

# Buffalo State College Teacher Education Unit

## **edTPA Performance & Submission Rates**

2019 Assessment Data

Report shared October 12, 2019 at  
Teacher Education Council Meeting

# edTPA Rubrics

<b>PLANNING for INSTRUCTION and <u>ASSESSMENT</u> (Task 1)</b>	
Rubric 1	Planning for Content Understandings
Rubrics 2 & 3	Knowledge of Students
Rubric 4	Supporting Academic Language Development
Rubric 5	Planning Assessments
<b>INSTRUCTING &amp; ENGAGING STUDENTS IN <u>LEARNING</u> (Task 2)</b>	
Rubric 6	Learning Environment
Rubric 7	Engaging Students
Rubric 8	Deepening Student Learning
Rubric 9	Subject-Specific Pedagogy
Rubric 10	Analyzing Teaching Effectiveness
<b>ASSESSMENT STUDENT <u>LEARNING</u> (Task 3)</b>	
Rubric 11	Analyzing Student Learning
Rubrics 12 & 13	Feedback
Rubric 14	Analyzing Students' Academic Language Understanding and Use
Rubric 15	Use of Assessment to Inform Instruction

# edTPA Passing Scores

## Passing Scores for New York

The following passing scores are effective January 1, 2018, and are posted on the NYSED Office of Teaching Initiatives website [↗](#).

Field	Score Release Date			
	September 2013 to December 31, 2017	January 1, 2018 to December 31, 2019	January 1, 2020 to December 31, 2021	January 1, 2022
Elementary Education	49	46	47	48
World Languages, Classical Languages	35	32	33	34
All Other	41	38	39	40

### Notes:

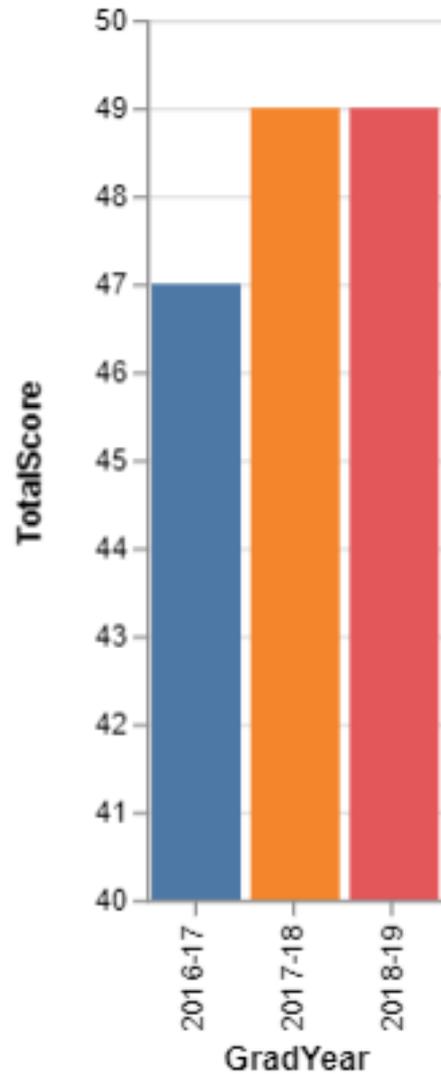
- Scores of “unscorable” edTPA’s are not factored into means or pass rates.
- Completer cohorts of initial programs (does not include advanced programs where initial cert courses are completed).
- Only best attempt scores were factored into means and pass rate.

# TEU edTPA Pass Rates

## Best Attempt by Completer Cohort

	Old Cut Scores	New Cut Scores
2014-15	78% (132/170)	
2015-16	82% (119/146)	
2016-17	74% (94/127)	
2017-18	88% (14/16)	96% (100/104)
2018-19		96% (116/121)

*Approximately 5% of submissions are un-scoreable on first submission.  
(7 in 2016-17, 13 in 2017-18, 8 in 2018-19)*



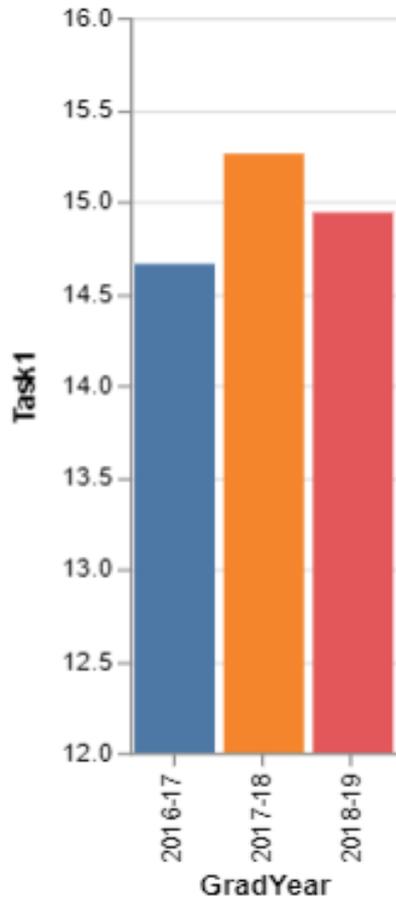
Mean Total  
Score by  
Cohort

# Task 1

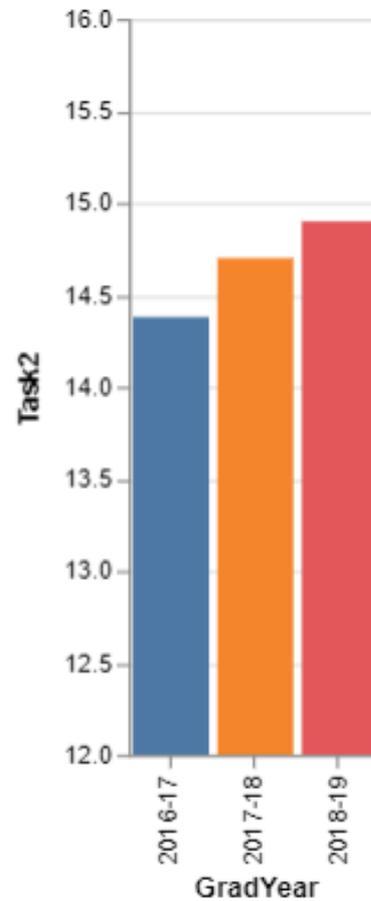
# Task 2

# Task 3

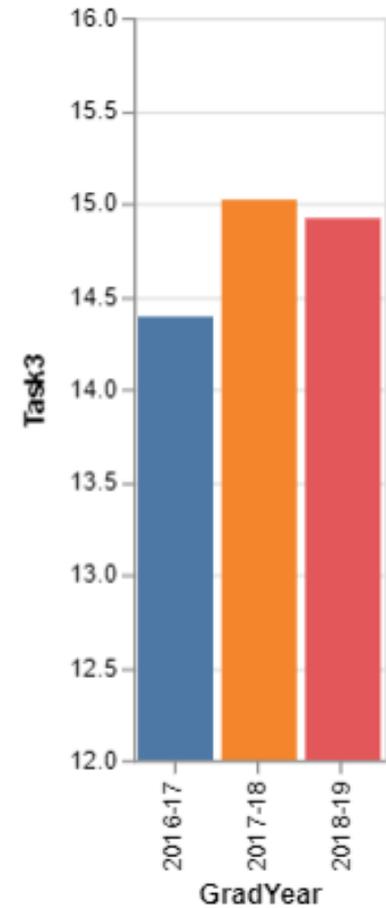
## Planning for Instruction & Assessment



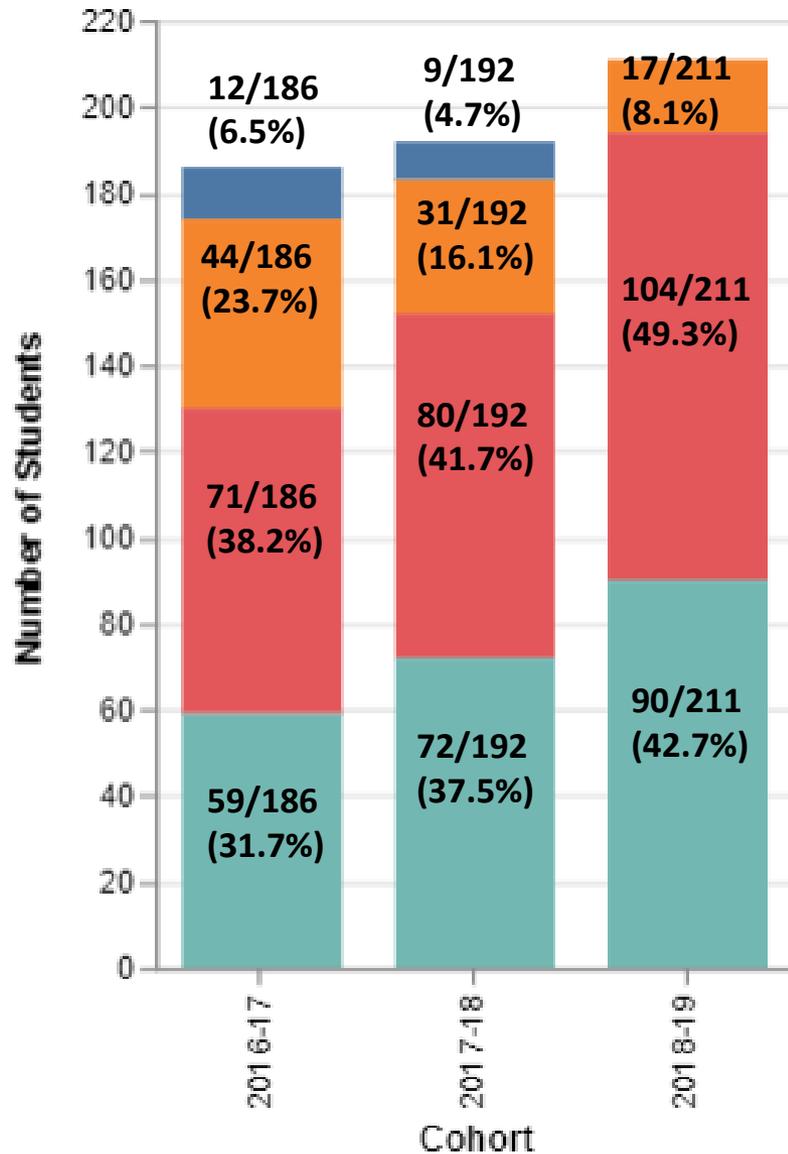
## Instructing & Engaging Students in Learning



## Assessment of Student Learning



# Submission Rate by Cohort and Time-to-Submit

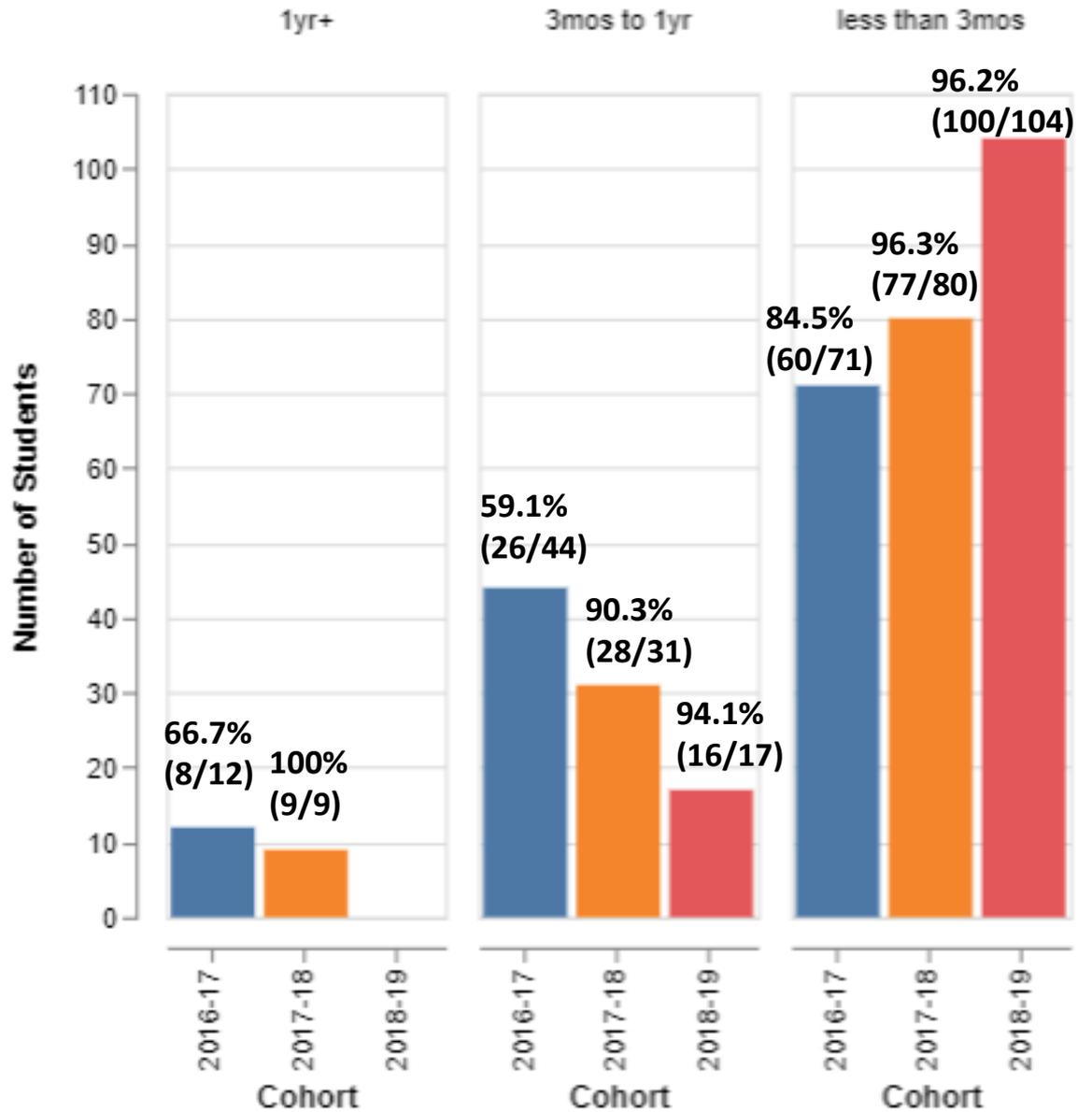


count	
GradYear	S/NS

2018-19	NS	90
	S	121

- 1yr+
- 3mos to 1yr
- less than 3mos
- not submitted

# PASS RATES BY COHORT AND TIME-TO-SUBMIT



# Summary.....

## Strengths

- More candidates are submitting sooner
- High pass rates
- Pass rates higher when submitted earlier (<3 mos)
- Planning for instruction and assessment tasks
- Taking action- program level & unit level

## “Relative” Areas of Need

- Many candidates still not submitting or not submitting in timely manner
- Tasks 1 & 3 slightly lower for 2018-19 compared to prior year (may improve once “stragglers” continue to submit)  
*Both related to assessment.*