The Bookmark Procedure
Notetaking Guide
**Slide 1**

The Bookmark Procedure

**Slide 2**

**Basics**
- Arrange test items from easy to hard
- Examine each item in order
- Consider the likelihood of a correct response by students in each group
- Mark the spot where a group's chances go below 2/3

**Slide 3**

**Booklet Layout**
- One item per page
- One page for each score point
- Sample response for each score point
- Easiest items first
- Items progressively harder
- Statistical information at top
Which of these best supports the idea that Mary McLeod Bethune is concerned with helping young people find their way in the world?

A. the legacy she leaves in her will
B. her desire to return and help Essie
C. her zeal for her own place in history
D. the way she inspires Essie to believe

Item 2
Achievement level required for a 2/3 chance to answer correctly: -0.67
Answer: A

In paragraph 6, the author writes, "when I came to America I found that the school and my grandmother were both wrong." Explain what his school taught him and what his grandmother told him about America, and give one example for each to show how they were both wrong. Write your answer in the Answer Document.
Achievement Levels

- Below Basic
- Basic
- Proficient
- Advanced

Basic
- Consider the definition for Basic
- Think about the student who is just barely Basic
- What can that student do?

Proficient
- Consider the definition for Proficient
- Think about the student who is just barely Proficient
- What can that student do?
Slide 10

Advanced

• Consider the definition for Advanced
• Think about the student who is just barely Advanced
• What can that student do?

Slide 11

Bookmark Setting Questions

• What knowledge or skill is required to earn this point?
• What makes later items more difficult than earlier items?
• Think of a large group of students at the cut score for this level. Would about 2/3 of them earn this point?

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The Tricky Part

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<thead>
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<th>Order</th>
<th>Item</th>
<th>Step Value</th>
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<tbody>
<tr>
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<td>1</td>
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<td>2</td>
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<td>1.000 -0.54</td>
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<td>3</td>
<td>3</td>
<td>0.850 -0.49</td>
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<td>4</td>
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Your Task: Round 1

- Examine test items
- Determine knowledge and skills needed to answer correctly
- Determine what makes later items more difficult than earlier ones
- Place three bookmarks

Placing Bookmarks

Easy
Moderate
Hard

The Bookmark

<table>
<thead>
<tr>
<th>Standard Setting</th>
<th>Rater Number: R01</th>
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<tbody>
<tr>
<td>Bookmarks (Enter Page Numbers)</td>
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<tr>
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Notes
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**Behind the Scenes**

- We tally your bookmarks
- We calculate your cut scores
- We calculate means and ranges of cut scores
- We create tables and graphs
- We plot impact of cut scores

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**Results of Round 1**

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<thead>
<tr>
<th>Rater</th>
<th>Basic ACH</th>
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<th>Advanced ACH</th>
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Slide 18

**Results of Round 1**

<table>
<thead>
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<th>Advanced ACH</th>
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Results of Round 1

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<td>M+1SD</td>
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Cut 273 23 8
Low Cut 262 83 6
Cut -1 SD 263 03 7
Cut +1 SD 283 43 9
High Cut 28 35 41

Impact Data

Impact Data

Impact Data
Your Task: Round 2

- Examine impact data
- Discuss results of Round 1
- Narrow focus to items near the cut scores
- Re-examine items as in Round 1
- Place three bookmarks

Behind the Scenes

- We tally your bookmarks
- We calculate your cut scores
- We calculate means and ranges of cut scores
- We create tables and graphs
- We plot impact of cut scores

Results of Round 2

[Bar chart diagram]

Basic
Proficient
Advanced
Your Task: Round 3
- Review results of Round 2
- Examine impact data
- Narrow focus to items near the cut scores
- Discuss cut scores
- Set three cut scores

Follow-Up
- Calculate final cut scores
- Calculate impact
- Share results with other groups
- Present results to State Board of Education