edTPA™

2013 edTPA Field Test: Summary Report | *November 2013*

SCALE
Stanford Center for Assessment, Learning and Equity

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Preface and Acknowledgements

This report summarizes key data and information from technical reports that developers of the edTPA, a performance assessment for beginning teachers, have prepared based on several years of development and field testing.

These reports are shared with state education agencies and Institutions of Higher Education that are considering adoption of edTPA, with the understanding that they should decide whether and how to use edTPA based on their own review of the available information. A full version of the edTPA Technical Report will be published later this academic year. The edTPA Technical Advisory Committee will continue its review of the edTPA data from both the development and operation phases and make recommendations for future research.

This summary report was authored by Raymond L. Pecheone, Executive Director, SCALE; Benjamin Shear, Research Assistant, SCALE; Andrea Whittaker, Director, Teacher Performance Assessment, Stanford University School of Education, and Linda Darling-Hammond, Charles E. Ducommun Professor of Education at the Stanford Graduate School of Education.

The analyses contained in this summary report were reviewed by technical committee members and advisors Lloyd Bond, Professor of Educational Research Methodology (emeritus), University of North Carolina, Greensboro; Edward Haertel, Jacks Professor of Education (emeritus), Stanford University Graduate School of Education; Stuart Kahl, Founding Principal, Measured Progress, and Catherine Taylor, Professor of Psychology: Measurement, Statistics, and Research, University of Washington and chair of the Washington State Technical Advisory Committee.

We are grateful to them for their advice and recommendations, which strengthened the development and analyses of edTPA. We also are grateful to the funders of the research and development process, including the Ford Foundation, the MetLife Foundation, the Morgan Family Foundation, the Stuart Foundation and NCS Pearson Corporation.

The Stanford Center for Assessment, Learning, and Equity (SCALE) is the lead developer for edTPA, and Stanford University is the sole owner of edTPA. The university has an agreement with Evaluation Systems, a unit of Pearson, licensing it to administer and distribute edTPA.

The developers of edTPA will continue to study data about edTPA; they welcome comments regarding this report and its data and will carefully consider such comments as they continue to update and improve edTPA.

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Executive Summary

> *"The content of edTPA is related to the content of the job of a teacher and fits the requirements for the job. Most stakeholders in public education—including legislators, policymakers, philanthropists, and the general public—are demanding teacher accountability for student learning outcomes. The same stakeholders are demanding that teacher educators are held accountable for certifying that completers of preservice teacher preparation programs have developed entry level competence for classroom teaching. The edTPA is designed to meet these new demands for on-the-job teaching performance accountability."*
>
> ***Etta R. Hollins**, Ph.D., Professor and Kauffman Endowed Chair for Urban Teacher Education, University of Missouri, Kansas City*

Overview: This report provides a summary of the design, development process, and validation results for a new performance assessment for beginning teachers: the edTPA.[1] edTPA is the first nationally available, educator-designed performance assessment for teachers entering the profession. It provides a measure of teacher candidates' readiness to teach that can inform program completion, licensure, and accreditation decisions, while supporting candidate learning and preparation program improvement.

Subject-Specific and Performance-Based: edTPA is a subject-specific assessment, which includes versions for 27 different teaching fields. The assessment systematically examines an authentic cycle of teaching aimed at specific learning goals, using evidence about 1) planning, 2) instruction, and 3) student assessment derived from candidates' practice in their student teaching or internship placement. This evidence includes lesson plans, instructional materials, student assignments and assessments, feedback on student work, and unedited video recordings of instruction. Also assessed through these three tasks are candidates' abilities to develop academic language and to analyze teaching.

Aligned to Standards: edTPA is aligned with the newly revised Interstate Teacher Assessment and Support Consortium (InTASC) standards for beginning teacher licensing, as well as the Common Core State Standards. edTPA also shares key points of alignment with the Council for Accreditation of Educator Preparation (CAEP) standards.

Developed By the Profession: Modeled after the National Board for Professional Teaching Standards' assessments of accomplished veteran teachers, edTPA was created with input from teachers and teacher educators across the country in a process led by Stanford University's Center for Assessment, Learning, and Equity (SCALE) and supported by the American Association of Colleges for Teacher Education. More than 1,000 educators from 29 states and the District of Columbia and more than 430 institutions of higher education (IHEs) participated in the design, development, piloting, and field testing of edTPA.

Scored by the Profession: An additional 650 teachers and teacher educators have served as scorers of the assessments for the 12,000 plus candidates who participated in the field tests. Scorers must be P-12 or higher education educators with significant pedagogical content knowledge in the field in which they score, as well as experience in working as instructors or mentors for novice teachers. In the field test, about half of the scorers were teacher educators and about half were practicing classroom teachers, many of whom are National Board certified.

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[1] The analyses contained in this summary report, which are drawn from the full edTPA Technical Report, were reviewed by technical advisors Lloyd Bond, Professor of Educational Research Methodology (emeritus), University of North Carolina, Greensboro; Edward Haertel, Jacks Professor of Education (emeritus), Stanford University Graduate School of Education; Stuart Kahl, Founding Principal, Measured Progress; and Catherine Taylor, Professor of Psychology: Measurement, Statistics, and Research, University of Washington and chair of the Washington State Technical Advisory Committee.

Scorer training and certification is a rigorous process that takes about 20 hours to complete. Scoring is conducted using 15 analytic rubrics applied to the three major tasks in the assessment, each evaluated on a five-point scale. Thus total scores on the assessment can range from 15-to-75. The scoring process and reporting is coordinated by Evaluation Systems, a division of Pearson, which distributes the assessments and manages the electronic platform on which they sit.

Valid and Reliable: A set of validation studies was conducted to confirm the content validity, job relevance, and construct validity of the assessments. In combination, these studies documented that the assessment is well-aligned to the professional standards it seeks to measure, reflects the actual work of teaching, and that the score measures a primary characteristic of effective teaching. Inter-rater reliability was evaluated using several different statistical tests. edTPA reliabilities reported here range from .83 to .92 (indicating the percentage of scorer agreement).

Score Distributions: This report analyzes more than 4,000 submissions from the 2013 field test by content field, area of teaching, and candidate group. Score differentials across fields were relatively small. The scores were generally higher in secondary teaching fields than in most elementary and middle childhood fields. Candidates varied in their mastery of different teaching skills. As might be expected of pre-service teachers, candidates performed most highly on the planning task, followed by the instruction task, and then the assessment task. This conforms with other studies that have found that learning to evaluate and respond to students' learning is one of the more challenging elements of teaching, one that eludes even some veteran teachers.

No noticeable differences were found across different genders or for the small number of candidates whose primary language was not English. Comparatively small differences were obtained across ethnic subgroups, given the standard deviation of mean scores. In other words, there was greater variation in scores within subgroups than there was variation across subgroups. Because many of these comparisons are based on unequal sample sizes, and some subgroup sample sizes are quite small, differences should be interpreted cautiously.

Standard-Setting: Standard-setting was conducted in August 2013 through a data-informed, standards-based consensus process featuring three separate panels of experts. These included teachers and teacher educators with relevant subject matter expertise, education organization representatives, and state education policy makers from across the nation. The three panels independently agreed on a score target of no more than 42 to which developers applied lower bounds based on the standard error of measurement in order to minimize erroneous decisions. Using a half standard error of measurement results in a cut-score band ranging from a total score of 39-to-42. States set their own passing scores based on state standard-setting that takes into account state-specific data, measurement data, and policy considerations. As discussed by the standard-setting committee members, states may consider setting their initial cut score lower than the committee-suggested cut score to give programs time as they learn to deliver and support edTPA activities and to support candidates' preparation of their submissions. As warranted, the cut score can be raised over time.

Based on the 2013 field test data, at a cut score of 42, 58% of candidates would have "passed" edTPA on their first attempt. Field test data, of course, do not fully reflect operational results for several reasons: 1) Candidates are a voluntary sample of prospective teachers who take the assessment in a non-consequential context; 2) Many programs using the assessment for the first time have little experience designing support systems, coursework or clinical experiences to enable students to demonstrate the targeted skills. Under actual testing circumstances with programs that have become experienced in supporting the assessment, pass rates would be expected to increase.

In the operational phase, all scores on or near the cut score will be read and scored by two independent certified scorers. If there are differences in the scores, a third reader independently scores the submission to adjudicate discrepancies in scores. Candidates who do not pass on their initial attempt may retake one edTPA task or the entire edTPA assessment, with advice and counsel of faculty from their teacher preparation program.

Conclusion: There is growing agreement that individuals entering teaching must be prepared to meet the academic needs of all students. With new, higher standards and greater diversity among students, teachers must develop more sophisticated teaching skills and be able to use them from the first day they enter the classroom. Preparation programs must also learn how to cultivate this kind of practice, with useful tools to develop and assess new teachers' abilities to put their growing knowledge into action. The edTPA may be one component of a system that helps to accomplish these goals.

Introduction

> *"edTPA taught me to reflect, analyze, and examine where students were at that moment, so I could understand what I was doing, how students were progressing, and adjust instruction accordingly. At the end of the process, I submitted my video, work samples, and responses to prompts that required me to justify and explain my teaching....More than ever, I agree that we need a classroom-based pre-service assessment that focuses on pedagogy, not just content. The field needs it and students deserve it."*
>
> **Stephanie Wittenbrink**, Special Education Learning Support Biology Teacher and Learning Support English Teacher, Mountlake Terrace High School; former Washington Education Association Student Board Member

One of the most important challenges facing public education is to ensure that the nation's teacher workforce is prepared to meet the academic needs of all students. From the first day they enter the classroom, teachers must be ready to teach with the necessary skills to support students' learning. Moreover, while preparing their candidates to enter the classroom, teacher preparation programs also need actionable information about their candidates' performance and data to support program renewal.

The development of edTPA follows the seminal work of the National Board for Professional Teaching Standards® (NBPTS®) in its efforts to support professional practice. The hallmark of professionalizing teaching rests on three foundational principles:

1. Teachers are morally committed to the health and welfare of all children.
2. Professions share a common body of knowledge and skills.
3. Professional practice is clearly defined, transmitted, and enforced based on common "standards of practice."

Like other professions, teacher preparation programs make a compact with the public that allows for professional governance over the design and management of programs in exchange for holding themselves accountable for preparing candidates with the knowledge and skills that they need to practice safely and effectively. Teacher preparation programs are tasked with meeting parallel goals—preparing candidates to meet the learning needs of all students and informing their own practices as teacher educators. edTPA is designed to be a common measure to assess a candidate's readiness to teach, and to assure the public that preparation programs are accountable for candidate performance.

edTPA: Assessing Readiness to Teach

edTPA is the first nationally available, educator-designed performance assessment for new teachers entering the profession. It provides a measure of teacher candidates' readiness to teach that informs program completion and licensure decisions while supporting candidate learning and preparation program growth and renewal. edTPA is designed to:

- Strengthen beginning teaching and teacher education
- Inform teacher licensure, in combination with other state and program requirements
- Provide actionable evidence that can guide program improvement
- Strengthen the information base to support accreditation and program evaluation
- Guide the support and induction of new teachers
- Improve P–12 student outcomes

edTPA provides an opportunity for candidates to demonstrate their ability to effectively teach subject matter to all students. It consists of 27 separate subject-specific assessments, each one representing a major teaching licensure/credential field. The assessment systematically examines evidence derived from candidates' clinical practice in their student teaching or internship placement. These include lesson plans, instructional materials, student assignments and assessments, feedback on student work, and unedited video recordings of instruction.

> *edTPA provides an opportunity for candidates to demonstrate their ability to effectively teach subject matter to all students.*

edTPA: Developed *by* the Profession *for* the Profession

Modeled after the National Board for Professional Teaching Standards' path-breaking assessments of accomplished veteran teachers, edTPA was created with input from teachers and teacher educators across the country in a process led by Stanford University's Center for Assessment, Learning, and Equity (SCALE) and supported by the American Association of Colleges for Teacher Education.[1]

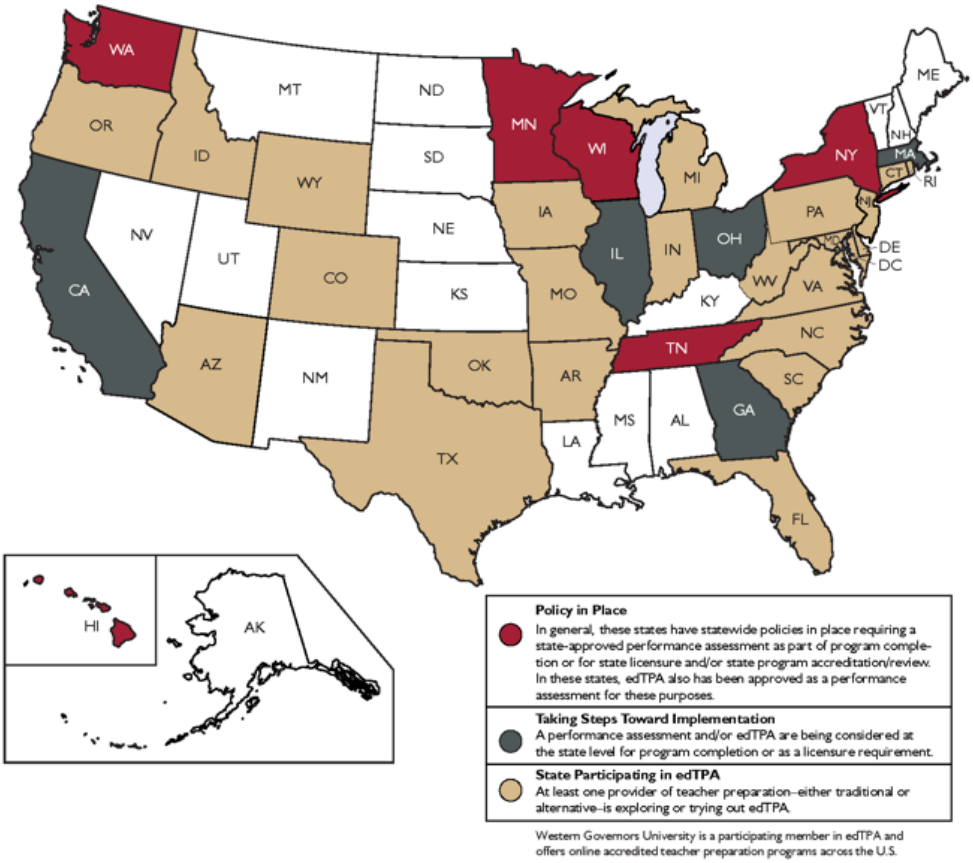
edTPA Developers and Partners

More than 1,000 educators from 29 states and the District of Columbia, and more than 430 institutions of higher education (IHEs) participated in the development of edTPA.

An extensive, multi-year development process involved teachers and teacher educators in the assessment's design, review, piloting, and field tests. edTPA design and review team members included a wide range of university faculty, P–12 teachers, and representatives of national subject-matter organization representatives, such as the Specialized Professional Associations (SPA) associated with the National Council for Accreditation of Teacher Education (NCATE). Involvement with edTPA is supported by the Teacher Performance Assessment Consortium (TPAC), a professional learning community of preparation programs, faculty and state agency leaders.

With these educators, SCALE has developed the edTPA assessments and is responsible for scorer training materials, including benchmarks and training curriculum. AACTE and SCALE collaborate with the field to develop the resources that support educative implementation. Evaluation Systems of Pearson provides the infrastructure needed to deliver assessment materials, including the electronic portfolio platform for candidate registration and submission, digital distribution of submissions to scorers, scoring services, and score reporting.

States Participating in edTPA



The map above shows the states currently participating in edTPA, signaling those with implementation policy in place and those expecting to have an edTPA implementation policy in place soon. Visit edTPA online at edtpa.aacte.org for up-to-date information.

edTPA as Support and Assessment

Unlike other licensure assessments, edTPA aims to support candidate and program learning, as well as to measure outcomes. edTPA provides states and preparation programs with a rich array of resources that support its educative implementation, including handbooks to guide implementation, extensive feedback to candidates and programs, and scoring opportunities for school- and university-based faculty.

edTPA is designed to be more than a summative measure of teaching effectiveness. As an educative assessment of teacher performance, candidate preparation for the assessment is embedded in multiple learning experiences across the teacher preparation program, and the assessment provides actionable data designed to support candidate development and program renewal. Formative learning experiences facilitated by the edTPA resources provide opportunities for candidates to develop their practice within coursework and student teaching experiences.

> *"We learned that edTPA mirrors or enhances teaching tasks and makes more evident the thinking used by practicing educators as they make their decisions. The cooperating teachers have commented favorably on the clear and systematic nature of the assessment of important teaching skills."*
>
> **Cheryl Hanley-Maxwell,** Ph.D., Associate Dean of the School of Education, University of Wisconsin, Madison

Support for Teacher Preparation Programs

For teacher preparation programs, their faculty, and their teacher candidates, the authentic design and curriculum-embedded approach of edTPA makes it an "assessment of, for, and as learning." Key benefits of edTPA for teacher preparation programs include:

- Ongoing professional development and resources to support implementation through an online professional learning community and resource library, and through face-to-face training opportunities
- Measurement of candidates' abilities to plan instruction to meet learning standards and to differentiate instruction for diverse learners, including English language learners and special education students
- Formative use of rubrics in course assignments, locally developed curriculum-embedded assessments, and clinical practice evaluations
- Actionable evidence of candidates' performance over time to address the real-world needs and challenges that new teachers face every day
- Opportunities for continuous program renewal based on meaningful performance data
- Support for state and national accreditation through easily accessible individual data that can be aggregated to analyze performance within and across subject areas and program options.

> *"edTPA brings us an opportunity to talk about planning: what kind of skills we want our candidates to have in terms of planning, assessment and instruction. We can fine tune those things across our programs and give programs the opportunity to hear what is working well, areas of weakness and opportunities to share. That's been very positive."*
>
> **Diana Lys,** Ed.D., Director of Assessment and Accreditation, East Carolina University

In addition, edTPA supports teacher candidates in their process of learning to teach. The assessment tasks and rubrics outline clearly the professional standards teachers are striving for. Through formative experiences embedded in program preparation, candidates may receive real-time feedback from their faculty around standards of professional practice as they build their understanding of planning, teaching, and student learning, and learn how to demonstrate their growing abilities.

Support materials to facilitate this learning are available online at no cost for candidates and program faculty. Resources informing candidates about how to prepare their portfolios include:

- edTPA electronic portfolio platform tips, guides, and videos, such as "Using the edTPA ePortfolio System," "Frequently Asked Questions," "Preparing Your Assessment with the edTPA ePortfolio System."
- Assessment preparation guides and video tutorials, such as "Making Good Choices," "Selecting a Learning Segment," "Requesting and Receiving Feedback," and "Submitting Your Assessment."
- Guidelines and tips for video submissions, such as "Guidelines for Video Confidentiality," "Video Recording Guidelines and Suggestions," and "Tips for Uploading Video Files."

> *"The edTPA required us to reflect, in writing, every single day, but also over longer spans of time. I'm talking about critical, objective reflection based on evidence. We had to ask and answer: "What worked today? What didn't? For whom? Why? What should I do about it? And most importantly, how do I know?" We had to demonstrate our ability to make mid-course corrections in response to student learning. For me, it was largely edTPA that provided me the rapid reorientation toward student thinking and learning that I needed as a student teacher and then as a novice in my own classroom."*
>
> **Nicole Barrick Renner**, Teacher, Metro Nashville Public School, Former Teacher Candidate, Vanderbilt University

Support for State Education Agencies

edTPA provides state agencies, including state standards boards and commissions, with a new performance-based assessment for teacher licensure. States can use the performance results of edTPA as a key indicator for granting an initial license to teacher candidates regardless of the path they take to become teachers. Key benefits of edTPA for states include:

- Opportunity for the state, its school districts, and teacher preparation programs to share a common framework and language for defining and measuring teaching performance
- Ability to evaluate the impact of teacher preparation on candidate knowledge and skills that lead to greater student learning
- Ability to use a nationally available common measure that is valid and reliable to evaluate pre-service teachers' readiness to teach
- Use of a subject-specific, performance-based assessment system aligned to general and discipline-specific teaching standards that were designed and developed by educators for educators nationwide
- Access to an array of educative implementation resources and protocols that support preparation program renewal

Assessment Design and Architecture

Design Rationale

Drawing upon the experience gained from over 25 years of developing performance-based assessments of teaching, including the National Board for Professional Teaching Standards (NBPTS), the Interstate Teacher Assessment and Support Consortium (InTASC) Standards portfolio, and the Performance Assessment for California Teachers (PACT), edTPA was designed with a focus on subject-specific student learning and principles from research and theory. As a performance-based assessment system for learning, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

> *The focus of edTPA is in the systematic collection of authentic teaching artifacts and commentaries that demonstrate a candidate's readiness to teach.*

Authentic Tasks

State policy makers and teacher preparation programs understand that the future of the public education system resides in its teachers and leaders. edTPA is designed around job-related practices that teachers employ throughout their teaching career. The integrated task structure of edTPA draws on evidence of a candidate's ability to teach his/her subject matter by documenting a series of lessons from a unit of instruction taught to one group of students.

edTPA's collection of authentic job-related materials is used to evaluate teaching practice and student learning. In addition, edTPA systematically documents teachers' thinking about their practices through analytic commentaries that explain their teaching context and knowledge about diverse students and justify instructional practices that meet their students' varied strengths and needs. In short, edTPA is designed to demonstrate readiness to teach.

> ***"Those components of teaching—understanding context, developing a plan for learning, engaging learners, assessing and analyzing artifacts of teaching, plotting next steps accordingly—encompass the large measure of what practitioners need to know and be able to do in order to earn their way to a first day of a first year of a teaching career."***
>
> **Desiree H. Pointer Mace**, Ph.D., Associate Professor and Associate Dean, Alverno College School of Education, Milwaukee

Alignment with Standards

edTPA is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and various professional standards, including Common Core State Standards and national subject matter organizations' content and pedagogical standards. edTPA also shares points of alignment with the Council for Accreditation of Educator Preparation (CAEP) standards.

Subject-Specific Assessments

Unlike other generic evaluations of teaching, edTPA is not a "one size fits all" assessment system. It focuses on subject-matter learning and pedagogy. In each discipline, candidates are required to support student learning of highly valued knowledge and skills within that field. For example, in the elementary, middle childhood, and secondary mathematics assessments of edTPA, candidates must design and teach a learning segment with a central focus that supports students' development of conceptual understanding of a standards-based topic, procedural fluency, and problem solving/reasoning skills. In addition, candidates must demonstrate subject-specific, grade-level appropriate pedagogy in mathematics.

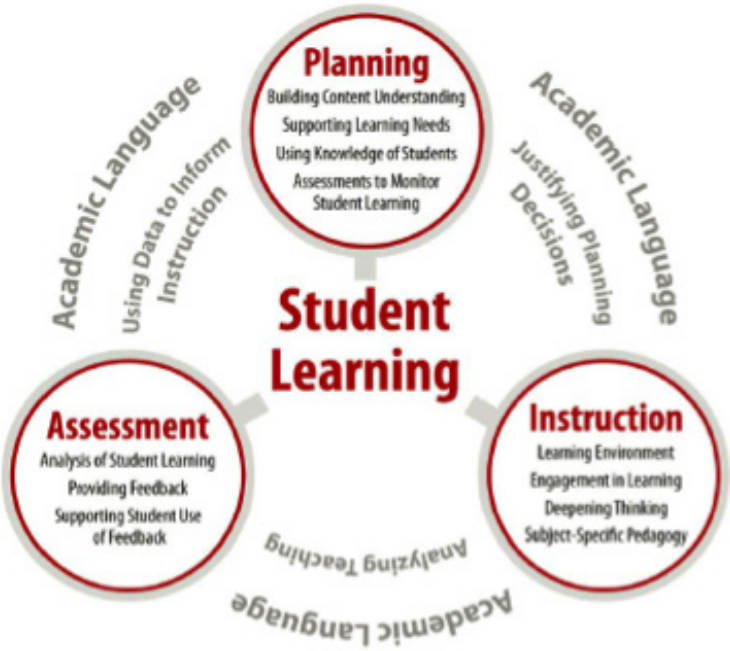
The following table lists the subject-specific assessments available for edTPA.

Subject-Specific edTPA Assessments	
Agricultural Education	Middle Childhood Mathematics
Business Education	Middle Childhood History/Social Studies
Classical Languages	Middle Childhood Science
Early Childhood	K–12 Performing Arts
Educational Technology Specialist	K–12 Physical Education
Elementary Literacy	Secondary English/Language Arts
Elementary Mathematics	Secondary History/Social Studies
Elementary Education (includes Literacy and Mathematics)	Secondary Mathematics
English as an Additional Language	Secondary Science
Family and Consumer Sciences	Special Education
Health Education	Technology and Engineering Education
Library Specialist	Visual Arts
Literacy Specialist	World Language
Middle Childhood English/Language Arts	

Common Architecture and Shared Pedagogy

While edTPA assessments are subject-specific and capture pedagogical strategies that are focused on specific disciplinary goals, they share a common architecture across all 27 fields, which supports the evaluation of a common set of teaching principles and high-leverage teaching behaviors.

The edTPA assessment system contains an integrated cycle of planning, instruction, and assessment documenting and analyzing the candidate's subject-specific pedagogical practices. These tasks represent a cycle of effective teaching that a teacher repeats many times during an academic year. It is what real teachers do on the job.



Common Architecture. edTPA contains an integrated cycle of planning, instruction, and assessment documenting and analyzing the candidate's subject-specific pedagogical practices, representing a cycle of effective teaching.

To complete edTPA, all candidates submit artifacts and analytic commentaries as evidence of how they planned and implemented a segment of instruction to deepen student learning of a subject-specific objective.

- **Artifacts** represent authentic work completed by the teacher candidate and his/her students (e.g., lesson plans, copies of instructional and assessment materials, unedited video recording(s) of the candidate's teaching, and student work samples).
- **Commentaries** require candidates to explain the artifacts, justify the rationale behind the choice of artifact or instructional decision, and analyze what he/she has learned about students' learning and the effectiveness of his/her teaching practice.

The collection of evidence is organized around three key tasks that represent a cycle of effective teaching: A planning task documents **intended** teaching, an instruction task documents **enacted** teaching, and an assessment task documents the **impact** of teaching on student learning.

- Task 1 **Planning**: Planning for Instruction and Assessment
- Task 2 **Instruction**: Instructing and Engaging Students in Learning
- Task 3 **Assessment**: Assessing Student Learning

> *The deliberate focus on shared pedagogical competency and knowledge across subject-specific assessments reflects the universal "deep structure" of teaching across content areas.*

The following table shows the common architecture of edTPA, including how edTPA tasks and embedded components map to the teaching artifacts required for submission and the scoring rubrics used to evaluate candidate performance.

Task	Artifacts	Rubrics
Planning	▪ Lesson plans, instructional materials, student assignments, assessments ▪ Planning commentary	1. Planning for Content Understandings 2. Supporting Students' Learning Needs 3. Using Knowledge of Students to Inform Planning 4. Identifying and Supporting Language Demands 5. Planning Assessment to Monitor Student Learning
Instruction	▪ Unedited video recordings ▪ Instruction commentary	6. Demonstrating a Positive and Engaging Learning Environment 7. Engaging Students in Learning 8. Deepening Learning During Instruction 9. Subject-Specific Pedagogy 10. Analyzing Teaching Effectiveness
Assessment	▪ Samples of student work ▪ Evidence of feedback ▪ Summary of student learning Assessment commentary ▪ Evaluation Criteria ▪ Student Self-Reflections	11. Analyzing Student Learning 12. Providing Feedback to Guide Learning 13. Supporting Students' Use of Feedback 14. Evidence of Language Use to Support Content Learning 15. Using Assessment to Inform Instruction

Scorers evaluate a candidate's entire edTPA submission, rather than rely on independent scorers of discrete, isolated tasks. This approach allows the scorer to effectively review the entirety of a candidate's teaching evidence. In addition to the three edTPA assessment tasks (Planning, Instruction, and Assessment), each candidate submission also is scored on two key components, Analysis of Teaching and Academic Language, which are embedded in the three assessment tasks.

Scoring Rubrics

edTPA's subject-specific approach is reflected in its scoring process. To evaluate candidate performance, each qualified edTPA scorer has pedagogical and subject matter knowledge specific to one of the 27 subject-specific edTPA assessments. The edTPA scorer is assigned to score edTPA responses at the grade level and subject area for which he or she has qualified. Each scorer evaluates a candidate's entire portfolio by reviewing evidence from across the three assessment tasks.

Each task is evaluated with five separate rubrics, representing distinctive elements of the task, as shown in the table above. Thus, there are 15 different elements of teaching that are scored.[2] A candidate receives a total score on the edTPA that can range from 15 to 75.

The rubrics used to score performance—which address common outcomes across all fields and are uniquely adapted to address student learning and pedagogy specific to each individual subject area—include descriptors for five levels that address a wide range of performance:

- **Level 1** represents the low end of the scoring spectrum, representing the knowledge and skills of a struggling candidate who is not ready to teach.
- **Level 2** represents the knowledge and skills of a candidate who is possibly ready to teach.
- **Level 3** represents the knowledge and skills of a candidate who is ready to teach.
- **Level 4** represents a candidate with a solid foundation of knowledge and skills for a beginning teacher.
- **Level 5** represents the advanced skills and abilities of a candidate very well qualified and ready to teach.

The rubric criteria focus on practices long demonstrated by research to be associated with teacher effectiveness: how teachers plan to support learning goals and student needs, create a positive learning environment, engage students in ways that deepen their learning, create meaningful tasks and provide feedback on student work, support student learning of language, and analyze their teaching in relation to students' learning and make further plans to facilitate their progress. The criteria emphasize how teachers support the learning of all students by understanding their students' prior knowledge, experiences, and cultural contexts, and by teaching with an eye toward equity.

> *I approached edTPA with a critical eye regarding the extent to which the instrument supports or hinders equitable teaching practices. When I noticed that teacher candidates' edTPA commentaries revealed much about their grasp of equitable teaching practices, I was prompted to work with colleagues to analyze how the edTPA process enables teacher candidates to provide evidence of culturally relevant pedagogy.*
>
> *Results show that almost 75% of the directions in the edTPA Handbook either directly prompt or provide an opportunity for teacher candidates to provide evidence of culturally relevant teaching practices. Because these opportunities are so pervasive, they provide an authentic integration of culturally relevant practice throughout the process of teaching, rather than treating it as an add-on or afterthought. Additionally, 8 of 15 edTPA scoring rubrics do not allow a candidate to score above a 1 if he or she does not demonstrate some level of culturally relevant pedagogy.*
>
> **Source:** Maria E. Hyler, Yee, L.S., Barnes, S.R., & Carey, R.L. (forthcoming). Teacher Performance Assessment and Culturally Relevant Pedagogy.

[2] Note that edTPA developed for use in Washington state shares the common architecture and 15 common rubrics and includes an additional component on "Student Voice" embedded in the three tasks and scored with three additional rubrics.

Development

Professional Involvement and Review

A hallmark of edTPA is the principle that educators are crucial in the development process. The array of teaching perspectives, backgrounds, and experience among the many educators who contributed to edTPA development broadened the scope and sensitivity of the assessment, reflecting the variety of classroom settings and educational contexts a teacher candidate may face.

- **12,000+** teacher candidates from **430** campuses in **29** states
- **100+** content validation reviewers
- **150+** benchmarkers and scoring trainers
- **120+** subject-specific design/review members
- **10** bias review members
- **650+** scorers
- **5,000+** online community members

Input from educators was structured throughout the extensive development process, including design teams composed of educators with expertise in specific subject areas who reviewed handbooks and rubrics at multiple points. Through their careful review and feedback, in conjunction with the results of two years of field testing edTPA nationwide, the design of edTPA was adjusted accordingly. Input from the field was used to achieve the following:

- Clarify the conceptual focus of the assessment and reduce redundancy across prompts and artifacts.
- Modify commentary prompts and rubrics to ensure
  - -- attention to the wide range of student learning needs, including those of students with Individualized Education Programs (IEPs), English language learners, students with gaps in academic knowledge, struggling students as well as those who are advanced;
  - -- features of content-specific student learning and pedagogy are recognized; and
  - -- clear, comprehensible language is utilized.
- Refine the approach to assessing the development of academic language, including revising rubrics to examine how the candidate identifies language demands, scaffolds student language use, and provides evidence that students are using academic language to support deep content learning.
- Provide subject-specific examples of academic language constructs.
- Restructure Handbooks for ease of use to help candidates consider *what to think about*, *what to do, what to write, and what to submit*, and offering interactive features and links to templates and resources.
- Redesign rubrics to better represent the progression of beginning teacher development and a more even distribution of performance levels.

> *"In designing the special education-specific aspects of the assessment, the design team used five factors to guide the development of task components and associated rubrics: skills and knowledge of common special educator instructional practices, the general education task components of other handbooks, Center for Exceptional Children professional standards for special educators, research-based effective practices and emphases, and special education specific cycle components. These factors helped us create a handbook that is grounded in core instructional practices that cut across disability categories, learner ages, and variations in special educator teaching assignments."*
>
> **Cheryl Hanley-Maxwell**, Ph.D., Associate Dean of the School of Education, University of Wisconsin, Madison

In addition to the edTPA Design Teams, critical review has been provided by the:

- **Bias Review Committee**, which included 10 nationally representative educators and teacher educators who reviewed draft edTPA materials for any potential bias and provided input for revision.
- **Technical Advisory Committee**, convened by SCALE, consisting of educators, psychometricians, and researchers who recommend and review research and advised on the technical features of the assessment.
- **National Advisory Board**, which provides ongoing advice from teachers, teacher educators, education organization leaders, and state representatives on edTPA policy and implementation decisions. (For a list of members, refer to Appendix A of this report.)

Major Milestones

Major development milestones for edTPA included:

- **2009–2010:** Initial design and small-scale tryout of assessment prototypes
- **2010–2011:** Assessment revision with multi-state pilot test
- **2011–2012:** First large-scale field test to inform revision of tasks, rubrics, scoring training, scoring, reporting systems
- **2012–2013:** Revision followed by second large-scale field test to establish validity and reliability of scores and conduct standard setting process
- **2013–2014:** Operational launch of edTPA

Scoring

Scoring *by* the Profession *for* the Profession

Scoring is one of the potentially transformative elements of the edTPA assessment process. Scorers are drawn from among teacher preparation program faculty, field supervisors, and P-12 educators who work with novice teachers. These individuals' engagement in scoring enables them to better support the formative development of prospective teachers and to consider ongoing improvements within their preparation programs.

Qualifications

Because of the subject-specific nature of edTPA, trainers and scorers must have pedagogical and subject matter knowledge, including relevant experience in roles that support teaching and learning in the content area and grade-level span in which they will score. The pool from which trainers, scoring supervisors, and scorers are recruited include membership from the following groups:

- University faculty and administrators
- Field supervisors
- Cooperating teachers
- Induction mentors / coaches
- School site principals
- National Board Certified Teachers®
- Subject matter organization members (e.g., NCTM, IRA)
- Retired teachers and principals who are current in their content field

Scorers also must have experiences that make them aware of appropriate expectations for teacher candidates who are in the early stages of learning to teach. University faculty and supervisors must have recent experience teaching methods or clinical supervision responsibilities in the subject matter area they will score. P–12 educators must have recent experience teaching P–12 learners the subject matter area they will score, as well as guiding or mentoring beginning teachers.

During the field test, about half of the scorers were teacher preparation faculty and the other half were P-12 educators, of whom approximately 50 percent were National Board Certified Teachers. These proportions are expected to be similar in the operational phase of edTPA.

Training

Training for scorers comprises both individual online and interactive group sessions, totaling about 20 hours. The individualized training includes a series of online training modules that orient scorers to the tasks, rubrics, and scoring system and provides numerous opportunities to identify and evaluate evidence for each rubric. During training, scorers review and analyze up to five edTPA submissions prior to qualifying to score (one embedded in individual online modules, one interactive practice session, two or three qualifying submissions).

After completing the individual portions of the training materials, scorers independently score a sample edTPA submission and then engage in a live (online) interactive group session with a trainer in that content area. The independent scoring activity gives the scorers the opportunity to practice scoring a subject-specific submission that has been coded by experienced scorers and trainers and then discuss evidence and score justifications with the trainer and other scorers in the interactive session.

After completing the interactive training session, scorers score and identify evidence for at least two additional edTPA submissions, previously coded by experienced scorers (i.e., "qualifying submissions"), within their specific content area prior to scoring candidate submissions. The qualifying submissions verify the scorer's understanding of the scoring criteria and his or her ability to score candidate submissions accurately and consistently.

> *"The [scorer training] process was very intensive. It began with a lot of online materials and modules to work through, then webinar conferences followed by practice portfolios followed by live training. Then there were additional online and live training sessions to become a supervisor. It's very rare to see a program developed like this with so much thought."*
>
> **Gwynne Rife**, Ph.D., Professor of Biology and Education, College of Education, University of Findlay, Ohio, and Scoring Supervisor for edTPA

ePortfolio Scoring Management System

To score submissions, scorers use the edTPA electronic portfolio scoring management system, which allows scorers to receive candidate materials, view them, tag evidence and record the scores they assign for each rubric. Scorers are presented with specific subject area portfolios to score based on their qualifications. The system efficiently collects the scores assigned to each submission for results reporting and data analyses.

Scoring Process

The edTPA scorer is assigned to score responses at the grade level and subject area for which he or she has qualified. The scorer evaluates a candidate's entire portfolio across the three assessment tasks. The scorer utilizes a secure online scoring platform to access each candidate's materials and applies the rubric scores, viewing all evidence from artifacts, commentaries, and video recording(s) submitted by the candidate.

With each scorer scoring an entire candidate submission (rather than independent scorers of discrete, isolated tasks), the scorer can effectively review the entirety of a candidate's teaching evidence and ensure the components are appropriately interrelated. The scorer evaluates how the candidate **plans** to support subject-specific student learning, **enacts** those plans in ways that develop student learning, and **analyzes** the impact of that teaching on student learning. Guided by 15 analytic rubrics that incorporate the criteria used to score each of the three major areas, the scorer assesses the extent to which—and the areas in which—the candidate is ready to teach.

Adjudication Process

The edTPA scoring process has been designed to be fair to both candidates and external stakeholders alike. All edTPA submissions that are at or near the recommended professional performance standard for passing and failing are scored by at least two, and sometimes three, scorers. This procedure increases the decision consistency of the final scores assigned to edTPA candidates. In all such cases the final score is based on at least two scorers who agreed on the pass/fail decision.

Analyses

Validity and reliability are essential elements of any assessment program. Evaluating the validity and reliability of edTPA as an instrument to measure teacher candidates' readiness to teach has been a continuous part of its rigorous, multi-year development process.

The assessments were developed within a technical framework of psychometric practice and principles guided by *The Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 1999). The edTPA development process yielded important evidence to provide the foundation of the assessments' validity, reliability, and usability for the purposes of teacher licensure, accreditation of teacher preparation programs, and candidate completion of preparation programs.

This work has proceeded under the guidance of experts in psychometric practices and procedures. In addition, participating states have subjected the analyses to further review by their own technical advisors. Advisors have held the process to a high standard.

Descriptive Data

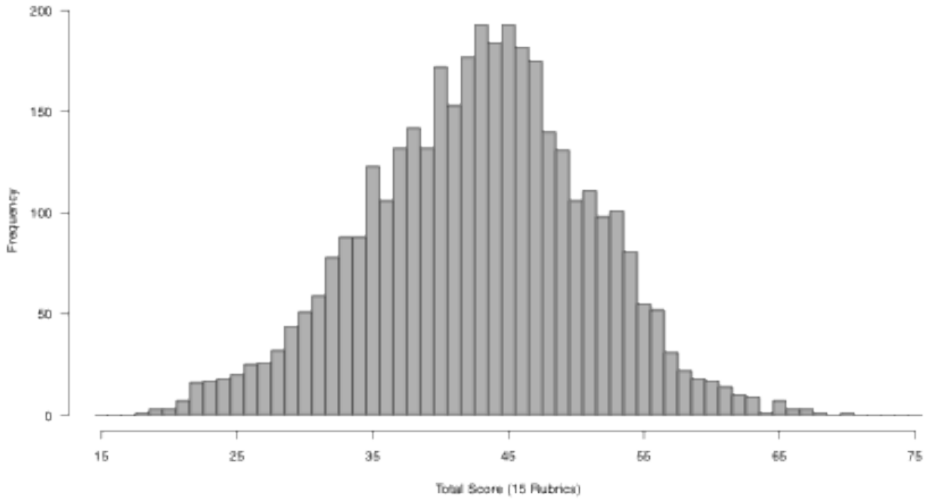
This section reports descriptive statistics about how candidates performed on edTPA in the 2013 field test sample. These statistics provide a snapshot of performance on the 2013 field test of the edTPA across credential areas.

Distribution of Scores

The 2013 edTPA field test provided sample responses and data regarding edTPA's statistical and qualitative characteristics.

There were 4,055 submissions evaluated from the 2013 edTPA field test across 23 fields. Each submission was scored on five separate rubrics within each of the three major edTPA tasks: planning, instruction, and assessment. With five levels of possible performance for each rubric (and 15 rubrics total for most assessments), the total score can range from 15 to 75.

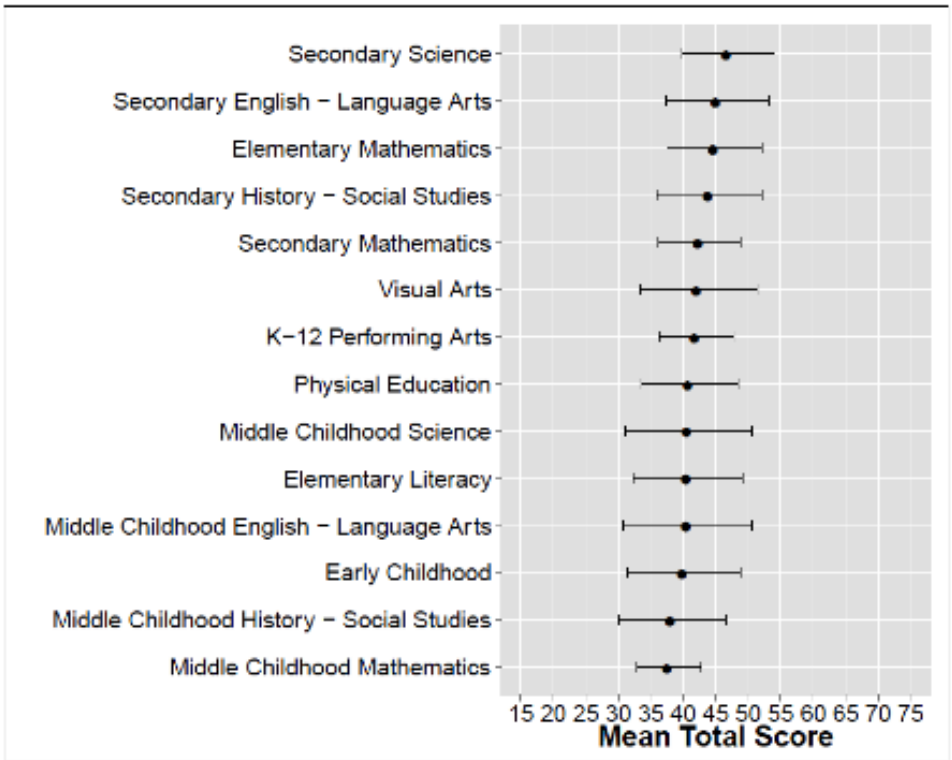
The following figure shows the distribution of total scores:



Total Score by Number of Submissions. Based on the 2013 edTPA field test, this chart shows the number of candidate submissions and the total scores assigned. NOTE: Data reflect complete submissions (i.e., no missing rubric scores). For candidates who received two scores, the average score across the two was used.

The score means and standard deviations for the 15 possible scores[3] are reported for each credential area in Appendix B. Summary score data for each of the content areas is presented in the following figure. The highest scores were obtained in secondary science and the lowest in middle childhood mathematics.

Mean Total Scores across Content Areas



Mean Total Scores by Content Area. This figure provides a visual depiction of the total mean scores by content area for the 2013 edTPA field test. NOTE: Data reflect complete submissions (i.e., no missing rubric scores). For candidates who received two scores, the average score across the two was used.

[3] There are 18 scores in Elementary Education, which includes assessments of teaching in both literacy and mathematics. World Language and Classical Language have two fewer rubric scores because academic language is the content to be taught and therefore is not addressed separately by rubrics in these fields. In Washington state, three additional rubrics are added to evaluate "student voice."

Scores also differed across each of the rubrics. Data for the score distribution from the 2013 edTPA field test rubrics are presented in the following table:[4]

Distribution of Scores across Rubrics and Tasks							
Task	**Rubric**	**N**	**Average**	**SD**	**Median**	**Min**	**Max**
Task 1: Planning	Rubric 1	3,669	3.15	0.75	3	1	5
	Rubric 2	3,669	2.98	0.87	3	1	5
	Rubric 3	3,669	3.02	0.75	3	1	5
	Rubric 4	3,669	2.95	0.71	3	1	5
	Rubric 5	3,669	2.96	0.84	3	1	5
Task 2: Instruction	Rubric 6	3,669	3.12	0.58	3	1	5
	Rubric 7	3,669	2.90	0.69	3	1	5
	Rubric 8	3,669	2.87	0.75	3	1	5
	Rubric 9	3,669	2.78	0.84	3	1	5
	Rubric 10	3,669	2.68	0.75	3	1	5
Task 3: Assessment	Rubric 11	3,669	2.83	0.86	3	1	5
	Rubric 12	3,669	2.90	0.88	3	1	5
	Rubric 13	3,669	2.38	0.82	2	1	5
	Rubric 14	3,669	2.52	0.74	3	1	5
	Rubric 15	3,669	2.73	0.91	3	1	5
Task 1: Planning		3,669	15.06	3.15	15	5	24
Task 2: Instruction		3,669	14.35	2.77	15	5	24
Task 3: Assessment		3,669	13.36	3.39	14	5	25
Total Score		3,669	42.76	8.17	43	19	70

Score Distribution across Rubrics and Tasks. This table displays the overall distribution of scores by rubric for the 2013 edTPA field test.

In general, as might be expected of pre-service teachers, candidates performed most highly on the planning task, followed by the instruction task, and then the assessment task. This conforms with other studies that have found that learning to evaluate and respond to students' learning is one of the more challenging elements of teaching, and one that even some veteran teachers have not always mastered in the past.

[4] Data reflect complete submissions (i.e., no missing rubric scores). For candidates who received two scores, the average score across the two was used. Candidates who completed edTPA in a credential area with fewer than 15 rubrics are excluded from the data, and only the scores for rubrics 1 through 15 are used for candidates in an edTPA credential area where more than 15 rubrics are used.

Validity

A valid performance assessment provides an accurate measurement of the important features of a performance that are related to candidates' abilities to succeed at that endeavor in a real-world context. Multiple sources of evidence from the edTPA development process and data analyses collectively provide the foundation to support the validity of edTPA scores for licensure and accreditation purposes. The following sections summarize validity evidence with respect to the content of the assessment, its relationship to job requirements, bias and sensitivity, and its psychometric properties.

> *"If we identify lack of readiness in a candidate and do not recommend her for licensure as a result, it's also been the case that she hasn't done well on the edTPA, and the reverse is true as well. The assessment, in my view, is valid and predictive of candidates' capacity to command the major components of teaching work."*
>
> **Desiree H. Pointer Mace**, Ph.D., Associate Professor and Associate Dean, Alverno College School of Education, Milwaukee

Content Validity

The authenticity and content relevance of edTPA was a continual focus throughout the development process. It is the key feature that indicates that teacher candidates demonstrate pedagogical and subject-matter knowledge and skills on the same tasks for which they will be responsible as licensed educators.

Content validation activities for edTPA consisted of gathering feedback from educators to rate the importance, alignment, and representativeness of the knowledge and skills required for each rubric, and of the rubric itself, in relation to national pedagogical and content-specific standards. The content validation activities provide critical evidence that the content of the assessments is related to knowledge, skills, and abilities necessary for the job of teaching.

As a result of the initial round of content validation activities, all tasks and components were rated above 3 on a 5-point scale, reflecting the judgments of reviewers that the knowledge and skills represented by tasks have "importance" to "very great importance," that they align to InTASC standards "well" to "very well," and that the rubrics represent relevant tasks of teaching.

To further support content validity, an additional round of activities was conducted to provide additional confirmation of the importance, alignment, and representativeness of the edTPA tasks. The results are shown in the following table:

Content Validation: Pedagogy Ratings for All Fields									
	Importance of Knowledge and Skills			InTASC Standards Alignment			Rubric Representativeness		
Task/Component	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev
Task 1: Planning	52	4.35	0.65	52	4.27	0.72	52	4.25	0.74
Task 2: Instruction	52	4.52	0.58	52	4.25	0.65	52	4.31	0.70
Task 3: Assessment	52	4.44	0.64	52	4.25	0.71	52	4.29	0.72

Content Validity Ratings. The table above displays content validity ratings (on a five-point scale with five being the most positive rating) given by edTPA content validity committee members. The data indicate a strong relationship between the assessment's key tasks and the job of an entry-level teacher.

Job Analysis Studies

The Job Analysis Studies (JAS) conducted for edTPA focused on the knowledge, skills, and abilities (KSAs) identified as necessary for successful teachers by the pool of subject matter experts who were involved during the development process. These experts were practicing classroom teachers or teacher educators in each of the content fields. The list of KSAs generated by this panel informed the development of the edTPA rubrics.

The link between these KSAs and teachers' actual work was then confirmed through Job Analysis Studies, which included the following steps: First, a group of teachers identified a list of 105 tasks and behaviors that are critical to teaching. These tasks then were taken to a national group of educators who rated several aspects of each identified task, answering questions such as:

- **Task Performed:** Is the task performed on the job by a teacher?
- **Task Importance:** On a scale of one to five, how important is the task to effective job teacher performance?
- **Time Spent on Task:** On a scale of one to five, how much time is spent on the task?

Responses related to each task were analyzed to identify the importance of each task to the job of teaching. From these ratings, an overall "criticality" value of tasks was calculated (with a minimum possible value of 3.0 and maximum possible value of 15.0). Of the 105 total behaviors and tasks, 86 of them **met** or **exceeded** the criticality threshold, which meant that 1) 90% or more of respondents agreed that they perform the task, **and** 2) each task's mean criticality rating was 8.0 or higher. Overall, the criticality value across the tasks had a mean of 10.35, maximum of 12.45, and minimum of 8.38. A panel of educators confirmed that the 15 rubrics were strongly related to the critical tasks and behaviors. Through this process the 15 core edTPA rubrics were confirmed as representing knowledge, skills, and abilities that are judged to be important or critically important to perform the job of a teacher.

Bias and Sensitivity Review

State agencies and teacher preparation programs adopting edTPA benefit from an assessment system that has been carefully reviewed for fairness and freedom from potential bias. This review was achieved through the structured examination of handbook prompts, rubrics and directions by a diverse and trained pool of professional teachers and teacher educators from across the nation who provided feedback on the structure of prompts, phrasing of questions, language of rubrics, and formatting of handbooks to ensure comprehensibility and equitable access and evaluation for all candidates completing edTPA.

> *"edTPA is assessing candidates' readiness for classroom teaching. Additionally, edTPA assesses the extent to which candidates have developed sensibilities for differences among students and the ability to accommodate differences in students' needs based on prior academic performance and cultural, experiential, and linguistic differences."*
>
> **Etta R. Hollins**, Ph.D., Professor and Kauffman Endowed Chair for Urban Teacher Education, University of Missouri, Kansas City

Subgroup Scores

As part of the bias and sensitivity review, average total scores across different subgroups were compared. For the 2013 edTPA field test participants, the following figure displays participation and performance data—including mean scores, standard deviation, and submission volumes—for various participant groups.[5] Gender, ethnicity, and primary language are based on self-reported responses.

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[5] Candidates who completed edTPA in a credential area with fewer than 15 rubrics are excluded from the data, and only the scores for rubrics 1 through 15 are used for candidates in an edTPA credential area where more than 15 rubrics are used. In addition, candidates with missing rubrics scores are excluded from the data.

No noticeable differences were found across different genders or for candidates whose primary language was not English. (Note, however, that very few candidates reported that English was not their primary language.) Comparatively small differences were obtained among the subgroups in ethnic categories, given the standard deviation of mean scores. In other words, there was greater variation in scores within subgroups than there was variation across subgroups. Because many of these comparisons are based on very unequal sample sizes, and some of the subgroup sample sizes are very small, any differences should be interpreted cautiously.

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

Summary Statistics by Subgroups. The table shows performance data from the 2013 field test relative to the demographic characteristics of ethnicity, gender, and primary language, based on self-reported responses.

Construct Validity

Validity refers to the degree to which evidence and theory support proposed interpretations about uses of test scores. In the case of edTPA, we make inferences about candidates' readiness to teach based upon their total score across all rubrics of the edTPA. The AERA, APA, NCME *Standards* (1999) suggest that studying the internal structure of items or tasks on an assessment is one of the primary sources of evidence that can be used to support construct-based score inferences.

Factor analysis was used to provide support for the use of a total score on the edTPA and strengthen inferences about candidate readiness to teach based on edTPA scores. Factor analysis is a psychometric method that evaluates patterns in the scores of an assessment. It can be used to answer two important questions regarding the interpretation of edTPA scores. First, is there support for using a single total score, summed across all 15 rubrics, to summarize a candidate's performance? Second, do the patterns of scores across rubrics support the theory underlying the development of the edTPA tasks and rubrics? Finding one or a small number of related underlying dimensions in the data supports the validity of inferences that edTPA measures a primary characteristic of effective teaching.

An exploratory factor analysis results in a set of estimated factor loadings. Such loadings can range from about -1.0 to +1.0. We expect the factor loadings to be positive and approaching a score of 1 for all rubrics in order to support use of a total score. To study whether the theoretical task structure is appropriate we conducted additional factor analyses to

determine which rubrics were most strongly related. We expect that rubrics within the same task will be more closely related, and that performance across tasks also will be strongly related.

The data suggest that all factor loadings are positive and of moderate to large magnitude. These results support the use of a single total score. The second factor analysis demonstrated that the hypothesized task structure of the edTPA is supported by the patterns of candidates' scores. Refer to Appendix C for detailed results and estimation methods of the factor analyses.

Reliability

All measurement procedures have some amount of random measurement error. To provide evidence in support of inferences based on edTPA scores it is important to evaluate the consistency, or reliability, of edTPA scores. Reliability of edTPA scores in the field test sample was analyzed in two ways. First, the agreement rates between different scorers evaluating the same candidate's submission were analyzed. Second, the overall variability in a candidate's scores due to chance measurement error was evaluated using a Cohen Kappa statistical procedure.

Approximately 10% of all edTPA submissions are randomly selected to be scored by a second, independent scorer. This provides a way to study how consistent edTPA scores across different scorers. Ideally, a candidate would receive the same score from two different scorers. In practice, the high complexity of the edTPA makes this unlikely. However, if differences across scorers are small, this supports the consistency of edTPA scores.

Inter-rater Agreement Rates

To study agreement rates between scorers, the research team conducted several kinds of reliability analyses. In the table below, we report two kinds of reliability statistics. The first is the adjacent agreement rate. Adjacent agreement refers to the proportion of cases in which two independent scorers assign either the exact same score or a score within 1 point of each other. When scoring complex performance assessment tasks, this often is used as a measure of rater agreement.

In addition, a statistic called kappa - n (κ_n) is often reported to account for agreement by chance.[6] In some cases, scorers will assign the same score to a submission just due to chance, rather than due to consistency of scoring procedure. The statistic κ_n adjusts the adjacent agreement rate to take into account this chance agreement. While there are no clear guidelines for interpreting κ_n values, it is better for these values to be closer to 1.0. The values reported here, which are generally greater than 0.8 (minimum of 0.65 and maximum of 0.921) suggest scorers are nearly always within 1 point.

The table below shows the inter-rater reliabilities using both of these statistics. The average adjacent agreement rate was .92 and the average kappa -n was .83. These reliability levels are relatively high, and are comparable to those found for well-established performance assessments such as National Board Certification and scoring of open-ended tasks like Advanced Placement essays and portfolios.

[6] The version of Cohen's κ reported here is based on that suggested by Brennan and Prediger (1981). This adjusts for chance by assuming that scorers are equally likely to assign any of the 5 score points to a portfolio, a priori. This is an appropriate adjustment because scorers are encouraged to use all score points and there is no restriction on the number of scores at any level that must be assigned across submissions.

edTPA Rater Agreement Rates (2013 Field Test)			
Task	**Rubric**	**Agreement Rate**	**Kappa - N**
Task 1: Planning	Rubric 01	0.929	0.852
	Rubric 02	0.832	0.65
	Rubric 03	0.934	0.863
	Rubric 04	0.931	0.856
	Rubric 05	0.872	0.733
Task 2: Instruction	Rubric 06	0.962	0.921
	Rubric 07	0.943	0.881
	Rubric 08	0.932	0.858
	Rubric 09	0.868	0.725
	Rubric 10	0.946	0.887
Task 3: Assessment	Rubric 11	0.911	0.815
	Rubric 12	0.934	0.863
	Rubric 13	0.925	0.844
	Rubric 14	0.941	0.877
	Rubric 15	0.906	0.804
Overall	Average	0.917	0.829

edTPA Rater Agreement Rates. This table presents rater agreement rates (exact plus adjacent agreement rates) and κ_n (Kappa-N) agreement rates for the 2013 edTPA field test.

Standard Setting

Use of the Total Score for Decisionmaking

The integrated three-task design of edTPA and factor analysis findings support the assignment of one total score to the candidate upon which a pass/fail decision about readiness to teach is made. The total score is calculated as the sum of the scores on all the rubrics associated with the full collection of artifacts and commentaries, where all rubrics are given the same weight and contribute equally to the total score. Total scores can range from 15 to 75. In this compensatory model, a candidate may "compensate" for lower scores on some rubrics with higher scores on other rubrics. The use of compensatory scoring for professional certification systems is standard practice (See, for example, the National Board for Professional Teaching Standards certification assessment and most state licensure tests).

Setting a Recommended Professional Performance Standard

Standard setting is an evidence-based process for determining which score on a test or assessment demonstrates a specified level of performance. The Briefing Book process for determining a passing score (documented by Dr. Edward Haertel, in Haertel (2002, 2008) and Haertel & Lorie (2004)) was used for edTPA. Very broadly, the process begins with a statement of the intended **performance level description**—that is, a description of what people meeting the performance standard should know and be able to do. The goal is then to determine a **cut score**, or **professional performance (passing) standard** (PPS) on an accompanying test or assessment that separates those who meet the performance standard from those who do not.

A single recommended professional performance (passing) standard (PPS) was set for edTPA for use across all content areas and grade levels. The single performance standard is a result of the integrative structure and evaluation process of edTPA, in which a single total score is assigned to each candidate's entire integrated edTPA submission. The candidate's single total score is then compared to the single recommended PPS, which is the same PPS applied to each of the 27 edTPA subject-specific assessments.

For states (e.g., Washington) or credential areas (e.g., World Language) that have more or fewer than the 15 rubrics, it is necessary to use an adjusted PPS because the score scale (number of possible scores) differs. A proportional adjustment is made such that the average rubric score corresponding to the total scores remains constant across fields. To achieve this adjusted PPS, edTPA began with the PPS based on 15 rubrics set during a national standard setting event. This PPS was adjusted upwards for areas with more than 15 rubrics (where higher total scores are possible) and downwards for areas with fewer than 15 rubrics (where lower total scores are possible). This results in PPSs that are proportional to the number of rubrics and maintain the same average rubric score.

The use of a common professional performance standard for performance-based assessments is standard practice in the teacher certification industry, due in part to the assessment design used by the National Board.

edTPA Standard Setting Event Overview

The edTPA standard setting event was held over two days in August 2013. A group of subject area experts and relevant education policymakers from across the nation were convened for the standard setting session. (See Appendix D for a full list of participants.) The goal of the session was to have panelists recommend (after thorough orientation and multiple steps and discussions) an initial PPS, which was then discussed and evaluated prior to recommending a final PPS.

Key Panels

- **Practitioner Panel.** Panel group No. 1 included faculty from Institutions of Higher Education (IHE) and P–12 educators with varying levels of exposure and engagement with edTPA.
- **Policy Panel.** Panel group No. 2 was a group comprised of members from various national organizations and stakeholder groups including National Education Association (NEA), American Federation of Teachers (AFT), National Board, as well as state departments of education and/or standards boards within states using edTPA.
- **Final Panel to Establish the Recommended Professional Performance Standard.** The Final panel included representatives from both the practitioner panel and the policy panels.

edTPA Standard Setting Guiding Question

Throughout the standard setting event and examination of sample edTPA submissions, 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 U.S. public schools.
- Guiding question: What score (the sum of all of the rubric scores of the edTPA) represents the level of performance that would be achieved by this individual?

The purpose of the edTPA standard setting guiding question and context was to identify the performance expectation (on the 15-rubric scale) of an initially licensed, classroom-ready teacher. The step-by-step standard setting process of examining actual candidate submissions 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."**

Key Steps of the Standard Setting Process

- **edTPA Standard Setting Pre-Activities (Homework)**. Prior to the meeting, each invited panelist received edTPA handbooks, rubrics, scoring materials, and four previously scored edTPA submissions 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.
- **Day 1 – Policy Capture 1 Activity Overview/Instructions**. Individuals were assigned to collaborate with other panelists who reviewed the same edTPA materials for the homework assignment. Each panelist recalled a specific edTPA submission that they reviewed for homework and then provided an individual rating for that submission. In assigned groups, they discussed their ratings with other panelists with the goal of arriving at a consensus on the rating. Panelists repeated the process three more times for the other edTPA submissions they reviewed for homework.
- **Day 1 – Policy Capture 2 Activity Overview/Instructions**. Each panel determined a score range that would include the potential cut score. Given this range, a set of "Candidate Score Profiles" (scores for each rubric and total score) were identified for independent review by the panelists.

- **Day 2**. Each panel returned to the guiding question and framing for establishing a recommended professional performance standard. Using data from the individual ratings of the four edTPA submissions examined, each panel was asked to review data and attempt to narrow the range of scores that would include the cut score. The following data were present during three rounds of facilitated review:
    - Demographic data from the 2013 edTPA field test
    - Decision Consistency and Modeled Pass Rates (impact data) based on the number of 2013 edTPA field test candidates who performed at or above a recommended cut score (as a percentage of all candidates in a given group) overall, by credential area, and by demographic
- **Final Panel**. The third panel gathered after Panel 1 and Panel 2 submitted their individual ratings and consensus decision for a recommended professional passing standard. Both panels presented the same recommendation for the professional performance standard on the 15-rubric scale and no additional consensus discussion was required.

Professional Performance Standard

Results of Standard Setting

During the edTPA standard setting process (previously described), the practitioner panel and policy panel recommended a maximum score of no more than 42 as the professional performance standard that should be considered. The final panel (a subset of both the practitioner and policy panel) supported a similar cut score benchmark. Typically, in setting a cut score for a pass-fail decision, a standard error of measurement is applied to the recommended score so as to minimize erroneous decisions (e.g., false negatives).[7]

States set their own passing scores based on state standard-setting that takes into account state-specific data, measurement data, and policy considerations. As discussed by the standard-setting committee members, states may consider setting their initial cut score lower than the committee-suggested cut score to give programs time as they learn to deliver and support edTPA activities and to support candidates' preparation of their submissions. As warranted, the cut score can be raised over time.

Candidate Pass Rates

The following table reports the number and percent of candidates who would have "passed" edTPA (based on the edTPA 2013 field test data) at different potential cut scores for an edTPA assessment with 15 rubrics. The table lists possible passing scores within a band of 37 and 42 (within one standard error of measurement of the maximum recommended cut score). Estimated passing rates are reported for cut scores within this band.

[7] The edTPA assessment includes 15 scoring rubrics, each of which is worth five points, for a total maximum score of 75. Following a three-panel standard-setting process in summer 2013, the panel recommended a maximum score of no more than 42 points as the professional performance standard that should be considered. Based on that recommendation, SCALE provided states with a national range from 39-42 (a half standard error of measurement) to use in their standard-setting process.

These passing rates are pooled across states and credential areas. Note that the field test sample is a voluntary sample of prospective teachers in edTPA participating states, and in many cases edTPA was not completed under high-stakes or consequential circumstances. Furthermore, many institutions were using edTPA for the first time and had not yet developed support strategies for candidates. However, the data provide an initial estimate of passing rates for edTPA at different potential cut scores. Under actual testing circumstances with programs that have become experienced in supporting the assessment, pass rates would be expected to increase.

It also is worth noting that, in the operational phase, all scores on or near the cut score are read and scored by two independent certified scorers. If there are differences in the scores, a third reader independently scores the submission to adjudicate discrepancies.

Candidate Passing Rates	
Cut Score	**Overall Passing Rate**
37	78.0%
38	74.3%
39	70.5%
40	66.8%
41	62.1%
42	57.9%

Candidate Pass Rates. The table provides number and percent of candidates "passing" at different potential cut scores for an edTPA assessment with 15 rubrics

Submission, Reporting, and Retaking edTPA

Consistent scoring of edTPA across campuses, states, and contexts is supported by a web-based registration, submission, and reporting platform. The edTPA electronic management system provides comprehensive services for candidates, teacher preparation programs, and state agencies in delivery of edTPA. Stakeholders can obtain assessment information, candidates can create a secure account for registration and upload their teaching artifacts for review and official submission, and candidates, teacher preparation programs, and state agencies can access score reports and performance information.

In addition, the electronic management system facilitates secure and official edTPA scoring by trained scorers, including the scheduling of qualified scorers, training and presentation of calibration exercises to scorers, the scoring of candidate submissions by the scorers, and ongoing monitoring of the overall process to achieve consistent scoring.

In summary, the architecture of the edTPA electronic portfolio platform features the following:

- An electronic system to register candidates and collect background information from them
- An electronic platform to collect submissions of edTPA materials, including video recordings
- An interface to allow submission of materials via a local vendor platform
- Functionality for faculty to provide formative feedback to candidates on the candidate's submission of edTPA materials before they are submitted for scoring, as an option
- Electronic training and calibration of educators to score edTPA
- An electronic platform to distribute edTPA submissions to scorers and collect the scorers' ratings
- An electronic platform to report scores to the candidate, to the teacher preparation program, and to the state
- A system for teacher preparation programs and the state to conduct detailed analyses of the database built from edTPA scores

Official score reports for edTPA are delivered to candidates, teacher preparation programs, and state agencies with a three- to four-week turnaround time between candidate submission deadlines and reporting of results. Electronic score reports are posted to the candidate's secure online account, as well as a secure database with accessibility for teacher preparation programs for their candidates' scores and accessibility for states for all candidate scores from the respective state.

Candidate score reports (i.e., profiles) include the score obtained on each of the edTPA rubrics, overall performance information (with links to additional interpretive information), and a narrative that provides rubric language descriptors of the candidate's performance for each of their rubric scores.

Candidates may retake one edTPA task or the entire edTPA assessment, with advice and counsel of faculty from their teacher preparation program. Guidelines will be provided to programs to support faculty/candidate decision-making about which tasks to retake and appropriate support for candidates retaking edTPA.

Conclusion: Moving Forward with edTPA

Now, more than ever before, it is critically important for the success of individual students and our nation as a whole that individuals entering teaching be prepared to meet the academic needs of all students. With new, higher standards and greater diversity among students, teachers must develop more sophisticated teaching skills and be able to use them from the first day they enter the classroom. Preparation programs also must learn how to support this kind of practice with useful tools to develop and assess new teachers' abilities to put their growing knowledge into action.

edTPA is the first nationally available, subject-specific assessment providing teacher preparation programs and states with access to a multiple-measure assessment system aligned to contemporary state and national standards. edTPA is an authentic, subject-specific, performance-based support and assessment system developed by the profession for the profession to assess teacher candidates' readiness to teach.

> *edTPA is the first nationally available subject-specific assessment providing teacher preparation programs and states with access to a multiple-measure assessment system aligned to contemporary state and national standards.*

edTPA may serve as an educational linchpin in states' bold efforts to reform teaching and learning at the beginning of the professional life cycle of teaching. edTPA's integrated, educative design supports teacher candidates, teacher preparation programs, and states with the tools to ensure that every P–12 student has a well-qualified teacher who knows how to meet his/her learning needs and develop deep subject matter mastery.

Appendix A: edTPA National Advisory Board

Advisory Board

The edTPA Advisory Board was appointed in April 2013 to counsel partners on the design, implementation, policy and governance of the assessment. The board's goal is to ensure that edTPA is a high-quality assessment that is well-used and effective in developing entering teachers, assessing their level of preparation and supporting teacher preparation programs. The advisory board was designed to include a broad representation from the field in order to ensure that edTPA continues to be developed and led by the educators it was designed to serve. Current members of the advisory board are:

William Buxton, Associate Professor, Literacy Education Department, SUNY Cortland

Thomas Bordenkircher, Michigan and Ohio Director for Teaching Fellowships, Woodrow Wilson National Fellowship Foundation

Lynn Cherkasky-Davis, Quest Center Coordinator, National Board Certification Initiatives, NBCT, Chicago Teachers Union

Mitchell Chester, Commissioner, Massachusetts Department of Elementary & Secondary Education

Jim Cibulka, President, National Council for Accreditation of Teacher Education and Council for the Accreditation of Educator Preparation

Carl Cohn, Clinical Professor of Education, Claremont Graduate University

Mary Diez, Professor, School of Education, Alverno College

Daniel Domenech, Executive Director, American Association of School Administrators

Anne Marie Fenton, Program Director of Assessment, Georgia Professional Standards Commission

Chris Koch, State Superintendent, Illinois State Board of Education

Marvin Lynn, Dean, School of Education, Indiana University South Bend

Callie Marksbary, Classroom Teacher, Lafayette, Indiana and Chair of the NEA Professional Standards and Practice (PSP) Committee

Bill McDiarmid, Dean and Alumni Distinguished Professor of Education, University of North Carolina Chapel Hill

Kendra Phelps, Professional Issues Representative, Cincinnati Federation of Teachers

Rebecca Pringle, Secretary-Treasurer, National Education Association

Phil Rogers, Executive Director, National Association of State Directors of Teacher Education and Certification

David Sevier, Deputy Executive Director, State of Tennessee Board of Education

Lee Shulman, Emeritus Professor, Stanford University

Kathleen Skinner, Director Center for Education Policy and Practice, Massachusetts Teachers Association

Ron Thorpe, President and CEO, National Board for Professional Teaching Standards

Jennifer Wallace, Executive Director, Professional Education Standards Board, Washington

Randi Weingarten, President, American Federation of Teachers

Bob Wise, President, Alliance for Excellent Education

Beverly Young, Assistant Vice Chancellor, Teacher Education and Public School Programs, California State University System

Ken Zeichner, Professor and Director of Teacher Education, University of Washington

Appendix B: Score Means and Standard Deviations

The following table presents the mean, standard deviation, and number of submission by content area for each rubric of the edTPA assessment system, based on the 2013 edTPA field test.[8]

2013 Field Test Content Areas: Mean, Standard Deviation, and Volume by Content Area and Rubric																
		Task 1: Planning					Task 2: Instruction					Task 3: Assessment				
		Rubric														
Content Area	Statistic	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
All	Mean	3.15	2.98	3.02	2.95	2.96	3.12	2.90	2.87	2.78	2.68	2.83	2.90	2.38	2.52	2.73
	Std	0.75	0.87	0.75	0.71	0.84	0.58	0.69	0.75	0.84	0.75	0.86	0.88	0.82	0.74	0.91
	N	3,669	3,669	3,669	3,669	3,669	3,669	3,669	3,669	3,669	3,669	3,669	3,669	3,669	3,669	3,669
Agricultural Education	Mean	3.55	3.50	3.27	3.18	3.55	3.27	3.23	3.32	3.50	3.14	3.09	3.32	2.77	2.50	2.64
	Std	0.60	0.67	0.88	0.85	0.86	0.83	0.81	0.72	0.67	0.89	0.87	0.89	0.69	0.91	1.05
	N	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
Early Childhood	Mean	3.15	2.84	2.80	2.97	2.83	3.02	2.84	2.73	2.12	2.51	2.63	2.61	2.01	2.56	2.47
	Std	0.90	0.92	0.80	0.71	0.96	0.59	0.75	0.79	0.94	0.75	0.88	0.85	0.78	0.75	0.91
	N	491	491	491	491	491	491	491	491	491	491	491	491	491	491	491
Elementary Literacy	Mean	2.87	2.75	2.87	2.84	2.75	3.05	2.75	2.75	2.73	2.59	2.69	2.77	2.26	2.37	2.68
	Std	0.77	0.93	0.74	0.75	0.89	0.56	0.67	0.75	0.92	0.77	0.85	0.89	0.80	0.77	0.95
	N	709	709	709	709	709	709	709	709	709	709	709	709	709	709	709
Elementary Mathematics	Mean	3.29	3.17	3.19	2.99	3.08	3.15	3.05	2.97	3.02	2.83	2.96	2.99	2.62	2.64	2.92
	Std	0.67	0.79	0.72	0.65	0.74	0.51	0.61	0.67	0.61	0.71	0.79	0.86	0.80	0.68	0.86

[8] Data reflect complete submissions (i.e., no missing rubric scores). For candidates who received two scores, the average score across the two was used. Candidates who completed edTPA in a credential area with fewer than 15 rubrics are excluded from the data, and only the scores for rubrics 1 through 15 are used for candidates in an edTPA credential area where more than 15 rubrics are used. Low-incidence fields that had less than 10 candidate submissions are included in the "All" row, but omitted from the field-specific analyses. Elementary Education has three additional rubrics due to an extra Task focusing on analyzing student learning in mathematics; data for these three rubrics follow the table.

2013 Field Test Content Areas: Mean, Standard Deviation, and Volume by Content Area and Rubric																
		Task 1: Planning					Task 2: Instruction					Task 3: Assessment				
		Rubric														
Content Area	**Statistic**	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	N	929	929	929	929	929	929	929	929	929	929	929	929	929	929	929
Elementary Education*	Mean	2.73	2.59	2.62	2.73	2.53	3.06	2.63	2.66	2.63	2.36	2.48	2.63	2.09	2.08	2.22
	Std	0.75	0.70	0.63	0.68	0.75	0.49	0.60	0.65	0.79	0.63	0.75	0.88	0.72	0.67	0.83
	N	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80
K–12 Performing Arts	Mean	3.09	2.99	2.93	2.89	2.91	2.95	2.74	2.76	2.89	2.46	2.83	3.02	2.34	2.49	2.73
	Std	0.48	0.67	0.64	0.62	0.64	0.69	0.60	0.67	0.52	0.64	0.64	0.69	0.66	0.60	0.84
	N	116	116	116	116	116	116	116	116	116	116	116	116	116	116	116
K–12 Physical Education	Mean	2.74	2.60	2.42	2.49	2.49	2.98	2.77	3.17	2.99	2.27	2.36	2.62	2.06	1.96	2.00
	Std	0.77	0.91	0.77	0.64	0.82	0.70	0.68	0.82	0.71	0.57	0.84	0.79	0.65	0.54	0.76
	N	97	97	97	97	97	97	97	97	97	97	97	97	97	97	97
Middle Childhood English-Language Arts	Mean	3.18	2.82	2.73	2.45	2.36	3.36	2.82	3.00	2.73	2.18	2.64	3.09	2.18	1.91	2.27
	Std	1.08	1.17	0.79	0.82	1.36	0.50	0.87	0.77	0.90	0.98	0.81	0.94	0.60	0.70	0.90
	N	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
Middle Childhood History/Social Studies	Mean	2.89	2.78	3.06	2.67	2.67	3.17	2.61	2.61	2.28	2.56	2.39	2.50	1.78	2.00	2.06
	Std	0.68	0.81	0.80	0.59	0.91	0.62	0.61	0.61	0.83	0.70	1.04	1.15	0.81	0.34	1.06
	N	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
Middle Childhood Mathematics	Mean	3.00	2.69	2.81	2.31	2.94	2.81	2.06	2.25	2.81	2.50	2.44	2.69	2.06	1.94	2.25
	Std	0.63	0.60	0.54	0.60	0.77	0.40	0.25	0.68	0.40	0.63	0.81	0.87	0.57	0.57	0.68
	N	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
Middle Childhood Science	Mean	3.23	3.19	2.96	2.54	3.12	3.12	2.77	2.50	2.62	2.69	2.42	2.65	2.04	2.15	2.23
	Std	1.03	1.10	0.96	0.76	1.11	0.59	0.71	0.91	1.24	0.74	1.14	1.02	0.72	0.78	1.03
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Secondary English-	Mean	3.30	3.20	3.17	3.16	3.28	3.22	3.05	3.00	2.87	2.76	3.04	3.11	2.57	2.61	2.92
	Std	0.63	0.88	0.78	0.68	0.81	0.62	0.65	0.76	0.76	0.82	0.87	0.82	0.86	0.74	0.94

2013 Field Test Content Areas: Mean, Standard Deviation, and Volume by Content Area and Rubric																
		Task 1: Planning					Task 2: Instruction					Task 3: Assessment				
		Rubric														
Content Area	**Statistic**	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Language Arts	N	269	269	269	269	269	269	269	269	269	269	269	269	269	269	269
Secondary History/Social Studies	Mean	3.28	3.08	3.22	3.11	3.05	3.15	2.98	2.91	2.73	2.81	2.91	3.04	2.39	2.59	2.78
	Std	0.64	0.76	0.74	0.73	0.72	0.62	0.71	0.79	0.72	0.78	0.94	0.88	0.87	0.78	0.88
	N	291	291	291	291	291	291	291	291	291	291	291	291	291	291	291
Secondary Mathematics	Mean	3.11	2.97	3.04	2.85	2.94	3.07	2.68	2.72	2.81	2.70	3.00	3.08	2.35	2.51	2.71
	Std	0.65	0.75	0.57	0.64	0.75	0.49	0.63	0.71	0.65	0.57	0.75	0.73	0.68	0.59	0.75
	N	286	286	286	286	286	286	286	286	286	286	286	286	286	286	286
Secondary Science	Mean	3.37	3.17	3.22	3.18	3.37	3.43	3.18	3.18	3.07	2.85	3.14	3.20	2.73	2.86	3.04
	Std	0.69	0.83	0.68	0.64	0.73	0.62	0.69	0.72	0.95	0.74	0.81	0.82	0.77	0.69	0.75
	N	234	234	234	234	234	234	234	234	234	234	234	234	234	234	234
Visual Arts	Mean	3.49	2.91	3.17	2.89	2.99	3.21	3.09	3.04	3.04	2.71	2.64	2.47	2.02	2.28	2.68
	Std	0.75	1.00	0.64	0.92	0.96	0.66	0.78	0.84	0.73	0.73	1.06	1.18	0.91	0.85	0.96
	N	46	46	46	46	46	46	46	46	46	46	46	46	46	46	46

Mean and Standard Deviation by Content Area and Rubric. This table presents the mean, standard deviation, and number of submissions by content area for each rubric of the edTPA assessment system.

*Elementary Education has three additional rubrics due to an extra Task focusing on analyzing student learning in mathematics. Data for these three rubrics are presented in the following table:

2013 Field Test Content Areas: Mean, Standard Deviation, and Volume by Content Area and Rubric				
		Task 4: Mathematics		
		Rubric		
Content Area	Statistic	16	17	18
Elementary Education	Mean	2.24	2.29	2.15
	Std	0.79	0.90	1.00
	N	74	74	74

Appendix C: Factor Analyses

The following table provides the detailed results and estimation methods of the factor analyses. Exploratory factor analysis of the Pearson correlation matrix was used. For candidates who randomly received double-scored submissions, the average of their two scores was used. The maximum likelihood estimation and promax rotation for the 3-factor model were used. 1- and 3-factor models were estimated. Correlations among the factors in the 3-factor model ranged from 0.68-0.75.

Factor Analysis					
Task	Rubric	1-Factor Model	3-Factor Model		
			F1	F2	F3
Task 1: Planning	Rubric 01	**0.68**	**0.77**	0.1	-0.11
	Rubric 02	**0.68**	**0.8**	-0.03	-0.01
	Rubric 03	**0.69**	**0.62**	-0.01	0.14
	Rubric 04	**0.67**	**0.57**	-0.01	0.17
	Rubric 05	**0.7**	**0.8**	0	-0.02
Task 2: Instruction	Rubric 06	**0.54**	-0.02	**0.75**	-0.07
	Rubric 07	**0.67**	0.07	**0.8**	-0.06
	Rubric 08	**0.65**	-0.04	**0.76**	0.06
	Rubric 09	**0.6**	0.02	**0.6**	0.09
	Rubric 10	**0.64**	0.09	0.2	**0.41**
Task 3: Assessment	Rubric 11	**0.73**	0	0.01	**0.78**
	Rubric 12	**0.67**	-0.07	-0.05	**0.85**
	Rubric 13	**0.66**	-0.03	-0.04	**0.78**
	Rubric 14	**0.7**	0.15	0.09	**0.52**
	Rubric 15	**0.72**	0.06	0.02	**0.7**

Factor Analysis. This table shows the results of factor analysis of the 15 edTPA rubrics using data from the 2013 field test. NOTE: In this table, "ML" refers to the maximum likelihood for each factor.

Note: Candidates who completed edTPA in a credential area with fewer than 15 rubrics are excluded from the data, and only the scores for rubrics 1 through 15 are used for candidates in an edTPA edential area or state where more than 15 rubrics are used.

Appendix D:

edTPA Standards Setting Panels

Practitioner Panel

Panel group No. 1 was comprised of IHE faculty and P–12 educators with expertise in specific subject areas.

Name	Affiliation
Jorgelina Abbate	University of Massachusetts, Boston
Amee Adkins	Illinois State University
Debbie Aldous	Tukwila School District, Washington
Patti Bennett	Miamisburg Middle School
Rhonda Bonnstetter	Southwestern Minnesota State University
Thomas Bordenkircher	Woodrow Wilson Foundation
Mollie Davidson	Western Governors University
Linda Evans	Kennesaw State University
Chandra Foote	Niagara University
Marcy Singer Gabella	Vanderbilt University
Dianna Greivenkamp	University of Cincinnati
Etta Hollins	University of Missouri
Maria Hyler	University of Maryland
David Kimori	Ubah Medical Academy
Diana Lys	Eastern Carolina University
Desiree Pointer Mace	Alverno College
Patty Alvarez McHatton	Kennesaw State University
Al Mendle	University of CA, Davis
Misty Sato	University of Minnesota
Patrick Sexton	University of Washington
Richard Welsch	The University of Toledo

Policy Panel

Panel No. 2 is a group comprised of members from various national organizations. The members all specialize in different subject areas, which they represented during the small group activities and discussion of portfolios reviewed.

State	Name	Affiliation
CA	Tine Sloan	University of California, Santa Barbara
CA	Beverly Young	Teacher Education and Public School Programs - California State University System
HI	Lynn Hammonds	Hawaii Standards Board
HI	Tammy Huth	Department of Public Instruction
IL	Lynn Cherkasky-Davis	NBCT, Chicago Teachers Union
IL	Chris Koch	Illinois State Board of Education
IN	Callie Marksbary	Indiana, NEA Professional Standards and Practices Committee
MA	Mitchell Chester	Massachusetts Department of Elementary & Secondary Education
MN	Karen Balmer	Minnesota Board of Teaching
Nat	Emerson Elliott	CAEP
Nat	Monica Fillipu	Teach for America
Nat	Mariana Hayes	Alliance for Excellent Education
Nat	Peter McWalters	Council of Chief State School Officers
Nat	Kathleen Paliokas	Council of Chief State School Officers
Nat	Richelle Patterson	National Education Association
Nat	Phil Rogers	NASDTEC
Nat	Lisa Stooksberry	National Board for Professional Teaching Standards
Nat	Deb Tully	American Federation of Teachers
Nat	Jane West	AACTE
NC	Bill McDiarmid	University of North Carolina Chapel Hill
NY	Jennifer Case	NYS Education Department
NY	Jon Snyder	Bankstreet College
OH	Rebecca Watts	Ohio Board of Regents
TN	David Sevier	Tennessee State Board of Education
WA	Patti Larriva	Washington's Professional Education Standards Board
WI	Mary Diez	Alverno College

Name	Affiliation
OBSERVERS	
Saroja Barnes	AACTE
Robert Johnston	The Hatcher Group
Nina Moore	UCOP
Mary Sandy	CTC

Final Panel

The Final Panel was composed of selected representatives from both the policy and practitioner panels.

Final Panel		
State	**Name**	**Affiliation**
CA	Tine Sloan	UC Santa Barbara
HI	Lynn Hammonds	Hawaii Standards Board
IL	Amee Adkins	Illinois State University
IL	Lynn Cherkasky-Davis	NBCT, Chicago Teachers Union
IL	Chris Koch	Illinois State Board of Education
MA	Jorgelina Abbate	University of Massachusetts, Boston
MA	Mitchell Chester	Massachusetts Department of Elementary & Secondary Education
MN	Karen Balmer	Minnesota Board of Teaching
MN	David Kimori	Ubah Medical Academy
MO	Etta Hollins	University of Missouri
Nat	Emerson Elliott	CAEP
Nat	Peter McWalters	CCSSO
Nat	Kathleen Paliokas	CCSSO
Nat	Richelle Patterson	National Education Association
Nat	Phil Rogers	NASDTEC
Nat	Lisa Stooksberry	National Board for Professional Teaching Standards
Nat	Deb Tully	AFT
Nat	Jane West	AACTE
NC	Bill McDiarmid	UNC
NY	Jennifer Case	NYS Education Department
NY	Chandra Foote	Associate Dean - Niagara University
NY	Jon Snyder	Bank Street College
OH	Rebecca Watts	Ohio Board of Regents
OH	Richard Welsch	U of Toledo, Chair, Early Childhood, Physical, & Special Education
TN	Marcy Singer Gabella	Vanderbilt University
WA	Patti Larriva	Washington's Professional Education Standards Board
WA	Patrick Sexton	University of Washington
WI	Mary Diez	Alverno College
WI	Tammy Huth	Department of Public Instruction