



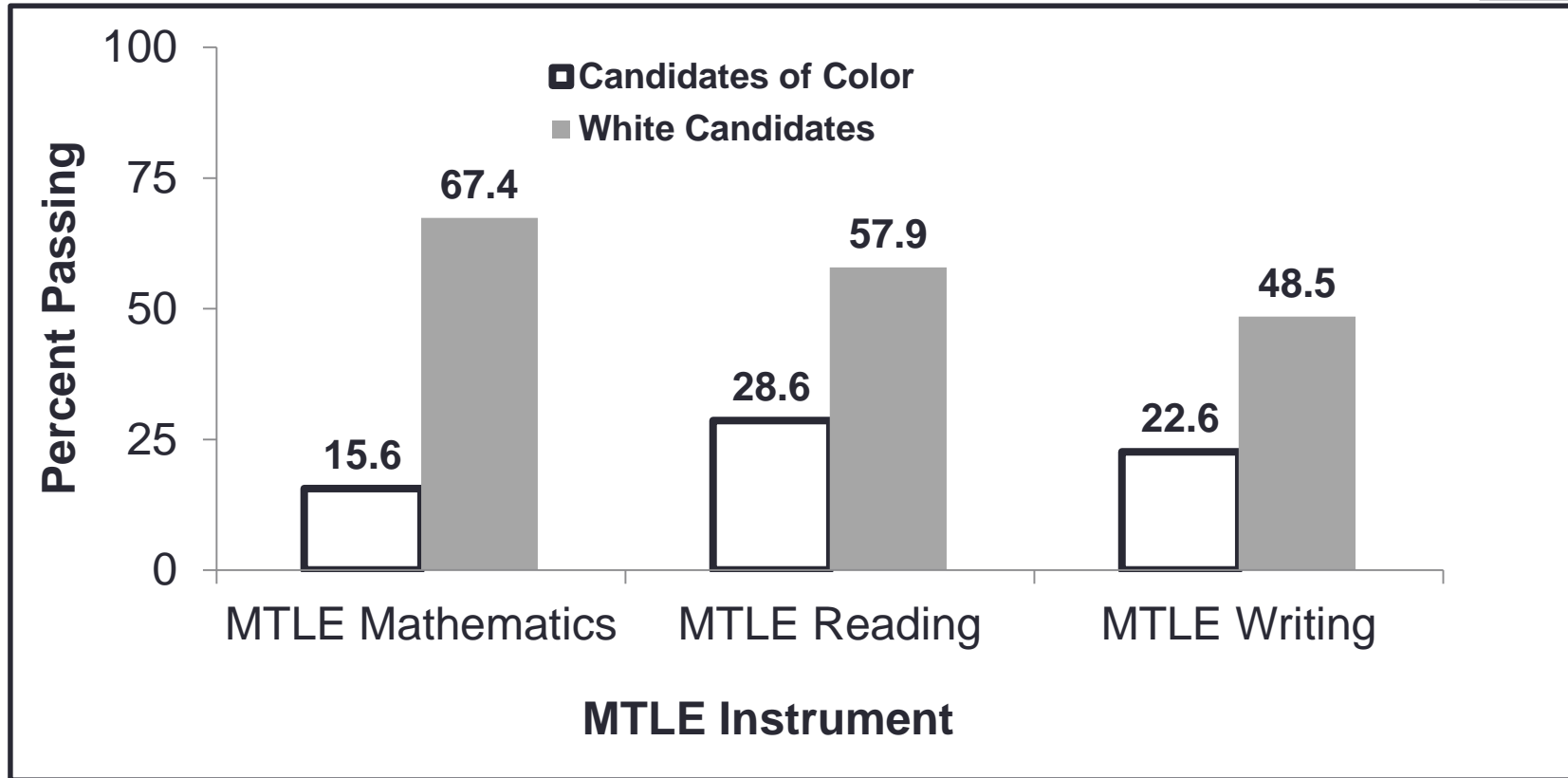
**Education Unit
Assessment Committee**

BIAS & EQUITY ISSUES: MTLE/ EDTPA

Issues & Solutions

On Behalf of the Assessment & NCATE Committee
Of the Education Unit

I. Racial/Ethnic Findings: (A) Pass Rates



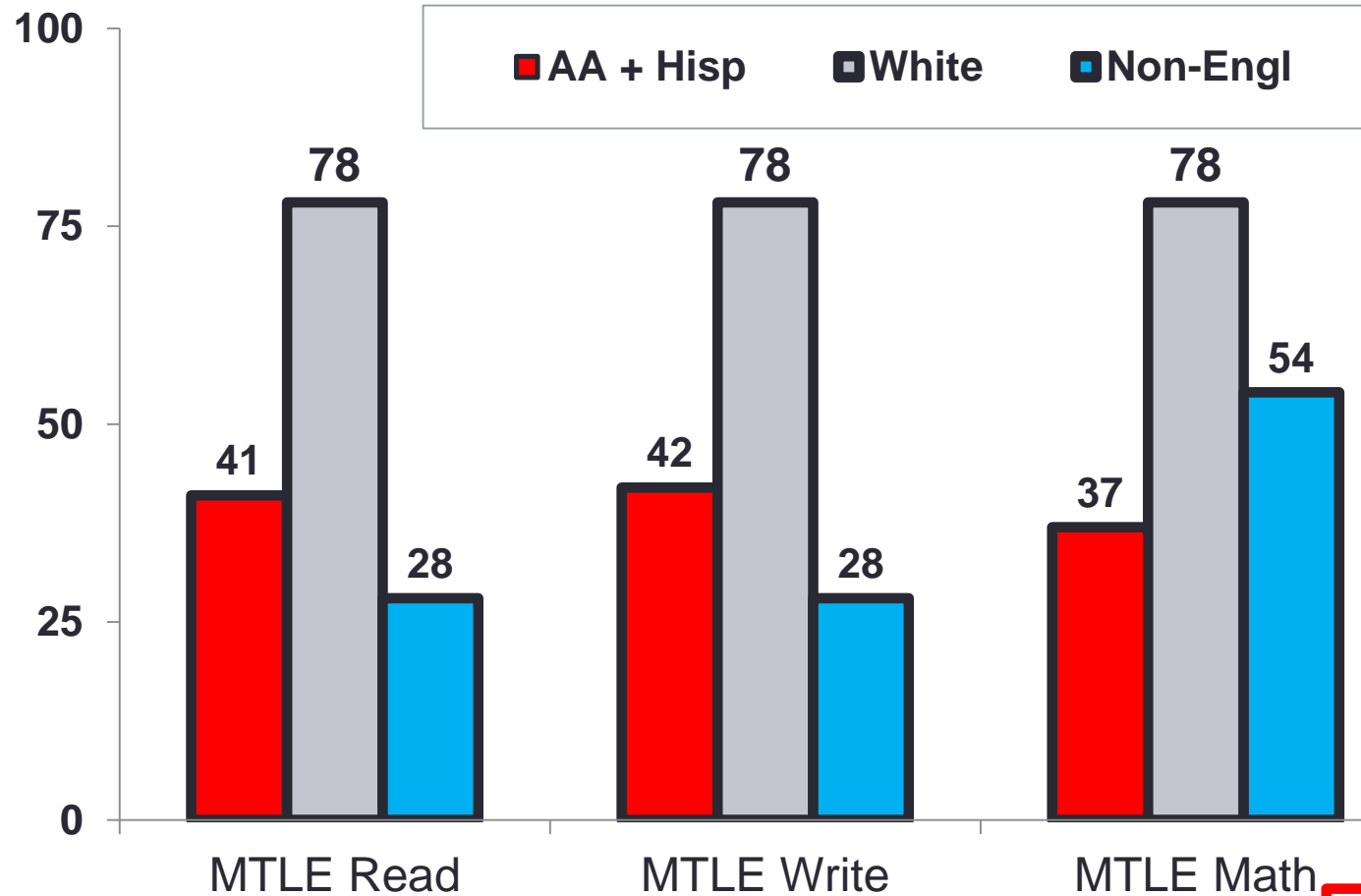
Math $\chi^2 = 22.9, p < .001, d = 52\%$

Read $\chi^2 = 11.22, p = .001, d = 29\%$

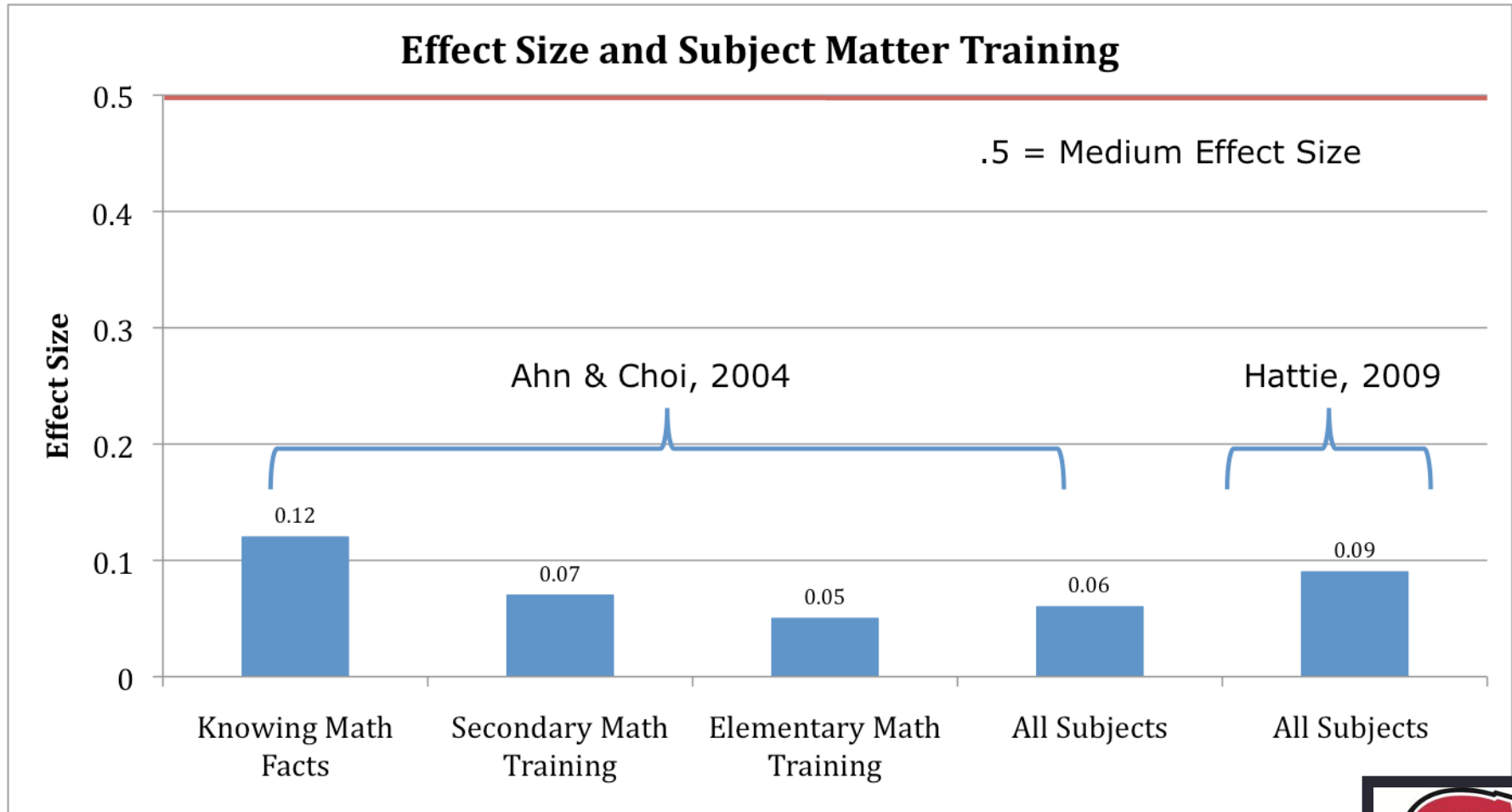
Write $\chi^2 = 7.8, p = .005, d = 26\%$

1. Continue to track: Non-chance-level (s) constitute evidence of racial & ethnic bias

2. Continue to track: Statewide data (to 2011 Statewide)



3. Continue to track: Validity (especially predictive validity) probably trumps mere significant racial-ethnic differences

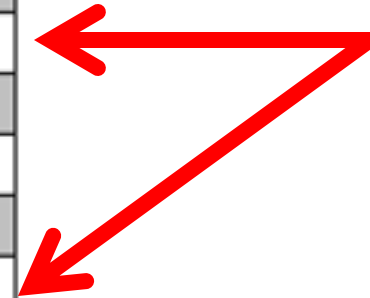


II. Racial/Ethnic/ Validity Findings: edTPA

Exhibit 4.4.j.5: edTPA Equity Conversation December 2013

A. Black-white differences (2013 national pilot study, N = 3669) = effect size of .36 favoring white candidates

Summary Statistics of Total Score by Subgroups			
Gender	N	Mean	SD
Female	2,819	42.88	8.25
Male	795	42.23	7.89
Undeclared	55	44.55	7.65
Ethnicity	N	Mean	SD
American Indian or Alaskan	19	39.74	9.60
Asian or Pacific Islander	145	44.97	8.09
Black (Non-Hispanic)	83	39.67	8.68
Hispanic	143	42.28	6.85
Other	90	42.58	9.27
Uncategorized	184	44.36	8.11
White (Non-Hispanic)	3,005	42.69	8.14
Primary Language	N	Mean	SD
Non-English	62	42.29	8.07
English	3,568	42.75	8.16
Undeclared	39	44.74	9.55



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B. Note some other differences

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C. Systematic differences in rubric scores:

1. The lowest was Rubric 13 (Assessment: Student Use of Feedback) @ 2.38, with the highest being Rubric 1 (Planning: Planning for Subject-Specific Understandings) @ 3.15

2. This raises two questions:
 - a. Does the d resonate with instrumental unreliability or does it reflect real (e.g., reliable and valid) differences?

 - b. Is reliable between-rubric variance (if any exists) associated with difficulties (i) completing edTPA tasks correctly, (ii) with shortcomings in preparation, or (iii) (most probably) with an interaction between these factors.



D. Special sources of unreliability (and bias) in performance-based assessments (Lam, 1995):

1. ability to handle complex problems and tasks that demand higher order thinking skills (Baker& O'Neil, 1993);
2. metacognitive skills in conducting self-evaluation, monitoring thinking, and preparing and presenting work with respect to evaluation criteria;
3. culturally influenced processes in solving problems (Hambleton & Murphy, 1992);
4. culturally enriched authentic tasks;
5. low social skills and introverted personality;



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D. Special sources of unreliability (and bias) in performance-based assessments (Lam, 1995):

6. added communication skills to present, discuss, argue, debate, and verbalize thoughts;
7. inadequate or undue assistance from parents, peers, and teachers;
8. lack of resources inside and outside of schools;
9. incompatibility in language and culture between assessors and students; and
10. subjectivity in rating and informal observations.



E. Problems with the ethics of informed consent by parents for whom English is a second language, at best (with special thanks to Jim Robinson):

...Parents of ESL students [may not] have any idea that their children will be videotaped as part of this process. Signed permission slips from home may not be enough for individuals who are not literate in their first language, and finding this information out can also be very problematic. The state has to have a solution in place or ESL teacher candidate edTPA could end up in court at the least.

