

edTPA® Retake Instructions for Candidates

Purpose: The edTPA Score Profile information issued to you provides scores that you can compare to the recommended professional performance standard for your state¹. The scores identify strengths and weaknesses in your original edTPA performance. The retake process provides an opportunity for you to examine your original edTPA performance and to strengthen your understandings of planning, instruction, and assessment in support of student learning. Included below are instructions on registering for and submitting retakes and guidelines for choosing which task(s) to retake. In addition, this resource provides you with reflective questions to help identify and address your specific areas for growth based on your original submission to improve your practices as a new teacher and to pass edTPA.

edTPA Retake: Performance Standard or Condition Code²

There are two reasons that will lead to candidates retaking edTPA:

1. **Performance Standard:** If your performance does not meet your state or program performance standard for edTPA, you will need to retake part or all of edTPA. Based on your score profile and the required performance standard, you can choose to retake either the entire edTPA OR retake edTPA by submitting one, two or three³ tasks.
2. **Condition Codes:** If your edTPA portfolio receives condition codes, you will also be able to retake either the entire edTPA or one or more tasks.
 - If a condition code is applied to one rubric within a task where all other rubrics received a score, you may retake the task in order to address the identified issue. The decision to retake a task based on a single condition code should be made by considering the impact the condition code has when comparing your official scores to the required performance standard.
 - If your portfolio receives two or more condition codes within the same task, the task score and total portfolio score are reported as “incomplete” and you **must** (at minimum) retake that task. *Effective October 22, 2015*, the following scoring rules will be applied if a portfolio receives two or more condition codes within the same task:
 - All scored rubrics with the rubric score value and any condition code indicators will continue to be reported.
 - Task Total will be reported as “incomplete.”
 - Total edTPA score will be reported as “incomplete.”
 - Average rubric score will be reported as “incomplete.”
 - You will be required to retake any task(s) reported as incomplete

¹ Performance standard or cut score will vary by state. You may view state assessment options and the passing standard for consequential states here: [edTPA State Requirements](#).

² Candidates and programs will find additional details on procedures for submitting their retake materials at [edtpa.com](#).

³ Three-task retake available only to candidates who originally submitted the Elementary Education handbook.

(receiving two or more condition codes within the same task) in order to receive a Task Total, Total edTPA score, and Average Rubric Score.

In all cases, when a task is submitted as a retake, the entire task is rescored even if one or more rubrics received numeric scores during the original submission. The “retake” set of scores will be the final scores. You should work with your program/faculty to decide if you should submit a retake, and if so, for which tasks. Next, you should continue to consult with your program/faculty to determine the materials needed according to the retake specifications described in the remaining sections of this document.

How Should I Decide What to Retake?

Consult with your designated faculty advisor before proceeding with a retake and discuss how retaking edTPA will support your professional preparation to teach. As you meet with your faculty advisor, you should always consider the performance standard required by the state or program when making a retake plan. If you do not have access to a faculty advisor familiar with the edTPA retake policy, or you are unaffiliated with a program, use the recommended process and resources that this document recommends to guide your retake plan. This will allow you to identify a retake option that allows you as a teacher candidate to demonstrate effective teaching in your areas of weakness.

Take some time to examine your overall total score and its distance from the performance standard, as well as patterns of scores within and across the 3 tasks -- planning, instruction, and assessment (including task 4, mathematics assessment, for Elementary Education candidates.) to identify any patterns of strength and weakness. This will help you and your faculty advisor determine which tasks should be retaken. If your overall performance is generally strong, then a single-task retake might be the best plan of action. However, if your overall performance is very low, or there are a number of rubrics across tasks that show weaknesses, then an entire edTPA retake may be required.

Reviewing Score Profiles to Determine Retake Options

In this section we offer guidance for reviewing the score profile from the original edTPA submission to determine patterns of performance that suggest retake options for a single task, multiple tasks, or the entire edTPA. (Elementary Education candidates can follow the same logic for selecting which of the four tasks to retake.) Candidates should ensure that they are using the correct templates and handbooks for their submission period. If portfolios are submitted using old, outdated templates, the evidence they provide may not meet all current submission requirements and could impact scoring. In addition, candidates should check to see if condition codes were applied to their portfolios due to missing or insufficient evidence, technical problems, or conflicts with the handbook guidelines. If so, follow the condition code policy for retakes and the guidance on condition codes noted above. 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](#).



Candidates should always consider the performance standard required by state or local policy when identifying a retake option that allows demonstration of effective teaching in areas of identified weakness. Examine the 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 may be appropriate. If there is only one strong task, then a retake of multiple 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 retake decision based on a similar profile may differ, but the logic informing the decision will be the same.

In addition, note that if you initially decide to retake only one or two tasks, you will still have the option of retaking additional tasks within a future registration for retake submission (subject to the same requirements and policies listed in this document).

Entire edTPA Retake Examples

Example 1: If the total score (30) is far below the performance standard (40) and scores reveal a pattern of struggle 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.

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
3	3	2	2	1	3	2	2	2	1	2	2	1	2	2	30

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).

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
4	3	2	1	3	4	3	3	2	2	2	2	2	1	1	35



Stanford Center for Assessment, Learning, & Equity

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.

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
4	3	3	2	3	3	2	2	2	2	2	2	2	1	1	34

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.

Task 1: Planning					Task 2: Instruction					Task 3: Assessment					Total Score
R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	
4	3	3	3	2	3	3	3	2	2	2	2	1	2	2	37

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.

However, when scores are clearly grouped within a single task, if you have received feedback on the need to improve your teaching in other areas measured by edTPA, based on other performance indicators (supervisory evaluations, struggles with coursework, etc.), it would be of greater benefit to your professional preparation and readiness to teach if you were to retake multiple tasks or even the entire edTPA rather than a single task.

What Do I Need to Submit?

If you are retaking the entire assessment, you must complete and submit all parts of all Tasks per your handbook.

If you are not retaking the entire edTPA, you must complete and submit the parts listed per Task in the table on the following page. Tasks 2 and 3 require additional artifacts and

commentary from Task 1 that must be uploaded in Task 1, regardless of the task that is being submitted for the retake. Please note that your previous edTPA submission will not be considered during scoring of the retake, and any artifact referenced in a commentary must be submitted with the retake.

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.

Retake	What to Submit	
Entire edTPA Retake	Submit all artifacts and commentaries required for all Tasks as described in the edTPA handbook.	
Single-Task or Multiple-Task Retakes (Elementary Education candidates can also submit a three-task retake.)	To Retake This Task:	Submit the Following:
	Task 1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Task 1 – Submit only Parts listed below.⁴ <ul style="list-style-type: none"> ➤ Part A: Complete Context for Learning Information⁵ (all fields) ➤ Part B: Lesson Plans for Learning Segment <ul style="list-style-type: none"> ○ ONLY submit the lesson plan(s) associated with the video clip(s) in Task 2 (all fields) ➤ Part C: Instructional Materials <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • Task 1 – Submit only Parts listed below.⁴ <ul style="list-style-type: none"> ➤ Part A: Context for Learning Information (for Special Education only) ➤ Part E: Planning Commentary <ul style="list-style-type: none"> ○ 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.

⁴ Required Task 1 materials will provide the scorer with the context needed to understand the learning segment in which Task 2 and/or 3 retake evidence is embedded. Although Task 1 materials will not be rescored here, they must align with the new evidence submitted (e.g., lesson plans must align with video evidence of instruction).

⁵ This may be the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students.

	Task 4 (Elementary Education only)	<ul style="list-style-type: none"> • 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.
--	--	---

What Are the Policies Guiding What I Submit for a Retake?¹

When submitting an edTPA retake, the following policies apply:

- **Submission of new materials vs. resubmission of previously submitted materials for a retake (for one or more edTPA tasks or the entire edTPA):**

In most cases, retakes must include **new** artifacts and commentaries for planning, instruction, or assessment of student learning, and must not have been previously submitted for edTPA. Revised or edited versions of previously submitted materials may not be part of the retake submission. Exceptions are listed in the chart below:

Reason for Retake	Conditions When Previously Submitted Materials May Be Resubmitted
Low total score (did not meet the performance standard)	<ul style="list-style-type: none"> ○ If the candidate is teaching the same group of students as in the original submission, the original context for learning artifact may be resubmitted. ○ Previously submitted Task 1 materials can accompany a Task 2 and/or 3 retake if: <ul style="list-style-type: none"> ➤ The candidate is not retaking Task 1, and these materials are only being submitted for context AND ➤ The prior Task 1 materials still apply to the learning segment within the retake
Condition codes were applied (to one or more rubrics)	When submitting revised/new evidence that addresses the reason for the condition codes, accompanying artifacts and commentary for that Task may not need to be revised if those materials were not impacted by the condition code issue. For example, if a condition code was applied because a video clip was unplayable, then a playable version of the same clip can be submitted along with the original commentary. However, if the new clip features different evidence than cited in the original commentary, then the commentary must also be revised accordingly.

¹ Candidates will find additional details on procedures for submitting their retake materials at edtpa.com.

- **Using previously unsubmitted materials from the original learning segment:**
 - Additional evidence produced during the original learning segment that was **NOT previously submitted** may be submitted in a retake as described below:
 - **Instruction Task 2 option.** If you have 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.**
 - i. *Work samples:* If you have a class set of student work samples with evidence of feedback **from an additional assessment** from the original learning segment, you may submit work samples for three focus students from this assessment and provide a new analysis of student learning.
 - ii. *Evidence of language use:* If you have additional evidence of language use, either from the additional work samples and/or additional video, then you can submit these materials with a new commentary.
- **Multiple task retakes**
 - You must focus on the same students across all tasks included in the multiple task retake, with the following exception: Retakes in Elementary Education, Task 4, may focus on a different group/class of students than the other tasks.
 - You must submit required artifacts and commentaries for all tasks being included within a multiple-task retake at the same time.
- **Washington State 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.

How Do I Register for a Retake?

When you are ready to register for your edTPA retake, go to the [Register](#) page of www.edTPA.com, log in to your account, and follow the system instructions. Refer to the table below to determine which files you need to submit.

Resources to Assist in Reviewing Evidence for Scores

There are three resources available to support candidates in the retake process and understanding of scores for the original submission. Making Good Choices, available from edtpa.com, offers guidance for both effective teaching and for constructing evidence for edTPA. The subject-specific Understanding Rubric Level Progression 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. For candidates in edTPA programs, these resources are available from your program. For candidates unaffiliated with an edTPA program, available resources can be obtained [on the edTPA website](#). We are working with state licensure agencies on making all resources available through this link, but at the present time, resources may be limited to Making Good Choices.

Questions to Guide Reflection or Discussion

The following questions are offered as possible self-reflection or discussion points to discover patterns in the initial edTPA materials submitted. Use these questions to help you analyze possible decisions, and direct next steps for the retake process. The questions are organized by components of teaching practice (planning, instruction, assessment, academic language, and analysis of teaching) that are evaluated within or across tasks and by Elementary Education Task 4.

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

- To what extent did the selected central focus for the edTPA learning segment provide opportunities for student learning that the edTPA requires?
- To what extent were the central focus, standards and objectives, and the activities/tasks/assessments within the learning segment aligned?
- To what extent did the plans address the strengths and needs of all learners?
- To what extent did you demonstrate understanding of how to design, adapt, or use assessments that monitor student learning?

Task 2 – Instruction (Rubrics 6–9)

- To what extent did you 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 did you 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 feedback support student learning?

Task 4 – National Handbook for Elementary Education Only (Rubrics 16–18)

- To what extent did you analyze whole class evidence to identify patterns of learning?

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

Academic Language

- To what extent did you demonstrate understandings of academic language as a tool for deepening students' content understandings (rubrics 4 and 14)?

Analysis of Teaching

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

Conclusion

Retaking edTPA is an opportunity for you to continue to develop your knowledge and skills and to be ready for the classroom. As soon as possible after receiving scores that did not meet the state performance standard, you should seek available guidance from program faculty to examine your edTPA performance and to provide the support you need to retake edTPA. If you are a candidate unaffiliated with an educator preparation program, use the recommended process and resources that this document recommends to guide your retake plan. The recommendations in this document are intended to guide your decision-making about selecting areas for improvement and the best retake option.