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Action

Educator Preparation Committee

Proposed Adoption of a Revised Passing Standard for the Special Education for California edTPA Performance Assessment

Executive Summary: This agenda item presents a revised passing standard for the Special Education for California (SCA) edTPA performance assessment for the Commission's review and potential adoption.

Recommended Action: That the Commission adopt the recommended revised passing standard with a -2.0 Standard Error of Measurement (SEM).

Presenters: David DeGuire, Director, Professional Services Division; Nicole Merino, edTPA National Director, Stanford Center for Assessment, Learning, and Equity (SCALE); and Lori Kroeger, Senior Area Director, Evaluation Systems group of Pearson, Inc.

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Introduction

This agenda item presents for review and potential adoption a revised passing standard for the Special Education for California (SCA) edTPA performance assessment for Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) candidates. The item also provides information about the standard setting process used to determine the recommendation.

Background

In [August 2022](#), the Commission heard an update on the development of the Education Specialist versions of the edTPA and the Fresno Assessment of Student Teaching (FAST) performance assessments and separate analyses regarding a content review and a review for compliance with the [Commission's Assessment Design Standards](#). The Commission approved three assessments for Education Specialist credential candidates—CalTPA, edTPA, and FAST—as having met the content requirements and Performance Assessment Design Standards and directed the assessment sponsors to conduct standard setting studies.

At its [October 2022 meeting](#), the Commission adopted an initial passing standard for the SCA edTPA of 40 with the application of a -2.0 SEM, making the actual initial passing score 37.

Because of the low number of portfolios included in the standard setting, the Commission directed the assessment sponsor to collect additional data during the first year of implementation, hold a new standard setting study in spring 2023, and submit a revised recommended passing standard to Commission staff in time to present to the Commission for action during their June 2023 meeting. The Commission also retained the option of adjusting the passing score for the first operational year if the new standard setting study and impact data indicate a need.

Standard Setting Event Summary

During the 2022-23 academic year, Stanford University and the Evaluation Systems group of Pearson (Evaluation Systems) collected additional data on scores of Education Specialist credential teacher candidates who completed the Special Education for California (SCA) edTPA. These data were brought to a standard setting event on April 26, 2023.

Prior to that event, each invited subject area expert and educator received the SCA edTPA handbook, rubrics, scoring materials, and three previously scored sample submissions from the SCA edTPA handbook operational implementation, representing different performance levels from the Education Specialist Mild to Moderate Support Needs and Extensive Support Needs credential areas. Panelists were asked to review materials submitted by candidates and the

scoring evidence identified by trained bench markers for the submissions that were assigned to them. The purpose of the pre-work was to ensure that participants were able to review the assessment architecture, to gain some exposure to a range of candidate responses, and to apply that information in the Policy Capture activities (described below) at the meeting. The list of panelists attending the Standard Setting meeting is found in [Appendix A](#).

The subject area experts and educators were convened into a panel for the standard setting session. Panelists were informed of the purpose of the assessment and provided with the online materials (e.g., digital briefing book, sample portfolios) through a SharePoint site to guide their activity. During the facilitated session, panelists familiarized themselves with the assessment and with the information contained in the secure SharePoint folder.

Panelists then engaged in Policy Capture activities, during which groups of panelists discussed with each other their individual ratings of portfolios that all had read as prework. The goal of the activities was to arrive at a consensus rating. The rating scale used had the following levels:

- **Clearly below** the passing standard;
- **Just below** the passing standard;
- **Just meets** the passing standard; and
- **Clearly above** the passing standard.

After a series of these activities, panelists recommended an initial cut score, which is also referred to as a “passing standard,” which was then discussed and evaluated. Following that, panelists recommended a final cut score.

Special Education for California (SCA) edTPA Handbook Standard Setting Guiding Question

Throughout the standard setting event and examination of sample SCA edTPA score profiles, a context statement and guiding question was used and revisited to frame all discussions. This statement and question provided a common framework in which all participants could anchor their decisions:

- Think about whether this candidate is “a teacher who is just at the level of knowledge, skills, and abilities required to perform effectively the job of a new education specialist teacher in California public schools for students with Mild/Moderate Support Needs (MMSN) or Extensive Support Needs (ESN).”
- Guiding question: What score (the sum of all of the rubric scores of the SCA edTPA) represents the level of performance that would be achieved by this individual?

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

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

Descriptive and Summary Data

Panelists were provided descriptive and summary data to help guide their recommendations. Descriptive and summary data included the number of portfolios scored in the two Education Specialist credential areas of MMSN and ESN, a summary of the population aggregate rubric, task, and total SCA edTPA performance (i.e., mean, standard deviation, median, minimum, maximum) for all candidates.

Demographics and total score descriptive performance statistics (i.e., number, percent, mean, standard deviation, median, minimum, maximum) were provided by gender and ethnicity. Finally, a distribution of total scores was provided for the data set.

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

Descriptive and Summary Data as presented to the panelists are provided in [Appendix C](#).

Impact Data

Panelists were provided with impact data to help inform their final recommendation. Impact data included the reporting of the passing rate that would have been observed based on the range of possible cut scores determined in Policy Capture. The number of candidates passing and the passing rate (as a percentage of all candidates in a given group) overall by credential area and gender were also provided.

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

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

Impact Data as presented to the panelists are provided in [Appendix D](#). Panelist Initial and Final Recommended rating forms are provided in [Appendix E](#).

Panelist Recommended Passing Standard

The final cut score, or passing standard, recommended by the committee was the median score of 39 ($M = 39.33$, $SD = .47$).

Consideration of a Standard Error of Measurement (SEM)

Once the final panel score recommendation is determined, an additional modification may be made to that score before it is adopted by the Commission. This modification is the determination and potential application of an adjustment that takes into consideration the Standard Error of Measurement (SEM). The SEM is a key measurement concept that addresses how accurately the recommended passing score standard reflects the scores likely to be achieved by actual candidates in real-world testing situations. For example, an examinee takes the test one time and receives a score. If that same examinee were to take the same exam several times, with no change in his or her level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or slightly lower than the score initially achieved by the examinee the first time he or she took the examination. Given this variation in possible scores on the same test by the same examinee, the examinee's initial score might not reflect the best score that examinee would hypothetically be able to achieve based on his or her actual knowledge and ability in the content area.

The range of scores an examinee would achieve across multiple administrations of the same test, were this activity to take place, includes what is known as the examinee's "true" score (the hypothetical score that would best reflect the examinee's actual ability) and the "observed score" (the actual score received on the first test administration).

A simple way to look at the concept of the SEM is to consider the case of the examinee who takes a CSET examination one time. Many factors affect how the examinee scores on his or her first attempt on the test, including knowledge of the content tested, affective factors such as the examinee's emotional, physical, and/or mental state on that particular day and time, and external factors such as the testing environment. Thus, it is not possible to say with certainty that the score obtained on the initial test taken by the examinee most accurately reflects his or her true level of knowledge, skills, and abilities. The likelihood that the examinee's true score is reflected on his or her first attempt is unknown. Thus, a computed SEM is often applied to adjust the minimum passing score for an examination in order to account for the difference in the examinee's true score and the examinee's observed score on the assessment.

To account for the difference measurement error may create between examinees' observed scores and true scores the Commission may wish to consider applying an adjustment (SEM) to the panel-recommended minimum passing standard for each of the subtests in both examinations.

The SEM has been calculated, and the corresponding passing scores at different SEM applications are found in the table presented below.

Panelist Final Recommended Passing Standard	Median	-2.0 SEM	-1.5 SEM	-1.0 SEM	-0.5 SEM
Calculated Passing Standard	39	35.76	36.57	37.38	38.19
Rounding Down in favor of candidate	39	35	36	37	38

Note: The Commission retained the right to adjust the passing standard for candidates who took the Special Education for California (SCA) edTPA during the first year of operation (2022-23). A review of the data found that no additional candidates would have passed if the standard had been recommended revised score 35 instead of 37 initially adopted in October 2022. Therefore, no additional action by the Commission is needed regarding scores for candidates who took the SCA edTPA during 2022-23.

Staff Recommendation

To follow the Commission’s recent past practices, staff recommends that the Commission adopt the passing standard of 39 recommended by the panel of California content experts with the application of a -2.0 SEM. This would bring the actual passing score to 35.

Next Steps

If the Commission adopts the recommended passing standard notification will be posted on the Evaluation Systems group of Pearson examination’s website (www.ctcexams.nesinc.com) and will be communicated to the field.

Appendix A

Standard Setting Panel

Panelist Name	Affiliation
Zoe Bartholomew	Dominican University of California
Cathy Creasia	University of Southern California
Steven Brownson	Los Angeles Unified School District
Mara Gonzalez	California State University, Sacramento
Tali Buschor	University of California, Santa Barbara
Cindy Collado	California State University, Sacramento

Appendix B

Overview of the Briefing Book Method

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

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

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

1. *Define purpose of assessment and standard setting.* Here the purpose of setting a cut score is outlined. This describes how the assessment and cut score will be used. An articulation of the performance standard is formulated. When the performance standard is articulated here, it is essential that the performance standard represent an appropriate level for the intended use and that it be directly aligned to what the assessment measures.
2. *Initial administration and data collection.* The intended use of the assessment will dictate the data that need to be collected during this stage. Minimally, information about the distribution of scores on the target assessment across relevant groups is needed for construction of the briefing book. Additional data might include the results of validity or reliability studies conducted to inform what different scores on the assessment mean and how consistent they are for the intended use.
3. *Briefing book assembly.* The briefing book is the primary source of information for participants who will recommend a cut score. The briefing book describes the nature of the assessment and the goal of the standard setting process. In addition, the briefing book contains evidence to a) characterize the level of performance at different potential cut scores and b) provide contextual information about the likely impact and appropriateness of different potential cut scores (e.g., passing rates). The characterizations of performance at different potential cut scores serve as performance standards corresponding to each cut score. Contextual information informs participants about the likely impact of a potential cut score. Additional information can be included as available and necessary.

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

References

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- McClarty, K. L., Way, W. D., Porter, A. C., Beimers, J. N., & Miles, J. A. (2013). Evidence based standard setting: Establishing a validity framework for cut scores. *Educational Researcher*, 42(2), 78–88. doi:10.3102/0013189X12470855

Appendix C

Descriptive and Summary Data for the edTPA Special Education California Handbook

The following tables contain descriptive summary statistics for data from edTPA complete portfolio submissions scored and reported during the Education Specialist California Handbook operational implementation from December 2022 to April 2023.

First Attempt, Complete Scores

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

Average Scores and Double-Scoring

In practice, more than 30% of edTPA portfolios are double scored, including an independent 10% random “reliability” selection and over 20% of portfolios that fall within a double-scoring band around the cutscore. Double scored submissions receive a second (or third) review of their portfolio, by an additional independent scorer. This is part of operational scoring to increase the reliability of candidates scoring near the passing standard. The scores used in these analyses were the scores reported to the candidates (e.g., the average of scorer one and scorer two if double scored). In cases where a candidate’s Total Score ends in 0.5 (e.g., 39.5), the score is rounded up to the nearest integer for reporting (e.g., 40). This is how the edTPA is reported operationally.

Education Specialist California Handbook Operational Implementation Sample Size

The Education Specialist California Handbook operational implementation had a robust sample size (n = 90). Further breakdown by selected variable is presented in the tables below.

Note About Interpretation of the Samples

Because these data represent a sample of edTPA candidates, one **cannot necessarily generalize from these results to the entire population of teacher candidates** who did not take the edTPA, or to those who will take the edTPA in the future. Conditions and policy framing are not identical in every year of this sample.

Table 1. Operational Implementation Number of Portfolios by Credential Area

Education Specialist Credential Sought	N
Mild/Moderate Support Needs	78
Extensive Support Needs	12

Table 2. Operational Implementation Rubric, Task and Total Score Descriptive Statistics

		N	Mean	SD	Median	Min	Max
edTPA Special Education for California		90	42	3.54	42	32	52
Rubric	Descriptive Statistics						
	N	Mean	SD	Median	Min	Max	
P01	90	2.6	0.53	3.0	2	4	
P02	90	2.9	0.53	3.0	1	4	
P03	90	2.8	0.61	3.0	2	4	
P04	90	3.0	0.57	3.0	1	4	
P05	90	2.8	0.43	3.0	2	3	
I06	90	3.0	0.21	3.0	3	4	
I07	90	3.0	0.36	3.0	2	4	
I08	90	2.9	0.22	3.0	2	3	
I09	90	3.0	0.32	3.0	2	4	
I10	90	2.7	0.56	3.0	1	4	
A11	90	1.8	1.00	1.0	1	4	
A12	90	3.3	0.62	3.0	1	4	
A13	90	2.4	0.60	2.0	1	4	
A14	90	2.9	0.53	3.0	1	4	
A15	90	2.8	0.50	3.0	1	4	
Planning	90	14.1	1.72	14.0	9	19	
Instruction	90	14.7	1.05	15.0	12	18	
Assessment	90	13.2	1.92	13.0	7	18	
Total Score	90	42.0	3.54	42.0	32	52	

Note: N = number of portfolios; Mean = average score; SD = standard deviation; Min = minimum observed score; Max = maximum observed score.

Table 3. Operational Implementation Distribution of Total Scores Overall

Overall Total Score Histogram=California

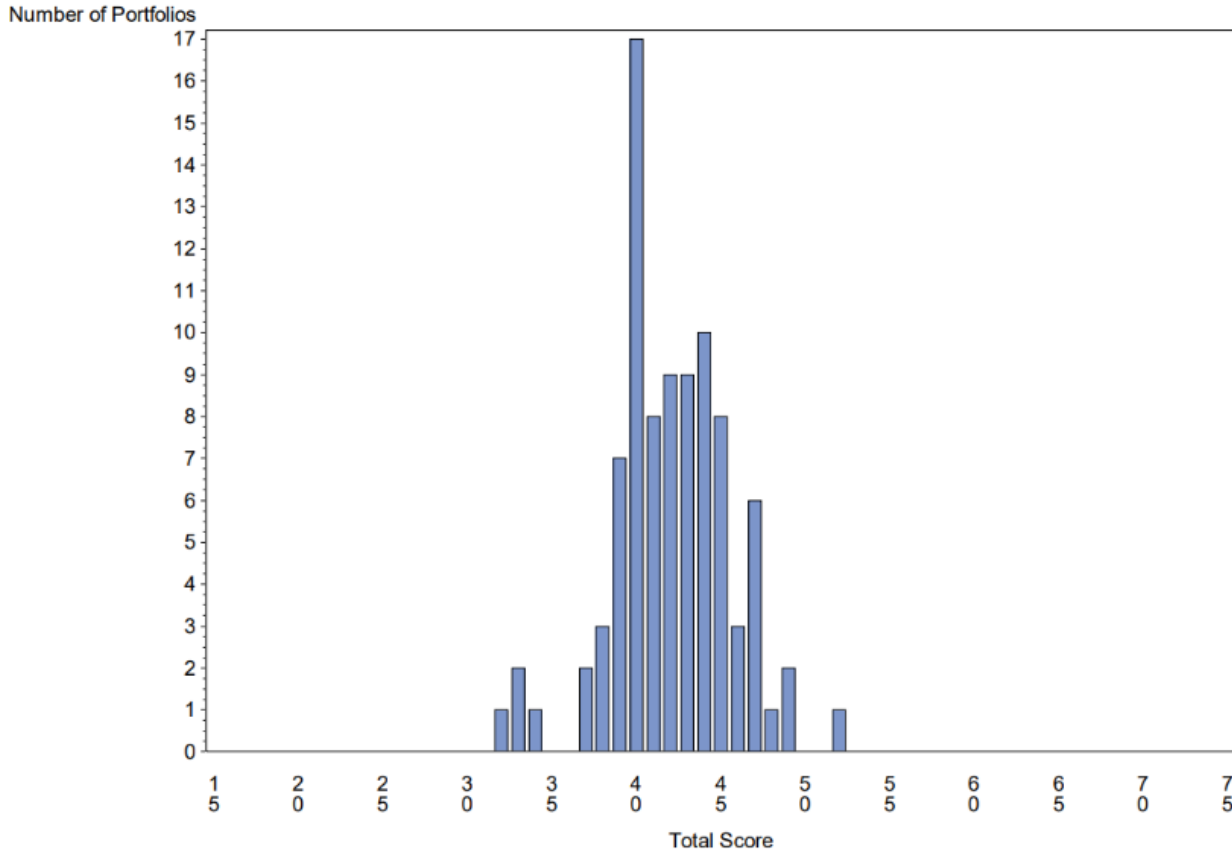


Table 4. Operational Implementation Demographics with Total Score Descriptive Statistics

Demographics	Descriptive Statistics						
	N	Percent	Mean	SD	Median	Min	Max
Gender							
Male	19	21	40.6	3.47	40.0	33	47
Female	66	73	42.3	3.55	42.0	32	52
Undeclared	5	6	43.6	2.51	44.0	40	47
Race/Ethnicity							
Black	5	6	41.2	3.56	40.0	38	47
Asian	9	10	42.0	2.40	41.0	39	45
Hispanic	34	38	42.1	3.25	42.0	33	49
White	28	31	42.3	4.06	42.0	33	52
Multiracial	8	9	40.8	4.50	40.0	32	47
Other	2	2	45.5	0.71	45.5	45	46
Undeclared	4	4	41.8	3.59	42.5	37	45
Context							
City	56	62	42.4	3.47	42.0	32	52
Suburb	20	22	42.1	2.82	42.0	37	47
Town	10	11	40.1	4.93	42.0	33	45
Rural	4	4	42.3	3.59	41.5	39	47
Learning Environment							
Blended: Combination of a traditional (face-to-face) classroom and a synchronous virtual learning environment	1	1	43.0	NA	43.0	43	43
Traditional (face-to-face) classroom only	89	99	42.0	3.56	42.0	32	52
Primary Language is English?							
Decline to answer	4	4	42.3	3.30	42.0	39	46
No	6	7	41.8	2.32	41.5	39	46
Yes	80	89	42.1	3.66	42.0	32	52

Note: N = number of portfolios; Mean = average score; SD = standard deviation; Min = minimum observed score; Max = maximum observed score.

Appendix D

Impact Data

In this section, predicted passing rates are reported for various cut scores. This is done by reporting the passing rate that would have been observed in the current sample of edTPA candidates based on a range of possible cut scores. The number of candidates passing and the passing rate (as a percentage of all candidates in a given group) overall are reported by credential area and by demographic characteristics. These data provide information about anticipated passing rates and are meant to provide guidance in anticipating general passing rates.

Table 1. Modeled Passing Rates - edTPA Special Education for California

Cut Score	Total N	N Pass	% Pass
30	90	90	100
31	90	90	100
32	90	90	100
33	90	89	99
34	90	87	97
35	90	86	96
36	90	86	96
37	90	86	96
38	90	84	93
39	90	81	90
40	90	74	82
41	90	57	63
42	90	49	54
43	90	40	44
44	90	31	34
45	90	21	23
46	90	13	14
47	90	10	11
48	90	4	4
49	90	3	3
50	90	1	1
51	90	1	1
52	90	1	1

Note: The Green highlighted score of 39 is the panel recommended passing standard, and the Blue highlighted score of 35 is the staff recommended passing standard after applying a Standard Error of Measure.

Table 2. Modeled Passing Rates - edTPA Special Education for California by Reported Gender

Cut Score	Gender					
	Male		Female		Undeclared	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
30	19	100%	66	100%	5	100%
31	19	100%	66	100%	5	100%
32	19	100%	66	100%	5	100%
33	19	100%	65	98%	5	100%
34	18	95%	64	97%	5	100%
35	18	95%	63	95%	5	100%
36	18	95%	63	95%	5	100%
37	18	95%	63	95%	5	100%
38	16	84%	63	95%	5	100%
39	15	79%	61	92%	5	100%
40	12	63%	57	86%	5	100%
41	8	42%	45	68%	4	80%
42	6	32%	39	59%	4	80%
43	5	26%	31	47%	4	80%
44	4	21%	24	36%	3	60%
45	4	21%	16	24%	1	20%
46	2	11%	10	15%	1	20%
47	1	5%	8	12%	1	20%
48	0	0%	4	6%	0	0%
49	0	0%	3	5%	0	0%
50	0	0%	1	2%	0	0%
51	0	0%	1	2%	0	0%
52	0	0%	1	2%	0	0%
53	0	0%	0	0%	0	0%
54	0	0%	0	0%	0	0%
55	0	0%	0	0%	0	0%

Note: The Green highlighted score of 39 is the panel recommended passing standard, and the Blue highlighted score of 35 is the staff recommended passing standard after applying a Standard Error of Measure.

Table 3. Modeled Passing Rates - edTPA Special Education for California by Race/Ethnicity

Cut Score	Race/Ethnicity													
	Black		Asian		Hispanic		White		Multiracial		Other		Undeclared	
	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass	N Pass	% Pass
30	5	100	9	100	34	100	28	100	8	100	2	100	4	100
31	5	100	9	100	34	100	28	100	8	100	2	100	4	100
32	5	100	9	100	34	100	28	100	8	100	2	100	4	100
33	5	100	9	100	34	100	28	100	7	88	2	100	4	100
34	5	100	9	100	33	97	27	96	7	88	2	100	4	100
35	5	100	9	100	33	97	26	93	7	88	2	100	4	100
36	5	100	9	100	33	97	26	93	7	88	2	100	4	100
37	5	100	9	100	33	97	26	93	7	88	2	100	4	100
38	5	100	9	100	33	97	25	89	7	88	2	100	3	75
39	4	80	9	100	31	91	25	89	7	88	2	100	3	75
40	3	60	8	89	28	82	24	86	6	75	2	100	3	75
41	2	40	6	67	23	68	18	64	3	38	2	100	3	75
42	2	40	4	44	19	56	17	61	3	38	2	100	2	50
43	1	20	3	33	16	47	13	46	3	38	2	100	2	50
44	1	20	3	33	9	26	11	39	3	38	2	100	2	50
45	1	20	3	33	6	18	7	25	1	13	2	100	1	25
46	1	20	0	0	4	12	6	21	1	13	1	50	0	0
47	1	20	0	0	4	12	4	14	1	13	0	0	0	0
48	0	0	0	0	2	6	2	7	0	0	0	0	0	0
49	0	0	0	0	2	6	1	4	0	0	0	0	0	0
50	0	0	0	0	0	0	1	4	0	0	0	0	0	0
51	0	0	0	0	0	0	1	4	0	0	0	0	0	0
52	0	0	0	0	0	0	1	4	0	0	0	0	0	0
53	0	0	0	0	0	0	0	0	0	0	0	0	0	0
54	0	0	0	0	0	0	0	0	0	0	0	0	0	0
55	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Note: The Green highlighted score of 39 is the panel recommended passing standard, and the Blue highlighted score of 35 is the staff recommended passing standard after applying a Standard Error of Measure.

Appendix E

Panelists' Initial and Final Recommended Passing Standard Rating Forms

Table 1. Panelists' Initial Recommended Passing Standard

Avg	39.33	
SD	0.75	
Median	39	
Min	38	
Max	40	
Mode	40	
	35	0
	36	0
	37	0
	38	1
	39	2
	40	3
	41	0
	42	0

Table 2. Panelists' Final Recommended Passing Standard

Avg	39.33333333	
SD	0.471404521	
Median	39	
Min	39	
Max	40	
Mode	40	
	35	0
	36	0
	37	0
	38	0
	39	4
	40	2
	41	0
	42	0