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

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| **After Slide 3**Anticipatory Think-Pair-ShareTopic: Cut Scores

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| 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.)

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|  |  | 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 |  |  |  |

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