OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Items
April 17-18, 2014

OFFICE OF EDUCATOR LICENSURE

31.B. <u>Approval to begin the Administrative Procedures Act process: To Approve Praxis II Elementary Education: Content Knowledge (5018) and Recommended Passing Score as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development</u>

<u>Background Information:</u>

Educational Testing Service (ETS) has concluded a multistate standard-setting study of the Praxis II Elementary Education: Content Knowledge (5018). Panelists from seven states with (a) experience as either elementary school teachers or college faculty who prepare elementary school teachers and (b) familiarity with the knowledge and skills required of beginning elementary school teachers determined the appropriate operational passing score of 83 out of a possible 120 raw-score points. The scaled score associated with a raw score of 83 if 163 on a 100-200 scale.

Recommendation: Approval

Back-up material attached

Multistate Standard-Setting Technical Report

PRAXIS™ ELEMENTARY EDUCATION: CONTENT KNOWLEDGE (5018)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

February 2014

EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Elementary Education: Content Knowledge (5018) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from seven states and Guam were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either elementary school teachers or college faculty who prepare elementary school teachers and (b) familiarity with the knowledge and skills required of beginning elementary school teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Elementary Education: Content Knowledge test, the recommended passing score is 83 out of a possible 120 raw-score points. The scaled score associated with a raw score of 83 is 163 on a 100–200 scale.

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis™ Elementary Education: Content Knowledge (5018) test, research staff from ETS designed and conducted a multistate standard-setting study in January 2014 in Princeton, New Jersey. Education agencies[1] recommended panelists with (a) experience as either elementary school teachers or college faculty who prepare elementary school teachers and (b) familiarity with the knowledge and skills required of beginning elementary school teachers. Seven states and Guam (Table 1) were represented by 16 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating Jurisdictions and Number of Panelists

Delaware (1 panelist)	Mississippi (3 panelists)
Guam (1 panelist)	Montana (2 panelists)
Iowa (2 panelists)	Nevada (2 panelists)
Louisiana (2 panelists)	South Dakota (3 panelists)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each jurisdiction, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each jurisdiction may want to consider the recommended passing score but also other sources of information when setting the final Praxis Elementary Education: Content Knowledge passing score (see Geisinger & McCormick, 2010). A jurisdiction may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the jurisdiction's needs.

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[1] States and jurisdictions that currently use Praxis were invited to participate in the multistate standard-setting study.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the Praxis Elementary Education: Content Knowledge test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a jurisdiction to recognize that any test score on any standardized test—including a Praxis Elementary Education: Content Knowledge test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a jurisdiction to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each jurisdiction should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The jurisdiction needs to consider which decision error is more important to minimize.