

CAEP Assessment Cover Form	edTPA – Average Total Scores, Average Rubric Scores and Average Scores by InTASC Category
Administration and Purpose	<p>“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” (2019 edTPA Administrative Report, December 2021).</p> <p>The Ohio Department of Higher Education encourages EPPs to use the edTPA, though currently it is not mandated. We have required the edTPA since Spring 2013, with candidates prior to that participating in the national pilot. Candidates take edTPA during their student teaching experience.</p>
Informing Candidates	<p>Candidates are informed of the edTPA requirement through several courses prior to student teaching. Class time and assignments use the edTPA structure and language in part to help candidates understand and prepare for the complexities of the assessment. A mock edTPA task assignment occurs in methods courses the semester prior to student teaching. Significant time is dedicated to the edTPA in the student teaching seminar as well. Starting in Spring 2022, student teachers attend a full-day edTPA work session during their student teaching submission window. Candidates typically receive their score reports about 3 weeks after they submit, with general feedback provided from the anonymous scorers.</p>
Content of Assessment	<p>The Stanford Center for Assessment, Learning and Equity (SCALE) developed the edTPA program which is operationalized by Pearson. It consists of three tasks: Planning, Instruction, and Assessment. The comprehensive nature of edTPA makes it an effective look at many aspects of teaching.</p> <p>SCALE created a Crosswalk that isolates selected edTPA rubrics as they correlate to InTASC Standards/Categories. This crosswalk was used to review how well candidates/completers met the InTASC Standards and is included at the end of this data chart.</p>

Scoring	<p>All scorers must go through a SCALE-developed training curriculum, and meet qualification standards. Scorers are anonymous, and external to the EPP. Each of the three tasks is assessed by five rubrics with a 1-to-5 score range, with 3 characterizing “ready to teach” (p. 3, 2019 edTPA Administrative Report, December 2021). Rubric scores are summed for an overall score, ranging from 15 to 75.</p> <p>Beginning in Spring 2021, the Ohio Department of Education and the OWU education department required all candidates to earn a minimum sum score of 37 on 15-point rubrics and 32 on 13-point rubrics. Candidates who do not meet this standard have one opportunity to resubmit one, two, or all three Tasks, as needed to meet the state required scores.</p>
Data Validity or Survey Content	<p>More than 430 institutions of higher education participated in the design, development, piloting, and field testing of edTPA from 2009 to 2013. Reliability and validity are presented in the 2014 and 2015 edTPA Administrative Reports. Further information is available on pages 17-23 of <i>2016 edTPA Administrative Report, November 2017</i>, https://edtpa.org/resource_item/2016AR).</p>
Data Reliability or Data Quality	
Comments	<p>Candidates have been completing the edTPA as a program requirement for several years before Ohio determined edTPA could be used for licensure to replace the Assessment of Professional Knowledge Ohio Assessments for Educators exam. In Spring 2017, the program cut score was set to 35. When Ohio determined the cut score for licensure would be 37, OWU raised our score to meet the state required score.</p> <p>The tables below share cycles of data from 2020-2021, 2021-2022 and 2022-2023 when the minimum score was set to 37 and the edTPA was a test required for licensure in Ohio. Previous edTPA data cycles are not displayed here because the conditions under which candidates completed the edTPA were not comparable.</p> <p>Due to low <i>Ns</i> in each content specialty, scores are aggregated by program area for Middle Childhood, AYA, and Multi-Age programs. Thus, for the Middle Childhood licensure program, all the English, Social Studies, Science, and Math scores have been combined for a single Middle Childhood score; for the AYA program, all English, Social Studies, Science, and Math scores are averaged for a single AYA program score; and in the Multi-Age program, Music, Art,</p>

Drama, and World Language scores are averaged. The national and state averages are for all 15-rubric edTPAs holistically.

edTPA Average Total Scores & Average Rubric Scores												
	2022-2023			2021-2022			2020-2021			Program Average		
	Score	Rubric	N	Score	Rubric	N	Score	Rubric	N	Score	Rubric	N
Early Childhood	-	-	-	-	-	-	41.8	2.78	4	41.8	2.78	4
Elementary ^c	-	-	-	47	3.14	2	-	-	-	47	3.14	2
Inclusive Elementary ^c	42	2.79	11	42	2.80	10	-	-	-	42	2.795	21
Middle Childhood	-	-	-	54	3.60	1	50	3.34	2	52	3.47	3
AYA	44	2.93	4	41.2	2.75	9	45	2.96	3	43.4	2.88	16
Multi-Age	45	2.98	7	47	3.13	4	42.3	2.89	6	44.77	3	17
Intervention Specialist	45	2.97	2	43	2.87	1	42.3	2.82	3	43.43	2.88	6
EPP	43.17	2.89	24	45.7	3.05	27	44.28	2.96	18	44.91	2.99	69
<i>Ohio Comparison^a</i>	42.7	2.84	2,092	42.6	2.83	2,304	42.3	2.81	1,805	42.5	2.83	6201
<i>National Comparison^b</i>	43	2.85	16,915	43.10	2.87	18,865	43.20	2.86	16,289	43.1	2.86	52,069
^a <i>edTPA State Performance Summary, Ohio</i> for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023 ^b <i>edTPA National Performance Summary</i> , for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023 ^c As of the 2021-2022 academic year, the Early Childhood major no longer exists due a shift in the state's licensure band. Student can now choose to earn an elementary major, which leads to a PK-5 license or an inclusive elementary major, which leads to PK-5 elementary and PK-5 intervention specialist licenses												

Average edTPA Rubric Scores for InTASC Category One: The Learner and Learning

	2022-2023	2021-2022	2020-2021	Program
Early Childhood	-	-	2.75	2.75
Elementary ^c	-	3.1	-	3.1
Inclusive Elementary ^c	2.7	2.8	-	2.75
Middle Childhood	-	3.5	3.5	3.5
AYA	2.98	2.79	2.93	2.9
Multi-Age	2.94	3.05	2.85	2.95
Intervention Specialist	3.1	3.1	2.88	3.03
EPP Totals	2.93	3.05	2.98	2.99
<i>Ohio Comparison</i> ^a	2.87	2.86	2.85	2.86
<i>National Comparison</i> ^b	2.87	2.89	2.89	2.88

Note: Data from edTPA Rubrics 1-9 and 14 are reflected here, per the alignment with InTASC Category 1. See chart below for edTPA rubric names and the specific InTASC Standards.

^a *edTPA State Performance Summary, Ohio* for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023

^b *edTPA National Performance Summary*, for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023

^cAs of the 2021-2022 academic year, the Early Childhood major no longer exists due a shift in the state's licensure band. Student can now choose to earn an elementary major, which leads to a PK-5 license or an inclusive elementary major, which leads to PK-5 elementary and PK-5 intervention specialist licenses

Average edTPA Rubric Scores (n) for

InTASC Category Two: Content Knowledge				
	2022-2023	2021-2022	2020-2021	Program
Early Childhood	-	-	2.71	2.71
Elementary ^c	-	3.13	-	3.13
Inclusive Elementary ^c	2.66	2.78	-	2.72
Middle Childhood	-	3.5	3.51	3.51
AYA	2.97	2.82	2.92	2.90
Multi-Age	2.95	2.94	2.77	2.89
Intervention Specialist	3.13	3.13	2.88	3.05
EPP Totals	2.93	3.05	2.96	2.99
<i>Ohio Comparison</i> ^a	2.85	2.85	2.84	2.85
<i>National Comparison</i> ^b	2.86	2.89	2.88	2.88

Note: Data from edTPA Rubrics 1-4, 7-9, and 14 are reflected here, per the alignment with InTASC Category 2. See chart below for edTPA rubric names and the specific InTASC Standards.

^a *edTPA State Performance Summary, Ohio* for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023

^b *edTPA National Performance Summary*, for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023

^cAs of the 2021-2022 academic year, the Early Childhood major no longer exists due a shift in the state's licensure band. Student can now choose to earn an elementary major, which leads to a PK-5 license or an inclusive elementary major, which leads to PK-5 elementary and PK-5 intervention specialist licenses

Average edTPA Rubric Scores (n) for InTASC Category Three: Instructional Practice				
	2022-2023	2021-2022	2020-2021	Program
Early Childhood	-	-	2.78	2.78

Elementary ^c	-	3.19	-	3.19
Inclusive Elementary ^c	2.83	2.84	-	2.84
Middle Childhood	-	3.69	3.42	3.56
AYA	2.94	2.77	2.97	2.89
Multi-Age	2.99	3.15	2.91	3.02
Intervention Specialist	2.96	2.92	2.82	2.9
EPP Totals	2.93	3.09	2.98	3.03
<i>Ohio Comparison^a</i>	<i>2.86</i>	<i>2.84</i>	<i>2.83</i>	<i>2.84</i>
<i>National Comparison^b</i>	<i>2.87</i>	<i>2.89</i>	<i>2.88</i>	<i>2.88</i>

Note: Data from edTPA Rubrics 1-9, 11-13, and 15 are reflected here, per the alignment with InTASC Category 3. See chart below for edTPA rubric names and the specific InTASC Standards.

^a *edTPA State Performance Summary, Ohio* for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023

^b *edTPA National Performance Summary*, for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023

^cAs of the 2021-2022 academic year, the Early Childhood major no longer exists due a shift in the state's licensure band. Student can now choose to earn an elementary major, which leads to a PK-5 license or an inclusive elementary major, which leads to PK-5 elementary and PK-5 intervention specialist licenses

Average edTPA Rubric Scores (n) for InTASC Category Four: Professional Responsibility

	2022-2023	2021-2022	2020-2021	Program
Early Childhood	-	-	2.56	2.56
Elementary ^c	-	3.25	-	3.25
Inclusive Elementary ^c	2.86	2.75	-	2.81
Middle Childhood	-	3.5	2.25	2.88

AYA	2.75	2.5	2.83	2.69
MultiAge	3.07	3.38	2.71	3.05
Intervention Specialist	2.75	2	2.83	2.53
EPP Totals	2.86	2.90	2.64	2.82
<i>Ohio Comparison^a</i>	2.7	2.8	2.7	2.73
<i>National Comparison^b</i>	2.7	2.7	2.7	2.7

Note: Data from edTPA Rubrics 10 and 15 are reflected here, per the alignment with InTASC Category 4. See chart below for edTPA rubric names and the specific InTASC Standards.

^a *edTPA State Performance Summary, Ohio* for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023

^b *edTPA National Performance Summary*, for reporting periods January 2021-June 2021, January 2022-June 2022 and January 2023-June 2023

^cAs of the 2021-2022 academic year, the Early Childhood major no longer exists due a shift in the state's licensure band. Student can now choose to earn an elementary major, which leads to a PK-5 license or an inclusive elementary major, which leads to PK-5 elementary and PK-5 intervention specialist licenses



Stanford Center for Assessment, Learning, & Equity

Summary Chart of the Crosswalk between edTPA and the InTASC Model Core Teaching Standards

edTPA Tasks	edTPA Rubrics	InTASC Model Core Teaching Standards			
		Category 1: The Learner and Learning (Standards 1-3)	Category 2: Content (Standards 4-5)	Category 3: Instructional Practice (Standards 6-8)	Category 4: Professional Responsibility (Standards 9-10)
Task 1: Planning	1: Planning for Content Understandings	2, 3	4	7, 8	
	2: Planning to Support Varied Student Needs	1, 2	4	7, 8	
	3: Using Knowledge of Students to Inform Teaching and Learning	1, 2	4	7	
	4: Identifying and Supporting Language Demands	1, 2	4, 5	8	
	5: Planning Assessments to Monitor And Support Student Learning	1		6, 8	
Task 2: Instruction	6: Learning Environment	2, 3		8	
	7: Engaging Students in Learning	2, 3	4, 5	8	
	8: Deepening Student Learning	3	4, 5	8	
	9: Subject-Specific Pedagogy	3	4, 5	8	
	10: Analyzing Teaching Effectiveness				9
Task 3: Assessment	11: Analysis of Student Learning			6	
	12: Providing Feedback to Guide Learning			6	
	13: Student Use of Feedback			6	
	14: Analyzing Students' Language Use and Content Learning	1, 2	4, 5		
	15: Using Assessment to Inform Instruction			6, 7, 8	9