

Arkansas State University

College of Education and Behavioral Science

EPP Assessment Day

One-Year Data Reports for 2020-2021



Fall Assessment Day

November 12, 2021

Name of Assessment: Praxis Principles of Learning and Teaching

Year: 2020-21

Standard #1

Disaggregated Data

85% pass— 7 out of 46 ELED didn't pass (1 in 7 didn't pass)

1 out 2 AGRI didn't pass

1 out of 1 passed BUSTECH

1 or 2 didn't pass ELDMAT

100% pass ENGLISH (N=5)

100% pass MATH (N=5)

100 % pass MCH1 (N=5)

80% pass MCH2 (N=5)

100% pass MCH3 (N=2)

100% pass MCH 4 (N=4)

100% MID MAT (N=1)

92% pass —11 out of 12 MUSIC 1 (N=12)

100 pass MUSIC 2 (N=1)

78% pass rate — 7 did not pass PE (N=9)

75% pass SOSC (N=8)

90% overall pass rate in 5 domains

Weaknesses

Domain 1: Student as Learners: 66% pass for that domain; mean is 13.8 (out of 21)

Domain 5: Analysis of Instructional Scenarios: 66% pass for domain; mean 10.6 (out of 16)

Data Summary

ELED, PE, and SOSC are programs with lower pass rates, and MUSIC EPP wide the mean is 169 and the minimum passing score is 160.

Domains 1 and 5 seem to be domains students struggled with on the PLT. By raw data, domain 5 is overall the weakest area of the people who did NOT pass. Of the students who passed, domain 1 is the weakest.

Domain 5 is the bulk of the test, 25%, and it is constructed-response. 50 minutes is expected for students to spend on this portion of this test. ETS suggests 70 minutes is spent on the multiple choice.

What are some areas of strength?

90% overall pass rate in all 5 domains

What surprises you or jumps out at you?

84% of those taking the exam pass after the first attempt.

What are possible causes or contributing factors?

Emphasis on tested material is well covered in SCED class.

What are reasons students do not pass the test?

Perhaps students have difficulty on the constructed response portion of the test which is Domain 5 because it is the last part of the test. It could be that the students are tired by this point in the test.

Team SMART Goal and Action Steps

The EPP will begin a phase out plan of focus on the PLT as a measure of pedagogical competence and key assessment.

We are phasing out PLT. State does not require PLT so is it in our best interest to invest resources in helping student pass this? As long as the department is continuing to have students take the PLT it might be a good idea to have students answer Domain 5 constructed response at the beginning of the test taking period rather than at the end in order to be more rested when answering.

Students could practice taking constructed response tests during class with the freedom to answer these questions at the beginning of the test taking period.

Notable performance above expectations across EPP

It is of note that overall 90% of test takers pass the PLT the first time

Notable performance below expectations across EPP

For those students who fail the test they had the most trouble with Domain 5 constructed response.

Ways to prepare students to perform better/score higher

It is suggested that it may be helpful for students to practice in class with constructed response tests to help them be more familiar with this approach.

Needs for faculty development to better support students

No faculty development is necessary to better support students in this area other than to make suggestions for teaching faculty to include constructed response tests among their methods of class assessment.

Area of greatest need to begin support immediately

No need to spend time or support in this area due to the fact that the PLT test is being phased out by the state. While focus on the PLT is not necessary, it may be advisable to encourage teaching staff to provide opportunity for students to gain practice with constructed response tests in general.