



edTPA Data

Minnesota Statewide Analysis

Task	Rubrics				
Planning	Understanding	Student needs	Using knowledge of students	Language demands	Assessments
Instruction	Environment	Engaging	Deepening	Subject-specific	Analyzing teaching
Assessment	Student learning	Providing feedback	Student use of feedback	Language	Inform instruction

5 per rubric
25 per task
75 total score

edTPA Overview

	<i>N</i>	Task 1	Task 2	Task 3
13/14 – 14/15	4662	74%	71%	66%
2013/2014	1966	73%	70%	65%
2014/2015	2696	74%	72%	67%

Data Overview

- Almost all areas showed growth.
- All areas except Special Education and Physical Education were above 70% in Task 1, 64% in Task 2, and 59% in Task 3.
- Elem Math (84, 84, 74) vs Elem Lit (70, 70, 67)

	Range*	Above 70%	Mean Range*
Task 1	52%-87% (70)	24 of 26	12.81 - 16.17
Task 2	61% - 84% (64)	21 of 26	12.95 – 14.81
Task 3	42% - 83% (59)	21 of 26	10.92 – 14.09

*Not including Special Education

Licensure Area

	Range	% above 70%	Mean Range
Task 1	56%-100%	71% of institutions	12.68 - 16.56
Task 2	49% - 96%	68% of institutions	12.02 – 15.34
Task 3	39% - 98%	50% of institutions	9.91 – 15.89

Institution

	Range	Total	Mean Range
Task 1	52%-75%	74%	12.5 – 14.3
Task 2	58% - 80%	71%	12 – 13.8
Task 3	47% - 68%	66%	11.4 – 12.8

Demographics: Race/Ethnicity

1. First consequential year
2. Removing process bugs
3. Score setting questions:
 - a) What level indicates a candidate is ready for the classroom? (first year)
 - b) How important is passing rate?
 - c) Is task level the best breakdown?

Takeaways
