

Overview of the Indiana Score-Setting Workshops

In 2018 the Indiana Department of Education (IDOE) issued a Request for Proposal (RFP) seeking proposals for a new licensure test program to be effective in 2021. In 2019 the Indiana General Assembly specified that the Indiana State Board of Education would adopt a test program available nationally. In July 2019, the board adopted the Praxis test program from Educational Testing Service (ETS) to be the future licensure test program. IDOE has been working with ETS to be ready to implement current and newly developed tests from its Praxis Series® to support Indiana’s licensure test requirements. These tests will be available in September 2021 to candidates preparing to be Indiana teachers. ETS has designed a process for use in establishing cut scores for newly developed Praxis tests and for reviewing multi-state cut scores for current tests for use in Indiana. A summary of the score-setting process, a description of the tests, and the proposed cut scores is included and posted for public comment.

The experts who form each score-setting panel include educators who have expertise in the content area as well as educators who have experience with new teachers in the content area or with candidates preparing to be teachers in the content area. The panels were typically made up of classroom teachers and college/university faculty from education preparation programs (EPPs). Other relevant educators, such as specialists, may also be included on the panel. All panelists are approved by the IDOE prior to being invited to serve on the score-setting panel. See Appendix A for a list of score-setting participants.

Distance-based score-setting workshops were held for 24 *Praxis Series*® tests from February 27 through July 1, 2020. Additional score-setting workshops for the remaining 18 tests will be held from July 20 to the end of September. Table 1 lists the test titles and dates on which the score-setting workshops were held. The table also includes links to the *Praxis*® *Study Companion* documents, which provide detailed information about each test.

Summary of the Score-Setting Process

Score-setting meetings have been designed as a distance-based process so that educators across the state and with expertise in various content areas can participate in all of the necessary workshops scheduled from February through September. The workshops are scheduled for 2 hours, though they have typically lasted approximately 1.5 hours. Designed to be short meetings, out of consideration for Indiana’s educators, the length of the meetings varied based on the discussions in which the educators engaged.

There were three groups score-setting workshops, each held for two tests. These ‘combination’ workshops A, B, or C are indicated as in Table 1 (in the date column). To better manage the time of educators with content knowledge for two assessments, both assessments were discussed in the same meeting. Separate recommended passing scores were obtained from the panelists during the workshop.

Prior to the distance-based meeting, panelists were provided with the test specifications and asked to review an interactive practice test so that they would be familiar with the content tested on the Praxis test. During the distance-based meeting, panelists were provided with test development and standard-

setting overviews for the test. Once the overviews were concluded, panelists engaged in discussions about the content measured on the test before viewing standard-setting and national pass rate data. Panelists then made two rounds of independent judgments, with discussions between the rounds.

Table 1. Indiana Score-Setting Schedule with Links to Study Companions

| Test Code | Praxis Test Title | Score-setting Date |
|-----------|-----------------------------------------------------------------------------------------|------------------------|
| 5624 | Principles of Learning & Teaching: Grades 7-12 | 2/25/2020 |
| 5621 | Principles of Learning & Teaching: Early Childhood | ^A 2/27/2020 |
| 5622 | Principles of Learning & Teaching: Grades K-6 | ^A 2/27/2020 |
| 5652 | Computer Science | 4/20/2020 |
| 5101 | Business Education: Content Knowledge | 4/21/2020 |
| 5038 | English Language Arts: Content Knowledge | ^B 4/22/2020 |
| 5047 | Middle School English Language Arts | ^B 4/22/2020 |
| 5122 | Family & Consumer Sciences | 4/27/2020 |
| 5701 | Agriculture | 4/28/2020 |
| 5561 | Marketing Education | 4/29/2020 |
| 5543 | Special Education: Core Knowledge & Mild to Moderate Applications | ^C 5/18/2020 |
| 5545 | Special Education: Core Knowledge & Severe to Profound Applications | ^C 5/18/2020 |
| 5551 | Health Education | 5/19/2020 |
| 5091 | Physical Education: Content Knowledge | 5/20/2020 |
| 5358 | Gifted Education | 5/26/2020 |
| 5051 | Technology Education | 5/27/2020 |
| 5272 | Special Education: Education of Deaf & Hard of Hearing Students | 5/28/2020 |
| 5195 | Spanish: World Language | 6/22/2020 |
| 5174 | French: World Language | 6/23/2020 |
| 5183 | German: World Language | 6/24/2020 |
| 5362 | English to Speakers of Other Languages | 6/25/2020 |
| 5601 | Latin | 6/29/2020 |
| 5665 | Chinese (Mandarin): World Language | 6/30/2020 |
| 5282 | Special Education: Teaching Students with Visual Impairments | 7/1/2020 |

Notes. The superscripts A, B, and C denote the three score-setting workshops where two tests were discussed by the same panel.

Pre-Meeting Information and Tasks

Prior to the scheduled meeting, panelists were sent an email that included the test specifications (i.e., the Test at a Glance document) specific to the test that the panel would be discussing. Panelists were asked to review the document so that they would be familiar with the structure of the test and the

content measured on the test. Additionally, the email included instructions for how to access an interactive practice test. Interactive practice tests are designed in tandem with Praxis tests and are intended to represent the operational assessment so that candidates can properly prepare.

The email also included the meeting date and time as well as information for connecting to the meeting. The meeting time was determined based on panelists' availability. Panelists were additionally sent connection information when they were registered for the Zoom meeting. With that notification, they could click on a link and add it to their calendars.

Score-Setting Meeting Process

The distance-based meeting began with a description of the purpose of the meeting and introductions. Panelists were then presented with an overview of the Praxis design and development process. An overview of the standard-setting process followed and panelists were asked if there were any questions, though they were also encouraged to speak up at any moment during the overviews. Panelists were then provided with a short poll on which they indicated their understanding of the test development and standard setting overviews.

Panelists engaged in a group discussion about the knowledge and skills measured on the test and how that related to beginning educators. Then, test-specific data was presented to the panel. Panelists learned what passing scores were adopted by the states that use the test (see <https://www.ets.org/praxis/institutions/scores/passing/>). They also viewed pass rate data at the median adopted score, as well as the scores that represent 1 and 2 standard errors above and below the median adopted score (MAS).

After discussing this data and reflecting on the content discussion, panelists made their first round of judgments, recommending a score for Indiana to adopt. Once the judgments were completed, the panelists viewed the recommendations and the median value. They discussed the rationales behind their judgments and then made their final round of judgments. The median recommendation was again used as the panel recommendation to the state. After which they provided the recommended passing scores and asked to indicate if they were comfortable with the results.

If two tests were discussed during the score-setting workshop, they were presented with the overviews for the test development and standard-setting once. Then, after panelists completed their judgments for the first test, they repeated the process, beginning with the content discussion, for the second test. Once they completed their two rounds of judgments for the second test, they were again asked to indicate if they were comfortable with the results. All of the judgments and evaluations were completed using the polling capability within the Zoom platform.

Results to Date

Tables 2 and 3 show the results of the score-setting workshops that have taken place from February through July 1. The table also shows one and two standard errors of measurement (SEM) around the

MAS, as well as the SEM of the score recommended by Indiana panelists.^{1,2} The panel sizes are also shown on these tables, based on the number of panelists who completed the score recommendation judgments.

All of the scores shown on Tables 2 and 3 are on the Praxis scale, which ranges from 100 – 200. The reason we use the Praxis scale is because each form of the test will vary slightly in difficulty and having a scale score is a way to communicate the same passing score (and difficulty level) information in a consistent manner. Using the raw score would only be true for the standard setting test form and could lead to misinterpretation if applied to all current and future test forms.

Table 2 provides the results for the Praxis tests where the Indiana score-setting panelists’ recommended study value (RSV) is the same as the existing MAS. In Table 3, the RSV from the Indiana score-setting panelists is a different value from the MAS. How the RSV relates to the MAS is also described in Table 3 (e.g., if it is -0.50 standard errors below the MAS).

Table 2. Praxis Titles where the IN Score-Setting Panel Recommended the Median Adopted Score

| Test Name (Code) | Panel Size | -2 SEM | -1 SEM | MAS = RSV | +1 SEM | +2 SEM |
|-----------------------------------------------------------|------------|--------|--------|------------|--------|--------|
| Principles of Learning & Teaching: Grades 7-12 (5624) | 4 | 146 | 152 | 157 | 164 | 170 |
| Principles of Learning & Teaching: Early Childhood (5621) | 6 | 146 | 152 | 157 | 164 | 170 |
| Principles of Learning & Teaching: Grades K-6 (5622) | 6 | 149 | 154 | 160 | 167 | 173 |
| Computer Science (5652) | 5 | 135 | 142 | 149 | 158 | 165 |
| Business Education: Content Knowledge (5101) | 9 | 142 | 148 | 154 | 161 | 167 |
| English Language Arts: Content Knowledge (5038) | 6 | 155 | 162 | 167 | 173 | 180 |
| Family & Consumer Sciences (5122) | 8 | 140 | 146 | 153 | 160 | 166 |
| Agriculture (5701) | 6 | 134 | 141 | 147 | 155 | 162 |

(table continues on the next page)

¹ If states held individual standard-setting workshops, the SEM is based on test-taker data. If states participated in the multistate standard-setting process designed by ETS, the SEM was estimated and included in the standard-setting report.

² The SEM around the MAS is calculated based on the raw score of the standard setting form. The rounded value is then converted to the Praxis scale score. The Praxis scale score is not the same shape (e.g., linear) for every test.

| <i>Table 2 (continued)</i> | Panel | -2 SEM | -1 SEM | MAS = RSV | +1 SEM | +2 SEM |
|------------------------------------------------------------------------|-------------|--------|--------|------------|--------|--------|
| Test Name (Code) | Size | | | | | |
| Marketing Education (5561) | 9 | 145 | 151 | 157 | 163 | 169 |
| Special Education: Core Knowledge & Severe to Profound (5545) | 7 | 147 | 153 | 158 | 164 | 170 |
| Health Education (5551) | 6 | 145 | 150 | 155 | 161 | 166 |
| Gifted Education (5358) | 8 | 144 | 151 | 157 | 164 | 171 |
| Technology Education (5051) | 6 | 147 | 154 | 159 | 166 | 172 |
| Special Education: Education of Deaf & Hard of Hearing Students (5272) | 3 | 147 | 154 | 160 | 167 | 174 |
| German: World Language (5183) | 10 | 151 | 157 | 163 | 169 | 175 |
| English to Speakers of other Languages (5362) | 8 | 143 | 149 | 155 | 163 | 169 |
| Latin (5601) | 4 | 142 | 147 | 152 | 158 | 163 |
| Special Education: Teaching Students with Visual Impairments (5282) | 3 | 150 | 157 | 163 | 170 | 177 |
| Note. All scores are listed as Praxis scale scores. | | | | | | |

Table 3 provides the results of the score-setting panels where the score-setting panelists decided to make a recommendation that is different from the median adopted score. During the discussions, there were a two primary reasons provided in most of the workshops. The panelists discussed the difficulty of the content measured on the tests and how well the different content subcategories are taught in preparation programs. Another concern panelists expressed was their perception of a shortage of educators in specific licensure areas. In those instances, panelists emphasized that beginning educators' skills can improve with experience.

Considerations for Setting the Passing Scores

To support the IDOE in establishing passing scores for the Praxis tests that will be adopted in September 2021, ETS designed and conducted score-setting studies. The purpose of the score-setting studies was to provide recommendations to the state based on judgments from IN educators. It is recommended that the description of the [multistate standard-setting process](#) that ETS conducts for new tests also be considered along with the standard-setting data that is included in this report.

It is important to consider that the approved score-setting process included an expected minimum panel size of six educators, however, some of the score-setting panels had fewer than that proposed number. For some panels, this was anticipated because the content areas had a small pool of educators from which to recruit. For others, there were 6 – 12 educators registered, for the study but some did not participate for various reasons. For most of these tests, the panel’s recommendation was the same as the RSV. Regardless, for these test titles, the state may wish to have a content expert from the IDOE review the test and test-related data in order to make an additional recommendation.

Table 3. Praxis Titles where the IN Score-Setting Panel did not Recommend the Median Adopted Score

| Test Name (Code) | Panel Size | IN RSV | -2 SEM | -1 SEM | MAS | +1 SEM | +2 SEM |
|--------------------------------------------------------------------|-------------------|-----------------------------------|---------------|---------------|------------|---------------|---------------|
| Middle School English Language Arts (5047) | 6 | 161 | 153 | 158 | 164 | 170 | 176 |
| | | <i>-0.75 SEM from the MAS</i> | | | | | |
| Special Ed.: Core Knowledge & Mild to Moderate Applications (5543) | 7 | 155 | 147 | 153 | 158 | 164 | 170 |
| | | <i>-0.50 SEM from the MAS</i> | | | | | |
| Physical Ed.: Content Knowledge (5091) | 6 | 145 | 141 | 145 | 148 | 152 | 156 |
| | | <i>-1.00 SEM from the MAS</i> | | | | | |
| Spanish: World Language (5195) | 5 | 166 | 156 | 163 | 168 | 175 | 180 |
| | | <i>-0.50 SEM from the MAS</i> | | | | | |
| French: World Language (5174) | 8 | 159 | 149 | 156 | 162 | 167 | 174 |
| | | <i>-0.50 SEM from the MAS</i> | | | | | |
| Chinese (Mandarin): World Language (5665) | 2 | 161 | 152 | 159 | 164 | 170 | 177 |
| | | <i>-0.50 SEM from the MAS</i> | | | | | |
| Note. All scores are listed as Praxis scale scores. | | | | | | | |

Appendix A. Indiana Score-Setting Panelists

| Full Name | Affiliation | Tests by Code |
|--------------------------------|----------------------------------------------------|------------------------|
| Neal Adams | Randolph Eastern Schools | 5701 |
| Lori A. Adkins | Fort Wayne Community Schools | 5561 |
| Dr. Donna L. Albrecht | Indiana University Southeast | 5362 |
| Rebecca L. Ashcraft | Portage Township Schools | 5122 |
| Dr. Francoise Bachelder | American College of Education | 5174 |
| Paul E. Baker | Westview Jr. Sr. High School | 5652, 5701 |
| Billie Ballenger | Jennings County Schools | 5543, 5545 |
| Tammy Bauchert, CFCS | Mt. Vernon HS | 5551 |
| Angelika Becker | Carmel High School | 5183 |
| Allisha Beerwart | Indiana Wesleyan University | 5272, 5282 |
| Susanna Benko | Ball State University | 5038, 5047 |
| Jane Biting | Huntington University | 5038, 5047 |
| Deborah Blaz | Angola High School | 5174 |
| Kevin Blemker | Vincennes University College of Technology | 5051 |
| Chad E Bobb | Pike High School | 5561 |
| Brian Bobbitt | Evansville Vanderburgh School Corporation | 5051 |
| Benjamin Boche | Valparaiso University | 5621, 5622, 5038, 5047 |
| Deborah Brim | Lawrence Township Schools | 5122 |
| Amy K. Brown | Wawasee Middle School | 5358 |
| Mrs. Cathie J. Bryant | Terre Haute North Vigo High School | 5561 |
| Paulette A Conner | Marian University | 5543, 5545, 5362 |
| Beth Ann Cooper | Teacher of Deaf/Hard of Hearing Perry Twp. Schools | 5272 |
| Miriam Cox | Bedford North-Lawrence High School | 5183 |
| Mrs. Gen Craft | Terre Haute South Vigo High School | 5561 |
| Ms. Nicole Cruz | Indianapolis Public Schools | 5362 |
| Kathleen D. Darnell | Cathedral High School | 5195 |
| Dr. Roben Taylor Daubler | Western Governors University | 5543, 5545 |
| Dr. Gayle E. Davis | Barker Middle School | 5652, 5051, 5561 |
| Craig Denney | TSC / Wainwright Middle School | 5051 |
| Elizabeth Churchman Dix | Penn High School | 5183 |
| Doris Downing, Ed.D. | Marian University Indianapolis | 5358 |
| Dr. Kim A. Duchane | Manchester University | 5091 |
| Dr. Maryann Dudzinski | Department of Education | 5122 |
| Suzanne Ehst | Goshen College | 5624 |
| Brittany Farmer | FCCLA Adviser and FCS Educator | 5122 |
| Andrea Ganger | Millersburg Elementary Middle School | 5183, 5362 |
| Jessica Geisinger | Fishers High School | 5174 |
| Demi Gibson, RN, BSN, CPN, CET | Baugo Community Schools | 5551 |

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| <i>Panelist List (continued)</i> | | |
|----------------------------------|------------------------------------------------|----------------------|
| Full Name | Affiliation | Tests by Code |
| S. Michelle Goudy | Westfield High School | 5101, 5561 |
| Jim Graves | Goshen High School | 5195, 5362 |
| Rhiannon Graves | Loogootee High School | 5174 |
| Chunmei Guan | Logansport High School | 5665 |
| Sam Hanley | Southport High School | 5038, 5047 |
| Alicia Harkins | Jimtown High School | 5551 |
| Mme Sara Harrison | Wawasee High School /Wawasee Community Schools | 5174 |
| Stacey Hartley | Tipton Community School Corporation | 5701 |
| James E. Hollenbeck | Indiana University Southeast | 5091 |
| Amanda D. Isaacs | Nettle Creek School Corporation | 5358 |
| MaryAnn James | Whitley County Consolidated Schools | 5101 |
| Kari Johnson | MSD of Wabash County | 5101 |
| Lisa Duffley-Kazmierski | North Newton Jr Sr High School | 5122 |
| Lauren Kocsis | Trine University | 5551, 5091 |
| Sara Kohlhoff | Huntertown Elementary | 5621, 5622 |
| Aimee Kroll | MSD of Decatur Township | 5101 |
| Brittany Krowiarz | Cardinal Ritter High School | 5601 |
| Susan Kuckie | Plymouth High School | 5122 |
| Angela LaRocco | LaPorte High School | 5101 |
| Sherry Lehr | South Spencer County School Corp | 5038, 5047 |
| Laura Liu | Indiana University-Purdue University, Columbus | 5362 |
| Sara Loete | Evansville Vanderburgh School Corporation | 5358 |
| Patricia Marcum | University of Southern Indiana | 5551 |
| Matthew M. Maurer, Ph.D. | Butler University | 5101, 5282 |
| Annemarie McClung | Jay County High School | 5183 |
| Andrea McMurtry | Ball State University | 5551, 5091 |
| Dr. Pamela L. Medows | Taylor University | 5621, 5622 |
| Rachael Miller | Fort Wayne Community Schools | 5543, 5545, 5358 |
| Jeanie Mitchell | Penn High School | 5174 |
| Julie Moore | Washington Township Middle High School | 5561 |
| Paula E. Moore | Jennings County Schools | 5543, 5545 |
| Sara Neville | Perry Township Schools | 5122 |
| Joann L. Novak | The Academy of Science and Entrepreneurship | 5101, 5561 |
| David O'Neil | University of Southern Indiana | 5601 |
| Matthew Perkins Coppola, Ph.D. | Purdue University Fort Wayne | 5621, 5622, 5624 |
| Amanda J. Ramirez | Vice-President and Conference Chair IFLTA | 5358 |
| Lindsey Ravis | Carroll High School | 5174 |
| Frances M. Reigle | Hamilton Southeastern Schools | 5183 |
| Dr. Keri L. Rodgers | Indiana University | 5195 |
| Tommie Roesch | Zionsville Community School | 5282 |

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| <i>Panelist List (continued)</i> | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------|
| Full Name | Affiliation | Tests by Code |
| Jason E. Rybinski | Teacher, Elkhart Community Schools | 5091, 5051 |
| Betty Salgado | Phalen Leadership Academies | 5195, 5362 |
| Travis Scherer | Tri-County High School | 5701 |
| Kim Schiavone | Pike Central High School | 5183 |
| Joseph A Shewman | Silver Creek High School | 5051 |
| Michele L. Shultz | Lebanon Middle School | 5358 |
| Jennifer E. Smith, Ph.D. | Purdue University | 5543, 5545 |
| Justin Smith | Pike High School Teacher | 5652 |
| Brienne Sprunger | Garrett-Keyser-Butler CSD | 5101 |
| Jennifer J. Steed | Brownsburg High School | 5183 |
| Mrs. Kelly Stout, M.Ed. | Vigo County School Corporation and Ivy Tech Community College | 5543, 5545 |
| Allen Brian Talbert | Purdue University | 5701 |
| Lauren Tarbet | Penn High School | 5362 |
| Carolyn Teddleton | Tecumseh High School | 5183 |
| Shannon Verhaeghe | Plymouth Community School Corporation | 5701 |
| Lisa Vukovits | John Glenn School Corporation- Harold C. Urey Middle School | 5551 |
| Ms. Jennifer Walker | Fort Wayne Community Schools | 5272 |
| Mr. Jeremy M. Walker | Crown Point High School | 5601 |
| Felicia Walls | Terre Haute North Vigo High School | 5195 |
| Carol Shafer Warner | Family and Consumer Sciences | 5122 |
| Viviane Weinmann-Tripp | Creekside Middle School | 5174 |
| Sara J. Wietbrock | Crown Point Community School Corporation | 5601 |
| Sarah Wilson | Oakland City University | 5624 |
| Sam Wysong | Warsaw Community Schools | 5624 |
| Youjin Yang | Saint. Mary-of-the-Woods College | 5621, 5622 |
| Ling-Yu Yang | Westlane Middle School, MSD of Washington Township | 5665 |
| Nick Zivanovic | Griffith High School | 5652, 5101 |
| <p>Note. Three teachers, a building- or systems-level administrator, and a college or university faculty member requested that their names not be listed. In total, they participated in score-setting meetings for eight tests (5038, 5047, 5183, 5358, 5561, 5621, 5622, & 5652).</p> | | |