

## 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 Series*® 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 and administrators, were also included on the panel, depending on the test being reviewed. All panelists were 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 18 *Praxis* tests from July 20 through September 21, 2020. 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<sup>1</sup>. The workshops were scheduled for 2 hours, though they have typically lasted 1 to 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.

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.

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<sup>1</sup> Score-setting workshops for the first 24 *Praxis* tests were held February 25 through July 1.

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

Test Code	Praxis Test Title	Score-setting Date
5921	<a href="#">Geography</a>	7/20/2020
5089	<a href="#">Middle School: Social Studies</a>	7/21/2020
5941	<a href="#">World and U.S. History: Content Knowledge</a>	7/22/2020
5931	<a href="#">Government/Political Science</a>	7/23/2020
5391	<a href="#">Psychology</a>	7/28/2020
5952	<a href="#">Sociology</a>	8/7/2020
5206	<a href="#">Teaching Reading: K-12</a>	8/17/2020
5134	<a href="#">Art: Content Knowledge</a>	8/18/2020
5641	<a href="#">Theatre</a>	8/19/2020
5311	<a href="#">Library Media Specialist</a>	8/20/2020
5911	<a href="#">Economics</a>	8/24/2020
5412	<a href="#">Educational Leadership: Administration &amp; Supervision</a>	8/25/2020
6991	<a href="#">School Superintendent Assessment</a>	8/26/2020
5421	<a href="#">Professional School Counselor</a>	8/27/2020
5235	<a href="#">Biology: Content Knowledge</a>	9/15/2020
5265	<a href="#">Physics: Content Knowledge</a>	9/16/2020
5571	<a href="#">Earth &amp; Space Sciences: Content Knowledge</a>	9/17/2020
5245	<a href="#">Chemistry: Content Knowledge</a>	9/21/2020

### 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 portion of the Study Companion) 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 were provided with the recommended passing scores and were asked to indicate if they were comfortable with the results.

## Results to Date

Tables 2 and 3 show the results of the score-setting workshops that have taken place from July 20 through September 21. The tables show the Indiana recommended study values (RSV) generated by the score-setting workshops for each test. The tables also show the MAS and scores one and two standard errors of measurement (SEM) above and below the MAS.<sup>2,3</sup> The panel sizes are also shown on these tables, based on the number of panelists who completed the score recommendation judgments.

Scores on Tables 2 and 3 are shown as scores 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' 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 reported in Table 3 (e.g., if it is -0.50 standard errors of measurement below the MAS).

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<sup>2</sup> 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.

<sup>3</sup> 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 is not the same shape (e.g., linear) for every test.

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

Test Name (Code)	Panel Size	Praxis Scale Scores				
		-2 SEM	-1 SEM	MAS = RSV	+1 SEM	+2 SEM
World and U.S. History: Content Knowledge (5941)	1	138	143	<b>148</b>	154	159
Government/Political Science (5931)	3	136	143	<b>149</b>	156	163
Psychology (5391)	2	141	149	<b>154</b>	161	169
Sociology (5952)	1	141	149	<b>154</b>	161	169
Teaching Reading K-12 (5206)	6	145	151	<b>156</b>	162	169
Art: Content Knowledge (5134)	6	145	151	<b>158</b>	166	172
Theatre (5641)	6	144	149	<b>154</b>	160	165
School Superintendent Assessment (6991)	6	152	157	<b>162</b>	167	172
Professional School Counselor (5421)	2	144	150	<b>156</b>	164	171
Biology: Content Knowledge (5235)	3	142	146	<b>150</b>	155	159
Physics: Content Knowledge (5265)	8	129	135	<b>140</b>	146	152

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 three 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. Some panels discussed shortages but also emphasized how critical it was for new educators to have demonstrated the skills measured on the test.

### 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 MAS. 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	Praxis Scale Scores					
		RSV	-2 SEM	-1 SEM	MAS	+1 SEM	+2 SEM
Geography (5921)	2	<b>156</b>	143	148	153	159	164
		<i>+0.25 SEM from the MAS</i>					
Middle School Social Studies (5089)	1	<b>146</b>	140	146	152	159	165
		<i>-1.00 SEM from the MAS</i>					
Library Media Specialist (5311)	7	<b>153</b>	142	146	151	155	160
		<i>+0.50 SEM from the MAS</i>					
Economics (5911)	2	<b>144</b>	136	144	150	158	166
		<i>-1.00 SEM from the MAS</i>					
Educational Leadership: Administration and Supervision (5412)	7	<b>150</b>	134	140	146	153	159
		<i>+0.50 SEM from the MAS</i>					
Earth and Space Sciences: Content Knowledge (5571)	7	<b>152</b>	141	146	150	155	159
		<i>+0.50 SEM from the MAS</i>					
Chemistry: Content Knowledge (5245)	7	<b>155</b>	140	146	151	157	163
		<i>+0.50 SEM from the MAS</i>					

## Appendix A. Indiana Score-Setting Panelists

Full Name	Affiliation	Tests by Code
Dr. Donna L. Albrecht	Indiana University Southeast	5931
Stephen Beeler	Terre Haute South Vigo High School	5265
Valerie Spitzer Berger	Angola High School	5265
Mr. Sean Bird	Covenant Christian High School	5265
Wesley R. Bishop, Ph.D.	Marian University Indianapolis	5931, 5089
James O. Bollenbacher	Indianapolis Public Schools	5311, 5206
Joseph Borders	Suburban Christian School	6991
Deborah Brim	Lawrence Township Schools	5391, 5952
Margaret Buss	New Prairie United School Corporation	5571
Carrie Capshaw	Tipton High School	5421
Jacob A. Clark	Kokomo School Corp	5641
Dr. Jeanine Conklin	Guerin Catholic High School	5245
Amy Crane	Marquette Catholic High School	5641
Chad M. Crews	Mississinewa Community School Corporation	5412
Timothy L. Curts	Speedway High School	5235
Kyong M. Damron	Lawrence Central High School	5245
Robert Deirth	Scott County School District 2	5265
Dr. Joy Dewing	Kokomo High School	5311, 5206
Susan M. Dietzel	Triton Jr/Sr High School	5206
Emily Dippie	Christian Academy of Indiana	5134
Amy Ensley-Noehren	Lakewood Park Christian School	5134
Aaron Esper	Career Academy South Bend	5412
Dr. Leslie G. Fatum	Kokomo High School	5412
Emily E. Faulkner	Mississinewa High School	5641
Paula J. Harmon	F. J. Reitz High School and University of Southern Indiana	5311
Katherine Higgs-Coulthard, Ed.D.	Saint Mary's College	5206
Melinda Hopkins	Northwest Allen County Schools	5412
Carolyn R. Huffman	Noblesville High School	5571
Dr. Alice A. Johnson	Purdue University	6991
Chrystal Johnson	Purdue University	5911, 5921, 5931
Regin Johnson	Lake Ridge New Tech Schools	5412
Paul A. Kelsey	Madison Consolidated High School	5641
Jordan Kibler	Tri Jr-Sr High School	5265
Darcy Kindelan	South Bend Community School Corporation	5571
Ronald L. Kirkpatrick, Ed.D.	IVY Tech Community College	5245
Kim Kronk	LaSalle Intermediate Academy	5311
Christopher Lagoni, Ph.D.	Indiana Wesleyan University	6991
Aquinas Lewis	The Excel Center	5412
Mark Liepe	East Noble High School	5235

*(table continues on next page)*

<i>Panelist List (continued)</i>		
<b>Full Name</b>	<b>Affiliation</b>	<b>Tests by Code</b>
Sharon Mapes	Hauser High Jr./Sr. High School	5571
Whitney Martens	Mt. Vernon Junior High School	5235
Les McSparrin	Homestead High School	5245
Rachel Miller	Fort Wayne Community Schools	5206, 5311
Julie Moore	Washington Township Middle High School	5911
Dr. Brad E. Oliver	Purdue University Fort Wayne	6991
Matthew Perkins Coppola, Ph.D.	Purdue University Fort Wayne	5245, 5265
Vicki Pope	Clark Pleasant Comm Sch Corp	5134
Rebekah Randall	Marian High School	5265
Mary E. Riepenhoff, Ed.D.	University of Saint Francis	6991
Kimberly Roberts	Southport High School	5641
Amy Scharf	Early College High School	5641
Jon Schrage	Early College High School	5571
David G. Schuster	Purdue University Fort Wayne	5941
Mrs. Yvonne Schwantz	Lutheran South Unity School	5391
Treena Scism, M.Ed.	Bartholomew Consolidated School Corporation	5134
Kristen K. Seward, Ph.D.	Purdue University	5421
Dr. Wylie Sirk	Purdue University Fort Wayne	6991
Anna M. Sluka	Providence Cristo Rey High School	5245
Dr. Kelly Sparks	University of Southern Indiana	5921
Jeff Springer	Southwood High School	5245
Angela Tanksley	Centerville Senior High School	5206
Ms. Jennifer Walker	Fort Wayne Community Schools	5571
Mrs. Christina Wilburn	Plainfield Community Schools	5311
Craig Williams	Northwestern High School	5265
Maureen Yeager	Lake Central High School	5134
Alyson Zelencik	Mt. Vernon High School	5311
Ashley M. Zornes	Anderson Community Schools	5134
<b>Note.</b> One teacher and a building- or systems-level administrator requested that their names not be listed. In total, they participated in score-setting meetings for two tests (5412 and 5571).		