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## TEST REVIEW WORKSHOP REPORT

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### Praxis Middle School Mathematics (5164) Test Review

Virginia

Thursday, April 29, 2021

#### OVERVIEW

This meeting was conducted using Zoom. The participants and agenda followed are provided in ATTENDEES and AGENDA below. RESULTS provides the panelists' feedback—captured through online polls—about the test and a recommended passing score.

The results include:

- Five of six panelists agreed that the test is appropriate for licensure as a middle school mathematics teacher, with the sixth indicating that the test assesses content beyond (i.e., above) what would be expected.
- The panel's recommended passing score—the median of their individual recommendations—is 157 on the Praxis scale (38 out of 60 points on the form reviewed). Five panelists were "very comfortable" with that recommendation and one panelist was "somewhat uncomfortable."

#### ATTENDEES

|                            |                           |                    |
|----------------------------|---------------------------|--------------------|
| • BENJAMIN BAEHR (ETS)     | <u>PANELISTS</u>          |                    |
| • MALIK MCKINLEY (ETS)     | 1. PAMELA BAILEY          | 4. MICHELE GIGLIO  |
| • ERIC STEINHAEUER (ETS)   | 2. DR. ANGELA BYRD-WRIGHT | 5. DENA MCELLIGOTT |
| • MAGGIE CLEMMONS (VA DOE) | 3. SHANNON FUHRMAN        | 6. AMY SIEPKA      |

#### AGENDA

| <i>Activity</i>                                | <i>Approx. time</i> |
|--|---------------------|
| Whole panel                                    |                     |
| ▪ Welcome and Introductions                    |                     |
| ▪ Overview of the test and its development     | 30 mins             |
| ▪ Overview of standard setting process         |                     |
| <b>Agreement to proceed.</b>                   |                     |
| Breakout rooms                                 |                     |
| ▪ Review of the test form (BREAK 5 mins)       | 1:50                |
| ▪ Discussion: What is measured?                |                     |
| Whole panel                                    |                     |
| ▪ Discussion: What is measured?                | 20 mins             |
| <b>Poll: Test review feedback.</b>             |                     |
| Whole panel                                    |                     |
| ▪ Review of standard setting results           |                     |
| <b>Poll: Passing score recommendation.</b>     | 20 mins             |
| ▪ Review of panel recommendation               |                     |
| <b>Poll: Feedback on panel recommendation.</b> |                     |

**RESULTS**

- I. Following an overview of (i) the test’s structure and content (ii) the test’s development and (iii) the standard setting process, panelists responded to a poll indicating their agreement to proceed. All agreed to these two statements
- (A) I understand that, by proceeding, I agree not to keep or disclose (1) secure test material provided and/or (2) any information provided specific to secure tests and/or (3) details of panel discussions of secure material, including panel recommendation.
- (B) I understand that, by proceeding, I agree not to take this Praxis test any time within the next year.
- II. Following a review of the test form used in standard setting, panelists discussed among themselves what they saw being measured including (1) what content they expect to be particularly challenging for candidates and (2) what content is especially important for beginning practice. Then panelists provided feedback about the test, starting with two questions to evaluate the test:
- (C) How important are the knowledge and skills being assessed for effective beginning practice as a middle school mathematics teacher?
- |  |          |
|--|----------|
| <input type="radio"/> Very important       | 2        |
| <input type="radio"/> Important            | 3        |
| <input type="radio"/> Moderately important | 1        |
| <input type="radio"/> Of some importance   | –        |
| <input type="radio"/> Of little importance | –        |
| <i>Total</i>                               | <i>6</i> |
- (D) Based on the knowledge and skills being assessed, is the test appropriate for licensure as a middle school mathematics teacher?
- |                           |          |
|---------------------------|----------|
| <input type="radio"/> Yes | 5        |
| <input type="radio"/> No  | 1        |
| <i>Total</i>              | <i>6</i> |

Provided with an optional open-ended question

- (E) About the knowledge and skills being assessed: Please provide any further feedback about alignment to the knowledge and skills a middle school mathematics teacher needs?

Two panelists provided further feedback:

- [from the panelist who answered “No” to (D)] *There were a number of questions that contained content well above what is expected of the middle school math teacher. A few of these type questions should be included to challenge the person being assessed and create a more rigorous test. It needs to be more balanced.*
- *There is a need for proportionality, exponents, and solving multi-step. All instructional questions are good*

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III. The panel was provided an overview of the process and results of a multistate standard setting (MSSS) conducted for the test. *(Note: In advance of the meeting, panelists received a technical report describing the MSSS process and results in detail.)*

Results included:

- The recommended score value (RSV) from the study was 38 (out of 60 possible points) on the test form being reviewed
- The mean recommendation of 37.12 was rounded up to a whole number.
- The scale score associated with 38 raw points is 157.

Panelists were asked for their recommended passing score based on their review of the test, the panel's discussion of the test and the results of the MSSS. Choices presented were the MSSS RSV and raw scores ranging two conditional standard errors of measurement (CSEM) above and below the RSV:

(F) What passing score would you recommend [raw number correct

|  |          |
|--|----------|
| <input type="radio"/> 46 Scale 175 (+2.0 CSEM)                   | –        |
| <input type="radio"/> 44 Scale 170                               | 1        |
| <input type="radio"/> 42 Scale 166 (+1.0 CSEM)                   | 1        |
| <input type="radio"/> 40 Scale 161                               | –        |
| <input type="radio"/> 38 Scale 157 (Recommended Value from MSSS) | 3        |
| <input type="radio"/> 37 Scale 155                               | 1        |
| <input type="radio"/> 35 Scale 150 (-1.0 CSEM)                   | –        |
| <input type="radio"/> 33 Scale 145                               | –        |
| <input type="radio"/> 31 Scale 141 (-2.0 CSEM)                   | –        |
| <i>Total</i>   | <i>6</i> |

The panel was shown these results for a brief discussion and then asked for feedback on the panel's recommended passing score, identified as the median of the panelists' recommendations:

**The panel's recommended passing score is 38, equivalent to a scaled score of 157.**

Panelists provided feedback about this recommended passing score in answers to two questions:

(G) Overall, how comfortable are you with the panel's recommended cut score?

|  |          |
|--|----------|
| <input type="radio"/> Very Comfortable       | 5        |
| <input type="radio"/> Somewhat Comfortable   | –        |
| <input type="radio"/> Somewhat Uncomfortable | 1        |
| <input type="radio"/> Very Uncomfortable     | –        |
| <i>Total</i>                                 | <i>0</i> |

(H) Overall, the panel's recommended cut score is:

|                                   |          |
|-----------------------------------|----------|
| <input type="radio"/> Too high    | –        |
| <input type="radio"/> About Right | 5        |
| <input type="radio"/> Too Low     | 1        |
| <i>Total</i>                      | <i>6</i> |

Provided with an optional open-ended question

(I) Please provide any further comments about your recommendation

Two panelists provided further feedback:

- *Not too many higher level questions and would like to see more questions than 38 correct to actually have a passing score. I am glad I was able to participate - great meeting.*
- *I feel the cut score allows for a few careless mistakes as well as if potential teachers do not know above algebra I.*