**Facilitators’ Guide for Assessment Literacy Module 4**

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| **After Slide 3**  Anticipatory Think-Pair-Share  Topic: Cut Scores   |  |  |  |  | | --- | --- | --- | --- | | Prompt: | What I Thought | What My Partner Thought | What We Will Share | | 1. What are cut scores? |  |  | *Scores for assessments and/or tasks that a test-taker must meet in order to pass or be considered “proficient.”* | | 2. Why are cut scores important? |  |  | *Because test scores have little meaning when they are not place in context.* | | 3. When should cut scores be used? |  |  | *Clarify performance expectations, Motivate greater levels of achievement, Allocate resources, Decide whether to award a certificate, license, promotion or college credit* | | 4. Who uses cut scores? |  |  | *Teachers use arbitrary cut scores all the time:*  *90% = A, 80% = B, etc.* | | 5. How are cut scores developed? |  |  | *Statistical process designs, series of meetings with appropriate panelists.* | |

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| **After Slides 54-56 or Slide 65**  Chart the similarities and differences in the Content Summary Expectations from Grades 3-5 through High School, noting in particular *changes in rigor*. (These Expectation statements can be found in the Handouts for Module 4.2.)   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | Grades 3-5 | Grades 6-8 | High School | | 1 | Similarities | *Exact same Statement* | | | | Differences | *None* | | | | 2 | Similarities | *Write poems, short stories, plays* | | | | Differences |  | *Shift from describing to applying* | | | 3 | Similarities | *Use graphics* | |  | | Differences |  | *Primary/secondary sources* | *Make and support inferences*  *Complex informational pieces* | | 4 | Similarities |  |  |  | | Differences |  |  |  | | 5 | Similarities |  |  |  | | Differences |  |  |  | | 6 | Similarities |  |  |  | | Differences |  |  |  | | 7 | Similarities |  |  |  | | Differences |  |  |  | | 8 | Similarities |  |  |  | | Differences |  |  |  | | 9 | Similarities |  |  |  | | Differences |  |  |  | |