

edTPA Evaluation

edTPA EPP Performance Summary July 2016 - June 2017 Governors State University

Description of Report

This edTPA report is designed exclusively to assist Education Preparation Programs (EPPs) and/or State Agencies in evaluating the performance of their candidates as compared to the population of candidates taking edTPA within the state, and nationally. Because of the proprietary and interim nature of the performance information, State Agencies and EPPs must implement appropriate safeguards to protect against improper disclosure of this information. Official public release of national edTPA performance information will be made by the Stanford Center for Assessment, Learning and Equity (SCALE) through an annual public document.

This report includes mean candidate performance, an abbreviated distribution of total scores for National fields, and distributions of rubric level scores and condition codes reported by field. SCALE encourages programs to review the data with faculty in ways that support inquiry and program renewal. Please refer to the edTPA Summary Read Me File for a more detailed description and suggested uses of each section of the report.

As a reference, a general lookup table for rubrics by title follows:

Task 1: Planning

- P01. Planning for Content Understandings
- P02. Planning to Support Varied Student Needs
- P03. Using Knowledge of Students to Inform Teaching and Learning
- P04. Identifying and Supporting Language Demands
- P05. Planning Assessments to Monitor and Support Student Learning

Task 2: Instruction

- I06. Learning Environment
- I07. Engaging Students in Learning
- I08. Deepening Student Learning
- I09. Subject Specific Pedagogy
- I10. Analyzing Teaching Effectiveness

Task 3: Assessment

- A11. Analysis of Student Learning
- A12. Providing Feedback to Guide Learning
- A13. Student Use of Feedback;
- A14. Analyzing Students' Language Use and Content Learning
- A15. Using Assessment to Inform Instruction

Task 4: Elementary Education Handbook Only

- M19. Analyzing Whole Class Understandings
- M20. Analyzing Individual Student Work Samples
- M21. Using Evidence to Reflect on Teaching

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Interpretive Cautions:

1. Information regarding examinee institutional affiliation and all demographic information is based on self-reported information obtained at the time of test registration. This information has not been verified.
2. Total portfolio scores/Total Score Means are based on the 13, 15, or 18 rubrics (depending on the handbook) that are common to all National handbooks.
3. Results for Washington handbooks are included in the National results reported here and are based on the rubrics common to all handbooks. State-specific rubrics, such as Student Voice, are excluded for the purpose of this report.
4. Occasionally, rubrics receive a final score ending in a .5. This occurs because some edTPA portfolio submissions are scored by two independent scorers. For those portfolios, the final rubric score is the average of the scores assigned by each scorer.
5. For this report, the scores included in the distribution of portfolio total scores were rounded up to the nearest whole number if the total portfolio score ended in .5.
6. Condition Codes: Occasionally, portfolios are submitted that do not meet submission requirements and result in a condition code for a rubric. A condition code that explains the reason a rubric is deemed unscorable is reported to the examinee. Note that portfolios reported on or after October 2015 are held to the "Incomplete" Scoring Rules (i.e., 2 or more condition codes within a single task will result in the entire portfolio receiving a score of 0). Incomplete portfolios are excluded from the computation of the means and distributions of all rubric, task, and portfolio scores. For portfolios that contain condition codes but are not Incomplete, the condition code(s) will be included in the distribution of rubric scores.
7. For National and State reports, means and distributions of total scores are not provided for fields with fewer than 10 portfolios. Fields with fewer than 10 portfolios are omitted from the rubric-level distribution reporting tables.
8. The results reported here include all submissions from examinees, thus there may be multiple submissions from a single examinee (i.e., retakes).
9. This document includes some materials that are test secure and/or confidential for other reasons. As such, it should only be circulated to authorized personnel (e.g., edTPA coordinators, faculty, and other users) who need access to this information. The accompanying notes are an integral part of this document.