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EDUCATIVE ASSESSMENT & MEANINGFUL SUPPORT

2017 edTPA Administrative Report

edTPA[®]

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Preface and Acknowledgments

edTPA is a performance assessment for initial licensure teacher candidates, which was developed and field tested beginning in 2009 and used operationally since September 2013. This report presents analyses based on teacher candidate performance from **January 1st to December 31st, 2017**, and complements prior reports that have reviewed the development of the assessment, as previously described in detail in the 2013 edTPA Field Test Summary Report and the 2014, 2015, and 2016 edTPA Annual Administrative Reports. As such, this 2017 report takes a streamlined approach and does not re-state previous content—it refers readers to existing descriptions of important program features, while providing updated 2017 program data. The field test report and all administrative reports are located in the [edTPA Resource Library](#).

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SCALE is the sole developer of edTPA, and Stanford University is the exclusive owner of edTPA. The university has a licensing agreement with the Evaluation Systems group of Pearson to provide operational support for the national administration of edTPA.

As developers of edTPA, we welcome all comments regarding this report and its data and will carefully consider such comments as we continue to research, enhance, and improve edTPA as a support and assessment system.

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Executive Summary

The Stanford Center for Assessment, Learning and Equity (SCALE), the American Association of Colleges of Teacher Education (AACTE), and the Evaluation Systems group of Pearson are pleased to release the 2017 Administrative Report. This report presents candidate performance data from over 40,000 candidates who participated in edTPA during the fourth full operational year (January 1 to December 31, 2017), associated analyses affirming reliability of scoring, and validity evidence supporting its intended use as a measure of readiness to teach and a metric used to inform program approval or accreditation. As in previous years, all analyses and results have been informed and reviewed by a technical advisory committee of nationally recognized psychometricians and meet the technical standards for licensure assessments set forth by AERA, APA, & NCME (2014).

SCALE and AACTE commend the 780+ educator preparation programs in 41 states that have contributed to the development and field testing of edTPA and its use since 2009. We also commend the teaching candidates who have engaged with edTPA during the development stages and since the operational launch in September 2013 as a reflective experience that demonstrates the knowledge, skills, and abilities embedded in their real teaching with real students in real classrooms across the country. Moreover, edTPA was purposefully designed to reflect the job-related teaching tasks that are represented in the National Board for Professional Teaching Standards (NBPTS) as it pertains to the skills and competencies attained as part of teacher preparation.

Developed by subject-specific faculty design teams and staff at SCALE, with input from hundreds of teachers and teacher educators from across the country, **edTPA is the first nationally available, educator-designed support and assessment system for teachers entering the profession.** It provides a measure of teacher candidates' readiness to teach that can inform licensure, accreditation decisions, and program completion. Most importantly, edTPA is an educative assessment that supports candidate learning and preparation program renewal.

edTPA Design

edTPA is a subject-specific performance assessment that evaluates a common set of teaching principles and teaching behaviors as well as pedagogical strategies that are focused on specific content learning outcomes for P–12 students. SCALE's extensive [Review of Research on Teacher Education](#) provides the conceptual and empirical rationale for edTPA's three-task design and the rubrics' representation of initial competencies needed to be ready to teach. The assessment systematically examines an authentic cycle of teaching aimed at subject-specific student learning goals, using evidence derived from candidates' practice in their student teaching or internship placement. A cycle of teaching, captured by the three tasks that compose an edTPA portfolio, includes

1. planning,
2. instruction, and
3. assessment of student learning.

Authentic and job-related evidence includes lesson plans, instructional materials, student assignments and assessments, feedback on student work, and unedited video recordings of instruction. Also assessed through the three tasks are candidates' abilities to develop their students' academic language and to justify and analyze their own teaching practices.

All 27 edTPA handbooks share approximately 80% of their design, assessing pedagogical constructs that underlie the integrated cycle of planning, instruction, and assessment. The other 20% features key subject-specific components of teaching and learning drawn from the content standards for student learning and pedagogical standards of national organizations. For example, consistent with the National Council of Teachers of Mathematics standards, the elementary, middle childhood, and secondary mathematics versions of edTPA require candidates to demonstrate subject-specific, grade-level appropriate pedagogy in mathematics. The assessment requires that the central focus of their learning segment supports students' development of conceptual understanding, procedural fluency, and problem-solving/reasoning skills of a standards-based topic; that their lesson design includes

mathematics-pertinent language demands and supports; and that assessments provide opportunities for students to demonstrate development of mathematics concepts and reasoning skills.

edTPA's Educative Purpose—A Support and Assessment System

Unlike typical licensure assessments external to programs, edTPA is intended to be embedded in a teacher preparation program and to be “educative” for candidates, faculty, and programs. Candidates deepen their understanding of teaching while preparing for edTPA and reflecting on their strengths and challenges as they move forward into the profession. For faculty and programs, the various edTPA resources and candidate, program, and campus results can be used to determine areas of program strength and curricular renewal (Whittaker, Pecheone, & Stansbury, 2018; Pecheone & Whittaker, 2016). In addition, the [professional growth plan](#) resource (available to the edTPA membership community through the AACTE Resource Library) uses edTPA results and other evidence of teaching to inform candidates' goal setting for induction and the early years of teaching.

Since edTPA launched its first “online community” in 2011, membership has grown to about 10,320 faculty from over 790 teacher preparation programs. The [edTPA website](#) also includes publicly available materials for various stakeholders. In addition to the website, edTPA offers a National Academy of experienced consultants available to provide professional development to new users and to network in a learning community across the country. Lastly, programs using edTPA are provided with a variety of tools and reporting formats to access, analyze, and make decisions about their own candidate performance data, as well as state and national summary reports.

Scorer Training, Monitoring, and Reliability of Scores

Educators play a critical role in the scoring of edTPA. Over 3,000 qualified teachers and teacher educators now serve as scorer trainers, supervisors, or scorers. Scorers must be P–12 teachers or teacher preparation faculty with significant pedagogical content knowledge in the field in which they score, as

well as have experience working as instructors or mentors for novice teachers (e.g., National Board Certified Teachers). Before becoming an official edTPA scorer, educators must go through an extensive scorer training curriculum developed by SCALE and meet qualification standards demonstrated by scoring consistently and accurately. Once scorers qualify and score operationally, they are systematically monitored during the scoring process (through quality monitoring processes such as backreading, validity/calibration portfolios, and requalification exercises) to ensure that they continue to score reliably.

Scorer reliability was evaluated using several different statistical tests. In a random sample of 2,921 portfolios double-scored independently by two scorers, the scorers assigned either the same or adjacent scores (total agreement) in approximately 95% of all cases. Kappa N agreement rates reveal that scorers tend to assign scores within ± 1 and rarely assign scores that differ by more than 1 point (overall kappa N reliability = .91). As in all [previous reports](#), all reliability coefficients indicate a high degree of internal consistency of rubrics to the measured construct (readiness to teach). These results are consistent with the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014) technical standards for licensure assessments of this type and support the use of edTPA scores as a reliable, consistent estimate of a prospective teacher's readiness to teach.

Validity Evidence

edTPA was developed as an authentic, subject-specific, performance-based support and assessment system of a candidate's readiness to teach. Following the validity guidelines presented in the *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014), our previous reports define the constructs assessed by edTPA and present evidence that examines its use and interpretations. The validity sections review sources of validity evidence for edTPA; these include the empirical research and theory on which the development was based; the design process and content development to ensure that the assessment represents the skills, knowledge, and abilities that represent a candidate's readiness to teach; and evidence

based on content and internal structure. Each year we present results from a Confirmatory Factor Analyses (CFA) and a polytomous item response theory (IRT) model that provide empirical support for the edTPA constructs of planning, instruction, and assessment. This year's report affirms our previous findings.

Candidate Performance

This report presents performance data from 40,331 first-attempt officially scored edTPA submissions, including average scores and distributions overall by task and by rubric for the entire sample, as well as for each of the 27 individual content fields. The total score, computed as an aggregation of scores on a 5-point scale across 15 rubrics, ranges from 5 to 75 total points. The average edTPA score across 39,566 portfolios from fields with 15-rubric handbooks (including the first 15 rubrics of Elementary Education) was 44.7, with a total standard deviation of 6.6. Performance by task is an aggregation of scores on the 5 rubrics that make up each of the three tasks; these range from 5 to 25 points for each task.

Scores across content fields were examined overall, as well as disaggregated based on state-wide policy regarding consequential edTPA use—that is, whether or not the results of edTPA are used to make consequential decisions about candidates or programs. Based on the national [recommended professional performance standard](#) of 42 (note that to date no state has a cut score of 42), the pass rate for all candidates who submitted an edTPA portfolio in 2017 was 74% across all states, and 75% in states using the assessment consequentially. Note that cut scores vary by state as do passing rates, and to date state cut scores range from 35 to 41. See details in the body of the report for pass rates by cut score.

Due to large differences in sample size, populations represented within the sample, and small numbers of total submissions in certain fields, interpretations and comparisons across fields should be approached with caution and should not be generalized across the entire profession.

When submitting an edTPA portfolio for official scoring, the candidate is asked to provide demographic information in several categories: gender, ethnicity, teaching placement context (including school location [city, rural, suburb, or town]), length of placement, student characteristics (% English learner, % special education eligibility, % free/reduced lunch), program type (traditional or alternative route), education level, and primary language. Portfolios submitted in states that have policy for consequential use of edTPA were used to examine performance by these demographic categories (N of 34,021). These analyses revealed that all demographic variables taken together explained less than 4% of the total variance in edTPA scores. Differences by racial/ethnic group were small, women generally scored more highly than men, and suburban teachers on average scored more highly than teachers in other teaching contexts. Performance differences were found between African American and White candidates, with differences in mean performance at less than one half of a standard deviation. In addition, White and Hispanic candidates had very similar performance, as did those indicating Other for ethnicity and those that declined to answer. Small sample sizes for some groups and differences in group sizes prevent strong generalizations.

edTPA is committed to providing equal opportunity for all teacher candidates and will continue to explore research in this area as well as monitor candidate performance, scorer training, assessment design, and implementation for any potential sources of differential impact.

Conclusion

As with the field test data (2013) and those of the previous administrative reports for 2014, 2015, and 2016, data presented here are consistent with the technical standards of APA, AERA and NCME (2014) and support the use of edTPA to grant an initial license to pre-service teacher candidates as well as to inform state and national accreditation. The reporting of performance of all candidates who submitted edTPA portfolios in 2017 is presented for all content fields and informs the use of edTPA across states.

As is the case with NBPTS, educative use of a performance-based assessment is more than a testing exercise completed by a candidate. edTPA's emphasis on support for implementation mirrors the National Board for Professional Teaching Standards' use of professional networks of experienced users to assist others as they prepare for the assessment. The opportunities for educator preparation program faculty and their P-12 partners to engage with edTPA are instrumental to its power as an educative tool. The extensive and growing library of resources developed by SCALE, the National Academy of consultants, and state infrastructures of learning communities for faculty and program leaders promote edTPA as a tool for candidate and program learning. As candidates are provided with formative opportunities to develop and practice the constructs embedded in edTPA throughout their programs and reflect on their edTPA experience with faculty and P-12 partners, they are more likely to internalize the cycle of effective teaching (planning, instruction, and assessment) as a way of thinking about practice—a way of thinking about students and student learning that will sustain them in the profession well beyond their early years in the classroom.

External Links to Program Features

The 2017 Administrative Report is a streamlined version compared to previous years. We present only the most up-to-date information about program participation and resources, followed by the findings for validity and reliability, and candidate performance. Links to previously published reports and resources are provided for the following topics:

[National Academy](#)

[edTPA Reports \(including Semi-Annual Reporting\)](#)

[States Participating in edTPA and State Policy Summary](#)

Scoring:

[Scorer Training](#)

[Scoring Model](#)

[Candidate Submissions, Originality, Score Confirmation, and Retakes](#)

[Validity Evidence:](#)

Content Validity and Job Analysis

Construct Validity

Consequential Validity

Concurrent Validity

Predictive Validity

[Standard Setting – National and State](#)

Supporting Committees:

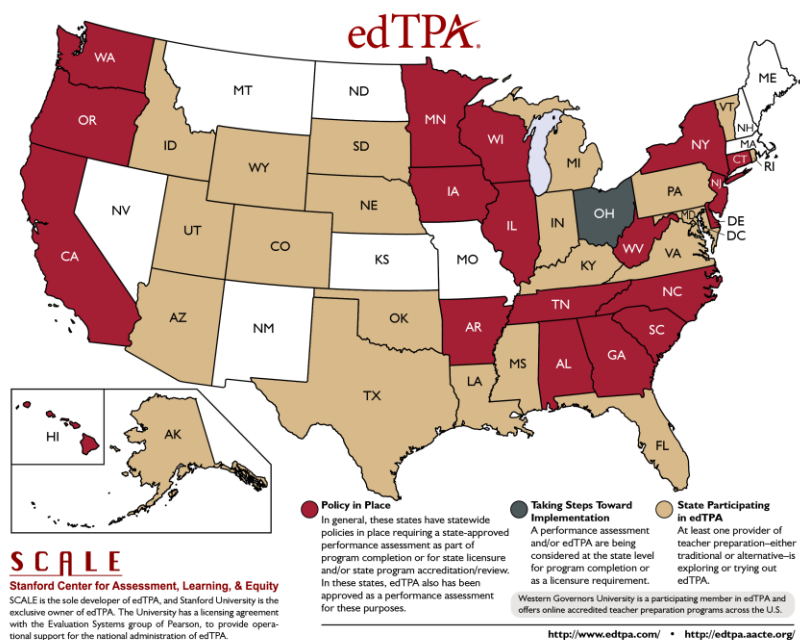
[Policy Advisory Council](#)

[Technical Advisory Committee](#)

Introduction

States Participating in edTPA

The map below shows the states currently participating in edTPA as of July 2018, signaling those with an edTPA implementation policy in place and those expecting to have an implementation policy in place soon. Visit the [edTPA website](http://www.edtpa.com/) for up-to-date information on states and their policies.



Role of the Partners

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 AACTE and the Evaluation Systems group of Pearson. Each partner plays an important role in the

design, development, and ongoing operations of edTPA as a nationally available performance assessment of teaching.

Stanford University faculty and staff at SCALE developed edTPA and are the sole authors. Stanford University exclusively owns all of the intellectual property rights and trademark for edTPA. SCALE is responsible for all edTPA development including candidate handbooks, scoring rubrics and the scorer training design, scorer training curriculum, and materials (including benchmarks), as well as support materials for programs, faculty, and candidates. SCALE also recruits, reviews, trains, and endorses National Academy consultants who act as support providers within the edTPA community.

AACTE partners with edTPA to support development and implementation, and disseminates resources via the [edTPA website](http://www.edtpa.com/) so that teacher preparation programs and faculty using edTPA have the materials they need to support teacher candidates. AACTE also supports the deployment of National Academy consultants via the website and an online community forum for networking and program assistance.

Stanford University/SCALE engaged Evaluation Systems, a group of Pearson, as an operational partner in March 2011 to make edTPA available to a national educational audience. As the operational partner, Evaluation Systems provides the management system required for multistate use of edTPA, including the infrastructure that facilitates administration of the assessment for candidate registration, submission, scoring, quality assurance, and reporting of results from both national and regional scoring. Evaluation Systems also recruits scorers (who consist of educators from public schools and educator preparation programs), manages the scoring pool, monitors scoring quality, and provides a delivery platform for the SCALE-developed scorer training curriculum. Evaluation Systems collects and records the scores generated by qualified scorers.

edTPA as a Support and Assessment System

Unlike typical licensure assessments external to programs, edTPA is intended to be embedded in a teacher preparation program and to be “educative” for candidates, faculty, and programs. Candidates deepen their understanding of teaching through use of formative resources and materials while preparing for edTPA, and the score reports provide feedback on candidates’ strengths and challenges as they move forward into their first years of teaching. For faculty and programs, the various edTPA resources and candidate, program, and campus results can be used to identify areas of program strength and determine areas for curricular renewal (Pecheone & Whittaker, 2016; Whittaker, Pecheone, and Stansbury, 2018).

Summary of Resources

Since edTPA launched its first “online community” in 2011, membership has grown to 10,320 faculty from over 790 teacher preparation programs who have access to more than 175 resources, including candidate handbooks, rubrics, templates, support materials for candidates, local evaluation protocols, retake guidelines, guidelines for supervising teachers, and webinars addressing edTPA constructs such as academic language. The [edTPA website](#) also includes publicly available materials for various stakeholders (for example, video and webinar explanations of edTPA and its benefits). **Materials in the AACTE Resource Library have been downloaded over 1.3 million times.**

The most commonly downloaded resources include:

Resource	Number of Downloads
Understanding Rubric Level Progressions 2017–2018—Complete Collection	107,966
Academic Language Summary Handouts 2017–2018—Complete Collection	90,156
edTPA Administrative Reports	66,955
State Policies and EPP Implementation Chart	63,122
edTPA Handouts to Share with Stakeholders	61,297
edTPA FAQ	33,817
edTPA Guidance to Supervising Teachers	29,548
Making Good Choices: A Support Guide for edTPA Candidates 2017–2018—Complete Collection	20,185
National Academy of Consultants	18,725

Reliability and Validity Evidence

Inter-Rater Agreement

The table below shows inter-rater agreement (IRA) for the 2017 edTPA administration cycle. The table shows agreement rates for each rubric as well as for judgments overall. IRA measures to what extent multiple raters provide ratings of items or performance tasks consistently. The check of IRA is part of the general quality control for a scoring process, and it requires a process that randomly assigns portfolios to be read by two scorers, independently. It is customary to summarize IRA for three levels of granularity (Chodorow & Burstein, 2004; Powers, 2000; Stemler & Tsai, 2008), such as

- exact agreement—proportion of cases in which the first and second scores match exactly;
- adjacent agreement—proportion of cases in which the first and second scores are apart by one score point, in absolute value; and
- total agreement—proportion of cases in which the pairs of scores are ± 1 score point apart from each other.

The data set included 2,921 complete submissions (approximately 8% of the total number of examinees) that were scored independently by two scorers

as part of the random sample of double-scored portfolios for the 2017 administration cycle. Across all 15 rubrics, independent scorers assigned the same score (exact agreement) in approximately 55.7% of all cases. Scorers assigned scores that were 1 point apart (adjacent agreement) in approximately 39.8% of all instances. When combining exact and adjacent agreement into a total agreement, scorers assigned scores that were the same or ± 1 point apart in approximately 95.4% of all cases. These exact and adjacent agreement rates are consistent with past edTPA operational years and with that of other performance assessments, such as the National Board for Professional Teaching Standards.

The kappa N provides chance-corrected total agreement, or IRA measures that result from removing total agreement that may have occurred randomly (Brennan & Prediger, 1981). Chance-corrected agreement ranges from 0 to 1. There are no widely accepted guidelines for what constitutes an adequate value of the coefficients, although higher values represent greater levels of agreement. The table below shows kappa N ranged from 0.853 (rubric 12) to 0.967 (rubric 6), with an average value of 0.906. This outcome corroborates that scorers tend to assign scores within ± 1 and rarely assign scores that differ by more than 1 point. The overall chance-corrected total agreement rate is consistent in magnitude with the kappa N rate found in prior operational years.

Task	Rubric	Inter-Rater Agreement			
		Exact	Adjacent	Total	Kappa N
Task 1: Planning	Rubric 01	0.561	0.403	0.964	0.926
	Rubric 02	0.523	0.407	0.930	0.855
	Rubric 03	0.544	0.417	0.961	0.919
	Rubric 04	0.564	0.401	0.964	0.926
	Rubric 05	0.555	0.383	0.938	0.870
Task 2: Instruction	Rubric 06	0.752	0.232	0.984	0.967
	Rubric 07	0.613	0.357	0.970	0.938
	Rubric 08	0.559	0.401	0.959	0.915
	Rubric 09	0.560	0.402	0.962	0.921
	Rubric 10	0.557	0.415	0.972	0.941
Task 3: Assessment	Rubric 11	0.522	0.408	0.930	0.855
	Rubric 12	0.492	0.437	0.929	0.853
	Rubric 13	0.484	0.453	0.938	0.870
	Rubric 14	0.551	0.412	0.963	0.923
	Rubric 15	0.513	0.443	0.956	0.909
Overall Average		0.557	0.398	0.954	0.906

Internal Consistency

Cronbach's alpha is a measure of internal consistency of raw test scores, an important characteristic of test scores that indicates the extent to which the items of the assessment measure the intended common construct (Cronbach, 1951). Cronbach's alpha estimates range from 0 to 1, and higher values reflect higher levels of consistency of a person's scores across the items (rubrics).

The following table shows edTPA estimates of Cronbach's alpha coefficient for the 2017 administration cycle. The table shows descriptive statistics for

total scores, and reliability estimates for individual fields and the overall group. The data set included 39,557 complete submissions (excluding portfolios with condition codes¹). The estimation of reliability took place with the data from the first rater. Reliability coefficients ranged from 0.849 (Early Childhood) to 0.951 (Family and Consumer Sciences Education), with an overall alpha of 0.894, indicating a high level of consistency across the rubrics, meaning that the rubrics as a group are measuring a common construct of teacher readiness.

¹ Condition codes are applied to one or more rubrics when the candidate's materials do not comply with edTPA evidence requirements (e.g., inaudible video, missing artifact, wrong artifact) and are therefore unscorable.

Field Name	N	Mean	Variance	Alpha
Agricultural Education	173	46.457	62.064	0.902
Business Education	158	46.506	46.825	0.912
Early Childhood	3,247	41.703	30.217	0.849
Elementary Education	8,076	44.908	41.632	0.895
Elementary Literacy	3,810	45.624	35.187	0.884
Elementary Mathematics	3,278	45.983	31.607	0.871
English as an Additional Language	556	50.108	60.969	0.925
Family and Consumer Sciences	95	45.716	91.312	0.951
Health Education	137	39.796	51.576	0.889
K-12 Performing Arts	1,553	45.495	51.644	0.896
Library Specialist	59	49.627	118.272	0.941
Middle Childhood English-Language Arts	476	48.443	41.203	0.896
Middle Childhood History/Social Studies	345	46.603	40.031	0.886
Middle Childhood Mathematics	635	44.115	27.190	0.853
Middle Childhood Science	405	46.869	60.223	0.915
Physical Education	1,200	42.268	39.799	0.869
Secondary English-Language Arts	2,759	45.839	36.875	0.892
Secondary History/Social Studies	2,591	45.237	36.895	0.904
Secondary Mathematics	2,066	40.623	33.017	0.855
Secondary Science	2,096	44.445	49.598	0.899
Special Education	5,011	44.319	50.492	0.902
Technology and Engineering Education	68	45.368	71.669	0.914
Visual Arts	763	48.721	42.301	0.879
Overall	39,557	45.4291	50.026	0.894

Internal Structure

The use of edTPA rubric, task, or overall scores depends on the intended purpose as well as the policy and approach to implementation of each program and state. The score on a particular rubric provides a candidate's level of readiness on the particular skill/ability being measured and informs conversations about the strengths and weaknesses of a particular candidate or a preparation program. Scores on each of the rubrics and total scores for the three edTPA tasks are reported to candidates, programs, and states to inform decisions and level of competency for each of the three components (planning, instruction, and assessment) of the teaching cycle. The final score

is the summed score across rubrics in all three tasks and is used as an overall measure of readiness to teach. As a valid assessment, the claim is made that the scoring procedure appropriately summarizes relevant aspects of performance and is applied accurately and consistently for all candidates. This is based on evidence that the scoring rules are appropriate and that the data fit the scoring model. The following analyses of the internal structure of edTPA provide psychometric evidence that supports the structure of levels within each rubric, the fit of rubrics within the three edTPA tasks, and the use of a single summed total score to represent candidates' overall performance. The accuracy and consistency of the scoring process are supported by the

scoring model, scorer training, double scoring procedures, and quality management outlined in previously published administrative reports.

Confirmatory Factor Analyses

Exploratory factor analyses of 2013 field test data provided support for the use of a total score on edTPA to summarize a candidate's performance, as well as for the underlying task structure (see pg. 22 of the [2013 edTPA Field Test: Summary Report](#)). These analyses have been provided in all past administrative reports. CFAs test whether patterns (correlations) among observed scores on a set of test items conform to hypothesized structures (Brown, 2006), providing validity evidence based on a test's "internal structure" to support score interpretations (AERA, APA, & NCME, 2014).

These analyses included all 2017 first-time edTPA submissions, and excluded incomplete portfolios and portfolios with condition codes. In cases where a portfolio was double scored, only the first rater's score is included in the analyses. CFA models were estimated based on the observed sample covariance matrix among rubric scores for the 2017 administration cycle. Models were estimated using maximum likelihood estimation with standard errors and scaled chi-square fit statistics, as implemented in the R package "lavaan" (Rosseel, 2012), to fit all models.

Based on the design and interpretation of the edTPA total score, a 1-factor model in which all rubric scores load on a single latent factor was estimated. To account for the task-based design and structure of edTPA portfolios, a 3-factor model with correlated factors and with each rubric loading only on its associated task was also estimated. All factor loadings for the three-factor solution were positive and statistically significant as anticipated (most standardized loadings were greater than 0.6 in the 3-factor model). [Table A-1 in Appendix A](#) presents the estimated standardized factor loadings for the 1- and 3-factor models in the full sample of portfolios. [Table A-2](#) presents the estimated correlations among the task factors in the 3-factor model, which are also strongly positive and statistically significant. The large magnitude of the correlations further supports the interpretation that edTPA rubrics

measure three highly interrelated sub-dimensions—planning, instruction, and assessment—of a single readiness-to-teach construct.

IRT: Partial Credit Model

As outlined in prior administrative reports, a polytomous item response theory (IRT) model, the partial credit model (PCM; Masters, 1982), was fit to the same sample of edTPA submissions included in the CFA models. The PCM provides a statistical model of the probability that a candidate earns each possible rubric score as a function of a single, continuous, underlying dimension "theta."

The unidimensional PCM was fit to the 2017 sample of candidates. Models were estimated using marginal maximum likelihood. As noted above, edTPA scores are derived from the ratings of a single scorer who scores the entire portfolio; rubric scores may reflect some rater effects. Additionally, the results presented below are based on aggregating data across credential areas. Because edTPA is used based on a single total score calculated equally across fields with 15 rubrics, this analysis provides evidence about how this measure functions overall.

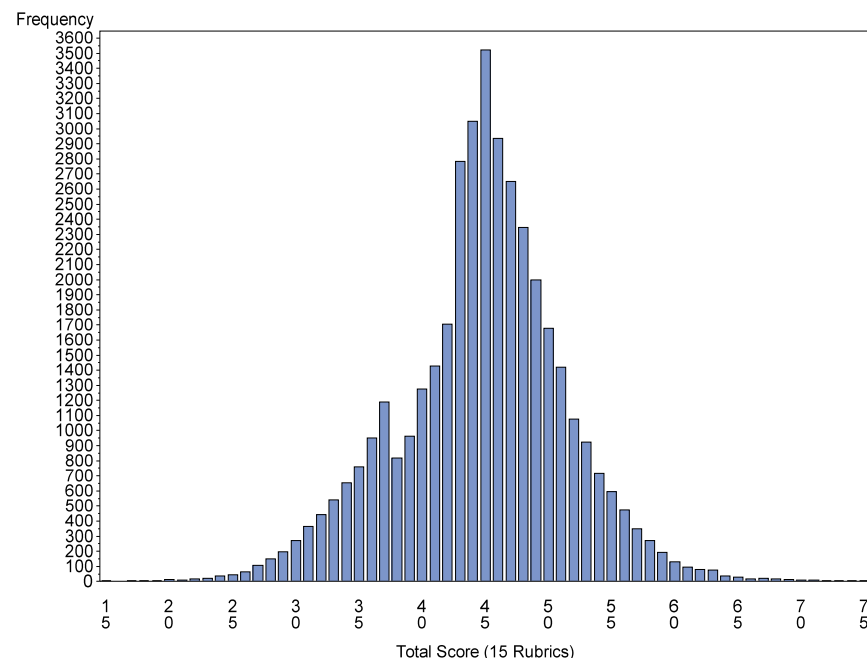
To evaluate fit, INFIT mean square statistics were computed for each rubric and examined to identify rubrics with INFIT values less than 0.75 or greater than 1.33, which would suggest a lack of fit. Plots of expected and observed rubric scores across the theta range were compared across the theta range to identify potential model misfit. A Wright Map depicting the distribution of candidate proficiency estimates alongside rubric threshold parameter estimates was inspected to determine (a) whether rubric thresholds conformed to the expected ordering and (b) whether the rubric thresholds for each score point were well-distributed across the range of the theta distribution. Finally, to summarize precision of theta estimates, the test information function and conditional standard error of estimate were plotted across the range of the theta distribution, and a person separation reliability index was estimated.

Inspection of the Wright Maps and rubric parameter estimates showed the hypothesized ordering of rubric thresholds and demonstrated that the Thurstonian thresholds (proficiency level at which a candidate has a 50% chance of scoring above a given score level) were located across the entire range of estimated candidate performance on the theta scale (see [Appendix A, Table A-3](#)). The test information function (and hence standard error of measurement in the theta metric) was consistent across the range of candidate performance. **To summarize, these results provide information about the level of performance at which candidates are likely to move from one possible rubric score to the next. The fact that these points are distributed across the theta distribution affirms that edTPA rubrics are constructed to provide useful discriminating information about candidate performance at different levels of overall performance.**

Candidate Performance

Overall Scores

The following figure presents the score distribution of 39,566 edTPA portfolios in fields scored based on 15 rubrics and submitted January 1–December 31, 2017, the fourth full calendar year for which edTPA was used consequentially.



This document includes some materials that are test secure and/or confidential for other reasons. As such, it should not be circulated to unauthorized persons. The accompanying notes are an integral part of this document.

This represents the distribution of final scores on all complete portfolios scored on five separate rubrics within each of the three major edTPA tasks: planning, instruction, and assessment. There are five levels of possible performance for each rubric, with level 3 characterizing “ready to teach” and

a total score range from 15 to 75. This figure shows that scores are normally distributed across this range. The dip in scores around 37–41 is an artifact of the double scoring process automatically applied to all portfolios that fall within the state or national double-scoring band. Figures presenting further information on the distribution of these portfolios (distribution based on first score only and distribution within cut band) are found in [Appendix B](#).

Task and Rubric Scores

Summary descriptive statistics and distributions for each task and rubric are presented in the following table.* As a reference, rubrics are listed below by title.²

Rubric	Mean	S.D.	Min	Max
Task 1: Planning				
P01	3.1	.6	1	5
P02	3.0	.7	1	5
P03	3.1	.7	1	5
P04	3.0	.7	1	5
P05	3.0	.7	1	5
Task 1 Total	15.2	2.5	5	25
Task 2: Instruction				
I06	3.1	.4	1	5
I07	3.0	.6	1	5
I08	2.9	.6	1	5
I09	2.9	.7	1	5
I10	2.8	.6	1	5
Task 2 Total	14.7	2.2	5	25
Task 3: Assessment				
A11	3.0	.8	1	5
A12	3.2	.9	1	5
A13	2.7	.8	1	5
A14	2.9	.7	1	5
A15	3.0	.7	1	5
Task 3 Total	14.8	2.9	5	25
Overall Total	44.7	6.6	15	75

Task 1: Planning

P01. Planning for Content Understandings
P02. Planning to Support Varied Student Learning 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 Understanding and Use of Feedback
A14. Analyzing Students' Language Use and Content Learning
A15. Using Assessment to Inform Instruction

² Descriptive statistics for Task 4 rubrics of the Elementary Education Handbook (M19: Analyzing Whole Class Understandings, M20: Analyzing Individual Student Work Samples, M21: Using Evidence to Reflect on Teaching) are presented in [Appendix C](#).

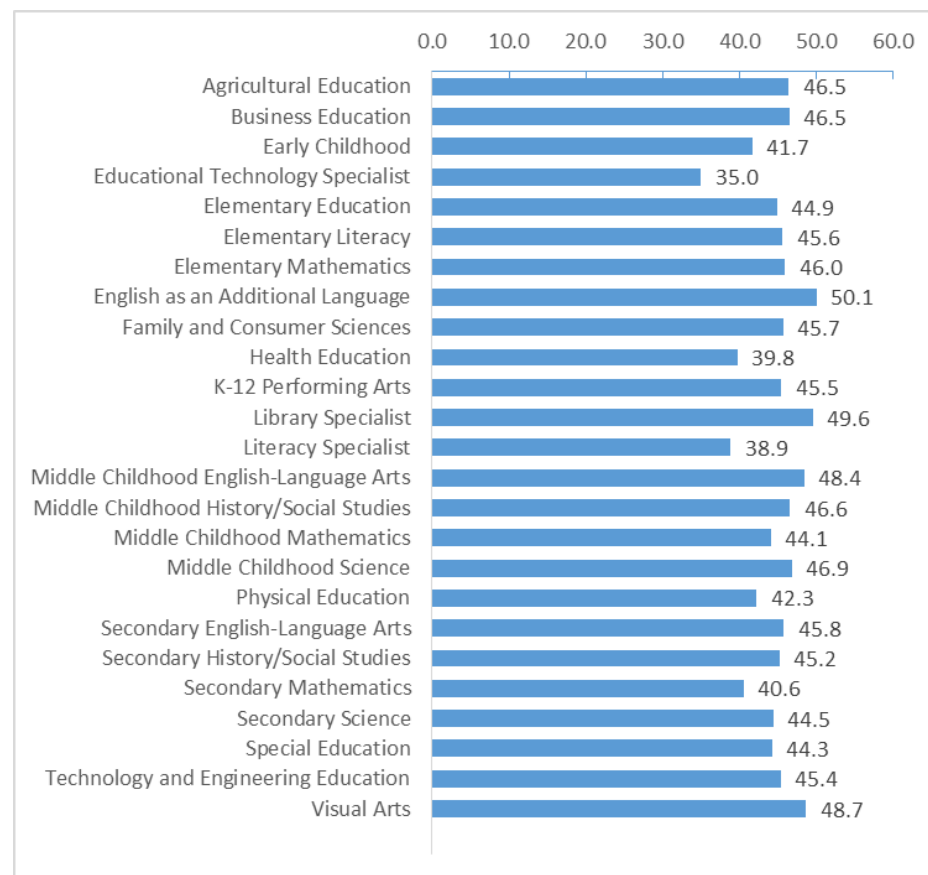
*Does not include 13-rubric fields (World Language, Classical Languages); includes first 15 rubrics of Elementary Education only.

The average edTPA score across 39,566 portfolios from fields with 15-rubric handbooks was 44.7, with a standard deviation of 6.6. This average performance shows a slight decrease (from 45.0 in 2016) to the incremental growth in mean scores and reduction in the standard deviation. As a reference, the 2013 field test data average score was 42.8 (SD = 8.17). As per previous years, scores ranged across the entire range of possible scores, from 15 to 75.

Candidate performance by task shows that candidates performed most highly on the planning task (mean = 15.2), followed by the assessment task (14.8), and then the instruction task (mean = 14.7).

Performance by Content Field

The following chart shows total score means by subject area for edTPA portfolios submitted January 1–December 31, 2017, in fields scored based on 15 rubrics. For double-scored portfolios, the average score across the two was used. Distribution of total scores for all fields can be found in [Appendix C](#).



Comparisons across fields should be approached with caution due to differences in sample size, content knowledge demands, and low numbers of submissions in some fields.

All edTPA handbooks examine the same underlying constructs and follow the same architecture with 80% overlap in content, with particular subject-specific elements that align to standards and expectations for pedagogy and student learning in that field accounting for the other 20%. Patterns of

performance across content fields are confirmed systematically in a multipronged approach:

1. Factor analyses models of latent structure are reviewed for each field with appropriate sample size.
2. Summary data, distributions, and patterns of overall scores, tasks, and rubrics are compared across fields for flags of outlier behavior.
3. Indices of reliability (internal consistency, exact and adjacent agreement by rubric, kappa Ns) are reviewed for each field with appropriate sample size.
4. Scoring trainers and supervisors are consulted to confirm scoring and backreading processes, and flag any recurring questions from scorers.
5. Experts in each profession are consulted to review the data and to discuss alignment of the handbook to the standards and expectations of the profession.
6. Input from programs and faculty using edTPA via the Online Community on the [edTPA website](#) and email to SCALE or AACTE staff are reviewed.
7. Review of and clarification to handbooks, scorer training, and support materials is conducted annually based on all quantitative and qualitative data.

Performance by Consequential Use

edTPA portfolios officially scored in the 2017 operational year represent submissions from candidates in 34 states. Of the 39,566 15-rubric field portfolios scored, 5,545 were submitted by candidates in states that do not currently have policy for edTPA use, and 34,021 were submitted in states with consequential policy. States without policy with submissions in 2017 are AZ, CO, CT, HI, IN, KY, LA, MD, MI, MO, MS, OH, OK, PA, UT, VA, and WY. States with consequential policy and submissions in 2017 are AL, AR, CA, DE, GA, IA, IL, MN, NC, NJ, NY, OR, SC, TN, WA, WI, WV. [Appendix D](#) presents the approximate percentage of portfolios coming from each state, and

[Appendix E](#) shows overall performance (mean, standard deviation, and number of submissions) by field in states without state-wide policy for use of edTPA and in states where such policy exists.

State policy mandating edTPA for purposes of teacher licensure and/or program evaluation results in greater consistency for use and implementation. It was therefore hypothesized that submissions from states with official policy would have higher average scores than those from states without edTPA policy. As predicted, edTPA scores were higher in states with policy requiring edTPA, with policy states having a mean of 45.02 and non-policy states having a mean of 42.92. This finding is consistent with expectations given the increased consistency of implementation and support structures, as well as levels of effort and motivation, that come about as a result of state-wide policy for consequential assessment.

Modeled Candidate Passing Rates

The following table reports the percentage of candidates (out of 39,566) who would have “passed” edTPA (based on edTPA 2017 data) at different potential cut scores for edTPA assessments with 15 rubrics. The table lists possible passing scores within the band of 35 and 42 (within one and a half standard error of measurement of the [Recommended Professional Performance Standard](#)) for candidates in states with and without consequential policy. Estimated passing rates are reported for cut scores within this band. These passing rates are pooled across states and credential areas. Note that these data include portfolios submitted in states where edTPA was not completed under high-stakes or consequential circumstances, and from institutions that may still be in the process of developing support strategies for candidates. Passing rates by program and state are likely to differ based on policy, support structures, and experience with edTPA.

Cut Score	Modeled Passing Rate
35	92.5%
36	90.6%
37	88.2%
38	85.2%
39	83.1%
40	80.7%
41	77.5%
42	73.9%

Based on the national recommended professional performance standard of 42, a modeled pass rate for all candidates who submitted an edTPA portfolio in 2017 would be 73.9%. Note that to date, passing scores established by states range from scores of 35 to 41 (for 15-rubric handbooks).

See the [edTPA State Policies Overview](#) for the most up-to-date information on state policies and any established state consequential score information, including planned adjustments over time.

Performance by Demographic Subgroups

When submitting an edTPA portfolio for official scoring, the candidate is asked to provide demographic information in several categories: teaching context, program type, ethnicity, primary language, gender, and education level. **Analyses of performance by subgroup within these categories included only 15-rubric handbook portfolios submitted in states that have policy for consequential use of edTPA (total N = 34,021).**

The analyses revealed small differences in performance across some of the subgroups. **It is important to note the difference in sample sizes of some of the subgroups within each demographic category may affect the ability to generalize these results to the national pre-service teaching population; all estimates of performance should not be overgeneralized and should be interpreted with caution.** Further, differences in performance do not take into account any prior or experiential differences in

the applicant pool, differences in program quality or preparation of candidates, and other factors that may contribute to a candidate's score and cause differences in performance. In addition, all information collected at the time of registration is based on candidate self-report, so some caution should be used in interpretation.

What follows is a description of subgroup performance in the following categories: teaching context, program type, ethnicity, primary language, gender, and education level. Finally, a regression analysis was conducted to examine the contribution of these demographic categories in explaining and interpreting edTPA candidate scores. For the ANOVA and Games-Howell post-hoc analyses, see [Appendix F](#).

Teaching Context (School Locale)

Upon submission of their edTPA portfolio, candidates are asked to indicate the context of their teaching placement. Based on these data, an ANOVA was run to analyze whether overall edTPA scores differed based on the teaching context of the candidate. The table below displays mean scores, standard deviations, and submission volumes by teaching placement categories.

Results showed that candidates teaching in city settings had the highest average scores, while candidates teaching in town settings had the lowest average scores.

School Locale	N	Mean	Std Dev
City	12,988	45.26	6.59
Rural	5,324	44.61	6.35
Suburb	11,066	45.24	6.44
Town	4,247	44.49	6.65
Declined to answer	396	42.10	6.96

This finding provides evidence that candidates in city settings had the highest overall performance and that candidates whose practice or clinical teaching takes place in town settings have lower average scores. Differences between city/suburb and rural/town were not statistically significant, and all other pairings had significant differences at the $p < .05$ level, though the actual

difference between mean scores is very small (less than one point for any comparison, except “Declined to Answer”).

Teaching Context (Student Characteristics)

The current report also presents a set of teaching context variables associated with student characteristics in the candidate’s placement, including the percentage of English language learners, students receiving free and reduced-price lunch, and students eligible for special education services, as shown in the tables below.

% ELL Students	N	Mean	Std Dev
<10%	20,070	44.93	6.41
10–25%	4,804	45.20	6.51
26–50%	2,479	45.60	6.40
51–75%	1,181	45.18	6.87
76–100%	1,860	45.78	7.47
Declined to answer	3,603	44.44	6.57

% Students Free and Reduced-Price Lunch	N	Mean	Std Dev
<10%	5,164	45.25	6.39
10–25%	4,472	45.34	6.39
26–50%	4,984	44.98	6.46
51–75%	4,428	44.98	6.43
76–100%	8,886	45.07	6.68
Declined to answer	6,063	44.58	6.62

% Students SPED Eligibility	N	Mean	Std Dev
<10%	15,238	45.28	6.37
10–25%	8,701	45.04	6.55
26–50%	2,567	44.94	6.58
51–75%	476	44.31	6.95
76–100%	2,719	44.57	7.04
Declined to answer	4,296	44.48	6.57

Although the point differences in candidate performance for these variables are very small, the analysis of student characteristics variables revealed some statistically significant differences. In general, candidates teaching fewer students eligible for special education outperformed those who had classes with more, those teaching a larger percentage of English language learners outperformed those with a smaller percentage, and there were small differences in performance related to the free and reduced-price lunch frequency. It is interesting to note the success of edTPA candidates who teach classes with a larger number of English language learners: when candidates are able to plan for and differentiate instruction and assessment for English learners they score higher on several edTPA rubrics. If they are teaching in contexts with more English learners, they may be more likely to demonstrate these skills.

Teaching Context (Placement Length)

edTPA candidates indicated the length of their clinical/student teaching placement. As can be seen below, there were differences in candidate performance associated with their reported length of placement (shown in number of weeks). Strongest candidate performance was found in placements of 21–30 weeks, and lowest performance was indicated in placements of zero weeks.

Length of Placement (weeks)	N	Mean	Std Dev
0	302	42.93	7.27
1–10	8,398	45.21	6.45
11–20	8,847	44.87	6.55
21–30	4,265	45.65	6.30
31–40	2,687	45.41	6.44
41+	6,055	44.76	6.64
Declined to answer	3,443	44.53	6.64

Different teaching contexts present different sets of experiences and opportunities for a pre-service teacher candidate. Many programs purposefully place students in field experiences in a range of teaching contexts and vary in their approach to preparing candidates for teaching in different contexts. Therefore, depth and breadth of experiences provided by the preparation program should be considered. The process used by each program to select candidates, the resources and supports available, as well as the candidate's disposition or preference are also likely to play a role in how a candidate performs within a particular teaching context. These data can help programs to reflect on how they serve and prepare their candidates and to scaffold conversation about teaching strategies that best support learners across various teaching contexts.

Program Type

Candidates registering for edTPA were asked to identify which type of program best described their preparation. The table below shows the means for various options that distinguish traditional university-based programs from alternative certification in a university, district, or Teach for America.

Teacher Preparation Route	N	Mean	Std Dev
Traditional EPP	29,053	45.18	6.43
Teach for America	431	45.51	6.44
Alt — university or college-based program	2,210	44.74	6.98
Alt — district provider	527	43.33	7.18
Other	452	42.64	7.76
Declined to answer	769	44.08	6.39

Unequal N for each program option and small numbers in alternative certification categories restrict generalizations from these data.

Ethnicity

Data from the 2017 operational year indicated that the large majority of candidates submitting edTPA portfolios were White (75.39%), followed by Hispanic (7.16%), African American/Black (5.93%), Asian or Pacific Islander (4.31%), and American Indian or Alaskan Native (0.33%), with 2.84% identifying as Multiracial, 1.31% Other, and 2.73% not identifying ethnicity.

The disproportionate representation of White candidates and the relatively small sample sizes of other groups must be considered when making comparisons or generalizations to other samples or to the general population of teacher candidates.

The table below shows the sample size, percentage of sample, average scores, and standard deviations of each subgroup.

Ethnicity	N	% of total N	Mean	Std Dev
African American/Black	2,053	6%	42.61	6.51
American Indian or Alaskan Native	94	<1%	43.90	6.77
Asian or Pacific Islander	1,470	4%	45.58	6.56
Hispanic	2,553	8%	45.03	6.43
White	25,575	75%	45.19	6.48
Multiracial	1,062	3%	45.18	6.49
Other	402	1%	44.46	6.88
Undeclared	812	2%	44.79	6.81

Analyses revealed that average scores for Asian or Pacific Islander, White, Hispanic, and Multiracial candidates were quite similar. While the average scores of African American/Black and American Indian or Alaskan Native candidates was lower than those of other subgroups ($p < .01$), the fact that African American/Black candidates made up a very small portion of the candidate pool (6%) and the N for American Indian or Alaskan Native is less than 100 should be noted.

To determine whether the scores of two groups are meaningfully different from one another, it is informative to compare the difference in means of the two groups to their pooled standard deviation. A smaller ratio indicates that there is substantial overlap in the scores of the two groups, and greater variability within each subgroup than between the subgroups. The difference in means between the White and African American/Black subgroups is 2.58 points, and the pooled standard deviation $(6.51+6.48)/2 = 6.49$. The difference in the mean performance of African American/Black and White candidates in this sample, then, is about one-third (0.39) of a standard deviation $(2.58/6.49)$. Similarly, the difference between White and American Indian or Alaskan Native candidates is 1.29, and the pooled standard deviation $(6.48+6.77)/2 = 6.62$. The difference in the mean performance of American Indian or Alaskan Native and White candidates in this sample, then, is about one-fifth (0.19) of a standard deviation $(1.29/6.62)$.

These findings contextualize the magnitude of the difference and demonstrate that the scores of candidates in these subgroups overlap substantially with White candidates. Placing this finding in the context of assessment of teacher education, the gap between average scores of White candidates and other subgroups is smaller than that seen with other more traditional standardized assessments of initial teaching (e.g., Goldhaber and Hansen, 2010). Furthermore, the difference between White and African American/Black candidates in 2016 and 2017 is smaller than that noted in 2015 (as comparison the difference in mean score in 2015 was 3.62).

The performance of candidates was also examined by subgroup within each teaching context to see whether the pattern of the overall sample was consistent across the different placements (contexts). This examination revealed that the difference in means of the White and Hispanic candidates was consistently less than 1 point and varied across teaching contexts with Hispanic candidates outperforming White candidates in both rural and suburban settings.

These data reveal overall trends in edTPA performance for this sample, and while findings should not be overgeneralized, educator preparation programs and state agencies are encouraged to use data from their

respective populations to conduct further analyses and consider implications. edTPA is committed to providing an equitable assessment that is free of bias and adverse impact. While caution must be taken in making generalizations based on such small sample sizes, these findings are consistent with other reported portfolio-based performance assessment data (e.g., NBPTS, PACT, ProTeach).

Primary Language

Candidates were asked to identify whether English is their primary language. Primary language English candidates had a mean score similar to those candidates who indicated their primary language was not English.

Primary Language	N	Mean	Std Dev
English	32,701	45.04	6.53
Other	905	44.64	6.56
Declined to answer	415	44.45	6.42

While the disproportionate N size for these two populations would warrant caution in overgeneralizing (candidates who indicated their primary language was not English represent 2.5% of the population), the small difference in mean performance is an encouraging finding.

Gender

In this sample, 76.8% of submissions came from female candidates, and 22.2% from male candidates. Female candidates scored higher than their male counterparts; this difference (1.49) was statistically significant ($p < .05$).

Gender	N	Mean	Std Dev
Male	7,243	43.84	6.75
Female	26,517	45.33	6.43
Not Provided	261	45.67	6.42

Education Level

The achieved level of education prior to taking edTPA was reported by candidates. Candidates holding a doctorate degree had the highest average scores.

Education Level	N	Mean	Std Dev
High school/Some college	16,021	44.99	6.29
Bachelor's/Bachelor's plus credits	14,626	45.15	6.65
Master's/Master's plus credits	3,208	44.52	7.07
Doctorate	166	45.30	6.80

Due to the significant disparities in the size between the Master's/Master's plus credits sample and that of the High school/Some college and the Bachelor's/Bachelor's plus credits samples, results should be interpreted with caution. Structure of program curricula, timing of the assessment within the program, and prior experience with pedagogical theory and teaching practice may also play a role in outcomes on an assessment of teaching readiness.

Regression Analysis

Regression analyses are used to determine whether particular variables significantly predict an outcome, and the extent to which these variables explain the differences in outcomes within the sample. To examine the contribution of all demographic factors to the performance of the candidates, a multiple regression model including school context, program type, student characteristics, ethnicity, gender, education level, and primary language was run to examine the extent to which demographic factors explain the variability in total edTPA scores.

It is important to note that a finding that a factor is a "statistically significant" predictor does not necessarily indicate that this factor makes a substantial or meaningful difference in outcomes. The percent of variance explained (Delta R^2) by each factor is therefore presented here to describe the extent to which each variable explains the differences in candidates' edTPA scores.

The overall model was statistically significant, $F(49, 33971) = 26.06$ ($p < 0.001$) indicating that this model predicts edTPA scores better than chance alone. The following table presents each factor included in the model and the percentage of variance in total scores accounted for by each factor and by the overall model.

Factor	Variance Explained (%)
Teacher Preparation Route	0.67
School Locale	0.47
Gender	0.87
Ethnicity	0.89
Primary Language	0.02
Education Level	0.21
Length of Placement (weeks)	0.20
Free and Reduced-Price Lunch	0.05
Special Education Eligibility	0.11
English Language Learners	0.11
Overall Model	3.62

Overall, this model accounts for only 3.62% of the variance in total scores ($R^2 = 0.362$); 96.38% of the variability in scores is explained by other factors not accounted for by the variables included in this model. This result highlights that demographic factors account for a very small portion of the variables that contribute to how a candidate performs on edTPA. In other words, a candidate's demographic characteristics alone are a poor predictor of a candidate's edTPA performance or readiness to teach. This finding further supports the conclusion that while some statistically significant differences do exist between subgroups, more than 96% of the explanation of candidate performance can be explained by other nondemographic factors. How a candidate performs on edTPA may be largely explained by other factors such as the candidate's knowledge, skills, and abilities to begin teaching; initial level of academic readiness; the quality of the preparation program; and/or

the supports provided by the program. Further research into each of these and other variables can serve to inform the ways in which candidates, faculty, and programs employ edTPA as a tool for candidate and program learning.

Conclusion

As with the field test data (2013) and those of the previous administrative reports for 2014, 2015, and 2016, data presented here are consistent with the technical standards of APA, AERA and NCME (2014) and support the use of edTPA to grant an initial license to pre-service teacher candidates as well as to inform state and national accreditation. The reporting of performance of all candidates who submitted edTPA portfolios in 2017 is presented for all content fields and informs the use of edTPA across states.

As is the case with NBPTS, educative use of a performance-based assessment is more than a testing exercise completed by a candidate. edTPA's emphasis on support for implementation mirrors the NBPTS's use of professional networks of experienced users to assist others as they prepare for the assessment. The opportunities for educator preparation program faculty and their P-12 partners to engage with edTPA are instrumental to its power as an educative tool. The extensive and growing library of resources developed by SCALE, the National Academy of consultants, and state infrastructures of learning communities for faculty and program leaders promote edTPA as a tool for candidate and program learning. As candidates are provided with formative opportunities to develop and practice the constructs embedded in edTPA throughout their programs, and reflect on their edTPA experience with faculty and P-12 partners, they are more likely to internalize the cycle of effective teaching (planning, instruction, and assessment) as a way of thinking about practice—a way of thinking about students and student learning that will sustain them in the profession well beyond their early years in the classroom.

Appendix A: Internal Structure

The table below presents the estimated standardized factor loadings for the 1- and 3-factor models in the full sample of portfolios (N = 27,759).

Table A-1: Confirmatory Factor Analyses: Standardized Factor Loading Estimates

Rubric	1-Factor Model	3-Factor (Task) Model		
	F1	Planning	Instruction	Assessment
1	0.6247	0.6820	--	--
2	0.5958	0.6569	--	--
3	0.6226	0.6635	--	--
4	0.5910	0.6263	--	--
5	0.6278	0.6965	--	--
6	0.4588	--	0.5662	--
7	0.5989	--	0.7267	--
8	0.5724	--	0.7047	--
9	0.5710	--	0.6575	--
10	0.5899	--	0.5662	--
11	0.6590	--	--	0.6970
12	0.5741	--	--	0.6393
13	0.6266	--	--	0.7025
14	0.6311	--	--	0.6498
15	0.6607	--	--	0.7098

Note: "--" indicates factor loadings fixed to 0.0 in model estimation.

All factor loadings for the 3-factor solution were positive, and most were statistically significant as anticipated (all but two standardized loadings were greater than 0.6 in the 3-factor model).

The table below presents the estimated correlations among the task factors in the 3-factor model.

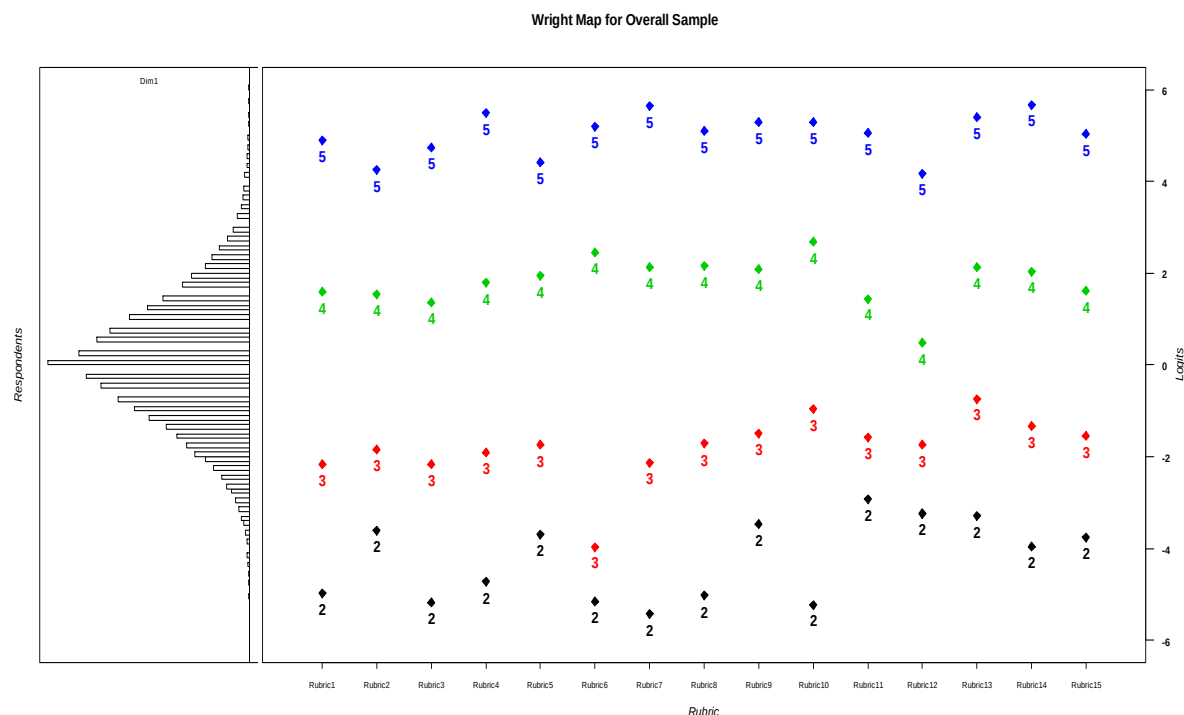
Table A-2: Confirmatory Factor Analyses: Task Factor Correlation Matrix

	Planning	Instruction	Assessment
Planning	1.00	--	--
Instruction	0.71	1.00	--
Assessment	0.79	0.71	1.00

The task factor correlations are moderately strong and statistically significant. This result supports the edTPA structure consisting of three correlated abilities: Planning, Instruction, and Assessment.

The following figure shows the ordering and distribution of Thurstonian thresholds across the range of candidates' theta estimates. The histogram on the left shows the distribution of candidate theta estimates. These are a direct function of total scores, which represent estimates of teacher effectiveness. The points on the graph (Thurstonian thresholds) represent the point on the underlying theta scale at which a candidate has a 50% chance of scoring at or above score k for a particular rubric. For example, the furthest left point labeled "2" indicates the point on the theta (logit) scale at which a candidate is predicted to have a 50% chance of scoring a 2 or higher on Rubric 1, the furthest left point labeled "3" is the point at which a candidate is predicted to have a 50% chance of scoring a 3 or higher on Rubric 1, and so on.

Table A-3: Partial Credit Model: Wright Map



This graph shows that the ordering of thresholds is as intended (the threshold for scoring 3 is higher than for scoring 2 on a given rubric, etc.). This graph also shows that thresholds are typically evenly distributed across the theta distribution, indicating that differences in rubric scores are sensitive to differences in candidate performance at a range of performance levels. Rubric 6 shows a lower threshold for scoring 3 than other rubrics.

Appendix B: Performance by Content Field

The following tables contain average candidate performance—overall and for each task and rubric—for 15-, 13-, and 18-rubric content fields.

Data cautions for interpretation of tables:

- Total portfolio scores are based on the 13, 15, or 18 rubrics (depending on the handbook) that are common to all national handbooks.
- 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 Washington's Student Voice, are excluded for the purpose of this report.
- Occasionally, rubrics receive a final score ending in a ".5". This occurs when 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.
- 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.
- Occasionally, portfolios are submitted that do not meet submission requirements and result in a condition code for one or more rubrics. A condition code explaining the reason a rubric is deemed unscorable is reported to the candidate. No portfolios with condition codes were included in these reports and analyses.

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. Note that estimates based on sample sizes below 100 may be unstable and should be interpreted with caution.

Table B-1: Average candidate performance for 15-rubric content fields

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
All 15-Rubric Handbooks	39,566	44.7	3.1	3.0	3.1	3.0	3.0	3.1	3.0	2.9	2.9	2.8	3.0	3.2	2.7	2.9	3.0	15.2	14.7	14.8
Agricultural Education	173	46.5	3.4	3.0	3.2	3.0	3.2	3.2	3.1	3.1	3.3	3.0	3.1	3.1	2.8	2.9	3.0	15.8	15.7	15.0
Business Education	158	46.5	3.2	3.2	3.1	3.2	3.1	3.2	3.2	3.1	3.1	2.9	3.2	3.3	2.8	2.9	3.0	15.8	15.5	15.2
Early Childhood	3,247	41.7	2.9	2.9	2.9	3.0	2.9	3.1	3.0	2.9	2.1	2.7	2.7	2.7	2.3	2.9	2.8	14.5	13.6	13.5
Educational Technology Specialist	2																			
Elementary Education	8,076	44.9	3.0	3.0	3.1	3.0	2.9	3.1	3.0	2.9	3.0	2.8	3.0	3.3	2.8	2.9	3.1	15.0	14.7	15.2
Elementary Literacy	3,810	45.6	3.0	3.1	3.2	3.1	3.0	3.1	3.0	2.9	3.0	2.8	3.1	3.3	2.9	2.9	3.2	15.3	14.9	15.4
Elementary Mathematics	3,278	46.0	3.2	3.1	3.2	3.0	3.0	3.1	3.1	2.9	3.1	2.8	3.2	3.3	2.9	2.9	3.1	15.5	15.0	15.4
English as an Additional Language	556	50.1	3.6	3.3	3.5	3.4	3.5	3.4	3.4	3.2	3.1	3.2	3.4	3.4	3.1	3.2	3.3	17.4	16.3	16.5
Family and Consumer Sciences	95	45.7	3.2	3.2	3.3	3.1	3.0	3.2	3.1	2.9	3.1	3.0	3.1	3.1	2.8	2.8	3.0	15.7	15.2	14.8
Health Education	137	39.8	2.8	2.8	2.7	2.6	2.8	3.1	2.6	2.6	2.5	2.5	2.7	2.9	2.4	2.4	2.4	13.7	13.2	12.9
K-12 Performing Arts	1,553	45.5	3.1	3.1	3.2	3.1	3.2	3.1	2.9	2.8	3.0	2.8	3.1	3.2	2.8	3.0	3.1	15.7	14.7	15.1
Library Specialist	59	49.6	3.8	3.8	3.5	3.2	3.7	3.5	3.2	3.3	3.5	3.2	3.2	3.4	2.6	2.8	3.2	17.8	16.6	15.2
Literacy Specialist	7																			
Middle Childhood English-Lang. Arts	476	48.4	3.5	3.4	3.5	3.2	3.4	3.2	3.2	3.2	3.1	2.9	3.3	3.4	3.0	3.0	3.2	16.9	15.6	15.9
Middle Childhood History/Social Studies	345	46.6	3.3	3.2	3.3	3.1	3.1	3.1	3.0	3.0	2.9	2.8	3.2	3.5	3.0	3.0	3.0	16.0	14.9	15.8
Middle Childhood Mathematics	635	44.1	3.1	2.8	3.1	2.8	2.9	3.0	2.9	3.0	2.9	2.6	3.2	3.3	2.8	2.8	2.9	14.7	14.4	15.0
Middle Childhood Science	405	46.9	3.3	3.3	3.3	3.2	3.3	3.2	3.0	3.0	2.8	2.8	3.2	3.4	2.9	2.9	3.0	16.5	14.8	15.5
Physical Education	1,200	42.3	3.0	3.0	2.9	2.7	2.7	3.1	2.9	3.3	2.9	2.7	2.6	3.0	2.4	2.5	2.6	14.2	14.9	13.2
Secondary English-Language Arts	2,759	45.8	3.3	3.1	3.2	3.0	3.1	3.1	3.1	3.0	2.9	2.9	3.2	3.3	2.8	2.9	3.1	15.6	15.0	15.2
Secondary History/Social Studies	2,591	45.2	3.1	3.1	3.1	3.0	3.0	3.1	3.0	3.0	2.9	2.8	3.1	3.3	2.8	2.9	3.0	15.3	14.8	15.1
Secondary Mathematics	2,066	40.6	2.8	2.5	2.9	2.5	2.6	3.0	2.6	2.6	2.8	2.5	2.7	3.2	2.5	2.6	2.6	13.4	13.5	13.7
Secondary Science	2,096	44.4	3.2	3.0	3.2	2.9	3.1	3.1	2.9	2.9	2.5	2.6	3.1	3.3	2.7	2.9	2.9	15.4	14.1	14.9
Special Education	5,011	44.3	3.0	3.1	3.1	3.1	2.9	3.2	3.1	3.0	3.1	2.7	2.6	3.1	2.7	3.1	2.7	15.1	15.1	14.1
Technology and Engineering Education	68	45.4	3.4	3.3	3.0	3.1	3.0	3.3	3.0	3.0	3.0	2.7	3.1	3.1	2.8	2.9	2.8	15.8	15.0	14.6
Visual Arts	763	48.7	3.8	3.4	3.5	3.3	3.5	3.2	3.2	3.1	3.2	3.0	3.2	3.4	2.8	2.9	3.1	17.5	15.8	15.4

Table B-2: Average candidate performance for 13-rubric content fields

	N	Total Score Mean	Planning					Instruction					Assessment					Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	P	I	A
All 13-Rubric Handbooks	765	35.7	3.1	3.0	3.0		3.0	3.0	2.6	2.5	2.0	2.5	2.8	2.9	2.5		2.7	12.1	12.6	10.9
Classical Languages	18	37.4	3.2	3.2	3.3		2.8	3.1	2.7	2.7	2.2	2.8	3.0	3.2	2.6		2.7	12.5	13.4	11.5
World Language	747	35.6	3.1	3.0	3.0		3.0	3.0	2.6	2.5	2.0	2.5	2.8	2.9	2.5		2.7	12.1	12.6	10.9

Table B-3: Average candidate performance for 18-rubric content fields

	N	Total Score Mean	Planning					Instruction					Assessment					Mathematics			Mean by Task		
			P01	P02	P03	P04	P05	I06	I07	I08	I09	I10	A11	A12	A13	A14	A15	M19	M20	M21	P	I	A
All 18-Rubric Handbooks	7,986	53.6	3.0	3.0	3.1	3.0	2.9	3.1	3.0	2.9	3.0	2.8	3.0	3.3	2.8	2.9	3.1	2.9	3.0	2.7	15.0	14.8	15.2
Elementary Education	7,986	53.6	3.0	3.0	3.1	3.0	2.9	3.1	3.0	2.9	3.0	2.8	3.0	3.3	2.8	2.9	3.1	2.9	3.0	2.7	15.0	14.8	15.2

Appendix C: Score Distributions by Content Field

The following tables present the mean scores and distribution of total scores across 15-, 13-, and 18-rubric national content fields.

Table C-1: Mean scores and distribution of total scores across 15-rubric national content fields

	N	Mean Score	Distribution of Total Score (%)									
			< 35	35	36	37	38	39	40	41	42	> 42
All 15-Rubric Handbooks	39,566	44.7	7	2	2	3	2	2	3	4	4	70
Agricultural Education	173	46.5	7	3	1	3	3	2	1	2	2	75
Business Education	158	46.5	6		4	1	1	1	3	3	2	79
Early Childhood	3,247	41.7	10	3	5	6	4	4	5	7	6	50
Educational Technology Specialist	2											
Elementary Education	8,076	44.9	8	2	2	2	2	2	3	3	5	71
Elementary Literacy	3,810	45.6	5	1	1	2	1	2	3	3	5	77
Elementary Mathematics	3,278	46.0	3	1	1	2	1	2	3	3	4	80
English as an Additional Language	556	50.1	4	0	2	1	0	1	0	0	1	90
Family and Consumer Sciences	95	45.7	12	1	1	1	1	4	6	8	4	61
Health Education	137	39.8	31	3	1	5	4	3	6	3	2	42
K-12 Performing Arts	1,553	45.5	7	2	2	3	1	2	3	5	4	70
Library Specialist	59	49.6	8	3	3	3	2			2		78
Literacy Specialist	7											
Middle Childhood English-Language Arts	476	48.4	3	0	1	1	0	1	1	2	2	88
Middle Childhood History/Social Studies	345	46.6	3	3	1	2	1	2	3	3	3	80
Middle Childhood Mathematics	635	44.1	5	2	2	2	2	3	5	6	6	67
Middle Childhood Science	405	46.9	5	1	3	3	2	2	3	2	3	75
Physical Education	1,200	42.3	13	3	3	3	2	3	6	6	4	57
Secondary English-Language Arts	2,759	45.8	5	1	2	2	2	2	2	2	3	79
Secondary History/Social Studies	2,591	45.2	5	2	2	2	1	2	2	2	3	80
Secondary Mathematics	2,066	40.6	15	4	5	8	4	6	5	6	6	41
Secondary Science	2,096	44.4	9	2	3	3	2	3	4	3	5	67
Special Education	5,011	44.3	9	2	3	4	2	2	3	4	4	66
Technology and Engineering Education	68	45.4	9	6	4	1	1	1	4	1	3	68
Visual Arts	763	48.7	3	1	1	1	0	1	1	3	2	87

Table C-2: Mean scores and distribution of total scores across 13-rubric national content fields

	N	Mean Score	Distribution of Total Score (%)							
			< 30	30	31	32	33	34	35	> 35
All 13-Rubric Handbooks	765	35.7	16	4	7	2	4	6	5	55
Classical Languages	18	37.4	6		17	6				72
World Language	747	35.6	17	4	6	2	5	7	5	54

Table C-3: Mean scores and distribution of total scores across 18-rubric national content fields

	N	Mean Score	Distribution of Total Score (%)											
			< 40	40	41	42	43	44	45	46	47	48	49	> 49
All 18-Rubric Handbooks	7,986	53.6	6	1	2	2	2	3	1	2	2	2	2	76
Elementary Education	7,986	53.6	6	1	2	2	2	3	1	2	2	2	2	76

Appendix D: Portfolios Represented by State

The following table shows all states that submitted edTPA portfolios during the 2017 administrative year and the approximate percentage of the total sample that each state contributed.

Table D-1: Approximate percentage of the total sample each state contributed

State	% of Total Sample
AL	2.2%
AR	<1%
AZ	<1%
CA	7.3%
CO	<1%
CT	<1%
DE	<1%
GA	9.9%
HI	<1%
IA	<1%
IL	11.4%
IN	<1%
KY	<1%
LA	<1%
MD	<1%
MI	<1%
MN	6.5%

State	% of Total Sample
MO	<1%
MS	<1%
NC	3.5%
NJ	3.3%
NY	19.4%
OH	8.1%
OK	<1%
OR	4.2%
PA	<1%
SC	<1%
TN	3.4%
UT	<1%
VA	<1%
WA	6.4%
WI	6.7%
WV	<1%
WY	<1%

Appendix E: Consequential Use by Content Field

The following table presents a comparison of average scores and standard deviations of portfolios from all states, from states without consequential policy, and from states with consequential policy for all 15-, 13-, and 18-rubric handbooks.

Table E-1: Average scores and standard deviations from all states, from states without policy, and from states with policy for all handbooks

	Field	All			Non-Policy			Policy States		
		N	Mean	Std Deviation	N	Mean	Std Deviation	N	Mean	Std Deviation
15 Rubrics	Agricultural Education	173	46.46	7.88	19	43.11	8.32	154	46.87	7.75
	Business Education	158	46.51	6.84	21	45.43	6.52	137	46.67	6.90
	Early Childhood	3,247	41.70	5.50	1,305	41.91	5.82	1,942	41.56	5.26
	Educational Technology Specialist	2	35.00	1.41				2	35.00	1.41
	Elementary Education	8,076	44.91	6.45	660	42.88	6.84	7,416	45.09	6.39
	Elementary Literacy	3,810	45.62	5.93	134	41.35	8.68	3,676	45.78	5.75
	Elementary Mathematics	3,278	45.98	5.62	165	45.36	6.39	3,113	46.02	5.58
	English as an Additional Language	556	50.11	7.81	62	47.61	8.92	494	50.42	7.61
	Family and Consumer Sciences	95	45.72	9.56	7	42.43	12.34	88	45.98	9.34
	Health Education	137	39.80	7.18	33	38.88	7.66	104	40.09	7.04
	K-12 Performing Arts	1,553	45.49	7.19	253	44.13	7.37	1,300	45.76	7.12
	Library Specialist	59	49.63	10.88	11	45.00	12.89	48	50.69	10.22
	Literacy Specialist	7	38.86	6.89	2	48.00	1.41	5	35.20	3.49
	Middle Childhood English-Language Arts	476	48.44	6.42	154	47.38	6.32	322	48.95	6.41
	Middle Childhood History/Social Studies	345	46.60	6.33	90	46.58	5.80	255	46.61	6.51
	Middle Childhood Mathematics	635	44.11	5.21	185	43.62	5.73	450	44.32	4.98
	Middle Childhood Science	405	46.87	7.76	118	45.66	8.90	287	47.37	7.20
	Physical Education	1,200	42.27	6.31	77	40.44	6.86	1,123	42.39	6.25
	Secondary English-Language Arts	2,759	45.84	6.07	386	43.94	7.01	2,373	46.15	5.85
	Secondary History/Social Studies	2,591	45.24	6.07	331	43.45	7.04	2,260	45.50	5.88
	Secondary Mathematics	2,066	40.62	5.75	284	39.68	6.08	1,782	40.77	5.68
	Secondary Science	2,096	44.45	7.04	209	41.62	7.79	1,887	44.76	6.89
	Special Education	5,011	44.32	7.11	915	42.51	6.90	4,096	44.72	7.09
	Technology and Engineering Education	68	45.37	8.47	5	46.00	7.87	63	45.32	8.57
	Visual Arts	763	48.72	6.50	119	45.55	6.84	644	49.31	6.27
	All 15-Rubric Handbooks	39,566	44.72	6.63	5,545	42.92	6.96	34,021	45.02	6.53
13 Rubrics	Classical Languages	18	37.44	4.83	1	41.00	.	17	37.24	4.89
	World Language	747	35.62	5.70	112	33.89	5.80	635	35.92	5.63
	All 13-Rubric Handbooks	765	35.66	5.68	113	33.96	5.81	652	35.96	5.61
18 Rubrics	Elementary Education	7,986	53.55	7.78	653	50.94	8.27	7,333	53.78	7.69
	All 18-Rubric Handbooks	7,986	53.55	7.78	653	50.94	8.27	7,333	53.78	7.69

Appendix F: ANOVAs and Post-Hoc Analyses

Each ANOVA was run using the general linear model because it is more robust to unbalanced group sizes. Within an ANOVA table, a Sig* indicates the subgroups do not have homogeneous variances and the significance comes from A Welch's ANOVA, which better controls the Type I error rate in the case of heterogeneous variance.

Note: Analyses presented do not include portfolios that do not fall into an interpretable category for that demographic field (i.e., other, unidentified) or have a sample size of less than 100. Due to unequal sample sizes and variances between subgroups, all comparisons should be interpreted with caution.

Table F-1: Teaching Placement Context

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	6,747.594	4	1,686.899	39.76	<.0001
Within Groups	1,443,302.813	34,016	42.430		
Total	1,450,050.408	34,020			

Post-Hoc Analyses

School Locale	Difference Between Means	Sig. at 0.05
City – Suburb	0.01966	
City – Rural	0.64831	***
City – Town	0.77074	***
Suburb – City	-0.01966	
Suburb – Rural	0.62865	***
Suburb – Town	0.75107	***
Rural – City	-0.64831	***
Rural – Suburb	-0.62865	***
Rural – Town	0.12243	
Town – City	-0.77074	***
Town – Suburb	-0.75107	***
Town – Rural	-0.12243	

*** Comparisons significant at the 0.05 level

Table F-2: Ethnicity

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	13,462.650	7	1,923.236	45.53	<.0001
Within Groups	1,436,587.757	34013	42.236		
Total	1,450,050.408	34020			

Post-Hoc Analyses

Ethnicity	Difference Between Means	Sig. at 0.05
Asian – White	0.38380	
Asian – Multiracial	0.39378	
Asian – Hispanic	0.54104	
Asian – Black	2.96713	***
White – Asian	-0.38380	
White – Multiracial	0.00998	
White – Hispanic	0.15724	
White – Black	2.58333	***
Multiracial – Asian	-0.39378	
Multiracial – White	-0.00998	
Multiracial – Hispanic	0.14726	
Multiracial – Black	2.57335	***
Hispanic – Asian	-0.54104	
Hispanic – White	-0.15724	
Hispanic – Multiracial	-0.14726	
Hispanic – Black	2.42609	***
Black – Asian	-2.96713	***
Black – White	-2.58333	***
Black – Multiracial	-2.57335	***
Black – Hispanic	-2.42609	***

*** Comparisons significant at the 0.05 level

**Table F-3: Primary Language
ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	270.674	2	135.337	3.18	0.0418
Within Groups	1,449,779.734	34018	42.618		
Total	1,450,050.408	34020			

**Table F-4: Gender
ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	12,744.600	1	12,744.600	301.61	<.0001
Within Groups	1,426,463.349	33,758	42.256		
Total	1,439,207.948	33,759			

**Table F-5: Education Level
ANOVA**

	Sum of Squares	df	Mean Square	F	Sig.*
Between Groups	1,087.389	3	362.463	8.51	<.0001
Within Groups	1,448,963.018	34,017	42.595		
Total	1,450,050.408	34,020			

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