



on the end-of-course English: Writing test. Additional information about the procedures used during this meeting as well as national and Virginia specific data on the performance of students on the writing subtest of the SAT I may be found in the attachment.

**Summary of Major Elements**

Information about the range of cut scores recommended by the committees for the SAT I Writing test will be presented to the Board. The Board is asked to review this information and to adopt cut scores for the SAT I Writing test when used as a substitute for the end-of-course English: Writing test.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board adopt cut scores for SAT I Writing test when used as a substitute for the end-of-course English: Writing test.

**Impact on Resources:**

N/A

**Timetable for Further Review/Action:**

N/A

## **Description of Standard Setting/Comparability Meeting SAT I as a Substitute for English: Writing End-of-Course Test**

Participants were high school English teachers with extensive teaching experience, most of whom had also served on the Content Review Committee for the Standards of Learning (SOL) English: Writing End-of-Course (EOC) test. The committee's task was to determine cut scores on the SAT I Writing test that were equivalent to the achievement levels of proficient and advanced on the SOL EOC English: Writing test.

Information regarding the similarities and differences between the two tests was provided to committee members. Similarities included both tests having a multiple-choice component and a written response to a prompt. Differences included the SAT I Writing Subtest being a timed test and the SOL EOC Writing test being untimed. Committee members were asked to consider these factors when evaluating the comparability of the two tests. In addition, committee members were provided with information about the percent of items a student needed to answer correctly to obtain the achievement levels of proficient and advanced on the SOL test.

The committee then took the SOL writing multiple-choice test and the SAT multiple-choice test. Examples of the writing prompts for each test were examined, and ancillary materials such as scoring rubrics and examples of student work at each score point were provided. Much discussion regarding the difficulty level of each test and the similarities and differences that would contribute to establishing equivalent cut scores took place. For example, committee members discussed the impact of the SAT I Writing test being timed and the SOL test untimed in determining an equivalent cut score.

After the discussion the committee was asked to independently vote on equivalent cut scores for the achievement levels of proficient and advanced. These votes were collected, tallied, and the results provided to the committee. More discussion ensued and the committee was asked to vote again on equivalent cut scores. The committee's vote was unanimous on the second round with all members voting for a scale score of 400 on the SAT I Writing test as being equivalent to an achievement level of proficient on the SOL EOC English: Writing test and a scale score of 500 on the SAT I Writing test as equivalent to advanced.

**SAT I Writing Test Data  
2006 College Bound Seniors**

	<b>Mean</b>	<b>Median (50<sup>th</sup> percentile)</b>
<b>Nation</b>	497	490
<b>Virginia</b>	500	500