

Frequently Asked Questions

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Questions Related to edTPA Implementation

1. Does edTPA, as a capstone assessment, override the judgment of school and university faculty who have been assessing teacher candidates throughout their programs?

No. There is no single assessment that can measure beginning teacher competence given how complex and varied the knowledge base is for measuring effective teaching. States have a long history of requiring various measures (subject matter exams, basic skills tests, program completion requirements, GPA, etc.) that collectively contribute to a licensure decision. edTPA is a rigorous and reliable measure of beginning teacher readiness that adds to that decision toward the end of the sequence of state requirements – in many cases candidates will have passed other measures or been counseled out of programs prior to attempting edTPA.

In addition to their state requirements, programs are encouraged to develop assessment systems that include formative, embedded signature assessments, as well as summative assessments that align with state, national and specialized professional association standards for beginning teachers. edTPA does not replace the evaluation of candidates in clinical placements, supervisory feedback and observation by faculty and cooperating teachers. Program leaders continue to make decisions about candidate readiness using edTPA as one measure. Developing a reliable understanding of whether a candidate is prepared to be the teacher of record in their own classroom requires the use of multiple measures of skills, practices and performance.

2. How do programs guard against “teaching to the test”?

So many times, when assessments for P-12 students are introduced, they are multiple-choice exams that randomly select questions about a narrow subset of a subject matter domain. In response, some teachers feel pressured to teach only to those narrow items. edTPA is not that kind of “test” -- edTPA represents a broad consensus of the teaching field about what knowledge and skills matter for a beginning teacher’s performance and good teaching in general. edTPA is built on core aspects of teaching – planning for instruction, engaging students in learning, assessing learning and supporting academic language development – and requires them to be linked together to show the full cycle of teaching.

This is also why the assessment requires real artifacts from teaching—lesson plans, video and student work samples—in order to show the complexity of the local teaching context and the way the candidate responds to real students when trying to teach them in a real setting. edTPA portfolios should represent each candidate’s unique context for teaching and learning, as well as their own thinking and decision-making about planning, instruction and assessment. Candidates should feel free to select lesson plan formats and instructional strategies that represent their individual styles of teaching, while considering the best way to address the central focus of their learning segment within their particular classrooms (i.e. project-based learning, direct content delivery, small-group work, etc.).

We encourage programs (faculty and candidates) to look at edTPA tasks in small groups and to go through each task and ask the question: “Does this task represent authentic and important skills worth teaching to”? Hundreds of teacher educators and teachers have done this exercise as a form of curriculum inquiry and determined how edTPA is aligned with program mission, values and curriculum and what it does not measure. When programs are engaged in discussing edTPA in a multiple measures assessment system that authentically addresses effective teaching then edTPA can be integrated seamlessly into foundational and methods courses and clinical practice. Further, teaching narrowly to

the test as a strategy for passing edTPA is disruptive and shortchanges the quality of the preparation program and the expertise of the faculty. Teaching to the test can result in colonizing the curriculum, as foreshadowed in large-scale high stakes student testing. We wholeheartedly recommend trusting the quality of the program and integrating edTPA as appropriate within the authentic context of program preparation.

3. Are faculty permitted to assist teacher candidates through the edTPA process?

Program coursework and feedback during fieldwork are the most important supports for developing candidate competencies in planning, instructing, and assessing student learning. EPP teacher educators are encouraged to provide formative support to candidates and are expected to support candidates as they prepare for edTPA. EPP teacher educators can provide candidates with support documents (like [Making Good Choices](#)), handbooks, local samples of previously completed edTPA materials, and locally developed lesson planning templates that help them understand rubrics and other materials.

Candidates' submitted portfolios must represent original student work and the final product must be solely authored by the candidate. Programs should caution candidates about using commercially available support materials or online resources – the best preparation for candidates is provided by their own program. For more information on program embedded candidate support, see the following SCALE developed resources.

- [Guidelines for Acceptable Candidate Support](#)
- [edTPA Guidance to Supervising Teachers](#)
- [edTPA Guidance for P-12 Administrators and Leaders](#)
- [Top 10 edTPA Resources](#)
- [Educative Use of edTPA Candidate Materials](#)

Candidates who are not affiliated with an Educator Preparation Program (EPP) or if an EPP is not participating in edTPA, and edTPA is a requirement for licensure in the state in which the candidate intends to teach, please review the links below for support and guidance. Please note, handbooks are only available to candidates once s/he registers for the assessment. Candidates unaffiliated with an EPP should read and reference the following materials in the preparation and submission of an edTPA portfolio assessment.

- [Assessment Process Overview](#)
- [Making Good Choices: A Support Guide for edTPA Candidates](#)
- [edTPA Candidate Policies](#).
- [Requirements and assessment options for the applicable state](#)

4. To what extent should subject area professors (not methods) be involved/be expected to know and share edTPA information with teacher candidates?

Programs can determine the extent faculty members should be involved based on the content of the courses and how they contribute to candidate preparation. In some programs, content course instructors have a deep awareness of edTPA expectations, but support for edTPA is usually provided by foundations, methods and clinical faculty.

5. Does edTPA restrict culturally relevant pedagogy?

No. As a nationally accessible assessment, edTPA is designed to be inclusive of teacher candidates from all routes (traditional, alternative, etc.) and different geographic regions. Teacher candidates from all contexts will be able to demonstrate their readiness to teach students in diverse contexts and classrooms. A hallmark of edTPA is the use of analytic rubrics that reflect the practice of candidates learning to effectively teach their assigned subject matter to all students, taking into account student needs and strengths, backgrounds, contexts and lived experiences. edTPA's emphasis on students' assets, differentiation, academic language development and use, and deeper subject matter learning are all features of equitable instruction. Toward that end, embedded within and across the rubrics are elements identified as being essential to culturally relevant pedagogical practices. Faculty members who use edTPA find that edTPA helps translate awareness of culturally relevant pedagogy into classroom practice. For more information on edTPA and culturally relevant pedagogy, [please review this article](#).

A cornerstone of equitable teaching is attention to instructional context and what students bring to their learning. Candidates design learning segments for edTPA that are based on deep knowledge of their students. Candidates develop lesson plans and justify in the Planning Commentary their choices or adaptations of learning tasks, instructional activities and materials based on their students' prior academic learning and their "personal, cultural and community assets". Students must explain how and why their lessons link prior learning with new learning and how they will draw upon students' lived experiences to support meaningful learning. Scoring rubrics for Planning (rubric 3 in all fields) and Instruction (rubric 7 in most fields) examine the extent to which candidates have addressed both prior academic learning and students' personal, cultural and community assets as they plan and enact those plans. The upper levels of these rubrics are applied when candidates make these connections explicitly.

In addition, candidates describe their instructional context and the specific learning needs of students in the Context artifact and at six different points across the Task commentaries, wherein candidates are prompted to: "Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students)." Attention to varied needs, allows for differentiation and individualized instruction – not just for filling gaps but in providing and supporting all students to learn (see Rubrics 2, 4, 5, 10, 11, 14, 15).

Lastly, as a subject specific assessment, edTPA emphasizes deep subject matter learning beyond facts and rote skills. Candidates are required to promote conceptual understandings, problem solving, analysis, using evidence to support explanation or argument, and developing disciplinary language and practices in ways that engage learners in equitable instruction. Again, the upper levels of the rubrics across all three edTPA tasks reveal teaching toward deeper learning explicitly (see Rubrics 1, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15)

6. What happens when a candidate does not pass edTPA on the first portfolio submission? Are candidates allowed to retake the assessment?

Candidates can retake the entire edTPA or register for a single-task or multiple-task retake to demonstrate they can plan, teach and assess the learning for their students and to meet their institution or state requirement(s). Candidates should refer to the [edTPA Retake Instructions for Candidates](#) for more information on retaking edTPA. Faculty members should refer to the document [Guidelines for edTPA Retake Decision-making and Support](#), which provides guidance supporting candidates with retake decisions. More information about retake guidelines and what candidates submit can be found in the [edTPA Resource Library](#) at edTPA.AACTE.org and in the [Candidate Policies](#) at edTPA.com.

7. What is the timeline of edTPA for students?

Programs determine the timeline of edTPA for teacher candidates. Programs may consider the design of local curriculum, number of weeks of clinical experiences, and other factors in decision making. SCALE encourages programs to frontload formative opportunities for candidates to develop and practice aspects of effective teaching measured by edTPA early in the teacher candidate's program experience and for teacher candidates to submit edTPA as a summative integration of that learning later in the program. Teacher candidates should submit their edTPA portfolio only after they have had sufficient time to get to know their students and their learning needs, plan thoughtfully and teach well. Programs should consider score reporting dates, as well as the rare need for candidate retake opportunities for when establishing edTPA timelines for candidates.

8. Are there sample timelines for year-long placements?

For programs that provide a year-long student teaching placement, candidates may spend the entire first semester getting to know their students, their academic strengths and struggles as well as their personal, cultural and community assets, lived experiences and "funds of knowledge". Late in the first semester or early in the second semester, candidates can develop their Context artifact and collaborate with their cooperating teacher to identify a learning segment to be taught in early to mid-second semester. Candidates can draft their Task 1 plans and receive appropriate feedback before teaching and video recording the lessons. Once the lessons are taught and recorded, candidates are encouraged to write drafts of Task 2 and 3 and to receive feedback. edTPA scores are returned within three weeks of submission, so planning should include time for retaking the edTPA, in the rare case it is needed. Some programs allow candidates to submit as late as three weeks before graduation and provide opportunities for retakes through continuing education, receiving an incomplete (I) grade in a clinical experience or other contingency plans.

9. Are there samples of edTPA portfolios scored at the different levels?

SCALE provides sample candidate portfolios for use as part of the Local Evaluation training. The training examines evidence for each of the analytic rubrics according to performance levels. Local evaluation protocols can be used to provide candidates with feedback (in addition to official scoring) and/or to engage faculty in examining samples of candidate portfolio materials in reference to official score reports. Local evaluation training can be led by SCALE staff, expert National Academy consultants, or edTPA coordinators (via the [Local Evaluation Orientation Webinar](#)). To request National Consultants to lead Local Evaluation Training, please visit edTPA.AACTE.org/seek-support. Programs are encouraged to see the necessary permission to develop an archive of locally produced samples of candidate portfolios. See [Educative Use of edTPA Candidate Materials](#) for suggestions. For more information on the differences among rubric levels, see the [Understanding Rubric Level Progressions](#).

10. Do candidates in dual or concurrent licensure programs complete edTPA in both fields?

SCALE does not determine state policies for edTPA. However, we strongly recommend that candidates pursuing dual/multiple certification at the time of initial license do only one edTPA. The decision about which edTPA handbook to use should follow state requirements for the match between handbook and licensure area and take into consideration placement requirements, timeline for completion in relation to placements, and potential employment prospects. For example, if a candidate is pursuing dual license in elementary education and special education, the state and/or program might offer choice among the options for the elementary and SPED handbooks.

Questions Related to edTPA Handbooks

11. How do teacher candidates gain access to edTPA Handbooks?

Candidates can access handbooks via their programs, integrated platform providers (TaskStream, LiveText, Chalk &Wire, etc.) or when they register for edTPA at [edTPA.com](https://edtpa.com). EPP teacher educators can access handbooks for download and/or printing in the Resource Library at [edTPA.AACTE.org](https://edtpa.aacte.org). EPP teacher educators can download and share the handbooks with candidates and cooperating teachers with no charge associated.

Candidates should select the handbook aligned to the teaching license for which they will be applying. Candidates should review the state licensing requirements for the state(s) in which they are seeking licensure and contact the state office of educator licensing for specific details about which handbook is appropriate. State requirements and assessment options are available at [edTPA.com](https://edtpa.com) or by clicking [here](#).

12. Does edTPA provide a lesson planning template?

No. By design, edTPA is not a prescriptive assessment and encourages candidates to use lesson planning templates required by their programs and/or select a lesson plan and instructional activity format that best fits their individual teaching style, classroom context, and learning segment focus. Several edTPA resources offer guidance to candidates and programs about components needed in edTPA artifacts. SCALE provides sample portfolios as part of the Local Evaluation training protocol for faculty.

For more information, see the following resources, also available at [edTPA.AACTE.org](https://edtpa.aacte.org).

- [Making Good Choices](#) (SCALE)
- [Understanding Rubric Level Progressions](#) (SCALE)

13. What happens if a candidate does not have students with IEPs or 504s within the clinical teaching experience?

Candidates are not penalized on edTPA for not having students with an IEP or 504 plan. All classrooms include a wide variety of learners and candidates are encouraged to consider the full range of learning differences to be fully inclusive of all students' assets and needs. Candidates are directed to identify all student learning needs in the Context for Learning artifact. In addition, the handbook prompts candidates to "Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students)" and address diverse learners' strengths and needs.

14. When selecting focus students, must the students have an IEP or 504 plan, or can they be identified and justified as a subset?

In Task 3: Assessment, candidates are instructed to select student work samples that represent the patterns of learning identified in the assessment analysis. In turn, these students who produced the selected work samples become the **focus students** for the task. **At least one of the focus students must have specific learning needs**, for example, a student with an IEP (Individualized Education Program) or 504 plan, an English language learner, a struggling reader or writer, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge.

15. What is the rationale for the focus on only vocabulary in the edTPA Early Childhood handbook?

The Early Childhood handbook focuses on language development of the children as the academic language focus. Specifically, vocabulary was identified as a focus for the handbook because it addresses the wide range of language development that children experience during this age range. Given that candidates are placed in a variety of placements, including with very young children, the design of the entire handbook considers the range of placements for early childhood, including language learning from letter recognition, phonemic awareness.

16. Are elementary candidates able to select a segment connecting Literacy and other content areas such as Social Studies or Science?

Candidates may select a learning segment in which they teach literacy embedded in another subject area (e.g., social studies or science). The central focus should clearly address literacy, and the standards, objectives, and learning tasks should address an essential literacy strategy and skills for comprehending or composing text. This focus may also include teaching using informational text, exploration of science or social studies topics, or other engaging developmentally appropriate content. For example, in an extended social studies unit on the local community and its resources, the candidate could embed an edTPA learning segment on persuasive writing to address a compelling issue identified by students within the community.

17. How do the 4 Task Elementary Education assessments fit into the Elementary edTPA?

In some states, a four task Elementary edTPA has been selected which includes Literacy Tasks 1-3 and the Mathematics Task 4. Based on SCALE's experience in California with PACT, two edTPA handbooks were available originally because CA programs had a choice to assess teacher candidates in either literacy or mathematics teaching. As more states adopted edTPA, some states preferred to assess both literacy and mathematics in a combined assessment. Rather than require candidates to do a full edTPA portfolio in both subjects, we developed a math Task 4 to accompany the Literacy handbook. Based on input from the field, SCALE developed the fourth task to emphasize analysis of student learning and a re-engagement lesson that would focus on the needs of students. SCALE is considering building out a fourth elementary handbook that would include a focus on mathematics for Tasks 1-3 and a fourth task in Literacy.

18. How is edTPA similar to and different from Teacher Work Sample (TWS)?

Both the edTPA and TWS are performance assessments that focus on using contextual information about students to support planning for, analyzing and using student learning to inform teaching. Major differences include the length of time (number of lessons, weeks/days of instruction) and the use of video recording. Some programs around the country that have been using TWS have commented that edTPA's shorter learning segment could be considered within a longer TWS unit. Programs have also commented that edTPA's prompts and rubrics are more specific in the ways they support candidates to justify and analyze their instructional decision-making and analysis of student learning. edTPA does not require pre/post models of assessment as required of the TWS, however, that feature can be maintained if preferred by the program.

Questions Related to edTPA Research Basis

19. What evidence supports the reliability and validity of edTPA?

edTPA is the most widely and rigorously field-tested performance assessment of new teachers ever introduced to the field and meets the technical standards of AERA, APA, NCME (2014). Educators developed edTPA to focus on characteristics of teaching that research has found to be most important: how teacher candidates plan and teach lessons in ways that make the content clear and help diverse students learn, assess the effectiveness of their own teaching, and adjust their instruction as necessary. edTPA's design and architecture is much like that of the highly respected assessment of veteran teachers administered by the National Board for Professional Teaching Standards. edTPA is aligned with the Interstate Teacher Assessment and Support Consortium ([InTASC](#)) standards for beginning teachers.

edTPA was field-tested during the 2011-12 and 2012-13 academic years. More than 12,000 students from 29 states submitted edTPA portfolios for scoring during the field test. Field test data and analyses were conducted and reviewed by independent edTPA technical advisory committees in three edTPA adopting states (NY, WA, and OH), as well as by a national technical advisory committee composed of nationally and internationally recognized psychometricians, researchers and assessment scholars. The reliability and validity studies during the field test, established that the assessment is aligned to professional standards, reflects the actual work of teaching and the scores measure primary traits of effective teaching. Scoring is highly reliable, ranging from .83 to .92 as percentage of scorer agreement. In other words, edTPA is a trustworthy measure of beginning teacher skills. The 2013 Field Test analyses and findings have been replicated using data from the first two operational years of edTPA implementation.

For evidence of reliability, content, construct and consequential validity for edTPA, see the following:

- [2013 edTPA Field Test: Summary Report](#)
- [Annual Administrative Reports \(2014-2018\)](#)
- SCALE's [Review of Research on Teacher Education: edTPA Tasks and Rubric Constructs](#)
- [edTPA Crosswalk: Charlotte Danielson's Framework for Teacher Evaluation](#)
- edPrep Matters - Commentary: [edTPA Is a Starting Point for Career-Long Thoughtful Teaching Practice](#) (Charlotte Danielson)
- Phi Delta Kappan - [Well-prepared teachers Inspire Student Learning](#)
- Educational Leadership May 2016, v. 73 - [The Benefits of edTPA](#)
- Educational Leadership May 2016, v. 73 - [The Consequences of edTPA](#)
- NewsWise - [Research Shows Improvement in edTPA Preparation Despite Persistent Challenges](#)
- Illinois News Bureau - [The edTPA Assessment and Licensing of Student Teachers](#)
- [The Role of Performance Assessment in Developing Teaching as a Profession](#)
- [Developing and Assessing Beginning Teacher Effectiveness: The Potential of Performance Assessments](#)
- [Preservice Performance Assessment and Teacher Early Career Effectiveness: Preliminary Findings on the Performance Assessment for California Teachers](#)
- [Using Student Achievement Test Scores as Evidence of External Validity for Indicators of Teacher Quality: Connecticut's Beginning Educator Support and Training Program](#)
- [Is National Board Certification an Effective Signal of Teacher Quality?](#)

- [Evaluating Prospective Teachers: Testing the Predictive Validity of the edTPA](#)
- [Teacher candidate performance assessments: Local scoring and implications for teacher preparation program improvement](#)

20. Should a candidate's edTPA performance be used as a predictor of teacher effectiveness?

Licensure assessment is designed to assess core skills and abilities in teaching and learning that are aligned to professional standards, research, professional practice, job related skills and wisdom of practice. Predictive Validity studies (routinely conducted after the assessment has been in operational use for several years) could provide another method of validating the use of edTPA scores as markers of readiness to teach by examining their ability to predict student learning and instructional practice on the job. However, we must exercise some caution in not narrowing and marginalizing effective teaching. While valuable, predictive validity studies do not address the relationships of preparation with other known measures of teacher effectiveness (teacher evaluation, impact of mentoring, impact of culturally relevant pedagogy etc.). Finally, licensure testing is a threshold measure (i.e., a demonstration of a minimum competency to be ready to teach), as contrasted with a highly effective teacher that could impact student learning – which is a demonstration of a much higher bar than entry level cutoff scores. SCALE encourages the use of predictive validity studies as one part of a comprehensive construct validity study and has partnered with states where appropriate data are available.

Predictive validity evidence for the Performance Assessment for California Teachers (PACT) was revealed in a study by [Darling-Hammond, Newton, and Chung Wei \(2013\)](#), which found that teachers' PACT scores predict growth in their students' math and literacy achievement using value-added statistical modeling. Preliminary data from studies by Benner and Wishart (2015)¹ has revealed that edTPA scores predict candidates' ratings of teacher effectiveness, as measured by a composite score that combines students' performance data and classroom observations. Further, a recent study by [Goldhaber, Cowan and Thoebald \(2016\)](#) used teacher candidates' scores on edTPA (from the field test and first operational year) to provide estimates of the extent to which edTPA performance is predictive of the likelihood of employment in the teacher workforce and value-added measures of teacher effectiveness. They found that edTPA scores were "highly predictive of employment in the state's public teaching workforce", and evidence on the relationship between edTPA scores and teaching effectiveness was more mixed. Specifically, continuous edTPA scores are a significant predictor of student mathematics achievement in some specifications, but when edTPA was a binary screen of teaching effectiveness (i.e., pass/fail), passing edTPA was significantly predictive of teacher effectiveness in reading but not in mathematics." These results are consistent with VAM studies conducted on the [National Board, Washington's ProTeach](#) and [PACT](#).

In addition, the Education Policy Initiative at Carolina (EPIC), in partnership with the UNC General Administration and the 15 UNC system institutions engaged in teacher preparation, has established and is continuing a body of research to assess the construct validity, reliability, and predictive validity of both locally and officially-evaluated edTPA portfolios. This work initiated with analyses of locally-evaluated TPA portfolios from the 2011-12 graduating cohort at one UNC system institution ([Bastian, Henry, Pan, & Lys, 2016](#)).

¹Benner, S.M. & Wishart, B. (2015) Teacher preparation program impact on student learning: Correlations between edTPA, and VAM levels of effectiveness. Paper presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

EPIC has also produced a [policy brief](#) summarizing edTPA implementation in North Carolina, detailing how UNC system candidates are scoring on edTPA, and assessing the construct validity and predictive validity of officially-evaluated portfolios. These predictive validity analyses focus on the 2013-14 graduating cohort of one UNC system institution who went on to be first-year teachers in the 2014-15 school year. Importantly, these predictive validity analyses focus on first-year teachers' value-added estimates and evaluation ratings. Overall, these predictive validity results show that edTPA measures significantly predict first-year teacher performance. Concerning teacher value-added, 7 of 15 edTPA rubrics are significantly associated with a standardized measure of teacher effectiveness; summatively, the standardized edTPA total score and having a total score of 42 or greater also predict significantly higher value-added estimates. Regarding teacher evaluation ratings, the edTPA Instruction construct predicts significantly higher evaluation ratings on 4 of 5 teaching standards; the Assessment construct predicts significantly higher evaluation ratings on 2 of 5 teaching standards. At the edTPA rubric level, many rubrics, particularly in the Instruction construct, predict significantly higher evaluation ratings. Lastly, the two summative edTPA measures—the standardized total score and scoring at 42 or greater—predict significantly higher evaluation ratings for 3 of 5 teaching standards. More data are needed—from additional universities and graduating cohorts—to replicate these results.

Questions Related to edTPA Portfolio Submission and Scoring

21. What are the differences among national and regional scoring and local evaluation?

There are two ways for official scoring to take place – nationally and regionally. National Official Scoring is available for all edTPA assessment areas. The national pool of scorers is comprised of qualified educators and EPP teacher educators from across the country. All qualified educators are trained using the online training curriculum developed by SCALE.

In addition to Official Scoring, SCALE highly recommends that all EPPs consider engaging P-12 teachers and EPP teacher educators in local evaluation. Local evaluation methods can be used to provide candidates with feedback (in addition to official scoring) and/or to engage faculty in examining samples of candidate portfolio materials in reference to official score reports. Local evaluation training can be led by SCALE staff, expert National Academy consultants, or edTPA coordinators (via the [Local Evaluation Orientation Webinar](#)). To request Local Evaluation Training from the National Academy, please visit edTPA.AACTE.org/seek-support.

22. What are the factors that impact the cost of edTPA?

The \$300 fee for edTPA is the lowest price point for a subject-specific performance-based assessment of teaching readiness. The registration fee for edTPA covers all costs for assessment development and assessment operational services associated with the resources and support for implementation, delivery, scoring and reporting of edTPA, as well as customer support service for candidates and programs. Assessment services include access to and support within the edTPA Online Community network for programs and the use of the technology platform that candidates use for registration, formative support from faculty, portfolio submission, and score reporting. Assessment services also include the recruiting, training, and management of qualified educators who serve as scorers, scoring

supervisors, and trainers. Subject specific scorers are trained specifically on edTPA rubrics. Scorers use standardized scoring procedures and are calibrated and monitored during scoring.

It should be noted that fees are not unusual for professional assessments. Nurses are charged a similar exam fee to be certified by the National Council of State Boards of Nursing. Aspiring architects, accountants and dental hygienists can spend nearly \$1,000 dollars to become licensed or certified. National Certifications, including National Board Certification for Teachers, can cost more than \$1,000.

23. Who scores edTPA?

All edTPA portfolio submissions are scored by officially trained edTPA scorers. Over 2,500 teachers and teacher educators now serve as scorer trainers, supervisors, or scorers. Scorers must be P-12 teachers or EPP teacher educators with significant pedagogical content knowledge in the field in which they score (e.g., NBTPS teachers), as well as experience working as instructors or mentors for novice teachers. Scorer recruitment goals consistently target a goal of approximately 50% teacher educators and 50% classroom teachers.

The criteria for selecting and training scorers are rigorous and include:

- Expertise in the subject matter and developmental level of the teaching field (degree and professional experience).
- Teaching experience in the field (or experience teaching methods courses or supervising student teachers in that field).
- Experience mentoring or supervising beginning teachers or administering programs that prepare them.
- Verification that the qualifications above are recent (within the past 5 years)

All scoring training is designed by the Stanford Center for Assessment, Learning and Equity (SCALE). As the operational partner, Evaluation Systems group of Pearson manages edTPA scoring activities. All scorers complete over 20 hours of an extensive training curriculum that includes multiple checks to ensure scoring consistency. Additionally, all scorers complete an anti-bias module that highlights potential sources of bias that might influence scoring accuracy. These include characteristics of teacher candidates (gender, socioeconomic status, region/location, and language), context or features of instruction, portfolio response characteristics (quality of writing, technical quality of materials, nature of instructional materials), instructional context characteristics (classroom setting or context, curriculum constraints, grade level or teaching assignment), and halo/pitchfork effects (undue influence of performance on initial rubrics on later scoring). SCALE has trained all subject-specific scoring trainers to review these potential sources of scoring bias when conducting webinars with scorers that analyze evidence and score justifications for the “practice” portfolio. These interactive sessions precede the scoring of qualification portfolios that determine scorers’ readiness to score actual portfolios. Finally, while scoring, scorers are back-read by scoring supervisors and score previously scored validity portfolios to ensure they continue to score consistently and without bias.

24. With official scoring, are the edTPA scorers (currently certified and/or college faculty) scoring from the exact discipline they are also evaluating?

All edTPA scorers score portfolios in their documented field of expertise. For more information on scorer qualifications, please visit score.edTPA.pearson.com.

25. How does a candidate confirm the originality of his/her submitted portfolio?

All edTPA assessment participants (i.e. candidates) attest to the originality of the specified sections of their portfolios at the time of submission for official scoring. During the edTPA submission process, candidates are required to read and agree to the [edTPA Candidate Attestations](#). Once submitted for official scoring, a candidate’s materials are screened for originality by official edTPA scorers and detection software. If screening indicates a match of identical or similar language with other sources, portfolios are identified for Administrative Review. For more information, refer to the Candidate Policies at [edTPA.com](#).

26. How many teacher candidates overall pass edTPA?

The following table reports the percentage of candidates (out of 45,365) who would have “passed” edTPA (based on edTPA 2018 data) at different potential cut scores for edTPA assessments with 15 rubrics. The table lists possible passing scores within the band of 35 and 42 (within one and a half standard error of measurement of the [Recommended Professional Performance Standard](#)) for candidates in states with and without consequential policy. Estimated passing rates are reported for cut scores within this band. These passing rates are pooled across states and credential areas. Note that these data include portfolios submitted in states where edTPA was not completed under high-stakes or consequential circumstances, and from institutions that may still be in the process of developing support strategies for candidates. Passing rates by program and state are likely to differ based on policy, support structures, and experience with edTPA.

Cut Score	Modeled Passing Rate
35	92.1%
36	90.2%
37	87.9%
38	85.1%
39	83.3%
40	80.9%
41	77.0%
42	72.5%

Based on the national recommended professional performance standard of 42, the modeled pass rate for all candidates who submitted an edTPA portfolio in 2018 was 72.0%. Note that to date, passing scores established by states range from 35 to 41 (for 15-rubric handbooks).

See the [State edTPA Policy Overview](#) for the most up-to-date information on state policies and any established state consequential score information, including planned adjustments over time.

The following table reports the percentage of candidates who would have “passed” edTPA at different potential cut scores for edTPA assessments with 15 rubrics (see Table 1). This data includes portfolios submitted in states where edTPA was not completed under high-stakes or consequential circumstances, and from institutions that may still be in the process of developing support strategies for candidates. Passing rates by program and state are likely to differ based on policy, support structures, and experience with edTPA. For more information, see the annual edTPA Administrative Report at [edTPA.AACTE.org](#).

Questions Related to edTPA Partners

27. Who owns edTPA? What is SCALE's Role

Stanford University is the exclusive author and owner of edTPA. All assessment and assessment resource materials were created with extensive input from teachers and teacher educators from across the country over a four-year development process. The Stanford Center for Assessment, Learning and Equity (SCALE) is solely responsible for developing all edTPA handbooks, rubrics, scoring training, supervision of scoring trainers, all benchmarking and training materials and hundreds of implementation support resources for candidates and programs.

28. What does Pearson do?

Partnering with SCALE for operational support, Evaluation Systems, a group of Pearson, provides the technical infrastructure to collect candidate materials, hires educators to score the materials, and delivers score reports to teacher candidates and preparation programs. SCALE designed the architecture of edTPA and drafted and piloted many handbooks prior to partnering with Evaluation Systems.

29. What is AACTE's role for edTPA?

AACTE believes that edTPA will help give the public and educators confidence that teacher candidates are graduating ready to be effective teachers the moment they enter the classroom as a professional educator. AACTE is a national partner because it believes that edTPA is an innovation that will improve teacher preparation and student performance. For the first time, the field has an agreed-upon set of principles to define effective teaching. As a national edTPA implementation partner, the American Association of Colleges for Teacher Education (AACTE) is strengthening the edTPA professional learning community by supporting communications, implementation, professional development and online resources to help all programs prepare teachers who are ready to educate each and every child every day.

Questions Related to edTPA and CAEP

30. To what extent can edTPA evidence be used for CAEP accreditation?

As of June 2016, programs are required to use multiple measures in their CAEP review and to make their own case as to how edTPA data provides evidence of candidate performance and informs program renewal. SCALE has developed an extensive crosswalk to InTASC standards demonstrating alignment with edTPA commentary prompts and rubrics. For more information, see the [edTPA Crosswalk: Interstate Teacher Support and Assessment Consortium \(InTASC\) Model Core Teaching Standards](#).

