

edTPA Quiz – Answer Key – All Programs

Important: for all questions if the answer choice is in **bold** then that is the correct answer(s). All programs will have answered the first 15 questions regardless of program.

1. The purpose of the edTPA nationally available performance based assessment is to measure novice teacher readiness. The assessment is designed with focus on student learning and principles from research and theory. Which of the following findings about successful teaching is the assessment based on? (Check all that apply.)

Develop knowledge of subject matter

Develop and apply knowledge of varied students' needs

Consider research and theory about how students learn

Reflect on and analyze evidence of the effects of instruction on student learning

2. The edTPA product is an assessment that is composed of which of the following tasks?
Pre-testing, Instruction, Post-testing, and Data Analysis Reflections
Planning, Instructing, and Assessing Students
Collecting Student Evidences, Reflecting on Performance, and Analyzing Research and Theory
Planning, Instructing, and Assessing Academic Language Functions

3. The edTPA product requires two types of evidence of teaching practice: artifacts and commentaries. Which of the following best describes what is meant by "artifacts"?

Authentic work completed by you

Authentic work completed by your students

Opportunities for you to describe your work

Analysis of your teaching practice and student learning

Authentic work completed by you and your students

4. Scoring for the edTPA product is done by the use of rubrics of which there are between 13-18 depending on your program. In which section of your Handbook will you find how these rubrics are organized?

What Do I Need to Think About?

What Do I Need to Do?

What Do I Need to Write?

How Will the Evidence of My Teaching Practice Be Assessed?

5. The edTPA Tasks and Cycle of Effective Teaching have very distinct descriptive language. Which component is being described in the following:

" Learning Environment, Engagement in Learning, Deepening Thinking, Subject-Specific Pedagogy"

Planning

Academic Language Function

Instruction

Assessment

6. The edTPA product requires candidates to plan, teach, and analyze what is referred to as a "learning segment." Which of the following descriptions below best defines this "learning segment"?

3-5 consecutive learning objectives

3-5 academic language functions

3-5 consecutive lessons the equivalent of the 3-5 contact hours

3-5 assessments for the 3-5 learning objectives

7. In Task 1 for planning, the guidelines for lesson plan page lengths are very clear. ONLY 4 pages are allowed. Which of the following suggestions will assist candidates in submitting all related materials without exceeding limits?

Candidates can submit an additional 5 pages of related materials referred to as "Instructional Materials"

Candidates can submit an additional 5 pages per lesson plan of related materials referred to as "Instructional Materials"

Candidates can submit an additional page of citations and hyperlinks for scorers to review

Candidates can submit an additional 5 pages of various assessments from the learning segment referred to as "Assessments"

8. Lesson plans submitted for the edTPA product by candidates must include all of the following EXCEPT?

State-adopted student academic content standards

Informal and formal assessments used to monitor student learning

Instructional strategies and learning tasks

Instructional resources and materials

Content related theory and research

9. The Context for Learning requires candidates to gather information about the school and classroom in which they will complete their lessons. What information about the school must be included? (Check all that apply.)

Type of school

Location of school

Special features of school or classroom

Name of school

10. The Context for Learning requires candidates to gather information about the school and classroom in which they will complete their lessons. For how many students will you collect work samples?

1

2

3

4

11. The Context for Learning requires candidates to gather information about the students with whom they will complete their lessons. The following specific learning needs should be included in your Context for Learning and should be addressed in your planning. (Check all that apply.)

IEPs/504 plans

Other learning needs

Specific language needs

Require additional support

12. Guidelines specify the maximum length of the complete product. The Context for Learning can be no longer than:

2 pages, including prompts

2 pages, NOT including prompts

4 pages, including prompts

4 pages, NOT including prompts

13. The Context for Learning requires you to gather information about the specific learning needs of students in your class. How many of your focus students are required to present a specific learning need?

At least 1

At least 2

At least 3

At least 4

14. Professional responsibilities for teacher candidates are outlined in your handbook. What recommendations are made for protecting students in your classroom? (Check all that apply.)

Use pseudonyms or generalities rather than names or locations

Mask student names on artifacts

Acquire the permission from students and parents

Use students' full names in related artifacts

15. This designates your program and thus has no right/wrong answer.

The Next Section will use Skip Logic and will be Questions by Program area.

The following 7 Questions (16-22) are for SPED ONLY candidates.

16. Candidates in Special Education or SPED unlike other programs will only focus on 1 individual student for their product. Which statement below best describes that "focus student"?

Focus Students for SPED must be in an occupational track

Focus Students for SPED must be involved in an inclusion track

Focus Students need only have one area of need listed in their IEP

Focus Students need to have multiple learning needs listed in their IEP

17. According to Task 1, Planning Rubric 1, a SPED candidate is a level 3 and deemed "ready to teach" if they are able to demonstrate which of the following planning traits?

"Candidate's plans for instruction are loosely connected but contain pedagogical strategies that are age appropriate."

"Candidate's plans for instruction build upon each other to support student learning...."

"The identified individualized education plan (IEP) lesson objectives, supports, or learning tasks are consistently aligned"

"Plans for instruction include strategies to enhance maintenance and/or self-directed use of knowledge and skills."

"Candidate's plans for instruction are directly connected to a summative assessment that evaluates student knowledge and/or skills."

18. According to Task 1, Rubric 2, a candidate in SPED is a level 3 and deemed "ready to teach" when they "tailor strategies" for the focus learner. Which of the following statements best describes how a candidate might do this?

Prior learning and experiences

Social and emotional development

Personal, family, community, and cultural assets

All of the above

None of the above

19. In Task 1, Rubric 3, candidates are warned not to take a "deficit view" of their students or receive an automatic score of 1. Which of the following best describes what is meant by a "deficit view"?

Demoralizing descriptions of student learning abilities

Complimentary descriptions of student learning abilities

Demoralizing descriptions of the specific tasks in the product

Failing to identify student needs listed in the Context for Learning

20. In Task 1, Planning Rubric 3, SPED candidates that are deemed "ready to teach" must show evidence that their planned support strategies make general connections to the focus learner's strengths and needs as well to research and/or theory. Which of the following statements clarifies what this would actually look like?

Candidate's justification of learning tasks for the learning goal includes a pattern representing a deficit view of a learner or his/her background.

The candidate has considered the focus learner's needs OR research/theory when planning, but not in a detailed way.

There is little or no justification of instruction and support strategies but there are ample examples of research/theory.

There is justification for instruction and support strategies but vague and unclear descriptions of research/theory.

The candidate explains the relevance of instruction and specific planned support strategies with general references to research/theory.

21. In Task 1, Planning Rubric 4, the focus is on the Focus Learner's use of Expressive/Receptive Communication. Of the choices below which best represents what is meant by expressive/receptive communication skills?

Establishing/maintaining interpersonal relationships

Use of assistive technology

Use of vocabulary (words, symbols, signs, behaviors)

All of the above

None of the above

22. In Task 1, Planning Rubric 5, for SPED a level 3 or "ready to teach" candidate must meet all of the following criteria for their supports EXCEPT?

Focus Learner baseline data

Alignment to lesson objectives

An appropriate level of challenge for Focus Learner

Daily assessment records

The following 7 Questions (23-29) are for Birth to Kindergarten ONLY candidates.

23. According to Task 1, Planning Rubric 1, a candidate is a level 3 or "ready to teach" if they are able to demonstrate which of the following planning traits?

"Candidate's plans for instruction are loosely connected but contain pedagogical strategies that are age appropriate."

"Candidate's plans for instruction build upon each other to support student learning...."

"The identified individualized education plan (IEP) lesson objectives, supports, or learning tasks are consistently aligned."

"Plans for instruction include strategies to enhance maintenance and/or self-directed use of knowledge and skills."

"Candidate's plans for instruction are directly connected to a summative assessment that evaluates student knowledge and/or skills."

24. In Task 1, Planning Rubric 2, the Birth to Kindergarten candidates' plans include which of the following criteria to meet the level 3 rating for being "ready to teach"?

Planned supports are tied to learning objectives, the central focus, and the learning characteristics of the whole class.

Planned supports are tied to learning objectives, the central focus, and provide opportunities for individual learner characteristics.

Planned supports are tied to learning objectives, the central focus, and provide opportunities for expressive communication learners.

Planned supports are tied to learning objectives, the central focus, and the ability to communicate through the identified additional language.

25. In Task 1, Rubric 3, candidates are warned not to take a "deficit view" of their students or receive an automatic score of 1. Which of the following best describes what is meant by a "deficit view"?

Demoralizing descriptions of student learning abilities

Complimentary descriptions of student learning abilities

Demoralizing descriptions of the specific tasks in the product

Failing to identify student needs listed in the Context for Learning

26. In Planning Task 1, Rubric 3 refers to "personal, cultural, community or developmental assets". Which of the following descriptions below best exemplifies what is meant by these "cultural assets"?

Candidate connects a lesson/support to a novel in which the narrative while in English also involves many terms in Arabic that are translated.

Candidate connects a lesson/support to a local sports team and their rise from obscurity at the same time the city also enjoys a rebirth.

Candidate connects a lesson/support to the impact of Social Media on the lives of the students of the millennial generation.

Candidate connects a lesson/support to the students in the class and how their bodies will change over the next few years.

27. In Task 1, Planning Rubric 4, candidates across all programs and curricular focus address the teaching of language skills. In Birth to Kindergarten though which of the following best describes a candidate "ready to teach" in this area?

Plans include supports that involve vocabulary development

Plans include the use of vocabulary and at least one identified language function

Plans include supports that monitor the development of communicative proficiency in the target language

Plans include supports that address student use of either syntax or discourse

28. In Task 1 Planning, the focus of Rubric 4 is the identification and support of language development. In Birth to Kindergarten, how is "vocabulary" defined?

Developmentally appropriate words that children must use in the learning experience

Developmentally appropriate language that emerges through discussion during the learning experience

Developmentally appropriate sounds, words, phrases, and paragraphs that children must use to create or engage in the learning experience

Developmentally appropriate words related to the central focus that children use to create or engage in the learning experience

29. In Task 1, Planning Rubric 5, the focus for all programs is the use of assessments for the target class for the edTPA product both formal and informal. For Birth to Kindergarten candidates however, the use of the term "modalities" is specific only to that program. Which of the following best describes what is meant by "modalities"?

Assessments that can involve text, visual, linguistic, or spatial tasks

Assessments limited to performance based outcomes

Assessments that involve writing intensive tasks

Assessments that focus on collaborative learning tasks and outcomes

The following 7 questions (30-36) should have been chosen for ELED and all MDSK core programs.

30. According to Task 1, Planning Rubric 1, a candidate is a level 3 or "ready to teach" if they are able to demonstrate which of the following planning traits?

"Candidate's plans for instruction are loosely connected but contain pedagogical strategies that are age appropriate."

"Candidate's plans for instruction build upon each other to support student learning...."

"The identified individualized education plan (IEP) lesson objectives, supports, or learning tasks are consistently aligned."

"Plans for instruction include strategies to enhance maintenance and/or self-directed use of knowledge and skills."

"Candidate's plans for instruction are directly connected to a summative assessment that evaluates student knowledge and/or skills."

31. According to Task 1, Planning Rubric 2, a candidate is a level 3 or "ready to teach" if their planned supports meet the following criteria?

Planned supports are tied to learning objectives, central focus, and involve strategies for multiple learning preferences

Planned supports are tied to learning objectives, central focus, and involve IEP and 504 required accommodations

Planned supports are tied to learning objectives, central focus, and with attention to the characteristics of the class as a whole

Planned supports are tied to learning objectives, central focus, and involve personalized learning outcomes

32. In Task 1, Rubric 3, candidates are warned not to take a "deficit view" of their students or receive an automatic score of 1. Which of the following best describes what is meant by a "deficit view"?

Demoralizing descriptions of student learning abilities

Complimentary descriptions of student learning abilities

Demoralizing descriptions of the specific tasks in the product

Failing to identify student needs listed in the Context for Learning

33. In Planning Task 1, Rubric 3 refers to "personal, cultural, community or developmental assets". Which of the following descriptions below best exemplifies what is meant by these "cultural assets"?

Candidate connects a lesson/support to a novel in which the narrative while in English also involves many terms in Arabic that are translated.

Candidate connects a lesson/support to a local sports team and their rise from obscurity at the same time the city also enjoys a rebirth.

Candidate connects a lesson/support to the impact of Social Media on the lives of the students of the millennial generation.

Candidate connects a lesson/support to the students in the class and how their bodies will change over the next few years.

34. In Task 1, Planning Rubric 4, the emphasis is on Identifying and Supporting Language Demands. Candidates who are at a level 3 or deemed "ready to teach" are required to address two or more of the 4 language demands. Which statement about these demands is TRUE?

Candidate's two or more demands MUST include the Function

Candidate's two or more demands MUST include either Syntax or Discourse

Candidate's two or more demands MUST include Vocabulary

Candidate's two or more demands MUST include both Function and Vocabulary

35. In Task 1, Planning Rubric 4, candidates are expected to use two or more Language Demands. Sometimes it is unclear to candidates what is meant by these demands. Check all boxes below that are TRUE statements about these demands. (Check all that apply.)

The language function is merely an action verb that is best used with specific content areas.

Vocabulary as a demand is focused solely on that specific content vocabulary of the candidate.

Syntax is easily applied as a demand by simply having students fill out a graphic organizer.

Discourse is easily applied as a demand by creating discussion questions for the class around the Central Focus.

36. In Task 1, Planning Rubric 5, candidates are expected to create assessments to monitor student progress throughout the "learning segment". Indicate which of the following statements about assessments are TRUE. (Check all that apply.)

Candidates must create at least one formal summative assessment as part of Task 1.

Candidates must submit the assessment used in Task 3 as part of the assessments in Task 1.

Candidates can submit informal assessments such as discussion questions or warm-ups and exit tickets.

Candidates can submit ONLY formal assessments or student work graded and given feedback.

The following 7 questions (37-43) are for FLED students ONLY.

37. According to Task 1, Planning Rubric 1, a candidate is a level 3 or "ready to teach" if they are able to demonstrate which of the following planning traits?

"Candidate's plans for instruction are loosely connected but contain pedagogical strategies that are age appropriate."

"Candidate's plans for instruction build upon each other to support student learning...."

"The identified individualized education plan (IEP) lesson objectives, supports, or learning tasks are consistently aligned."

"Plans for instruction include strategies to enhance maintenance and/or self-directed use of knowledge and skills."

"Candidate's plans for instruction are directly connected to a summative assessment that evaluates student knowledge and/or skills."

38. In Task 1, when FLED candidates begin planning their learning segment, they should do which of the following?

Provide connections between language forms and functions in the target language focusing on the interpretive mode of communication.

Provide connections between language forms and functions in the target language focusing on interpretive language and interpersonal OR presentational modes of communication.

Provide connections between language forms and functions in the target language focusing on interpretive language as well as interpersonal and presentational modes of communication.

Provide connections between language forms and functions in the target language focusing on interpretive language as well as interpersonal and presentational modes of communication while also referring to meaningful cultural contexts.

39. According to Task 1, Planning Rubric 2, a candidate is a level 3 or "ready to teach" if their planned supports meet the following criteria?

Planned supports are tied to learning objectives, central focus, and involve strategies for multiple learning preferences.

Planned supports are tied to learning objectives, central focus, and involve IEP and 504 required accommodations.

Planned supports are tied to learning objectives, central focus, and with attention to the characteristics of the class as a whole.

Planned supports are tied to learning objectives, central focus, and involve personalized learning outcomes.

40. In Task 1, Rubric 3, candidates are warned not to take a "deficit view" of their students or receive an automatic score of 1. Which of the following best describes what is meant by a "deficit view"?

Demoralizing descriptions of student learning abilities

Complimentary descriptions of student learning abilities

Demoralizing descriptions of the specific tasks in the product

Failing to identify student needs listed in the Context for Learning

41. In Planning Task 1, Rubric 3 refers to "personal, cultural, community or developmental assets". Which of the following descriptions below best exemplifies what is meant by these "cultural assets"?

Candidate connects a lesson/support to a novel in which the narrative while in English also involves many terms in Arabic that are translated.

Candidate connects a lesson/support to a local sports team and their rise from obscurity at the same time the city also enjoys a rebirth.

Candidate connects a lesson/support to the impact of Social Media on the lives of the students of the millennial generation.

Candidate connects a lesson/support to the students in the class and how their bodies will change over the next few years.

42. In Task 1, Planning Rubric 4, FLED candidates are expected to create assessments to monitor student progress throughout the "learning segment". Indicate which of the following statements about assessments are TRUE. (Check all that apply.)

Candidates must create at least one formal summative assessment as part of Task 1.

Candidates must submit the assessment used in Task 3 as part of the assessments in Task 1.

Candidates can submit informal assessments such as discussion questions or warm-ups and exit tickets.

Candidates can submit ONLY formal assessments or student work graded and given feedback.

43. When writing the Task 1 Commentary, FLED candidates' Central Focus should address which of the following statements?

Students' development of communicative proficiency in the target language in all three modes of communication

Students' development of communicative proficiency in the target language only for presentational communication

Students' development of communicative proficiency in the target language only for interpretive communication

Students' development of communicative proficiency in the target language only for interpersonal communication

Questions 44-53 will deal with Task 2 for ALL programs.

44. In Task 2, Instruction, students will capture video clips, and those recorded video clips of your instruction should include which of the following?

Only show you teaching

Should only show students from the backs of their heads

Should have no other adults in the video

Should be a balanced combination of your instruction to include video of your students interacting while learning

45. The Task 2 Instruction section of the Handbook for all programs clearly states that candidate video clips regardless of length must NOT be edited. Which statement below best explains what is meant by "no editing"?

Candidate video clips must be continuous for specified lengths with no breaks.

Candidate video clips can merge scenes of best practices.

Candidate video clips can have close captions and scene introductions.

Candidate video clips can come from multiple groups of students.

46. Task 2, Instruction, requires candidates to acquire video permission requests. Which of the following statements about the requests are true? (Check all that apply.)

Permissions are completed by the parents/guardians of students and any other adults appearing in the video.

Permissions get uploaded to Pearson with Task 2.

Permissions are not necessary as long as the school has their own forms on file.

Permissions are not needed in secondary school classrooms.

47. Which of the following statements best describes what candidates should capture in the Task 2 Instruction video clips?

An entire lesson from start to finish

Can be up to 90 minutes in length

Are snapshots from your lesson and should focus on students' engagement and interaction

Should be edited to show the maximum "hot points" from your teaching

48. The Task 2 Instruction video clips must involve how many students?

The whole class with no fewer than 25 students

A minimum of 4 students

The best and worst students in your group

Only the kids who need extra help (have an IEP, are ELs, etc)

49. Which of the following statements is TRUE about your Task 2 Instruction video clips in relation to your 3-5 Lesson Plans for Task 1?

From the first lesson and the last lesson

From the best lesson that shows students passing the assessment

From the first lesson to give context

From any lesson within the unit (and can be a combination)

50. The Task 2 Instruction video clips must display content-specific information for your program. Which of the following aspects is also useful for scorers to judge candidate ability?

That the use of students' home and community lives are greatly valued references within the learning experience

That students are in school and should only focus on academics

That students are equal, and therefore you shouldn't make reference to any differences

That culture and race are irrelevant in school

51. Observation of the Task 2 Instruction video clips should show the actual students doing which of the following?

Students working independently to be sure the scorer knows they aren't cheating

Students interacting with each other and using new academic language in new ways with each other

Students only speaking English in all classes

Students' grammatical errors being corrected aloud by the candidate

52. Scorers for the edTPA product will want to observe candidates' ability to manage their classrooms. Which of the following statements best exemplifies what they can expect to see?

Strict control (no talking!)

All students behaving all the time and if not, re-record

No interruptions from anyone

You directing and re-directing as needed with real-world situations

53. In your Task 2 Instruction Commentary, when it comes time to discuss your proposed changes, make sure you mention which of the following?

Only talk about students' behaviors and how you would be better at classroom management.

Only discuss what would help the student who performed the worst in your class.

Provide suggestions for changes that would have helped the whole class and any individuals with special requirements for learning.

List the reasons why you believe the students didn't do well on their assessments.

Questions 54-62 refer to Task 3 and will be completed by students in ALL programs.

54. Task 3 is focused on Analyzing Student Learning. Which of the following statements are TRUE about the evidence candidates are required to submit? (Check all that apply.)

Evidence to show how students' learning was connected to your lesson goals

Evidence to show you have provided meaningful feedback for students

Evidence that indicates the next steps needed in your instruction, based on students' outcomes

Evidence that is based on specific pedagogical research/theory

55. The Task 3 assessment that the candidate provides must meet which of the following criteria?

Must include a pre and posttest

Should only include results from students with IEPs

Is one assessment from your learning segment that is completed by the whole class

Should only be a multiple choice or standardized test

56. The candidate's chosen Task 3 assessment should also include which of the following?

The most difficult/challenging of all your tests

Show that students demonstrated learning new content and possibly new academic language from specific lesson goal(s) within the segment

Be related to only grammatical progress

Be very broad and not necessarily connected to lesson goals but more open-ended and inclusive

57. Feedback from candidates to their students is very important to the scoring of Task 3. Which of the following statements best explains how that feedback should be submitted?

Must be from the focus students (number may vary by program BUT most will have 3)

Must be summarized on one document where you generalize your feedback

Can only be in written form by candidates

Can only be audio recordings of you having a conversation with your students

58. In the Task 3 rubric that focuses on "Student Understanding and Use of Feedback," candidates will need to do which of the following?

Give limited feedback so you don't overwhelm kids.

Be general so students can apply your feedback in many ways.

Focus on grammar.

Describe how your focus students will understand and use your feedback related to the learning goals

59. In Task 3, candidates are asked to analyze the results of the focus students as well as the class as a whole. Which of the following statements best explains what this analysis should contain?

Focus on describing what students did right and wrong with some examples to demonstrate patterns of learning.

Focus on describing only what students didn't do well.

Focus on describing how the students' performance demonstrates how effective you are as a teacher.

Focus on describing only what students did well.

60. Which of the following statements best explains how candidates can provide evidence of student outcomes?

Work samples from your top student and your worst student

Work samples from your entire class

Work samples only from students who speak a language other than English or have an IEP

Work samples from specific focus students (number may vary by program)

61. In the Task 3 Commentary, candidates are prompted to do which of the following?

Write as much as you want.

Stick to the single-spacing and page-limit requirements, including the prompts.

Write three paragraphs per question prompt.

Include hyperlinks to your video recordings.

62. In Task 3, there will be additional documents that candidates will be asked to upload. Which of the following best describes these additional documents?

Photographs or scans of your students showing their work

A description of a bulletin board you created with students' work samples

Your assessment, the student work samples, the evidence of your feedback, and your scoring rubric

Only one chart of students' progress for whole class and focus student(s)

Question 63 asks for program again just like in Question 15, if you are any program BUT ELED this is where you finished. ELED candidates completed questions 64-73 in reference to Task 4 which is ONLY part of that program.

64. edTPA focuses on instruction in multiple areas. Task 4 centers around instruction for what subject area?

Math

Literacy

Social studies

Science

65. Learning segments are a collection of related, consecutive lessons. How many lessons are included in a learning segment?

1-2

3-5

5-7

7-10

66. Which of the following should be the central focus of the learning segment? (Check all that apply.)

Conceptual understanding

Procedural fluency

Mathematical reasoning

Problem-solving skills

67. edTPA has precise guidelines on how to collect and analyze student work to determine patterns of learning within the class. How should this data be collected?

Develop or adapt a formative assessment

- Ask clinical educator for feedback
- Follow curriculum guidelines
- Consult students' previous classwork

68. Instruction in the learning segment should re-engage students in learning. On what should you base the targeted learning objective for the re-engagement?

Students' performance

- Curriculum standards
- School goals
- Educational philosophy

69. edTPA asks for student work samples to demonstrate an area of struggle identified in your analysis. How many work samples are required?

- 1
- 2
- 3**
- 4

70. With these works samples, you should provide which of the following? (Check all that apply.)

Analysis of errors

Misconceptions related to the struggle

- Clinical educator's feedback
- School performance data

71. Once you teach your lesson, you will complete the Assessment Commentary. What is the focus of the Assessment Commentary?

Analysis of student learning

- Analysis of curriculum standards
- Analysis of school demographics
- Analysis of students' abilities

72. The Assessment Commentary asks for a report of students' performance. How should this information be presented? (Check all that apply.)

As a graphic (chart or table) or narrative

Within a recording of the learning segment

- As a reference to publish curriculum
- As a general reference to class performance

73. edTPA provides rubrics for scoring products. Which rubrics are used to score Task 4? (Check all that apply.)

15

16

17

18