

**NATIONAL EDTPA RESULTS  
BASED ON THE SPRING 2014 PILOT STUDY**

July 1, 2014

**School of Education  
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**Background Information**

St. Cloud State University candidates (except those in special education) participated in the national scoring during spring semester of 2014.

As of July 1, 2014, scores for 82 candidates were available. This number is about right for those who uploaded their edTPAs on time. About half of our candidates experienced difficulties with the process of moving from Tk 20 to Pearson and their scores will appear later in the summer of '14.

**Thoughts on Cut Scores**

No cut scores for Minnesota or for St. Cloud State have yet been calculated. However, based on a national sample drawn during the spring of 2013, in which SCSU participated, preliminary cut scores had been offered based on the Haertel approach (c.f., 2013; see also Cizek, 2012). This system considers both the reliability of the instrument, current performance on the tool, and primarily expert judgments of performance levels was employed by the SCALE partnership to set recommended performance standards (edTPA, 2013). This resulted in a professional performance standard recommendation of between 37 and 42 (39 is one  $SE_M$  below the raw cut score of 42, so we added that level):

During the edTPA standard-setting process (previously described), the practitioner panel and policy panel recommended a maximum score of no more than 42 as the professional performance standard that should be considered. The final panel (a subset of both the practitioner and policy panel) supported a similar cut score benchmark. Typically, in setting a cut score for a pass-fail decision, a standard error of measurement is applied to the recommended score so as to minimize erroneous decisions (e.g., false negatives). (EdTPA, 2013, p. 27)

Note that this recommended professional performance standard only includes instruments with scores running from 15 to 75, that is, assessments with 15 rubrics, thus excluding *Foreign Languages* from scoring. It is important to note that the Minnesota BOT has not set, nor have officials recommended a specific passing score; however, given the national pilot sample, the cut scores adopted by states is likely to fall between total scores of 37 and 42.

My calculation of the  $SE_M$  based on the national sample suggested a low point of 39. Thus, scores are calculated against three standards, the full AACTE/SCALE pass score of 42, the lower range suggested by SCALE (37) and my estimate of one  $SE_M$  below the mean, e.g., 39. We can provide the calculation that produced a cut score of 39 upon request.

**Results**

***A snapshot of scores.*** Scores by program are laid out in Table 1. Each domain runs from a low of 5 to a high of 25 and includes five rubrics. The total score runs from a low of 15 to a high of 75. Variability and raw data are available upon request.

Table 1. Overall and domain scores (Spring, 2014).

<u>Area</u>	<u>N</u>	<u>Domain 1: Ability to Plan Lessons (5-25)</u>	<u>Domain 2: Ability to Instruct (5-25)</u>	<u>Domain 3: Ability to Assess Student Performance (5-25)</u>	<u>Total Score (15-75)</u>	<u>State Average</u>
All Candidates (minus World Lang. [different scale])	78	14.50	14.14	13.01	41.65	
Elementary Literacy	24 <sup>1</sup>	12.62	13.65	12.18	38.36	41.6
Elementary Mathematics	22	15.34	15.52	13.36	44.07	44.0
Commun Arts & Lit	3	16.00	14.67	14.67	45.33	45.8
Social Studies	5	14.20	11.50	11.10	36.80	44.1
Mathematics	6	16.17	14.33	15.50	46.00	44.8
Science	5	16.00	15.50	14.50	43.10	44.7
Physical Education	5	16.70	16.50	14.60	47.80	41.6
Visual Arts	3	16.67	14.67	13.00	44.33	44.9
Music	2	14.75	15.25	14.25	44.25	Low N
	--	One fewer rubrics for WL (4-20)		One fewer rubrics for WL (4-20)	Two fewer rubrics for WL (13-65)	----
World Languages	3	10.00	10.83	11.50	32.33	39.7

<sup>1</sup>Note that 25 candidates uploaded edTPAs by July 1, but one had limited data

**Hypothetical passing rates by program.** Passing rates for candidates in all fields except world languages are provided below. The passing score for world languages can be calculated by first standardizing values (e.g., converting them to z scores) and then returning them to scalar values. Such manipulations must be interpreted with a great deal of caution and cannot be undertaken as yet because separate scores for WL were not provided in the initial report and we had too few cases with which to reasonably calculate them at SCSU. Table 2 shows SCSU passing rates by area. Passing rates for the institution are shown in Figure 1. Though cut scores have not yet been calculated, our best estimate is that the median score of 39 will be employed as a starting point. The appropriate columns are thus highlighted.

Table 2. *Estimated* pass rates by area as of July 1 2014).

<u>Field</u> <sup>1</sup>	<u>N</u>	<u>N Pass (42)</u>	<u>% Pass (42)</u>	<u>N Pass (39)</u>	<u>% Pass (39)</u>	<u>N Pass (37)</u>	<u>% Pass (37)</u>
All SCSU	78	52	67	56	72	75	96
Elementary Literacy	25	12	48	13	52	15	60
Elementary Mathematics	22	17	77	18	82	19	86
Elementary	47	29	62	31	66	34	72
Secondary English Language Arts	3	2	67	2	67	2	67
Physical Education	5	5	100	5	100	5	100
Music	2	2	100	2	100	2	100
Social Studies	5	2	40	2	40	2	40
Science	5	3	60	4	80	5	80
Visual Arts	3	2	67	3	100	3	100
Secondary-K-12	23	16	70	18	78	19	83

<sup>1</sup>No early childhood majors during spring semester; special education scored internally; no estimated cut score for World Languages

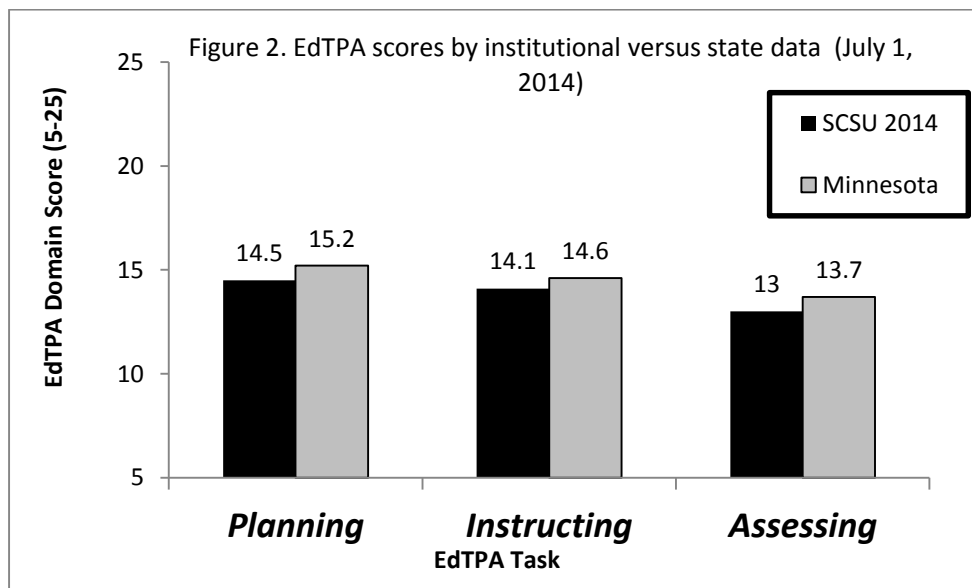
About nine in 10 SCSU completers would have passed had a score of 37 been employed; this demonstrates an increase of 20 percentage points from our last national sample.

**Scores by domain.** As can be seen in Table 2 and Figure 2, SCSU candidates scored qualitatively similar to members of the national sample. Specifically, SCSU candidates scored highest in Task 1 (*Planning*) and lowest in Task 3 (*Assessing*). As was true of the state sample, Tasks 1 and 2 probably did not differ, while Task 3 came in at a statistically significant lower value (e.g., *Assessing* vs *Planning* + *Instructing*, EdTPA, 2013). The same data are shown in Figure 1.

Table 2. Scores by domain (all SCSU).

<u>Area/Task</u>	<u>Mean<sup>1</sup></u> SCSU	<u>Mean</u> <u>State</u>
Planning Instruction	14.5	15.2
Instructing	14.1	14.6
Assessing Instruction	13.7	13.7

<sup>1</sup>Variance estimates available upon request



Representatives of SCALE (2013) noted that candidates in the national sample scored significantly lower on *Assessment Task* rubrics than they did in the other two areas. St. Cloud State candidates scored lower generally than their national counterparts, while demonstrating a similar pattern. St. Cloud State candidates also scored lowest across the five *Assessment* rubrics.

References

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