Assessment #5: Candidate Effect on Student Learning

a. Description of assessment and its use in the program

The edTPA is used for this assessment and a passing score is now needed to meet certification requirements in the State of New Jersey. The edTPA is defined as a "nationally available performance-based assessment". It divided into three parts ('tasks'): Planning for Instruction and Assessment; Instructing and Engaging Students in Learning; Assessing Student Learning.

b. Alignment with NCSS Standards

Figure 1. Alignment of NCSS Standards and Elements to edTPA Assessment Rubrics	
NCSS Standard	edTPA rubric(s)
2b. Candidates plan learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life.	Rubric 1 ('Planning for History/Social Studies Understandings') and Rubric 4 ('Identifying and Supporting Language Demands') of Task 1 of the edTPA addresses this standard.
3a. Candidates design and implement a range of authentic assessments that measure learners' mastery of disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Rubric 5 ('Planning Assessments to Monitor and Support Student Learning') of Task 1 of the edTPA addresses this standard.
3b. Candidates design and implement learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards.	Rubric 7 ('Engaging Students in Learning') and 'Rubric 8 ('Deepening Student Learning') of Task 2 the edTPA address this standard.
3d. Candidates exhibit data literacy by using assessment data to guide instructional decision-making and reflect on student learning outcomes related to disciplinary knowledge, inquiry, and forms of representation for civic competence.	Rubric 15 ('Using Assessment to Inform Instruction') of Task 3 of the EdTPA addresses this standard.
4a. Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	Rubric 2 ('Planning to Support Varied Student Needs') and Rubric 3 ('Using Knowledge of Students to Inform Teaching and Learning') of Task 1 address this standard.
4b. Candidates facilitate collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.	Rubric 9 ('Subject-Specific Pedagogy') of Task 2 of the EdTPA addresses this standard.

Standard 2b aligns to Rubrics 1 and 4 of the edTPA as these rubrics assess TC abilities in the planning area. Rubric 4 addresses to "disciplinary concepts" with its focus on "language functions" such as "evaluate" and "interpret" which are important higher-order thinking goals within history and social studies education.

Standard 3a aligns to Rubric 5 of the edTPA as this rubric evaluates the assessments TC include in their learning segment.

Standard 3b aligns to Rubrics 7 and 8 of the edTPA as these rubrics address teaching performance, specifically the activity they use (#7) and the questions they ask (#8) in their teaching videos.

Standard 3d aligns to Rubric 15 of the edTPA because it assesses how TC will alter their instruction based on the data they collected regarding their students' performance on the assessment that was administered during the learning segment.

Standard 4a aligns to Rubrics 2 and 3 of the edTPA as Rubric 2 assesses how TC plan supports for student learning into the learning segment and Rubric 3 assesses how TC use students' prior knowledge and assets to guide their planning and instructional choices.

Standard 4b aligns to Rubric 9 of the edTPA because it assesses how TC incorporate the use of source material ('disciplinary forms of representation') in their teaching performance.

c. Brief analysis of data findings

Note that the first two cohorts of students had no EdTPA cut score, and only had to finish the exam to meet the requirement for certification. As such, interpretations of these data should be considered with this is mind.

Fall 2018 – Scores were higher overall in this cohort, with a mean test score of 43 and a mean rubric score of 2.9. The highest score was 49 and the lowest was 27. Note that two TC performed poorly on the exam, which lowered these totals (they would have failed the test based on next year's cut score). These two TC also accounted for a high standard deviation of 5.67. If these two TC are removed from the sample, the mean becomes 45 for overall test score and 3.0 for the rubrics, which suggests a high level of performance for this cohort as a whole. The standard deviation also falls to 2.62. There were no "5" scores, four "1" scores (all from the same individual), and 17 "4" scores. Collectively this group scored highest on Task 3 with a total of 203 points, with Tasks 1 and 2 totaling 198 points each. Aside from two outliers, this group performed well on the assessment.

Spring 2019 – This cohort had a mean test score of 44 and a mean rubric average of 2.9, which are both excellent indicators of performance on this exam, and in line with the majority of students in the previous cohort. One TC would have failed the exam based on a cut score of 37. The standard deviation was 3.7. There was a single "1" score and nineteen "4" scores. Collectively this group scored highest on Task 3, with 179 total points.

Fall 2019 – This was the first cohort in which a passing score needed to be reached. This score was 37. All TC passed the exam and the cohort had a mean test score of 44 and a mean rubric average of 3.1. The standard deviation was a relatively low 2.86 suggesting most TC were in range of one another and that there were no outliers. Collectively this group scored highest on Task 3 with Rubric 12 having the highest incidence of "4" scores. This group also had a relatively low incidence of "2"scores, with only 7 appearing across the sample and with 5 of these belonging to the same individual.

d. Interpretation for how data provided evidence for meeting standards

Figure 6. Connection to InTASC Standards			
NCSS Standard	Rubrics that address NCSS standard (see above)	Total points scored in rubrics identified*	Mean**
2b .	Rubric 1 – Planning for History/Social Studies Understandings Rubric 4 – Identifying and Supporting Language Demands	198	3.09
3a	Rubric 5 – Planning Assessments to Monitor and Support Student Learning	98	2.88
3b	Rubric 7 – Engaging Students in Learning Rubric 8 – Deepening Student Learning	199	2.92
3d	Rubric 15 – Using Assessment to Inform Instruction	102	3
4a	Rubric 2 – Planning to Support Varied Student Learning Needs Rubric 3 – Using Knowledge of Students to Inform Teaching and Learning	197	2.90
4b	Rubric 9 – Subject Specific Pedagogy	94	2.76
*3 cohorts total, N = 34; Total points=34x number of rubrics included in assessment category ** Calculated by dividing total points by number either 34 or 68 (depending on number of rubrics used).			

d. Interpretation of how data provide evidence of meeting standard components.

Analysis of these data suggest the following. EdTPA cites a score of "3" as a baseline expectation for all test takers (this is called the "anchor score" on the training materials for the test). While a score of "4" on EdTPA rubrics is possible on many of the rubrics, a "5" is a relative rarity in EdTPA scoring. If we assume that a 3.0 is an acceptable score on an EdTPA rubric, then the cohorts assessed here are providing some evidence of meeting the NCSS standards that are applicable to the EdTPA assessment. All rubric scores were at 2.75 or above,

with two (2b and 3d) at 3.0 or above. It should also be noted that the Fall 2019 cohort scored at generally higher levels than the previous two cohorts, reflecting higher motivation given that the assessment now had a cut score. This fact, combined with the increased attention to test preparation provided by our institution, suggests that scores will continue to skew higher in the future.

e. Description of the assessment

Planning Task 1: Planning for Instruction and Assessment

What to Do	What to Submit	Evaluation Rubrics
► Select **one class** as a focus for this assessment. ► Provide relevant context information. ► Identify a learning segment to plan, teach, and analyze student learning. Your learning segment should include **3–5 consecutive lessons** (or, if teaching history/social studies within a large time block, about **3–5 hours of connected instruction**). ► Determine a central focus for your learning segment. The central focus should support students in learning and using facts, concepts, and inquiry, interpretation, or analysis skills to build arguments or conclusions about historical events, a topic/theme, or a social studies phenomenon. ► Write and submit a lesson plan for each lesson in the learning segment. ► Select and submit key instructional materials needed to understand what you and the students will be doing. ► Choose **one** language function and other language demands important to understanding secondary history/social studies in your learning segment. Identify a learning task where students are supported to use this language. ► Respond to commentary prompts **prior to teaching the learning segment.** ► Submit copies of all written assessments and/or clear directions for any oral or performance assessments from the learning segment.	☐ Part A: Context for Learning Information ☐ Part B: Lesson Plans for Learning Segment ☐ Part C: Instructional Materials ☐ Part D: Assessments ☐ Part E: Planning Commentary	**Planning Rubrics** Rubric 1: Planning for History/Social Studies Understandings Rubric 2: Planning to Support Varied Student Learning Needs Rubric 3: Using Knowledge of Students to Inform Teaching and Learning Rubric 4: Identifying and Supporting Language Demands Rubric 5: Planning Assessments to Monitor and Support Student Learning

Instruction Task 2: Instructing and Engaging Students in Learning

What to Do	What to Submit	Evaluation Rubrics
▶ Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video. ▶ Identify lessons from the learning segment you planned in Planning Task 1 to be videorecorded. You should choose lessons that show you interacting with students to develop their skills and strategies for interpreting or analyzing sources and accounts of historical events or social studies phenomena and building and supporting arguments or conclusions. ▶ Videorecord your teaching and **select 2 video clips (no more than 10 minutes each, but not less than 3 minutes combined).** ▶ Analyze your teaching and your students' learning in the video clips by responding to commentary prompts.	☐ Part A: Video Clips ☐ Part B: Instruction Commentary	**Instruction Rubrics** Rubric 6: Learning Environment Rubric 7: Engaging Students in Learning Rubric 8: Deepening Student Learning Rubric 9: Subject-Specific Pedagogy Rubric 10: Analyzing Teaching Effectiveness

Assessment Task 3: Assessing Student Learning

What to Do	What to Submit	Evaluation Rubrics
► Select **one** assessment from the learning segment that you will use to evaluate your students' developing knowledge and skills. Attach the assessment used to evaluate student performance to the end of the Assessment Commentary. ► Define and submit the evaluation criteria you will use to analyze student learning. ► Collect and analyze student work from the selected assessment to identify **quantitative and qualitative** patterns of learning within and across learners in the class. ► Select **3 student work samples** to illustrate your analysis of patterns of learning within and across learners in the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your **focus students**. ► Summarize the learning of the whole class, referring to work samples from the **3 focus students** to illustrate patterns in student understanding across the class. ► Submit feedback for the work samples for the 3 focus students in written, audio, or video form. ► Analyze evidence of students' language use from (1) the video clips from Instruction Task 2, (2) an additional video clip of one or more students using language within the learning segment, **AND/OR** (3) the student work samples from Assessment Task 3. ► Analyze evidence of student learning and plan for next steps by responding to commentary prompts.	☐ Part A: Student Work Samples ☐ Part B: Evidence of Feedback ☐ Part C: Assessment Commentary ☐ Part D: Evaluation Criteria	**Assessment Rubrics** Rubric 11: Analysis of Student Learning Rubric 12: Providing Feedback to Guide Learning Rubric 13: Student Understanding and Use of Feedback Rubric 14: Analyzing Students' Language Use and History/Social Studies Learning Rubric 15: Using Assessment to Inform Instruction

f. Relevant rubrics for the assessment

Rubric 1: Planning for History/Social Studies Understandings

How do the candidate's plans build students' understandings of facts, concepts, and inquiry, interpretation, or analysis skills to build and support arguments or conclusions about historical events or a social studies phenomenon?				
Level 1[3]	Level 2	Level 3	Level 4	Level 5
Candidate's plans for instruction **focus solely on facts or a singular interpretation of historical events, a topic/theme, or a social studies phenomenon with little to no connections to** • concepts, • inquiry, interpretations, or analyses, **OR** • building arguments or conclusions. **OR** There are **significant content inaccuracies** that will lead to student misunderstandings. **OR** Standards, objectives, learning tasks, and materials are not aligned with each other.	Candidate's plans for instruction **support student learning of facts with vague connections to** • concepts, • inquiry, interpretations, or analyses, **AND** • building arguments or conclusions.	Candidate's plans for instruction **build on each other to support student learning of facts with clear connections** to • concepts, • inquiry, interpretations, or analyses, **AND** • building arguments or conclusions.	Candidate's plans for instruction build on each other to support student learning of facts with clear and consistent connections to • concepts, • inquiry, interpretations, or analyses, **AND** • **building and supporting** arguments or conclusions.	Level 4 plus: **Candidate explains how s/he will lead students to build explicit** connections between inquiry, interpretations, or analyses and supporting arguments/conclusions **as well as the central focus of the learning segment.**

Rubric 2: Planning to Support Varied Student Learning Needs

How does the candidate use knowledge of his/her students to target support for students to develop understandings of facts, concepts, and inquiry, interpretations, or analyses to build arguments or conclusions?				
Level 1	Level 2	Level 3	Level 4	Level 5
There **is no evidence of planned supports.** **OR** Candidate does not attend to **ANY INSTRUCTIONAL** requirements in IEPs and 504 plans.	Planned supports are **loosely tied to learning objectives or the central focus of the learning segment.**	Planned supports are **tied to** learning objectives and the central focus **with attention to the characteristics of the class as a whole.**	Planned supports are tied to learning objectives and the central focus. **Supports address the needs of specific individuals or groups with similar needs.**	Level 4 plus: **Supports include specific strategies to identify and respond to key misconceptions.**

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

How does the candidate use knowledge of his/her students to justify instructional plans?				
Level 1	Level 2	Level 3	Level 4	Level 5
Candidate's justification of learning tasks is either **missing OR represents a deficit view of students** and their backgrounds.	Candidate **justifies learning tasks with limited attention** to students' • **prior academic learning OR** • **personal, cultural, or community assets.**	Candidate **justifies why** learning tasks (or their adaptations) **are appropriate using examples of students'** • prior academic learning **OR** • personal, cultural, or community assets. **Candidate makes superficial connections to research and/or theory.**	Candidate justifies why learning tasks (or their adaptations) are appropriate using examples of students' • prior academic learning **AND** • personal, cultural, or community assets. Candidate makes **connections** to research and/or theory.	Level 4 plus: Candidate's justification is **supported by principles from** research and/or theory.

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key history/social studies learning task?				
Level 1	Level 2	Level 3	Level 4	Level 5
Language demands[4] identified by the candidate are **not consistent with the selected language function[5] OR task.** **OR** **Language supports are missing or are not aligned with the language demand(s)** for the learning task.	**Language supports primarily address one language demand** (vocabulary/symbols, function, discourse, syntax).	**General language supports address use of two or more language demands** (vocabulary/symbols, function, discourse, syntax).	**Targeted language supports** address use of • **vocabulary/symbols,** • **language function, AND** • **one or more additional language demands** (discourse, syntax).	Level 4 plus: Language supports are designed to meet the needs of students with different levels of language learning.

Rubric 5: Planning Assessments to Monitor and Support Student Learning

How are the informal and formal assessments selected or designed to monitor students' progress toward understanding and use of facts, concepts, and inquiry, interpretations, or analyses to build and support arguments or conclusions?				
Level 1	Level 2	Level 3	Level 4	Level 5
The assessments **only provide evidence** of students' recall of history/social studies facts. **OR** **Candidate does not attend to ANY ASSESSMENT** requirements in IEPs and 504 plans.	The assessments **provide limited evidence to monitor students'** progress toward developing history/social studies understanding and use of • facts, concepts, **AND** • inquiry, interpretations, or analyses **during the learning segment.**	The assessments **provide evidence to monitor students'** progress toward developing history/social studies understanding and use of • facts, concepts, **AND** • inquiry, interpretations, or analyses during the learning segment.	The assessments provide **multiple forms of evidence** to monitor students' **progress** toward developing history/social studies understanding and use of • facts, concepts, • inquiry, interpretations, or analyses, **AND** • **building and supporting arguments or conclusions** **throughout** the learning segment.	Level 4 plus: **The assessments are strategically designed to allow individuals or groups with specific needs to demonstrate their learning.**

Rubric 7: Engaging Students in Learning

How does the candidate actively engage students in inquiry, interpretation, or analysis of history/social studies sources or accounts and in building arguments or conclusions?

Level 1	Level 2	Level 3	Level 4	Level 5
Students are participating in tasks that are vaguely or superficially related to the central focus. **OR** There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning.	Students are participating in learning tasks focusing primarily on facts or single interpretations. Candidate makes vague or superficial links between prior academic learning and new learning.	Students are engaged in learning tasks that address their skills of inquiry, interpretation, or analysis of history/social studies sources or accounts. Candidate links prior academic learning to new learning.	Students are engaged in learning tasks that develop their skills of inquiry, interpretation, or analysis of history/social studies sources or accounts AND in building arguments or conclusions. Candidate links prior academic learning AND personal, cultural, or community assets to new learning.	Level 4 plus: Learning tasks deepen knowledge, extend skills, AND provide evidence of students supporting their arguments or conclusions. Candidate prompts students to link prior academic learning AND personal, cultural, or community assets to new learning.

Rubric 8: Deepening Student Learning

How does the candidate elicit student responses to promote their ability to inquire about, interpret, or analyze history/social studies sources/accounts and to build and support arguments or conclusions?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate does most of the talking and students provide few responses. **OR** Candidate responses include significant content inaccuracies that will lead to student misunderstandings.	Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.	Candidate elicits student responses that require interpretations or analyses of history/social studies sources or accounts.	Candidate elicits and builds on student responses to develop interpretations or analyses of history/social studies sources or accounts, OR to build and support arguments or conclusions.	Level 4 plus: Candidate facilitates interactions among students to develop their abilities to evaluate their own interpretations, analyses, arguments, or conclusions.

Rubric 9: Subject-Specific Pedagogy

How does the candidate support students in using evidence from sources as they interpret or analyze and build and support arguments or conclusions?

Level 1	Level 2	Level 3	Level 4	Level 5
Candidate primarily focuses on facts with little or no attention to interpretation, analysis, or building arguments or conclusions.	Candidate provides limited opportunities for students to interpret source(s) or build arguments or conclusions because they are primarily focused on demonstrating these skills for the class.	Candidate prompts students to use evidence from source(s) as the students interpret, analyze, OR build arguments or conclusions.	Candidate supports students in using evidence from multiple sources to build and support arguments or conclusions.	Level 4 plus: Candidate uses counter or alternative evidence from multiple sources to challenge students to support arguments or conclusions.

Rubric 15: Using Assessment to Inform Instruction

How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Level 1	Level 2	Level 3	Level 4	Level 5
Next steps **do not follow** from the analysis. **OR** Next steps are **not relevant to the learning objectives** assessed. **OR** Next steps are **not described in sufficient detail** to understand them.	Next steps **primarily focus on changes to teaching practice that are superficially related to student learning needs,** for example, repeating instruction, pacing, or classroom management issues.	Next steps **propose general support that improves student learning related to assessed learning objectives.** Next steps are **loosely connected with research and/or theory.**	Next steps **provide targeted support to individuals or groups to improve their learning relative to** • **facts and concepts OR** • **inquiry, interpretation, or analysis OR** • **building and supporting arguments or conclusions.** Next steps are **connected with** research and/or theory.	Next steps provide targeted support to individuals **AND** groups to improve their learning relative to • facts and concepts, • inquiry, interpretation, or analysis, **AND** • building and supporting arguments or conclusions. Next steps are **justified with principles from** research and/or theory.

g. Charts that provide candidate data derived from the assessment.

Student #	Total Test Score	Avg. All Rubrics	Rubric #1	Rubric #2	Rubric #3	Rubric #4	Rubric #5	Rubric #6	Rubric #7	Rubric #8	Rubric #9	Rubric #10	Rubric #11	Rubric #12	Rubric #13	Rubric #14	Rubric #15
									Figure 3. EdTPA scores, by rubric. Fall 2018 (N=14)								
1	44	2.9	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3
2	43	2.9	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3
3	49	3.3	3	3	3	4	3	4	4	4	4	3	2	4	2	3	3
4	48	3.2	3	3	3	4	3	3	3	3	3	3	3	4	3	4	3
5	48	3.2	4	3	3	4	4	3	3	3	3	3	3	3	2	3	4
6	40	2.7	3	3	3	2	3	3	2	2	2	3	3	3	2	3	3
7	46	3.1	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3
8	44	2.9	3	3	2	3	3	3	3	2	3	3	4	3	3	3	3
9	46	3.1	3	3	3	3	3	3	3	3	2	3	4	3	3	4	3
10	43	2.9	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3
11	27	1.8	1	2	2	2	2	2	2	2	2	3	1	1	1	2	2
12	43	2.9	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3
13	42	2.8	2	2	3	3	3	3	3	3	3	3	4	3	3	3	3
14	34	2.3	3	2	2	2	3	3	2	2	2	2	2	3	2	2	2
avg	43	2.9	2.9	2.7	2.8	2.8	2.9	3	2.8	2.8	2.7	2.8	2.9	3.1	2.6	3	3

Student #	Total Test Score	Avg. All Rubrics	Rubric #1	Rubric #2	Rubric #3	Rubric #4	Rubric #5	Rubric #6	Rubric #7	Rubric #8	Rubric #9	Rubric #10	Rubric #11	Rubric #12	Rubric #13	Rubric #14	Rubric #15
									Figure 4. EdTPA scores, by rubric. Spring 2019 (N=12)								
1	43	2.9	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3
2	45	3.0	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	43	2.9	3	2	4	3	3	3	3	3	3	2	3	4	2	3	2
4	49	3.3	3	3	4	4	3	3	3	3	3	3	4	4	3	3	3
5	44	2.9	3	2	3	2	2	3	4	3	3	3	3	4	3	3	3
6	44	2.9	3	3	3	2	3	3	3	3	2	3	3	4	3	3	3
7	46	3.1	3	3	4	3	3	3	3	4	3	3	3	3	2	3	3
8	39	2.6	3	2	2	3	2	3	3	3	3	3	3	2	2	2	3
9	43	2.9	3	2	3	2	3	3	3	3	3	3	3	4	3	2	3
10	49	3.3	4	3	3	3	3	3	3	3	3	4	3	3	3	4	4
11	46	3.1	3	4	3	3	3	3	3	3	3	3	3	3	4	2	3
12	35	2.3	2	2	2	2	2	3	2	2	1	2	3	4	2	3	3
avg	44	2.9	3	2.6	3.1	2.8	2.8	3	3	3	2.8	2.9	3.1	3.3	2.7	2.8	3

Student #	Total Test Score	Avg. All Rubrics	Rubric #1	Rubric #2	Rubric #3	Rubric #4	Rubric #5	Rubric #6	Rubric #7	Rubric #8	Rubric #9	Rubric #10	Rubric #11	Rubric #12	Rubric #13	Rubric #14	Rubric #15
Figure 4. EdTPA scores, by rubric. Fall 2019 (N=8)																	
1	41	2.7	2	2	3	2	2	3	3	3	3	2	3	4	3	3	3
2	44	2.9	3	3	3	3	3	3	3	3	3	3	3	4	2	3	3
3	44	2.9	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
4	46	3.1	4	3	3	4	3	3	3	3	3	2	3	3	2	4	3
5	47	3.1	3	4	3	3	3	3	3	3	3	3	4	4	2	3	3
6	48	3.2	3	3	3	3	3	4	3	4	3	3	3	4	3	3	3
7	48	3.2	3	4	4	3	3	3	3	3	3	3	3	4	3	3	3
8	51	3.4	4	4	3	3	4	3	2	3	3	3	4	4	4	3	4
avg	44	3.1	3.1	3.2	3.1	3	3	3.1	2.8	3.1	2.8	2.9	3.3	3.8	2.9	3.1	3.1