edTPA® Retake Decision-making and Support Guidelines for Programs and Faculty

**Purpose:** As programs begin to use edTPA consequentially with candidates, there may be some candidates who are not successful in their first attempt to pass edTPA. The edTPA Score Profile information issued to candidates provides scores in reference to the recommended professional performance standard. If they do not pass, candidates should consult with a designated program faculty member to determine whether to retake the entire edTPA or retake the entire edTPA or retake one, two or three edTPA tasks to meet the state requirement. Just as P–12 teachers are committed to meeting the needs of all learners, programs have a professional obligation to guide candidates to make good decisions when retaking edTPA, and to support candidates in the retake process.

This document provides educator preparation program leaders and faculty with suggestions for supporting candidates who will retake edTPA. Preparation program faculty should engage candidates in examining their original edTPA performance and to use the retake process as an opportunity to strengthen their understandings of planning, instruction, and assessment in support of student learning.

This document provides a brief overview of the edTPA retake policy, processes for reviewing a candidate’s original edTPA performance (using score profiles and guiding questions), and suggested roles for supporting candidates’ continued development of effective teaching practice.

Note: The document *edTPA Retake Instructions for Candidates* was written to provide candidates with instructions and guidance for preparing for and submitting retakes.

**edTPA Retake Design**

Candidates whose performance does not meet the performance standard for edTPA will be able to choose to retake either the entire edTPA OR retake edTPA by submitting one, two or three tasks. (Elementary Education candidates may also submit a three-task retake.)

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1. Three-task retake available only to candidates who originally submitted the Elementary Education handbook.
2. Candidates and programs will find additional details on procedures for submitting their retake materials at edtpa.com.
3. Performance standard or cut score will vary by state. Consult your state policy before guiding candidates on retakes.
4. Three-task retake available only to candidates who originally submitted the Elementary Education handbook.
The policy about resubmitting previously submitted materials for a retake is as follows:

- Conditions when original materials may be resubmitted:
  - If the candidate is teaching the same group of students as in the original submission, the same context information about that group of students may be resubmitted.
  - If the candidate received condition codes, and therefore edTPA task(s) or the entire edTPA was unscoreable, the retake submission may include previously submitted materials with revisions that address the reason for the condition code (e.g., video unplayable, missing or unreadable artifacts).

- Conditions when original materials may NOT be resubmitted.
  - All retakes must include new artifacts and commentaries for planning, instructing, or assessment for student learning, and must not have been previously submitted for edTPA (other than the conditions noted above). Revised or edited versions of previously submitted materials may not be part of the retake submission.
  - **Instruction Task 2 option.** If the candidate has recorded additional video footage from the original learning segment that demonstrates teaching associated with the central focus and rubric criteria, new clips from this footage may be submitted with a new commentary. These new clips must meet all Task 2 specifications for the video clips identified in the handbook.
  - **Assessment Task 3 option:**
    - **Work samples:** If the candidate has a class set of student work samples with evidence of feedback from an additional assessment from the original learning segment, the candidate may submit work samples for three focus students from this assessment and provide a new analysis of student learning.
    - **Evidence of language use:** If the candidate has additional evidence of language use, either from the additional work samples and/or additional video, then the candidate can submit these materials with a new commentary.

- **Washington Candidates (all retakes).** Please note that the Student Voice rubrics will not be scored. It is optional for Washington candidates to respond to the Student Voice prompts for a retake. Your original Student Voice rubric scores will be reported for retakes.
edTPA Retake Specifications

When submitting an edTPA retake:

- All retakes must focus on the same group of students for all tasks, with the following exception: Retakes in Elementary Education, Task 4, may focus on a different group of students.
- All required Task 1 artifacts and commentaries must be uploaded in Task 1, regardless of the task that is being submitted for the retake.
- If you are submitting a multiple task retake, you must submit required artifacts and commentaries for all tasks at the same time.

The following table identifies the artifacts and commentaries required for retake of the entire edTPA or selected tasks. See the edTPA handbook Evidence Chart for supported file types, response length, and other information.
<table>
<thead>
<tr>
<th>Retake</th>
<th>What to Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire edTPA Retake</td>
<td>Submit all artifacts and commentaries required for all Tasks as described in the edTPA handbook.</td>
</tr>
</tbody>
</table>
| Single-Task or Multiple-Task Retakes | **To Retake This Task:** Submit the Following:  
  **Task 1**  
  - Task 1 – All Parts per your edTPA handbook. This may include the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students.  
  **Task 2**  
  - Task 1 – Submit only parts listed below.  
    - Part A: Complete Context for Learning Information\(^5\) (all fields)  
    - Part B: Lesson Plans for Learning Segment  
      - ONLY submit the lesson plan(s) associated with the video clip(s) in Task 2 (all fields)  
    - Part C: Instructional Materials  
      - ONLY submit the instructional materials associated with the lesson plan(s) featured in the video clips in Task 2 (all fields)  
    - Part E: Planning Commentary  
      - Prompt 1a-b (all fields except Special Education)  
      - Prompts 1a and 2 (Special Education)  
  - Task 2 – Submit all Parts (artifacts and commentary) per your edTPA handbook  
  **Task 3**  
  - Task 1 – Submit only Parts listed below.  
    - Part A: Context for Learning Information (for Special Education only)  
    - Part E: Planning Commentary  
      - For Special Education, Prompts 2 and 4a  
      - For World Language and Classical Languages, Planning Commentary is not required  
      - For all other fields, Prompt 4  
  - Task 3 – Submit all Parts (artifacts and commentary) per your edTPA handbook.  
  **Task 4** (Elementary Education only)  
  - Task 4 – Submit all Parts (artifacts and commentary) per your edTPA Handbook. This may include the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students. |

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\(^5\) This may be the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students.
How Do Candidates Register for a Retake?

When candidates are ready to register for an edTPA retake, they go to the Register page of www.edTPA.com, log in to their account, and follow the system instructions.

Reviewing Score Profiles to Determine Retake Options

In this section we offer guidance for reviewing candidate score profiles from their original edTPA submission to determine patterns of performance that suggest retake options for a single task, multiple tasks or the entire edTPA. Before doing so, faculty should ensure that candidates are using the correct templates and handbooks for their submission period. If candidates submit portfolios using old, outdated templates, the evidence they provide may not meet all current submission requirements and could impact scoring. In addition, faculty should check to see if condition codes were applied to candidates’ portfolios due to missing or insufficient evidence, technical problems, or conflicts with the handbook guidelines. If so, follow the condition code policy for retakes. For information about how insufficient or excessive evidence can impact scoring results, whether or not a condition code is applied, see the edTPA Submission Requirements for candidates.

Review of score patterns should be followed by reflective conversation between a candidate and a faculty member to determine opportunities to develop, practice or demonstrate identified areas of weakness, and to prepare new edTPA materials for submission and scoring.

Programs should always consider the performance standard required by state or local policy when offering retake guidance and help the candidate identify a retake option that allows him/her to demonstrate effective teaching in areas of identified weakness. Faculty should examine a candidate’s overall total score and its distance from the performance standard, as well as patterns of scores within and across tasks to identify patterns of strength and weakness and to determine which tasks to retake. Candidates develop at different rates in different areas, and some may show a pattern of weakness in a particular set of rubrics or within a single task. In those cases when overall performance is generally strong, then a single-task retake is suggested. If there is only one strong task, then a retake of all other tasks is suggested. When the overall performance is very low, or there are a number of rubrics across tasks that show weaknesses, then an entire edTPA retake is required.

The profiles presented here are intended as examples that illuminate retake options rather than predetermined rules. They are based on a performance standard of 40. If your state’s standard differs, the recommendation based on a similar profile may differ, but the logic informing the recommendation will be the same.
Entire edTPA Retake Examples

**Example 1:** If the total score (30) is far below the performance standard (40) and scores reveal a pattern of a candidate struggling across all edTPA Tasks, then an entire edTPA retake is needed. In the score profile shown below, the candidate scores below Level 3 in every task and almost every rubric, and has a total score of 30, indicating a need for additional opportunities to learn how to plan, instruct and assess.

<table>
<thead>
<tr>
<th>Task 1: Planning</th>
<th>Task 2: Instruction</th>
<th>Task 3: Assessment</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>R2</td>
<td>R3</td>
<td>R4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Example 2:** If the total score (35) is below the performance standard (40) and individual rubric scores demonstrate that the candidate struggles in core areas that span multiple Tasks, then an entire portfolio retake is needed. In the score profile shown below, Task 3 contains a clear pattern of weak scores (scores at Level 1 and 2). However, the profile also demonstrates that the candidate struggles with academic language (rubrics 4 and 14) and being able to reflect on knowledge of students (rubric 3), and using evidence/data to inform teaching (rubrics 10 and 15).

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<td>R3</td>
<td>R4</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Two-Task Retake Example**

If the total score (34) is below the performance standard (40) and there is one strong task with a low score, then a retake of either two tasks or the entire portfolio is needed. In the score profile shown below, Tasks 2 and 3 contain a clear pattern of weak scores (scores at Level 1 and 2) while Task 1 is relatively strong (scores primarily at 3 and 4). However, the profile also demonstrates that the candidate struggles with academic language (rubrics 4 and 14) and being able to reflect on knowledge of students (rubric 3), and using evidence/data to inform teaching (rubrics 10 and 15). All areas of weakness can be addressed in a two-task retake of Tasks 2 and 3, so an entire-edTPA retake is not needed.

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<td>2</td>
</tr>
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</table>
Single edTPA Task Retake Example

If the total score (37) is below but close to the performance standard (40) and the individual rubric scores clearly demonstrate that a candidate struggles in one particular task focus (planning, instruction, OR assessment), then a single task retake is suggested. In these cases, the candidate demonstrates consistent skills indicative of a beginning teacher of record for two tasks, but demonstrates significant weakness in one task. For example, the score profile shown below demonstrates a weak pattern of scores related to assessment practices.

<table>
<thead>
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<td>4</td>
<td>3</td>
<td>3</td>
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</tr>
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Because the candidate has shown strong performance for most of edTPA, but has weaknesses in the area of assessment (rubrics 5 and 11–15), a retake of Task 3 is suggested. An improved retake task performance based on new evidence for those rubrics could raise the total score above the performance standard and allow the candidate to go forward ready to plan, teach and assess effectively.

Programs may also determine that while scores are clearly grouped within a single task, based on other performance indicators (supervisory evaluations, struggles with coursework, etc.), it would be of greater benefit to the candidate’s professional preparation and readiness to teach if s/he were to retake two tasks or even the entire edTPA rather than a single task.

Resources to Assist in Reviewing Evidence for Scores

There are three resources to support faculty and candidates in the retake process and in understanding scores for the original submission. *Making Good Choices*, available from [www.edtpa.com](http://www.edtpa.com), offers guidance for both effective teaching and for constructing evidence for edTPA. The subject-specific *Understanding Rubric Level Progressions* for the field submitted explains key concepts in rubrics, decision rules, and differences between adjacent score levels. *Review of Low-Scoring edTPAs and Guidance for Retakes* lists common types of evidence resulting in scores at Levels 1 or 2 for each rubric. Both *Making Good Choices* and *Review of Low-Scoring edTPAs and Guidance for Retakes* come in two versions, one for special education and one for all other fields.

Suggestions for Supporting Candidates

Retaking edTPA can offer candidates additional opportunities to learn to teach, and for faculty and candidates to engage in reflective dialogue about candidate strengths, as well as areas for improvement. Campuses should designate a program administrator or field supervisor to review a candidate’s previous failing submission (score profile and edTPA artifacts and commentaries) as well as other relevant data to determine strategies to support readiness to teach.
• Additional or extended field placement experience
• Additional program supports (mentoring, readings, learning tasks, etc.)
• Additional coursework

Retake guidance may include:

• **Review of Candidate Performance** – a review of a candidate’s performance on edTPA (by rubric and overall) and from other sources such as field performance, program performance, and other assessment tools or examinations.

• **edTPA Performance Review Conference** – an initial conference with a candidate to review the official edTPA score profile and decision making (see questions offered below) and discuss retake options. Faculty should guide candidates to identify evidence within their original edTPA materials that lead to weak performance and facilitate reflective discussions about how to improve their practice.

• **Advisement** – follow up conference(s) to monitor and support a candidate’s progress toward more effective teaching practices and edTPA retake completion.

• **Additional or Extended Placement** – a new or extended placement experience may be necessary as the edTPA retake requires the candidate to plan a new learning segment, record video of teaching, and/or gather new work samples. Campuses may want to consider continuing education or other flexible registration and tuition structures to offset costs and/or delays.

**Framing Retake/Submission Conversations**

When candidates pursue an edTPA retake within their program, it is important that the educative aspects of edTPA be emphasized. Retaking edTPA allows candidates to continue to analyze and reflect on teaching effectiveness and apply what they have learned in their preparation programs.

SCALE recommends the following process:

• Identify faculty and/or field supervisors with edTPA local evaluation or scoring experience to help support candidates as they determine which retake option is most appropriate.
  o Individuals serving as retake support providers may include:
    ▪ Field Coordinators
    ▪ Field Supervisors
    ▪ edTPA Site Coordinators
    ▪ Education Program Faculty

• Review the candidate Score Profile and discuss retake options (see examples at the end of this document).
Follow the Guidelines for Supporting Candidates Completing edTPA found in the Resource Library at edtpa.aacte.org

Explore the decisions candidates have made and their thinking about their practice, rather than focusing exclusively on scores.

Use supporting documents such as Making Good Choices as an additional resource for guiding conversations about candidate performance on edTPA and retake decisions. The document is available for faculty in the Resource Library at edtpa.aacte.org and for candidates at edtpa.com.

Develop retake support procedures for candidates who have not met the expected performance standard.

Engage Candidates in Discussion

The following questions are offered to faculty and candidates as possible discussion points to discover patterns in the initial edTPA materials submitted, analyze candidate decisions, and direct next steps for the retake process. The questions are organized by components (planning, instruction, assessment, academic language, and analysis of teaching) that are evaluated within or across tasks.

Task 1 – Planning (Rubrics 1, 2, and 5)

- To what extent did the candidate’s selected central focus for the edTPA learning segment provide opportunities for student learning that the edTPA requires?
- To what extent was the candidate able to align the central focus, standards and objectives, and the activities/tasks/assessments within the learning segment?
- To what extent did the candidate address the strengths and needs of all learners?
- To what extent does the candidate demonstrate understanding of how to design, adapt, or use assessments that monitor student learning?

Task 2 – Instruction (Rubrics 6-9)

- To what extent did the candidate engage all learners in deep subject-matter learning?
- To what extent did the selected video clip(s) provide evidence of subject-specific teaching and learning required by edTPA?

Task 3 – Assessment (Rubrics 11–13)

- To what extent does the candidate demonstrate understanding of how to analyze assessments?
- To what extent did the selected work samples provide evidence of student learning required by edTPA?
- To what extent did candidate feedback support student learning?
Task 4 – National Elementary Education Handbook Only (Rubrics 16–18)

- To what extent did the candidate analyze whole class evidence to identify patterns of learning?
- To what extent did the candidate use student work to analyze mathematical errors, confusions, and partial understandings?
- To what extent did the candidate re-engage students in learning to address identified areas of challenge or need?
- To what extent did the candidate use evidence of student learning to reflect on the effectiveness of your re-engagement lesson?

Academic Language (Rubrics 4 and 14)

- To what extent does the candidate demonstrate understandings of academic language as a tool for deepening students’ content understandings?

Analysis of Teaching (Rubrics 3, 10, and 15)

- To what extent does the candidate demonstrate the ability to reflect on information about students and data to inform instruction?

Conclusion

Retaking edTPA is an opportunity for candidates to continue to develop their knowledge and skills and to be ready for the classroom. Candidates should not be left to their own decision-making without guidance from program faculty to examine their edTPA performance and to provide the support they need to retake edTPA. The recommendations in this document are intended to direct program administrators to provide the appropriate resources, faculty, and processes necessary so that programs fulfill their obligation to prepare all candidates to be ready to teach.