



## 2026 CAEP Annual Report

### Measure 3: Candidate Competency at Program Completion

Measure	N	% Meeting Benchmark	Benchmark
Praxis II	5	100%	State Adopted Cut Score
Praxis Performance Assessment of Teachers (PPAT)	5	100%	≥ 40
Candidate Preservice Assessment of Student Teaching (CPAST)	5	100%	≥ 2 (“Meets Expectations”)

Candidates are considered competent at completion if they meet all three benchmarks which include, passing the Praxis II content exam, meeting the adopted cut score on the PPAT exam, and achieving “meets expectations” or above on the CPAST indicators. These competencies ensure that candidates can achieve West Virginia teaching licensure prior to graduation. The data presented in this cohort is representative of the Elementary Education and Multicategorical Special Education with Autism programs.

#### Praxis II

Initial Level Praxis II Content Scores by Major						
Academic Year 2024-2025	Number of candidates who took Praxis II	Passing Score	EPP Mean	National Median	EPP Range	% of Initial Level EPP Candidates Passing
<b>Elementary Education K-6 (sub-test listed below)</b>						
<ul style="list-style-type: none"> <li>Reading and Language Arts (5002)</li> </ul>	2	157	<b>156</b>	167.68	n/a*	<b>50%</b>

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• Mathematics (5003)	1	157	<b>189</b>	172	n/a*	<b>100%</b>
• Social Studies (5004)	0	155	<b>n/a</b>	164	n/a*	<b>n/a</b>
• Science (5005)	0	159	<b>n/a</b>	168	n/a*	<b>n/a</b>
• Reading and Language Arts (7812)	4	161	<b>158.5</b>	176	147-165	<b>100%</b>
• Social Studies (7815)	4	180	<b>165.4</b>	170.3	159-172	<b>100%</b>
• Science (7814)	4	154	<b>178.75</b>	170.3	174-189	<b>100%</b>
• Mathematics (7813)	3	150	<b>157.6</b>	175	143-179	<b>100%</b>
<b>Special Education (5355)</b>	2	145	<b>168</b>	161	n/a*	<b>100%</b>

\*n/a due to small sample size

PPAT

<b>Davis &amp; Elkins College</b>						
<b>Praxis Performance Assessment for Teachers (PPAT)</b>						
<b>Task 2 Breakdown</b> <i>(total points possible 12)</i>						
2024-2025 Completers	PPAT Score	Step 1: Planning the Assessment	Step 2: Administering the Assessment and Analyzing the Data	Step 3: Reflecting	Task 2: Assessment and Data Collection to Measure and Inform Student Learning	
<b>AVERAGES</b>	<b>45.4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>9</b>	
<b>Task 3 Breakdown</b> <i>(total points possible 16)</i>						
2024-2025 Completers	PPAT Score	Task 3 Step 1: Planning the Lesson	Task 3 Step 2: The Focus Students	Task 3 Step 3: Analyzing Instructions	Task 3 Step 3: Analyzing Instructions	Task 3: Designing Instruction for Student Learning
<b>AVERAGES</b>	<b>45.4</b>	<b>3.3</b>	<b>2.9</b>	<b>2.8</b>	<b>3</b>	<b>12</b>
<b>Task 4 Breakdown</b> <i>(total points possible 32 [weight *2])</i>						
2024-2025 Completers	PPAT Score	Step 1: Planning	Step 2: Implementing the Plan	Step 3: The Focus Students	Step 4: Reflecting	Task 4: Implementing and Analyzing Instruction
<b>AVERAGES</b>	<b>45.4</b>	<b>3</b>	<b>3.2</b>	<b>3.2</b>	<b>3</b>	<b>24.4</b>

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CPAST

<b>CPAST</b> <b>2024-2025 Completers</b> ELED n=4, SPED n=2		<b>Midterm</b> <b>(mean)</b>	<b>Final</b> <b>(mean)</b>
<b>Pedagogy: Planning for Instruction and Assessment</b>			
A	Focus for learning: Standards and Objectives/ Targets	3.000	3.000
B	Materials and Resources	3.000	3.000
C	Assessment of P-12 Learning	2.500	3.000
D	Differentiated Methods	2.750	3.000
<b>Pedagogy: Instructional Delivery</b>			
E	Learning Target and Directions	2.750	3.000
F	Critical Thinking	2.250	2.400
G	Checking for Understanding and Adjusting Instruction through Formative Assessment	2.500	3.000
H	Digital Tools and Resources	3.000	3.000
I	Safe and Respectful Learning Environment	2.750	2.600
<b>Pedagogy: Assessment</b>			
J	Data Guided Instruction	2.750	2.800
K	Feedback to Learners	2.750	3.000
L	Assessment Techniques	2.250	3.000
<b>Pedagogy: Analysis of Teaching</b>			
M	Connections to Research and Theory	2.500	2.600
<b>Dispositions: Professional Commitment and Behaviors</b>			
N	Participates in Professional Development	2.750	3.000
O	Demonstrates Effective Communication with Parents or Legal Guardians	2.500	3.000
P	Demonstrates Punctuality	2.750	3.000
Q	Meets Deadlines and Obligations	2.750	3.000
<b>Dispositions: Professional Relationships</b>			
R	Preparation	3.000	3.000
S	Collaboration	2.500	3.000
T	Advocacy to Meet the Needs of Learners or for the Teaching Profession	2.500	2.800
<b>Dispositions: Critical Thinking and Reflective Practice</b>			
U	Responds Positively to Constructive Criticism	3.000	3.000