

CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Educator Assessment: Basic Skills and Content Knowledge Testing

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Educator Assessment:

Basic Skills and Content Knowledge Testing

- Licensure testing:
 - A requirement for certification
 - Assesses knowledge deemed important for practice as indicated by national and state teaching and content-area standards
 - Designed to ensure that candidates meet:
 - Basic skills (Reading, Math, and Writing)
 - Content they will teach
 - Teachers and teacher educators collaborate with test-development professionals in test development

Educator Assessment: Praxis Core (formerly Praxis I)

- Three separate tests
 - Reading
 - Writing
 - Mathematics
- Measures college and career readiness standards relevant to entry into teacher preparation
- Teachers and teacher preparation faculty involved throughout the test development process

Educator Assessment:

Praxis Core

- Test development
 - Teacher educators identified college and career-readiness standards most relevant to teacher preparation
 - Surveyed 600+ teacher educators nationwide to verify importance of identified standards
- Standard setting
 - Deciding how much knowledge and/or skills must be demonstrated on a test to be considered ready to enter teacher preparation or the profession
 - Based on expert judgement
 - Multi-state standard setting (MSSS) process culminates in recommended passing standard (cut score) though states can set their own cut scores

Educator Assessment:

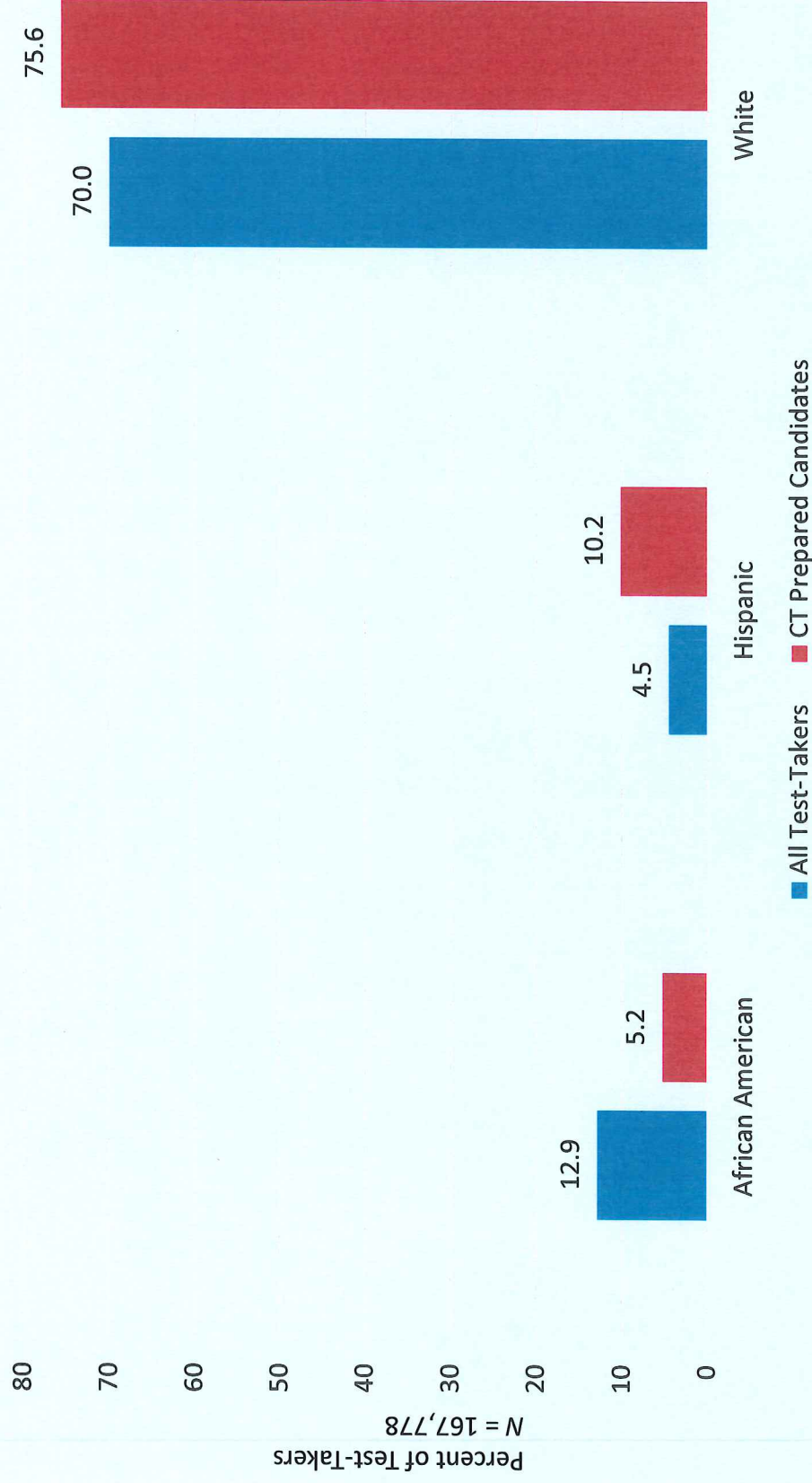
Basic Skills Testing and Content Knowledge Testing

- Connecticut standard-setting
 - Representative committee of educators, educator preparation program faculty, community college faculty, administrators, and other content-area experts
- Test review
- Review national pass rate data and state pass rate data
- Committee recommends cut score for Connecticut
- Connecticut standard-setting committee for Praxis Core recommended multi-state cut score, which the State Board of Education ultimately adopted

Educator Assessment: Basic Skills and Content Knowledge Testing

- Considerations when recommending cut scores:
 - National data
 - State pass rate data
 - Multi-state standard setting recommended cut score
 - Test structure (e.g., item type, item difficulty)
 - Connecticut candidate performance
 - Overall, CT candidates consistently out-perform peers nationwide
 - State goals regarding educator preparation

2014-15 PRAXIS Core Test-Taker Demographics



Pass Rate Differences by Ethnicity

- Typically defined as mean score differences between groups and often shown between White and examinees of other races/ethnicities
- Gaps tend to emerge in early years of schooling and persist over time
 - NAEP – Nationally, 25-35 percentage point differences in students at or above proficiency in Reading and Math across Grades 8 and 12
 - SAT – Nationally, 30-40 percentage point differences in college-bound seniors scoring above 500 in Critical Reading, Math, and Writing

Patterns Across Large-Scale Tests

- A range of gaps exist in large-scale tests across different testing populations
- Examples:

Exam	Standardized difference
SAT Verbal	-0.83
SAT Math	-0.92
ACT English	-0.89
ACT Mathematics	-0.88
ACT Reading	-0.82
GRE Verbal	-0.96
GRE Quantitative	-0.98
GRE Analytical	-1.11
GMAT Total	-1.03
LSAT	-1.14
MCAT Verbal Reasoning	-0.96
- Benchmarks:
 - Not significant (< 0.20 in absolute value)
 - Small (0.20-0.50 in absolute value)
 - Moderate (0.50-0.80 in absolute value)
 - Large (> 0.80 in absolute value)

(Nettles, Scatton, Steinberg & Tyler, 2011)

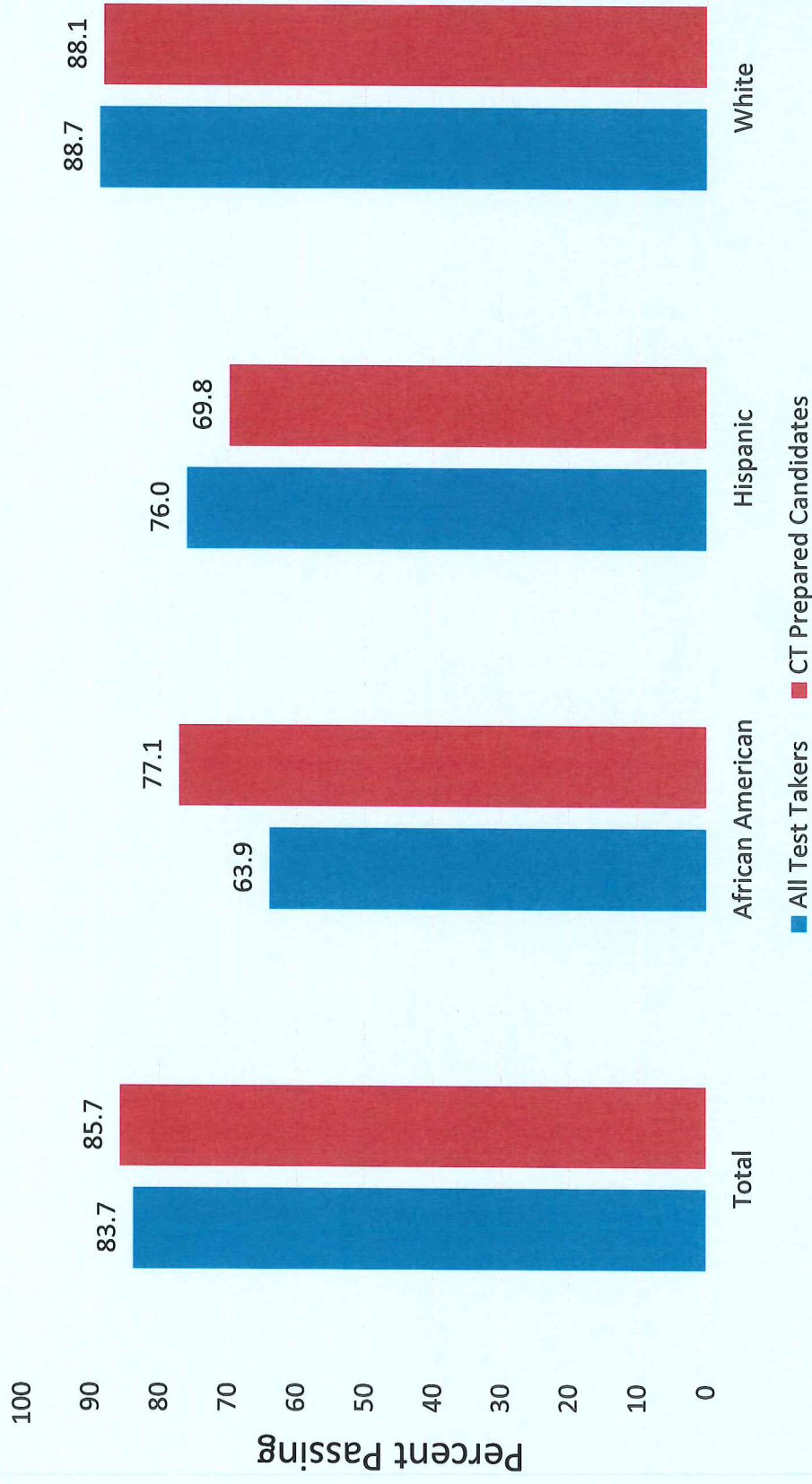
Pass Rate Differences on Praxis Core: Nationally and in Connecticut

Test	Comparison to White Candidates to	National	CT Only
Reading	African American	-0.82	-0.28
	Hispanic	-0.44	-0.43
Writing	African American	-0.89	-0.61
	Hispanic	-0.52	-0.76
Mathematics	African American	-0.94	-0.75
	Hispanic	-0.47	-0.43

- Benchmarks:
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2014-15 PRAXIS Core Pass Rate Data:

Reading



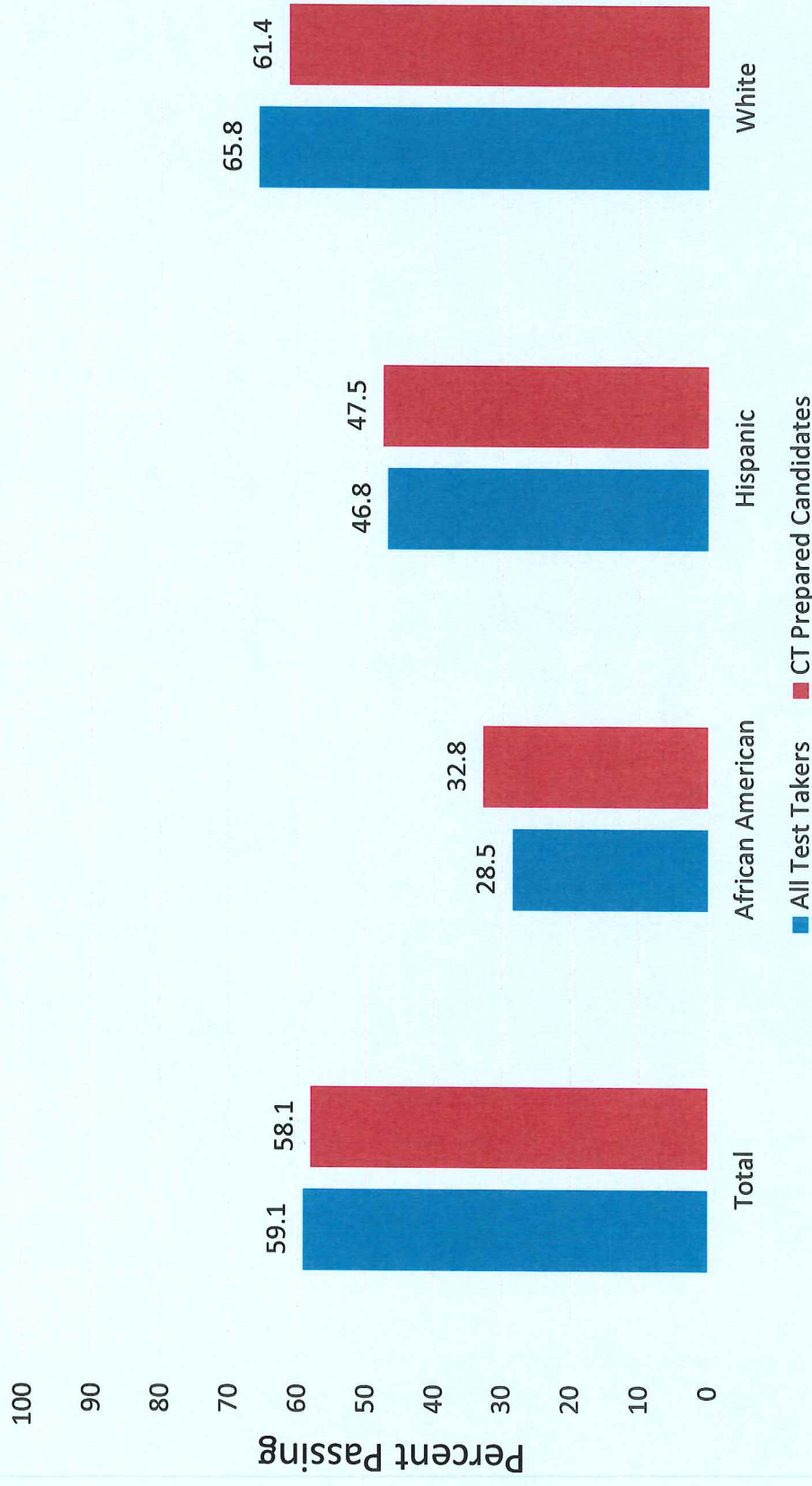
2014-15 PRAXIS Core Pass Rate Data:

Writing



2014-15 PRAXIS Core Pass Rate Data:

Mathematics



Supporting Teacher Candidates:

Factors to Consider

- Access to supportive academic and career advising services
- Factors Related to Initial Licensure Performance (Steinberg, Brenneman, Castellano, Lin & Miller, 2014)
 - Undergraduate GPA, Undergraduate Major, Institutional Selectivity
- Relation of Initial Licensure Performance to Future Licensure Performance (Gitomer, Brown & Bonett, 2008)
 - Performance on basic skills test predicts likelihood of passing selected Praxis II exams; differs by ethnicity