



edTPA Career and Technical Education (CTE)

STANDARD SETTING CONFERENCE EXECUTIVE SUMMARY

August 2023

The edTPA trademarks are owned by The Board of Trustees of the Leland Stanford Junior University.
Use of the edTPA trademarks is permitted only pursuant to the terms of a written license agreement

Overview of CTE edTPA Standard Setting

CTE edTPA Standard Setting Event Overview

The CTE edTPA standard setting was held in a one-day in-person event on April 25, 2023. A group of 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 materials (e.g., digital briefing book, sample portfolios) through a SharePoint site to guide their activity. After a series of “Policy Capture Activities,” panelists recommended an initial cut score (which may also be referred to as a “passing standard”), which was then discussed and evaluated. Following that, panelists recommended a final cut score. Taking the committee recommendation into consideration, Stanford University then made their recommendation for the passing standard.

CTE edTPA Standard Setting Guiding Question

Throughout the standard setting event and examination of sample 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.

- Context Statement: 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 teacher in the field of Career and Technical Education in U.S. public schools.”
- Guiding question: What score (the sum of all of the rubric scores of the edTPA) represents the level of performance that would be achieved by this individual?

Readiness to Teach

The purpose of the 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 CTE edTPA that, as stated in the Briefing Book Method, **“just meets the definition of performing effectively the job of a new teacher.”**

Initial Passing Score Recommendation

Through a facilitated discussion, panelists were presented with descriptive and summary data from the CTE field test.

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 various CTE career clusters, a summary of the population aggregate rubric, task and total edTPA performance for all candidates. Demographics and total score descriptive performance statistics were provided by gender and ethnicity. Finally, a distribution of total scores was provided for the data set. See Appendix A for descriptive and summary data.

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. Panelists

individually completed an initial cut score recommendation form and cut scores were gathered and tallied.

An initial cut score of 38 was the committee-recommended median (M = 38.10, SD = .94).

Panelists were provided with data on the frequencies for these individual initial recommendations, as well as the mean, median and mode for the initial cut score recommendations.

Final Passing Score Recommendation

Through a facilitated discussion, panelists were presented with CTE impact data:

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 each group) overall, by ethnicity and gender were also provided. See Appendix B for impact data.

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.

A final cut score of 38 was the committee-recommended median (M = 38, SD = 1).

While there is one single point associated with the recommended cut score, there is some variability in terms of the panelists' recommendations based on the total score points possible. We use the committee median to serve as the recommended cut score, as the median is less influenced by outlying judgements. However, the error due to the variability of the judges can be used to help make an estimated adjustment, as there is some uncertainty associated with the panel overall recommendation due to the panelists' recommendations and total score points possible. Note for edTPA the Standard Deviation of the median final recommendation of 38 is 1.

Typically, in setting a cut score for a pass-fail decision, a standard error of measurement is applied to the recommended score so as to reduce decisions influenced by measurement error (e.g., false negatives). **The Standard Error of Measurement (SEM) was calculated to be 4.36**, which is based on the field test set of data from CTE only, reflecting a small N of candidates. All cautions in interpretations derived from low incidence numbers and statistics apply to the Standard Error of Measurement as well.

The following table shows the panel-recommended median cut scores and corresponding SEM adjustment and proportional recommendation:

Panelist Final Recommended Cut score	Median	-1 SEM	-.5 SEM	+5 SEM	+1 SEM
Calculated Cut score	38	33.64	35.82	40.18	42.36
Rounding down in favor of candidate	38	33	35	40	42

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 (see Appendix C).

Standard Setting

States may set their own passing scores based on state standard-setting panels that take into account state-specific data, measurement data, and a state's policy considerations. As discussed by the national standard-setting panel members, as well as the state panelists, states may consider setting their initial cut score lower than the panel-recommended cut score in order to give programs time to learn to deliver and support edTPA activities and to support candidates' preparation of their submissions. As warranted, the state performance standard can be reviewed and adjusted as appropriate over time.

Final Committee Recommended Passing Standard and Stanford's Final Decision

The final committee-recommended passing standard for the Career and Technical Education edTPA assessment was 38.

After consideration, Stanford has recommended a national passing standard with a –1 SEM applied for the CTE handbook; this results in their recommended passing standard of a 33. This decision was largely because this is a new assessment within the field of Career and Technical Education. Should states adopting the CTE handbook elect to adopt a passing standard of 33, they should review descriptive, summary, and impact data after a period of initial use to determine if an increase in the cut score is appropriate.

Appendix A
Descriptive and Summary Data

Table A.1. CTE FT Distribution of Total Scores Overall

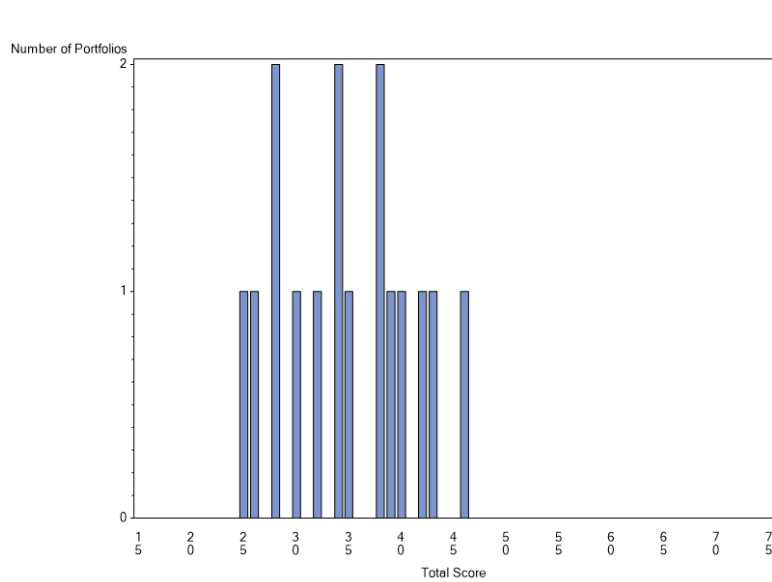


Table A.2. Rubric Task and Total Score Descriptives for edTPA CTE

	N	Mean	SD	Median	Min	Max
P01	16	3.1	0.89	3.0	1	5
P02	16	2.1	0.50	2.0	1	3
P03	16	1.9	0.72	2.0	1	3
P04	16	2.3	0.68	2.0	1	4
P05	16	2.1	0.89	2.0	1	4
I06	16	2.9	0.50	3.0	2	4
I07	16	2.5	0.73	2.5	1	4
I08	16	2.4	1.09	2.0	1	4
I09	16	2.3	0.79	2.0	1	4
I10	16	2.1	0.34	2.0	2	3
A11	16	2.2	0.91	2.5	1	3
A12	16	2.7	1.14	3.0	1	4
A13	16	1.9	1.18	1.0	1	4
A14	16	2.0	0.52	2.0	1	3
A15	16	2.4	0.72	2.0	1	4
Planning	16	11.5	2.42	11.0	7	16
Instruction	16	12.2	2.88	12.0	8	18
Assessment	16	11.2	3.19	11.5	7	17
Total Score	16	34.9	6.37	34.5	25	46

Appendix B
Impact Data

In this section, we report predicted passing rates at various cut scores. We do this 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. We report the number of candidates passing and the passing rate (as a percentage of all candidates in a given group) overall, by credential area, and by demographic characteristics. These data provide information about anticipated passing rates, but as noted previously, because this is only a small sample of teacher candidates and because of the non-consequential stakes attached to the results varied by program and state, they do not necessarily represent the population of teacher candidates at large, or the exact passing rate expected in future administrations of the edTPA. They are meant to provide guidance in anticipating general passing rates.

Table B.1. Modeled Pass Rates

	Total N	N Pass	% Pass
Cut Score			
30	16	12	75
31	16	11	69
32	16	11	69
33	16	10	63
34	16	10	63
35	16	8	50
36	16	7	44
37	16	7	44
38	16	7	44
39	16	5	31
40	16	4	25
41	16	3	19
42	16	3	19
43	16	2	13
44	16	1	6
45	16	1	6
46	16	1	6
47	16	0	0
48	16	0	0
49	16	0	0

Table B.2. Modeled Pass Rates by Gender

Cut Score	Gender			
	Female		Male	
	N Pass	% Pass	N Pass	% Pass
30	10	0.91	2	40
31	9	0.82	2	40
32	9	0.82	2	40
33	9	0.82	1	20
34	9	0.82	1	20
35	7	0.64	1	20
36	6	0.55	1	20
37	6	0.55	1	20
38	6	0.55	1	20
39	4	0.36	1	20
40	3	0.27	1	20
41	2	0.18	1	20
42	2	0.18	1	20
43	2	0.18	0	0
44	1	0.09	0	0
45	1	0.09	0	0
46	1	0.09	0	0
47	0	0.00	0	0
48	0	0.00	0	0
49	0	0.00	0	0

Table B.3. Modeled Pass Rates by Ethnicity

	Race/Ethnicity			
	Black or African American (Not Hispanic or Latino)		White (Not Hispanic or Latino)	
	N Pass	% Pass	N Pass	% Pass
Cut Score				
30	2	0.67	9	75
31	2	0.67	8	67
32	2	0.67	8	67
33	2	0.67	7	58
34	2	0.67	7	58
35	2	0.67	5	42
36	1	0.33	5	42
37	1	0.33	5	42
38	1	0.33	5	42
39	0	0.00	4	33
40	0	0.00	4	33
41	0	0.00	3	25
42	0	0.00	3	25
43	0	0.00	2	17
44	0	0.00	1	8
45	0	0.00	1	8
46	0	0.00	1	8
47	0	0.00	0	0
48	0	0.00	0	0
49	0	0.00	0	0

Appendix C
Panel Recommendations

Table C.1. Panelists Initial Recommended Cutscore

Avg	38.10
SD	0.94
Median	38.00
Min	37.00
Max	40.00
Mode	38.00
35	0
36	0
37	3
38	4
39	2
40	1
41	0
42	0

Table C.2. Panelists Final Recommended Cut score

Avg	38
SD	1
Median	38
Min	36
Max	40
Mode	38
35	0
36	1
37	1
38	6
39	1
40	1
41	0
42	0
43	0
44	0