edTPA Scores/Data Comparison over Time

**Overview:**

As Maryland continues to phase in the edTPA, NDMU is continually working to improve our instruction to our teacher candidates to positively impact p-12 education around the state and help them be better prepared for this national assessment. As of Summer 2022, the PLT (Praxis II Pedagogy assessment) option will be phased out, and edTPA (or the PPAT) will become the path to licensure for teacher candidates in the state. Table 1 below displays the “suggested” passing score that Maryland will implement in the summer of 2021, and by the summer of 2025, a finalized cut score for all handbooks will be in place. It should be noted that until 2025, the only thing *required* in the state of Maryland is a “fully scored portfolio”, so basically a candidate cannot have any condition codes or they are required to resubmit their portfolio. To date, NDMU has not required a certain passing score, and are following MD’s phase in plan. Discussion about plans to implement a required cut score (see Table 1 below) as a graduation requirement (and EDU 400/600 course passing grade) are happening in Spring 2022.

Table 1. “Suggested” Passing Cut Score Requirements beginning Summer 2021

|  |  |
| --- | --- |
| **Portfolio type** | **“Suggested”** **Cut score** |
| 13 rubric handbooks (World Language) | 32/65 |
| 15 rubric handbooks | 37/75 |
| 18 rubric handbooks (Elementary Education Lit. and Math) | 44/90 |

Table 2. Total Aggregate Scores/Percent Passing

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| N to date | Number of unscored portfolios | N of Scored Portfolios | Min Score | Max Score | Total Mean | Rubric Mean | Percent Meeting “Suggested” Cut Score |
| 464 | 31 | 433 | 19 | 66 | 41.77 | 2.67 | 69.3%\* |

\*note: Suggested cut score began 2021, to date, NDMU graduates are not held to a cut score as MD only requires a “scored portfolio”

Since we first piloted edTPA during the 2016-2017 academic year (n=9), each semester we have added additional programs to the lists of candidates who complete edTPA. As of Fall 2019, all Initial Certification candidates at NDMU complete an edTPA portfolio. Furthermore, we have added supports for candidates each semester, and put additional structures in place to facilitate candidates’ development and submission of edTPA for national scoring. Fall 2021 saw a 1-credit course during internship for our candidates, and Spring 2022 that course became a 3-credit course.

Table 3 below shows the progression over time.

Table 3. Comparison of scores between academic years.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2018-2019** | **2019-2020** | **2020-2021** | **Fall 2021** |
| **Portfolio Content Area** | **n** | **Mean Score** | **Rubric Mean** | **n** | **Mean Score** | **Rubric Mean** | **n** | **Mean Score** | **Rubric Mean** | **n** | **Mean Score** | **Rubric Mean** |
| Overall average | 72 | 40.9 | 2.6 | 128 | 42.13 | 2.74 | 115 | 41.14 | 2.67 | 64 | 41.39 | 2.65 |
| Not scored (condition codes) | 12 |  |  | 9 |  |  | 4\* |  |  | 4\* |  |  |
| **13 Rubric Handbook** |
| World Languages  | 1 | 40 | 3.1 | 1 | 39 | 3 | 1 | 19 | 1.5 | 1 | 27 | 2.08 |
| **15 Rubric Handbooks** |
| Business Education | - | - | - | 3 | 40.3 | 2.7 | 1 | 37 | 2.5 | - | - | - |
| Computer Science | - | - | - | - | - | - | 2 | 47 | 3.2 | - | - | - |
| Early Childhood Education | 13 | 36.4 | 2.4 | 15 | 39.5 | 2.6 | 8 | 40 | 2.7 | 2 | 40 | 2.67 |
| Elementary Literacy | 5 | 35 | 2.4 | 1 | 44 | 2.9 | 4 | 41.8 | 2.8 | - | - | - |
| Elementary Math | - | - | - | 2 | 38 | 2.5 | 2 | 42 | 2.8 | - | - | - |
| English as an Additional Language | 9 | 45.4 | 3.0 | 16 | 48.7 | 3.3 | 5 | 44.8 | 3.0 | 2 | 39.5 | 2.64 |
| Performing Arts | 1 | 51 | 3.4 | 1 | 37 | 2.5 | 3 | 43.7 | 2.9 | 2 | 41.5 | 2.77 |
| Secondary English | 2 | 31.5 | 2.1 | 4 | 46.8 | 3.1 | 8 | 44 | 2.9 | 3 | 46 | 3.1 |
| Secondary Math | 1 | 45 | 3 | 8 | 38.9 | 2.6 | 4 | 41.3 | 2.8 | 3 | 36.3 | 2.42 |
| Secondary Science | 2 | 45 | 3 | 7 | 38.3 | 2.6 | 10 | 37.1 | 2.5 | 3 | 41 | 2.73 |
| Secondary Social Studies | 2 | 39.5 | 2.7 | 4 | 43 | 2.9 | 8 | 40.4 | 2.7 | - | - | - |
| Special Education | 15 | 36.9 | 2.5 | 48 | 39.3 | 2.6 | 46 | 39.2 | 2.6 | 30 | 38.3 | 2.55 |
| Visual Arts | 2 | 41.5 | 2.8 | 5 | 51.2 | 3.4 | 4 | 45 | 3 | 3 | 51.3 | 3.4 |
| **18 Rubric Handbooks** |
| Elementary Educ. (Lit. with Math Task 4) | 31 | 45.1 | 2.5 | 12 | 42.3 | 2.4 | 5 | 40.4 | 2.3 | 8 | 46.88 | 2.6 |
| Elementary Educ. (Math with Literacy Task 4) | - | - | - | 10 | 48.7 | 2.7 | 15 | 47.4 | 2.6 | 6 | 49 | 2.72 |

\*As of Spring 2021, all candidates with condition codes either have re-submitted or will re-submit their task with a condition code

Things to notice: 1) number of “not scored” portfolios has decreased each year, and as of Fall 2021, all candidates with condition codes are required to resubmit, 2) mean scores have remained fairly consistent over time, despite the increase in number of students completing the assessment, 3) we still have a lot of work to do to bring out scores up to the “suggested cut scores” that have been set by MSDE at this time.

Table 4. Percentage of candidates meeting the suggested cut score over time

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Portfolio Content Area** | **2018-19** | **2019-2020** | **2020-2021** | **Fall 2021** |
|  | **n** | **% met** | **n** | **% met** | **n** | **% met**  | **n** | **% met** |
| Overall average |  72 | 65% | 128 | 72% | 115 | 74% | 64 | 67% |
| **13 Rubric Handbook (32 out of 65 cut Score)** |
| World Languages |  1 | 100% | 1 | 100% | 1 | 0% | 1 | 0% |
| **15 Rubric Handbooks (37 out of 75 cut score)** |
| Business Education | - | - | 2 | 100% | 1 | 0% | - | - |
| Computer Science (Tech and Eng. Education) | - | - | - | - | 2 | 100% | - | - |
| Early Childhood Education | 12 | 42% | 12 | 83% | 8 | 88% | 2 | 100% |
| Elementary Literacy | 4 | 25% | 2 | 50% | 4 | 100% | - | - |
| Elementary Math | - | - | 2 | 100% | 2 | 100% | - | - |
| English as an Additional Language | 8 | 88% | 15 | 100% | 4 | 75% | 2 | 50% |
| Performing Arts | 1 | 100% | 1 | 100% | 3 | 64% | 2 | 100% |
| Secondary English | 2 | 0% | 4 | 100% | 8 | 88% | 3 | 100% |
| Secondary Math | 1 | 100% | 7 | 57% | 3 | 100% | 3 | 67% |
| Secondary Science | 2 | 100% | 7 | 57% | 9 | 67% | 3 | 67% |
| Secondary Social Studies | 2 | 50% | 4 | 100% | 8 | 100% | - | - |
| Special Education | 14 | 79% | 48 | 58% | 42 | 74% | 30 | 64% |
| Visual Arts | 2 | 100% | 5 | 100% | 3 | 100% | 3 | 100% |
| **4 Task Handbook (44 out of 90 cut score)** |
| Elementary Educ. (Literacy with Math Task 4) | 23 | 74% | 11 | 55% | 4 | 0% | 8 | 75% |
| Elementary Educ. (Math with Lit Task 4) | - | - | 10 | 80% | 13 | 97% | 6 | 83% |

Note: NDMU does not require a “passing score” at this time, just a “fully scored portfolio”, as per the requirements in the state of Maryland

It should be noted that we do not currently require our candidates to meet the “suggested” cut score; only to receive a “fully scored portfolio”, meaning no condition codes (and that has only been in place since Spring 2021/Fall 2021). This could partially account for some of the areas that have less than 100% of the candidates meet those scores. If we required our candidates to meet a certain score in order to pass the internship and/or EDU 400/600 edTPA for Educators course, these numbers would be significantly higher (or all at 100% because there would be no other option). However, we have felt that asking a candidate to pay additional money to retake an assessment that currently meets the requirements in MD simply because they did not score well, would be punitive in nature, and not something that we have wanted to do. From guidance provided by the MD edTPA Collaborative (of which Dr. Snyder was the most recent past president), we are considering putting a minimum cut score in place prior to MD requiring this, to best prepare candidates for the rigorous demands of this high stakes assessment.

Analyzing this data shows that there are many content areas where we consistently have 100% of our candidates meet the “suggested” cut score, and several where we have less than that. The one area where we have large numbers of candidates (special education) is also the only one where we have had a large portion of our students not meeting the “suggested” cut score. We feel this is for several reasons. 1) The special education edTPA handbook is primarily designed for candidates who work in a self-contained environment, where the candidate is either one-on-one or one-on-small group with their students. This handbook could be classified as an in-depth case study of one Focus Learner. 2) While we do have many candidates who teach in this self-contained setting, the majority of our candidates teach in a co-taught of general education classroom in which the student with a disability (the Focus Learner) is one of many students in the classroom. This makes this handbook challenging, as the candidate must teach all students in their classroom, but has to focus their edTPA on only one learner with an IEP. 3) Lastly, because Maryland does not require dual certification (special education AND a content area), our candidates complete this specialized handbook, when in actuality they are teaching in one content area and could potentially more successfully complete the edTPA in that content area. Many other states that require edTPA, require dual certification, and the candidates complete the edTPA in their content area (and the Special Education handbook is only used for those that work in specialized or alternative schools).

Many of the other content areas with less than 100% also have less than 10 candidates in any given year complete the assessment, therefore those scores should be viewed with caution. Of course, the faculty that teach the EDU 400/600 3-credit course work diligently to better prepare our candidates. Over the last several years, we have had faculty become National Scorers for edTPA, and we encourage additional faculty to go through this process each year. This is especially helpful for those faculty that teach our methods courses. If the faculty are national scorers, they can better understand the edTPA process, and tailor assignments in those courses to help prepare candidates for this portfolio. To date, three methods instructors (elementary math, secondary social studies, and TESOL) incorporate specific assignments in their courses that are aligned with edTPA language, methods, writing demands. We continue to work with additional faculty to add assignments into their courses as well.