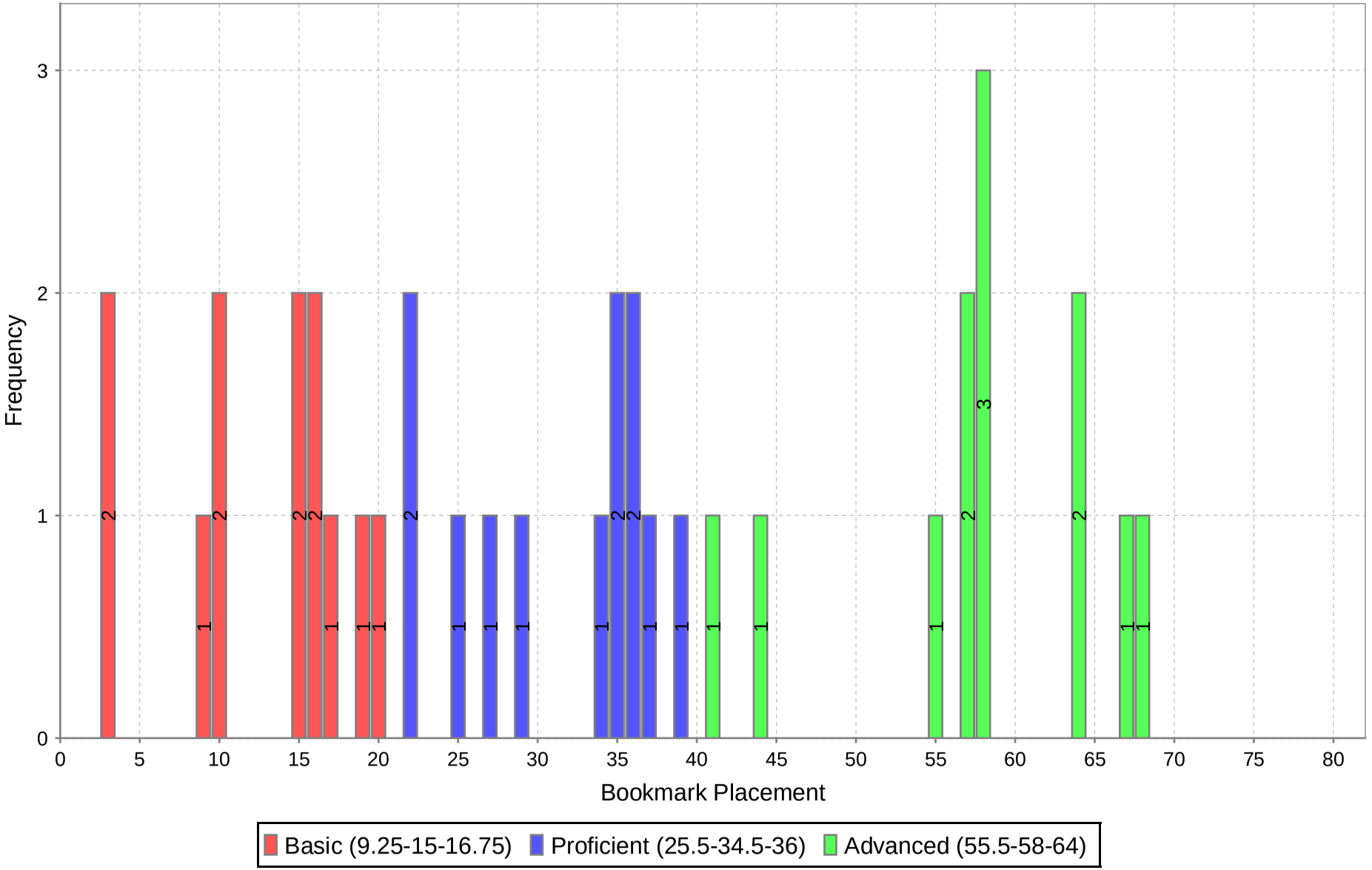
Wisconsin Grade 4 Social Studies
Frequency of Bookmark Placements Round 1



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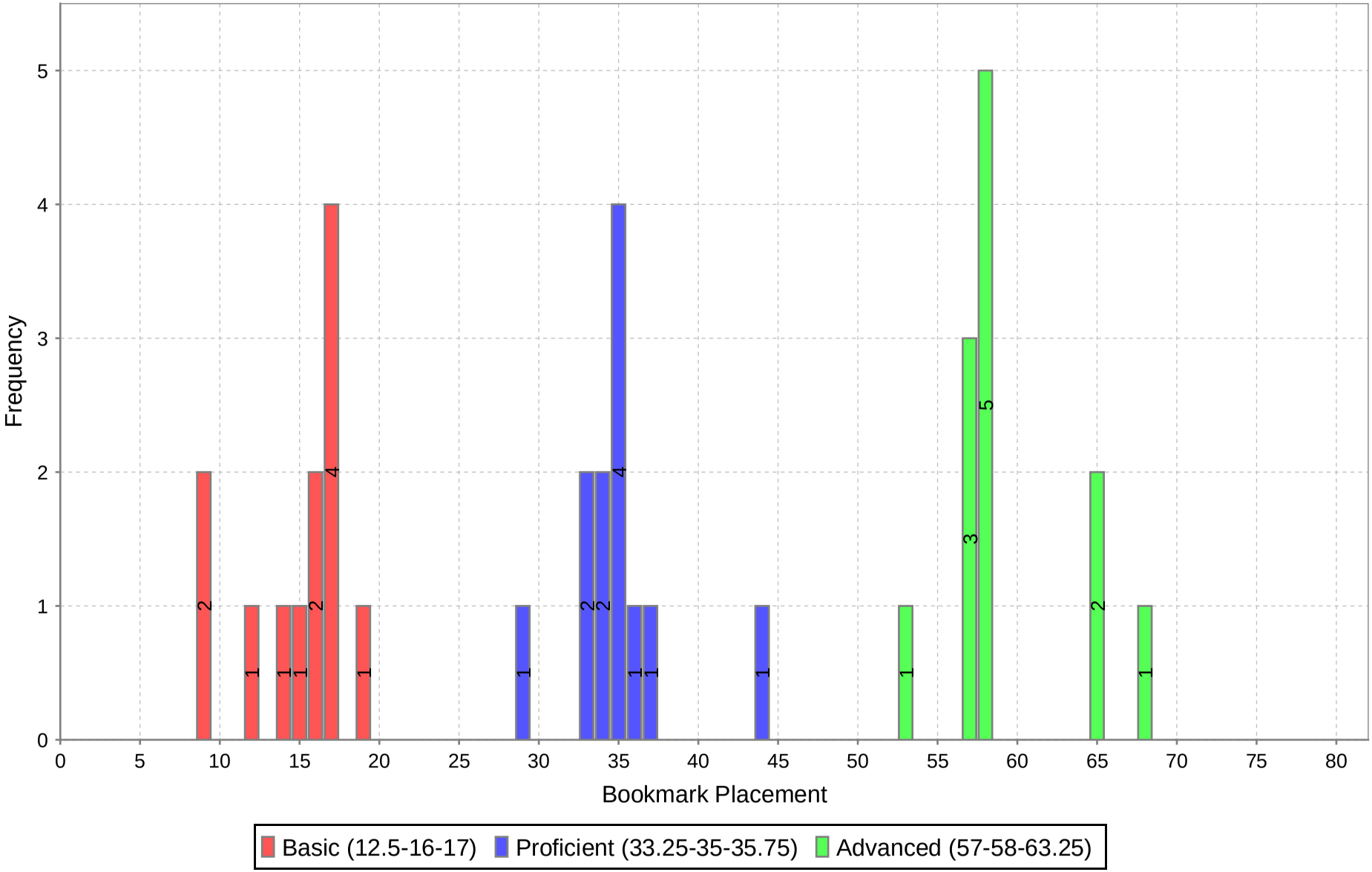
Wisconsin Grade 4 Social Studies
Frequency of Bookmark Placements Round 2



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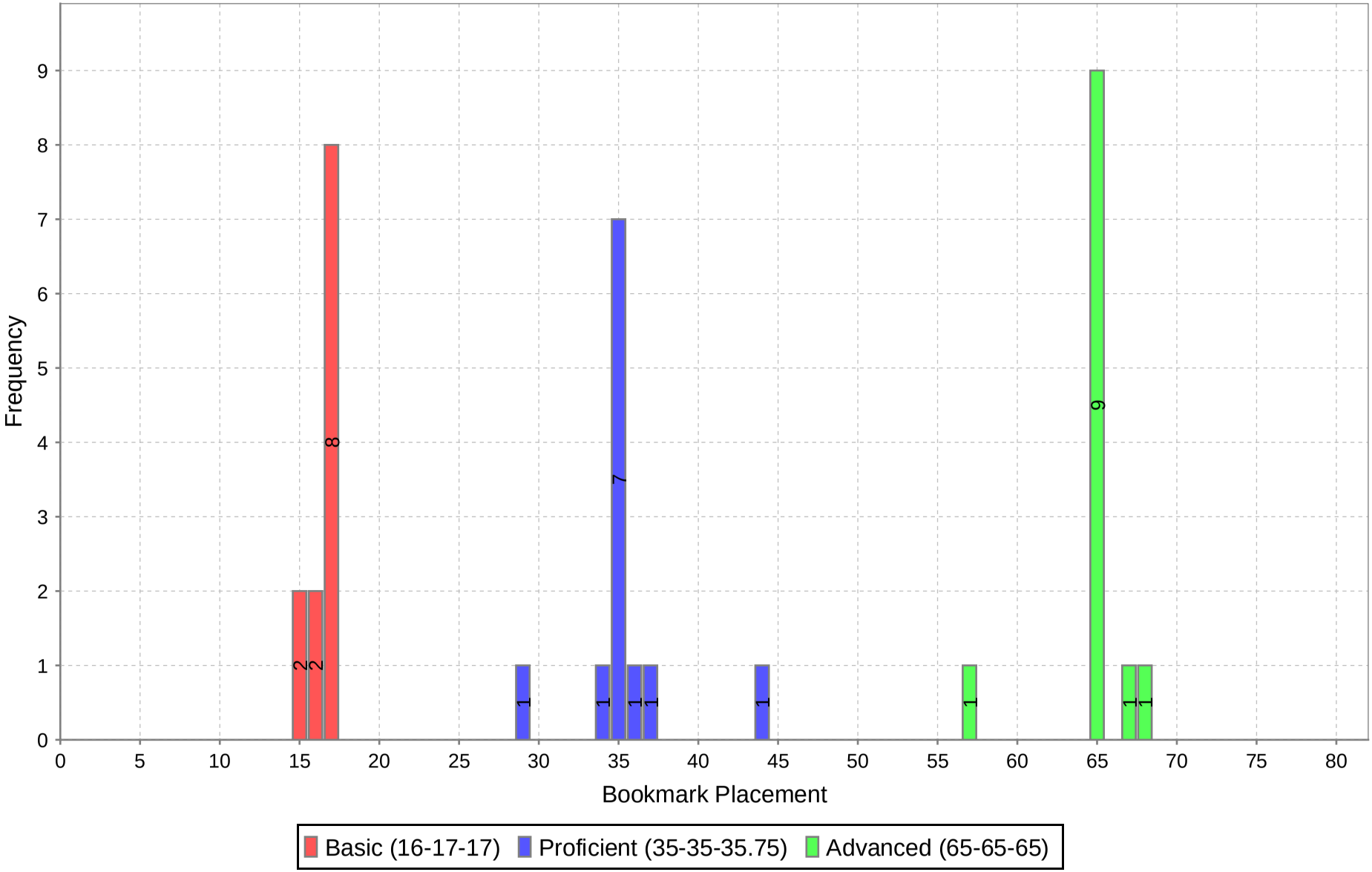
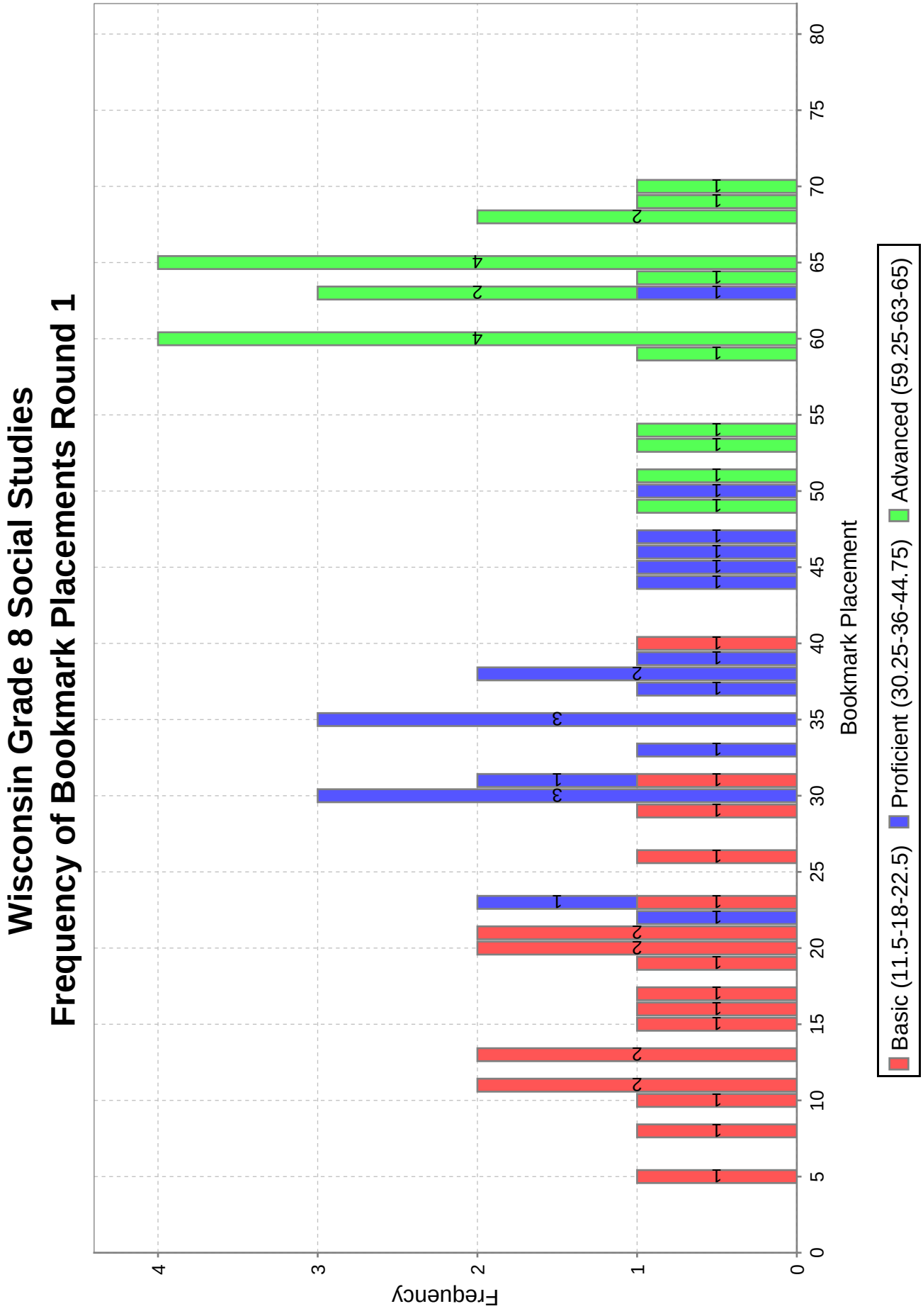
Wisconsin Grade 4 Social Studies
Frequency of Bookmark Placements Round 3





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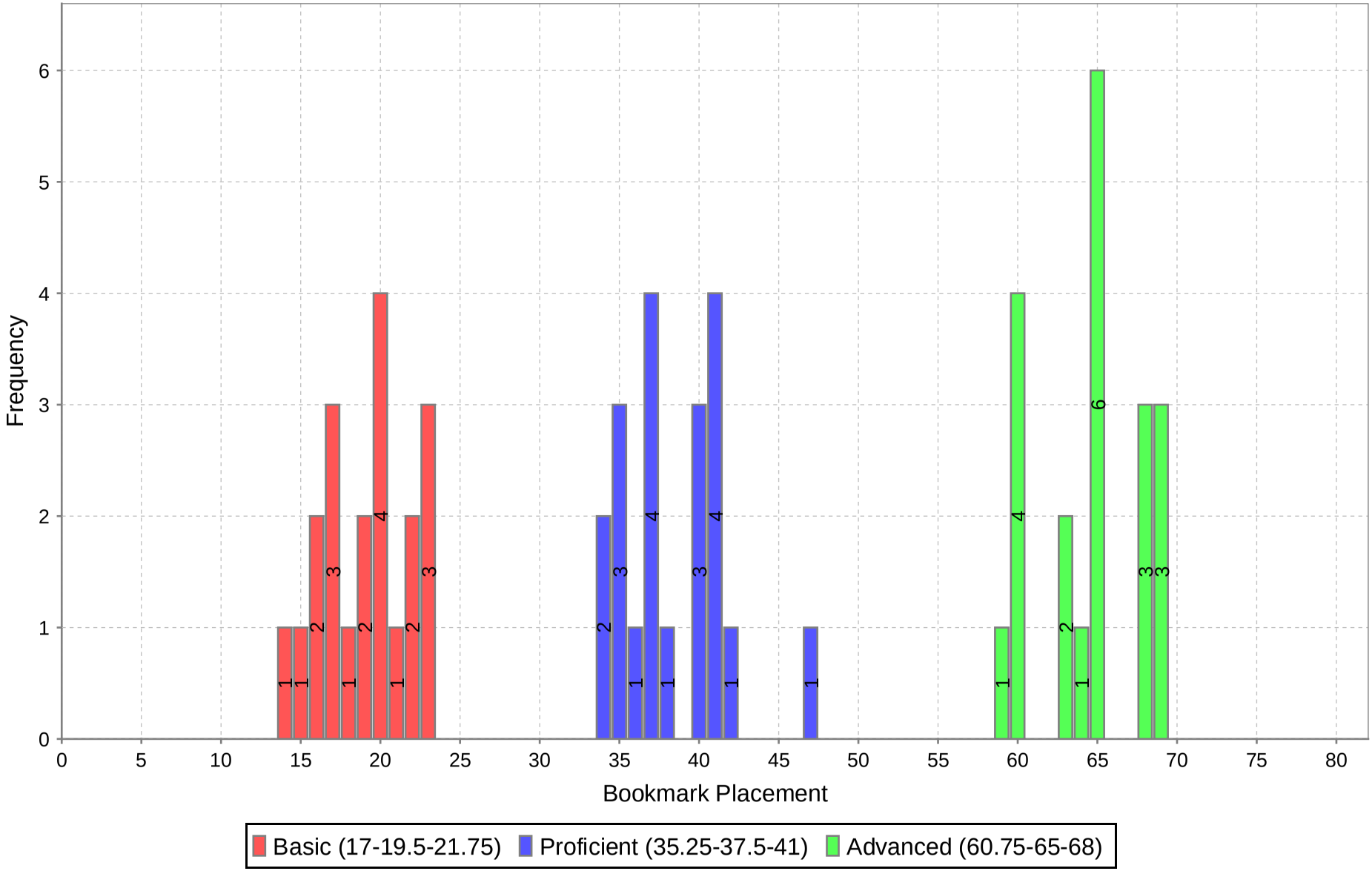
Wisconsin Grade 8 Social Studies
Frequency of Bookmark Placements Round 2



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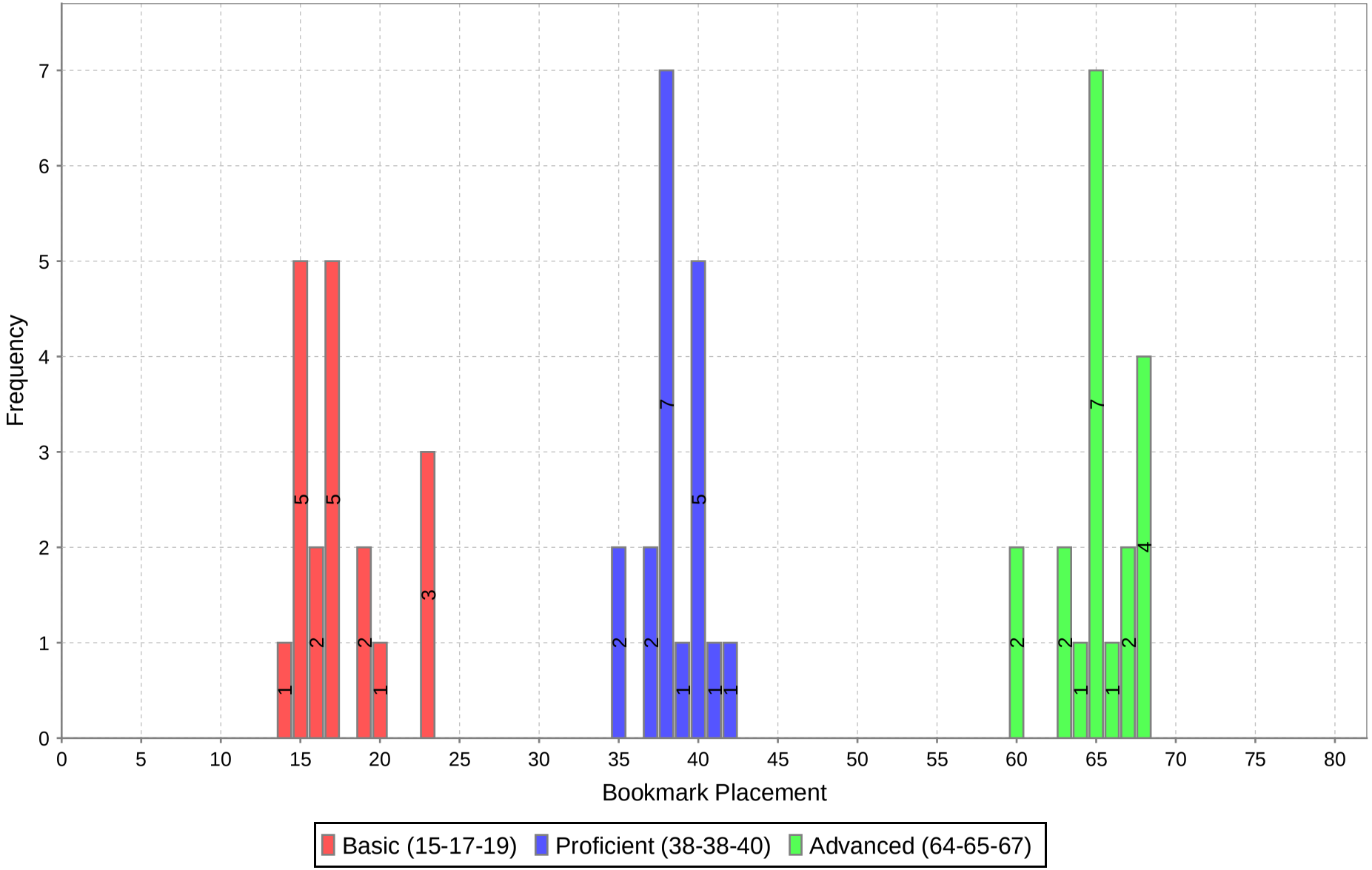
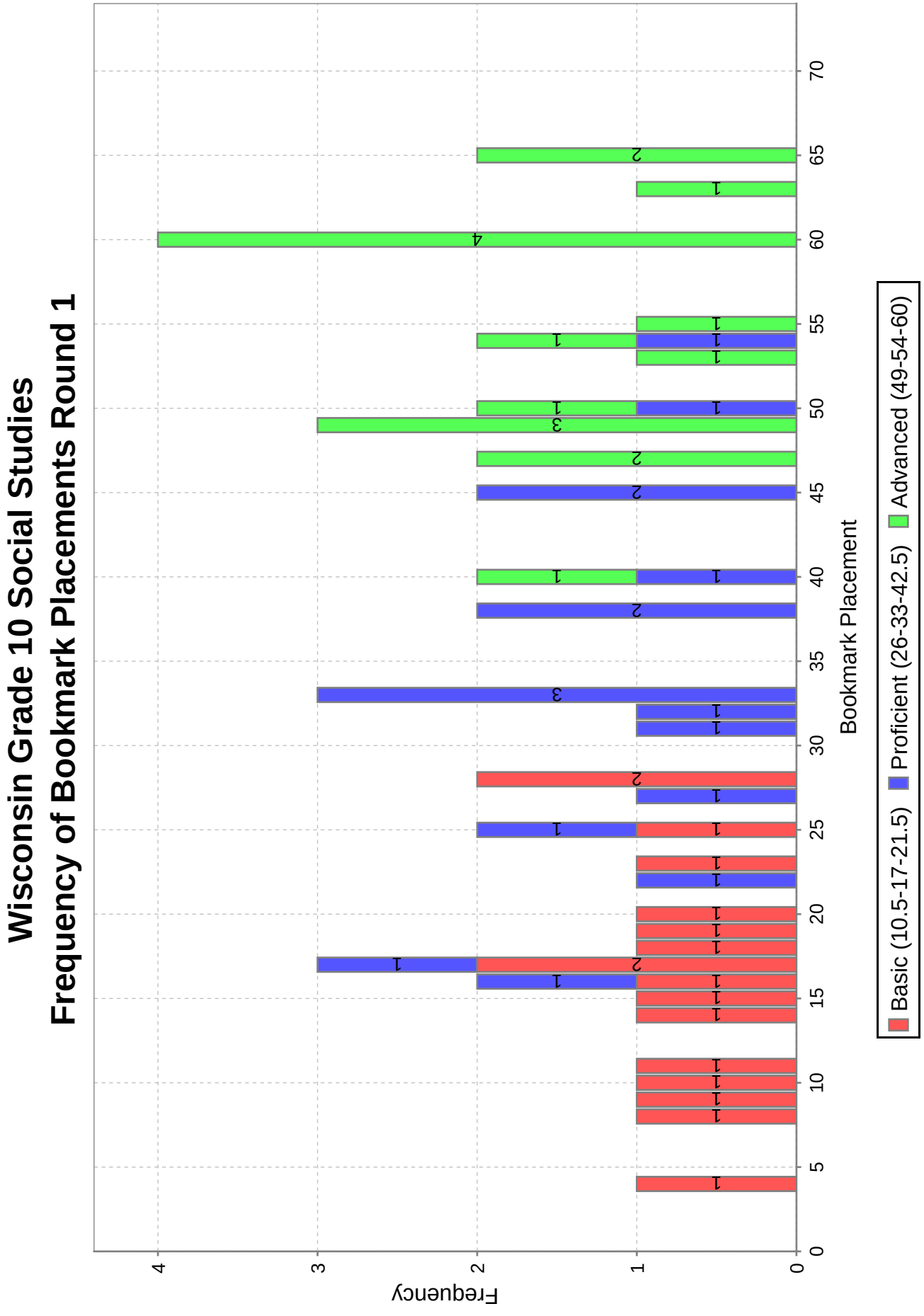
Wisconsin Grade 8 Social Studies
Frequency of Bookmark Placements Round 3





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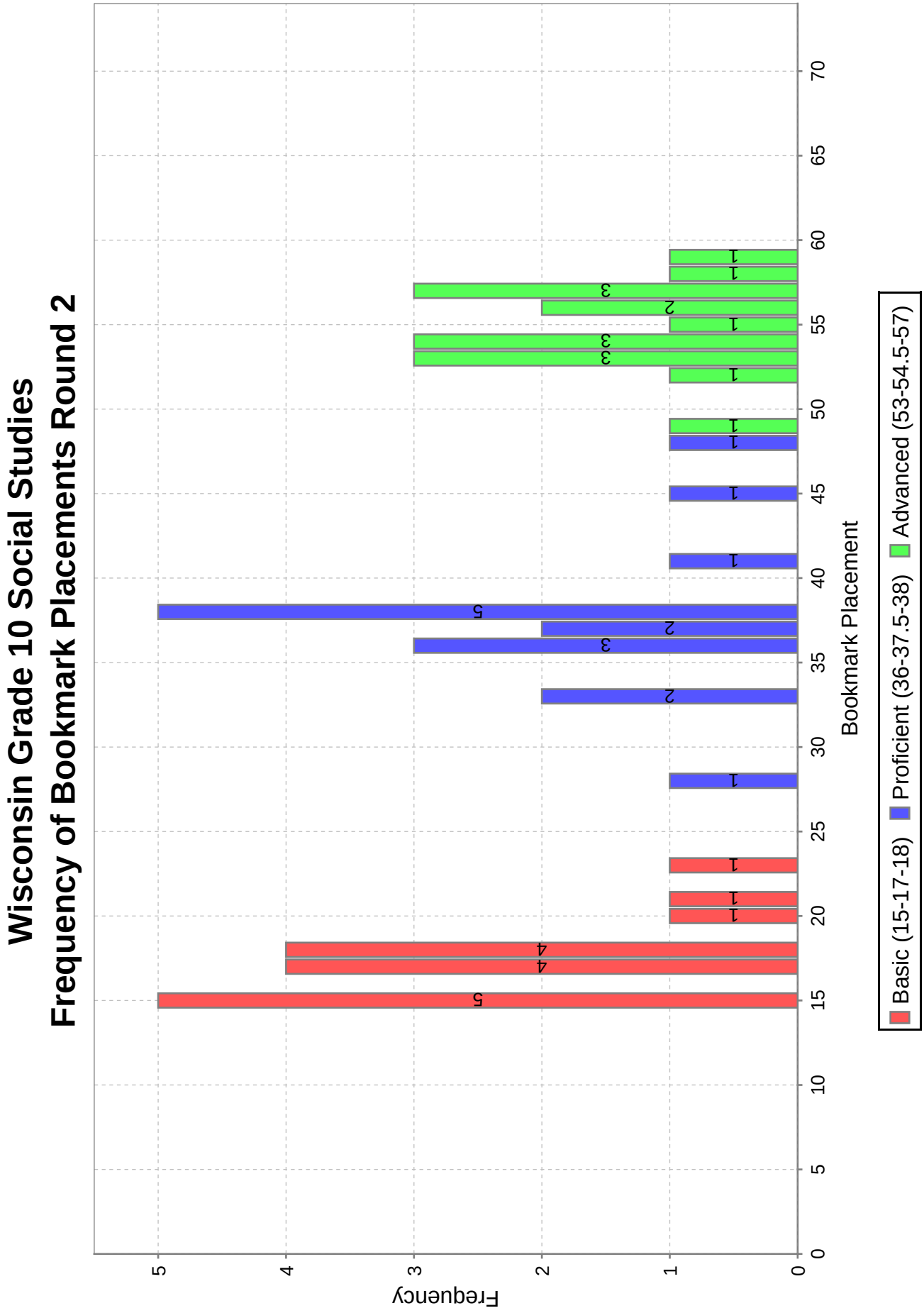

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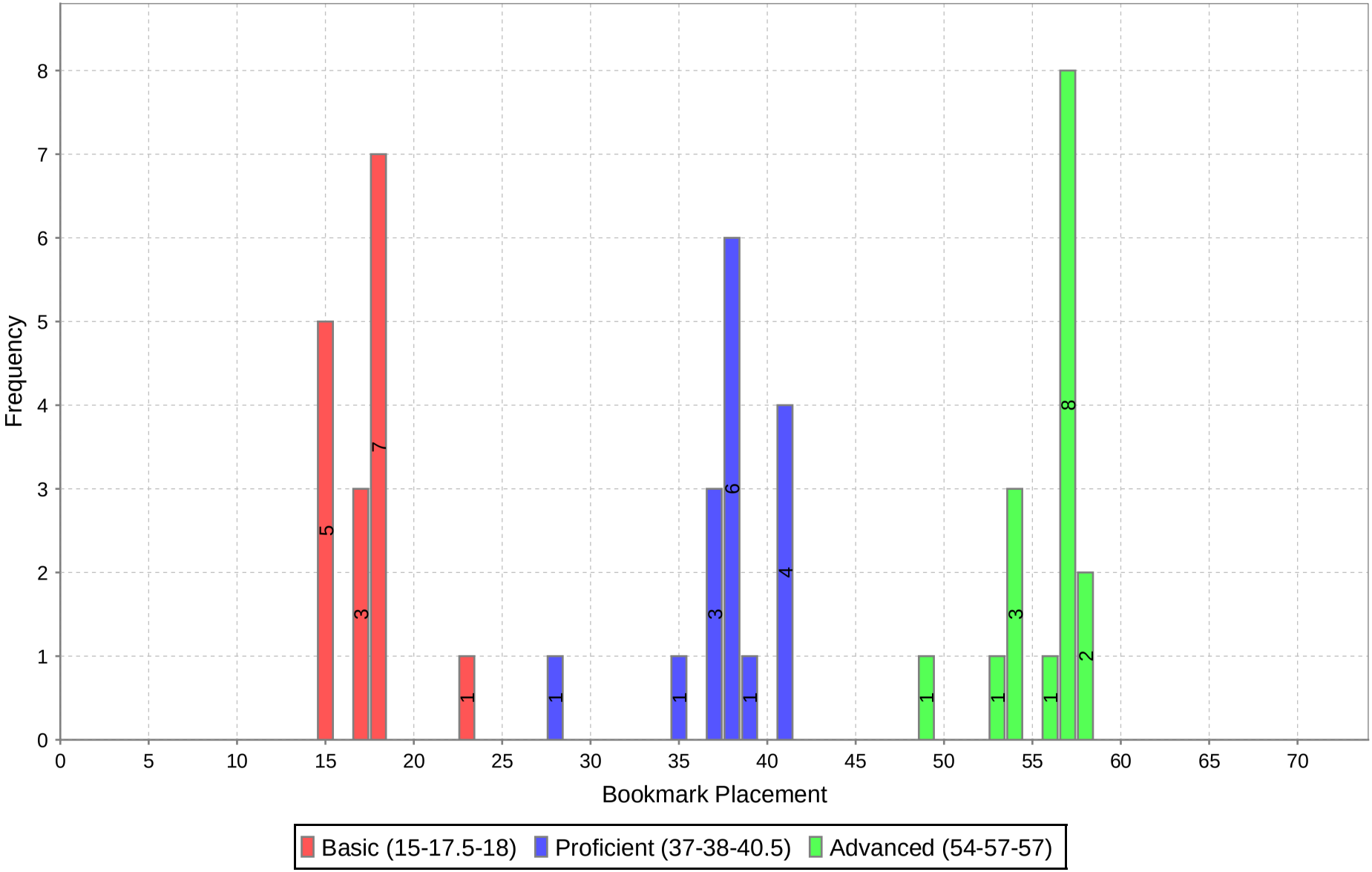
Wisconsin Grade 10 Social Studies
Frequency of Bookmark Placements Round 3



Appendix E

Standard Errors Associated with Cut Scores

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Calculating a Meaningful Standard Error for the Bookmark Cut Score

In the Bookmark Standard Setting Procedure for a given grade and content area, participants are assigned to roughly equivalent small groups that work independently through Round 2. Thus, the set of Round 2 cut scores provide some information about the stability of consensus in Bookmark cut scores across independent small group replications. To quantify this degree of consensus, we calculate the cluster sample standard error (Cochran, 1963, p. 210) of the Round 2 mean cut score. Cluster sample standard errors are appropriate when, as may be reasonably assumed here, data are collected from groups and independence can be assumed between groups but not within groups.

For the Bookmark Procedure, the standard error of the Bookmark cut score (SE_{cut}) is based on the cluster sample standard error of the Round 2 mean cut score. Because the final Bookmark cut scores are based on the *median* of the group instead of the mean, this cluster sample standard error (SE_{cut}) is adjusted by $\sqrt{\frac{\pi}{2}}$ (Huynh, 2003). The standard error of the Bookmark cut score is:

$$SE_{cut} = \left(\sqrt{\frac{\pi}{2}}\right)\left(\sqrt{\frac{S^2}{N}\left[1+\left(\frac{N}{n}-1\right)r\right]}\right),$$

where S^2 is the sample variance of individual Round 2 cut scores, r is the Round 2 intraclass correlation, N is the number of participants, and n is the number of groups. To be precise, if Y_{ik} is the cut score from the i^{th} participant in the k^{th} group, $\overline{Y}_k$ is the average cut score for group k, and $\overline{\overline{Y}}$ is the average of all Round 2 cut scores, then

$$r = \frac{Var(\overline{Y}_k)}{Var(\overline{Y}_k) + Var(Y_{ik} - \overline{Y}_k)} \quad \text{and} \quad S^2 = \frac{1}{N-1}\sum_{n,k}\left(Y_{nk} - \overline{\overline{Y}}\right)^2$$

If we have only two groups ($n=2$) and perfect dependence (agreement) within groups ($r=1$), then the cluster sample standard error simplifies to $SE_{cut} = \left(\sqrt{\frac{\pi}{2}}\right)\left(\frac{|Y_1 - Y_2|}{2}\right)$, which is the standard error formula employed by NAEP for two independent replications of a modified Angoff procedure (ACT, 1983, pp. 4-8). If, on the other hand, individual participants acted independently of their groups ($r=0$), then the cluster sample standard error simplifies to the traditional standard error of the mean for independent observations, $SE_{cut} = \left(\sqrt{\pi/2}\right)\left(\sqrt{S^2/N}\right)$. In this manner, SE_{cut} provides a simple, flexible, and general way to quantify the amount of uncertainty associated with final Bookmark cut scores.

It is appropriate (if statistically imprecise) to say that repeated replications of this very standard setting procedure with different judges sampled from the same population of potential judges would result in a range of cut scores, most of which would fall in a band of width 4* SE_{cut}. In the graphical displays of participant data, we depict such an interval centered at the median of the Round 3 cut score. The purpose of calculating statistics like SE_{cut} and producing graphs of the types displayed here is to effectively communicate the complex information that is gathered during a Bookmark Standard Setting Procedure.

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Wisconsin Grade 4 Social Studies

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		0.67	2.45	2.20	
Recommended Cut Point* + 3 SE		463	498	536	+ 3 SE
Percent of Students in Each Level	22.1	24.6	30.6	22.7	
Recommended Cut Point* + 2 SE		462	496	534	+ 2 SE
Percent of Students in Each Level	21.6	23.5	30.9	24.1	
Recommended Cut Point* + 1 SE		462	494	532	+ 1 SE
Percent of Students in Each Level	21.6	22.0	31.0	25.5	
Recommended Cut Point*		461	491	530	Recommended Cut Points*
Percent of Students in Each Level	21.0	20.1	31.8	27.0	
Recommended Cut Point* -1 SE		460	489	527	-1 SE
Percent of Students in Each Level	20.4	19.2	31.1	29.3	
Recommended Cut Point* -2 SE		460	486	525	-2 SE
Percent of Students in Each Level	20.4	16.8	31.8	30.9	
Recommended Cut Point* -3 SE		459	484	523	-3 SE
Percent of Students in Each Level	19.9	15.9	31.6	32.6	

* Participants' Large Group Medians

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Wisconsin Grade 8 Social Studies

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		1.84	1.02	1.68	
Recommended Cut Point* + 3 SE		667	696	733	+ 3 SE
Percent of Students in Each Level	22.3	21.6	31.8	24.4	
Recommended Cut Point* + 2 SE		665	695	731	+ 2 SE
Percent of Students in Each Level	21.2	21.8	31.1	25.9	
Recommended Cut Point* + 1 SE		664	694	730	+ 1 SE
Percent of Students in Each Level	20.6	21.6	31.2	26.6	
Recommended Cut Point*		662	693	728	Recommended Cut Points*
Percent of Students in Each Level	19.5	21.7	30.5	28.2	
Recommended Cut Point* -1 SE		660	692	726	-1 SE
Percent of Students in Each Level	18.4	22.0	29.7	29.9	
Recommended Cut Point* -2 SE		658	691	725	-2 SE
Percent of Students in Each Level	17.4	22.2	29.6	30.8	
Recommended Cut Point* -3 SE		656	690	723	-3 SE
Percent of Students in Each Level	16.5	22.3	28.8	32.5	

* Participants' Large Group Medians

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Wisconsin Grade 10 Social Studies

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of the Cut Score

Performance Level	Below Basic	Basic	Proficient	Advanced	
SE (cut score)		1.49	1.98	1.56	
Recommended Cut Point* + 3 SE		782	811	842	+ 3 SE
Percent of Students in Each Level	33.8	23.9	23.6	18.7	
Recommended Cut Point* + 2 SE		780	809	840	+ 2 SE
Percent of Students in Each Level	32.4	23.5	24.2	19.9	
Recommended Cut Point* + 1 SE		779	807	839	+ 1 SE
Percent of Students in Each Level	31.7	22.4	25.3	20.6	
Recommended Cut Point*		777	805	837	Recommended Cut Points*
Percent of Students in Each Level	30.3	22.1	25.7	21.9	
Recommended Cut Point* -1 SE		776	803	836	-1 SE
Percent of Students in Each Level	29.6	21.0	26.8	22.6	
Recommended Cut Point* -2 SE		774	801	834	-2 SE
Percent of Students in Each Level	28.2	20.7	27.1	24.0	
Recommended Cut Point* -3 SE		773	799	832	-3 SE
Percent of Students in Each Level	27.5	19.7	27.3	25.5	

* Participants' Large Group Medians

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Appendix F

Performance Level Descriptors (PLDs)

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Wisconsin Social Studies Performance Level Descriptors (PLDs) – Grade 4

These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.

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	Performance Level Descriptors (PLDs)			
	Below Basic	**Basic**	**Proficient**	**Advanced**
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates exemplary understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
Strand: Behavioral Sciences (BH)				
BH Standard 1 - Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	**A student at this level** attempts to describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe in a limited fashion how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	**A student at this level** can describe in depth how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
	attempts to describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe in a limited fashion how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.	can describe in depth how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.
BH Standard 2 - Wisconsin students will investigate interactions between individuals and groups (Sociology).	attempts to compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can make a simple comparison of how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.	can compare in depth how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.

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	attempts to give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	can give simple examples of how peoples from different cultures develop different values and ways of interpreting experiences.	can give examples of how peoples from different cultures develop different values and ways of interpreting experiences.	can give complex examples of how peoples from different cultures develop different values and ways of interpreting experiences.
BH Standard 3 - Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	attempts to investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	can do a simple investigation of how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	can investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	can investigate in depth how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.
BH Standard 4 - Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.	attempts to classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	can classify a limited number of technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	can classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).	can classify several technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).
Strand: Economics (Econ)				
Econ Standard 1 - Wisconsin students will use economic reasoning to understand issues.	**A student at this level** attempts to use economic reasoning to compare and contrast the costs and benefits of a decision; attempts to categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	**A student at this level** can use simple economic reasoning to compare and contrast the costs and benefits of a decision; can categorize a limited number of limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	**A student at this level** can use economic reasoning to compare and contrast the costs and benefits of a decision; can categorize different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).	**A student at this level** can use complex economic reasoning to compare and contrast the costs and benefits of a decision; can categorize several different limited resources (e.g., money, materials, time, labor or workers, land, natural resources, renewable or non-renewable).

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	attempts to infer potential incentives in a real-world situation.	can infer a limited number of potential incentives in a real-world situation.	can infer potential incentives in a real-world situation.	can infer several potential incentives in a real-world situation.
Econ Standard 2 - Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	attempts to compare two product markets found in the local community; attempts to differentiate between goods and services.	can make a simple comparison of two product markets found in the local community; can differentiate between a limited number of goods and services.	can compare two product markets found in the local community; can differentiate between goods and services.	can compare in depth two product markets found in the local community; can differentiate between several goods and services.
	attempts to assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	can assess a limited number of roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	can assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.	can assess multiple roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.
	attempts to compare the skills and knowledge required to produce certain goods and services; attempts to provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	can make limited comparisons related to the skills and knowledge required to produce certain goods and services; can identify an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	can compare the skills and knowledge required to produce certain goods and services; can provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.	can compare in depth the skills and knowledge required to produce certain goods and services; can provide examples of the factors of production (i.e., land, labor, capital, entrepreneurship) for given products.
Econ Standard 3 - Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	attempts to investigate how the cost of things changes over time.	can do a simple investigation on how the cost of things changes over time.	can investigate how the cost of things changes over time.	can investigate in depth how the cost of things changes over time.
	attempts to describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	can provide a simple description of the role of money, banking, and savings in everyday life, including why people borrow money or the role of interest.	can describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.	can describe in depth the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

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Econ Standard 4 - Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	attempts to trace the chain of supply for a needed product (e.g., food, shelter).	can trace in a limited fashion the chain of supply for a needed product (e.g., food, shelter).	can trace the chain of supply for a needed product (e.g., food, shelter).	can thoroughly trace the chain of supply for a needed product (e.g., food, shelter).
	attempts to assess the role of economic institutions (e.g., banks, government) in helping individuals and society; attempts to differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	can provide a simple assessment of the role of economic institutions (e.g., banks, government) in helping individuals and society; can sometimes differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	can assess the role of economic institutions (e.g., banks, government) in helping individuals and society; can differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	can thoroughly assess the role of economic institutions (e.g., banks, government) in helping individuals and society; can consistently differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).
	attempts to discuss reasons a government taxes people.	can discuss in simple terms the reasons a government taxes people.	can discuss reasons a government taxes people.	can discuss in depth reasons a government taxes people.
	attempts to predict unintended costs and benefits (i.e., externalities) for a given current situation or event.	can predict in a limited fashion unintended costs and benefits (i.e., externalities) for a given current situation or event.	can predict unintended costs and benefits (i.e., externalities) for a given current situation or event.	can predict several unintended costs and benefits (i.e., externalities) for a given current situation or event.
	attempts to compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	can make a simple comparison of specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	can compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).	can thoroughly compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States, United States and Japan, Europe and South America).

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Strand: Geography (Geog)				
Geog Standard 1 - Wisconsin students will use geographic tools and ways of thinking to analyze the world.	**A student at this level** attempts to summarize how location (absolute and relative) affects people, places, and environment; attempts to construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	**A student at this level** can provide a simple summary of how location (absolute and relative) affects people, places, and environment; can construct simple maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	**A student at this level** can summarize how location (absolute and relative) affects people, places, and environment; can construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	**A student at this level** can summarize in depth how location (absolute and relative) affects people, places, and environment; can construct complex maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).
	attempts to identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	can identify basic purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	can identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	can identify complex purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
	attempts to create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; attempts to identify and construct regions (digital or paper) in Wisconsin and the United States.	can create and label a basic map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; can identify and construct a limited number of regions (digital or paper) in Wisconsin and the United States.	can create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; can identify and construct regions (digital or paper) in Wisconsin and the United States.	can create and label a detailed map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics; can identify and construct multiple regions (digital or paper) in Wisconsin and the United States.

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Geog Standard 2 - Wisconsin students will analyze human movement and population patterns.	attempts to categorize the populations of people living in their state and country; attempts to compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).	can categorize in a limited fashion the populations of people living in their state and country; can make a simple comparison of types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).	can categorize the populations of people living in their state and country; can compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).	can thoroughly categorize the populations of people living in their state and country; can compare and contrast several types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country, or nation).
	attempts to investigate push and pull factors of movement in their community, state, country, and world.	can do a simple investigation of push and pull factors of movement in their community, state, country, and world.	can investigate push and pull factors of movement in their community, state, country, and world.	can investigate several push and pull factors of movement in their community, state, country, and world.
	attempts to describe population changes in their state and country over time.	can provide a simple description of population changes in their state and country over time.	can describe population changes in their state and country over time.	can describe in depth population changes in their state and country over time.
	attempts to summarize positive and negative factors of cities; attempts to identify the location and patterns of cities within our state and country.	can provide a simple summary of positive and negative factors of cities; can identify the location and patterns of a limited number of cities within our state and country.	can summarize positive and negative factors of cities; can identify the location and patterns of cities within our state and country.	can thoroughly summarize positive and negative factors of cities; can identify the location and patterns of several cities within our state and country.
Geog Standard 3 - Wisconsin students will examine the impacts of global interconnections and relationships.	attempts to classify a provided set of resources as renewable or nonrenewable; attempts to analyze the implications of both at the local, national, and global level.	can classify a provided basic set of resources as renewable or nonrenewable; can make a simple analysis of the implications of both at the local, national, and global level.	can classify a provided set of resources as renewable or nonrenewable; can analyze the implications of both at the local, national, and global level.	can classify a provided set of complex resources as renewable or nonrenewable; can analyze in depth the implications of both at the local, national, and global level.

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	attempts to classify various ways that people and countries depend on one another; attempts to summarize how transportation and communication have changed economic activities over time.	can classify a limited number of ways that people and countries depend on one another; can provide a simple summary of how transportation and communication have changed economic activities over time.	can classify various ways that people and countries depend on one another; can summarize how transportation and communication have changed economic activities over time.	can classify several ways that people and countries depend on one another; can summarize in depth how transportation and communication have changed economic activities over time.
Geog Standard 4 - Wisconsin students will evaluate the relationship between identity and place.	attempts to describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield); attempts to compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States; attempts to identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	can provide a simple description of how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield); can compare and contrast the basic human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States; can identify and provide a simple description of how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	can describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield); can compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States; can identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	can describe in depth how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state or national parks, historical park, or battlefield); can compare and contrast the complex human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States; can identify and describe in depth how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
Geog Standard 5 - Wisconsin students will evaluate the relationship between humans and the environment.	attempts to compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	can make a simple comparison of the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	can compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	can compare in depth the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.

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	attempts to examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	can do a simple examination of how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	can examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	can examine in depth how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
Strand: History (Hist)				
Hist Standard 1 - Wisconsin students will use historical evidence for determining cause and effect.	**A student at this level** attempts to use evidence to draw conclusions about probable **causes** of historical events, issues, and problems.	**A student at this level** can use evidence to draw basic conclusions about probable **causes** of historical events, issues, and problems.	**A student at this level** can use evidence to draw conclusions about probable **causes** of historical events, issues, and problems.	**A student at this level** can use evidence to draw complex conclusions about probable **causes** of historical events, issues, and problems.
	attempts to use evidence to draw conclusions about probable **effects** of historical events, issues, and problems.	can use evidence to draw basic conclusions about probable **effects** of historical events, issues, and problems.	can use evidence to draw conclusions about probable **effects** of historical events, issues, and problems.	can use evidence to draw complex conclusions about probable **effects** of historical events, issues, and problems.
Hist Standard 2 - Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	attempts to describe patterns of **continuity** over time in the community, state, and the United States.	can describe basic patterns of **continuity** over time in the community, state, and the United States.	can describe patterns of **continuity** over time in the community, state, and the United States.	can describe complex patterns of **continuity** over time in the community, state, and the United States.
	attempts to describe patterns of **change** over time in the community, state, and the United States.	can describe basic patterns of **change** over time in the community, state, and the United States.	can describe patterns of **change** over time in the community, state, and the United States.	can describe complex patterns of **change** over time in the community, state, and the United States.
	attempts to analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.	can provide a simple analysis of individuals, groups, and events to understand why their contributions are important to historical change or continuity.	can analyze individuals, groups, and events to understand why their contributions are important to historical change or continuity.	can analyze in depth individuals, groups, and events to understand why their contributions are important to historical change or continuity.

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Hist Standard 3 - Wisconsin students will connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.	attempts to compare events in Wisconsin history to a current issue or event.	can make a simple comparison of events in Wisconsin history to a current issue or event.	can compare events in Wisconsin history to a current issue or event.	can compare in depth events in Wisconsin history to a current issue or event.
	attempts to identify different historical perspectives regarding people and events in the past.	can identify a limited number of different historical perspectives regarding people and events in the past.	can identify different historical perspectives regarding people and events in the past.	can identify several different historical perspectives regarding people and events in the past.
	attempts to explain how historical events have possible implications on the present.	can provide a simple explanation of how historical events have possible implications on the present.	can explain how historical events have possible implications on the present.	can explain in depth how historical events have possible implications on the present.
Hist Standard 4 - Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	attempts to describe the historical context (situation) of a primary or secondary source.	can provide a simple description of the historical context (situation) of a primary or secondary source.	can describe the historical context (situation) of a primary or secondary source.	can describe in depth the historical context (situation) of a primary or secondary source.
	attempts to describe the significance of the intended audience of a primary or secondary source.	can provide a simple description of the significance of the intended audience of a primary or secondary source.	can describe the significance of the intended audience of a primary or secondary source.	can describe in depth the significance of the intended audience of a primary or secondary source.
	attempts to describe the intended purpose of a specific primary or secondary source.	can provide a simple description of the intended purpose of a specific primary or secondary source.	can describe the intended purpose of a specific primary or secondary source.	can describe in depth the intended purpose of a specific primary or secondary source.
	attempts to describe the impact of the POV of the author on a primary or secondary source.	can provide a simple description of the impact of the POV of the author on a primary or secondary source.	can describe the impact of the POV of the author on a primary or secondary source.	can describe in depth the impact of the POV of the author on a primary or secondary source.

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Strand: Political Science (PS)				
PS Standard 1 - Wisconsin students will identify and analyze democratic principles and ideals.	**A student at this level** attempts to differentiate between majority rule and minority rights (as a function of a democratic republic); attempts to hypothesize why laws and constitutions exist.	**A student at this level** can make a simple differentiation between majority rule and minority rights (as a function of a democratic republic); can make a simple hypothesis about why laws and constitutions exist.	**A student at this level** can differentiate between majority rule and minority rights (as a function of a democratic republic); can hypothesize why laws and constitutions exist.	**A student at this level** can consistently differentiate between majority rule and minority rights (as a function of a democratic republic); can hypothesize in depth why laws and constitutions exist.
	attempts to summarize the contributions of historically significant people during the period of early United States history to the development of our political culture; attempts to differentiate between freedom, justice, equality, rights, responsibilities, and citizenship; attempts to apply key elements of the Wisconsin Constitution to the local community.	can provide a simple summary of the contributions of historically significant people during the period of early United States history to the development of our political culture; can sometimes differentiate between freedom, justice, equality, rights, responsibilities, and citizenship; can sometimes apply key elements of the Wisconsin Constitution to the local community.	can summarize the contributions of historically significant people during the period of early United States history to the development of our political culture; can differentiate between freedom, justice, equality, rights, responsibilities, and citizenship; can apply key elements of the Wisconsin Constitution to the local community.	can thoroughly summarize the contributions of historically significant people during the period of early United States history to the development of our political culture; can consistently differentiate between freedom, justice, equality, rights, responsibilities, and citizenship; can consistently apply key elements of the Wisconsin Constitution to the local community.
PS Standard 2 - Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	attempts to investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; attempts to summarize the actions of people and groups that have	can do a simple investigation on examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; can provide a simple summary of the actions of people and groups that have	can investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; can summarize the actions of people and groups that have advanced civil rights for individuals; can identify and	can thoroughly investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights, and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world; can summarize in depth the actions of people and groups that have advanced civil rights for individuals; can identify

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	advanced civil rights for individuals; attempts to identify and describe basic human liberties (i.e., thought, expression, privacy).	advanced civil rights for individuals; can identify and provide a simple description of basic human liberties (i.e., thought, expression, privacy).	describe basic human liberties (i.e., thought, expression, privacy).	and describe in depth basic human liberties (i.e., thought, expression, privacy).
	attempts to compare and contrast being a citizen of a country to the principles of good citizenship; attempts to describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	can make a simple comparison between being a citizen of a country to the principles of good citizenship; can provide a simple description of the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	can compare and contrast being a citizen of a country to the principles of good citizenship; can describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).	can thoroughly compare and contrast being a citizen of a country to the principles of good citizenship; can describe in depth the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
	attempts to critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; attempts to provide a simple summary of how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	can provide a simple critique of instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; can provide a simple summary of how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	can critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; can summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.	can thoroughly critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances; can summarize in depth how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
PS Standard 3 - Wisconsin students will analyze and evaluate the powers and purposes of political and civic institutions.	attempts to investigate reasons why citizens participate in elections; attempts to identify their role in government at the local, state, tribal, and federal levels.	can do a simple investigation of reasons why citizens participate in elections; can sometimes identify their role in government at the local, state, tribal, and federal levels.	can investigate reasons why citizens participate in elections; can identify their role in government at the local, state, tribal, and federal levels.	can thoroughly investigate reasons why citizens participate in elections; can consistently identify their role in government at the local, state, tribal, and federal levels.

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	attempts to provide examples of how various types of media are used in elections and government; attempts to compare and contrast the multiple roles people play in elections; attempts to analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	can provide basic examples of how various types of media are used in elections and government; can make a simple comparison of the multiple roles people play in elections; can provide a simple analysis of the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	can provide examples of how various types of media are used in elections and government; can compare and contrast the multiple roles people play in elections; can analyze the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).	can provide detailed examples of how various types of media are used in elections and government; can compare and contrast in depth the multiple roles people play in elections; can analyze in depth the roles civic institutions play in their lives, their community, and beyond (e.g., schools, community groups, religious institutions).
	attempts to classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	can make a simple classification of the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	can classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.	can consistently classify the basic structures and functions of governments and summarize basic powers of the government at the local, state, tribal, and federal levels.
	attempts to provide examples of how different governments solve problems.	can provide basic examples of how different governments solve problems.	can provide examples of how different governments solve problems.	can provide complex examples of how different governments solve problems.
PS Standard 4 - Wisconsin students will develop and employ skills for civic literacy.	attempts to compile relevant information to form a political argument taking other points of view into account.	can compile relevant information to form a simplistic political argument taking other points of view into account.	can compile relevant information to form a political argument taking other points of view into account.	can compile relevant information to form a complex political argument taking other points of view into account.
	attempts to describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	can provide a simple description of what influences different political attitudes and actions and	can describe what influences different political attitudes and actions and how diverse groups can work towards consensus.	can describe in depth what influences different political attitudes and actions and how diverse groups can work towards consensus.

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		how diverse groups can work towards consensus.		
Strand: Social Studies Inquiry Practices and Processes (Inq)				
Inq Standard 1 - Wisconsin students will construct meaningful questions that initiate an inquiry.	**A student at this level** attempts to develop a list of open- and closed-ended questions on a topic or issue.	**A student at this level** can develop a limited list of open- and closed-ended questions on a topic or issue.	**A student at this level** can develop a list of open- and closed-ended questions on a topic or issue.	**A student at this level** can develop a comprehensive list of open- and closed-ended questions on a topic or issue.
	attempts to develop a list of questions that support the research through discussion and investigation to guide inquiry.	can develop a limited list of questions that support the research through discussion and investigation to guide inquiry.	can develop a list of questions that support the research through discussion and investigation to guide inquiry.	can develop a comprehensive list of questions that support the research through discussion and investigation to guide inquiry.
Inq Standard 2 - Wisconsin students will gather and evaluate sources.	attempts to gather a variety of resources into categories to guide the inquiry.	can gather a limited variety of resources into categories to guide the inquiry.	can gather a variety of resources into categories to guide the inquiry.	can gather a wide variety of resources into categories to guide the inquiry.
	attempts to evaluate resources to determine which best support the inquiry and supporting questions.	can evaluate a limited number of resources to determine which best support the inquiry and supporting questions.	can evaluate resources to determine which best support the inquiry and supporting questions.	can thoroughly evaluate resources to determine which best support the inquiry and supporting questions.
Inq Standard 3 - Wisconsin students will develop claims using evidence to support reasoning.	attempts to create a thesis statement based on evidence found in sources to make a claim.	can create a simple thesis statement based on evidence found in sources to make a claim.	can create a thesis statement based on evidence found in sources to make a claim.	can create a sophisticated thesis statement based on evidence found in sources to make a claim.
	attempts to select appropriate evidence from sources to support a claim.	can select a limited amount of appropriate evidence from sources to support a claim.	can select appropriate evidence from sources to support a claim.	can select a wide variety of appropriate evidence from sources to support a claim.
	attempts to assess how evidence supports a claim.	can assess in a limited fashion how evidence supports a claim.	can assess how evidence supports a claim.	can assess in depth how evidence supports a claim.

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Inq Standard 4 - Wisconsin students will communicate and critique conclusions.	attempts to communicate conclusions from a variety of teacher-provided presentation options.	can communicate simple conclusions from a variety of teacher-provided presentation options.	can communicate conclusions from a variety of teacher-provided presentation options.	can communicate complex conclusions from a variety of teacher-provided presentation options.
	attempts to evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.	can do a simple evaluation of the strength of a claim, evidence, and communication using criteria established by both teacher and student.	can evaluate the strength of a claim, evidence, and communication using criteria established by both teacher and student.	can evaluate in depth the strength of a claim, evidence, and communication using criteria established by both teacher and student.
Inq Standard 5 - Wisconsin students will be civically engaged.	attempts to explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore in a limited fashion opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore in depth opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

Reminder: These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.

Wisconsin Social Studies Performance Level Descriptors (PLDs) – Grade 8

These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.

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	Performance Level Descriptors (PLDs)			
	Below Basic	**Basic**	**Proficient**	**Advanced**
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates exemplary understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
Strand: Behavioral Sciences (BH)				
BH Standard 1 - Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	**A student at this level** attempts to identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.	**A student at this level** can identify a limited number of patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.	**A student at this level** can identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.	**A student at this level** can identify complex patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
	attempts to analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.	can do a simple analysis of how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.	can analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.	can analyze in depth how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
BH Standard 2 - Wisconsin students will investigate interactions between individuals and groups (Sociology).	attempts to summarize the role culture plays in personal and group behavior; attempts to categorize factors that contribute to cooperation and conflict among peoples of a country and/or the	can do a simple summary of the role culture plays in personal and group behavior; can categorize a limited number of factors that contribute to cooperation and conflict among peoples of a country and/or the	can summarize the role culture plays in personal and group behavior; can categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e.,	can summarize in depth the role culture plays in personal and group behavior; can categorize complex factors that contribute to cooperation and conflict among peoples of a country and/or the world

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	world (i.e., culture, language, religion, political beliefs).	world (i.e., culture, language, religion, political beliefs).	culture, language, religion, political beliefs).	(i.e., culture, language, religion, political beliefs).
	attempts to model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.	can model in a limited fashion how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.	can model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.	can comprehensively model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
BH Standard 3 - Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	attempts to analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.	can do a simple analysis of how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.	can analyze how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.	can analyze in depth how a person's local actions can have global consequences and how global patterns and processes can affect seemingly unrelated local actions.
BH Standard 4 - Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.	attempts to differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.	can differentiate in a limited fashion between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.	can differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.	can thoroughly differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

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Strand: Economics (Econ)				
Econ Standard 1 - Wisconsin students will use economic reasoning to understand issues.	**A student at this level** attempts to predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations; attempts to assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.	**A student at this level** can make a simple prediction about the opportunity costs of various decisions and provide a simple explanation of why the opportunity cost might differ from person to person or in different situations; can do a simple assessment of how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.	**A student at this level** can predict the opportunity costs of various decisions and explain why the opportunity cost might differ from person to person or in different situations; can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.	**A student at this level** can consistently predict the opportunity costs of various decisions and explain in depth why the opportunity cost might differ from person to person or in different situations; can assess in depth how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
	attempts to evaluate how incentives impact individual and/or household decision making.	can do a simple evaluation of how incentives impact individual and/or household decision making.	can evaluate how incentives impact individual and/or household decision making.	can evaluate in depth how incentives impact individual and/or household decision making.
Econ Standard 2 - Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	attempts to analyze the role of consumers and producers in product markets; attempts to provide examples of how individuals and households are both consumers and producers.	can do a simple analysis of the role of consumers and producers in product markets; can provide basic examples of how individuals and households are both consumers and producers.	can analyze the role of consumers and producers in product markets; can provide examples of how individuals and households are both consumers and producers.	can analyze in depth the role of consumers and producers in product markets; can provide complex examples of how individuals and households are both consumers and producers.
	attempts to investigate the relationship between supply and demand; attempts to evaluate the extent to which competition exists in product markets and its relationship to price and quality of goods and services.	can do a simple investigation on the relationship between supply and demand; can do a simple evaluation of the extent to which competition exists in product markets and its relationship to price and quality of goods and services.	can investigate the relationship between supply and demand; can evaluate the extent to which competition exists in product markets and its relationship to price and quality of goods and services.	can thoroughly investigate the relationship between supply and demand; can evaluate in depth the extent to which competition exists in product markets and its relationship to price and quality of goods and services.

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	attempts to categorize factors of production and how they are combined to make goods and deliver services; attempts to evaluate how profits influence sellers in markets.	can categorize a limited number of factors of production and how they are combined to make goods and deliver services; can do a simple evaluation of how profits influence sellers in markets.	can categorize factors of production and how they are combined to make goods and deliver services; can evaluate how profits influence sellers in markets.	can thoroughly categorize factors of production and how they are combined to make goods and deliver services; can evaluate in depth how profits influence sellers in markets.
Econ Standard 3 - Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	attempts to analyze how inflation, deflation, and unemployment affect different groups.	can do a simple analysis of how inflation, deflation, and unemployment affect different groups.	can analyze how inflation, deflation, and unemployment affect different groups.	can analyze in depth how inflation, deflation, and unemployment affect different groups.
	attempts to differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account); attempts to assess how interest rates influence borrowing and investing.	can differentiate in a limited fashion between the functions of money (i.e., medium of exchange, store of value, unit of account); can do a simple assessment of how interest rates influence borrowing and investing.	can differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account); can assess how interest rates influence borrowing and investing.	can thoroughly differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account); can assess in depth how interest rates influence borrowing and investing.
	attempts to define Gross Domestic Product (GDP) and compare the GDP of different nations.	can provide a simple definition of Gross Domestic Product (GDP) and compare the GDP of a limited number of different nations.	can define Gross Domestic Product (GDP) and compare the GDP of different nations.	can define in depth Gross Domestic Product (GDP) and compare the GDP of several different nations.
Econ Standard 4 - Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	attempts to compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).	can make a simple comparison of how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).	can compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).	can compare and contrast in depth how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution, and consumption of resources (what, how, for whom is it produced).

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	attempts to compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; attempts to analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).	can make a simple comparison of the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; can do a simple analysis of rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).	can compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; can analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).	can compare and contrast in depth the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy; can analyze in depth rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
	attempts to analyze the impact of different government policies (e.g., taxation and government spending) on the economy.	can do a simple analysis of the impact of different government policies (e.g., taxation and government spending) on the economy.	can analyze the impact of different government policies (e.g., taxation and government spending) on the economy.	can analyze in depth the impact of different government policies (e.g., taxation and government spending) on the economy.
	attempts to analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.	can do a simple analysis of potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.	can analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.	can analyze in depth the potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.
	attempts to summarize the role of specialization on trade and cost of goods/services; attempts to identify examples of U.S. exports and imports.	can do a simple summary of the role of specialization on trade and cost of goods/services; can identify a limited number of examples of U.S. exports and imports.	can summarize the role of specialization on trade and cost of goods/services; can identify examples of U.S. exports and imports.	can summarize in depth the role of specialization on trade and cost of goods/services; can identify multiple examples of U.S. exports and imports.

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Strand: Geography (Geog)				
Geog Standard 1 - Wisconsin students will use geographic tools and ways of thinking to analyze the world.	**A student at this level** attempts to use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?); attempts to analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).	**A student at this level** can use paper and digital maps to ask and answer simple geographic questions (e.g., Where are there patterns? Why there? So what?); can do a simple analysis of how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).	**A student at this level** can use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?); can analyze how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).	**A student at this level** can use paper and digital maps to ask and answer complex geographic questions (e.g., Where are there patterns? Why there? So what?); can analyze in depth how various map projections distort shape, area, distance, and direction (e.g., Mercator, Robinson, Peters).
	attempts to interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.	can interpret patterns in a limited number of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and can provide a simple explanation of relationships among them.	can interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.	can interpret complex patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain complex relationships among them.
	attempts to construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; attempts to compare mental maps	can construct a simple mental map of regions and locate some major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; can make a simple comparison of	can construct a mental map of regions and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; can compare mental maps shaped by individual perceptions of	can construct a complex mental map of regions and locate many major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones; can compare multiple mental maps shaped by

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	shaped by individual perceptions of people, places, regions, and environments.	mental maps shaped by individual perceptions of people, places, regions, and environments.	people, places, regions, and environments.	individual perceptions of people, places, regions, and environments.
Geog Standard 2 - Wisconsin students will analyze human movement and population patterns.	attempts to analyze why populations increase or decrease in various regions throughout the world; attempts to analyze the distribution of population patterns at various scales (i.e., local, state, country, region).	can do a simple analysis of why populations increase or decrease in various regions throughout the world; can do a simple analysis of the distribution of population patterns at various scales (i.e., local, state, country, region).	can analyze why populations increase or decrease in various regions throughout the world; can analyze the distribution of population patterns at various scales (i.e., local, state, country, region).	can analyze in depth why populations increase or decrease in various regions throughout the world; can analyze in depth the distribution of population patterns at various scales (i.e., local, state, country, region).
	attempts to analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.	can do a simple analysis of patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.	can analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.	can analyze in depth patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
	attempts to use regions in the world to analyze the role of population shifts in why places change over time; attempts to evaluate the impact of migration on the place of origin and the place of settlement.	can use regions in the world to do a simple analysis of the role of population shifts in why places change over time; can do a simple evaluation of the impact of migration on the place of origin and the place of settlement.	can use regions in the world to analyze the role of population shifts in why places change over time; can evaluate the impact of migration on the place of origin and the place of settlement.	can use regions in the world to analyze in depth the role of population shifts in why places change over time; can evaluate in depth the impact of migration on the place of origin and the place of settlement.

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	attempts to investigate the impact of rural decline and the growth of cities on a place; attempts to analyze patterns of urbanization around the world.	can do a simple investigation on the impact of rural decline and the growth of cities on a place; can do a simple analysis of patterns of urbanization around the world.	can investigate the impact of rural decline and the growth of cities on a place; can analyze patterns of urbanization around the world.	can investigate in depth the impact of rural decline and the growth of cities on a place; can analyze complex patterns of urbanization around the world.
Geog Standard 3 - Wisconsin students will examine the impacts of global interconnections and relationships.	attempts to analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.	can do a simple analysis of the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.	can analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.	can analyze in depth the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
	attempts to analyze spatial patterns of social and economic development in a variety of regions in the world; attempts to identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).	can do a simple analysis of spatial patterns of social and economic development in a variety of regions in the world; can identify in a limited fashion how people, products, and ideas move between places (e.g., internet commerce, outsourcing).	can analyze spatial patterns of social and economic development in a variety of regions in the world; can identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).	can analyze complex spatial patterns of social and economic development in a variety of regions in the world; can identify and explain how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
Geog Standard 4 - Wisconsin students will evaluate the relationship between identity and place.	attempts to explain how place-based identities can change places over time; attempts to investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; attempts to describe students' perceptions of a place that are based on indirect sources (e.g.,	can provide a simple explanation of how place-based identities can change places over time; can do a simple investigation on how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; can provide a simple description of students' perceptions of a place that	can explain how place-based identities can change places over time; can investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; can describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on	can explain in depth how place-based identities can change places over time; can investigate in depth how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place; can thoroughly describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on

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	television, movies), versus on direct sources (e.g., residing in a place, visiting a place).	are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).	direct sources (e.g., residing in a place, visiting a place).	direct sources (e.g., residing in a place, visiting a place).
Geog Standard 5 - Wisconsin students will evaluate the relationship between humans and the environment.	attempts to analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.	can do a simple analysis of how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.	can analyze how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.	can analyze in depth how technology interacts with the environment and how increased use of technology affects the burden and use of natural resources.
	attempts to analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; attempts to analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.	can do a simple analysis of how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; can do a simple analysis of how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.	can analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; can analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.	can analyze in depth how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups; can analyze in depth how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.
Strand: History (Hist)				
Hist Standard 1 - Wisconsin students will use historical evidence for determining cause and effect.	**A student at this level** attempts to use multiple perspectives to analyze and explain the **causes** of issues or events within and across time periods, events, or cultures.	**A student at this level** can use multiple perspectives to do a simple analysis of and can provide a simple explanation of the **causes** of issues or events within and	**A student at this level** can use multiple perspectives to analyze and explain the **causes** of issues or events within and across time periods, events, or cultures.	**A student at this level** can use multiple perspectives to analyze and explain in depth the **causes** of issues or events within and across time periods, events, or cultures.

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		across time periods, events, or cultures.		
	attempts to use multiple perspectives to analyze and explain **effects** of issues or events within and across time periods, events, or cultures.	can use multiple perspectives to do a simple analysis of and can provide a simple explanation of **effects** of issues or events within and across time periods, events, or cultures.	can use multiple perspectives to analyze and explain **effects** of issues or events within and across time periods, events, or cultures.	can use multiple perspectives to analyze and explain in depth **effects** of issues or events within and across time periods, events, or cultures.
Hist Standard 2 - Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	attempts to explain patterns of **continuity** over time in the community, the state, the United States, and the world.	can provide a simple explanation of patterns of **continuity** over time in the community, the state, the United States, and the world.	can explain patterns of **continuity** over time in the community, the state, the United States, and the world.	can explain in depth patterns of **continuity** over time in the community, the state, the United States, and the world.
	attempts to explain patterns of **change** over time in the community, the state, the United States, and the world.	can provide a simple explanation of patterns of **change** over time in the community, the state, the United States, and the world.	can explain patterns of **change** over time in the community, the state, the United States, and the world.	can explain in depth patterns of **change** over time in the community, the state, the United States, and the world.
	attempts to analyze how the historical context influenced the process or nature of the continuity or change that took place.	can do a simple analysis of how the historical context influenced the process or nature of the continuity or change that took place.	can analyze how the historical context influenced the process or nature of the continuity or change that took place.	can analyze in depth how the historical context influenced the process or nature of the continuity or change that took place.
Hist Standard 3 - Wisconsin students will connect past events, people, and ideas to the present, use different	attempts to compare events from United States or world history to a current issue or event.	can make a simple comparison of events from United States or world history to a current issue or event.	can compare events from United States or world history to a current issue or event.	can compare in depth events from United States or world history to a current issue or event.

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perspectives to draw conclusions, and suggest current implications.	attempts to apply historical perspectives to describe differing viewpoints of current events.	can apply historical perspectives to provide a simple description of differing viewpoints of current events.	can apply historical perspectives to describe differing viewpoints of current events.	can apply historical perspectives to thoroughly describe differing viewpoints of complex current events.
	attempts to hypothesize the direction of current events and outcomes based on the past.	can create a simple hypothesis about the direction of current events and outcomes based on the past.	can hypothesize the direction of current events and outcomes based on the past.	can create sophisticated hypotheses about the direction of current events and outcomes based on the past.
Hist Standard 4 - Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	attempts to explain how the historical context (situation) influences a primary or secondary source.	can provide a simple explanation of how the historical context (situation) influences a primary or secondary source.	can explain how the historical context (situation) influences a primary or secondary source.	can explain in depth how the historical context (situation) influences a primary or secondary source.
	attempts to explain the significance of the intended audience of a primary or secondary source.	can provide a simple explanation of the significance of the intended audience of a primary or secondary source.	can explain the significance of the intended audience of a primary or secondary source.	can explain in depth the significance of the intended audience of a primary or secondary source.
	attempts to explain the significance of the intended purpose of a specific primary or secondary source.	can provide a simple explanation of the significance of the intended purpose of a specific primary or secondary source.	can explain the significance of the intended purpose of a specific primary or secondary source.	can explain in depth the significance of the intended purpose of a specific primary or secondary source.
	attempts to explain how the POV of the author can influence the meaning of a primary or secondary source.	can provide a simple explanation of how the POV of the author can influence the meaning of a primary or secondary source.	can explain how the POV of the author can influence the meaning of a primary or secondary source.	can explain in depth how the POV of the author can influence the meaning of a primary or secondary source.
Strand: Political Science (PS)				

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PS Standard 1 - Wisconsin students will identify and analyze democratic principles and ideals.	**A student at this level** attempts to investigate the components of responsible citizenship; attempts to summarize the importance of rule of law.	**A student at this level** can do a simple investigation on the components of responsible citizenship; can do a simple summary of the importance of rule of law.	**A student at this level** can investigate the components of responsible citizenship; can summarize the importance of rule of law.	**A student at this level** can investigate in depth the components of responsible citizenship; can summarize in depth the importance of rule of law.
	attempts to hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important; attempts to investigate how principles expressed in the Declaration of Independence and the Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; attempts to assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.	can create a simple hypothesis about and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important; can do a simple investigation on how principles expressed in the Declaration of Independence and the Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; can do a simple assessment of specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.	can hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important; can investigate how principles expressed in the Declaration of Independence and the Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; can assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.	can hypothesize and defend in depth why a specific historically significant person's contribution to the development of the political culture of the United States was important; can investigate in depth how principles expressed in the Declaration of Independence and the Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time; can assess in depth specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.
PS Standard 2 - Wisconsin students will examine and interpret rights, privileges, and	attempts to analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights; attempts to describe the evolution of rights over time including	can do a simple analysis of the scope and limits of individual protections found in the Constitution and the Bill of Rights; can provide a simple description of the evolution of rights over time	can analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights; can describe the evolution of rights over time including key laws, constitutional changes, and	can analyze in depth the scope and limits of individual protections found in the Constitution and the Bill of Rights; can describe in depth the evolution of rights over time including key laws,

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responsibilities in society.	key laws, constitutional changes, and court decisions that contributed to these developments; attempts to predict how collective action movements work to extend equal rights to groups and individuals.	including key laws, constitutional changes, and court decisions that contributed to these developments; can make a simple prediction about how collective action movements work to extend equal rights to groups and individuals.	court decisions that contributed to these developments; can predict how collective action movements work to extend equal rights to groups and individuals.	constitutional changes, and court decisions that contributed to these developments; can consistently predict how collective action movements work to extend equal rights to groups and individuals.
	attempts to analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws); attempts to synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).	can do a simple analysis of the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws); can synthesize in a limited fashion the cultural structures, types of government, and economic systems to provide a simple explanation of differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).	can analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws); can synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).	can analyze in depth the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws); can thoroughly synthesize the cultural structures, types of government, and economic systems to explain in depth differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
	attempts to compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; attempts to investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.	can make a simple comparison of the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; can do a simple investigation on how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.	can compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; can investigate how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.	can compare and contrast in depth the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide; can investigate in depth how groups (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ) have advocated for access to greater rights.

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PS Standard 3 - Wisconsin students will analyze and evaluate the powers and purposes of political and civic institutions.	attempts to assess voter participation in elections; attempts to explain their role in government at the local, state, tribal, and federal levels.	can do a simple assessment of voter participation in elections; can provide a simple explanation of their role in government at the local, state, tribal, and federal levels.	can assess voter participation in elections; can explain their role in government at the local, state, tribal, and federal levels.	can assess in depth voter participation in elections; can explain in depth their role in government at the local, state, tribal, and federal levels.
	attempts to analyze the role of various types of media in elections and functions of government; attempts to analyze how elections and political parties in the United States connect the people to government; attempts to summarize how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying).	can do a simple analysis of the role of various types of media in elections and functions of government; can do a simple analysis of how elections and political parties in the United States connect the people to government; can do a simple summary of how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying).	can analyze the role of various types of media in elections and functions of government; can analyze how elections and political parties in the United States connect the people to government; can summarize how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying).	can analyze in depth the role of various types of media in elections and functions of government; can analyze in depth how elections and political parties in the United States connect the people to government; can summarize in depth how civic institutions influence society and politics (e.g., special interest groups, chamber of commerce, lobbying).
	attempts to analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.	can do a simple analysis of the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.	can analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.	can analyze in depth the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
	attempts to analyze how governments address and solve problems through the public policy process.	can do a simple analysis of how governments address and solve problems through the public policy process.	can analyze how governments address and solve problems through the public policy process.	can analyze in depth how governments address and solve problems through the public policy process.
PS Standard 4 - Wisconsin students will develop and	attempts to assemble an argument utilizing multiple sources of information.	can assemble a simple argument utilizing multiple sources of information.	can assemble an argument utilizing multiple sources of information.	can assemble a complex argument utilizing multiple sources of information.

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employ skills for civic literacy.	attempts to provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).	can provide a limited number of examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).	can provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).	can provide multiple examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
Strand: Social Studies Inquiry Practices and Processes (Inq)				
Inq Standard 1 - Wisconsin students will construct meaningful questions that initiate an inquiry.	**A student at this level** attempts to formulate open-ended questions for further research within one of the social studies disciplines.	**A student at this level** can formulate a limited number of open-ended questions for further research within one of the social studies disciplines.	**A student at this level** can formulate open-ended questions for further research within one of the social studies disciplines.	**A student at this level** can formulate complex open-ended questions for further research within one of the social studies disciplines.
	attempts to identify additional questions that support the research and possible resources to guide the inquiry.	can identify a limited number of additional questions that support the research and possible resources to guide the inquiry.	can identify additional questions that support the research and possible resources to guide the inquiry.	can identify additional complex questions that support the research and possible resources to guide the inquiry.
Inq Standard 2 - Wisconsin students will gather and evaluate sources.	attempts to explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	can explore evidence from a limited number of reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	can explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	can explore in depth evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
	attempts to determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	can determine in a limited fashion credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	can determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	can consistently determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.

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Inq Standard 3 - Wisconsin students will develop claims using evidence to support reasoning.	attempts to develop a debatable and defensible claim based upon the analysis of sources.	can develop a simple, debatable, and defensible claim based upon the analysis of a limited number of sources.	can develop a debatable and defensible claim based upon the analysis of sources.	can develop a complex, debatable, and defensible claim based upon the in-depth analysis of multiple sources.
	attempts to support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).	can support a claim with evidence from a limited number of reliable sources representing a range of media (electronic, digital, print, and other mass media).	can support a claim with evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).	can support a claim with detailed evidence from multiple reliable sources representing a range of media (electronic, digital, print, and other mass media).
	attempts to analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	can do a simple analysis of the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	can analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	can analyze in depth the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Inq Standard 4 - Wisconsin students will communicate and critique conclusions.	attempts to communicate conclusions using a variety of media (i.e., video or online, documentaries, exhibits, research papers, or web pages).	can communicate simple conclusions using a limited number of media (i.e., video or online, documentaries, exhibits, research papers, or web pages).	can communicate conclusions using a variety of media (i.e., video or online, documentaries, exhibits, research papers, or web pages).	can communicate complex conclusions using a variety of media (i.e., video or online, documentaries, exhibits, research papers, or web pages).
	attempts to analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.	can do a simple analysis and evaluation of the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.	can analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.	can analyze and evaluate in depth the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Inq Standard 5 - Wisconsin students will be civically engaged.	attempts to explore opportunities for personal or collaborative civic engagement with community, school, state,	can explore a limited number of opportunities for personal or collaborative civic engagement with community, school, state,	can explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore multiple opportunities for personal or collaborative civic engagement with community,

	tribal, national, and/or global implications.	tribal, national, and/or global implications.		school, state, tribal, national, and/or global implications.

Reminder: These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.

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Wisconsin Social Studies PLDs – Grade 10

These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.

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Performance Level Descriptors (PLDs)				
	Below Basic	**Basic**	**Proficient**	**Advanced**
Policy	Student demonstrates minimal understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates partial understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.	Student demonstrates exemplary understanding of and ability to apply the knowledge and skills for their grade level that are associated with college content readiness.
Strand: Behavioral Sciences (BH)				
BH Standard 1 - Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	**A student at this level** attempts to analyze biological and environmental factors that influence a person's cognition, perception, and behavior; attempts to explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior; using scientific practices, attempts to conduct research related to a problem or issue affecting individuals and/or society.	**A student at this level** can do a simple analysis of biological and environmental factors that influence a person's cognition, perception, and behavior; can provide a simple explanation of the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior; using scientific practices, can conduct limited research related to a problem or issue affecting individuals and/or society.	**A student at this level** can analyze biological and environmental factors that influence a person's cognition, perception, and behavior; can explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior; using scientific practices, can conduct research related to a problem or issue affecting individuals and/or society.	**A student at this level** can analyze in depth biological and environmental factors that influence a person's cognition, perception, and behavior; can thoroughly explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior; using scientific practices, can conduct in-depth research related to a problem or issue affecting individuals and/or society.
	attempts to examine the effects of discrimination on identity; attempts to explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.	can do a simple examination of the effects of discrimination on identity; can explore in a limited fashion developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.	can examine the effects of discrimination on identity; can explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.	can examine in depth the effects of discrimination on identity; can explore in depth developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.

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BH Standard 2 - Wisconsin students will investigate interactions between individuals and groups (Sociology).	attempts to investigate how language and culture can unify a group of people; attempts to evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	can do a simple investigation of how language and culture can unify a group of people; can do a simple evaluation of the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	can investigate how language and culture can unify a group of people; can evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	can investigate in depth how language and culture can unify a group of people; can evaluate in depth the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
	attempts to critique interpretations of how different cultures interact with their environment.	can do a simple critique on interpretations of how different cultures interact with their environment.	can critique interpretations of how different cultures interact with their environment.	can thoroughly critique interpretations of how different cultures interact with their environment.
BH Standard 3 - Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	attempts to analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings; attempts to become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	can do a simple analysis of the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings; can become aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings; can become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	can analyze in depth the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings; can become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
BH Standard 4 - Wisconsin students will examine the progression of	attempts to evaluate the purpose for which a technology is created and analyze the consequences	can do a simple evaluation of the purpose for which a technology is created and do a simple analysis of the	can evaluate the purpose for which a technology is created and analyze the consequences	can evaluate in depth the purpose for which a technology is created and analyze in depth the

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specific forms of technology and their influence within various societies.	(intended and unintended) to different cultures.	consequences (intended and unintended) to different cultures.	(intended and unintended) to different cultures.	consequences (intended and unintended) to different cultures.
Strand: Economics (Econ)				
Econ Standard 1 - Wisconsin students will use economic reasoning to understand issues.	**A student at this level** attempts to perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.	**A student at this level** can perform a simple cost–benefit analysis on a real-world situation, using economic thinking to provide a simple description of the marginal costs and benefits of a particular decision.	**A student at this level** can perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.	**A student at this level** can perform an in-depth cost–benefit analysis on a real-world situation, using critical economic thinking to describe the marginal costs and benefits of a particular decision.
	attempts to evaluate how incentives determine what is produced and distributed in a competitive market system.	can do a simple evaluation of how incentives determine what is produced and distributed in a competitive market system.	can evaluate how incentives determine what is produced and distributed in a competitive market system.	can evaluate in depth how incentives determine what is produced and distributed in a competitive market system.
Econ Standard 2 - Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	attempts to connect the roles of consumers and producers in the product, labor, and financial markets and the economy as a whole; attempts to analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).	can connect in a limited fashion the roles of consumers and producers in the product, labor, and financial markets and the economy as a whole; can do a simple analysis of the roles of the market for goods and services (product market) and the market for factors of production (factor market).	can connect the roles of consumers and producers in the product, labor, and financial markets and the economy as a whole; can analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).	can thoroughly connect the roles of consumers and producers in the product, labor, and financial markets and the economy as a whole; can analyze in depth the roles of the market for goods and services (product market) and the market for factors of production (factor market).

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	attempts to differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced; attempts to compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	can differentiate in a limited fashion between supply and demand and the resulting impact on equilibrium prices and quantities produced; can make a simple comparison of various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	can differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced; can compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	can thoroughly differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced; can compare and contrast in depth various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.
	attempts to calculate the costs of production and explain their role in firm decision making; attempts to differentiate between and calculate revenue and profit for a given firm.	can do a simple calculation of the costs of production and provide a simple explanation of their role in firm decision making; can differentiate in a limited fashion between and do a simple calculation of revenue and profit for a given firm.	can calculate the costs of production and explain their role in firm decision making; can differentiate between and calculate revenue and profit for a given firm.	can calculate the costs of production and explain in depth their role in firm decision making; can thoroughly differentiate between and calculate revenue and profit for a given firm.
Econ Standard 3 - Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	attempts to assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices; attempts to analyze why unemployment rates differ for people of different ages, races, and genders; attempts to use economic indicators to analyze the	can do a simple assessment of how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices; can do a simple analysis of why unemployment rates differ for people of different ages, races, and genders; can use economic indicators to do a	can assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices; can analyze why unemployment rates differ for people of different ages, races, and genders; can use economic indicators to analyze the	can assess in depth how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices; can analyze in depth why unemployment rates differ for people of different ages, races, and genders; can use economic indicators to analyze

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	current and future state of the economy.	simple analysis of the current and future state of the economy.	current and future state of the economy.	in depth the current and future state of the economy.
	attempts to evaluate the structure and functions of money in the United States, including the role of interest rates.	can do a simple evaluation of the structure and functions of money in the United States, including the role of interest rates.	can evaluate the structure and functions of money in the United States, including the role of interest rates.	can evaluate in depth the structure and functions of money in the United States, including the role of interest rates.
	attempts to connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP; attempts to compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).	can make simple connections with the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP; can make a simple comparison with the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).	can connect the components of Gross Domestic Product (GDP) to different parts of an economy and differentiate between real and nominal GDP; can compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).	can connect the components of Gross Domestic Product (GDP) to different parts of an economy and thoroughly differentiate between real and nominal GDP; can compare and contrast in depth the parts of a business cycle of an economy (i.e., expansion/prosperity, peak, contraction or recession, trough).
Econ Standard 4 - Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	attempts to evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events; attempts to analyze how the allocation of resources can impact the	can do a simple evaluation of how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and do a simple analysis of how they have been affected by specific political and social systems and important events; can do a simple analysis of how the allocation of resources can	can evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events; can analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.	can evaluate in depth how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze in depth how they have been affected by specific political and social systems and important events; can analyze in depth how the allocation of resources can impact the distribution of

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	distribution of wealth and income equality or inequality.	impact the distribution of wealth and income equality or inequality.		wealth and income equality or inequality.
	attempts to analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country; attempts to analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy; attempts to assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).	can do a simple analysis of the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country; can do a simple analysis of the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy; can do a simple assessment of how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).	can analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country; can analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy; can assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).	can analyze in depth the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country; can analyze in depth the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy; can thoroughly assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).
	attempts to evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid); attempts to justify the selection of fiscal and monetary policies in expanding or contracting the economy.	can do a simple evaluation of types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid); can provide a simple justification for the selection of fiscal and monetary policies in	can evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid); can justify the selection of fiscal and monetary policies in expanding or contracting the economy.	can evaluate in depth types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid); can thoroughly justify the selection of fiscal and monetary policies in expanding or contracting the economy.

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		expanding or contracting the economy.		
	attempts to evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living; attempts to analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.	can do a simple evaluation of the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living; can do a simple analysis of the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.	can evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living; can analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.	can evaluate in depth the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living; can analyze in depth the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.
	attempts to draw conclusions on the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies; attempts to analyze the role of comparative advantage in international trade of goods and services.	can draw simple conclusions on the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies; can do a simple analysis of the role of comparative advantage in international trade of goods and services.	can draw conclusions on the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies; can analyze the role of comparative advantage in international trade of goods and services.	can draw complex conclusions on the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies; can analyze in depth the role of comparative advantage in international trade of goods and services.

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Strand: Geography (Geog)				
Geog Standard 1 - Wisconsin students will use geographic tools and ways of thinking to analyze the world.	**A student at this level** attempts to use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems; attempts to explain how current geospatial technologies (e.g., Geographic Information System (GIS), Global Positioning System (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.	**A student at this level** can use printed and digital maps to ask and answer simple geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems; can provide a simple explanation of how current geospatial technologies (e.g., Geographic Information System (GIS), Global Positioning System (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.	**A student at this level** can use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems; can explain how current geospatial technologies (e.g., Geographic Information System (GIS), Global Positioning System (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.	**A student at this level** can use printed and digital maps to ask and answer complex geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate in depth the appropriateness of geographic data and representations to understand real-world problems; can explain in depth how current geospatial technologies (e.g., Geographic Information System (GIS), Global Positioning System (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.
	attempts to interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.	can make simple interpretations of maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to do a simple analysis of geographic problems and changes over time.	can interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.	can interpret complex maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze in depth geographic problems and changes over time.

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	attempts to compare and contrast a mental map before and after an event to see if perception reshaped their perspectives; attempts to explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.	can make a simple comparison of a mental map before and after an event to see if perception reshaped their perspectives; can provide a simple explanation of how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.	can compare and contrast a mental map before and after an event to see if perception reshaped their perspectives; can explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.	can thoroughly compare and contrast a mental map before and after an event to see if perception reshaped their perspectives; can explain in depth how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.
Geog Standard 2 - Wisconsin students will analyze human movement and population patterns.	attempts to evaluate population policies by analyzing how governments affect population change; attempts to analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.	can do a simple evaluation of population policies by analyzing how governments affect population change; can do a simple analysis of population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.	can evaluate population policies by analyzing how governments affect population change; can analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.	can evaluate in depth population policies by critically analyzing how governments affect population change; can analyze in depth population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.
	attempts to evaluate the impact of major international migrations, both past and present, on physical and human systems.	can do a simple evaluation of the impact of major international migrations, both past and present, on physical and human systems.	can evaluate the impact of major international migrations, both past and present, on physical and human systems.	can evaluate in depth the impact of major international migrations, both past and present, on physical and human systems.
	attempts to analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.	can do a simple analysis of the social impact of movement of people to different locations in a variety of time periods and	can analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.	can analyze in depth the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

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		locations throughout the world.		
	attempts to evaluate the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities; attempts to analyze the impact of rural decline and urbanization on a place.	can do a simple evaluation of the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities; can do a simple analysis of the impact of rural decline and urbanization on a place.	can evaluate the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities; can analyze the impact of rural decline and urbanization on a place.	can evaluate in depth the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities; can analyze in depth the impact of rural decline and urbanization on a place.
Geog Standard 3 - Wisconsin students will examine the impacts of global interconnections and relationships.	attempts to evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries; attempts to assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.	can do a simple evaluation, in both current and historical context, of how the prospect of gaining access to resources in contested zones creates competition among countries; can do a simple assessment of how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.	can evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries; can assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.	can evaluate in depth, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries; can assess in depth how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.
	attempts to analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions; attempts to analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).	can do a simple analysis of the evolution of the global economy to its present state and the role it plays in the economic development of world regions; can do a simple analysis of the role of supranational organizations (e.g., NAFTA, NATO, UN).	can analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions; can analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).	can analyze in depth the evolution of the global economy to its present state and the role it plays in the economic development of world regions; can analyze in depth the role of supranational organizations (e.g., NAFTA, NATO, UN).

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Geog Standard 4 - Wisconsin students will evaluate the relationship between identity and place.	attempts to evaluate the effect of culture on a place over time; attempts to analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture; attempts to explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity); attempts to explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.	can do a simple evaluation of the effect of culture on a place over time; can do a simple analysis of how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture; can provide a simple explanation of how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity); can provide a simple explanation of how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.	can evaluate the effect of culture on a place over time; can analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture; can explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity); can explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.	can evaluate in depth the effect of culture on a place over time; can analyze in depth how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture; can thoroughly explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity); can thoroughly explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.
Geog Standard 5 - Wisconsin students will evaluate the relationship between humans and the environment.	attempts to analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.	can do a simple analysis of the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.	can analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.	can analyze in depth the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.
	attempts to hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in	can create a simple hypothesis about how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can	can hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can	can hypothesize in depth how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can

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	changes that have effects on a global scale.	result in changes that have effects on a global scale.	result in changes that have effects on a global scale.	result in changes that have effects on a global scale.
Strand: History (Hist)				
Hist Standard 1 - Wisconsin students will use historical evidence for determining cause and effect.	**A student at this level** attempts to evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **causes** from both long- and short-term perspectives; attempts to evaluate how different groups and individuals contributed to the event or cause.	**A student at this level** can do a simple evaluation of multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **causes** from both long- and short-term perspectives; can do a simple evaluation of how different groups and individuals contributed to the event or cause.	**A student at this level** can evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **causes** from both long- and short-term perspectives; can evaluate how different groups and individuals contributed to the event or cause.	**A student at this level** can evaluate in depth multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **causes** from both long- and short-term perspectives; can evaluate in depth how different groups and individuals contributed to the event or cause.
	attempts to evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **effects** from both long- and short-term perspectives; attempts to evaluate how different groups and individuals contributed to the effect.	can do a simple evaluation of multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **effects** from both long- and short-term perspectives; can do a simple evaluation of how different groups and individuals contributed to the effect.	can evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **effects** from both long- and short-term perspectives; can evaluate how different groups and individuals contributed to the effect.	can evaluate in depth multiple events from different perspectives using primary and secondary sources and analyze intended and unintended **effects** from both long- and short-term perspectives; can evaluate in depth how different groups and individuals contributed to the effect.
Hist Standard 2 - Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and	attempts to evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of **continuity** in the	can do a simple evaluation of a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to do a simple analysis of the patterns of	can evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of **continuity** in the community,	can evaluate in depth a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to thoroughly analyze the patterns of **continuity** in the community,

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contextualization of historical events.	community, the state, the United States, and the world.	**continuity** in the community, the state, the United States, and the world.	the state, the United States, and the world.	the state, the United States, and the world.
	attempts to evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of **change** in the community, the state, the United States, and the world.	can do a simple evaluation of a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to do a simple analysis of the patterns of **change** in the community, the state, the United States, and the world.	can evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of **change** in the community, the state, the United States, and the world.	can evaluate in depth a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to thoroughly analyze the patterns of **change** in the community, the state, the United States, and the world.
	attempts to evaluate how the historical context influenced the process or nature of the continuity or change that took place.	can do a simple evaluation of how the historical context influenced the process or nature of the continuity or change that took place.	can evaluate how the historical context influenced the process or nature of the continuity or change that took place.	can evaluate in depth how the historical context influenced the process or nature of the continuity or change that took place.
Hist Standard 3 - Wisconsin students will connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.	attempts to analyze significant historical periods and their relationship to present issues and events.	can do a simple analysis of significant historical periods and their relationship to present issues and events.	can analyze significant historical periods and their relationship to present issues and events.	can analyze in depth significant historical periods and their relationship to present issues and events.
	attempts to evaluate historical perspectives to create arguments with evidence concerning current events.	can do a simple evaluation of historical perspectives to create arguments with evidence concerning current events.	can evaluate historical perspectives to create arguments with evidence concerning current events.	can evaluate in depth historical perspectives to create arguments with evidence concerning current events.
	attempts to evaluate and justify predictions of potential outcomes of current events based on the past.	can do a simple evaluation of and justify simple predictions of potential outcomes of current events based on the past.	can evaluate and justify predictions of potential outcomes of current events based on the past.	can evaluate in depth and justify complex predictions of potential outcomes of current events based on the past.

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Hist Standard 4 - Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	attempts to analyze how the historical context (situation) influences a primary or secondary source.	can do a simple analysis of how the historical context (situation) influences a primary or secondary source.	can analyze how the historical context (situation) influences a primary or secondary source.	can analyze in depth how the historical context (situation) influences a primary or secondary source.
	attempts to analyze how the intended audience influences a primary or secondary source.	can do a simple analysis of how the intended audience influences a primary or secondary source.	can analyze how the intended audience influences a primary or secondary source.	can analyze in depth how the intended audience influences a primary or secondary source.
	attempts to analyze the intended purpose of a specific primary or secondary source.	can do a simple analysis of the intended purpose of a specific primary or secondary source.	can analyze the intended purpose of a specific primary or secondary source.	can analyze in depth the intended purpose of a specific primary or secondary source.
	attempts to analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.	can do a simple analysis of how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.	can analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.	can analyze in depth how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.
Strand: Political Science (PS)				
PS Standard 1 - Wisconsin students will identify and analyze democratic principles and ideals.	**A student at this level** attempts to analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government; attempts to analyze sources of governmental authority.	**A student at this level** can do a simple analysis of how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government; can do a simple analysis of sources of governmental authority.	**A student at this level** can analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government; can analyze sources of governmental authority.	**A student at this level** can analyze in depth how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government; can analyze in depth sources of governmental authority.

	attempts to evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States; attempts to analyze the foundational ideas of United States government that are embedded in founding-era documents; attempts to analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote the general welfare; attempts to analyze the meaning and importance of rights in the Wisconsin Constitution and compare or contrast to the United States Constitution.	can do a simple evaluation of the work and actions of historically significant people and their contributions to the founding principles of the United States; can do a simple analysis of the foundational ideas of United States government that are embedded in founding-era documents; can do a simple analysis of landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote the general welfare; can do a simple analysis of the meaning and importance of rights in the Wisconsin Constitution and compare or contrast to the United States Constitution.	can evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States; can analyze the foundational ideas of United States government that are embedded in founding-era documents; can analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote the general welfare; can analyze the meaning and importance of rights in the Wisconsin Constitution and compare or contrast to the United States Constitution.	can evaluate in depth the work and actions of historically significant people and their contributions to the founding principles of the United States; can analyze in depth the foundational ideas of United States government that are embedded in founding-era documents; can analyze in depth landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promote the general welfare; can analyze in depth the meaning and importance of rights in the Wisconsin Constitution and compare or contrast to the United States Constitution.

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PS Standard 2 - Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	attempts to critique the struggle for suffrage and citizenship since the founding period; attempts to analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights; attempts to assess the impact of individuals, groups, and movements on the development of civil rights for different groups.	can do a simple critique of the struggle for suffrage and citizenship since the founding period; can do a simple analysis of the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights; can do a simple assessment of the impact of individuals, groups, and movements on the development of civil rights for different groups.	can critique the struggle for suffrage and citizenship since the founding period; can analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights; can assess the impact of individuals, groups, and movements on the development of civil rights for different groups.	can critique in depth the struggle for suffrage and citizenship since the founding period; can analyze in depth the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights; can assess in depth the impact of individuals, groups, and movements on the development of civil rights for different groups.
	attempts to assess the difference in constitutional and legal protections for citizens vs. noncitizens; attempts to demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).	can do a simple assessment of the difference in constitutional and legal protections for citizens vs. noncitizens; can identify the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).	can assess the difference in constitutional and legal protections for citizens vs. noncitizens; can demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).	can assess in depth the difference in constitutional and legal protections for citizens vs. noncitizens; can thoroughly demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).
	attempts to analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups; attempts to evaluate different goals and methods of groups who have advocated for access	can do a simple analysis of how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups; can do a simple evaluation of different goals and methods of groups who have advocated for	can analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups; can evaluate different goals and methods of groups who have advocated for access to greater rights (e.g.,	can analyze in depth how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups; can evaluate in depth different goals and methods of groups who have advocated for access to

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	to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ); attempts to analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.	access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ); can do a simple analysis of the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.	women, religious groups, civil rights groups, indigenous peoples, LGBTQ); can analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.	greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ); can analyze in depth the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
PS Standard 3 - Wisconsin students will analyze and evaluate the powers and purposes of political and civic institutions.	attempts to create and evaluate solutions to increase voter participation; attempts to evaluate their role in government at the local, state, tribal, and federal levels.	can create and evaluate simple solutions to increase voter participation; can do a simple evaluation of their role in government at the local, state, tribal, and federal levels.	can create and evaluate solutions to increase voter participation; can evaluate their role in government at the local, state, tribal, and federal levels.	can create and evaluate detailed solutions to increase voter participation; can evaluate in depth their role in government at the local, state, tribal, and federal levels.
	attempts to evaluate the role of various types of media in elections and functions of government; attempts to analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting; attempts to evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying,	can do a simple evaluation of the role of various types of media in elections and functions of government; can do a simple analysis of how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting; can do a simple evaluation of civic institutions and provide a simple explanation of how competing interests impact	can evaluate the role of various types of media in elections and functions of government; can analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting; can evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens	can evaluate in depth the role of various types of media in elections and functions of government; can analyze in depth how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting; can evaluate in depth civic institutions and thoroughly explain how competing interests impact societal change (e.g., lobbying, citizens

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	citizens groups, special interest groups).	societal change (e.g., lobbying, citizens groups, special interest groups).	groups, special interest groups).	groups, special interest groups).
	attempts to evaluate the structure and functions of governments at the local, state, tribal, national, and global levels; attempts to evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or nongovernment organization (NGO) levels distinguishing their roles, powers, and limitations.	can do a simple evaluation of the structure and functions of governments at the local, state, tribal, national, and global levels; can do a simple evaluation of the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.	can evaluate the structure and functions of governments at the local, state, tribal, national, and global levels; can evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.	can evaluate in depth the structure and functions of governments at the local, state, tribal, national, and global levels; can evaluate in depth the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
	attempts to evaluate the effectiveness of public policy actions and processes.	can do a simple evaluation of the effectiveness of public policy actions and processes.	can evaluate the effectiveness of public policy actions and processes.	can evaluate in depth the effectiveness of public policy actions and processes.
PS Standard 4 - Wisconsin students will develop and employ skills for civic literacy.	attempts to create arguments by researching and interpreting claims and counterclaims.	can create simple arguments by researching and interpreting claims and counterclaims.	can create arguments by researching and interpreting claims and counterclaims.	can create complex arguments by researching and interpreting claims and counterclaims.
	attempts to analyze the effects of a political compromise with major historical impact.	can do a simple analysis of the effects of a political compromise with major historical impact.	can analyze the effects of a political compromise with major historical impact.	can analyze in depth the effects of a political compromise with major historical impact.

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Strand: Social Studies Inquiry Practices and Processes (Inq)				
Inq Standard 1 - Wisconsin students will construct meaningful questions that initiate an inquiry.	**A student at this level** attempts to frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	**A student at this level** can frame researchable, simple, and open-ended questions, integrating multiple social studies strands that call for investigation.	**A student at this level** can frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.	**A student at this level** can thoroughly frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
	attempts to construct questions that support the research and identify the sources that will be used in the student-developed research proposal.	can construct simple questions that support the research and identify the sources that will be used in the student-developed research proposal.	can construct questions that support the research and identify the sources that will be used in the student-developed research proposal.	can construct complex questions that support the research and identify the sources that will be used in the student-developed research proposal.
Inq Standard 2 - Wisconsin students will gather and evaluate sources.	attempts to explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.	can explore in a limited fashion evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.	can explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.	can explore in depth evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.
	attempts to analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the	can do a simple analysis and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability,	can analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability,	can analyze in depth and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability,

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	reliability, limitations, and usefulness of a source.	limitations, and usefulness of a source.	limitations, and usefulness of a source.	limitations, and usefulness of a source.
Inq Standard 3 - Wisconsin students will develop claims using evidence to support reasoning.	attempts to develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.	can develop a simple, defensible claim to provide focus for an inquiry that is based upon the analysis of sources.	can develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.	can develop a complex, defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
	attempts to support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).	can support a simple claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).	can support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).	can support a complex claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).
	attempts to analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.	can do a simple analysis of the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.	can analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.	can analyze in depth the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.
Inq Standard 4 - Wisconsin students will communicate and critique conclusions.	attempts to communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.	can communicate simple conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.	can communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.	can communicate complex conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways.

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	attempts to examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	can do a simple examination of a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	can examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	can examine in depth a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
Inq Standard 5 - Wisconsin students will be civically engaged.	attempts to explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore in a limited fashion opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	can explore in depth opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

Reminder: These Performance Level Descriptors are intended as examples of the types of skills and understanding students would have at each performance level.

Appendix G

Participant Evaluations of the Workshop

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Pre-Workshop Survey for the Wisconsin Social Studies Standard Setting

Thank you for participating in the Wisconsin social studies standard setting!

This survey is designed to document the experience and diversity of standard setting participants. While we need your information to describe the committee in the aggregate, your individual responses will be kept confidential.

After the survey, you'll be invited to participate in an optional research study. More details about the research study are provided at the end of the survey.

What is your full name? *

Your answer

If you have a name you prefer to be called during the workshop, please enter it here.

Your answer

Next

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Clear form

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DATA RECOGNITION CORPORATION

Pre-Workshop Survey for the Wisconsin Social Studies Standard Setting

Security Agreements

During the registration process, you agreed to the Security Agreement from DPI. In this section, you will be shown the Security Agreement once again, as well as a Security Agreement from DRC. Please review the Security Agreements below and signify your acceptance by checking the button below.

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WISCONSIN FORWARD EXAM AGREEMENT TO MAINTAIN CONFIDENTIALITY

The Wisconsin Forward Exam is a secure, proprietary test instrument with components copyrighted by DRC. Any disclosure of test items to any person might constitute a copyright violation. Also, any such disclosure or dissemination of test items will undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the test. Accordingly, the Department of Public Instruction and Wisconsin educators must take every step to assure the security of these test instruments.

I hereby agree that I will not disclose to any person, any materials (such as, but not limited to: test items, graphics, tasks, scoring rubrics, item specifications, test design, content limits, and measurement/research / report data) related to the Wisconsin Forward Exam.

I acknowledge that I will have access to a secure assessment in the Wisconsin Forward Exam. I understand that these testing materials are secure, and it is my professional responsibility to protect their security. I therefore pledge:

1. I will not keep, copy, reproduce, paraphrase, distribute, or discuss any test materials and/or test items outside of the item review process.
2. I will not use test items or any of the information contained in the assessment to review/prepare students for a test.
3. I understand I am not permitted to take notes about items and all materials must remain in the review rooms at all times.
4. I will not publish, or cause to be published any of the test items
5. I will not use any electronic devices while in the item review rooms and understand no electronic devices are permitted at the review tables at any time.
6. I understand that if a breach of test security or copyright infringement occurs as a direct result of my actions, and breach of contract, consequences may include invalidation of student test results, civil legal liability for copyright violations, and district level disciplinary action.

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DRC SECURITY AGREEMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

By printing my full name here, I acknowledge that I have read and agree to the terms of the Security Agreements presented here. *

Please type your full name here.

Your answer

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Pre-Workshop Survey for the Wisconsin Social Studies Standard Setting

About Your Experience Before the Workshop

Have you ever attended a standard setting meeting before? *

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

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

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

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Have you worked with the content standards (i.e., the Wisconsin Standards for Social Studies) before? *

- ◯ Yes
- ◯ No

Have you worked with performance level descriptors (PLDs) before? *

Note: These are sometimes called achievement level descriptors (ALDs).

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

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DATA RECOGNITION CORPORATION

Pre-Workshop Survey for the Wisconsin Social Studies Standard Setting

About You and Your Experience

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

What is your current position? *

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

- ○ General education teacher
- ○ Special education teacher
- ○ ELL teacher
- ○ Curriculum staff
- ○ District assessment staff
- ○ State department staff
- ○ Higher education
- ○ School-level administrator
- ○ District-level administrator

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What is your educational setting? *

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

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

How many years have you worked in education? *

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

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

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

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

In which community type is your district/LEA? *

- ○ Rural
- ○ Urban
- ○ Suburban

What is the name of your school district/LEA? *

Your answer

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What is your highest level of education? *

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

What is your gender? *

- ○ Female
- ○ Male
- ○ Prefer not to answer
- ○ Other: _____

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

- ○ No
- ○ Yes
- ○ Prefer not to answer

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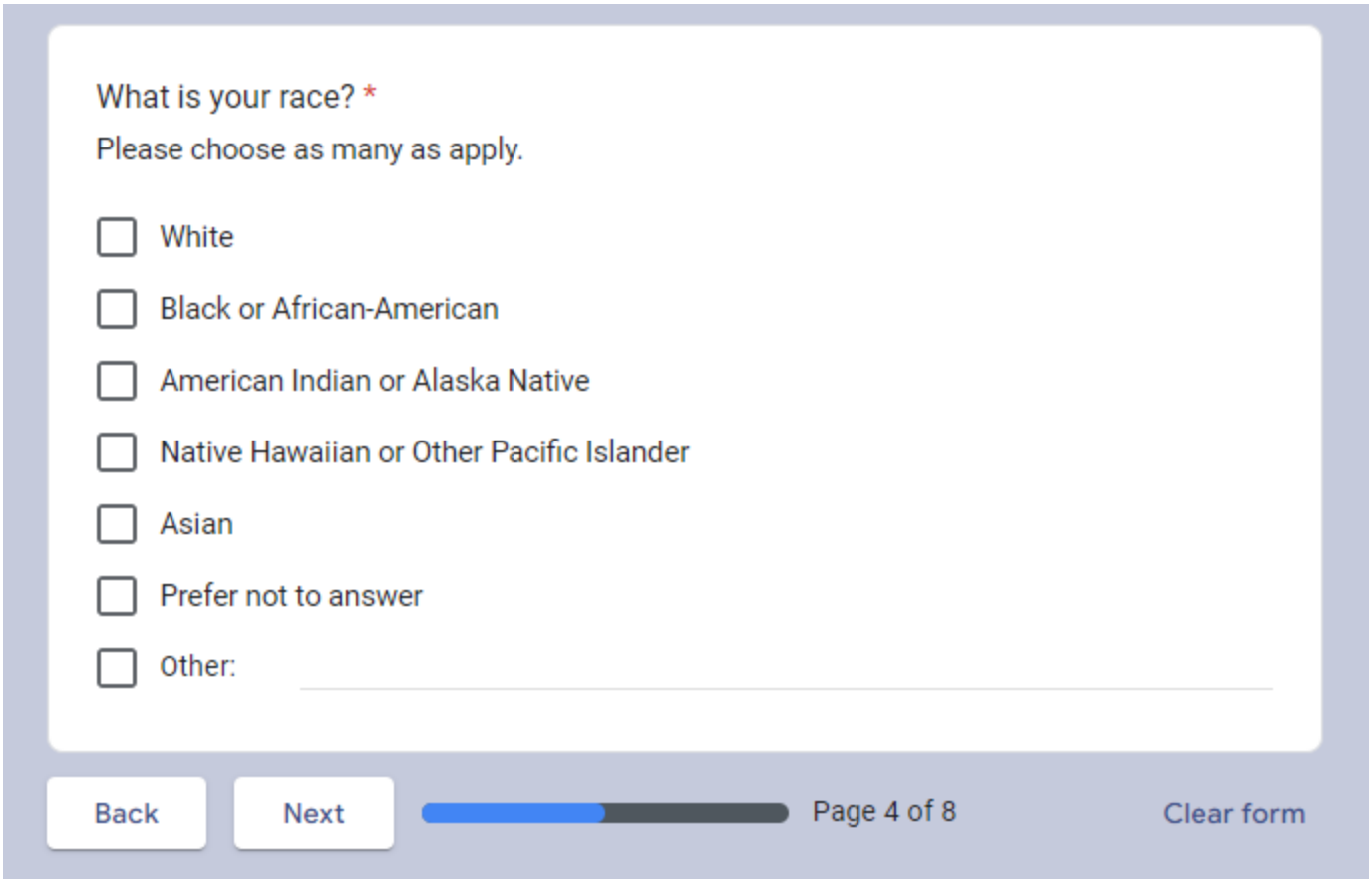

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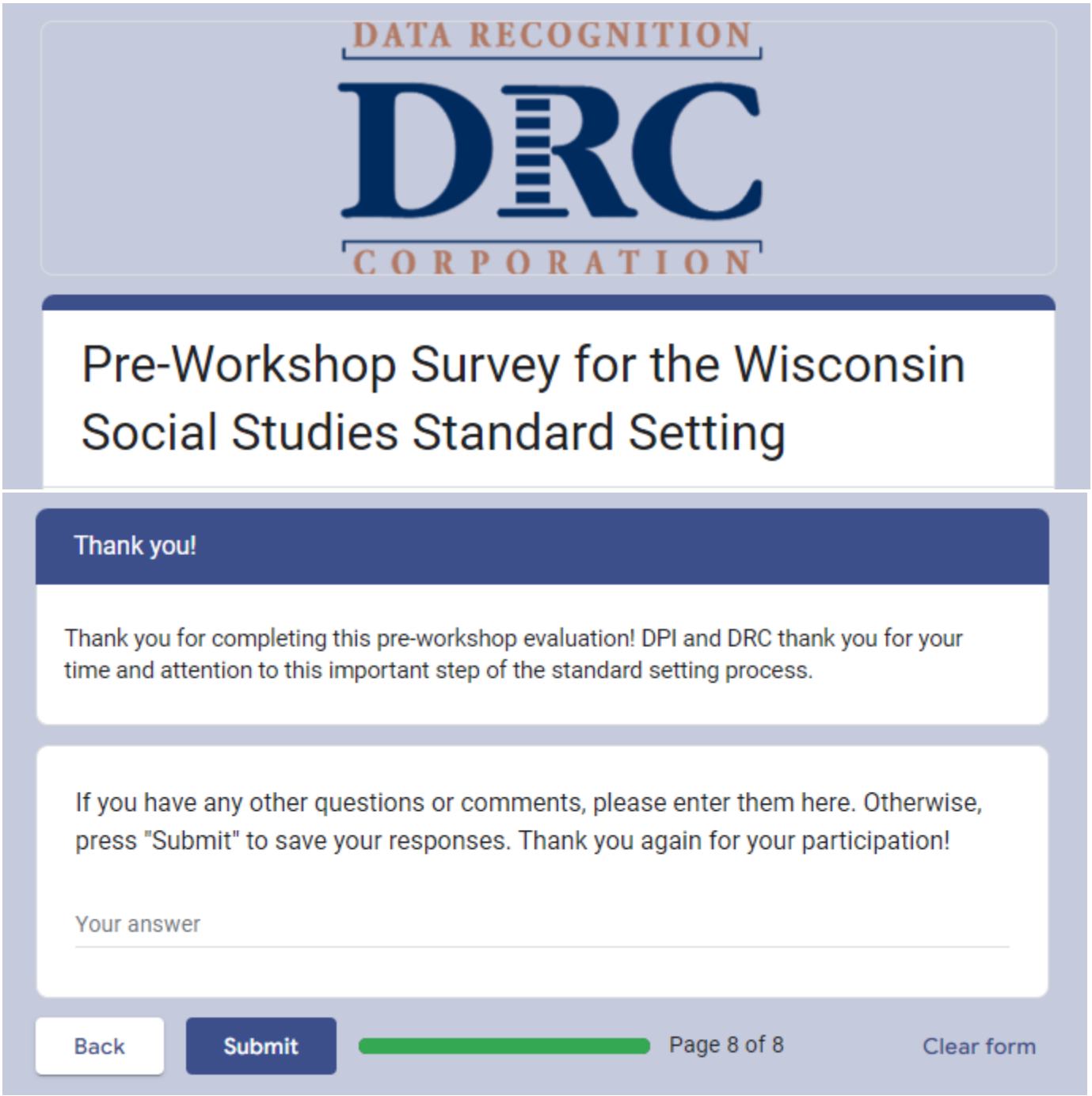

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Wisconsin Forward Exam Pre-Workshop Evaluation

Have you ever attended a standard setting meeting before?

Response	Frequency	Percent	Mean: 1.20
No I have not.	42	84.00	
Yes I have attended one other standard setting.	6	12.00	
Yes I have attended more than one standard setting.	2	4.00	

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

Response	Frequency	Percent	Mean: 1.34
I have not attended a standard setting before.	42	84.00	
Less than 2 years	2	4.00	
2 to 5 years	3	6.00	
Over five years	3	6.00	

Have you worked with the content standards (i.e., the Wisconsin Standards for Social Studies) before?

Response	Frequency	Percent	Mean: 1.08
Yes	46	92.00	
No	4	8.00	

Have you worked with performance level descriptors (PLDs) before?

Response	Frequency	Percent	Mean: 2.04
Yes I have.	15	30.00	
No I've heard of them but haven't worked with them.	18	36.00	
No I haven't heard of these before.	17	34.00	

What is your current position?

Response	Frequency	Percent	Mean: 1.44
General education teacher	42	84.00	
Special education teacher	3	6.00	
ELL teacher	0	0.00	
Curriculum staff	4	8.00	
District assessment staff	0	0.00	
State department staff	0	0.00	
Higher education	0	0.00	
School-level administrator	1	2.00	
District-level administrator	0	0.00	

What is your educational setting?

Response	Frequency	Percent	Mean: 2.70
Elementary school	11	22.00	
Middle school or junior high school	17	34.00	
High school	13	26.00	
Higher education	0	0.00	
K-8 school	3	6.00	
6-12 school	6	12.00	

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How many years have you worked in education?

Response	Frequency	Percent	Mean: 3.38
Less than 5 years	4	8.00	
5-10 years	14	28.00	
11-15 years	11	22.00	
16-20 years	8	16.00	
21-25 years	6	12.00	
More than 25 years	7	14.00	

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

Response	Frequency	Percent	Mean: 2.64
0-25%	13	26.00	
26-50%	15	30.00	
51-75%	5	10.00	
76-100%	11	22.00	
Unknown or not applicable	6	12.00	

In which community type is your district/LEA?

Response	Frequency	Percent	Mean: 1.96
Rural	20	40.00	
Urban	12	24.00	
Suburban	18	36.00	

What is your highest level of education?

Response	Frequency	Percent	Mean: 4.12
High school diploma	0	0.00	
Bachelor's degree	3	6.00	
Bachelor's degree + additional hours	10	20.00	
Master's degree	16	32.00	
Master's degree + additional hours	20	40.00	
Doctoral degree	1	2.00	

What is your gender?

Response	Frequency	Percent	Mean: 1.30
Female	35	70.00	
Male	15	30.00	
Prefer not to answer	0	0.00	
Other:	0	0.00	

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

Response	Frequency	Percent	Mean: 1.04
No	48	96.00	
Yes	2	4.00	
Prefer not to answer	0	0.00	

What is your race?

Response	Frequency	Percent	Mean: -
White	47	94.00	
Black or African-American	2	4.00	
American Indian or Alaska Native	1	2.00	
Native Hawaiian or Other Pacific Islander	0	0.00	
Asian	1	2.00	
Prefer not to answer	1	2.00	
Other:	0	0.00	

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Bookmark Kiosk

Wisconsin 2022 Standard Setting for Social Studies

Participant Number *

Your answer

Round *

- 1
- 2
- 3

Grade *

- Grade 4

Content Area *

- Social Studies

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Small Breakout Room *

- ○ 1
- ○ 2

Basic Bookmark

The Basic cut score separates Below Basic from Basic. Items before your Basic bookmark measure skills of which the threshold Basic student should have mastery. The threshold Basic student may have incomplete or partial mastery of the skills measured by items after your Basic bookmark.

What is your bookmark for Basic? *

Please enter your bookmark as a single value (e.g., 5, 29, 102). The threshold student should have mastery of the skills measured by the items up to but not including including your bookmark page (e.g., 1-4, 1-28, 1-101).

Your answer

What is your bookmark page range for Basic? *

Please enter your range of possible bookmarks (e.g., 3-12, 20-32, 102-102).

Your answer

What is your content-based rationale for your Basic bookmark? *

In a few words, please describe why you placed your bookmark where you did.

Your answer

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Proficient Bookmark

The Proficient cut score separates Basic from Proficient. Items before your Proficient bookmark measure skills of which the threshold Proficient student should have mastery. The threshold Proficient student may have incomplete or partial mastery of the skills measured by items after your Proficient bookmark.

What is your bookmark for Proficient? *

Your answer

What is your bookmark page range for Proficient? *

Your answer

What is your content-based rationale for your Proficient bookmark? *

Your answer

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Advanced Bookmark

The Advanced cut score separates Advanced from items beyond the cut score. Items before your Advanced bookmark measure skills of which the threshold Advanced student should have mastery. The threshold Advanced student may have incomplete or partial mastery of the skills measured by items after your Advanced bookmark.

What is your bookmark for Advanced? *

Your answer

What is your bookmark page range for Advanced? *

Your answer

What is your content-based rationale for your Advanced bookmark recommendation? *

Your answer

Next

Clear form

About Your Round Experience: Round 1

Think about the round that just finished as you complete these questions.

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I understood how to place my bookmarks.	○	○	○	○
I had enough time to place my bookmarks.	○	○	○	○
I considered the threshold students when placing my bookmarks.	○	○	○	○
Discussing the threshold students helped me place my bookmarks.	○	○	○	○
I considered the content standards when placing my bookmarks.	○	○	○	○
I considered the test items when placing my bookmarks.	○	○	○	○

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How confident did you feel when placing your Round 1 bookmarks? *

	1	2	3	4	5	6	7	8	9	10	
Not confident at all	○	○	○	○	○	○	○	○	○	○	Very confident

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About Your Round Experience: Round 2

Think about the round that just finished as you complete these questions.

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I understood how to place my bookmarks.	○	○	○	○
I had enough time to place my bookmarks.	○	○	○	○
I considered the threshold students when placing my bookmarks.	○	○	○	○
There was adequate time provided for discussion.	○	○	○	○
Discussing my Round 1 bookmarks with my breakout group was helpful.	○	○	○	○

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How confident did you feel when placing your Round 2 bookmarks? *

	1	2	3	4	5	6	7	8	9	10	
Not confident at all	○	○	○	○	○	○	○	○	○	○	Very confident

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About Your Round Experience: Round 3

Think about the round that just finished as you complete these questions.

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I understood how to place my bookmarks.	○	○	○	○
I had enough time to place my bookmarks.	○	○	○	○
I considered the threshold students when making my judgments.	○	○	○	○
There was adequate time provided for discussion.	○	○	○	○
The committee-wide discussion was helpful.	○	○	○	○

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How confident did you feel when placing your Round 3 bookmarks? *

	1	2	3	4	5	6	7	8	9	10	
Not confident at all	○	○	○	○	○	○	○	○	○	○	Very confident

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Wisconsin Forward Exam Grade 4 Post-Round 1 Survey

I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.33
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	66.67	
Strongly Agree	4	33.33	

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	50.00	
Strongly Agree	6	50.00	

I considered the threshold students when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.58
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	41.67	
Strongly Agree	7	58.33	

Discussing the threshold students helped me place my bookmarks.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	25.00	
Strongly Agree	9	75.00	

I considered the content standards when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.58
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	41.67	
Strongly Agree	7	58.33	

I considered the test items when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	25.00	
Strongly Agree	9	75.00	

How confident did you feel when placing your Round 1 bookmarks?

Response	Frequency	Percent	Mean: 5.83
1	0	0.00	
2	0	0.00	
3	1	8.33	
4	1	8.33	
5	3	25.00	
6	4	33.33	
7	0	0.00	
8	3	25.00	
9	0	0.00	
10	0	0.00	

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Wisconsin Forward Exam Grade 4 Post-Round 2 Survey

I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	25.00	
Strongly Agree	9	75.00	

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

I considered the threshold students when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

Discussing my Round 1 bookmarks with my breakout group was helpful.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

How confident did you feel when placing your Round 2 bookmarks?

Response	Frequency	Percent	Mean: 7.75
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	0	0.00	
5	0	0.00	
6	1	8.33	
7	3	25.00	
8	6	50.00	
9	2	16.67	
10	0	0.00	

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Wisconsin Forward Exam Grade 4 Post-Round 3 Survey

I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

I considered the threshold students when making my judgments.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

The committee-wide discussion was helpful.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	16.67	
Strongly Agree	10	83.33	

How confident did you feel when placing your Round 3 bookmarks?

Response	Frequency	Percent	Mean: 8.83
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	0	0.00	
5	0	0.00	
6	0	0.00	
7	0	0.00	
8	4	33.33	
9	6	50.00	
10	2	16.67	

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Wisconsin Forward Exam Grade 8 Post-Round 1 Survey

I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.25
Strongly Disagree	0	0.00	
Disagree	2	10.00	
Agree	11	55.00	
Strongly Agree	7	35.00	

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.15
Strongly Disagree	0	0.00	
Disagree	5	25.00	
Agree	7	35.00	
Strongly Agree	8	40.00	

I considered the threshold students when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	10	50.00	
Strongly Agree	10	50.00	

Discussing the threshold students helped me place my bookmarks.

Response	Frequency	Percent	Mean: 3.40
Strongly Disagree	0	0.00	
Disagree	1	5.00	
Agree	10	50.00	
Strongly Agree	9	45.00	

I considered the content standards when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	1	5.00	
Agree	8	40.00	
Strongly Agree	11	55.00	

I considered the test items when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.55
Strongly Disagree	0	0.00	
Disagree	1	5.00	
Agree	7	35.00	
Strongly Agree	12	60.00	

How confident did you feel when placing your Round 1 bookmarks?

Response	Frequency	Percent	Mean: 5.20
1	0	0.00	
2	2	10.00	
3	4	20.00	
4	0	0.00	
5	4	20.00	
6	4	20.00	
7	4	20.00	
8	2	10.00	
9	0	0.00	
10	0	0.00	

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Wisconsin Forward Exam Grade 8 Post-Round 2 Survey

I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.70
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	30.00	
Strongly Agree	14	70.00	

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.80
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	20.00	
Strongly Agree	16	80.00	

I considered the threshold students when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.70
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	30.00	
Strongly Agree	14	70.00	

There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 3.85
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	15.00	
Strongly Agree	17	85.00	

Discussing my Round 1 bookmarks with my breakout group was helpful.

Response	Frequency	Percent	Mean: 3.95
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	5.00	
Strongly Agree	19	95.00	

How confident did you feel when placing your Round 2 bookmarks?

Response	Frequency	Percent	Mean: 7.45
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	1	5.00	
5	1	5.00	
6	3	15.00	
7	4	20.00	
8	6	30.00	
9	4	20.00	
10	1	5.00	

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Wisconsin Forward Exam Grade 8 Post-Round 3 Survey

I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	21.05	
Strongly Agree	15	78.95	

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.74
Strongly Disagree	0	0.00	
Disagree	1	5.26	
Agree	3	15.79	
Strongly Agree	15	78.95	

I considered the threshold students when making my judgments.

Response	Frequency	Percent	Mean: 3.84
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	15.79	
Strongly Agree	16	84.21	

There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 3.61
Strongly Disagree	0	0.00	
Disagree	1	5.26	
Agree	5	26.32	
Strongly Agree	12	63.16	
No Response	1	5.26	

The committee-wide discussion was helpful.

Response	Frequency	Percent	Mean: 3.78
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	21.05	
Strongly Agree	14	73.68	
No Response	1	5.26	

How confident did you feel when placing your Round 3 bookmarks?

Response	Frequency	Percent	Mean: 8.42
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	1	5.26	
5	0	0.00	
6	1	5.26	
7	3	15.79	
8	2	10.53	
9	7	36.84	
10	5	26.32	

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Wisconsin Forward Exam Grade 10 Post-Round 1 Survey

I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.29
Strongly Disagree	0	0.00	
Disagree	2	11.76	
Agree	8	47.06	
Strongly Agree	7	41.18	

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.59
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	41.18	
Strongly Agree	10	58.82	

I considered the threshold students when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.47
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	9	52.94	
Strongly Agree	8	47.06	

Discussing the threshold students helped me place my bookmarks.

Response	Frequency	Percent	Mean: 3.35
Strongly Disagree	0	0.00	
Disagree	1	5.88	
Agree	9	52.94	
Strongly Agree	7	41.18	

I considered the content standards when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.59
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	7	41.18	
Strongly Agree	10	58.82	

I considered the test items when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.71
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	5	29.41	
Strongly Agree	12	70.59	

How confident did you feel when placing your Round 1 bookmarks?

Response	Frequency	Percent	Mean: 5.65
1	0	0.00	
2	1	5.88	
3	1	5.88	
4	1	5.88	
5	4	23.53	
6	5	29.41	
7	3	17.65	
8	2	11.76	
9	0	0.00	
10	0	0.00	

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Wisconsin Forward Exam Grade 10 Post-Round 2 Survey

I understood how to place my bookmarks.

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

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	12.50	
Strongly Agree	14	87.50	

I considered the threshold students when placing my bookmarks.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	12.50	
Strongly Agree	14	87.50	

There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	12.50	
Strongly Agree	14	87.50	

Discussing my Round 1 bookmarks with my breakout group was helpful.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	25.00	
Strongly Agree	12	75.00	

How confident did you feel when placing your Round 2 bookmarks?

Response	Frequency	Percent	Mean: 7.63
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	0	0.00	
5	0	0.00	
6	1	6.25	
7	6	37.50	
8	7	43.75	
9	2	12.50	
10	0	0.00	

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Wisconsin Forward Exam Grade 10 Post-Round 3 Survey

I understood how to place my bookmarks.

Response	Frequency	Percent	Mean: 3.75
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	25.00	
Strongly Agree	12	75.00	

I had enough time to place my bookmarks.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	12.50	
Strongly Agree	14	87.50	

I considered the threshold students when making my judgments.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	12.50	
Strongly Agree	14	87.50	

There was adequate time provided for discussion.

Response	Frequency	Percent	Mean: 3.88
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	12.50	
Strongly Agree	14	87.50	

The committee-wide discussion was helpful.

Response	Frequency	Percent	Mean: 3.63
Strongly Disagree	0	0.00	
Disagree	2	12.50	
Agree	2	12.50	
Strongly Agree	12	75.00	

How confident did you feel when placing your Round 3 bookmarks?

Response	Frequency	Percent	Mean: 9.13
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	0	0.00	
5	0	0.00	
6	0	0.00	
7	1	6.25	
8	0	0.00	
9	11	68.75	
10	4	25.00	

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Post-Workshop Evaluation

Thank you again for participating in the Wisconsin social studies standard setting! The Wisconsin Department of Public Instruction (DPI) and Data Recognition Corporation (DRC) appreciate your hard work.

This evaluation is designed to record your level of satisfaction with the standard setting process and recommendations. Your opinions and comments are important, as they will provide a basis for judging the quality of this process.

After the evaluation, you'll be invited to finish the optional research study. More details are provided at the end of the evaluation. At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

What is your participant number? *

Your answer

Which grade did you work on at the standard setting?

- ◯ Grade 4
- ◯ Grade 8
- ◯ Grade 10

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I had enough time to review the Round 3 recommendations.	○	○	○	○
I had enough time to discuss the Round 3 recommendations with my fellow panelists.	○	○	○	○
The performance standards represent a reasonable profile of performance at each level.	○	○	○	○
The performance level descriptors (PLDs) were useful during the process.	○	○	○	○
The descriptions of the threshold students were useful during the process.	○	○	○	○

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Studying the test items was useful during the process.	○	○	○	○
The item maps (where I took notes on each item) were useful during the process.	○	○	○	○

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

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

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I was satisfied with the facilitator who led the main training sessions.	○	○	○	○
I was satisfied with the facilitator who worked with my breakout room.	○	○	○	○
I was satisfied with the DRC content expert who worked with my group.	○	○	○	○
I was satisfied with other DRC staff members I worked with.	○	○	○	○

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Clear form

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About the Recommendations

Please indicate your overall level of confidence in recommending the cut score for each performance level. *

For this question, consider your own recommendations, even if the committee's recommendations were different.

	Not Confident	Partially Confident	Confident	Very Confident
Basic Cut Score	○	○	○	○
Proficient Cut Score	○	○	○	○
Advanced Cut Score	○	○	○	○

Please indicate whether you believe the committee's recommended cut scores are too low, too high, or just right. *

For this question, consider the committee's final recommendations, even if your own recommended cut scores were different.

	Much too low	A bit too low	Just right	A bit too high	Much too high
Basic Cut Score	○	○	○	○	○
Proficient Cut Score	○	○	○	○	○
Advanced Cut Score	○	○	○	○	○

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Thank you!

Thank you for completing this post-workshop evaluation! We thank you for your time and attention to this important step of the standard setting process.

Remember to return your physical materials!

Please return the materials that were sent to you before the workshop by DRC. Your packet contains a postage-paid envelope to return your materials. Details about this process are contained on the cover letter contained in your packet. If you have questions about this process, please contact standardsetting@datarecognitioncorp.com after the workshop.

If you have any other questions or comments, please enter them here. Otherwise, press "Submit" to save your responses. Thank you again for your participation!

Your answer

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Wisconsin Forward Exam Post-Workshop Evaluation

Which grade did you work on at the standard setting?

Response	Frequency	Percent	Mean: 2.09
Grade 4	12	25.53	
Grade 8	19	40.43	
Grade 10	16	34.04	

I had enough time to review the Round 3 recommendations.

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	1	2.13	
Agree	8	17.02	
Strongly Agree	38	80.85	

I had enough time to discuss the Round 3 recommendations with my fellow panelists.

Response	Frequency	Percent	Mean: 3.66
Strongly Disagree	0	0.00	
Disagree	2	4.26	
Agree	12	25.53	
Strongly Agree	33	70.21	

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

Response	Frequency	Percent	Mean: 3.57
Strongly Disagree	0	0.00	
Disagree	3	6.38	
Agree	14	29.79	
Strongly Agree	30	63.83	

The performance level descriptors (PLDs) were useful during the process.

Response	Frequency	Percent	Mean: 3.70
Strongly Disagree	1	2.13	
Disagree	1	2.13	
Agree	9	19.15	
Strongly Agree	36	76.60	

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

Response	Frequency	Percent	Mean: 3.62
Strongly Disagree	0	0.00	
Disagree	2	4.26	
Agree	14	29.79	
Strongly Agree	31	65.96	

Studying the test items was useful during the process.

Response	Frequency	Percent	Mean: 3.91
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	8.51	
Strongly Agree	43	91.49	

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

Response	Frequency	Percent	Mean: 3.64
Strongly Disagree	0	0.00	
Disagree	3	6.38	
Agree	11	23.40	
Strongly Agree	33	70.21	

During the workshop, my opinions were considered.

Response	Frequency	Percent	Mean: 3.64
Strongly Disagree	0	0.00	
Disagree	1	2.13	
Agree	15	31.91	
Strongly Agree	31	65.96	

My opinions were valued by my group.

Response	Frequency	Percent	Mean: 3.60
Strongly Disagree	0	0.00	
Disagree	1	2.13	
Agree	17	36.17	
Strongly Agree	29	61.70	

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

Response	Frequency	Percent	Mean: 3.70
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	14	29.79	
Strongly Agree	33	70.21	

The facilitator provided clear instructions.

Response	Frequency	Percent	Mean: 3.68
Strongly Disagree	1	2.13	
Disagree	0	0.00	
Agree	12	25.53	
Strongly Agree	34	72.34	

I believe this process will yield defensible cut scores.

Response	Frequency	Percent	Mean: 3.68
Strongly Disagree	0	0.00	
Disagree	1	2.13	
Agree	13	27.66	
Strongly Agree	33	70.21	

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

Response	Frequency	Percent	Mean: 3.87
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	12.77	
Strongly Agree	41	87.23	

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

Response	Frequency	Percent	Mean: 3.87
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	6	12.77	
Strongly Agree	41	87.23	

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

Response	Frequency	Percent	Mean: 3.77
Strongly Disagree	0	0.00	
Disagree	1	2.13	
Agree	9	19.15	
Strongly Agree	37	78.72	

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

Response	Frequency	Percent	Mean: 3.79
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	10	21.28	
Strongly Agree	37	78.72	

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

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	8	17.02	
Strongly Agree	39	82.98	

Please indicate your overall level of confidence in recommending the cut score for each performance level: Basic Cut Score

Response	Frequency	Percent	Mean: 3.40
Not Confident	2	4.26	
Partially Confident	1	2.13	
Confident	20	42.55	
Very Confident	24	51.06	

Please indicate your overall level of confidence in recommending the cut score for each performance level: Proficient Cut Score

Response	Frequency	Percent	Mean: 3.55
Not Confident	0	0.00	
Partially Confident	1	2.13	
Confident	19	40.43	
Very Confident	27	57.45	

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Please indicate your overall level of confidence in recommending the cut score for each performance level: Advanced Cut Score

Response	Frequency	Percent	Mean: 3.53
Not Confident	0	0.00	
Partially Confident	1	2.13	
Confident	20	42.55	
Very Confident	26	55.32	

Please indicate whether you believe the committee's recommended cut scores are too low, too high, or just right: Basic Cut Score

Response	Frequency	Percent	Mean: 3.11
Much too low	0	0.00	
A bit too low	2	4.26	
Just right	39	82.98	
A bit too high	5	10.64	
Much too high	1	2.13	

Please indicate whether you believe the committee's recommended cut scores are too low, too high, or just right: Proficient Cut Score

Response	Frequency	Percent	Mean: 3.06
Much too low	0	0.00	
A bit too low	0	0.00	
Just right	44	93.62	
A bit too high	3	6.38	
Much too high	0	0.00	

Please indicate whether you believe the committee's recommended cut scores are too low, too high, or just right: Advanced Cut Score

Response	Frequency	Percent	Mean: 3.09
Much too low	0	0.00	
A bit too low	1	2.13	
Just right	41	87.23	
A bit too high	5	10.64	
Much too high	0	0.00	

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DATA RECOGNITION CORPORATION

Across-Grade Discussion Evaluation

This evaluation is designed to document the process used to review the cut scores across grades during the standard setting. Your opinions and comments are important, as they will provide a basis for judging the quality of this process.At the end of the evaluation, there is an opportunity for you to ask questions should you have any.

In what group did you work during the standard setting? *

- ◯ Social Studies Grade 4
- ◯ Social Studies Grade 8
- ◯ Social Studies Grade 10

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I understood the purpose of the across-grade discussion.	◯	◯	◯	◯
The facilitator made the across-grade discussion process clear to me.	◯	◯	◯	◯

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I considered the recommendations from my original grade/group during the discussion.	○	○	○	○
I considered the content-based expectations for students during the discussion.	○	○	○	○
I considered the impact data during the discussion.	○	○	○	○
I understood how the impact data were calculated.	○	○	○	○
I had enough time to hear about the recommendations made by other groups.	○	○	○	○
I had enough time to share the recommendations made by my group.	○	○	○	○

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall, the impact data form an explainable pattern across grades.	○	○	○	○
Overall, the recommendations reflect appropriately rigorous expectations for students.	○	○	○	○
Overall, I believe my opinions were considered and valued by my group.	○	○	○	○
My group's work was reflected in the presentation of recommendations across grades.	○	○	○	○
This process will lead to defensible performance standards for the test.	○	○	○	○

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Clear form

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About the Forward Exam Recommendations

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score. *

	Too Low	About Right	Too High
Grade 4: Basic cut score	○	○	○
Grade 4: Proficient cut score	○	○	○
Grade 4: Advanced cut score	○	○	○
Grade 8: Basic cut score	○	○	○
Grade 8: Proficient cut score	○	○	○
Grade 8: Advanced cut score	○	○	○
Grade 10: Basic cut score	○	○	○
Grade 10: Proficient cut score	○	○	○
Grade 10: Advanced cut score	○	○	○

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(Optional.) Use this space to explain any of your responses from above.

Your answer

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Thank you!

Thank you for completing this evaluation! We thank you for your time and attention to this important step of the standard setting process.

If you have any other questions or comments, please enter them here. Otherwise, press "Submit" to save your responses. Thank you again for your participation!

Your answer

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Wisconsin Forward Exam Across-Grade Discussion Evaluation

In what group did you work during the standard setting?

Response	Frequency	Percent	Mean: 2.00
Social Studies Grade 4	2	33.33	
Social Studies Grade 8	2	33.33	
Social Studies Grade 10	2	33.33	

I understood the purpose of the across-grade discussion.

Response	Frequency	Percent	Mean: 4.00
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	0	0.00	
Strongly Agree	6	100.00	

The facilitator made the across-grade discussion process clear to me.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	16.67	
Strongly Agree	5	83.33	

I considered the recommendations from my original grade/group during the discussion.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	16.67	
Strongly Agree	5	83.33	

I considered the content-based expectations for students during the discussion.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	16.67	
Strongly Agree	5	83.33	

I considered the impact data during the discussion.

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	16.67	
Strongly Agree	5	83.33	

I understood how the impact data were calculated.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	50.00	
Strongly Agree	3	50.00	

I had enough time to hear about the recommendations made by other groups.

Response	Frequency	Percent	Mean: 3.33
Strongly Disagree	0	0.00	
Disagree	1	16.67	
Agree	2	33.33	
Strongly Agree	3	50.00	

I had enough time to share the recommendations made by my group.

Response	Frequency	Percent	Mean: 3.17
Strongly Disagree	1	16.67	
Disagree	0	0.00	
Agree	2	33.33	
Strongly Agree	3	50.00	

Overall, the impact data form an explainable pattern across grades.

Response	Frequency	Percent	Mean: 3.33
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	4	66.67	
Strongly Agree	2	33.33	

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Overall, the recommendations reflect appropriately rigorous expectations for students.

Response	Frequency	Percent	Mean: 3.67
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	33.33	
Strongly Agree	4	66.67	

Overall, I believe my opinions were considered and valued by my group.

Response	Frequency	Percent	Mean: 3.50
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	3	50.00	
Strongly Agree	3	50.00	

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

Response	Frequency	Percent	Mean: 3.83
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	1	16.67	
Strongly Agree	5	83.33	

This process will lead to defensible performance standards for the test.

Response	Frequency	Percent	Mean: 3.67
Strongly Disagree	0	0.00	
Disagree	0	0.00	
Agree	2	33.33	
Strongly Agree	4	66.67	

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 4: Basic cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	6	100.00	
Too High	0	0.00	

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 4: Proficient cut score

Response	Frequency	Percent	Mean: 1.83
Too Low	1	16.67	
About Right	5	83.33	
Too High	0	0.00	

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 4: Advanced cut score

Response	Frequency	Percent	Mean: 2.17
Too Low	1	16.67	
About Right	3	50.00	
Too High	2	33.33	

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 8: Basic cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	6	100.00	
Too High	0	0.00	

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 8: Proficient cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	6	100.00	
Too High	0	0.00	

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 8: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	6	100.00	
Too High	0	0.00	

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Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 10: Basic cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	6	100.00	
Too High	0	0.00	

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 10: Proficient cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	6	100.00	
Too High	0	0.00	

Please indicate your opinion regarding whether you feel the final, recommended cut scores were too low, about right, or too high for each cut score: Grade 10: Advanced cut score

Response	Frequency	Percent	Mean: 2.00
Too Low	0	0.00	
About Right	6	100.00	
Too High	0	0.00	

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Appendix H

Participant List

Participant List

Participant Name, District, School Name

Carlene Baurichter, Bangor High School, Bangor High School
Jacob Bertagnoli, Wisconsin Rapids Public Schools, Lincoln High School
Dylan Brown, West Allis/West Milwaukee, Lane Intermediate School
William Brownlow, Mayville High School, Mayville High School
Jennifer Bruening, Mosinee Middle School, Mosinee Middle School
Cepia-Grace Buchanan, Milwaukee Public Schools, Longfellow Community School
Kate Clements, Deerfield Community Schools, Deerfield Middle School
George Dalbo, Clinton Community School District, Clinton Community School District
Thomas DeMers, Waukesha School District, eAchieve Elementary School
Megan Faherty, Greendale School District, Greendale High School
Amy Forecki, Hartland Lakeside, North Shore Middle School
Sarah Griffie, School District of Brown Deer, Brown Deer Middle School
Mark Grunske, School District of Beloit, School District of Beloit
Cynthia Habersat, Milwaukee Scholars Charter School, Milwaukee Scholars Charter School
Amy Henning, Sauk Prairie School District, Sauk Prairie High School
Kayla Hermanns, Racine Unified School District, Jefferson Lighthouse Elementary
Katie Hoff, Kettle Moraine School District, Kettle Moraine Middle School
Kayla Houle, Kaukauna Area School District, River View Middle School
Brenna Hughes, School District of Omro, Omro Middle School
Jacob Jensen, Wisconsin Rapids Public Schools, Lincoln High School
Sharon Jensen Rugaber, Milwaukee Public Schools, Riverside University High School
Matthew Jewell, Verona Area School District, Verona Area High School
Alexia Kathrens-Gallardo, Carmen Schools of Science and Technology, Carmen South Middle School
Jacob Knapmiller, Abbotsford, Abbotsford
Michelle Kontny, Unified School District of De Pere, De Pere High School
Sandra Lawal, Milwaukee Public School, IDEAL
Rose Mark, Grantsburg School District, iForward: Wisconsin's Online Charter School
Sherri Michalowski, Elmbrook School District, Wisconsin Hills Middle Schook
Ashley Moldenhauer, Cedarburg School District, Parkview Elementary School
Heidi Moreau, Amery School District, Amery High School
Nicole Musial, Northland Pines School District, Eagle River Elementary
Dawn Peters, Waunakee Community School District, Prairie Elementary School
Ashley Pfeifer, Hamilton School District, Marcy Elementary
Marisa Piper, Kettle Moraine School District, Kettle Moraine High School (Legacy)
Kevin Podeweltz, D.C. Everest Area Schools, Riverside Elementary School
Jill Prescott-Moerke, School District of Superior, Superior Middle School

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Melissa Rickey, Milwaukee Public Schools, Mitchell School
Gina Roper, Whitnall School District, Whitnall Middle School
Brandon Ruff, Cedarburg School District, Webster Middle School
Brock Saniter, School District of Elmwood, Elmwood
Katherine Seibel, Auburndale Elementary School, Auburndale Elementary School
Anton Shircel, Sheboygan Falls School District, Sheboygan Falls Middle School
Audra Smith, Wisconsin Virtual Academy, Wisconsin Virtual Academy
Dawn Statz, Wisconsin Heights School District, Wisconsin Heights Middle/High School
Thomas Story, Fox Point-Bayside J2, Stormonth Elementary
Matt Troilo, Milwaukee Academy of Science, Milwaukee Academy of Science High School
Lisette Venegas, Verona Area School District (Verona, Wisconsin), Country View Elementary
Jennifer Wachowski, Mishicot School District, Mishicot High School
Rhonda Watton, Hamilton School District, Templeton Middle School
Kaela Zielinski, Milwaukee Public Schools, Milwaukee Public Schools

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