

**PRAC Report  
School of Education  
2014-2015**

The School of Education continues to collect data from multiple assessments and surveys to inform the school about the candidates' skills, knowledge and dispositions and the effectiveness of its programs. As in the past, this report will focus on selected assessments since providing a report on all assessments would result in an extremely long report.

The School of Education continues to send out electronic surveys to its graduates shortly after graduation, one year after graduation, and 3 years after graduation. Individualized surveys are sent to graduates of the elementary teacher education program, the secondary/all-grade teacher education program, the graduate counseling program, and the graduate educational leadership program. Graduates are asked to rate the quality of their program based on the InTASC standards for teacher education programs, CAEP standards for counseling, and the Educational Leadership Constituent Council (ELCC) standards for principals.

Data from these surveys were presented in the 2013-2014 PRAC Report so for this report only a table of the number of surveys sent and the number of responses for each is presented. The School of Education continues to strive to increase the number of responses to these surveys. In the past, request were sent to the graduates' university email addresses. More recently the "other" email address proved to the university has been used. This has increased the response rate but the school continues to find ways to increase the return rate.

	Recent Grads	N	Responses	1 –year out	N	Responses	3-year out	N	Responses
Initial Teacher Education – undergraduate	2014-2015-el	100	10						
	2014-2015-sec	76	4	2012-13 Grads	200	56			
	2013-2014	149	33	2011-12 Grads	164	15			
	2012 secondary	?	15	2010-11 Grads	194	17*	2010-2011 Grads	234	32
	2009 secondary	?	19						

Master's – Teacher Education	2013-2014	48	24	2012-13 Grads	149	47			
	2012-2013	?	0	2011-12 Grads	150	56			
	2010-11	99	11*	2009-10 Grads	?	54			
				2007-08 Grads	170	40			
				2006-07 Grads	239	61			
Master's Ed. Leadership	2013-2014	5	3	2012-13 Grads	27	4			
	2010-11	16	2						
Counseling							2-year out 2012-2013 Grads		21
Student Services	UG 2014	250	22						
	UG 2012		78						
	Grad 2012		4						
	UG 2009		49						
	Grad 2009		13						
	UG 2008		55						
	UG 2007		20						
UG 2006	45								

## **Assessment of Content Knowledge**

All teacher candidates in the state of Indiana must successfully pass a licensure test in their content area. These tests are aligned with national standards for each of the content areas. The national accreditation body for teacher education, CAEP, requires that all programs have at least an 80% pass rate on the content tests for each program.

The School of Education collects and reports the number of program completers passing the test, the categorical data for each test based on categories addressed in the relevant standards, quartile data, and comparison data at the state and national levels. Following are the data from the four programs who submitted program review reports at the national level during 2014-2015: secondary mathematics, secondary social studies, undergraduate English as a New Language (ENL) and graduate ENL.

### **Secondary Mathematics Education Program**

The state recently moved the licensure testing from ETS to Pearson. Candidates could take the ETS test for licensure (PRAXIS II) until September 1, 2013 and use it for licensure at a later date. Most of our 2013-2014 candidates elected to take the ETS test prior to it being phased out even though they would not graduate until later.

Pearson had originally determined the cut-off score for the CORE mathematics test using the mean and standard deviation from a sample group of volunteers who took the test prior to the test being released for use by program completers. Pearson later determined that the cut-off score resulted in a pass rate which was very low for the entire state. Pearson then took the mean and standard deviation from the population who had taken the test since its release and used that mean and standard deviation to recalibrate how the cutoff score was determined. Pearson left the cutoff score at 220 but changed the number of correct answers needed to obtain this score. Some 2013-2014 program completers delayed taking the Pearson CORE test for mathematics since they knew the cutoff score had been deemed inappropriate. At the time of the 2013-2014 Title II Report, none of the program completers had taken the Pearson CORE test for secondary mathematics. Therefore 2013-2014 data reflect pass rates on only the ETS test.

The state of Indiana requires that all candidates applying for a secondary mathematics education teaching license must take and pass PRAXIS II: Mathematics (0061). This test contains multiple choice and constructed response items. The test is designed and administered by Educational Testing Services (ETS) and deemed valid and reliable. The cut-off scores for these tests are established by the Division of Professional Standards of the Indiana Department of Education. The PRAXIS II test is not required for graduation but is required for licensure which makes it a true assessment of the quality of all candidates completing the teacher education program.

### How assessment aligns with the standards

The PRAXIS II: Mathematic (0061) is designed to assess the mathematical knowledge and competencies necessary for a beginning teacher of secondary school mathematics. Candidates are required to understand and work with mathematical concepts, to reason mathematically (NCTM 2), to make conjectures, to see patterns, to justify statements using informal logical arguments, and to construct simple proofs (NCTM 2). In addition, candidates are expected to solve problems by integrating knowledge from different areas of mathematics (NCTM 4), to use various representations of concepts, to solve problem that have several solution paths, and to develop mathematical models and use them to solve real-world problems (NCTM 4). (ETS website) The test is comprised of 50 questions with approximately 16% addressing algebra and number theory (NCTM 10), 6% addressing measurement (NCTM 15), and 10% addressing geometry (NCTM 11). Questions addressing trigonometry comprise 15% of the questions, functions (NCTM 10) -10%, calculus (NCTM 12) -12%, data analysis and statistics (NCTM 14) 10-12%, probability (NCTM 14) – 4-6%, matrix algebra (NCTM 10) – 8-10%, and discrete mathematics (NCTM 13) – 6-8%.

### Analysis of Data

For the years 2005-2014, at least 80% of the program completers taking the PRAXIS II test received a passing score. The average scores for the cohorts of program completers were 145 and 158 with a score of 136 required by the state of Indiana for licensure

When analyzing the categorical and quartile data for PRAXIS II, caution is needed as these data represent candidate responses to a small number of items in each category. During the last nine years, the institution's "average correct" percentages on this test have been within 7 percentage points of the state and national average percentages in all categories except Algebra and Number Theory for the 2005-2006 cohort. In recent years, many cohorts of program completers exceeded the state and national averages.

When compared to all test takers on a national level using the Indiana cut-off scores, IUPUI program completers' pass rates exceed the national pass rates on PRAXIS II for each of the last nine years.

### How Data Provides Evidence for Meeting the Standards

Scores on the mathematics portion of the PRAXIS I support that candidates have basic abilities to solve problems (NCTM 1) and to reason in a quantitative context (NCTM 2). They possess knowledge about number and operations (NCTM 9), algebra (NCTM 10), geometry (NCTM 11), measurement (NCTM 15), and (4) data analysis and probability (NCTM 14).

Data support that candidates possess the skills and knowledge to reason mathematically (NCTM 2) and to construct simple proofs (NCTM 2). Candidates can solve problems by integrating knowledge from different areas of mathematics (NCTM 4), and develop mathematical models and use them to solve real-world problems (NCTM 4). They possess content knowledge in algebra and number theory (NCTM 10), measurement

(NCTM 15), and geometry (NCTM 11). Candidates have knowledge of functions (NCTM 10), calculus (NCTM 12), data analysis and statistics (NCTM 14), probability (NCTM 14), matrix algebra (NCTM 10), and discrete mathematics (NCTM 13).

Data: Praxis II: -Mathematics: Content Knowledge - ETS Test #0061

PRAXIS II	Number Passing	Number Not Taking Test	Pass Rate	Average Score	Standard Deviation	Range
2005-2006 Program Completers N = 8	8	0	100%	145	10.82	136-166
2006- 2007 Program Completers N=6	4	1	80%	149	22.32	123-170
2007-2008 Program Completers N = 9	8	1	100%	158	14.95	141-188
2008-2009 Program Completers N = 8	8	0	100%	156	9.57	143-167
2009-2010 Program Completers	8	0	100%	146	10.64	136-167

<b>N=8</b>						
<b>2010-2011 Program Completers N = 9</b>	9	0	100%	154	10.15	144-167
<b>2011-2012 Program Completers N = 7</b>	7	0	100%	155	10.93	142-172
<b>2012-2013 Program Completers N=10</b>	10	0	100%	157	15.66	148-190
<b>2013-2014 Program Completer N=10</b>	8	2	100%	156	14.51	138-180
Passing Score =136						

PRAXIS II: Test Category Data 2005-2014

Categories are aligned with the NCTM standards

Years	Points Available Range	Institution Average Correct	State-wide Average % Correct	National Average % Correct
<b>Algebra and Number Theory</b>				
<b>2005-2006</b>	<b>8</b>	<b>48%</b>	<b>58%</b>	<b>52%</b>
<b>2006-2007</b>	<b>8</b>	<b>56%</b>	<b>60%</b>	<b>55%</b>
<b>2007-2008</b>	<b>8</b>	<b>60%</b>	<b>63%</b>	<b>58%</b>

2008-2009	8	56%	64%	57%
2009-2010	8	59%	62%	59%
2010-2011	8	63%	63%	58%
2011-2012	8	63%	65%	62%
2012-2013	8	59%	65%	61%
2013-2014	8	67%	60%	59%
<b>Measurement, Geometry, and Trigonometry</b>				
2005-2006	12	57%	63%	55%
2006-2007	12	57%	64%	59%
2007-2008	12	66%	65%	60%
2008-2009	12	63%	66%	60%
2009-2010	11-12	64%	67%	62%
2010-2011	11-12	64%	65%	61%
2011-2012	11-12	60%	66%	62%
2012-2013	11-12	68%	65%	62%
2013-2014	11-12	68%	63%	61%
<b>Functions and Calculus</b>				
2005-2006	12-14	52%	59%	50%
2006-2007	14	60%	61%	53%
2007-2008	14	63%	64%	56%
2008-2009	14	58%	63%	55%
2009-2010	14	62%	63%	56%
2010-2011	14	61%	61%	57%
2011-2012	14	63%	65%	58%
2012-2013	14	67%	52%	58%
2013-2014	14	65%	60%	58%
<b>Data Analysis, Statistics, and Probability</b>				
2005-2006	7-8	59%	60%	55%
2006-2007	8	67%	67%	61%
2007-2008	8	68%	69%	62%
2008-2009	8	69%	74%	66%
2009-2010	8	69%	74%	68%
2010-2011	8	76%	74%	70%

<b>2011-2012</b>	<b>8</b>	<b>72%</b>	<b>78%</b>	<b>72%</b>
<b>2012-2013</b>	<b>8</b>	<b>69%</b>	<b>75%</b>	<b>70%</b>
<b>2013-2014</b>	<b>8</b>	<b>69%</b>	<b>71%</b>	<b>72%</b>
<b>Matrix Algebra and Discrete Mathematics</b>				
<b>2005-2006</b>	<b>8</b>	<b>60%</b>	<b>61%</b>	<b>51%</b>
<b>2006-2007</b>	<b>7-8</b>	<b>70%</b>	<b>62%</b>	<b>53%</b>
<b>2007-2008</b>	<b>7-8</b>	<b>62%</b>	<b>60%</b>	<b>52%</b>
<b>2008-2009</b>	<b>7-8</b>	<b>59%</b>	<b>63%</b>	<b>55%</b>
<b>2009-2010</b>	<b>8</b>	<b>73%</b>	<b>64%</b>	<b>58%</b>
<b>2010-2011</b>	<b>8</b>	<b>64%</b>	<b>61%</b>	<b>58%</b>
<b>2011-2012</b>	<b>8</b>	<b>61%</b>	<b>66%</b>	<b>61%</b>
<b>2012-2013</b>	<b>8</b>	<b>73%</b>	<b>63%</b>	<b>59%</b>
<b>2013-2014</b>	<b>8</b>	<b>67%</b>	<b>60%</b>	<b>59%</b>

PRAXIS II: Quartile Data 2005-2014

<b>Years</b>	<b>1<sup>st</sup> Quartile</b>	<b>2<sup>nd</sup> Quartile</b>	<b>3<sup>rd</sup> Quartile</b>	<b>4<sup>th</sup> Quartile</b>
<b>Algebra and Number Theory</b>				
<b>2005 – 2006</b>	<b>14%</b>	<b>50%</b>	<b>21%</b>	<b>14%</b>
<b>2006 - 2007</b>	<b>19%</b>	<b>19%</b>	<b>50%</b>	<b>13%</b>
<b>2007-2008</b>	<b>11%</b>	<b>44%</b>	<b>33%</b>	<b>11%</b>
<b>2008-2009</b>	<b>4%</b>	<b>74%</b>	<b>17%</b>	<b>4%</b>
<b>2009-2010</b>	<b>7%</b>	<b>67%</b>	<b>13%</b>	<b>13%</b>
<b>2010-2011</b>	<b>18%</b>	<b>27%</b>	<b>23%</b>	<b>32%</b>
<b>2011-2012</b>	<b>15%</b>	<b>35%</b>	<b>35%</b>	<b>15%</b>
<b>2012-2013</b>	<b>20%</b>	<b>50%</b>	<b>20%</b>	<b>10%</b>
<b>2013-2014</b>	<b>17%</b>	<b>33%</b>	<b>17%</b>	<b>33%</b>
<b>Measurement, Geometry, and Trigonometry</b>				
<b>2005- 2006</b>	<b>7%</b>	<b>36%</b>	<b>50%</b>	<b>7%</b>
<b>2006-2007</b>	<b>19%</b>	<b>44%</b>	<b>19%</b>	<b>19%</b>
<b>2007-2008</b>	<b>0%</b>	<b>39%</b>	<b>44%</b>	<b>17%</b>
<b>2008-2009</b>	<b>4%</b>	<b>43%</b>	<b>39%</b>	<b>17%</b>
<b>2009-2010</b>	<b>7%</b>	<b>33%</b>	<b>37%</b>	<b>13%</b>



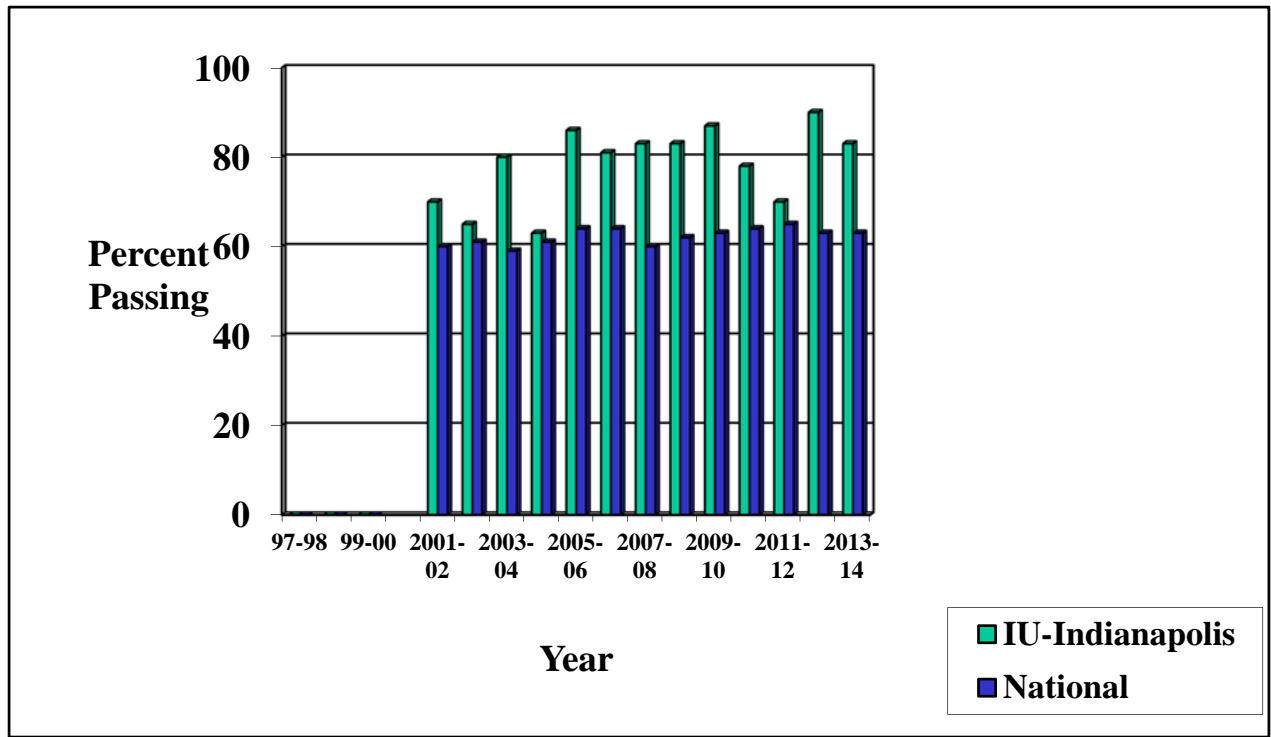
<b>2010-2011</b>	<b>9%</b>	<b>41%</b>	<b>36%</b>	<b>14%</b>
<b>2011-2012</b>	<b>15%</b>	<b>40%</b>	<b>20%</b>	<b>25%</b>
<b>2012-2013</b>	<b>0%</b>	<b>20%</b>	<b>80%</b>	<b>0%</b>
<b>2013-2014</b>	<b>0%</b>	<b>33%</b>	<b>50%</b>	<b>17%</b>
<b>Functions and Calculus</b>				
<b>2005-2006</b>	<b>0%</b>	<b>57%</b>	<b>29%</b>	<b>14%</b>
<b>2006-2007</b>	<b>6%</b>	<b>31%</b>	<b>31%</b>	<b>31%</b>
<b>2007-2008</b>	<b>0%</b>	<b>44%</b>	<b>44%</b>	<b>11%</b>
<b>2008-2009</b>	<b>13%</b>	<b>35%</b>	<b>35%</b>	<b>17%</b>
<b>2009-2010</b>	<b>0%</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>
<b>2010-2011</b>	<b>14%</b>	<b>31%</b>	<b>14%</b>	<b>41%</b>
<b>2011-2012</b>	<b>15%</b>	<b>30%</b>	<b>10%</b>	<b>45%</b>
<b>2012-2013</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>
<b>2013-2014</b>	<b>17%</b>	<b>17%</b>	<b>33%</b>	<b>33%</b>
<b>Data Analysis, Statistics, and Probability</b>				
<b>2005-2006</b>	<b>7%</b>	<b>36%</b>	<b>21%</b>	<b>36%</b>
<b>2006-2007</b>	<b>13%</b>	<b>38%</b>	<b>31%</b>	<b>19%</b>
<b>2007-2008</b>	<b>17%</b>	<b>28%</b>	<b>22%</b>	<b>33%</b>
<b>2008-2009</b>	<b>4%</b>	<b>43%</b>	<b>43%</b>	<b>9%</b>
<b>2009-2010</b>	<b>13%</b>	<b>47%</b>	<b>20%</b>	<b>20%</b>
<b>2010-2011</b>	<b>5%</b>	<b>45%</b>	<b>27%</b>	<b>23%</b>
<b>2011-2012</b>	<b>15%</b>	<b>40%</b>	<b>40%</b>	<b>5%</b>
<b>2012-2013</b>	<b>20%</b>	<b>60%</b>	<b>10%</b>	<b>10%</b>
<b>2013-2014</b>	<b>33%</b>	<b>55%</b>	<b>0%</b>	<b>33%</b>
<b>Matrix Algebra and Discrete Mathematics</b>				
<b>2005-2006</b>	<b>7%</b>	<b>21%</b>	<b>43%</b>	<b>29%</b>
<b>2006-2007</b>	<b>13%</b>	<b>13%</b>	<b>19%</b>	<b>56%</b>
<b>2007-2008</b>	<b>6%</b>	<b>28%</b>	<b>28%</b>	<b>39%</b>
<b>2008-2009</b>	<b>17%</b>	<b>26%</b>	<b>35%</b>	<b>22%</b>
<b>2009-2010</b>	<b>7%</b>	<b>20%</b>	<b>33%</b>	<b>40%</b>
<b>2010-2011</b>	<b>5%</b>	<b>45%</b>	<b>23%</b>	<b>27%</b>
<b>2011-2012</b>	<b>5%</b>	<b>65%</b>	<b>10%</b>	<b>20%</b>
<b>2012-2013</b>	<b>0%</b>	<b>40%</b>	<b>10%</b>	<b>50%</b>

<b>2013-2014</b>	<b>17%</b>	<b>17%</b>	<b>17%</b>	<b>50%</b>
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For categorical and quartile data: (2005-06 N= 8) (2006-07 N = 6) (2007-08 N = 18) (2008-09 N = 23) (2009-10 N=15)  
(2010-11 N = 22) (2011-12 N=20) (2012-13 N=10)(2013-14 N=6)

PRAXIS II: Comparison of IUPUI Candidates' Pass Rates to All National Examinee' Pass Rates Based on Indiana Cut-off Score.

**Mathematics Education**



## **Secondary Social Studies Education Program**

In the past, the state of Indiana required that all candidates applying for a secondary social studies teaching license pass the PRAXIS II: Social Studies- Content Knowledge test (0081) designed and administered by Educational Testing services. The cut-off score for this test were established by the Division of Professional Standards of the Indiana Department of Education.

This test was “designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test required the examinee to understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of United States history; world history; government/civics/political science; geography; economics; and the behavioral science fields of sociology, anthropology and psychology” (ETS website).(NCSS Thematic Standards 1 – 5)

A number of the questions were interdisciplinary, reflecting the complex relationships among the social studies fields. Answering the questions correctly required knowing, interpreting, and integrating history and social science facts and concepts.” (ETS Website).

“The 130 equally weighted multiple-choice questions consist of no more than 60 percent knowledge, recall, and/or recognition questions and no less than 40 percent higher-order thinking questions. Some questions were based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs” (ETS website).

The PRAXIS II test was not required for graduation but is required for licensure which made it a true assessment of the quality of all candidates completing the teacher education program.

The state just recently moved the licensure testing from ETS to Pearson. Candidates could take the ETS tests for licensure (PRAXIS II) until September 1, 2013 and use it for licensure at a later date. Many of our 2013-2014 candidates elected to take the ETS test #0081 prior to it being phased out even though they would not graduate until later. Some opted to take the ETS individual content tests which were available after the ETS #0081 was phased out and until the Pearson Core content tests for individual social studies areas were required starting September 1, 2013. Therefore 2013-2014 data reflect the multiple testing options available to the 2013-2014 completers.

Pearson had originally determined the cut-off score for the CORE content area tests for social studies using the mean and standard deviation from a sample group of volunteers who took the test prior to the test being released for use by program completers. Pearson later determined that the cut-off score resulted in a pass rate which was very low for the entire state. Pearson then took the mean and standard deviation from the population who had taken the test since its release and used that mean and standard deviation to recalibrate how the cutoff score was determined. Pearson left the cutoff score at 220 but changed the number of correct answers needed to obtain this score. Some 2013-2014 program completers delayed taking any of the Pearson CORE tests since they knew the cutoff scores had been deemed inappropriate. At the time of the 2013-2014 Title II Report, only a few of the program completers had taken the Pearson any of the CORE content tests for secondary social studies.

### Analysis of Data

For program completers through 2012-2013, more than 90% passed the state licensure test each year. The 2013-2014 data are difficult to interrupt because of the multiple tests available, the small number of candidates taking each test, and the large number of program completers who delayed taking the tests because of statewide concerns with the cut-off scores. Through 2012-2013, candidates consistently scored near the state and national average of percentage of correct answers for the disciplines of United States history (NCSS 1); world history (NCSS 1); government/civics/political science (NCSS 3); geography (NCSS 2); economics (NCSS 4); and the behavioral science fields of sociology, anthropology and psychology (NCSS 5). The 2013-2014 data for history (NCSS 1) also supported that candidates' performance aligned with state and national averages.

### How Data Provides Evidence for Meeting the Standards

Data from the state licensure test supports that candidates have a broad knowledge of social studies across multiple disciplines and possess the knowledge to organize and provide instruction at the appropriate school level for the study of history (NCSS 1), geography (NCSS 2), civics and government (NCSS 3), economics (NCSS 4), and psychology (NCSS 5)

### Praxis II: - Social Studies: Content Knowledge - ETS Test #0081

PRAXIS II	Number Passing	Number Not Taking Test	Pass Rate	Average Score	Standard Deviation	Range
2005-2006 Program Completers N = 24	22	0	92%	167	12.77	140-187
2006- 2007 Program Completers N= 27	27	0	100%	166	11.57	147-185
2007-2008 Program Completers N = 30	28	2	100%	170	12.49	152-196
2008-2009	19	0	100%	172	9.86	149-185

<b>Program Completers N = 19</b>							
<b>98%</b>	18	0	100%	160	10.03	147-180	
<b>2010-2011 Program Completers N = 18</b>	18	0	100%	169	10.37	149-189	
<b>2011-2012 Program Completers N = 30</b>	29	0	97%	170	12.67	146-195	
<b>2012-2013 Program Completers N = 24</b>	23	1	96%	170	9.24	156-187	
<b>2013-2014 Program Completers N = 19</b>	History (Pearson) 220*	1	9	100%	228	0.00	228-228
	Gov't/Pol Sci (ETS) 390*	3		100%	703	20.55	680-730
	Geography (ETS) 156*	1		100%	171	0.00	171-171
	Social Studies 0081 (ETS) 156*	5		60%	161	12.55	145-176
Passing Score =147 Passing Score raised to 156 starting September 1, 2011 *Passing Score for Individual Tests							

PRAXIS II: Test Category Data 2005-2013

Years	Points Available Range	Institution Average Correct	State-wide Average % Correct	National Average % Correct
<b>United States History (NCSS 2.1)</b>				
2005–2006	28-29	70%	69%	66%
2006-2007	28-29	61%	65%	64%
2007-2008	28-29	66%	64%	63%
2008-2009	28-29	67%	64%	63%
2009-2010	29-29	62%	63%	63%
2010-2011	23-29	61%	61%	60%
2011-2012	23-24	65%	64%	62%
2012-2013	23-24	65%	64%	64%
<b>World History (NCSS 2.1)</b>				
2005-2006	28-29	69%	67%	66%
2006-2007	28-29	57%	63%	63%
2007-2008	28-29	64%	63%	62%
2008-2009	27-29	62%	62%	62%
2009-2010	27-29	62%	63%	63%
2010-2011	24-29	57%	56%	56%
2011-2012	24	60%	60%	58%
2012-2013	24	57%	60%	61%
<b>Geography (NCSS 2.2)</b>				
2005-2006	19-20	69%	68%	65%
2006-2007	19-20	62%	62%	61%
2007-2008	21	68%	67%	65%
2008-2009	21	69%	66%	62%
2009-2010	21	65%	65%	63%
2010-2011	17-19	70%	68%	66%
2011-2012	15-18	73%	70%	67%
2012-2013	17-18	66%	67%	67%
<b>Government/Civic/Political Science (NCSS 2.3)</b>				
2005-2006	21	73%	69%	67%

2006-2007	20-21	67%	68%	66%
2007-2008	19-20	68%	66%	64%
2008-2009	18-20	68%	67%	64%
2009-2010	17-20	63%	65%	64%
2010-2011	21-24	67%	70%	66%
2011-2012	24	70%	69%	66%
2012-2013	24	66%	65%	64%
<b>Economics (NCSS 2.4)</b>				
2005-2006	18-20	62%	60%	58%
2006-2007	18-20	60%	61%	59%
2007-2008	19-20	63%	58%	57%
2008-2009	19-20	68%	65%	60%
2009-2010	19-20	61%	61%	59%
2010-2011	16-19	66%	67%	62%
2011-2012	15-18	68%	67%	62%
2012-2013	16-19	61%	59%	56%
<b>Behavioral Sciences (NCSS 2.5)</b>				
2005-2006	13	66%	67%	63%
2006-2007	12-13	65%	67%	64%
2007-2008	12-13	68%	67%	64%
2008-2009	11-13	71%	70%	67%
2009-2010	11-13	65%	66%	63%
2010-2011	13	68%	69%	67%
2011-2012	12-13	68%	67%	65%
2012-2013	12-13	59%	60%	63%

PRAXIS II: New Test Category Data 2013-2014 - ETS World & U. S. History (NCSS 2.1)

Years	Points Available Range	Institution Average Correct	State-wide Average % Correct	National Average % Correct
<b>World History To 1450 C. E.</b>				

<b>2013-2014</b>	<b>27-28</b>	<b>71%</b>	<b>67%</b>	<b>66%</b>
<b>World History 1450 C. E. To The Present</b>				
<b>2013-2014</b>	<b>27-29</b>	<b>69%</b>	<b>61%</b>	<b>63%</b>
<b>United States History To 1877</b>				
<b>2013-2014</b>	<b>29</b>	<b>66%</b>	<b>66%</b>	<b>66%</b>
<b>United States History: 1877 To The Present</b>				
<b>2013-2014</b>	<b>27-28</b>	<b>74%</b>	<b>72%</b>	<b>71%</b>
<b>Historical Thinking Skills</b>				
<b>2012-2013</b>	<b>27-28</b>	<b>68%</b>	<b>67%</b>	<b>67%</b>

PRAXIS II: Quartile Data 2005 - 2013

<b>Years</b>	<b>1<sup>st</sup> Quartile</b>	<b>2<sup>nd</sup> Quartile</b>	<b>3<sup>rd</sup> Quartile</b>	<b>4<sup>th</sup> Quartile</b>
<b>United States History (NCSS 2.1)</b>				
<b>2005-2006</b>	<b>14%</b>	<b>19%</b>	<b>41%</b>	<b>27%</b>
<b>2006-2007</b>	<b>21%</b>	<b>46%</b>	<b>18%</b>	<b>14%</b>
<b>2007-2008</b>	<b>14%</b>	<b>24%</b>	<b>41%</b>	<b>21%</b>
<b>2008-2009</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>	<b>30%</b>
<b>2009-2010</b>	<b>21%</b>	<b>38%</b>	<b>29%</b>	<b>13%</b>
<b>2010-2011</b>	<b>17%</b>	<b>27%</b>	<b>31%</b>	<b>25%</b>
<b>2011-2012</b>	<b>18%</b>	<b>21%</b>	<b>39%</b>	<b>18%</b>
<b>2012-2013</b>	<b>11%</b>	<b>44%</b>	<b>22%</b>	<b>22%</b>
<b>World History (NCSS 2.1)</b>				
<b>2005-2006</b>	<b>8%</b>	<b>27%</b>	<b>51%</b>	<b>14%</b>
<b>2006-2007</b>	<b>39%</b>	<b>25%</b>	<b>21%</b>	<b>14%</b>
<b>2007-2008</b>	<b>24%</b>	<b>28%</b>	<b>17%</b>	<b>31%</b>



<b>2008-2009</b>	<b>17%</b>	<b>37%</b>	<b>30%</b>	<b>17%</b>
<b>2009-2010</b>	<b>29%</b>	<b>42%</b>	<b>8%</b>	<b>21%</b>
<b>2010-2011</b>	<b>12%</b>	<b>31%</b>	<b>35%</b>	<b>23%</b>
<b>2011-2012</b>	<b>11%</b>	<b>36%</b>	<b>32%</b>	<b>21%</b>
<b>2012-2013</b>	<b>22%</b>	<b>33%</b>	<b>33%</b>	<b>11%</b>
<b>Geography (NCSS 2.2 )</b>				
<b>2005-2006</b>	<b>14%</b>	<b>38%</b>	<b>27%</b>	<b>22%</b>
<b>2006-2007</b>	<b>18%</b>	<b>39%</b>	<b>21%</b>	<b>21%</b>
<b>2007-2008</b>	<b>0%</b>	<b>48%</b>	<b>34%</b>	<b>17%</b>
<b>2008-2009</b>	<b>10%</b>	<b>23%</b>	<b>20%</b>	<b>47%</b>
<b>2009-2010</b>	<b>17%</b>	<b>29%</b>	<b>33%</b>	<b>21%</b>
<b>2010-2011</b>	<b>8%</b>	<b>48%</b>	<b>19%</b>	<b>25%</b>
<b>2011-2012</b>	<b>11%</b>	<b>21%</b>	<b>32%</b>	<b>36%</b>
<b>2012-2013</b>	<b>11%</b>	<b>56%</b>	<b>22%</b>	<b>11%</b>
<b>Government/Civics/Political Science (NCSS2.3)</b>				
<b>2005-2006</b>	<b>11%</b>	<b>22%</b>	<b>30%</b>	<b>38%</b>
<b>2006-2007</b>	<b>14%</b>	<b>32%</b>	<b>36%</b>	<b>18%</b>
<b>2007-2008</b>	<b>14%</b>	<b>38%</b>	<b>28%</b>	<b>21%</b>
<b>2008-2009</b>	<b>13%</b>	<b>23%</b>	<b>27%</b>	<b>37%</b>
<b>2009-2010</b>	<b>25%</b>	<b>29%</b>	<b>33%</b>	<b>13%</b>
<b>2010-2011</b>	<b>19%</b>	<b>23%</b>	<b>4%</b>	<b>17%</b>
<b>2011-2012</b>	<b>18%</b>	<b>21%</b>	<b>25%</b>	<b>36%</b>
<b>2012-2013</b>	<b>0%</b>	<b>44%</b>	<b>44%</b>	<b>11%</b>
<b>Economics (NCSS 2.4)</b>				
<b>2005-2006</b>	<b>11%</b>	<b>22%</b>	<b>35%</b>	<b>32%</b>
<b>2006-2007</b>	<b>25%</b>	<b>25%</b>	<b>21%</b>	<b>29%</b>
<b>2007-2008</b>	<b>10%</b>	<b>215</b>	<b>38%</b>	<b>31%</b>
<b>2008-2009</b>	<b>0%</b>	<b>40%</b>	<b>27%</b>	<b>33%</b>
<b>2009-2010</b>	<b>13%</b>	<b>38%</b>	<b>21%</b>	<b>29%</b>
<b>2010-2011</b>	<b>8%</b>	<b>48%</b>	<b>19%</b>	<b>25%</b>
<b>2011-2012</b>	<b>7%</b>	<b>36%</b>	<b>21%</b>	<b>36%</b>
<b>2012-2013</b>	<b>0%</b>	<b>44%</b>	<b>33%</b>	<b>22%</b>
<b>Behavioral Sciences (NCSS 2.5)</b>				

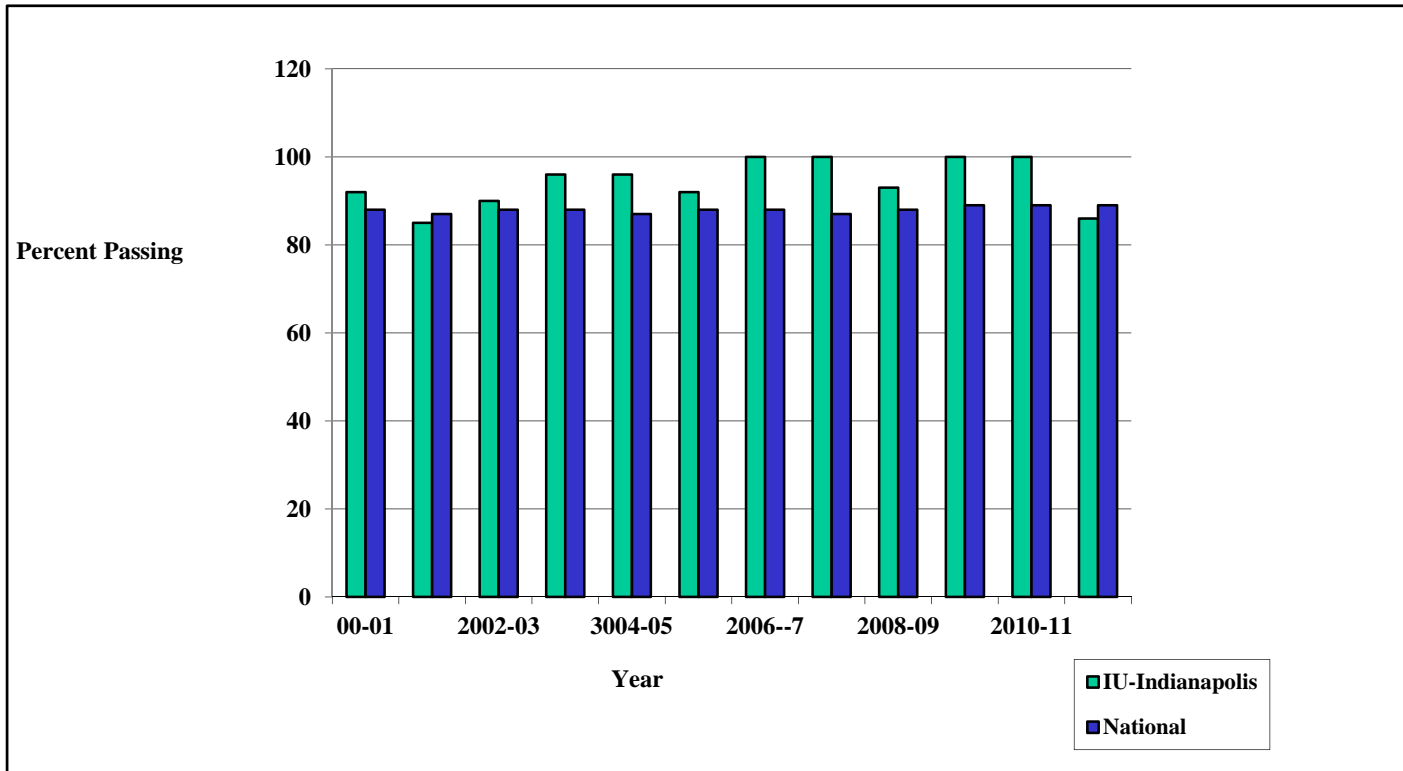
<b>2005-2006</b>	<b>11%</b>	<b>27%</b>	<b>49%</b>	<b>14%</b>
<b>2006-2007</b>	<b>21%</b>	<b>32%</b>	<b>21%</b>	<b>25%</b>
<b>2007-2008</b>	<b>21%</b>	<b>24%</b>	<b>31%</b>	<b>24%</b>
<b>2008-2009</b>	<b>10%</b>	<b>23%</b>	<b>43%</b>	<b>23%</b>
<b>2009-2010</b>	<b>17%</b>	<b>28%</b>	<b>33%</b>	<b>13%</b>
<b>2010-2011</b>	<b>10%</b>	<b>42%</b>	<b>35%</b>	<b>13%</b>
<b>2011-2012</b>	<b>14%</b>	<b>29%</b>	<b>39%</b>	<b>18%</b>
<b>2012-2013</b>	<b>11%</b>	<b>67%</b>	<b>11%</b>	<b>11%</b>

PRAXIS II: New Quartile Data 2013 – 2014 - ETS World & U. S. History (NCSS 2.1)

<b>Years</b>	<b>1<sup>st</sup> Quartile</b>	<b>2<sup>nd</sup> Quartile</b>	<b>3<sup>rd</sup> Quartile</b>	<b>4<sup>th</sup> Quartile</b>
<b>World History To 1450 C. E.</b>				
<b>2012-2013</b>	<b>0%</b>	<b>20%</b>	<b>80%</b>	<b>0%</b>
<b>World History 1450 C. E. To The Present</b>				
<b>2012-2013</b>	<b>0%</b>	<b>0%</b>	<b>80%</b>	<b>20%</b>
<b>United States History To 1877</b>				
<b>2012-2013</b>	<b>0%</b>	<b>40%</b>	<b>60%</b>	<b>0%</b>
<b>United States History: 1877 To The Present</b>				
<b>2012-2013</b>	<b>0%</b>	<b>60%</b>	<b>20%</b>	<b>20%</b>
<b>Historical Thinking Skills</b>				
<b>2012-2013</b>	<b>0%</b>	<b>60%</b>	<b>40%</b>	<b>0%</b>

PRAXIS II: Comparison of IUPUI Candidates' Pass rates to All National Examinees' Pass Rates Based on Indiana Cut-off Scores

**Social Studies Education**



**English as a Second Language – Undergraduate**

Candidates take the ETS PRAXIS II # 0361/#5361-English to Speakers of Other Languages. The ETS test is designed and administered by Educational Testing Services (ETS) and deemed valid and reliable with cautious about categorical and quartile data. The ETS test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching ESOL in elementary or secondary schools. Foundations of linguistics and language learning comprised 40% of the examination with planning, implementing and managing instruction being 30%,

assessment 15%, and cultural and professional aspects of the job (15%). The cut-off scores for all licensure tests are established by the Indiana Department of Education in conjunction with the Indiana Board of Education.

Prior to September 2012, Indiana did not require candidates to take a test to add an area to an existing license. After September 2012, candidates had to take and pass the ETS #0361 test: English to Speakers of Other Language Tests for licensure. Therefore, data for 2011-2012 only represents a portion of the program completes for that time period.

Candidates could take the ETS PRAXIS II # 0361/#5361-English to Speakers of Other Languages- for licensure until September 1, 2013 and use it for licensure at a later date. After September 1, 2013 candidates had to take either one or two Pearson Core tests for ESL licensure. The 2013-2014 candidates elected to take the ETS test before the transition to Pearson since there were multiple tests for secondary majors. They were taking ETS tests for their initial licensure programs. There was a concern about the new Pearson test(s) and how the cutoff scores were to be established as well. Therefore, 2013-2014 pass rates are only based on ETS tests.

#### Alignment with TESOL Standards

ETS has aligned the questions of this test with the TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education as developed by Teachers of English to Speakers of Other Languages Inc. (TESOL), in collaboration with the Council for the Accreditation of Educator Preparation, Inc. (CAEP). ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards. (ETS website).

TESOL Standard	How the standard is met with Assessment #1: PRAXIS Exam
1. Language	Candidates are assessed on what they know, understand, and how they use the major theories and research related to the structure and acquisition of language to help ELLs develop language and literacy and achieve in the content areas.
2. Culture	Candidates are assessed on what they know, understand, and how they use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
3. Planning, Implementing, and Managing Instruction	Candidates are assessed on what they know, understand, and how they use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. They are knowledgeable about program models, teaching strategies, technology, and resources for teaching ELLs.
4. Assessment	Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

### Analysis of Data

One hundred percent of candidates passed the PRAXIS II Test two out of three years, with an overall pass rate of 89% for the three years for which data are available. Candidates' average percentage correct for (1) Foundations of Linguistics and Language Learning, (2) Planning, Implementing, and Managing Instruction, (3) Assessment, and (4) Listening were at or near the state and national average percentages for the three years. Candidates' average percentage correct for Cultural and Professional Aspects of the Job exceeded state and national averages for all three years. When compared to all national examinees using the Indiana cut-off scores, a larger percentage of IUPUI candidates passed the test than those nationally for all three years data.

### Data Interpretation

Candidates are aware of the components of language (TESOL 1.a.1) and have an understanding of the elements and stages of English language development in ELLs (TESOL 1.a.2). They are aware of a variety of discourse features and structures (TESOL 1.a.3) and understand some aspects of language acquisition theory (TESOL 1.b.1). They have a strong awareness of cultural values and beliefs and their effect on ELL learning (TESOL 2.a) and how racism and discrimination can affect teaching and learning (TESOL 2.b). They are aware of standards-based ESL and content instruction (TESOL 3.a.1) and recognize ELLs' various approaches to learning (TESOL 3.a.2). They are familiar with standards relevant to ESL and content instruction (TESOL 3.b.1) and of the need for authentic uses of academic language in ESL learning (TESOL 3.b.2). Candidates are aware of various purposes of assessment (4.a.1) and of the purposes and procedures of assessment of ELLs (TESOL 4.a.2)

### Praxis II: - English to Speakers of Other Languages - ETS Test #0361/#5361 --Data: 2011-2014

PRAXIS II	Number Taking Test	Number Passing	Pass Rate	Avg. Score	Range
2011-2012 Program Completers Taking the Test N = 3	3	3	100%	172	160-180
2012-2013 Program Completers N = 8	8	6	75%	157	142-176
2013-2014 Program Completers N=11	7	7	100%	163	149-176
<b>Three-year Total</b>	16	16	89%		
ETS #0361 changed to #5361 (Number change only) Indiana Passing Score =149					

PRAXIS II: Test Category Data

The following data were obtained from the ETS Institutional Summary Report for IUPUI.

<b>Years</b>	<b>Points Available Range</b>	<b>Institution Average Correct</b>	<b>State-wide Average % Correct</b>	<b>National Average % Correct</b>
<b>Foundations of Linguistics and Language Learning (TESOL 1)</b>				
2011-2012	43-45	70%	73%	68%
2012-2013	43-44	71%	71%	68%
2013-2014	44	72%	73%	69%
<b>Planning, Implementing, and Managing Instruction (TESOL 3)</b>				
2011-2012	33-35	77%	82%	77%
2012-2013	34-35	83%	80%	76%
2013-2014	34	81%	85%	80%
<b>Assessment (TESOL 4)</b>				
2011-2012	16	83%	81%	76%
2012-2013	15-16	81%	79%	76%
2013-2014	15-16	77%	82%	77%
<b>Cultural and Professional Aspects of the Job (TESOL 2)</b>				
2011-2012	16	83%	81%	78%
2012-2013	16	83%	81%	78%
2013-2014	16	77%	77%	76%
<b>Listening</b>				
2011-2012	18	68%	73%	68%
2012-2013	18-20	71%	70%	67%
2013-2014	18-20	76%	75%	68%

PRAXIS II: Quartile Data

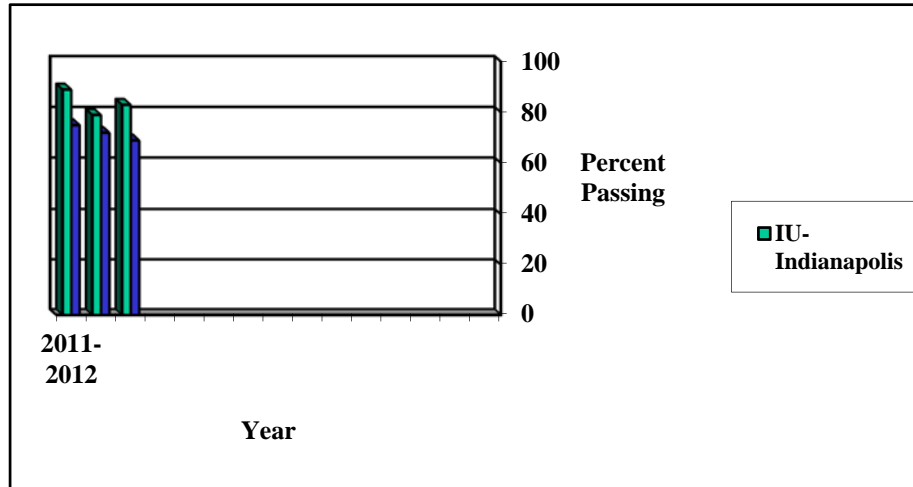
Years	1 <sup>st</sup> Quartile	2 <sup>nd</sup> Quartile	3 <sup>rd</sup> Quartile	4 <sup>th</sup> Quartile
<b>Foundations of Linguistics and Language Learning (TESOL 1)</b>				
2011-2012	33%	11%	22%	33%
2012-2013	29%	11%	21%	39%
2013-2014	17%	33%	17%	33%
<b>Planning, Implementing, and Managing Instruction (TESOL 3)</b>				
2011-2012	22%	44%	0%	33%
2012-2013	11%	18%	39%	32%
2013-2014	17%	33%	33%	17%
<b>Assessment (TESOL 4)</b>				
2011-2012	0%	22%	67%	11%
2012-2013	21%	11%	43%	25%
2013-2014	17%	33%	50%	0%
<b>Cultural and Professional Aspects of the Job (TESOL 2)</b>				
2011-2012	0%	56%	33%	11%
2012-2013	4%	43%	39%	14%
2013-2014	17%	33%	50%	0%
<b>Listening</b>				
2011-2012	33%	22%	11%	33%
2012-2013	18%	21%	25%	36%
2013-2014	17%	17%	33%	33%

PRAXIS II: Comparison of IUPUI Candidates' Pass Rates to All National Examinees' Pass Rates Based on Indiana Cut-off Scores

**English to Speakers of Other Languages 2011-2014**

Pass rates were calculated based on national scores and the cut-off score established by the Indiana Board of Education.

- Prior to 2011-2012 test was not required



**English as a New Language – Graduate Program**

Graduate students take the ETS PRAXIS II # 0361/#5361-English to Speakers of Other Languages. The ETS test is designed and administered by Educational Testing Services (ETS) and deemed valid and reliable with cautious about categorical and quartile data. The ETS test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching ESOL in elementary or secondary schools. Foundations of linguistics and language learning comprised 40% of the examination with planning, implementing and managing instruction being 30%, assessment 15%, and cultural and professional aspects of the job (15%). The cut-off scores for all licensure tests are established by the Indiana Department of Education in conjunction with the Indiana Board of Education.



Prior to September 2012, Indiana did not require candidates to take a test to add an area to an existing license. After September 2012, candidates had to take and pass the ETS #0361 test: English to Speakers of Other Language Tests for licensure. Therefore, data for 2011-2012 only represents a portion of the program completes for that time period.

Candidates could take the ETS PRAXIS II # 0361/#5361-English to Speakers of Other Languages- for licensure until September 1, 2013 and use it for licensure at a later date. After September 1, 2013 candidates had to take either one or two Pearson Core tests for ESL licensure. The 2013-2014 candidates elected to take the ETS test before the transition to Pearson since there were multiple tests for secondary majors. They were taking ETS tests for their initial licensure programs. There was a concern about the new Pearson test(s) and how the cutoff scores were to be established as well. Therefore, 2013-2014 pass rates are only based on ETS tests.

#### Alignment with TESOL Standards

ETS has aligned the questions of this test with the TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education as developed by Teachers of English to Speakers of Other Languages Inc. (TESOL), in collaboration with the Council for the Accreditation of Educator Preparation, Inc. (CAEP). ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards. (ETS website).

TESOL Standard	How the standard is met with Assessment #1: PRAXIS Exam
1. Language	Candidates are assessed on what they know, understand, and how they use the major theories and research related to the structure and acquisition of language to help ELLs develop language and literacy and achieve in the content areas.
2. Culture	Candidates are assessed on what they know, understand, and how they use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
3. Planning, Implementing, and Managing Instruction	Candidates are assessed on what they know, understand, and how they use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. They are knowledgeable about program models, teaching strategies, technology, and resources for teaching ELLs.
4. Assessment	Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

#### Analysis of Data

Between 83% and 100% of candidates passed the PRAXIS II test each year over the last three years. Candidates' average percentage correct for (1) Foundations of Linguistics and Language Learning, (2) Planning, Implementing, and Managing Instruction, (3) Assessment, (4) Cultural and

Professional Aspects of the Job, and (5) Listening were at or near the state and national average percentages for the three years. When compared to all national examinees using the Indiana cut-off scores, a larger percentage of IUPUI candidates passed the test than those nationally for all three years data. In 2013-2014, 100% of our candidates passed the testing while only 76% national wide would have passed the test using the Indiana cut-off score.

How Data Provides Evidence for Meeting The Standards:

Candidates are aware of the components of language (TESOL 1.a.1) and have an understanding of the elements and stages of English language development in ELLS (TESOL 1.a.2). They are aware of a variety of discourse features and structures (TESOL 1.a.3) and understand some aspects of language acquisition theory (TESOL 1.b.1). They have a strong awareness of cultural values and beliefs and their effect on ELL learning (TESOL 2.a) and how racism and discrimination can affect teaching and learning (TESOL 2.b). They are aware of standards-based ESL and content instruction (TESOL 3.a.1) and recognize ELLs’ various approaches to learning (TESOL 3.a.2). They are familiar with standards relevant to ESL and content instruction (TESOL 3.b.1) and of the need for authentic uses of academic language in ESL learning (TESOL 3.b.2). Candidates are aware of various purposes of assessment (4.a.1) and of the purposes and procedures of assessment of ELLs (TESOL 4.a.2)

Praxis II: - English to Speakers of Other Languages - ETS Test #0361/#5361

PRAXIS II	Number Taking Test	Number Passing	Pass Rate	Median Score	Range	Average Performance Range
2011-2012 Program Completers Taking the Test N = 6	6	5	83%	169	143-196	152-175
2012-2013 Program Completers N = 10	10	8	80%	163	139-193	150-173
2013-2014 Program Completers N =11	8	8	100%	157	149-179	153-174

ETS #0361 changed to #5361 (Number change only)  
 Indiana Passing Score =149

PRAXIS II: Test Category Data

The following data were obtained from the ETS Institutional Summary Report for IUPUI.

Years	Points Available Range	Institution Average Correct	State-wide Average % Correct	National Average % Correct
<b>Foundations of Linguistics and Language Learning</b>				
2011-2012	43-45	70%	73%	68%
2012-2013	43-44	71%	71%	68%
2013-2014	44	77%	73%	68%
<b>Planning, Implementing, and Managing Instruction</b>				
2011-2012	33-35	77%	82%	77%
2012-2013	34-35	83%	80%	76%
2013-2014	34	79%	82%	79%
<b>Assessment</b>				
2011-2012	16	83%	81%	76%
2012-2013	15-16	81%	79%	76%
2013-2014	15-16	79%	79%	78%
<b>Cultural and Professional Aspects of the Job</b>				
2011-2012	16	83%	81%	78%
2012-2013	16	83%	81%	78%
2013-2014	16	78%	79%	78%
<b>Listening</b>				
2011-2012	18	68%	73%	68%
2012-2013	18-20	71%	70%	67%
2013-2014	18-20	75%	72%	67%

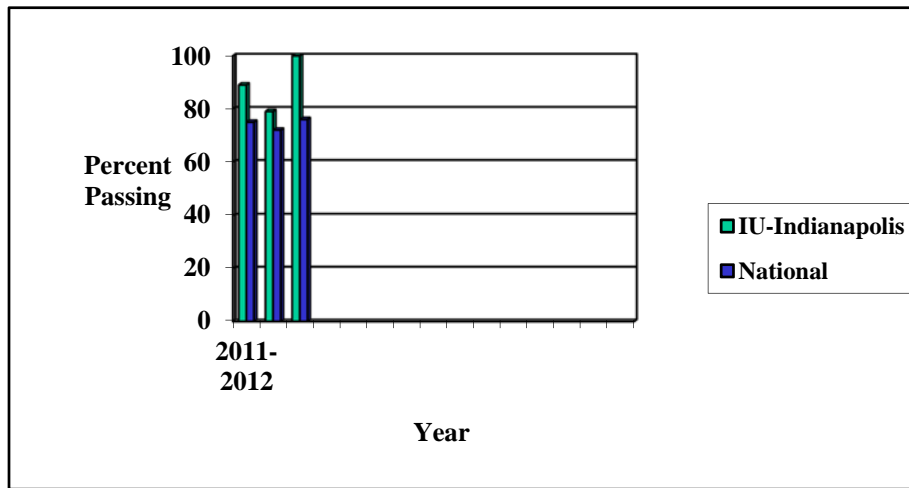
PRAXIS II: Quartile Data

Years	1 <sup>st</sup> Quartile	2 <sup>nd</sup> Quartile	3 <sup>rd</sup> Quartile	4 <sup>th</sup> Quartile
<b>Foundations of Linguistics and Language Learning</b>				
2011-2012	33%	11%	22%	33%
2012-2013	29%	11%	21%	39%
2013-2014	0%	33%	22%	44%
<b>Planning, Implementing, and Managing Instruction</b>				
2011-2012	22%	44%	0%	33%
2012-2013	11%	18%	39%	32%
2013-2014	11%	33%	56%	0%
<b>Assessment</b>				
2011-2012	0%	22%	67%	11%
2012-2013	21%	11%	43%	25%
2013-2014	33%	11%	33%	22%
<b>Cultural and Professional Aspects of the Job</b>				
2011-2012	0%	56%	33%	11%
2012-2013	4%	43%	39%	14%
2013-2014	22%	33%	11%	33%
<b>Listening</b>				
2011-2012	33%	22%	11%	33%
2012-2013	18%	21%	25%	36%
2013-2014	11%	22%	22%	44%

PRAXIS II: Comparison of IUPUI Candidates' Pass Rates to All National Examinees' Pass Rates Based on Indiana Cut-off Scores

**English to Speakers of Other Languages 2011-2013**

Annual pass rates were calculated based on national scores and the cut-off score established by the Indiana Board of Education.



- Prior to 2011-2012 test was not required