

## 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. When candidates receive their results in the edTPA Score Profile, it is recommended they compare their official scores to the recommended professional performance standard for their state. If they do not pass, candidates should consult with a designated program faculty member to determine whether to retake the entire edTPA or retake one, two or three<sup>1</sup> 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.

**Overview.** 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.

### Reasons for an edTPA Retake

---

The following reasons may lead to candidates retaking edTPA:

1. **Performance Standard:** Candidates whose performance does not meet the performance standard<sup>2</sup> for edTPA will need to retake part or all of edTPA. Based on the candidate's score profile and required performance standard, they can choose to retake either the entire edTPA OR retake edTPA by submitting one, two or three<sup>1</sup> tasks.

---

<sup>1</sup> Three-task retake available only to candidates who originally submitted the Elementary Education handbook.

<sup>2</sup> Performance standard or cut score will vary by state. Consult your state policy before providing guidance to candidates. You may view state assessment options and the passing standard for consequential states here: [edTPA State Requirements](#).

2. **Condition Codes:** Candidates who receive condition codes 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, the candidate 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 the candidate's official scores to the required performance standard.
  - If a candidate receives two or more condition codes within the same task, the task score and total portfolio score are reported as "incomplete" and the candidate **must** (at minimum) retake that task. *Effective October 22, 2015*, the following scoring rules will be applied if candidates receive 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."
    - Candidates will be required to retake any task(s) reported as incomplete (receiving two or more condition codes within the same task) in order to receive a Task Total, Total edTPA score, and Average Rubric Score.
3. **Score Void:** If edTPA scores were voided as a final determination of the administrative review process, a candidate will submit a full assessment retake to receive scores for the fulfillment of program and/or state requirements. A candidate may resubmit other tasks and parts of the original submission without revision if the items were not noted as the reason for the administrative review. Please note, any use of previously submitted materials must take into account assurance of the originality of the candidate's work.

**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. Faculty should work with candidates to help them decide if they should submit a retake, and if so, for which tasks. Next, faculty should continue to consult with candidates to determine the materials needed according to the retake specifications described in the remaining sections of this document.**

## 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 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](#) for candidates.

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.

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. 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. 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.

In addition, note that if candidates initially decide to retake only one or two tasks, they 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 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.

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

## 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.

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.

## edTPA Retake Specifications

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"> <li><b>Task 1 – All Parts per your edTPA handbook.</b> This may include the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students.</li> </ul>
	Task 2	<ul style="list-style-type: none"> <li><b>Task 1 – Submit only Parts listed below.<sup>4</sup></b> <ul style="list-style-type: none"> <li>➤ Part A: Complete Context for Learning Information<sup>5</sup> (all fields)</li> <li>➤ Part B: Lesson Plans for Learning Segment <ul style="list-style-type: none"> <li>○ ONLY submit the lesson plan(s) associated with the video clip(s) in Task 2 (all fields)</li> </ul> </li> <li>➤ Part C: Instructional Materials <ul style="list-style-type: none"> <li>○ ONLY submit the instructional materials associated with the lesson plan(s) featured in the video clips in Task 2 (all fields)</li> </ul> </li> <li>➤ Part E: Planning Commentary <ul style="list-style-type: none"> <li>○ Prompt 1a-b (all fields except Special Education)</li> <li>○ Prompts 1a and 2 (Special Education)</li> </ul> </li> </ul> </li> <li><b>Task 2 – Submit all Parts (artifacts and commentary) per your edTPA handbook</b></li> </ul>
	Task 3	<ul style="list-style-type: none"> <li><b>Task 1 – Submit only Parts listed below.<sup>4</sup></b> <ul style="list-style-type: none"> <li>➤ Part A: Context for Learning Information (for Special Education only)</li> <li>➤ Part E: Planning Commentary <ul style="list-style-type: none"> <li>○ For Special Education, Prompts 2 and 4a</li> <li>○ For World Language and Classical Languages, Planning Commentary is not required</li> <li>○ For all other fields, Prompt 4</li> </ul> </li> </ul> </li> <li><b>Task 3 – Submit all Parts (artifacts and commentary) per your edTPA handbook.</b></li> </ul>
	Task 4 (Elementary Education only)	<ul style="list-style-type: none"> <li><b>Task 4 – Submit all Parts (artifacts and commentary) per your edTPA Handbook.</b> This may include the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students.</li> </ul>

<sup>4</sup> 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).

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



## edTPA Retake Policies

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
<b>Low total score</b> (did not meet the performance standard)	<ul style="list-style-type: none"> <li>○ If the candidate is teaching the same group of students as in the original submission, the original context for learning artifact may be resubmitted.</li> <li>○ Previously submitted Task 1 materials can accompany a Task 2 and/or 3 retake if: <ul style="list-style-type: none"> <li>➤ The candidate is not retaking Task 1, and these materials are only being submitted for context AND</li> <li>➤ The prior Task 1 materials still apply to the learning segment within the retake</li> </ul> </li> </ul>
<b>Condition codes were applied</b> (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.
<b>Score Void</b> (requires a full assessment retake)	When submitting a full assessment retake due to a score void, the candidate may resubmit other tasks and parts of the original submission without revision if the items were not noted as the reason for the administrative review. Please note, any use of previously submitted materials must take into account the originality of the candidate's work.

- **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 the candidate has recorded additional video

# SCALE

Stanford Center for Assessment, Learning, & Equity

Copyright © 2017 Board of Trustees of the Leland Stanford Junior University. All rights reserved.  
edTPA is a trademark of Stanford or its affiliates.

Use, reproduction, copying or redistribution of trademarks, without the written permission of Stanford or its affiliates is prohibited.

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 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.
- ii. *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.

- **Multiple task retakes**

- The candidate 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.
- Candidates 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 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](http://www.edTPA.com), log in to their account, and follow the system instructions.



## 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.
  - 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](http://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](http://edtpa.aacte.org) and for candidates at [edtpa.com](http://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.

## SCALE

Stanford Center for Assessment, Learning, & Equity

Copyright © 2017 Board of Trustees of the Leland Stanford Junior University. All rights reserved.  
edTPA is a trademark of Stanford or its affiliates.

Use, reproduction, copying or redistribution of trademarks, without the written permission of Stanford or its affiliates is prohibited.

## **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.