



edTPA Minnesota

**STANDARD SETTING CONFERENCE
SUMMARY**

**Prepared for the State of Minnesota
September 8, 2014**

Overview of Minnesota State edTPA Standard Setting

Minnesota edTPA Standard Setting Event Overview

The Minnesota edTPA standard setting was held in a one and a half day event on August 6-7, 2014. A group of subject area experts, educators and policy makers were convened into a panel for the standard setting session. Panelists were informed of the purpose of the assessment and provided with the briefing book to guide their activity. During the facilitated session, panelists familiarized themselves with the assessment and with the information contained in the briefing book. After a series of “Policy Capture Activities,” panelists recommended an initial cut score (which may also be referred to as a “passing standard”) for each task, which was then discussed and evaluated. Following that, panelists recommended a final cut score for each task. The listing of panelists attending the Standard Setting meeting is found in **Appendix A**.

Minnesota edTPA Standard Setting Guiding Question

Throughout the standard setting event and examination of sample edTPA score profiles, a guiding question was used and revisited to frame all discussions, which provided a common ground for which all participants could anchor their decisions.

- Think about a teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new teacher in Minnesota public schools.
- Guiding question for each task: What score (the sum of all of the 5 rubric scores of this task the edTPA) represents the level of performance that would be achieved by this individual?

Note that Minnesota’s standard setting model was to establish a passing standard for each task of the edTPA, as a task-based measure to be used by educator preparation programs in the state.

Readiness to Teach

The purpose of the edTPA standard setting guiding question and context was to identify the performance expectation of an initially licensed, classroom-ready teacher. The step-by-step standard setting process of examining actual candidate submissions, candidate score profiles and impact data guided participants to determine the candidate performance on edTPA that, as stated in the Briefing Book Method, **“just meets the definition of performing effectively the job of a new teacher.”** Information on the Briefing Book Method is found in **Appendix B**.

The Briefing Book describes that in such a scenario the “teacher candidate has demonstrated [in their edTPA performance] some consistent strengths in teaching knowledge and skills and has a foundation on which to build. The teacher candidate may have shown one or more minor flaws in teaching knowledge or skill that will likely improve with more time and experience.” edTPA rubrics and supplemental edTPA scoring materials guide edTPA scorers to subsequently evaluate a candidate’s entire submission and assign an accurate score that is in direct relation to the performance standard set for edTPA defining the performance expectation of an initially-licensed, classroom-ready educator.

Minnesota edTPA Standard Setting Pre-Activities (Homework)

Prior to the meeting, each invited panelist received edTPA handbooks, rubrics, scoring materials, and three previously scored sample submissions (national and state-specific) representing different performance levels across various content areas. Panelists were asked to review materials submitted by candidates and the scoring evidence identified by trained benchmarkers for the submissions that were assigned to them. The purpose of the homework activity was to ensure that participants were able to review the common assessment architecture among various subject area assessments to gain some exposure to a range of candidate responses, and to apply that information in the policy capture activities at the meeting.

Minnesota edTPA Standard Setting Activities

Policy Capture 1 Activity Overview/Instructions

In this activity, individuals were assigned to collaborate with panelists who reviewed the same portfolio for the homework assignment. To begin, individually, each panelist spent some time recalling a specific submission that they reviewed for homework and then provided an individual rating for that portfolio (see ratings description that follows) for each task. Then, in assigned table groups, they discussed their ratings with other panelists with the goal of arriving at a consensus rating for each task. Upon reaching consensus, each table completed one consensus rating form for the portfolio discussed. After each table completed the table form, panelists moved to the next table assignment and repeated the process two more times for the other submissions they reviewed for homework. By the end of the three cycles, a consensus rating was generated for each of the submissions reviewed by each panel and presented to the individual panels.

The activities previously described included a rating form with four rating levels from which to select for each task of the portfolio.

Four Rating Levels	
Clearly below the passing standard	CLEARLY NOT performing effectively the job of a new teacher. This teacher has demonstrated one or more major problems in teaching knowledge or skills that require remediation and may need additional time and opportunity for learning and improvement.
Just below the passing standard	APPROACHING but NOT YET effective in performing the job of a new teacher. This teacher has demonstrated some strengths but has one too many issues in teaching knowledge or skill that will keep him/her from being effective.
Just meets the passing standard	JUST MEETS your definition of performing effectively the job of a new teacher. This teacher has demonstrated some consistent strengths in teaching knowledge and skills and has a foundation on which to build. The teacher may have shown one or more minor flaws in teaching knowledge or skill that will likely improve with more time and experience.
Clearly above the passing standard	CLEARLY EXCEEDS your definition of performing effectively the job of a new teacher. This teacher has demonstrated clear strengths in teaching knowledge and skills, and a strong foundation for effective teaching.

Four Rating Levels. Standard setting panelists completed a rating form with four rating levels from which to select regarding the performances under review.

Policy Capture 1 Debrief and Discussion Activity Overview/Instructions

All individual and table ratings for each task were tabulated. Data from the individual ratings of the Policy Capture Activity were then presented to the panel. After some discussion of the individual and table ratings, each table discussed a score range for each task (e.g., a lower and upper bound total score) that may include the potential cut score. Given this range, a set of "Candidate Score Profiles" was identified for review by the panelists. The Candidate Score Profiles included task subtotal scores, and reflected differing performance by task, and by overall portfolio performance. Through Standard Setting Policy Capture 1 and the subsequent discussions, panelists began to come together around a common range within which the passing standard would likely occur (from widely divergent to less divergent).

Score Profile Review and Discussion Activity

As part of this activity, panelists reviewed a set of "Candidate Score Profiles" within the total score range determined by the panelists. The Candidate Score Profiles represent a sample of candidate raw scores (individual rubric scores, task subtotal scores, and total scores) that were received during Operational and Field Test activities, and the rubric descriptors that correspond to each rubric score obtained. Using only the score profiles and rubric descriptors (i.e., they did not review the portfolio entry itself), panelists evaluated the score profiles against the passing standard for **"a teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new teacher in Minnesota public schools."**

All panelists reviewed the same set of Candidate Score Profiles as a group. The group was asked to review the information and attempt to narrow the range of scores that would include the cut score. Panelists discussed the score profiles, and new, narrowed ranges were discussed as a group.

Through the Score Profile review and the subsequent discussions, panelists began to come together around a common range within which the passing standard would likely occur for each task (from widely divergent to less divergent). Given each task already had a narrow range of scores possible, these discussions were helpful in describing the levels of performance that were being considered for each task.

Initial and Final Passing Score Recommendation

To frame the discussion for the initial and final cut score recommendations, panelists were once again asked to consider the guiding question:

Think about a teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new teacher in Minnesota public schools. What score (the sum of all of the 5 rubric scores of this task the edTPA) represents the level of performance that would be achieved by this individual?

The guiding question was framed in terms of performance on a 15-rubric edTPA, containing three tasks with 5 rubrics each.

Initial Passing Score Recommendation

Through a facilitated discussion, panelists were presented with a series of National and State data as follows:

Descriptive and Summary Data Presented to Panelists

To conduct standard setting, panelists were provided descriptive and summary data to help guide their recommendations. Descriptive and summary data included the number of portfolios scored in each edTPA credential field, a summary of the population aggregate rubric, task and total edTPA performance (mean, standard deviation, median, minimum, maximum) for all candidates. These performance descriptive statistics were then provided both in aggregate and broken out by rubric for each credential area. Demographics and total score descriptive performance statistics (number, percent, mean, standard deviation, median, minimum, maximum) were provided by gender, ethnicity, and Primary Language English response options. Finally, a distribution of total scores was provided for the data set.

After reviewing the descriptive and summary data, and following discussion with the whole group, panelists were asked to make an initial recommendation for a cut score for each task. Individually each panelist completed an initial cut score recommendation form and cut scores by task were gathered and tallied.

Panelists were shown the frequencies for individual initial recommendations of a cut score, as well as the mean, median and mode for the initial cut score recommendations.

Final Passing Score Recommendation

Through a facilitated discussion, panelists were presented with a series of National and State data as follows:

Impact Data Presented to Panelists

To conduct standard setting, panelists were provided impact data to help guide their recommendations. Impact data included the reporting of the passing rate that would have been observed based on the range of possible cut scores determined in Policy Capture 1). The number of candidates passing and the passing rate (as a percentage of all candidates in a given group) overall, by credential area, and by demographic characteristics was provided.

After reviewing impact data, and following discussion with the whole group, panelists were asked to make a final recommendation for a cut score for each task. Individually each panelist completed a final cut score recommendation form and cut score recommendations were gathered and tallied.

To conclude the meeting, panelists were shown the frequencies for individual ratings of a final recommended cut score for each task, as well as the mean, median and mode for the final cut score recommendations.

Descriptive and Summary Data as presented to the panelists have been provided in **Appendix C**.

Impact Data as presented to the panelists have been provided in **Appendix D**.

Panelist Initial and Final Recommended cut scores rating forms and outcomes, as well as any comments on the final recommendation from the panelists have been provided in **Appendix E**.

Evaluation

After reviewing the final recommended cut scores for each task, panelists were asked to complete an evaluation form capturing their feedback on the meeting proceedings, responding to the following questions:

1. To what extent did you feel the presentations and edTPA materials provided electronically and in the Briefing Book were **supportive for making sound judgments**?
2. Overall, how did you feel about the **fairness of the process** in which you participated for setting the State Passing Standard for the edTPA?
3. Overall, how **satisfied are you with the process** in which you participated?

Panelist ratings and feedback have been provided in **Appendix F**.

Standard Error of Measurement, Adjustments for Tests With Differing Numbers of Rubrics, and Considerations in Setting State Passing Standards,

Typically, in setting a cut score for a pass-fail decision, a standard error of measurement is considered in addition to the panel recommended score so as to reduce decisions influenced by measurement error (e.g., false negatives).

The edTPA assessment typically includes 15 rubrics (with each of three tasks containing 5 rubrics), each of which is scored on a scale of five points, which sum to a total maximum possible score of 75 (and a total of 25 maximum possible score points per task). For credential areas (e.g., World Language) that have fewer or more than the 15 rubrics, it is necessary to use an adjusted cutscore because the total score differs. A proportional adjustment is made such that the average rubric score contribution to the total score or task score is the same across fields.

To achieve this adjusted cutscore, edTPA began with the state cutscore for each task based on 5 rubrics as recommended during the state standard setting conference. This cutscore was calculated downwards for credential areas (World Languages and Classical Languages) with fewer than 5 rubrics per task (where a lower total score is possible).

These calculations in recommended cutscores are proportional to the number of rubrics and maintain the same average rubric score.

A table showing the panel-recommended median cutscores, and corresponding SEM adjustment and proportional recommendations for non-15 rubric fields is found in **Appendix G**.

States may set their own passing scores based on state standard-setting panels that take into account state-specific data, measurement data, and state's policy considerations. As discussed by the national standard-setting panel members, as well as the state panelists, states may consider setting their initial cut score lower than the panel-recommended to give programs time to

learn to deliver and support edTPA activities and to support candidates' preparation of their submissions. As warranted, the state performance standard can be reviewed and adjusted as appropriate over time.

Information regarding panelist feedback on cutscore phase- in has been provided in **Appendix E**.

APPENDIX A: Listing of Standard Setting Panelists

Panelists attending the edTPA Minnesota Standard Setting Meeting – August 6-7, 2014

Name	Affiliation
James Barta	Bemidji State University-DEAN
Sharon Connor	North Central University
Jan Dimmitt-Olson	St. Mary's University of Minnesota
John Engelking	Proctor Public Schools
Timothy Goodwin	Bemidji State University
Melissa Green	Former edTPA candidate
Timothy Harms	Moorhead
Greg Hayton	North Central University
Theresa Johnson	College of St. Ben's and St. John's University
Teresa Kruienga	Mankato
Pamela Lindberg	The Heights (St. Paul Elementary School)
Doug Long	Stillwater Schools/St. Kate's
Mark Meyer	Bethany Lutheran College
Brian Mumma	College of St. Ben's and St. John's University
Stacy Ness	Walden University
Douglas Orzolek	University of Saint Thomas
Deb Peterson	U of M-Twin Cities
Lori Piowski	Mankato-TOSA
Elizabeth Ruark	U of M-Duluth
Misty Sato	U of M-Twin Cities
Pamela Solvie	Northwestern University
Scott Sorvaag	St. Mary's University of Minnesota-DEAN
Lisa Staiger	Moorehead
Amy Vizenor	Gustavus
Julie Winn	Minnehaha Academy-Principal

APPENDIX B: Overview of the Briefing Book Standard Setting Method

Overview of the Briefing Book Standard Setting Method

July 27, 2013

Standard setting is a process of determining what score on a test or assessment demonstrates a specified level of performance. Very broadly, the process begins with a statement of the intended *performance standard* – that is, a description of what people meeting the performance standard know and are able to do. The goal is then to determine a *cut score* on an accompanying test or assessment that separates those who meet the performance standard from those who do not. From a technical standpoint it is important that the cut score accurately and reliably distinguish between people who do and do not meet the performance standard. However, because articulation of a performance standard and the accompanying cut score entail value judgments, it is also important to ensure the performance standard and cut score are appropriate for the intended use.

The Briefing Book Method (BBM) is an evidence-based standard setting method intended to develop an appropriate and defensible cut score that can be supported with a validity argument. The BBM provides a framework and approach to standard setting rather than a specific set of steps or procedures that must be followed exactly. The primary aim is to follow a process that allows a body with the appropriate authority and knowledge to reach a defensible and appropriate judgment of a passing cut score.

The BBM proceeds in a number of steps, including an articulation of the purpose for the standard setting, data collection and synthesis, a standard setting session, and continued evaluation.

1. *Define purpose of assessment and standard setting.* Here the purpose of setting a cut score is outlined. This describes how the assessment and cut score will be used. An articulation of the performance standard is formulated. When the performance standard is articulated here, it is essential that the performance standard represent an appropriate level for the intended use and that it be directly aligned to what the assessment measures.
2. *Initial administration and data collection.* The intended use of the assessment will dictate the data that need to be collected during this stage. Minimally, information about the distribution of scores on the target assessment across relevant groups is needed for construction of the briefing book. Additional data might include the results of validity or reliability studies conducted to inform what different scores on the assessment mean and how consistent they are for the intended use.
3. *Briefing book assembly.* The briefing book is the primary source of information for participants who will recommend a cut score. The briefing book describes the nature of the assessment and the goal of the standard setting process. In addition,

the briefing book contains evidence to a) characterize the level of performance at different potential cut scores and b) provide contextual information about the likely impact and appropriateness of different potential cut scores (e.g., passing rates). The characterizations of performance at different potential cut scores serve as performance standards corresponding to each cut score. Contextual information informs participants about the likely impact of a potential cut score. Additional information can be included as available and necessary.

4. *Standard setting session.* A group of domain experts and relevant policy makers are convened as panelists for the standard setting session. These panelists are informed of the purpose of the assessment and provided with the briefing book. During a facilitated 1 or 2 day session panelists familiarize themselves with the assessment and with the information contained in the briefing book. Panelists recommend an initial cut score, which is then discussed and evaluated. At least one additional round of recommendations is usually conducted during the session, before the panel recommends a final cut score that best meets the needs of relevant stakeholders and the intended use of the assessment. Ideally this score is reached via consensus.
5. *Follow-up evaluation.* Following adoption of the cut score, subsequent administrations of the assessment are monitored to ensure the cut score is functioning as anticipated and is being used appropriately. This might include determining whether passing rates are at an acceptable level, whether those achieving passing scores demonstrate the intended level of performance in subsequent activities, and whether there is evidence of unequal passing rates or adverse impact across different groups of examinees.

References

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- Haertel, E. H., Beimers, J. N., & Miles, J. A. (2012). The briefing book method. In G. J. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (2nd ed., pp. 283–299). New York, NY: Routledge.
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APPENDIX C: Descriptive and Summary Data

edTPA Minnesota Standard Setting Conference - Briefing Book: OP 2013-14 Sample and Summary Statistics

Overview of the Data

The following tables and plots contain descriptive summary statistics for data from operational edTPA use, on-going during the 2013-2014 academic year (OP 2013-14). The operational data includes approximately **15,136** complete portfolio submissions scored and reported from **September 1, 2013 through July 03, 2014**.

Operational data presented on demographics (Gender, Ethnicity, Primary Language includes approximately **13,476** [11561 National (non-MN), 1821 from MN] complete portfolios submissions scored and reported (excluding non-15 rubric fields) from **September 1, 2013 through July 3, 2014**.

During the 2013-14 academic year, multiple states and campuses participated in the edTPA and in some cases use of the edTPA had consequences/requirements attached and was fully operational. In other cases, use of the edTPA mirrored operational use but may not have had stakes attached to the results. The procedures used to analyze these portfolios were consistent across all states and campuses and reflect the operational use of edTPA with official scoring.

Complete Scores

The data and analyses presented here include only **complete, scored portfolios**. Portfolios with condition codes were not included in these analyses. Condition codes occur when a rubric cannot be scored due to the portfolio not meeting the submission requirements (e.g., artifacts and evidence are not complete; the video is not playable or audible).

Average Scores and Double-Scoring

Additionally, some candidates receive a second (or third) score on their portfolio, by an additional independent scorer. In the OP 2013-14 sample, 10% of portfolios are double-scored for reliability analyses and in addition all candidates who receive a score on or around the recommended professional performance standard automatically are double scored. In some cases these candidates may be scored by a third scorer – a scoring supervisor. This is part of operational scoring to increase the reliability of candidates scoring near the national passing standard. The scores used in these analyses were the scores reported to the candidates (e.g., the average of scorer one and scorer two if double scored). In cases where a candidate's Total Score ends in 0.5 (e.g., 39.5), the score is rounded up to the nearest integer for reporting (e.g., 40). This is how the edTPA is reported operationally. If a candidate submitted more than once, his or her highest score is used in these analyses.

Small Sample Sizes

Some credential areas have very few edTPA submissions. For credential areas with fewer than 3 submissions, we do not report descriptive statistics separately (although these submissions are included in overall statistics). For credential areas with fewer than 25 portfolios we do not report passing rates, because these estimates include a large amount of sampling error and may not provide

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accurate indications of future performance. For demographic subgroups with fewer than 25 submissions we do not report descriptive statistics or passing rates.

Note About Interpretation of the Samples

Because these data represent only a sample of edTPA candidates, we **cannot necessarily generalize from these results to the entire population of teacher candidates** who did not take the edTPA, or to those who will take the edTPA in the future. For the OP 2013-14 sample, edTPA was high-stakes in some places but not in others. For these reasons, these results must be interpreted cautiously as preliminary indications of expected performance and results of candidate performance on the edTPA. In many participating programs and states so far, edTPA scores did not “count” toward any high-stakes purpose. It is thus likely that the scores on future administrations, which are high stakes, may be systematically higher than those observed here. This might occur if future candidates have higher levels of motivation or put forth greater effort on the edTPA when there are high stakes.

Table 1. OP 2013-14 Number of Portfolios by Credential Field

	MN	Other - National	Sum
Agricultural Education	14	25	39
Business Education	6	32	38
Classical Languages	0	4	4
Early Childhood	87	1678	1765
Elementary Education	0	1443	1443
Elementary Literacy	430	1111	1541
Elementary Mathematics	395	1456	1851
English as an Additional Language	55	120	175
Family and Consumer Sciences	4	41	45
Health Education	21	45	66
Library Specialist	0	13	13
Middle Childhood English - Language Arts	5	213	218
Middle Childhood History - Social Studies	8	186	194
Middle Childhood Mathematics	5	275	280
Middle Childhood Science	0	202	202
Performing Arts	91	639	730
Physical Education	54	386	440
Secondary English - Language Arts	133	942	1075
Secondary History - Social Studies	149	903	1052
Secondary Mathematics	115	847	962
Secondary Science	100	728	828
Special Education	100	1412	1512
Technology and Engineering Education	0	16	16
Visual Arts	49	284	333
World Language	58	256	314
Sum	1879	13257	15136

Table 2. OP 2013-14 Rubric, Task and Total Score Descriptive Statistics

OP 2013-14 Overall Rubric Task and Total Descriptives

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	13257	3.2	0.73	3	1	5	1879	3	0.75	3	1	5
Rubric02	13257	3.1	0.78	3	1	5	1879	2.9	0.78	3	1	5
Rubric03	13257	3.1	0.74	3	1	5	1879	2.9	0.7	3	1	5
Rubric04	12997	3	0.7	3	1	5	1821	2.9	0.7	3	1	5
Rubric05	13257	3.1	0.77	3	1	5	1879	2.8	0.78	3	1	5
Rubric06	13257	3.2	0.55	3	1	5	1879	3	0.51	3	1	5
Rubric07	13257	3	0.67	3	1	5	1879	2.9	0.68	3	1	5
Rubric08	13257	3	0.73	3	1	5	1879	2.8	0.74	3	1	5
Rubric09	13257	2.9	0.8	3	1	5	1879	2.8	0.8	3	1	5
Rubric10	13257	2.8	0.73	3	1	5	1879	2.6	0.72	3	1	5
Rubric11	13257	3	0.83	3	1	5	1879	2.7	0.82	3	1	5
Rubric12	13257	3.1	0.84	3	1	5	1879	2.8	0.86	3	1	5
Rubric13	13257	2.5	0.81	2.5	1	5	1879	2.3	0.78	2	1	5
Rubric14	12997	2.7	0.73	3	1	5	1821	2.4	0.73	2.5	1	5
Rubric15	13257	2.9	0.84	3	1	5	1879	2.7	0.84	3	1	5
Rubric19	1443	2.9	0.74	3	1	5	0	--	--	--	--	--
Rubric20	1443	3	0.75	3	1	5	0	--	--	--	--	--
Rubric21	1443	2.9	0.83	3	1	5	0	--	--	--	--	--
Planning	12997	15.5	2.96	16	5	25	1821	14.5	2.99	15	5	25
Instruction	12997	14.9	2.65	15	5	25	1821	14	2.63	14	5	23
Assessment	12997	14.2	3.23	14	5	25	1821	12.9	3.22	13	5	24
TotalScore	11554	44.5	7.81	45	15	75	1821	41.5	7.78	43	15	66

NOTE: Language portfolios excluded from Rubrics 4 and 14. Language portfolios excluded from Task and Total scores. Elem Ed portfolios excluded from Total scores.

Note: N = number of portfolios; SD = standard deviation; Min = minimum observed score; Max = maximum observed score. The standard deviation is an indication of how far, in general, each candidate’s score is from the average score. It is a measure of how “spread out” the distribution of scores is. If scores are normally distributed, we expect about 68% of candidates to score within 1 standard deviation of the average. The median is the numerical value at which half of the data sample is above and half of the data sample is below. If there is no single number that is exactly in the middle, an average of the two middle values is the median. Language submissions are excluded from Rubric04, Rubric14, and Task and Total Score descriptives because they are on a different scale. Elementary Education also excluded from Total Score because it is on a different scale.

Table Section 3. OP 2013-14 Total Score and Task Descriptive Statistics by Credential Area

OP 2013-14 Total Score Descriptives by Field

Field	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Agricultural Education	25	46.3	3.74	45	40.5	55	14	44.4	5.7	43.75	35	56
Business Education	32	36.6	7.67	34.5	22	53	6	33.1	5.92	30.5	28	42
Classical Languages	4	37.8	6.02	36.5	32	46	0					
Early Childhood	1678	43.4	7.07	44	15.5	73	87	40.2	6.99	41.5	22	59
Elementary Education	1443	53.8	8.93	54	23	85	0					
Elementary Literacy	1111	44.3	7.51	45	20	67	430	40.8	8.15	42.5	21	66
Elementary Mathematics	1456	46.5	6.35	46.5	25	70	395	43.1	6.54	44	22	61
English as an Additional Language	120	48.9	7.8	49	26	63	55	47.1	7.93	49	27	63
Family and Consumer Sciences	41	43.9	9.46	44	25.5	65	4	39.8	6.65	39.5	34	46
Health Education	45	37.8	10.93	35	21	72	21	34.4	10.06	33	20	51
Library Specialist	13	42.6	6.32	43	34	52	0					
Middle Childhood English - Language Arts	213	45.8	7.97	47	23	64	5	43.9	6.82	43.5	34	53
Middle Childhood History - Social Studies	186	42.6	7.38	44	22	58.5	8	41.8	6.43	43.5	32.5	52
Middle Childhood Mathematics	275	42.4	8.51	43	24	66	5	38.4	6.5	35	32	48
Middle Childhood Science	202	45.5	7.63	46	22	64	0					
Performing Arts	639	44.4	7.44	45	17	65	91	40.6	8.35	42	19	60
Physical Education	386	43.8	7.89	44	22	67	54	37.4	7.72	37	21	54
Secondary English - Language Arts	942	47.2	7.05	47	20	74	133	43.4	6.57	43	26	63
Secondary History - Social Studies	903	45.5	7.98	45	20	74	149	41.3	7.13	43	21	59
Secondary Mathematics	847	45.9	6.22	46	23	67	115	42.4	6.16	43	23	60
Secondary Science	728	46.3	7.48	47	17	68	100	43.6	8.96	45	22	64
Special Education	1412	40.2	9.06	42	15	75	100	34.8	7.76	33.75	15	54
Technology and Engineering Education	16	35.5	9.28	36.75	17	48	0					
Visual Arts	284	46	7.49	45.25	19	72	49	42.9	5.78	44	27	53
World Language	256	40.9	7.85	42	20	60	58	38.7	7.87	38.5	24	61

NOTE: World and Classical Language total scores based on 13 rubrics. Elementary Education total scores based on 18 rubrics.

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OP 2013-14 PLANNING Descriptives by Field

Field	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Agricultural Education	25	16.1	1.85	16	11	20	14	15.9	2.56	17	12	19
Business Education	32	12.6	3.07	12	8	19	6	11.2	3.31	10.5	7	16
Classical Languages	4	13.2	2.99	13	10	17	0	NA	NA	NA	NA	NA
Early Childhood	1678	15.7	2.69	16	5	24	87	14.6	2.47	15	7	22
Elementary Education	1443	15.3	2.9	15	5	25	0	NA	NA	NA	NA	NA
Elementary Literacy	1111	15.1	3.01	15	5	24	430	13.9	3.21	14	5	25
Elementary Mathematics	1456	16.1	2.35	16	7	25	395	15.2	2.51	15	6	23
English as an Additional Language	120	16.9	3.13	18	7	23	55	16.6	3.16	17	9	24
Family and Consumer Sciences	41	15.8	3.22	15	9	23	4	14.5	2.65	14	12	18
Health Education	45	13.5	4.37	12	7	24	21	12.4	3.74	11	7	19
Library Specialist	13	16	3.34	16	10	21	0	NA	NA	NA	NA	NA
Middle Childhood English - Language Arts	213	16	3.07	16.5	6	22	5	14.7	2.64	13.5	12	18
Middle Childhood History - Social Studies	186	15.5	2.77	16	8	21	8	15.1	2.25	15	12	19
Middle Childhood Mathematics	275	14.7	3.3	15	7	24	5	12	2	13	9	14
Middle Childhood Science	202	16.3	2.87	17	8	23	0	NA	NA	NA	NA	NA
Performing Arts	639	15.7	2.61	16	6	25	91	14.5	3.2	15	5	22
Physical Education	386	15.1	3	15	6	22	54	13.1	3.12	13.5	5	19
Secondary English - Language Arts	942	16.3	2.62	16	5	25	133	15.4	2.42	15	8	21
Secondary History - Social Studies	903	15.8	2.81	15.5	6	25	149	15	2.55	15	8	22
Secondary Mathematics	847	15.9	2.41	16	6	24	115	14.9	2.42	15	8	21
Secondary Science	728	16.3	2.81	16.5	7	23	100	15.3	2.91	16	8	21
Special Education	1412	13.6	3.51	14	5	25	100	11.6	2.84	11	5	21
Technology and Engineering Education	16	12.2	4	12.75	6	18	0	NA	NA	NA	NA	NA
Visual Arts	284	16.4	2.82	16	5	25	49	15.7	2.24	16	11	20
World Language	256	13.9	2.7	14.75	4	19	58	13.1	2.56	13	7	20

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OP 2013-14 INSTRUCTION Descriptives by Field

Field	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Agricultural Education	25	15.8	1.69	15	13	19	14	15.1	1.91	14.75	13	19
Business Education	32	12.8	2.46	13	8	18	6	11.8	1.17	11.5	11	14
Classical Languages	4	13.2	1.71	13.5	11	15	0	NA	NA	NA	NA	NA
Early Childhood	1678	14.2	2.44	14	5	25	87	13.5	2.54	13	9	20
Elementary Education	1443	15	2.54	15	6	22	0	NA	NA	NA	NA	NA
Elementary Literacy	1111	14.8	2.48	15	7	23	430	14	2.62	14	7	23
Elementary Mathematics	1456	15.5	2.2	15	9	25	395	14.6	2.1	15	8	23
English as an Additional Language	120	16.1	2.64	16	9	21	55	15.6	3.11	16	8	20
Family and Consumer Sciences	41	15	3.19	15	10	22	4	13.5	1.73	13	12	16
Health Education	45	12.9	3.49	12	7	24	21	11.9	3.74	11	6	18
Library Specialist	13	13.5	1.61	13	11	16	0	NA	NA	NA	NA	NA
Middle Childhood English - Language Arts	213	15.3	2.77	15	7	24	5	14.9	2.51	15	11	18
Middle Childhood History - Social Studies	186	14.2	2.81	14	5	20	8	13.9	2.69	13.75	10	18.5
Middle Childhood Mathematics	275	14.4	3	14	8	25	5	13.4	2.7	13	11	18
Middle Childhood Science	202	14.8	2.77	15	5	22	0	NA	NA	NA	NA	NA
Performing Arts	639	14.5	2.7	15	5	22	91	13.4	2.66	13.5	7	19
Physical Education	386	15.3	2.55	15	7	21	54	13.2	2.68	14	7	18
Secondary English - Language Arts	942	15.7	2.54	15	7	25	133	14.4	2.42	14	7	23
Secondary History - Social Studies	903	15.1	2.74	15	7	25	149	13.5	2.59	14	6	21
Secondary Mathematics	847	15.1	2.27	15	8	23	115	14.2	2.19	14.5	7	19
Secondary Science	728	15	2.88	15	5	24	100	14.5	3.25	15	7	22
Special Education	1412	14.1	2.95	14	5	25	100	12.5	3	12	5	20
Technology and Engineering Education	16	12.9	3.01	13.25	6	18	0	NA	NA	NA	NA	NA
Visual Arts	284	15.4	2.73	15	7	25	49	14.4	2.56	14	7	19
World Language	256	14.9	3.32	15	7	25	58	14.1	3.3	14	8	23

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OP 2013-14 ASSESSMENT Descriptives by Field

Field	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Agricultural Education	25	14.4	2	14	10.5	18	14	13.4	2.76	14	10	20
Business Education	32	11.3	3.45	12	5	17	6	10.1	2.42	10	7.5	14
Classical Languages	4	11.2	1.89	10.5	10	14	0	NA	NA	NA	NA	NA
Early Childhood	1678	13.5	3.03	14	5	24	87	12	3	12	5	20
Elementary Education	1443	14.7	3.02	15	5	24	0	NA	NA	NA	NA	NA
Elementary Literacy	1111	14.4	3.01	15	5	22	430	13	3.27	13	5	24
Elementary Mathematics	1456	14.9	2.82	15	5	23	395	13.3	3.06	14	5	20
English as an Additional Language	120	15.8	3.24	16	6	22	55	15	2.85	15	9	20
Family and Consumer Sciences	41	13.1	4.1	13	6	22	4	11.8	3.2	11.5	9	15
Health Education	45	11.4	3.89	11	6	24	21	10.1	3.3	9	5	16
Library Specialist	13	13.1	2.9	13	8	17	0	NA	NA	NA	NA	NA
Middle Childhood English - Language Arts	213	14.5	3.3	15	5	21	5	14.3	2.68	14.5	10	17
Middle Childhood History - Social Studies	186	12.8	3.02	14	5	19.5	8	12.8	2.42	13.25	9	16
Middle Childhood Mathematics	275	13.3	3.36	13	5	23	5	13	3.08	13	10	17
Middle Childhood Science	202	14.3	3.16	15	5	22	0	NA	NA	NA	NA	NA
Performing Arts	639	14.2	3.24	14	5	22	91	12.7	3.3	13	5	20
Physical Education	386	13.4	3.37	14	5	25	54	11.1	3.14	11	5	18
Secondary English - Language Arts	942	15.3	3.04	15	5	25	133	13.5	2.93	13.5	7	21
Secondary History - Social Studies	903	14.6	3.4	15	5	25	149	12.7	3.04	13	5	21
Secondary Mathematics	847	14.9	2.63	15	5	21.5	115	13.3	2.59	13	6	20
Secondary Science	728	15	2.97	15	5	24	100	13.8	3.72	14	5	23
Special Education	1412	12.5	3.56	13	5	25	100	10.7	3.07	11	5	20
Technology and Engineering Education	16	10.5	3.29	11	5	16	0	NA	NA	NA	NA	NA
Visual Arts	284	14.2	3.1	14	5	24	49	12.8	2.8	13	5	19
World Language	256	12.1	2.96	12	4	19	58	11.6	3.07	11.25	4	18

Table Section 4. OP 2013-14 Rubric, Task, and Total Score Descriptives by Credential Area and State (MN vs. Non-MN)

Note: N = number of portfolios; SD = standard deviation; Min = minimum observed score; Max = maximum observed score. The standard deviation is an indication of how far, in general, each candidate's score is from the average score. It is a measure of how "spread out" the distribution of scores is. If scores are normally distributed, we expect about 68% of candidates to score within 1 standard deviation of the average. The median is the numerical value at which half of the data sample is above and half of the data sample is below. If there is no single number that is exactly in the middle, an average of the two middle values is the median.

OP 2013-14 Rubric Task and Total Score Descriptives for Agricultural Education

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	25	3.5	0.49	3.5	3	4	14	3.5	0.65	3	3	5
Rubric02	25	3.2	0.52	3	2	4	14	3	0.63	3	2	4
Rubric03	25	3.1	0.59	3	2	4	14	3.1	0.63	3	2	4
Rubric04	25	3.2	0.49	3	2	4	14	3.1	0.74	3	2	4
Rubric05	25	3.2	0.58	3	2	4	14	3.1	0.96	3	2	5
Rubric06	25	3.2	0.41	3	3	4	14	3	0.68	3	2	4
Rubric07	25	3.2	0.63	3	2	4	14	3.2	0.61	3	2	4
Rubric08	25	3.1	0.52	3	2	4	14	3.1	0.43	3	2.5	4
Rubric09	25	3.2	0.37	3	3	4	14	3.1	0.58	3	2	4
Rubric10	25	3.1	0.68	3	2	5	14	2.8	0.8	3	1	4
Rubric11	25	3.1	0.62	3	2	4	14	2.7	0.91	3	1	4
Rubric12	25	3.2	0.37	3	3	4	14	3.2	0.38	3	3	4
Rubric13	25	2.5	0.65	2	2	4	14	2.6	0.76	2	2	4
Rubric14	25	2.6	0.6	3	1.5	4	14	2.4	0.73	2.25	1	4
Rubric15	25	3	0.6	3	1.5	4	14	2.5	0.75	2.25	1	4
Planning	25	16.1	1.85	16	11	20	14	15.9	2.56	17	12	19
Instruction	25	15.8	1.69	15	13	19	14	15.1	1.91	14.75	13	19
Assessment	25	14.4	2	14	10.5	18	14	13.4	2.76	14	10	20
TotalScore	25	46.3	3.74	45	40.5	55	14	44.4	5.7	43.75	35	56

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OP 2013-14 Rubric Task and Total Score Descriptives for Business Education

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	32	2.5	0.71	3	1	4	6	2.1	0.92	2.25	1	3
Rubric02	32	2.4	0.83	2	1	4	6	2.2	0.75	2	1	3
Rubric03	32	2.6	0.66	3	1	4	6	2.3	0.52	2	2	3
Rubric04	32	2.6	0.83	3	1	4	6	1.9	0.92	1.75	1	3
Rubric05	32	2.5	0.87	2.75	1	4	6	2.7	0.82	2.5	2	4
Rubric06	32	3	0.51	3	2	4	6	2.8	0.41	3	2	3
Rubric07	32	2.5	0.62	3	1	3	6	2.3	0.52	2	2	3
Rubric08	32	2.5	0.76	2	1	4	6	2.2	0.42	2	2	3
Rubric09	32	2.4	0.72	2.5	1	4	6	2.3	0.52	2	2	3
Rubric10	32	2.3	0.75	2	1	4	6	2.1	0.49	2	1.5	3
Rubric11	32	2.3	0.83	2.5	1	4	6	2.2	0.61	2	1.5	3
Rubric12	32	2.6	1.05	3	1	4	6	2.1	0.49	2	1.5	3
Rubric13	32	2.1	0.8	2	1	4	6	1.8	0.76	1.75	1	3
Rubric14	32	2	0.72	2	1	3	6	1.9	0.2	2	1.5	2
Rubric15	32	2.3	0.8	2	1	4	6	2.1	0.8	2	1	3
Planning	32	12.6	3.07	12	8	19	6	11.2	3.31	10.5	7	16
Instruction	32	12.8	2.46	13	8	18	6	11.8	1.17	11.5	11	14
Assessment	32	11.3	3.45	12	5	17	6	10.1	2.42	10	7.5	14
TotalScore	32	36.6	7.67	34.5	22	53	6	33.1	5.92	30.5	28	42

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OP 2013-14 Rubric Task and Total Score Descriptives for Early Childhood

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	1678	3.3	0.71	3	1	5	87	3.1	0.69	3	1	5
Rubric02	1678	3.1	0.76	3	1	5	87	2.9	0.62	3	2	4
Rubric03	1678	3.1	0.68	3	1	5	87	2.8	0.6	3	1	5
Rubric04	1678	3.1	0.58	3	1	5	87	3	0.52	3	1	4
Rubric05	1678	3	0.73	3	1	5	87	2.8	0.71	3	1	5
Rubric06	1678	3.1	0.48	3	1	5	87	3	0.51	3	1	4
Rubric07	1678	3	0.61	3	1	5	87	2.9	0.62	3	1	4
Rubric08	1678	3	0.67	3	1	5	87	2.8	0.74	3	1	4
Rubric09	1678	2.4	0.91	2	1	5	87	2.3	0.87	2	1	4
Rubric10	1678	2.8	0.71	3	1	5	87	2.5	0.7	2	1	5
Rubric11	1678	2.8	0.77	3	1	5	87	2.5	0.77	3	1	4
Rubric12	1678	2.8	0.81	3	1	5	87	2.4	0.82	2.5	1	4
Rubric13	1678	2.3	0.76	2	1	5	87	2	0.69	2	1	4
Rubric14	1678	2.8	0.67	3	1	5	87	2.5	0.68	2.5	1	4
Rubric15	1678	2.8	0.79	3	1	5	87	2.5	0.73	3	1	4
Planning	1678	15.7	2.69	16	5	24	87	14.6	2.47	15	7	22
Instruction	1678	14.2	2.44	14	5	25	87	13.5	2.54	13	9	20
Assessment	1678	13.5	3.03	14	5	24	87	12	3	12	5	20
TotalScore	1678	43.4	7.07	44	15.5	73	87	40.2	6.99	41.5	22	59

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OP 2013-14 Rubric Task and Total Score Descriptives for Elementary Literacy

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	1111	3	0.71	3	1	5	430	2.8	0.77	3	1	5
Rubric02	1111	3.1	0.81	3	1	5	430	2.8	0.85	3	1	5
Rubric03	1111	3.1	0.69	3	1	5	430	2.8	0.7	3	1	5
Rubric04	1111	3	0.69	3	1	5	430	2.8	0.71	3	1	5
Rubric05	1111	3	0.79	3	1	5	430	2.7	0.83	3	1	5
Rubric06	1111	3.1	0.46	3	1	5	430	3	0.46	3	1	4
Rubric07	1111	2.9	0.64	3	1	5	430	2.8	0.65	3	1	5
Rubric08	1111	2.9	0.67	3	1	5	430	2.8	0.69	3	1	5
Rubric09	1111	3	0.79	3	1	5	430	2.8	0.86	3	1	5
Rubric10	1111	2.9	0.69	3	1	5	430	2.7	0.71	3	1	5
Rubric11	1111	3	0.75	3	1	5	430	2.7	0.79	3	1	5
Rubric12	1111	3.1	0.81	3	1	5	430	2.8	0.85	3	1	5
Rubric13	1111	2.6	0.79	3	1	5	430	2.3	0.8	2	1	5
Rubric14	1111	2.7	0.68	3	1	5	430	2.4	0.74	2.5	1	5
Rubric15	1111	3	0.81	3	1	5	430	2.7	0.87	3	1	5
Planning	1111	15.1	3.01	15	5	24	430	13.9	3.21	14	5	25
Instruction	1111	14.8	2.48	15	7	23	430	14	2.62	14	7	23
Assessment	1111	14.4	3.01	15	5	22	430	13	3.27	13	5	24
TotalScore	1111	44.3	7.51	45	20	67	430	40.8	8.15	42.5	21	66

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OP 2013-14 Rubric Task and Total Score Descriptives for Elementary Mathematics

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	1456	3.4	0.58	3	1	5	395	3.2	0.65	3	1	5
Rubric02	1456	3.2	0.66	3	1	5	395	3.1	0.66	3	1	5
Rubric03	1456	3.3	0.64	3	1	5	395	3.1	0.64	3	1	5
Rubric04	1456	3.1	0.62	3	1	5	395	2.9	0.59	3	1	4
Rubric05	1456	3.1	0.66	3	1	5	395	2.9	0.67	3	1	5
Rubric06	1456	3.2	0.49	3	1	5	395	3.1	0.44	3	1.5	5
Rubric07	1456	3.1	0.58	3	1	5	395	3	0.57	3	1	5
Rubric08	1456	3	0.65	3	1	5	395	2.8	0.62	3	1	4
Rubric09	1456	3.1	0.54	3	1	5	395	3	0.53	3	1	5
Rubric10	1456	3	0.66	3	1	5	395	2.8	0.66	3	1	4
Rubric11	1456	3.2	0.69	3	1	5	395	2.8	0.75	3	1	4
Rubric12	1456	3.2	0.81	3	1	5	395	2.8	0.85	3	1	4
Rubric13	1456	2.7	0.76	3	1	5	395	2.4	0.73	2.5	1	4
Rubric14	1456	2.8	0.67	3	1	5	395	2.5	0.68	3	1	4
Rubric15	1456	3.1	0.72	3	1	5	395	2.8	0.8	3	1	4
Planning	1456	16.1	2.35	16	7	25	395	15.2	2.51	15	6	23
Instruction	1456	15.5	2.2	15	9	25	395	14.6	2.1	15	8	23
Assessment	1456	14.9	2.82	15	5	23	395	13.3	3.06	14	5	20
TotalScore	1456	46.5	6.35	46.5	25	70	395	43.1	6.54	44	22	61

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OP 2013-14 Rubric Task and Total Score Descriptives for English as an Additional Language

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	120	3.5	0.77	4	1	5	55	3.5	0.76	4	2	5
Rubric02	120	3.4	0.75	4	1	5	55	3.3	0.79	3	1	5
Rubric03	120	3.4	0.71	3	2	5	55	3.3	0.76	3	2	5
Rubric04	120	3.3	0.85	3	1	5	55	3.3	0.81	3	1	5
Rubric05	120	3.4	0.76	3	1	5	55	3.2	0.75	3	1	5
Rubric06	120	3.4	0.58	3	1	5	55	3.4	0.66	3	1	4
Rubric07	120	3.4	0.7	3	2	5	55	3.3	0.73	3	2	4
Rubric08	120	3.3	0.7	3	1	5	55	3.2	0.83	3	1	4
Rubric09	120	2.9	0.83	3	1	4	55	2.9	0.88	3	1	4
Rubric10	120	3.1	0.74	3	1	5	55	2.8	0.78	3	1	5
Rubric11	120	3.4	0.84	3	1	5	55	3.2	0.83	3	1	5
Rubric12	120	3.4	0.72	3	1	4	55	3.2	0.58	3	2	4
Rubric13	120	2.9	0.8	3	1	4	55	2.6	0.71	3	1	4
Rubric14	120	2.9	0.81	3	1	4	55	2.8	0.81	3	1	4
Rubric15	120	3.3	0.83	3	1	5	55	3.1	0.78	3	1	4
Planning	120	16.9	3.13	18	7	23	55	16.6	3.16	17	9	24
Instruction	120	16.1	2.64	16	9	21	55	15.6	3.11	16	8	20
Assessment	120	15.8	3.24	16	6	22	55	15	2.85	15	9	20
TotalScore	120	48.9	7.8	49	26	63	55	47.1	7.93	49	27	63

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OP 2013-14 Rubric Task and Total Score Descriptives for Family and Consumer Sciences

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	41	3.3	0.71	3	1	4	4	3.2	0.29	3.25	3	3.5
Rubric02	41	3.2	0.85	3	1	5	4	2.9	0.63	3	2	3.5
Rubric03	41	3.2	0.8	3	2	5	4	3	0.82	3	2	4
Rubric04	41	3.1	0.87	3	1.5	5	4	2.4	0.75	2	2	3.5
Rubric05	41	3.1	0.89	3	1	5	4	3	0.71	3.25	2	3.5
Rubric06	41	3.2	0.43	3	2.5	4	4	3	0	3	3	3
Rubric07	41	3.1	0.65	3	2	5	4	3	0.41	3	2.5	3.5
Rubric08	41	2.7	0.9	3	1	4	4	2.5	0.71	2.25	2	3.5
Rubric09	41	3	0.77	3	1.5	5	4	2.5	0.71	2.25	2	3.5
Rubric10	41	2.9	0.96	3	1	5	4	2.5	0.41	2.5	2	3
Rubric11	41	2.7	0.98	3	1	5	4	2.8	0.65	2.75	2	3.5
Rubric12	41	2.9	0.93	3	1	5	4	2.5	1.22	2.75	1	3.5
Rubric13	41	2.2	0.94	2	1	4	4	2.1	1.31	2	1	3.5
Rubric14	41	2.5	0.99	2.5	1	5	4	2.1	0.25	2	2	2.5
Rubric15	41	2.7	1.01	3	1	5	4	2.2	0.5	2	2	3
Planning	41	15.8	3.22	15	9	23	4	14.5	2.65	14	12	18
Instruction	41	15	3.19	15	10	22	4	13.5	1.73	13	12	16
Assessment	41	13.1	4.1	13	6	22	4	11.8	3.2	11.5	9	15
TotalScore	41	43.9	9.46	44	25.5	65	4	39.8	6.65	39.5	34	46

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OP 2013-14 Rubric Task and Total Score Descriptives for Health Education

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	45	2.8	1.11	3	1	5	21	2.6	1.03	2	1	5
Rubric02	45	2.8	1.13	3	1	5	21	2.5	0.92	2.5	1	5
Rubric03	45	2.7	1.02	2	1	5	21	2.4	0.81	2	1	4
Rubric04	45	2.6	0.75	3	1	5	21	2.6	0.93	3	1	5
Rubric05	45	2.6	1.03	2	1	5	21	2.3	0.87	2	1	4
Rubric06	45	3.1	0.49	3	2	5	21	3	0.4	3	2	4
Rubric07	45	2.5	0.82	2	1	5	21	2.3	0.92	2	1	4
Rubric08	45	2.4	0.85	2	1	5	21	2.2	1.04	2	1	4
Rubric09	45	2.5	0.96	2	1	5	21	2.1	0.91	2	1	4
Rubric10	45	2.5	0.85	2	1	5	21	2.3	0.96	2	1	4
Rubric11	45	2.5	1.18	2	1	5	21	2.1	1.07	2	1	4
Rubric12	45	2.6	1.02	2	1	4	21	2.3	0.78	2	1	4
Rubric13	45	1.9	0.89	2	1	5	21	1.7	0.8	2	1	3
Rubric14	45	2.1	0.79	2	1	5	21	1.9	0.78	2	1	3
Rubric15	45	2.2	1.01	2	1	5	21	2	0.68	2	1	3
Planning	45	13.5	4.37	12	7	24	21	12.4	3.74	11	7	19
Instruction	45	12.9	3.49	12	7	24	21	11.9	3.74	11	6	18
Assessment	45	11.4	3.89	11	6	24	21	10.1	3.3	9	5	16
TotalScore	45	37.8	10.93	35	21	72	21	34.4	10.06	33	20	51

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OP 2013-14 Rubric Task and Total Score Descriptives for Middle Childhood English - Language Arts

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	213	3.4	0.71	3.5	1	4.5	5	3.3	0.84	3.5	2	4
Rubric02	213	3.2	0.86	3	1	5	5	2.9	0.22	3	2.5	3
Rubric03	213	3.3	0.76	3	1	5	5	3.2	0.84	3	2	4
Rubric04	213	2.9	0.72	3	1	4	5	2.2	0.45	2	2	3
Rubric05	213	3.2	0.92	3	1	5	5	3.1	0.89	3	2	4
Rubric06	213	3.2	0.61	3	1	5	5	2.8	0.45	3	2	3
Rubric07	213	3.1	0.68	3	2	5	5	3.2	0.45	3	3	4
Rubric08	213	3.1	0.81	3	1	5	5	3.1	0.74	3	2	4
Rubric09	213	3	0.81	3	1	5	5	2.8	0.45	3	2	3
Rubric10	213	2.9	0.74	3	1	5	5	3	0.71	3	2	4
Rubric11	213	3.1	0.82	3	1	5	5	2.8	0.45	3	2	3
Rubric12	213	3.2	0.92	3	1	5	5	3.5	0.87	4	2	4
Rubric13	213	2.5	0.84	2	1	5	5	2.5	0.5	2.5	2	3
Rubric14	213	2.6	0.74	3	1	5	5	2.5	0.5	2.5	2	3
Rubric15	213	3.1	0.88	3	1	5	5	3	0.71	3	2	4
Planning	213	16	3.07	16.5	6	22	5	14.7	2.64	13.5	12	18
Instruction	213	15.3	2.77	15	7	24	5	14.9	2.51	15	11	18
Assessment	213	14.5	3.3	15	5	21	5	14.3	2.68	14.5	10	17
TotalScore	213	45.8	7.97	47	23	64	5	43.9	6.82	43.5	34	53

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OP 2013-14 Rubric Task and Total Score Descriptives for Middle Childhood History - Social Studies

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	186	3.3	0.63	3	1	5	8	3.1	0.35	3	2.5	3.5
Rubric02	186	3	0.71	3	1	4.5	8	3.1	0.42	3	2.5	4
Rubric03	186	3.2	0.7	3	1	5	8	3.1	0.58	3	2.5	4.5
Rubric04	186	3	0.71	3	1	4	8	2.9	0.56	3	2	4
Rubric05	186	3	0.65	3	1	4	8	2.9	0.83	2.75	2	4.5
Rubric06	186	3.1	0.55	3	1	4	8	2.8	0.84	3	1	4
Rubric07	186	3	0.71	3	1	4	8	2.9	0.44	3	2	3.5
Rubric08	186	2.8	0.78	3	1	4.5	8	2.8	0.65	3	2	4
Rubric09	186	2.6	0.78	3	1	5	8	2.9	0.68	2.75	2	4
Rubric10	186	2.7	0.62	3	1	4	8	2.5	0.6	2.25	2	3.5
Rubric11	186	2.7	0.79	3	1	4	8	3.1	0.32	3	2.5	3.5
Rubric12	186	2.8	0.86	3	1	4	8	2.6	0.44	2.75	2	3
Rubric13	186	2.3	0.77	2	1	4	8	2.5	0.89	3	1	3.5
Rubric14	186	2.3	0.64	2	1	4	8	2	0.53	2	1	2.5
Rubric15	186	2.6	0.85	3	1	5	8	2.6	0.86	3	1	3.5
Planning	186	15.5	2.77	16	8	21	8	15.1	2.25	15	12	19
Instruction	186	14.2	2.81	14	5	20	8	13.9	2.69	13.75	10	18.5
Assessment	186	12.8	3.02	14	5	19.5	8	12.8	2.42	13.25	9	16
TotalScore	186	42.6	7.38	44	22	58.5	8	41.8	6.43	43.5	32.5	52

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OP 2013-14 Rubric Task and Total Score Descriptives for Middle Childhood Mathematics

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	275	3.1	0.72	3	1	5	5	2.6	0.55	3	2	3
Rubric02	275	2.9	0.9	3	1	5	5	2.2	1.1	2	1	4
Rubric03	275	3.1	0.82	3	1	5	5	2.8	0.45	3	2	3
Rubric04	275	2.8	0.73	3	1	5	5	2.4	0.55	2	2	3
Rubric05	275	2.9	0.85	3	1	5	5	2	0.71	2	1	3
Rubric06	275	3.1	0.64	3	1	5	5	3.2	0.45	3	3	4
Rubric07	275	2.7	0.73	3	1	5	5	2.6	0.89	2	2	4
Rubric08	275	2.9	0.78	3	1	5	5	2.4	0.55	2	2	3
Rubric09	275	2.9	0.8	3	1	5	5	2.8	0.84	3	2	4
Rubric10	275	2.7	0.75	3	1	5	5	2.4	0.55	2	2	3
Rubric11	275	2.9	0.89	3	1	5	5	2.8	0.84	3	2	4
Rubric12	275	3	0.9	3	1	5	5	3.2	0.84	3	2	4
Rubric13	275	2.4	0.83	2	1	5	5	2	0.71	2	1	3
Rubric14	275	2.4	0.7	2	1	4	5	2.2	0.84	2	1	3
Rubric15	275	2.6	0.89	2.5	1	5	5	2.8	1.1	3	1	4
Planning	275	14.7	3.3	15	7	24	5	12	2	13	9	14
Instruction	275	14.4	3	14	8	25	5	13.4	2.7	13	11	18
Assessment	275	13.3	3.36	13	5	23	5	13	3.08	13	10	17
TotalScore	275	42.4	8.51	43	24	66	5	38.4	6.5	35	32	48

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OP 2013-14 Rubric Task and Total Score Descriptives for Performing Arts

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	639	3.2	0.65	3	1	5	91	3	0.82	3	1	5
Rubric02	639	3.2	0.73	3	1	5	91	3	0.89	3	1	5
Rubric03	639	3.1	0.65	3	1	5	91	2.8	0.67	3	1	4
Rubric04	639	3	0.67	3	1	5	91	2.9	0.63	3	1	4
Rubric05	639	3.1	0.72	3	1	5	91	2.7	0.77	3	1	5
Rubric06	639	3	0.7	3	1	5	91	2.9	0.66	3	1	4
Rubric07	639	2.9	0.65	3	1	5	91	2.7	0.66	3	1	4
Rubric08	639	2.9	0.74	3	1	5	91	2.5	0.69	2	1	4
Rubric09	639	3	0.68	3	1	5	91	2.8	0.71	3	1	4
Rubric10	639	2.8	0.7	3	1	5	91	2.5	0.65	2	1	4
Rubric11	639	3	0.79	3	1	5	91	2.7	0.89	3	1	4
Rubric12	639	3	0.84	3	1	5	91	2.7	0.96	3	1	4
Rubric13	639	2.5	0.81	2	1	5	91	2.1	0.73	2	1	4
Rubric14	639	2.7	0.73	3	1	4	91	2.4	0.74	2.5	1	4
Rubric15	639	3	0.86	3	1	5	91	2.7	0.84	3	1	5
Planning	639	15.7	2.61	16	6	25	91	14.5	3.2	15	5	22
Instruction	639	14.5	2.7	15	5	22	91	13.4	2.66	13.5	7	19
Assessment	639	14.2	3.24	14	5	22	91	12.7	3.3	13	5	20
TotalScore	639	44.4	7.44	45	17	65	91	40.6	8.35	42	19	60

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OP 2013-14 Rubric Task and Total Score Descriptives for Physical Education

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	386	3.2	0.68	3	1	5	54	2.8	0.7	3	1	4
Rubric02	386	3.1	0.84	3	1	5	54	2.7	0.89	3	1	4
Rubric03	386	2.9	0.75	3	1	5	54	2.5	0.74	3	1	4
Rubric04	386	2.9	0.78	3	1	5	54	2.6	0.61	3	1	4
Rubric05	386	3	0.79	3	1	5	54	2.4	0.89	2.25	1	4
Rubric06	386	3.1	0.63	3	1	5	54	2.8	0.58	3	1	4
Rubric07	386	3.1	0.64	3	1	5	54	2.7	0.69	3	1	4
Rubric08	386	3.3	0.75	3.5	1	5	54	2.7	0.87	3	1	4
Rubric09	386	3.1	0.57	3	1	5	54	2.7	0.66	3	1	4
Rubric10	386	2.6	0.75	3	1	5	54	2.3	0.69	2	1	4
Rubric11	386	2.8	0.84	3	1	5	54	2.3	0.78	2	1	4
Rubric12	386	3	0.84	3	1	5	54	2.5	0.84	3	1	4
Rubric13	386	2.5	0.75	2	1	5	54	2.1	0.79	2	1	4
Rubric14	386	2.6	0.82	2.5	1	5	54	2	0.68	2	1	4
Rubric15	386	2.5	0.88	3	1	5	54	2.1	0.75	2	1	3.5
Planning	386	15.1	3	15	6	22	54	13.1	3.12	13.5	5	19
Instruction	386	15.3	2.55	15	7	21	54	13.2	2.68	14	7	18
Assessment	386	13.4	3.37	14	5	25	54	11.1	3.14	11	5	18
TotalScore	386	43.8	7.89	44	22	67	54	37.4	7.72	37	21	54

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OP 2013-14 Rubric Task and Total Score Descriptives for Secondary English - Language Arts

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	942	3.3	0.6	3	1	5	133	3.2	0.59	3	1	4
Rubric02	942	3.3	0.75	3	1	5	133	3.1	0.69	3	1	5
Rubric03	942	3.3	0.67	3	1	5	133	3.1	0.63	3	2	4
Rubric04	942	3.2	0.66	3	1	5	133	2.9	0.7	3	1	4
Rubric05	942	3.3	0.72	3	1	5	133	3.1	0.72	3	1	4
Rubric06	942	3.2	0.57	3	1	5	133	3.1	0.53	3	1	5
Rubric07	942	3.2	0.62	3	1	5	133	3	0.6	3	1	4
Rubric08	942	3.2	0.69	3	1	5	133	2.9	0.68	3	1	4
Rubric09	942	3.1	0.68	3	1	5	133	2.8	0.72	3	1	5
Rubric10	942	3	0.72	3	1	5	133	2.7	0.73	3	1	5
Rubric11	942	3.2	0.77	3	1	5	133	2.9	0.76	3	1	5
Rubric12	942	3.3	0.74	3	1	5	133	3	0.8	3	1	5
Rubric13	942	2.7	0.79	3	1	5	133	2.4	0.77	2	1	5
Rubric14	942	2.8	0.7	3	1	5	133	2.5	0.72	2.5	1	4
Rubric15	942	3.1	0.8	3	1	5	133	2.8	0.75	3	1	5
Planning	942	16.3	2.62	16	5	25	133	15.4	2.42	15	8	21
Instruction	942	15.7	2.54	15	7	25	133	14.4	2.42	14	7	23
Assessment	942	15.3	3.04	15	5	25	133	13.5	2.93	13.5	7	21
TotalScore	942	47.2	7.05	47	20	74	133	43.4	6.57	43	26	63

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OP 2013-14 Rubric Task and Total Score Descriptives for Secondary History - Social Studies

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	903	3.2	0.63	3	1	5	149	3.1	0.57	3	2	5
Rubric02	903	3.2	0.72	3	1	5	149	3	0.74	3	1	5
Rubric03	903	3.2	0.75	3	1	5	149	3	0.7	3	1	5
Rubric04	903	3.1	0.68	3	1	5	149	3	0.68	3	1	5
Rubric05	903	3.1	0.69	3	1	5	149	2.9	0.59	3	1	4
Rubric06	903	3.2	0.54	3	1	5	149	3	0.43	3	2	4.5
Rubric07	903	3.1	0.66	3	1	5	149	2.8	0.65	3	1	5
Rubric08	903	3	0.73	3	1	5	149	2.6	0.75	3	1	4
Rubric09	903	2.9	0.75	3	1	5	149	2.5	0.73	3	1	5
Rubric10	903	2.9	0.74	3	1	5	149	2.5	0.7	2.5	1	4
Rubric11	903	3.1	0.89	3	1	5	149	2.8	0.82	3	1	5
Rubric12	903	3.1	0.83	3	1	5	149	2.7	0.84	3	1	4
Rubric13	903	2.7	0.84	3	1	5	149	2.3	0.72	2	1	4
Rubric14	903	2.8	0.76	3	1	5	149	2.5	0.74	2.5	1	5
Rubric15	903	3	0.81	3	1	5	149	2.5	0.75	3	1	4
Planning	903	15.8	2.81	15.5	6	25	149	15	2.55	15	8	22
Instruction	903	15.1	2.74	15	7	25	149	13.5	2.59	14	6	21
Assessment	903	14.6	3.4	15	5	25	149	12.7	3.04	13	5	21
TotalScore	903	45.5	7.98	45	20	74	149	41.3	7.13	43	21	59

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OP 2013-14 Rubric Task and Total Score Descriptives for Secondary Mathematics

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	847	3.3	0.64	3	1	5	115	3.1	0.68	3	1	4
Rubric02	847	3.2	0.72	3	1	5	115	2.9	0.7	3	1	5
Rubric03	847	3.3	0.63	3	1	5	115	3	0.55	3	2	5
Rubric04	847	3.1	0.63	3	1	5	115	2.9	0.68	3	1	4
Rubric05	847	3.1	0.62	3	1	5	115	3	0.64	3	1	4
Rubric06	847	3.2	0.53	3	1	5	115	3	0.37	3	2	4
Rubric07	847	3.1	0.64	3	2	5	115	2.9	0.65	3	1	4
Rubric08	847	3	0.69	3	1	5	115	2.7	0.69	3	1	4
Rubric09	847	3.1	0.61	3	1	5	115	3	0.68	3	1	4
Rubric10	847	2.8	0.68	3	1	5	115	2.6	0.59	3	1	4
Rubric11	847	3.2	0.74	3	1	5	115	2.9	0.74	3	1	4
Rubric12	847	3.3	0.77	3	1	5	115	2.8	0.83	3	1	4
Rubric13	847	2.7	0.69	3	1	5	115	2.4	0.71	2	1	4
Rubric14	847	2.8	0.63	3	1	5	115	2.6	0.66	2.5	1	4
Rubric15	847	2.9	0.77	3	1	5	115	2.6	0.69	2.5	1	4
Planning	847	15.9	2.41	16	6	24	115	14.9	2.42	15	8	21
Instruction	847	15.1	2.27	15	8	23	115	14.2	2.19	14.5	7	19
Assessment	847	14.9	2.63	15	5	21.5	115	13.3	2.59	13	6	20
TotalScore	847	45.9	6.22	46	23	67	115	42.4	6.16	43	23	60

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OP 2013-14 Rubric Task and Total Score Descriptives for Secondary Science

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	728	3.3	0.72	3	1	5	100	3.3	0.71	3	1	4
Rubric02	728	3.2	0.81	3	1	5	100	3	0.87	3	1	5
Rubric03	728	3.2	0.7	3	1	5	100	3	0.68	3	1	4
Rubric04	728	3.2	0.71	3	1	5	100	2.9	0.68	3	1	4
Rubric05	728	3.3	0.75	3	1	5	100	3.1	0.79	3	1	5
Rubric06	728	3.2	0.62	3	1	5	100	3.2	0.52	3	1	4.5
Rubric07	728	3	0.71	3	1	5	100	2.9	0.81	3	1	4
Rubric08	728	3	0.72	3	1	5	100	3	0.79	3	1	5
Rubric09	728	2.8	0.99	3	1	5	100	2.6	1.13	3	1	5
Rubric10	728	2.9	0.73	3	1	5	100	2.8	0.76	3	1	4
Rubric11	728	3.2	0.79	3	1	5	100	2.9	0.94	3	1	5
Rubric12	728	3.2	0.76	3	1	5	100	3	0.95	3	1	5
Rubric13	728	2.7	0.79	3	1	5	100	2.5	0.85	2	1	4
Rubric14	728	2.9	0.72	3	1	5	100	2.7	0.78	3	1	5
Rubric15	728	3	0.8	3	1	5	100	2.7	0.89	3	1	5
Planning	728	16.3	2.81	16.5	7	23	100	15.3	2.91	16	8	21
Instruction	728	15	2.88	15	5	24	100	14.5	3.25	15	7	22
Assessment	728	15	2.97	15	5	24	100	13.8	3.72	14	5	23
TotalScore	728	46.3	7.48	47	17	68	100	43.6	8.96	45	22	64

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OP 2013-14 Rubric Task and Total Score Descriptives for Visual Arts

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	284	3.7	0.66	4	1	5	49	3.5	0.68	4	1	4.5
Rubric02	284	3.3	0.77	3	1	5	49	3.1	0.58	3	2	5
Rubric03	284	3.2	0.63	3	1	5	49	3	0.43	3	2	4
Rubric04	284	3.1	0.74	3	1	5	49	3	0.68	3	2	4
Rubric05	284	3.2	0.74	3	1	5	49	3.1	0.81	3	1	4.5
Rubric06	284	3.3	0.59	3	1	5	49	3	0.39	3	2	4
Rubric07	284	3.1	0.64	3	1	5	49	2.9	0.7	3	1	4
Rubric08	284	3.1	0.82	3	1	5	49	2.7	1	3	1	4
Rubric09	284	3.1	0.71	3	1	5	49	3.1	0.77	3	1	4
Rubric10	284	2.8	0.74	3	1	5	49	2.7	0.72	3	1	5
Rubric11	284	3.1	0.71	3	1	5	49	2.8	0.62	3	1	4
Rubric12	284	3	0.83	3	1	5	49	2.7	0.79	3	1	4
Rubric13	284	2.5	0.82	2.5	1	5	49	2.2	0.73	2	1	4
Rubric14	284	2.7	0.77	3	1	5	49	2.4	0.71	2.5	1	4
Rubric15	284	2.9	0.83	3	1	5	49	2.7	0.76	3	1	4
Planning	284	16.4	2.82	16	5	25	49	15.7	2.24	16	11	20
Instruction	284	15.4	2.73	15	7	25	49	14.4	2.56	14	7	19
Assessment	284	14.2	3.1	14	5	24	49	12.8	2.8	13	5	19
TotalScore	284	46	7.49	45.25	19	72	49	42.9	5.78	44	27	53

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OP 2013-14 Rubric Task and Total Score Descriptives for World Language

Var	National (Non-MN)						MN					
	N	Mean	SD	Median	Min	Max	N	Mean	SD	Median	Min	Max
Rubric01	256	3.6	0.82	4	1	5	58	3.3	0.77	3	1.5	5
Rubric02	256	3.4	0.78	3.5	1	5	58	3.3	0.74	3	1	5
Rubric03	256	3.4	0.8	3.5	1	5	58	3.3	0.72	3	2	5
Rubric04	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Rubric05	256	3.5	0.76	4	1	5	58	3.2	0.87	3	1	5
Rubric06	256	3.3	0.63	3	1	5	58	3.1	0.66	3	1	5
Rubric07	256	3.1	0.86	3	1	5	58	2.9	0.8	3	1	5
Rubric08	256	2.9	0.84	3	1	5	58	2.8	0.91	3	1	5
Rubric09	256	2.6	1	3	1	5	58	2.3	1.08	2	1	4
Rubric10	256	3	0.77	3	1	5	58	2.9	0.74	3	2	5
Rubric11	256	3.2	0.88	3	1	5	58	3	0.94	3	1	4
Rubric12	256	3.2	0.87	3	1	5	58	3.1	0.93	3	1	5
Rubric13	256	2.7	0.89	3	1	5	58	2.6	0.89	2.25	1	5
Rubric14	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Rubric15	256	3.1	0.94	3	1	5	58	2.9	0.88	3	1	5
Planning	256	13.9	2.7	14.75	4	19	58	13.1	2.56	13	7	20
Instruction	256	14.9	3.32	15	7	25	58	14.1	3.3	14	8	23
Assessment	256	12.1	2.96	12	4	19	58	11.6	3.07	11.25	4	18
TotalScore	256	40.9	7.85	42	20	60	58	38.7	7.87	38.5	24	61

Table 5A. OP 2013-2014 National Sample Demographics and Total Score Descriptive Statistics¹

Group	N	Total Score (15 rubrics)					
		Percent	Average	SD	Median	Min	Max
Sex							
Male	2,770	23.96	43.81	8.18	44.00	17.00	74.00
Female	8,649	74.81	44.80	7.66	45.00	15.00	75.00
Undeclared	142	1.23	45.16	8.57	45.00	22.00	70.00
Race							
Afr. Amer/Black	308	2.66	41.61	7.82	43.00	18.00	61.00
Amer Ind/Alask	30	0.26	44.83	6.51	46.00	28.00	56.00
Asian/Pac Is	366	3.17	46.80	6.84	47.00	23.00	73.00
Hispanic	470	4.07	44.68	7.38	45.00	22.00	69.00
White (non Hispanic)	9,627	83.27	44.49	7.84	45.00	15.00	75.00
Multiracial	307	2.66	45.59	7.51	46.00	17.00	73.00
Other	109	0.94	44.25	8.33	45.00	23.00	60.00
Undeclared	344	2.98	45.87	7.92	46.00	17.00	72.00
Primary language							
English	11,260	97.40	44.55	7.81	45.00	15.00	75.00
Non-English	192	1.66	45.49	7.36	46.00	23.00	73.00
Undeclared	109	0.94	44.91	8.59	45.00	22.00	72.00

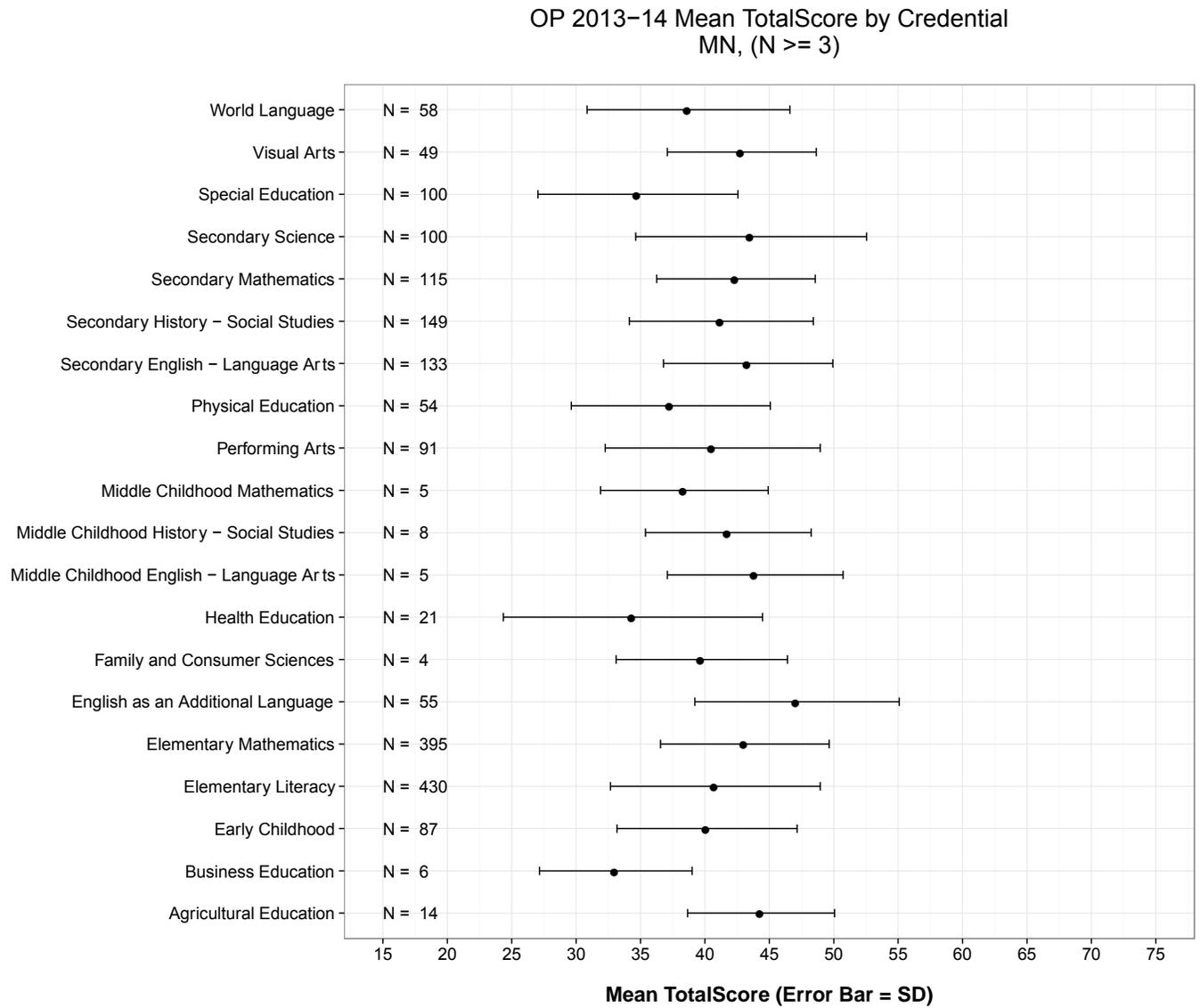
¹ Data from September 1, 2013 – July 3, 2014. Data excludes non-15 rubric fields (Elementary Education, World Languages, Classical Languages)

Table 5B. OP 2013-2014 Minnesota Sample Demographics and Total Score Descriptive Statistics²

Group	N	Total Score (15 rubrics)					
		Percent	Average	SD	Median	Min	Max
Sex							
Male	488	26.80	40.03	7.83	42.00	19.00	60.00
Female	1,301	71.44	42.14	7.68	43.00	15.00	66.00
Undeclared	32	1.76	40.16	7.95	40.50	23.00	55.00
Race							
Afr. Amer/Black	22	1.21	34.91	6.69	34.50	22.00	48.00
Amer Ind/Alask	13	0.71	37.69	8.59	34.00	26.00	51.00
Asian/Pac Is	29	1.59	42.66	5.77	43.00	30.00	57.00
Hispanic	17	0.93	39.76	6.83	41.00	28.00	50.00
White (non Hispanic)	1,651	90.66	41.66	7.72	43.00	15.00	66.00
Multiracial	28	1.54	42.75	9.28	42.50	25.00	63.00
Other	7	0.38	35.86	8.53	33.00	28.00	54.00
Undeclared	54	2.97	41.48	8.78	42.00	20.00	64.00
Primary language							
English	1,794	98.52	41.53	7.76	43.00	15.00	66.00
Non-English	17	0.93	42.88	8.72	43.00	30.00	63.00
Undeclared	10	0.55	40.20	9.60	38.50	31.00	64.00

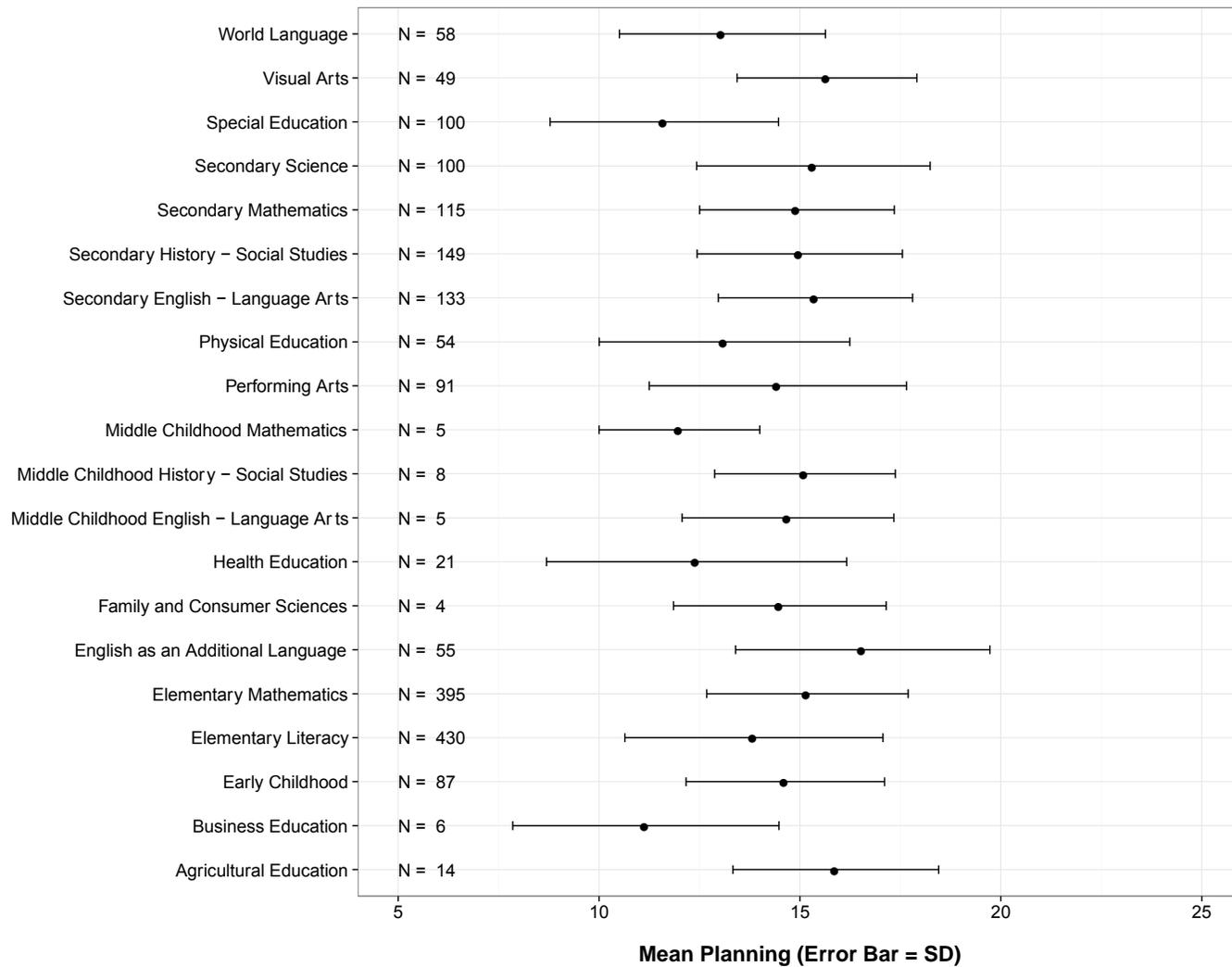
² Data from September 1, 2013 – July 3, 2014. Data excludes non-15 rubric fields (Elementary Education, World Languages, Classical Languages)

Figure Section 1. OP 2013-14 MN Average Total and Task Scores by Credential



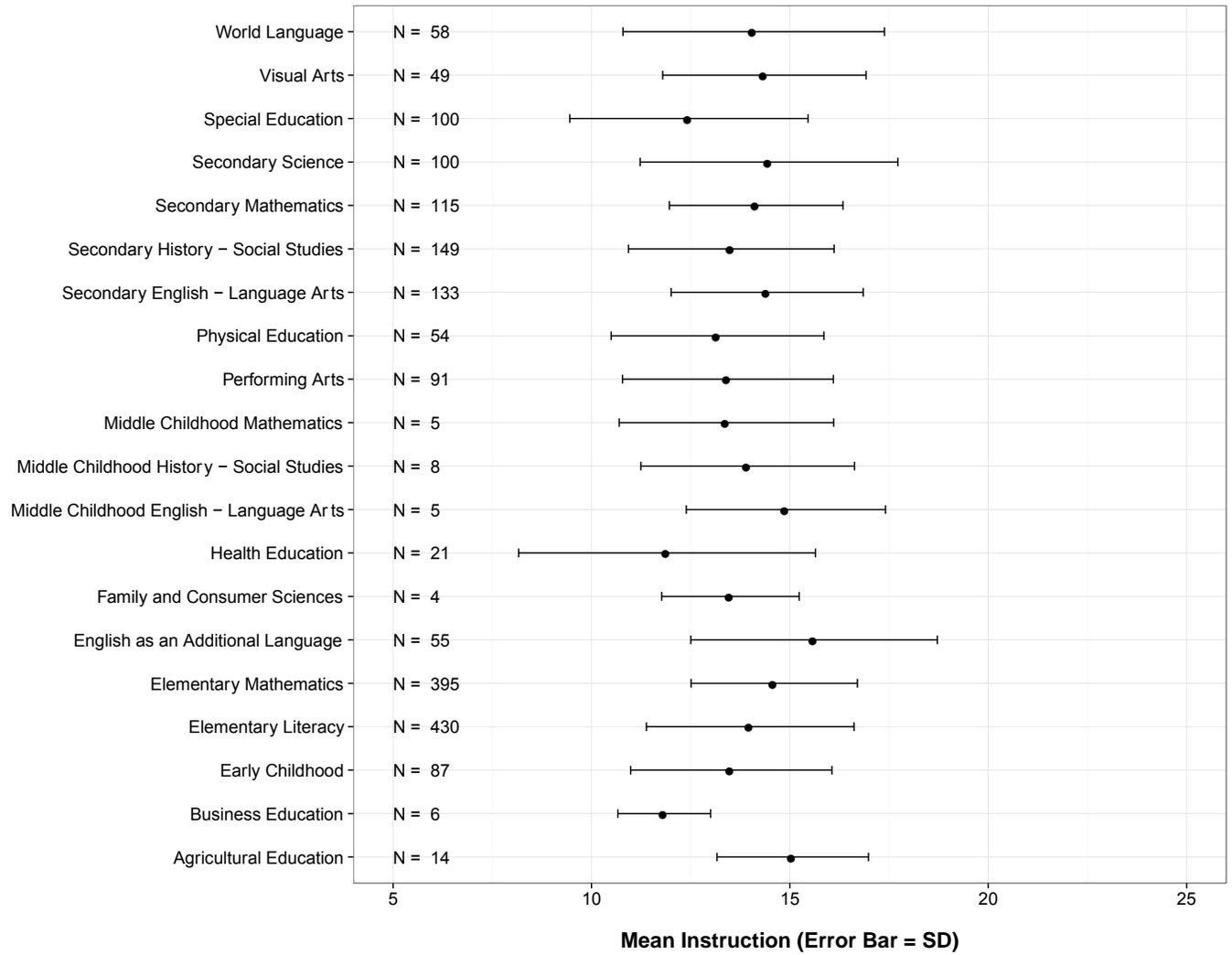
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OP 2013-14 Mean Planning by Credential
MN, (N >= 3)



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OP 2013–14 Mean Instruction by Credential
MN, (N >= 3)



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OP 2013-14 Mean Assessment by Credential
MN, (N >= 3)

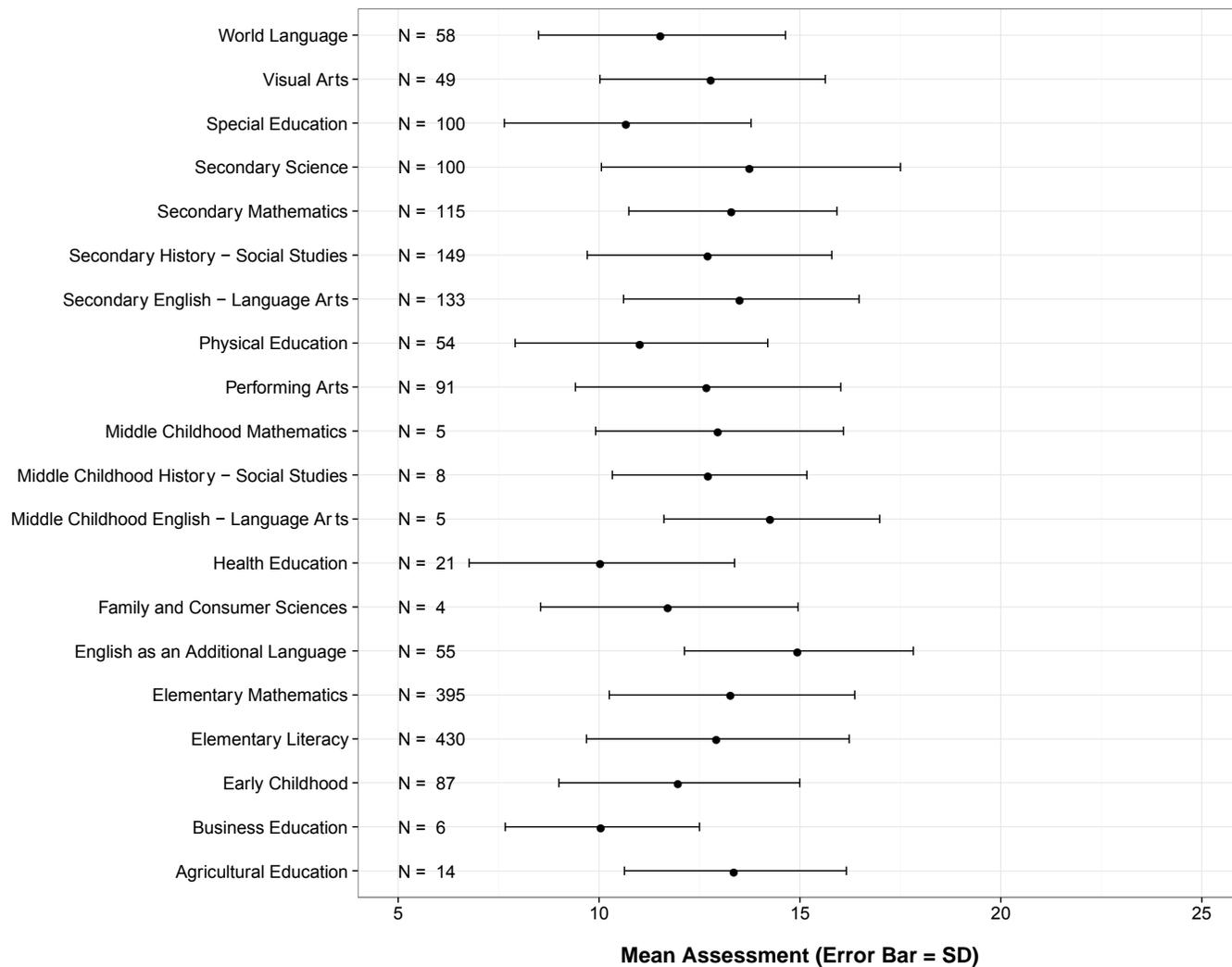
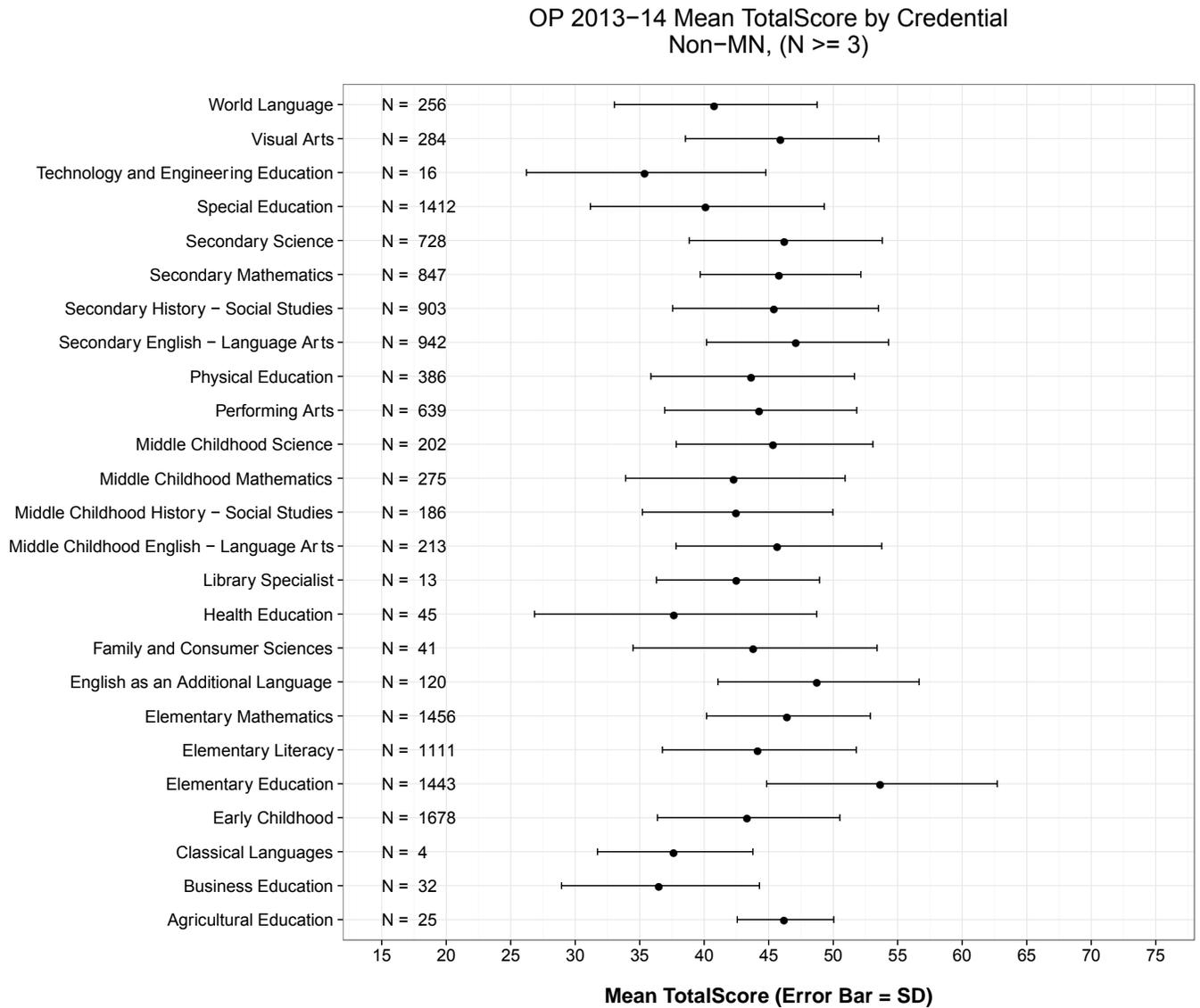
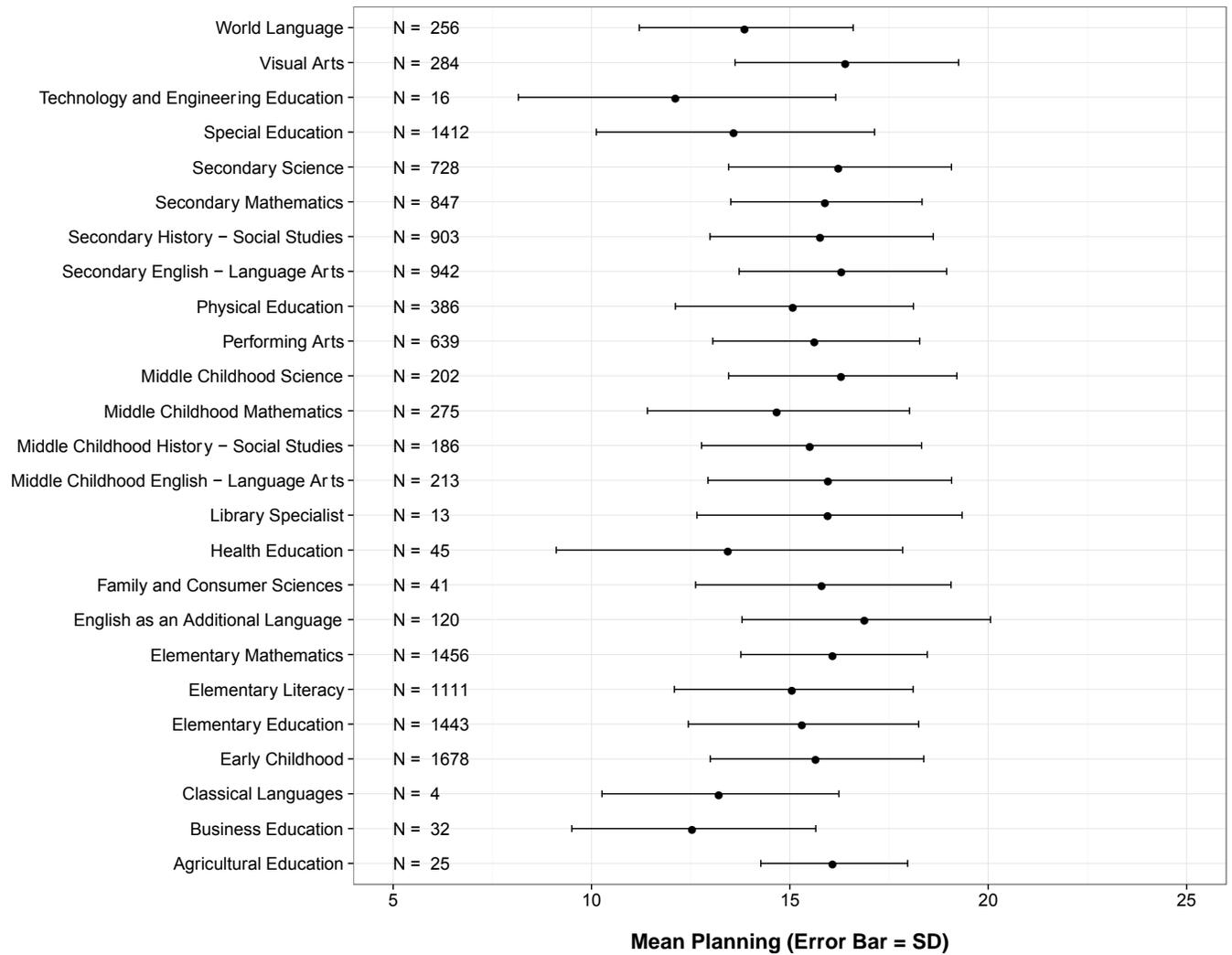


Figure Section 2. OP 2013-14 Non-MN Average Total and Task Scores by Credential



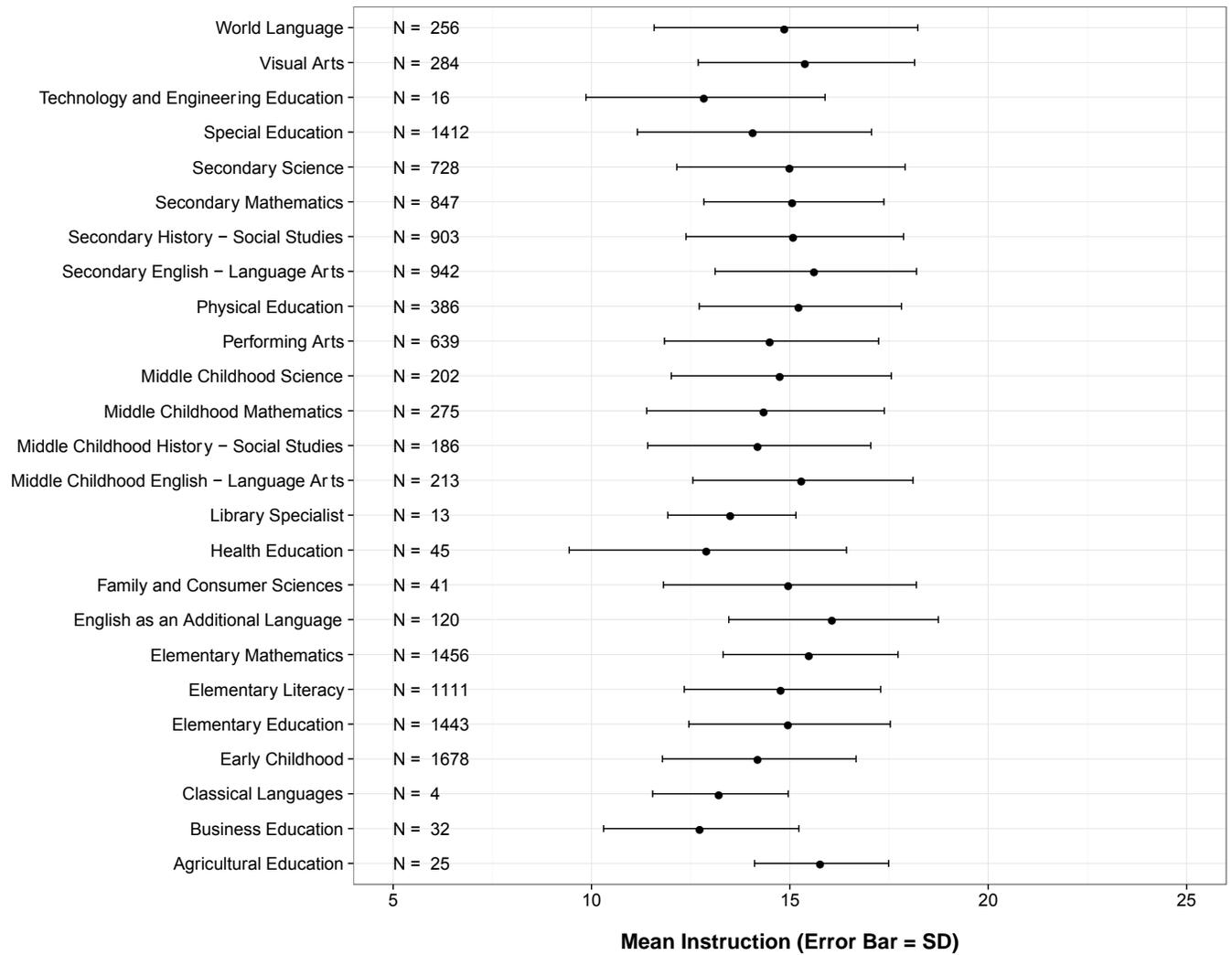
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OP 2013-14 Mean Planning by Credential
Non-MN, (N >= 3)



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OP 2013-14 Mean Instruction by Credential
Non-MN, (N >= 3)



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OP 2013-14 Mean Assessment by Credential
Non-MN, (N >= 3)

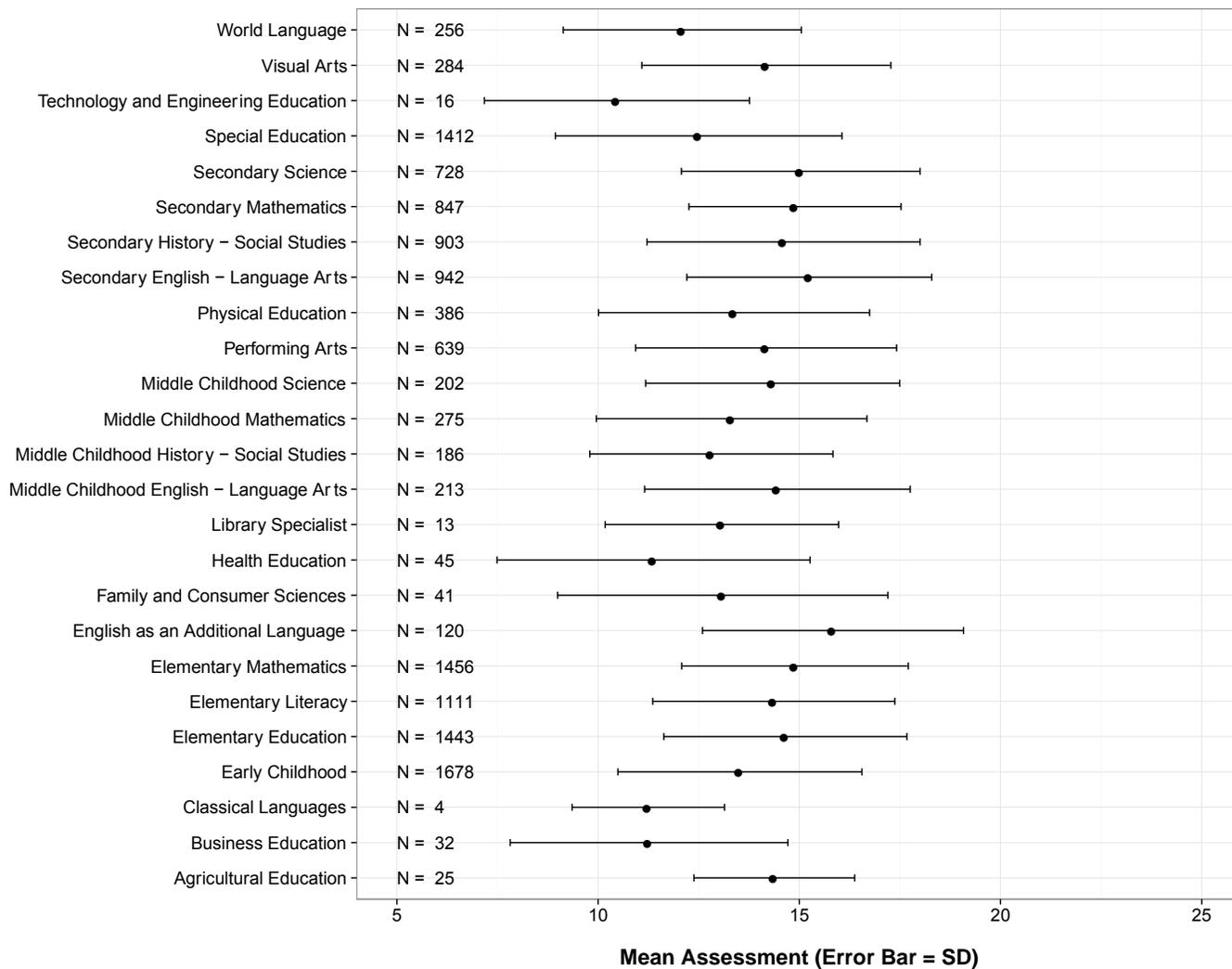
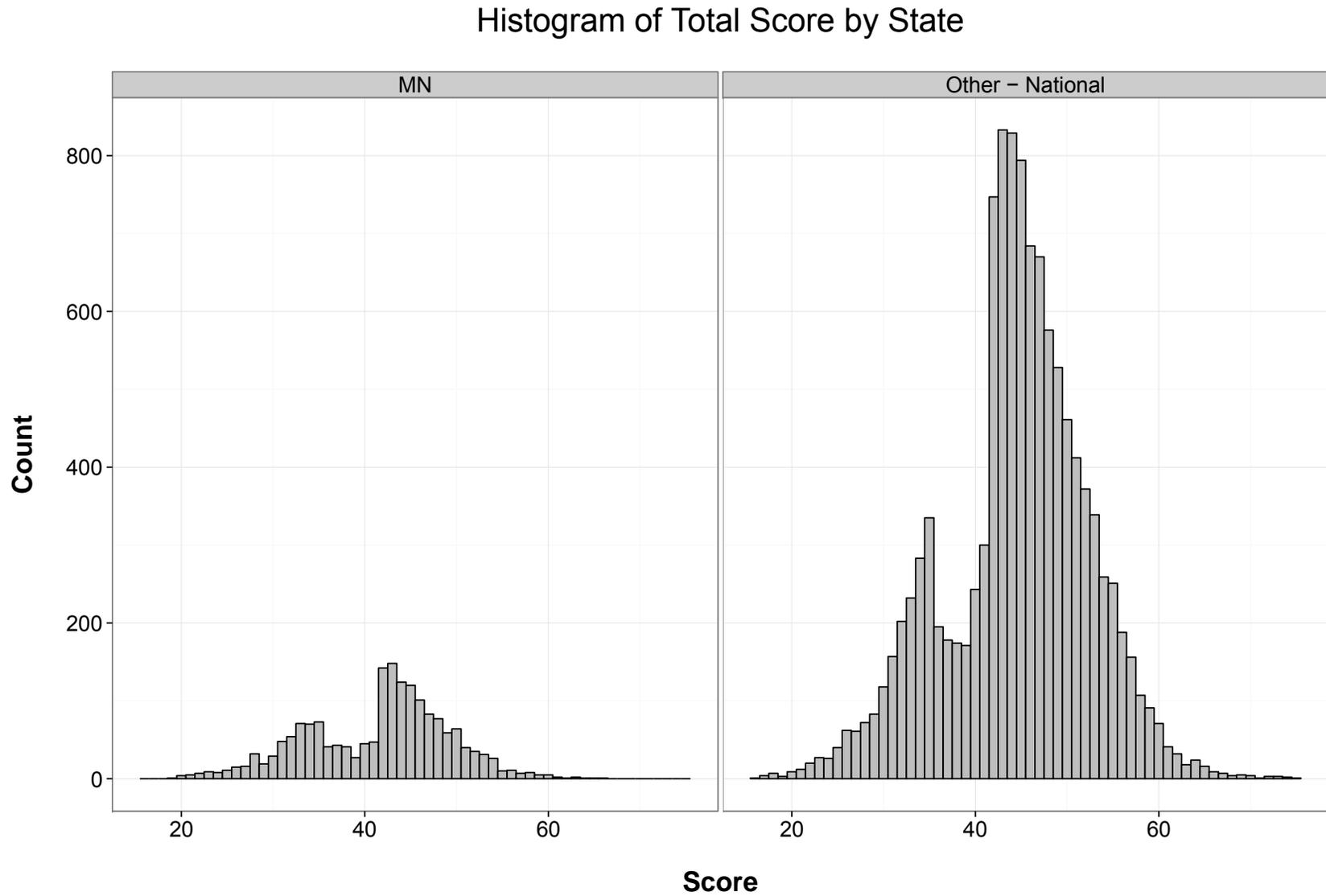
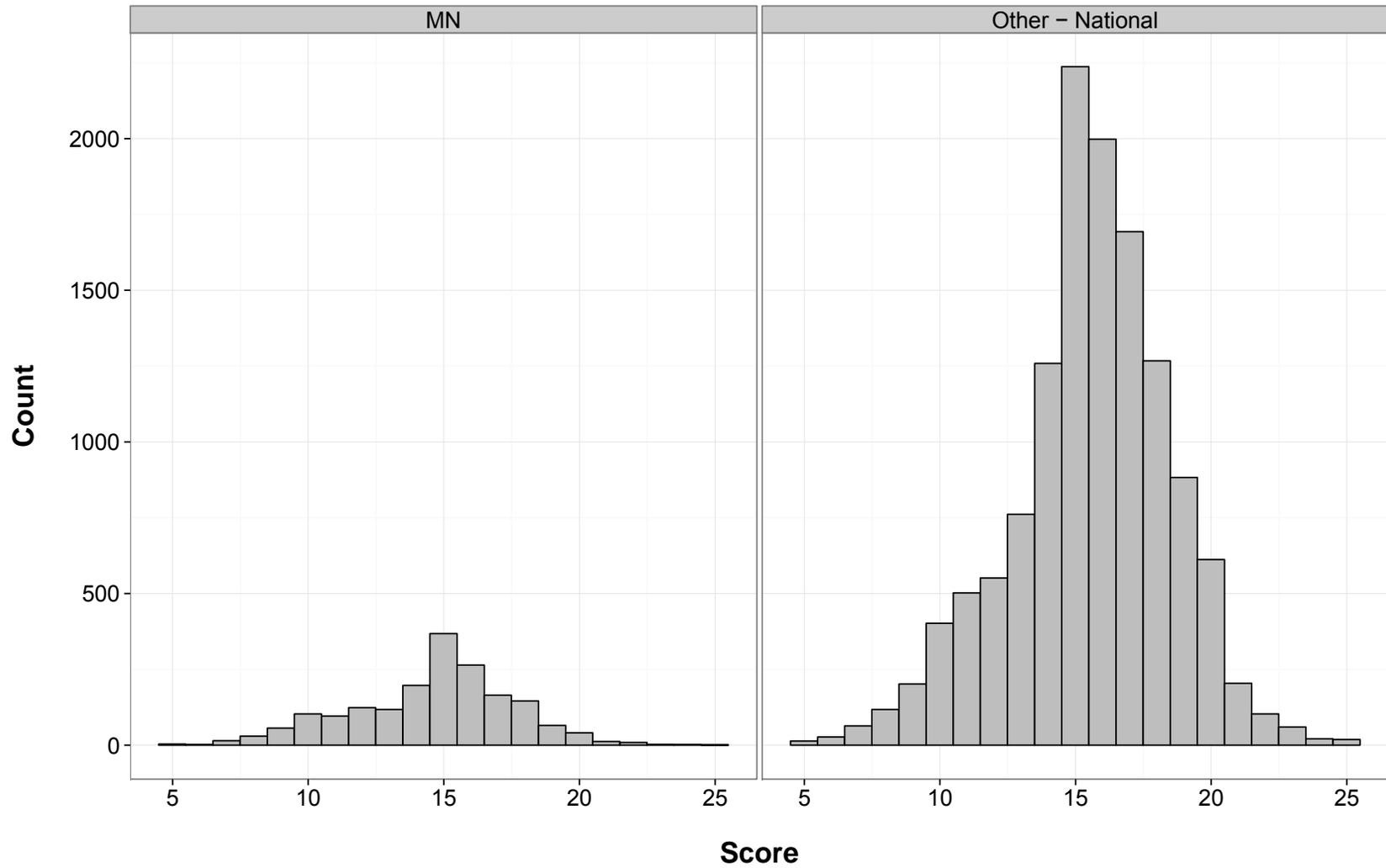


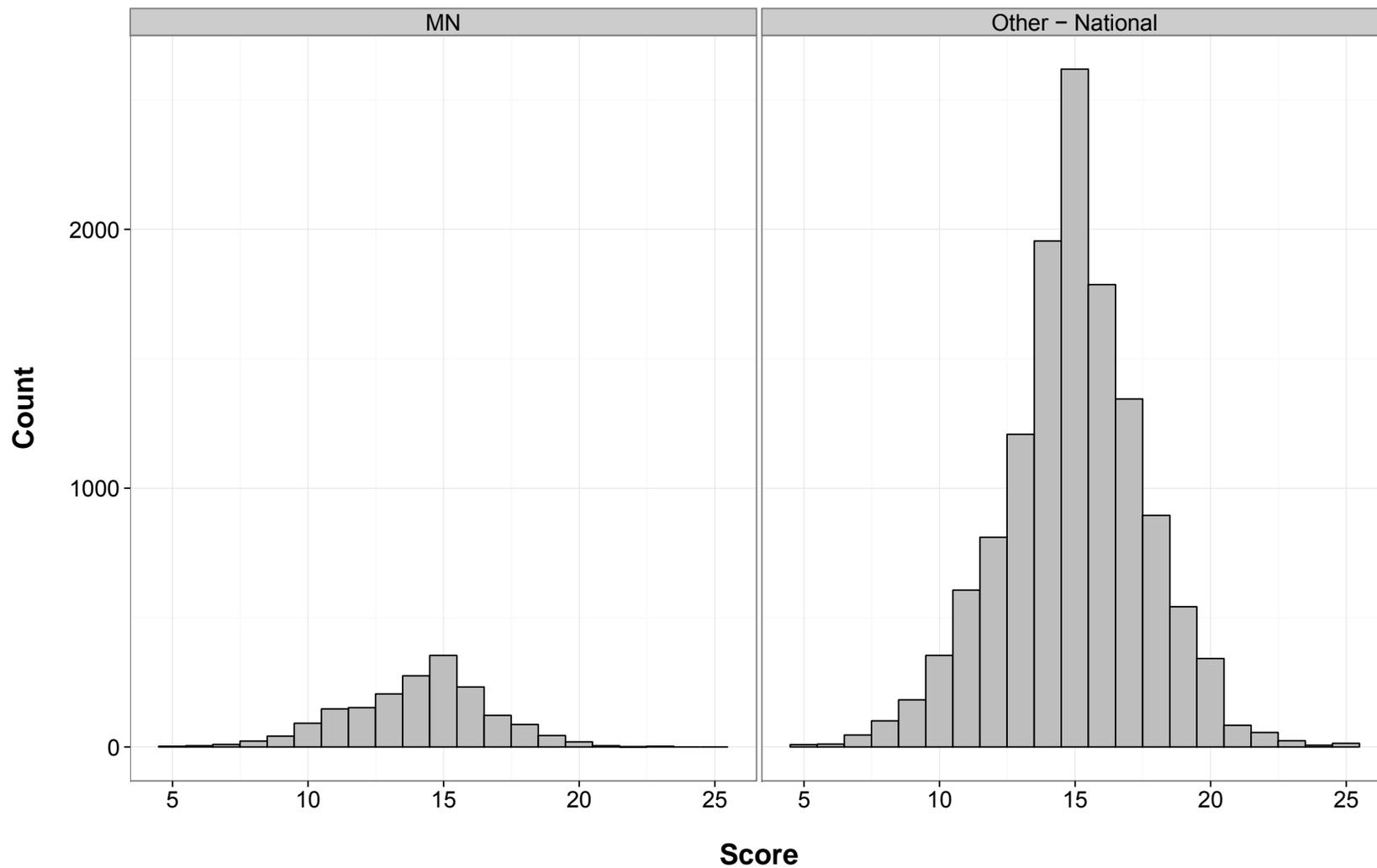
Figure Section 3. OP 2013-14 Histogram of Total and Task Scores by State (MN and National non-MN)



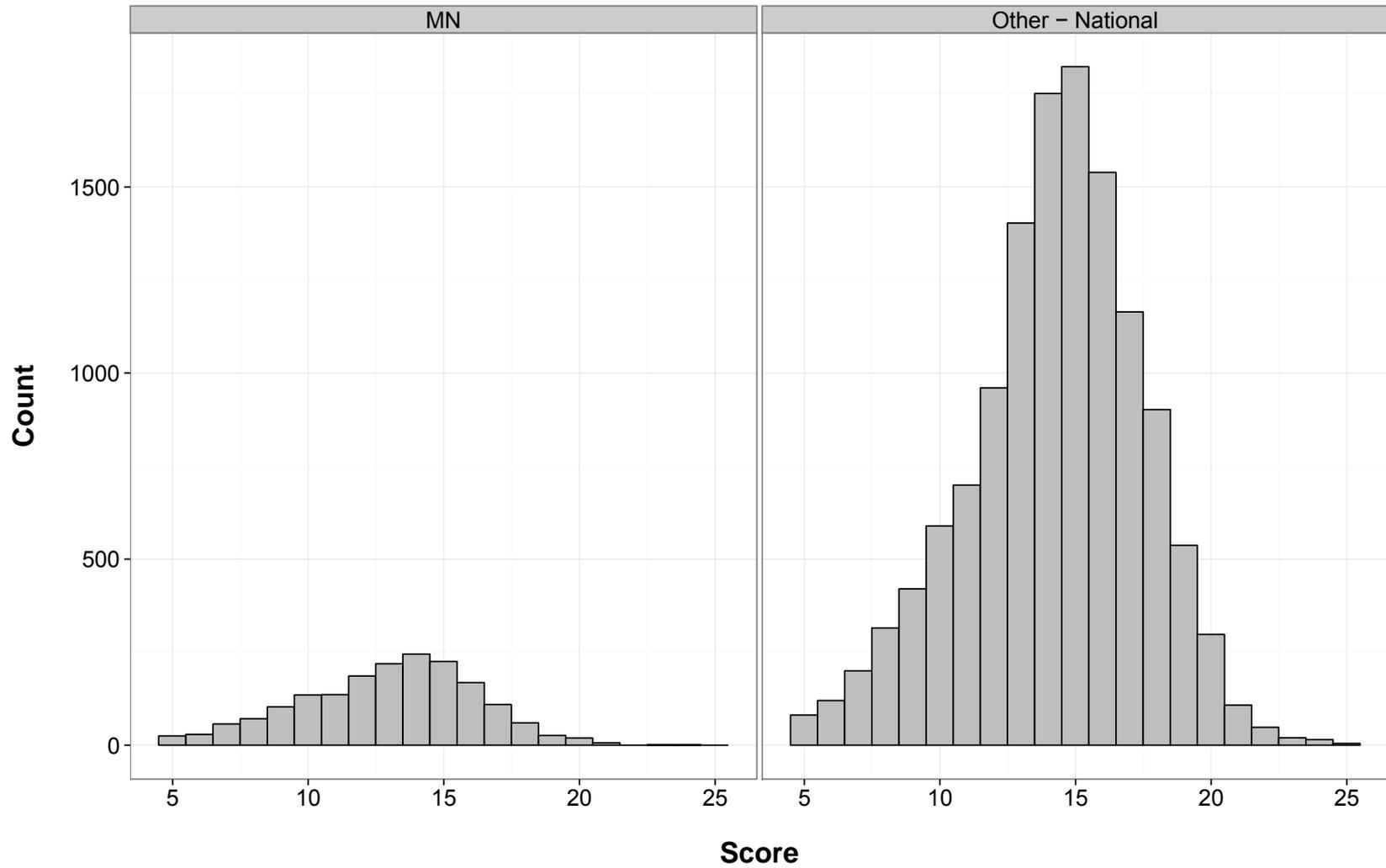
Histogram of Planning Score by State



Histogram of Instruction Score by State



Histogram of Assessment Score by State



APPENDIX D: Impact Data

Passing Rates

In this section, we report predicted passing rates at various cut scores. We do this by reporting the passing rate that would have been observed in the current sample of edTPA candidates based on a range of possible cut scores. We report the number of candidates passing and the passing rate (as a percentage of all candidates in a given group) overall, by credential area, and by demographic characteristics. These data provide information about anticipated passing rates, but as noted previously, because this is only a sample of all teacher candidates and because the stakes attached to the results varied by program and state, they do not necessarily represent the population of teacher candidates at large, or the exact passing rate expected in future administrations of the edTPA. They are meant to provide guidance in anticipating general passing rates.

For candidates receiving a double-scored portfolio, the average score is used. If an average score is a half-point score (e.g., 41.5) that score is rounded up to the nearest integer (e.g., 42) for determining passing status relative to a cut score.

For World and Classical Language Portfolios and Elementary Education Portfolios, total score cut scores are adjusted. Language portfolios have 13 rubrics, and the adjusted passing score is:

$$(\text{CutScore} / 15) * (13)$$

For Elementary Education with 18 rubrics it is:

$$(\text{CutScore} / 15) * (18)$$

Where CutScore is the 15-rubric cut score. These adjusted values are rounded down to the nearest integer (e.g., 36.7 rounds to 36.0).

Note on Small Sample Sizes

For credential areas and demographic groups with fewer than 25 portfolios (e.g., in a given credential area by state combination), we do not report passing rates separately. When sample sizes are small, the observed passing rates include a great deal of sampling error and may not provide a good indication of the performance of the larger population. All submissions across all fields and groups are included in the overall passing rates.

Note: Throughout all tables, N = total submissions in that group, N Pass = number passing, and PR = passing rate as a percentage of all candidates in the indicated group.

Table 1. OP 2013-14 Overall Passing Rates by Cut Score

OP 2013-14 Overall Modeled Total Score Passing Rates

Cut Score	Adj. Cut 13	Adj. Cut 18	National (Non-MN)			MN		
			Total N	N Pass	Perc.	Total N	N Pass	Perc.
30	26	36	13257	12769	0.96	1880	1749	0.93
31	26	37	13257	12639	0.95	1880	1720	0.91
32	27	38	13257	12463	0.94	1880	1671	0.89
33	28	39	13257	12240	0.92	1880	1617	0.86
34	29	40	13257	11980	0.90	1880	1541	0.82
35	30	42	13257	11632	0.88	1880	1468	0.78
36	31	43	13257	11270	0.85	1880	1395	0.74
37	32	44	13257	11057	0.83	1880	1354	0.72
38	32	45	13257	10869	0.82	1880	1311	0.70
39	33	46	13257	10684	0.81	1880	1269	0.68
40	34	48	13257	10490	0.79	1880	1240	0.66
41	35	49	13257	10227	0.77	1880	1193	0.63
42	36	50	13257	9858	0.74	1880	1143	0.61
43	37	51	13257	9004	0.68	1880	997	0.53
44	38	52	13257	8078	0.61	1880	847	0.45
45	39	54	13257	7065	0.53	1880	719	0.38
46	39	55	13257	6186	0.47	1880	599	0.32
47	40	56	13257	5417	0.41	1880	494	0.26
48	41	57	13257	4680	0.35	1880	411	0.22
49	42	58	13257	4022	0.30	1880	326	0.17
50	43	60	13257	3363	0.25	1880	266	0.14
51	44	61	13257	2829	0.21	1880	201	0.11
52	45	62	13257	2359	0.18	1880	160	0.09
53	45	63	13257	1950	0.15	1880	125	0.07
54	46	64	13257	1544	0.12	1880	92	0.05
55	47	66	13257	1219	0.09	1880	66	0.04

NOTE: Total score passing rates include Language and Elem Ed portfolios using adjusted cut scores.

Table 2. OP 2013-14 Overall Passing Rates by Task

OP 2013-14 Overall Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	12997	12572	0.97	12648	0.97	11861	0.91	1822	1714	0.94	1739	0.95	1536	0.84
11	12997	12170	0.94	12294	0.95	11272	0.87	1822	1611	0.88	1647	0.9	1401	0.77
12	12997	11668	0.9	11688	0.9	10573	0.81	1822	1515	0.83	1500	0.82	1265	0.69
13	12997	11117	0.86	10878	0.84	9613	0.74	1822	1391	0.76	1348	0.74	1079	0.59
14	12997	10356	0.8	9670	0.74	8210	0.63	1822	1273	0.7	1143	0.63	860	0.47
15	12997	9097	0.7	7715	0.59	6459	0.5	1822	1076	0.59	868	0.48	615	0.34
16	12997	6860	0.53	5096	0.39	4636	0.36	1822	708	0.39	514	0.28	390	0.21
17	12997	4862	0.37	3309	0.25	3097	0.24	1822	444	0.24	282	0.15	222	0.12
18	12997	3169	0.24	1964	0.15	1933	0.15	1822	279	0.15	160	0.09	113	0.06
19	12997	1902	0.15	1069	0.08	1031	0.08	1822	133	0.07	73	0.04	53	0.03
20	12997	1019	0.08	527	0.04	494	0.04	1822	68	0.04	29	0.02	27	0.01

NOTE: Task score passing rates exclude World and Classical Language portfolios that contain differing numbers of rubrics.

Table Section 3. OP 2013-14 Modeled Task Score Passing Rates, by Credential Area

OP 2013-14 Early Childhood Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	1678	1647	0.98	1638	0.98	1516	0.9	87	84	0.97	84	0.97	70	0.8
11	1678	1614	0.96	1569	0.94	1421	0.85	87	83	0.95	77	0.89	61	0.7
12	1678	1562	0.93	1461	0.87	1314	0.78	87	78	0.9	67	0.77	53	0.61
13	1678	1493	0.89	1326	0.79	1155	0.69	87	72	0.83	56	0.64	42	0.48
14	1678	1402	0.84	1090	0.65	908	0.54	87	64	0.74	43	0.49	31	0.36
15	1678	1245	0.74	780	0.46	636	0.38	87	55	0.63	30	0.34	17	0.2
16	1678	887	0.53	467	0.28	404	0.24	87	29	0.33	19	0.22	7	0.08
17	1678	633	0.38	276	0.16	257	0.15	87	13	0.15	10	0.11	4	0.05
18	1678	428	0.26	142	0.08	149	0.09	87	9	0.1	7	0.08	2	0.02
19	1678	244	0.15	74	0.04	74	0.04	87	6	0.07	3	0.03	1	0.01
20	1678	126	0.08	35	0.02	35	0.02	87	2	0.02	2	0.02	1	0.01

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OP 2013-14 Elementary Literacy Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	1111	1062	0.96	1083	0.97	1034	0.93	430	391	0.91	413	0.96	360	0.84
11	1111	1026	0.92	1056	0.95	996	0.9	430	351	0.82	386	0.9	325	0.76
12	1111	969	0.87	1003	0.9	929	0.84	430	322	0.75	344	0.8	294	0.68
13	1111	912	0.82	930	0.84	845	0.76	430	285	0.66	311	0.72	254	0.59
14	1111	853	0.77	834	0.75	735	0.66	430	256	0.6	267	0.62	208	0.48
15	1111	734	0.66	675	0.61	578	0.52	430	209	0.49	209	0.49	150	0.35
16	1111	515	0.46	437	0.39	400	0.36	430	122	0.28	122	0.28	101	0.23
17	1111	336	0.3	256	0.23	275	0.25	430	79	0.18	66	0.15	53	0.12
18	1111	208	0.19	133	0.12	163	0.15	430	48	0.11	32	0.07	27	0.06
19	1111	135	0.12	74	0.07	79	0.07	430	22	0.05	16	0.04	15	0.03
20	1111	74	0.07	29	0.03	36	0.03	430	18	0.04	7	0.02	7	0.02

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

OP 2013-14 Elementary Mathematics Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	1456	1445	0.99	1451	1	1399	0.96	395	382	0.97	387	0.98	351	0.89
11	1456	1429	0.98	1441	0.99	1346	0.92	395	373	0.94	379	0.96	329	0.83
12	1456	1405	0.96	1410	0.97	1302	0.89	395	361	0.91	365	0.92	300	0.76
13	1456	1368	0.94	1359	0.93	1213	0.83	395	340	0.86	341	0.86	255	0.65
14	1456	1308	0.9	1239	0.85	1072	0.74	395	322	0.82	308	0.78	206	0.52
15	1456	1160	0.8	1039	0.71	863	0.59	395	287	0.73	229	0.58	167	0.42
16	1456	894	0.61	668	0.46	643	0.44	395	192	0.49	117	0.3	108	0.27
17	1456	642	0.44	434	0.3	432	0.3	395	109	0.28	56	0.14	53	0.13
18	1456	398	0.27	264	0.18	250	0.17	395	63	0.16	30	0.08	20	0.05
19	1456	217	0.15	147	0.1	124	0.09	395	26	0.07	16	0.04	4	0.01
20	1456	114	0.08	74	0.05	46	0.03	395	9	0.02	4	0.01	3	0.01

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OP 2013-14 English as an Additional Language Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	120	116	0.97	118	0.98	114	0.95	55	54	0.98	53	0.96	54	0.98
11	120	113	0.94	117	0.98	110	0.92	55	52	0.95	49	0.89	50	0.91
12	120	113	0.94	116	0.97	109	0.91	55	50	0.91	48	0.87	49	0.89
13	120	109	0.91	110	0.92	105	0.88	55	48	0.87	47	0.85	44	0.8
14	120	104	0.87	102	0.85	96	0.8	55	45	0.82	44	0.8	40	0.73
15	120	98	0.82	86	0.72	90	0.75	55	42	0.76	38	0.69	31	0.56
16	120	90	0.75	66	0.55	71	0.59	55	38	0.69	30	0.55	22	0.4
17	120	70	0.58	57	0.48	54	0.45	55	34	0.62	26	0.47	19	0.35
18	120	61	0.51	40	0.33	39	0.32	55	25	0.45	17	0.31	11	0.2
19	120	43	0.36	26	0.22	26	0.22	55	14	0.25	11	0.2	9	0.16
20	120	27	0.22	13	0.11	16	0.13	55	9	0.16	3	0.05	1	0.02

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OP 2013-14 Performing Arts Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	639	626	0.98	613	0.96	586	0.92	91	82	0.9	83	0.91	72	0.79
11	639	611	0.96	589	0.92	556	0.87	91	77	0.85	80	0.88	64	0.7
12	639	595	0.93	560	0.88	522	0.82	91	77	0.85	68	0.75	63	0.69
13	639	578	0.9	505	0.79	467	0.73	91	71	0.78	62	0.68	53	0.58
14	639	543	0.85	439	0.69	394	0.62	91	69	0.76	47	0.52	42	0.46
15	639	471	0.74	349	0.55	314	0.49	91	55	0.6	36	0.4	30	0.33
16	639	339	0.53	241	0.38	223	0.35	91	33	0.36	21	0.23	19	0.21
17	639	236	0.37	146	0.23	147	0.23	91	20	0.22	11	0.12	9	0.1
18	639	152	0.24	88	0.14	99	0.15	91	14	0.15	5	0.05	7	0.08
19	639	79	0.12	39	0.06	56	0.09	91	7	0.08	1	0.01	2	0.02
20	639	34	0.05	17	0.03	27	0.04	91	2	0.02	0	0	1	0.01

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

OP 2013-14 Physical Education Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	386	370	0.96	376	0.97	326	0.84	54	49	0.91	49	0.91	36	0.67
11	386	357	0.92	365	0.95	310	0.8	54	43	0.8	44	0.81	29	0.54
12	386	341	0.88	358	0.93	287	0.74	54	38	0.7	41	0.76	23	0.43
13	386	321	0.83	340	0.88	255	0.66	54	33	0.61	33	0.61	20	0.37
14	386	279	0.72	316	0.82	205	0.53	54	28	0.52	28	0.52	12	0.22
15	386	241	0.62	252	0.65	140	0.36	54	21	0.39	19	0.35	7	0.13
16	386	180	0.47	185	0.48	98	0.25	54	13	0.24	11	0.2	5	0.09
17	386	124	0.32	111	0.29	68	0.18	54	7	0.13	5	0.09	3	0.06
18	386	88	0.23	74	0.19	38	0.1	54	4	0.07	3	0.06	1	0.02
19	386	55	0.14	41	0.11	23	0.06	54	1	0.02	0	0	0	0
20	386	25	0.06	21	0.05	12	0.03	54	0	0	0	0	0	0

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

OP 2013-14 Secondary English - Language Arts Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	942	933	0.99	933	0.99	904	0.96	133	132	0.99	129	0.97	121	0.91
11	942	923	0.98	923	0.98	881	0.94	133	129	0.97	126	0.95	115	0.86
12	942	900	0.96	898	0.95	847	0.9	133	124	0.93	120	0.9	102	0.77
13	942	872	0.93	862	0.92	799	0.85	133	117	0.88	109	0.82	89	0.67
14	942	834	0.89	789	0.84	701	0.74	133	109	0.82	92	0.69	67	0.5
15	942	764	0.81	655	0.7	586	0.62	133	92	0.69	66	0.5	49	0.37
16	942	625	0.66	470	0.5	456	0.48	133	59	0.44	41	0.31	31	0.23
17	942	461	0.49	324	0.34	334	0.35	133	51	0.38	24	0.18	21	0.16
18	942	290	0.31	221	0.23	220	0.23	133	25	0.19	10	0.08	14	0.11
19	942	188	0.2	127	0.13	132	0.14	133	12	0.09	4	0.03	7	0.05
20	942	104	0.11	71	0.08	60	0.06	133	5	0.04	3	0.02	3	0.02

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OP 2013-14 Secondary History - Social Studies Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	903	883	0.98	881	0.98	838	0.93	149	144	0.97	141	0.95	128	0.86
11	903	864	0.96	863	0.96	799	0.88	149	138	0.93	132	0.89	119	0.8
12	903	845	0.94	818	0.91	748	0.83	149	136	0.91	117	0.79	108	0.72
13	903	820	0.91	768	0.85	688	0.76	149	129	0.87	101	0.68	91	0.61
14	903	765	0.85	708	0.78	621	0.69	149	120	0.81	79	0.53	71	0.48
15	903	690	0.76	588	0.65	489	0.54	149	101	0.68	59	0.4	47	0.32
16	903	477	0.53	361	0.4	352	0.39	149	58	0.39	26	0.17	23	0.15
17	903	320	0.35	242	0.27	251	0.28	149	30	0.2	16	0.11	9	0.06
18	903	208	0.23	149	0.17	165	0.18	149	21	0.14	12	0.08	3	0.02
19	903	128	0.14	83	0.09	100	0.11	149	13	0.09	2	0.01	2	0.01
20	903	83	0.09	53	0.06	57	0.06	149	9	0.06	2	0.01	2	0.01

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

OP 2013-14 Secondary Mathematics Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	847	842	0.99	842	0.99	821	0.97	115	114	0.99	112	0.97	106	0.92
11	847	835	0.99	829	0.98	796	0.94	115	110	0.96	109	0.95	99	0.86
12	847	816	0.96	801	0.95	755	0.89	115	108	0.94	103	0.9	93	0.81
13	847	785	0.93	753	0.89	705	0.83	115	99	0.86	91	0.79	79	0.69
14	847	734	0.87	662	0.78	634	0.75	115	86	0.75	73	0.63	54	0.47
15	847	629	0.74	521	0.62	524	0.62	115	66	0.57	58	0.5	35	0.3
16	847	487	0.57	356	0.42	379	0.45	115	47	0.41	35	0.3	23	0.2
17	847	344	0.41	226	0.27	220	0.26	115	28	0.24	12	0.1	15	0.13
18	847	218	0.26	120	0.14	129	0.15	115	19	0.17	7	0.06	6	0.05
19	847	121	0.14	58	0.07	58	0.07	115	8	0.07	2	0.02	1	0.01
20	847	54	0.06	22	0.03	24	0.03	115	4	0.03	0	0	1	0.01

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

OP 2013-14 Secondary Science Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Planning		Instruction		Assessment			Planning		Instruction		Assessment		
	Total N	N Pass	Perc.	N Pass	Perc.	N Pass	Perc.	Total N	N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	728	719	0.99	704	0.97	699	0.96	100	97	0.97	96	0.96	85	0.85
11	728	701	0.96	671	0.92	679	0.93	100	93	0.93	87	0.87	79	0.79
12	728	681	0.94	640	0.88	640	0.88	100	89	0.89	77	0.77	70	0.7
13	728	654	0.9	600	0.82	589	0.81	100	82	0.82	70	0.7	66	0.66
14	728	617	0.85	553	0.76	526	0.72	100	74	0.74	63	0.63	62	0.62
15	728	565	0.78	445	0.61	454	0.62	100	69	0.69	53	0.53	45	0.45
16	728	476	0.65	331	0.45	342	0.47	100	54	0.54	38	0.38	32	0.32
17	728	373	0.51	225	0.31	230	0.32	100	34	0.34	28	0.28	26	0.26
18	728	253	0.35	137	0.19	155	0.21	100	26	0.26	21	0.21	17	0.17
19	728	149	0.2	71	0.1	76	0.1	100	13	0.13	12	0.12	8	0.08
20	728	81	0.11	37	0.05	43	0.06	100	7	0.07	6	0.06	5	0.05

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OP 2013-14 Special Education Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	1412	1259	0.89	1314	0.93	1105	0.78	100	80	0.8	88	0.88	64	0.64
11	1412	1111	0.79	1267	0.9	975	0.69	100	61	0.61	81	0.81	53	0.53
12	1412	978	0.69	1157	0.82	860	0.61	100	41	0.41	64	0.64	41	0.41
13	1412	866	0.61	1034	0.73	746	0.53	100	32	0.32	48	0.48	25	0.25
14	1412	754	0.53	899	0.64	585	0.41	100	24	0.24	35	0.35	18	0.18
15	1412	598	0.42	682	0.48	430	0.3	100	14	0.14	23	0.23	12	0.12
16	1412	423	0.3	407	0.29	287	0.2	100	11	0.11	18	0.18	5	0.05
17	1412	288	0.2	261	0.18	177	0.13	100	6	0.06	8	0.08	3	0.03
18	1412	178	0.13	157	0.11	106	0.08	100	6	0.06	5	0.05	2	0.02
19	1412	118	0.08	87	0.06	57	0.04	100	3	0.03	3	0.03	2	0.02
20	1412	67	0.05	50	0.04	36	0.03	100	1	0.01	2	0.02	2	0.02

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OP 2013-14 Visual Arts Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
10	284	276	0.97	277	0.98	262	0.92	49	49	1	46	0.94	43	0.88
11	284	274	0.96	274	0.96	253	0.89	49	49	1	45	0.92	39	0.8
12	284	273	0.96	269	0.95	240	0.85	49	45	0.92	43	0.88	36	0.73
13	284	267	0.94	255	0.9	219	0.77	49	44	0.9	40	0.82	31	0.63
14	284	259	0.91	236	0.83	177	0.62	49	42	0.86	33	0.67	23	0.47
15	284	243	0.86	175	0.62	134	0.47	49	36	0.73	24	0.49	12	0.24
16	284	205	0.72	128	0.45	98	0.35	49	30	0.61	19	0.39	6	0.12
17	284	125	0.44	94	0.33	64	0.23	49	17	0.35	11	0.22	4	0.08
18	284	88	0.31	60	0.21	40	0.14	49	10	0.2	4	0.08	2	0.04
19	284	51	0.18	35	0.12	19	0.07	49	4	0.08	1	0.02	1	0.02
20	284	36	0.13	18	0.06	6	0.02	49	2	0.04	0	0	0	0

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OP 2013-14 World Language Modeled Task Passing Rates

Cut Score	National (Non-MN)							MN						
	Total N	Planning		Instruction		Assessment		Total N	Planning		Instruction		Assessment	
		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.		N Pass	Perc.	N Pass	Perc.	N Pass	Perc.
7	256	253	0.99	256	1	246	0.96	58	58	1	58	1	55	0.95
8	256	250	0.98	254	0.99	238	0.93	58	57	0.98	58	1	53	0.91
9	256	242	0.95	246	0.96	224	0.88	58	55	0.95	57	0.98	49	0.84
10	256	235	0.92	242	0.95	213	0.83	58	53	0.91	54	0.93	44	0.76
11	256	224	0.88	232	0.91	186	0.73	58	50	0.86	51	0.88	38	0.66
12	256	214	0.84	219	0.86	149	0.58	58	44	0.76	45	0.78	29	0.5
13	256	195	0.76	194	0.76	123	0.48	58	35	0.6	39	0.67	23	0.4
14	256	166	0.65	172	0.67	89	0.35	58	27	0.47	31	0.53	16	0.28
15	256	131	0.51	146	0.57	55	0.21	58	16	0.28	25	0.43	11	0.19
16	256	90	0.35	110	0.43	32	0.12	58	9	0.16	18	0.31	7	0.12
17	256	27	0.11	84	0.33	13	0.05	58	4	0.07	12	0.21	2	0.03
18	256	7	0.03	60	0.23	6	0.02	58	2	0.03	10	0.17	1	0.02
19	256	2	0.01	40	0.16	3	0.01	58	1	0.02	6	0.1	0	0
20	256	0	0	16	0.06	0	0	58	1	0.02	4	0.07	0	0

NOTE: Planning and Assessment task scores are based on 4 rubrics for World Language Portfolios.

Table 4. Passing Rates by Task, by Gender

Task 1: PLANNING

Cut Score	National - 15 Rubrics					
	Male		Female		Undeclared	
	N	PR	N	PR	N	PR
10	2,647	0.96	8,385	0.97	133	0.94
11	2,548	0.92	8,110	0.94	132	0.93
12	2,415	0.87	7,802	0.90	127	0.89
13	2,268	0.82	7,416	0.86	124	0.87
14	2,061	0.74	6,921	0.80	115	0.81
15	1,763	0.64	6,073	0.70	104	0.73
16	1,304	0.47	4,546	0.53	78	0.55
17	915	0.33	3,242	0.37	57	0.40
18	587	0.21	2,138	0.25	45	0.32
19	369	0.13	1,262	0.15	24	0.17
20	209	0.08	676	0.08	14	0.10

Cut Score	Minnesota - 15 Rubrics					
	Male		Female		Undeclared	
	N	PR	N	PR	N	PR
10	456	0.93	1,226	0.94	29	0.91
11	416	0.85	1,160	0.89	28	0.88
12	390	0.80	1,090	0.84	26	0.81
13	347	0.71	1,008	0.77	22	0.69
14	305	0.63	916	0.70	19	0.59
15	246	0.50	774	0.59	13	0.41
16	158	0.32	512	0.39	9	0.28
17	94	0.19	335	0.26	5	0.16
18	57	0.12	207	0.16	4	0.13
19	29	0.06	100	0.08	3	0.09
20	17	0.03	49	0.04	2	0.06

Task 2: INSTRUCTION

Cut Score	National - 15 Rubrics					
	Male		Female		Undeclared	
	N	PR	N	PR	N	PR
10	2,667	0.96	8,422	0.97	138	0.97
11	2,575	0.93	8,189	0.95	136	0.96
12	2,399	0.87	7,759	0.90	131	0.92
13	2,184	0.79	7,207	0.83	113	0.80
14	1,914	0.69	6,323	0.73	99	0.70
15	1,513	0.55	4,992	0.58	84	0.59
16	1,000	0.36	3,293	0.38	52	0.37
17	623	0.22	2,162	0.25	37	0.26
18	382	0.14	1,277	0.15	28	0.20
19	224	0.08	687	0.08	18	0.13
20	110	0.04	354	0.04	13	0.09

Cut Score	Minnesota - 15 Rubrics					
	Male		Female		Undeclared	
	N	PR	N	PR	N	PR
10	452	0.93	1,256	0.97	30	0.94
11	422	0.86	1,184	0.91	27	0.84
12	361	0.74	1,096	0.84	26	0.81
13	308	0.63	990	0.76	24	0.75
14	255	0.52	833	0.64	20	0.63
15	185	0.38	640	0.49	11	0.34
16	98	0.20	377	0.29	5	0.16
17	56	0.11	217	0.17	3	0.09
18	35	0.07	120	0.09	2	0.06
19	10	0.02	59	0.05	1	0.03
20	4	0.01	25	0.02	0	0.00

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Task 3: ASSESSMENT

Cut Score	National - 15 Rubrics					
	Male		Female		Undeclared	
	N	PR	N	PR	N	PR
10	2,445	0.88	7,885	0.91	127	0.89
11	2,298	0.83	7,470	0.86	123	0.87
12	2,117	0.76	7,001	0.81	115	0.81
13	1,882	0.68	6,329	0.73	105	0.74
14	1,613	0.58	5,351	0.62	90	0.63
15	1,234	0.45	4,215	0.49	69	0.49
16	872	0.31	3,010	0.35	52	0.37
17	588	0.21	1,998	0.23	33	0.23
18	373	0.13	1,232	0.14	22	0.15
19	187	0.07	665	0.08	13	0.09
20	96	0.03	317	0.04	5	0.04

Cut Score	Minnesota - 15 Rubrics					
	Male		Female		Undeclared	
	N	PR	N	PR	N	PR
10	388	0.80	1,113	0.86	28	0.88
11	343	0.70	1,021	0.78	22	0.69
12	306	0.63	914	0.70	19	0.59
13	254	0.52	777	0.60	16	0.50
14	194	0.40	620	0.48	13	0.41
15	133	0.27	454	0.35	11	0.34
16	75	0.15	296	0.23	6	0.19
17	42	0.09	170	0.13	3	0.09
18	19	0.04	91	0.07	0	0.00
19	7	0.01	45	0.03	0	0.00
20	3	0.01	24	0.02	0	0.00

Table 5. Passing Rates by Task, by Primary Language

Task 1 PLANNING

Cut Score	Primary language					
	English		Non-English		Undeclared	
	N	PR	N	PR	N	PR
10	10,872	0.97	187	0.97	106	0.97
11	10,508	0.93	181	0.94	101	0.93
12	10,074	0.89	174	0.91	96	0.88
13	9,549	0.85	168	0.88	91	0.83
14	8,856	0.79	158	0.82	83	0.76
15	7,728	0.69	137	0.71	75	0.69
16	5,767	0.51	107	0.56	54	0.50
17	4,091	0.36	83	0.43	40	0.37
18	2,682	0.24	57	0.30	31	0.28
19	1,602	0.14	35	0.18	18	0.17
20	872	0.08	14	0.07	13	0.12

Cut Score	Primary language					
	English		Non-English		Undeclared	
	N	PR	N	PR	N	PR
10	1,685	0.94	17	1.00	9	0.90
11	1,581	0.88	15	0.88	8	0.80
12	1,486	0.83	13	0.76	7	0.70
13	1,358	0.76	13	0.76	6	0.60
14	1,225	0.68	10	0.59	5	0.50
15	1,018	0.57	10	0.59	5	0.50
16	670	0.37	7	0.41	2	0.20
17	429	0.24	4	0.24	1	0.10
18	264	0.15	3	0.18	1	0.10
19	129	0.07	2	0.12	1	0.10
20	65	0.04	2	0.12	1	0.10

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

Task 2 INSTRUCTION

Cut Score	Primary language					
	English		Non-English		Undeclared	
	N	PR	N	PR	N	PR
10	10,930	0.97	192	1.00	105	0.96
11	10,606	0.94	189	0.98	105	0.96
12	10,011	0.89	179	0.93	99	0.91
13	9,246	0.82	169	0.88	89	0.82
14	8,115	0.72	145	0.76	76	0.70
15	6,416	0.57	113	0.59	60	0.55
16	4,241	0.38	66	0.34	38	0.35
17	2,762	0.25	38	0.20	22	0.20
18	1,646	0.15	26	0.14	15	0.14
19	903	0.08	16	0.08	10	0.09
20	462	0.04	8	0.04	7	0.06

Cut Score	Primary language					
	English		Non-English		Undeclared	
	N	PR	N	PR	N	PR
10	1,712	0.95	17	1.00	9	0.90
11	1,607	0.90	17	1.00	9	0.90
12	1,459	0.81	15	0.88	9	0.90
13	1,302	0.73	14	0.82	6	0.60
14	1,092	0.61	13	0.76	3	0.30
15	825	0.46	9	0.53	2	0.20
16	473	0.26	5	0.29	2	0.20
17	272	0.15	3	0.18	1	0.10
18	155	0.09	1	0.06	1	0.10
19	68	0.04	1	0.06	1	0.10
20	27	0.02	1	0.06	1	0.10

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

Task 3 ASSESSMENT

Cut Score	Primary language					
	English		Non-English		Undeclared	
	N	PR	N	PR	N	PR
10	10,179	0.90	180	0.94	98	0.90
11	9,624	0.85	172	0.90	95	0.87
12	8,980	0.80	165	0.86	88	0.81
13	8,080	0.72	153	0.80	83	0.76
14	6,853	0.61	129	0.67	72	0.66
15	5,351	0.48	107	0.56	60	0.55
16	3,809	0.34	78	0.41	47	0.43
17	2,547	0.23	46	0.24	26	0.24
18	1,583	0.14	29	0.15	15	0.14
19	840	0.07	15	0.08	10	0.09
20	408	0.04	5	0.03	5	0.05

Cut Score	Primary language					
	English		Non-English		Undeclared	
	N	PR	N	PR	N	PR
10	1,504	0.84	16	0.94	9	0.90
11	1,366	0.76	13	0.76	7	0.70
12	1,221	0.68	12	0.71	6	0.60
13	1,034	0.58	8	0.47	5	0.50
14	819	0.46	6	0.35	2	0.20
15	591	0.33	6	0.35	1	0.10
16	372	0.21	4	0.24	1	0.10
17	212	0.12	2	0.12	1	0.10
18	107	0.06	2	0.12	1	0.10
19	49	0.03	2	0.12	1	0.10
20	25	0.01	1	0.06	1	0.10

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data
Table 6. Passing Rates by Task, by Ethnicity

Task 1 PLANNING

Cut Score	National - 15 Rubrics															
	Afr. Amer/Black		Amer Ind/Alask		Asian/Pac Is		Hispanic		White (non Hispanic)		Multiracial		Other		Undeclared	
	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR
10	297	0.96	28	0.93	361	0.99	461	0.98	9,282	0.96	299	0.97	104	0.95	333	0.97
11	275	0.89	27	0.90	355	0.97	441	0.94	8,969	0.93	294	0.96	102	0.94	327	0.95
12	253	0.82	27	0.90	349	0.95	421	0.90	8,596	0.89	283	0.92	97	0.89	318	0.92
13	229	0.74	26	0.87	339	0.93	398	0.85	8,146	0.85	275	0.90	90	0.83	305	0.89
14	207	0.67	25	0.83	325	0.89	376	0.80	7,539	0.78	259	0.84	85	0.78	281	0.82
15	176	0.57	24	0.80	289	0.79	323	0.69	6,578	0.68	224	0.73	77	0.71	249	0.72
16	125	0.41	18	0.60	228	0.62	238	0.51	4,895	0.51	169	0.55	60	0.55	195	0.57
17	78	0.25	13	0.43	163	0.45	179	0.38	3,472	0.36	120	0.39	40	0.37	149	0.43
18	49	0.16	5	0.17	122	0.33	119	0.25	2,260	0.23	83	0.27	28	0.26	104	0.30
19	22	0.07	2	0.07	74	0.20	62	0.13	1,367	0.14	47	0.15	19	0.17	62	0.18
20	13	0.04	0	0.00	42	0.11	29	0.06	748	0.08	24	0.08	7	0.06	36	0.10

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

Task 1

Cut Score	Minnesota - 15 Rubrics															
	Afr. Amer/Black		Amer Ind/Alask		Asian/Pac Is		Hispanic		White (non Hispanic)		Multiracial		Other		Undeclared	
	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR
10	20	0.91	12	0.92	29	1.00	16	0.94	1,552	0.94	27	0.96	6	0.86	49	0.91
11	17	0.77	10	0.77	26	0.90	15	0.88	1,457	0.88	25	0.89	5	0.71	49	0.91
12	12	0.55	9	0.69	26	0.90	14	0.82	1,369	0.83	24	0.86	5	0.71	47	0.87
13	10	0.45	8	0.62	26	0.90	12	0.71	1,251	0.76	22	0.79	3	0.43	45	0.83
14	8	0.36	8	0.62	23	0.79	10	0.59	1,134	0.69	17	0.61	1	0.14	39	0.72
15	6	0.27	6	0.46	18	0.62	8	0.47	951	0.58	15	0.54	1	0.14	28	0.52
16	3	0.14	5	0.38	9	0.31	2	0.12	626	0.38	12	0.43	1	0.14	21	0.39
17	2	0.09	2	0.15	4	0.14	2	0.12	398	0.24	10	0.36	1	0.14	15	0.28
18	2	0.09	1	0.08	2	0.07	1	0.06	242	0.15	8	0.29	1	0.14	11	0.20
19	0	0.00	0	0.00	1	0.03	1	0.06	115	0.07	7	0.25	1	0.14	7	0.13
20	0	0.00	0	0.00	1	0.03	0	0.00	57	0.03	5	0.18	0	0.00	5	0.09

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

Task 2 INSTRUCTION

Cut Score	National - 15 Rubrics															
	Afr. Amer/Black		Amer Ind/Alask		Asian/Pac Is		Hispanic		White (non Hispanic)		Multiracial		Other		Undeclared	
	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR
10	289	0.94	30	1.00	362	0.99	459	0.98	9,344	0.97	299	0.97	106	0.97	338	0.98
11	277	0.90	29	0.97	360	0.98	451	0.96	9,057	0.94	292	0.95	101	0.93	333	0.97
12	257	0.83	28	0.93	344	0.94	430	0.91	8,534	0.89	282	0.92	93	0.85	321	0.93
13	235	0.76	26	0.87	325	0.89	400	0.85	7,872	0.82	267	0.87	84	0.77	295	0.86
14	191	0.62	23	0.77	282	0.77	353	0.75	6,883	0.71	253	0.82	80	0.73	271	0.79
15	139	0.45	20	0.67	231	0.63	257	0.55	5,448	0.57	203	0.66	60	0.55	231	0.67
16	88	0.29	14	0.47	154	0.42	165	0.35	3,591	0.37	125	0.41	42	0.39	166	0.48
17	52	0.17	7	0.23	91	0.25	107	0.23	2,339	0.24	85	0.28	29	0.27	112	0.33
18	27	0.09	5	0.17	60	0.16	55	0.12	1,411	0.15	46	0.15	17	0.16	66	0.19
19	17	0.06	2	0.07	29	0.08	30	0.06	777	0.08	29	0.09	8	0.07	37	0.11
20	3	0.01	0	0.00	17	0.05	12	0.03	402	0.04	16	0.05	3	0.03	24	0.07

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

Task 2

Cut Score	Minnesota - 15 Rubrics															
	Afr. Amer/Black		Amer Ind/Alask		Asian/Pac Is		Hispanic		White (non Hispanic)		Multiracial		Other		Undeclared	
	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR
10	20	0.91	11	0.85	29	1.00	16	0.94	1,580	0.96	27	0.96	7	1.00	48	0.89
11	17	0.77	8	0.62	29	1.00	16	0.94	1,485	0.90	27	0.96	6	0.86	45	0.83
12	11	0.50	7	0.54	27	0.93	13	0.76	1,354	0.82	23	0.82	4	0.57	44	0.81
13	9	0.41	7	0.54	25	0.86	9	0.53	1,212	0.73	20	0.71	2	0.29	38	0.70
14	8	0.36	5	0.38	22	0.76	7	0.41	1,015	0.61	19	0.68	2	0.29	30	0.56
15	4	0.18	5	0.38	13	0.45	7	0.41	768	0.47	12	0.43	1	0.14	26	0.48
16	1	0.05	1	0.08	5	0.17	4	0.24	449	0.27	7	0.25	1	0.14	12	0.22
17	1	0.05	1	0.08	4	0.14	3	0.18	253	0.15	6	0.21	1	0.14	7	0.13
18	0	0.00	0	0.00	1	0.03	1	0.06	147	0.09	4	0.14	1	0.14	3	0.06
19	0	0.00	0	0.00	1	0.03	0	0.00	63	0.04	4	0.14	0	0.00	2	0.04
20	0	0.00	0	0.00	1	0.03	0	0.00	25	0.02	2	0.07	0	0.00	1	0.02

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

Task 3: ASSESSMENT

Cut Score	National - 15 Rubrics															
	Afr. Amer/Black		Amer Ind/Alask		Asian/Pac Is		Hispanic		White (non Hispanic)		Multiracial		Other		Undeclared	
	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR
10	249	0.81	28	0.93	350	0.96	425	0.90	8,705	0.90	285	0.93	97	0.89	318	0.92
11	229	0.74	27	0.90	340	0.93	403	0.86	8,222	0.85	273	0.89	90	0.83	307	0.89
12	209	0.68	25	0.83	331	0.90	377	0.80	7,664	0.80	256	0.83	85	0.78	286	0.83
13	185	0.60	23	0.77	313	0.86	341	0.73	6,885	0.72	237	0.77	77	0.71	255	0.74
14	146	0.47	20	0.67	276	0.75	293	0.62	5,817	0.60	206	0.67	63	0.58	233	0.68
15	102	0.33	15	0.50	234	0.64	218	0.46	4,557	0.47	160	0.52	50	0.46	182	0.53
16	60	0.19	10	0.33	168	0.46	168	0.36	3,239	0.34	117	0.38	38	0.35	134	0.39
17	34	0.11	2	0.07	117	0.32	115	0.24	2,166	0.22	73	0.24	27	0.25	85	0.25
18	20	0.06	1	0.03	80	0.22	73	0.16	1,342	0.14	49	0.16	16	0.15	46	0.13
19	6	0.02	0	0.00	45	0.12	33	0.07	721	0.07	25	0.08	9	0.08	26	0.08
20	2	0.01	0	0.00	17	0.05	16	0.03	357	0.04	9	0.03	5	0.05	12	0.03

edTPA Minnesota Standard Setting Conference—Briefing Book: OP 2013-14 Impact Data

Task 3

Cut Score	Minnesota - 15 Rubrics															
	Afr. Amer/Black		Amer Ind/Alask		Asian/Pac Is		Hispanic		White (non Hispanic)		Multiracial		Other		Undeclared	
	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR	N	PR
10	12	0.55	8	0.62	27	0.93	15	0.88	1,393	0.84	24	0.86	4	0.57	46	0.85
11	10	0.45	6	0.46	24	0.83	12	0.71	1,268	0.77	20	0.71	3	0.43	43	0.80
12	7	0.32	6	0.46	22	0.76	11	0.65	1,134	0.69	18	0.64	2	0.29	39	0.72
13	5	0.23	6	0.46	15	0.52	8	0.47	968	0.59	16	0.57	2	0.29	27	0.50
14	4	0.18	4	0.31	12	0.41	7	0.41	767	0.46	12	0.43	1	0.14	20	0.37
15	1	0.05	4	0.31	7	0.24	5	0.29	554	0.34	9	0.32	1	0.14	17	0.31
16	0	0.00	2	0.15	6	0.21	2	0.12	350	0.21	6	0.21	1	0.14	10	0.19
17	0	0.00	1	0.08	4	0.14	0	0.00	199	0.12	4	0.14	1	0.14	6	0.11
18	0	0.00	1	0.08	4	0.14	0	0.00	97	0.06	4	0.14	0	0.00	4	0.07
19	0	0.00	0	0.00	4	0.14	0	0.00	43	0.03	2	0.07	0	0.00	3	0.06
20	0	0.00	0	0.00	1	0.03	0	0.00	25	0.02	0	0.00	0	0.00	1	0.02

**APPENDIX E: Panelist Initial and Final Recommended Cutscores –
Rating Forms and Outcomes**

Panelist ID: _____



edTPA Minnesota Standard Setting Conference

Initial Passing Standard Recommendation

Think about a teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new teacher in Minnesota public schools.

Task 1 Planning (rubrics 1-5)

What score (the sum of all of the 5 rubric scores of this task of the edTPA) represents the level of performance that would be achieved by this individual? _____

Task 2 Instruction (rubrics 6-10)

What score (the sum of all of the 5 rubric scores of this task of the edTPA) represents the level of performance that would be achieved by this individual? _____

Task 3 Assessment (rubrics 11-15)

What score (the sum of all of the 5 rubric scores of this task of the edTPA) represents the level of performance that would be achieved by this individual? _____

Printed Name: _____

Institution/Affiliation: _____ State: _____

Signature

Date

TASK 1: PLANNING - Initial Rating

Avg	13.64
SD	0.91
Median	14.00
Min	12.00
Max	15.00
Mode	14.00
Rating	N Raters
10	0
11	0
12	3
13	7
14	11
15	4
16	0

TASK 3: ASSESSMENT - Initial Rating

Avg	12.64
SD	0.99
Median	13.00
Min	11.00
Max	15.00
Mode	13.00
Rating	N Raters
10	0
11	2
12	10
13	10
14	1
15	2
16	0

TASK 2: INSTRUCTION - Initial Rating

Avg	13.24
SD	1.01
Median	13.00
Min	12.00
Max	15.00
Mode	14.00
Rating	N Raters
10	0
11	0
12	8
13	5
14	10
15	2
16	0

Panelist ID: _____



edTPA Minnesota Standard Setting Conference

Final Passing Standard Recommendation

Think about a teacher candidate who is just at the level of knowledge and skills required to perform effectively the job of a new teacher in Minnesota public schools.

Task 1 Planning (rubrics 1-5)

What score (the sum of all of the 5 rubric scores of this task of the edTPA) represents the level of performance that would be achieved by this individual? _____

Task 2 Instruction (rubrics 6-10)

What score (the sum of all of the 5 rubric scores of this task of the edTPA) represents the level of performance that would be achieved by this individual? _____

Task 3 Assessment (rubrics 11-15)

What score (the sum of all of the 5 rubric scores of this task of the edTPA) represents the level of performance that would be achieved by this individual? _____

Printed Name: _____

Institution/Affiliation: _____ State: _____

Signature

Date

TASK 1: PLANNING - Final Rating

Avg	13.44
SD	0.71
Median	13.00
Min	12.00
Max	15.00
Mode	13.00
Rating	N Raters
10	0
11	0
12	1
13	14
14	8
15	2
16	0

TASK 3: ASSESSMENT - Final Rating

Avg	12.28
SD	0.98
Median	12.00
Min	11.00
Max	15.00
Mode	12.00
Rating	N Raters
10	0
11	5
12	11
13	7
14	1
15	1
16	0

TASK 2: INSTRUCTION - Final Rating

Avg	12.96
SD	0.84
Median	13.00
Min	12.00
Max	15.00
Mode	13.00
Rating	N Raters
10	0
11	0
12	8
13	11
14	5
15	1
16	0

MN edTPA State Standard Setting

Panelist Comments on Final Rating Forms:

- I would like the state to review this in a year
- To be reconsidered after 2 years
- Should be re-examined 3 years
- Tasks 2 and 3 should be revisited before 2016-17
- I believe the state should revisit this in one year to perhaps raise the cut score
- This should be reevaluated again with more data and implementation
- If the final group recommendation aligns with the numbers above, I think this should be revisited a year or two from now
- I feel that my ratings are based on the fact these are initial guidelines and should be reexamined in the future
- I would go with this recommendation with the intent that the state re-assess considering early data-next 1-3 years. I want to give programs time to front load the edTPA for their candidates, ensuring that programs can get up candidates for success
- I recommend that the state re-examine the scores set in 2 years
- To be revisited by the state within a year
- I think these standards should be revisited in a few years. These are lower than I would have liked but would like to set a reasonable goal and build up to higher expectations.

APPENDIX F: Panelist Evaluations - Form, Ratings and Feedback

**edTPA Minnesota Standard Setting Conference
August 6-7, 2014**

Evaluation Form

Please circle your response to each of the following questions. Additional comments may be made in the space at the bottom of this form. Please do not sign the Response Form so that your responses will be anonymous. If you would like a SCALE staff member to follow up with you, please contact us by email with your feedback. Thank you for your participation.

1. To what extent did you feel the presentations and edTPA materials provided electronically and in the Briefing Book were **supportive for making sound judgments**?

1	2	3	4	5
Not At All Supportive				Very Supportive

2. Overall, how did you feel about the **fairness of the process** in which you participated for setting the State Passing Standard for the edTPA?

1	2	3	4	5
Not At All Fair				Very Fair

3. Overall, how **satisfied are you with the process** in which you participated?

1	2	3	4	5
Not At All Satisfied				Very Satisfied

Please provide any additional comments about today's activities below or on the reverse side of this sheet. Thank you for your participation.

Supporting Sound Judgments	Fairness of Process	Satisfaction with Process	Comments
5	5	5	I am so greatly impressed. The entire event was so professional and the process (thank you Heather) was all conducted with fairness and openness. This was an eye-opening event. Thank you for this invitation!
5	5	5	
5	5	5	Excellent sessions! Thank you!
4	4	5	The time was used effectively with 1 1/2 days an amount to digest the info given we reviewed the 3 edTPAs prior to coming
5	4	5	Well planned and prepared. Heather did a great job of giving everyone a voice yet keeping us on track.
5	5	5	
4	5	5	It would have been helpful to have clarity about what our notetaking should be centered around prior to meeting
5	5	5	Thank you for your time and efforts. Well done!
5	5	5	I really enjoyed this standard setting experience. The organization of activities was logical and deepened my understanding of TPA. Throughout the 2 days, I consistently thought about how what I was learning in my pedagogy courses. Heather is a very talented facilitator. She is extraordinarily articulate, knowledgeable, and clear in her presentation.
5	5	5	
5	5	5	
5	5	5	Thank you
4	5	5	Excellent opportunity to see the process in action. Looking forward to seeing the positive impact of edTPA
4	4	4	Thank You! Great opportunity
4	5	5	
5	4	4	
4	5	4	
3	2	2	Homework directions: I would have liked to have my computer and access to candidate work to review for specific evidence. Based on the directions-answering why? Why not? I listed general ideas based on my Part 1 original list of what a beginning teacher in MN looks like to me. I didn't have specific evidence listed. Could the directions be more specific or could we be encouraged to bring laptops to gain access to candidate work. I felt the professional norms were ignored with large group discussion about length of video. 4-5 people-all but one from those facilitating or steering committee members (ex and present) in my opinion jumped on a participant who questioned length. It would have been nice to explore both sides. May set the tone it isn't okay to present opinions.
5	5	5	Excellent process, great variety of people in the process
5	5	5	
4	4	4	Having the forms we completed to evaluate the portfolios or a part of the homework would have helped me to be better focused for those discussions
5	5	5	I feel that this process was very well designed and implemented. This very thought provoking task made me analyze all of the data and candidate input and allowed me to feel very good about my individual recommendation
5	5	5	This standard setting process was an excellent one! The presentation of data, time allowed for small and large group discussion was wonderful. Respect shown for multiple perspectives was very professional!
4	3	3	
5	5	5	Great discussion. Thanks for not shutting it down. Great facilitation by Heather to keep us focused. Thanks to steering committee and Roxanne for all the logistics!
4.60	4.60	4.64	TOTAL

**APPENDIX G: Recommended Cutscores by Field, Including Standard Error of
Measurement**

