



EDTPA - TRANSFERRING YOUR PORTFOLIO FOR SCORING

Deadlines

- Tuesday, October 14th – edTPA must be submitted to Pearson for scoring.
- Submit to Pearson
- Email permission slips to Dr. Kerschen
- Optional Writing Day: Sunday, October 12th from 3:00 – 6:00

Deadlines

- Authorization Key Issue – Update

Video Clips

- Make sure the audio is easy to understand
 - Provide transcripts if necessary
 - Focus on the clip emphasis listed in the handbook.
- Please email me your permission slips!

Video Resources from the CUNE website. Also see resources on C&W

- Chalk and Wire includes several suggested resources for assisting with video editing and compressing.
 - Chalk and Wire Video Recording and Editing Resources
<http://userguide.chalkandwire.com/m/14415/l/220725-how-do-i-edit-a-video-before-uploading-it-to-chalk-wire> (At the bottom of the webpage, there are links for users using Macs and users using Windows.)
 - Chalk and Wire also describes the type and size of files required for uploading your video clips.
 - If your video is too large, Chalk and Wire provides information on a free resource to compress your video file:
<http://userguide.chalkandwire.com/m/14415/l/211303-why-can-t-i-upload-my-video-to-chalk-wire>
 - Chalk and Wire Recommendations for uploading files directly from a mobile device: <http://userguide.chalkandwire.com/d/qjwyvq>

Video Clips

- If your video file is too large to upload to C&W, and the resource they provided did not work, try the following for compressing your video:
- <https://handbrake.fr/downloads.php>
- There are some video guides online that can walk you through this process.
 - See the links on our website: <https://wp.cune.edu/educationdepartment/edtpa/task-2-instruction-video-suggestions/>
- Google, “handbrake edTPA”
- I also have some handouts that could help
- Make sure you make an extra copy of your video just in case.

- If you use this resource, review your compressed video for quality.

Video Support – Compressing your video files

- Handbrake is another video compression resource used by institutions with the edTPA: [Handbrake-Video-Editing](#) .

How to prepare your video using Handbrake



Education IT has begun recommending a video compression/conversion tool called "Handbrake" that is available for both Windows and Macintosh computers. Handbrake can trim, compress and convert your video into an industry standard MP4 file which will work with edTPA, Blackboard, and other systems. Below are instructions for using Handbrake.

- 1. If you need to trim your video:** Determine the precise times where you want to start and end your trimmed video clip by watching in your preferred video player. Write down the begin and end times. If you just need to convert/compress your video *without* trimming, then continue with the steps below.
- 2. Open Handbrake**
 - a. Available for both PC and Mac through a free download from:
<https://handbrake.fr/downloads.php>

Mac users: Please see this PDF document if your Mac complains about running Handbrake:
<http://edit.education.purdue.edu/ts/Allow-Handbrake-Mac.pdf>

Task 3: Reminders

- Evaluation Criteria
- Review my emails with prompt suggestions.

Task 3: Reminders

- Review your handbook **and the suggestions in the email I sent on Monday.**
- Typically, you are focusing on one single assessment from your 3 days related to the central focus
- Whole class analysis
- Focus student analysis
- Feedback
- Consider an assessment that gives you rich evidence. It's okay if there is mixed performance.

Task 3: Reminders

1. Analyzing Student Learning

- a. Identify the specific learning objectives measured by the assessment you chose for analysis.
- b. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.
- c. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning **for the whole class** and differences for groups or individual learners relative to
 - the essential literacy strategy
 - related skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

- d. If a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- a. Identify the format in which you submitted your evidence of feedback for the 3 focus students. Choose one of the following:
 - Written directly on work samples or in separate documents that were provided to the focus students
 - In audio files
 - In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.
- c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.

Task 3: Reminders –Evidence of Feedback

Instructions & Support Resources	
Task 1: Planning for Instruction and Assessment	
Task 1: Part A: Context for Learning Information	
Task 1: Part B: Lesson Plans for Learning Segment	
Task 1: Part C: Instructional Materials	
Task 1: Part D: Assessments	
Task 1: Part E: Planning Commentary	
Task 2: Instructing and Engaging Students in Learning	
Task 2: Part A: Video Clip(s)	
Task 2: Part B: Instruction Commentary	
Task 3: Assessing Student Learning	
Task 3: Part A: Student Work Samples	
Task 3: Part B: Evidence of Feedback	
Task 3: Part C: Assessment Commentary	
Task 3: Part D: Evaluation Criteria	

Task 3: Reminders

3. Evidence of Language Understanding and Use

When responding to the prompt below, use concrete examples from the video clip(s) and/or student work samples as evidence. Evidence from the clip(s) may focus on one or more students.

You may provide evidence of students' language use **from ONE, TWO, OR ALL THREE of the following sources:**

1. Use video clips from Instruction Task 2 and provide time-stamp references for evidence of language use.
2. Submit an additional video file named "Language Use" of no more than 5 minutes in length and cite language use (this can be footage of one or more students' language use). Submit the clip in Assessment Task 3, Part B.
3. Use the student work samples analyzed in Assessment Task 3 and cite language use.

- a. Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the
 - selected language function,
 - vocabulary or key phrases, AND
 - discourse or syntaxto develop content understandings.

4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
 - For the whole class
 - For the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, English learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

- b. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.

Task 3: Reminders – Feedback / Secondary Handbooks

or audio work sample must be no more than 3 minutes in total running time.

- **Select 3 student work samples** that represent the patterns of learning (i.e., what individuals or groups generally understood and what a number of students were still struggling to understand) you identified in your assessment analysis. These students will be your **focus students** for this task. **At least one of the focus students must have an identified learning need** (for example, an English learner, a student with an IEP [Individualized Education Program] or 504 plan, a struggling reader, an underperforming student or a student with gaps in academic knowledge, and/or a gifted student needing greater support or challenge).

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edTPA Secondary English Language Arts Assessment Handbook

- **Document the feedback** you gave to each of the **3 focus students** on the work sample itself, as an audio clip, or as a video clip. You must submit evidence of the actual feedback provided to each focus student, and not a description of the feedback.
- If you submit a student work sample or feedback as a video or audio clip and comments made by you or your focus student(s) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (**no more than 2 additional pages**) to the end of the Assessment Commentary; 2) embed quotes with time-stamp references in the commentary response; or 3) insert captions in the video (captions for this purpose will be considered permissible editing).
- If you submit a student work sample or feedback as a video or audio clip and additional students are present, clearly identify which students are your focus students in the relevant prompts (1d and 2a) of the Assessment Commentary (**in no more than 2 sentences**).

focus student(s) (e.g., position, physical description) whose work is portrayed.

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

- Identify the format in which you submitted your evidence of feedback for the 3 focus students. Choose one of the following:
 - Written directly on work samples or in separate documents that were provided to the focus students
 - In audio files
 - In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

Submitting your edTPA Procedures

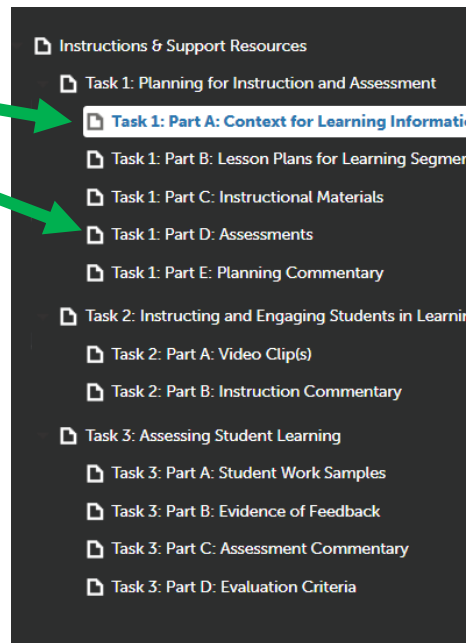
- See the Chalk & Wire “edTPA User Guide” on the website

[C&W edTPA_User_Guide](#) (This document has information and steps related to transferring your edTPA from Chalk and Wire to Pearson for scoring.)

Submitting your edTPA Procedures

- When you have uploaded all the necessary files and documents to C&W, the icons (under each Task title line) in your table should all turn green.

GREEN



Submitting your edTPA Procedures

- Click on any section from the Tasks.
- Click on the “Transfer To Pearson” button
- You only have to do this once, not for each section!
 - *The submit button will not be an option for you.*
- You must make sure you entered your Authorization Key before submitting your edTPA. This is what was sent to you when your registered on the Pearson website during our writing day.



Submitting your edTPA Procedures

- Once the submission process starts, it can take anywhere from a few hours to 48 hours for your transfer to be completed.
- You will receive an email from Pearson when your transfer process is complete (Check your junk folder) (you can always log in and check as well)
- Once you receive this email, you need to log on to Pearson to complete the process.

Submitting your edTPA Procedures

- Once you log on to Pearson, you will be asked to double check your files one last time prior to submitting for scoring.
- WHEN REVIEWING YOUR FILES, IF YOU NOTICE A MISTAKE OR NEED TO CHANGE SOMETHING, PLEASE GO BACK TO CHALK AND WIRE, UPLOAD THE CORRECT FILE, AND START THE TRANSFER PROCESS OVER AGAIN

My Secondary Science Transfer & Submission Status:

Use this page to check your portfolio's status through the process of transferring and submitting.

Remember : Allow adequate time before your planned submission date to transfer, review and submit your portfolio in the Pearson ePortfolio system at edTPA.com.

Welcome Gina.

[Refresh](#)



1. Register



2. Authorization Key



3. Transfer



4. Review & Submit

Your Authorization Key:

4. Review & Submit

Your next step is to review and submit your portfolio in the Pearson ePortfolio system.

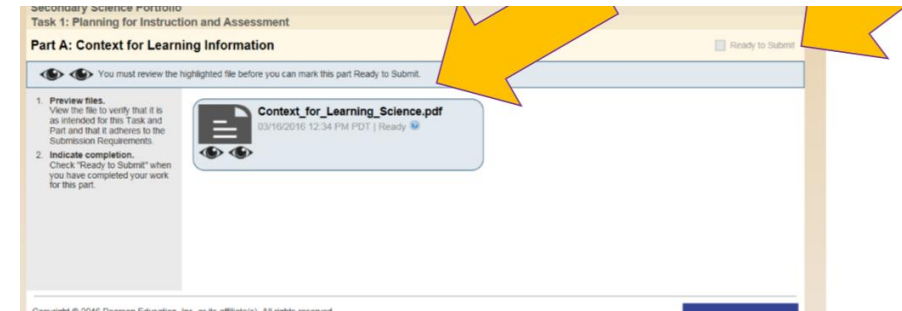
Review all transferred files in their entirety to make sure they appear as you intend. When you have finished reviewing each Part, mark it "Ready to Submit." When every Part is ready, submit your portfolio for scoring.

[Review and Submit your portfolio](#)

Need to correct one or more files? Make the correction in your platform provider's system and then repeat the transfer process. You may be prompted to re-enter your authorization key, so make note of that now.

Submitting your edTPA Procedures

- Double check each file on Pearson, watch your video clips again, etc.



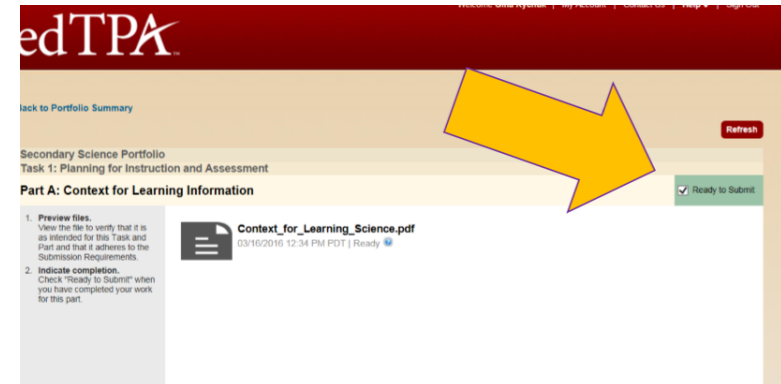
1. Read task instructions. Show and read instructions for each task.
2. View your work. Complete all parts for each task by reviewing your files.
3. Submit your portfolio. When you have indicated that each part is "ready to submit," submit your portfolio for scoring.

When should I submit?

Portfolio Summary

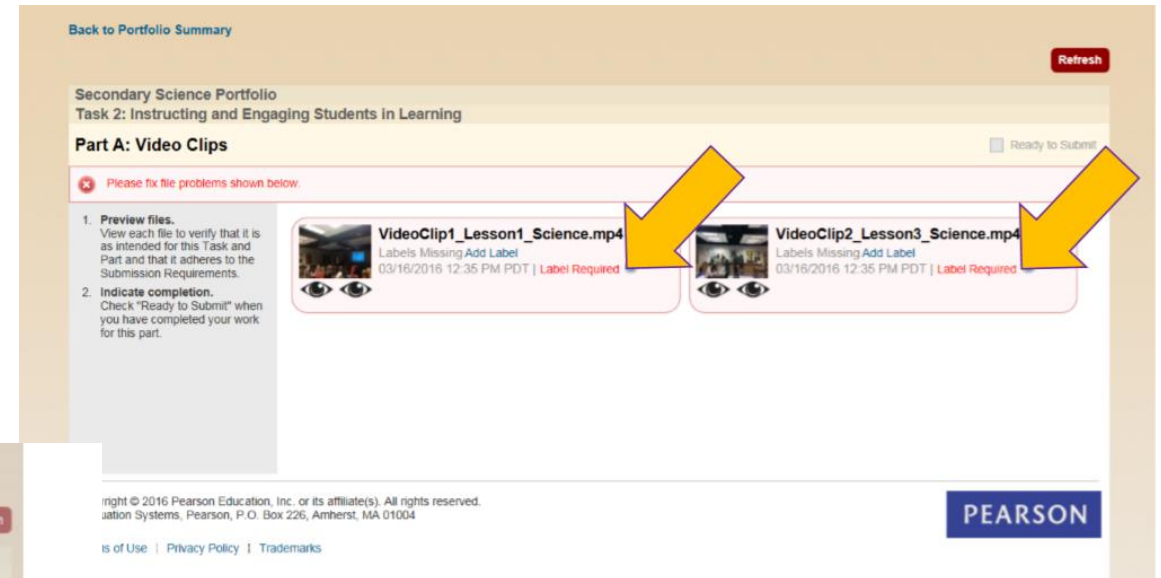
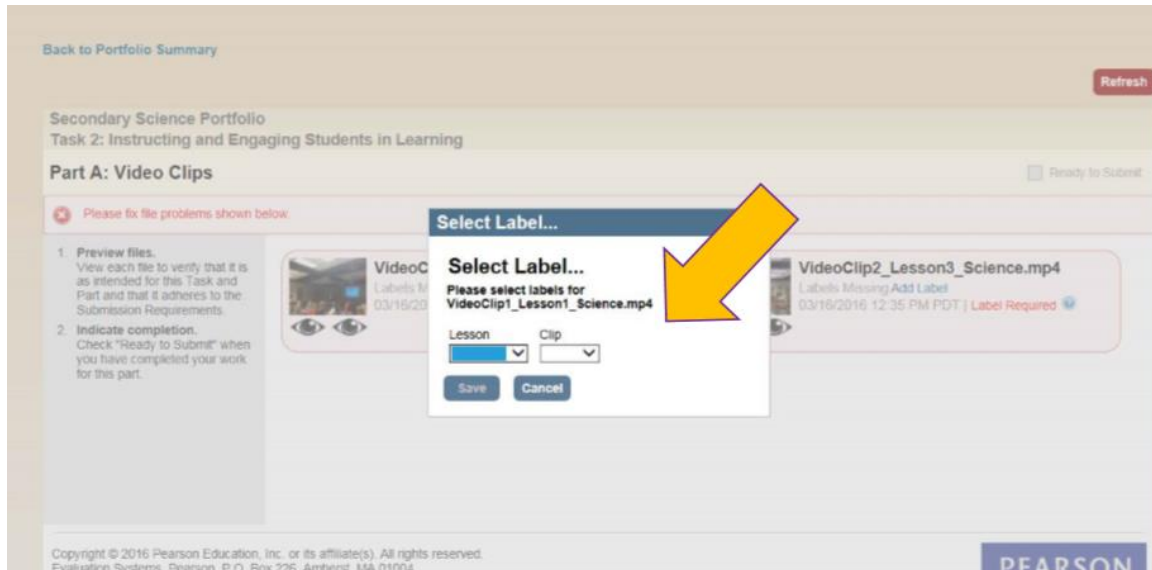
1 of 3 Tasks Ready to Submit

Task 1: Planning for Instruction and Assessment Show Instructions 5 of 5 Parts Ready to Submit			
PARTS		STATUS	FILES
View	Part A: Context for Learning Information	Ready to Submit	Context_for_Learning_Science.pdf
View	Part B: Lesson Plans for Learning Segment	Ready to Submit	Lesson_Plans_1-4.pdf
View	Part C: Instructional Materials	Ready to Submit	LP_Materials_Science.pdf
View	Part D: Assessments	Ready to Submit	LP_Assessments_Science.pdf
View	Part E: Planning Commentary	Ready to Submit	Task1_Planning_Commentary.pdf
Task 2: Instructing and Engaging Students in Learning Show Instructions 0 of 2 Parts Ready to Submit			
PARTS		STATUS	FILES



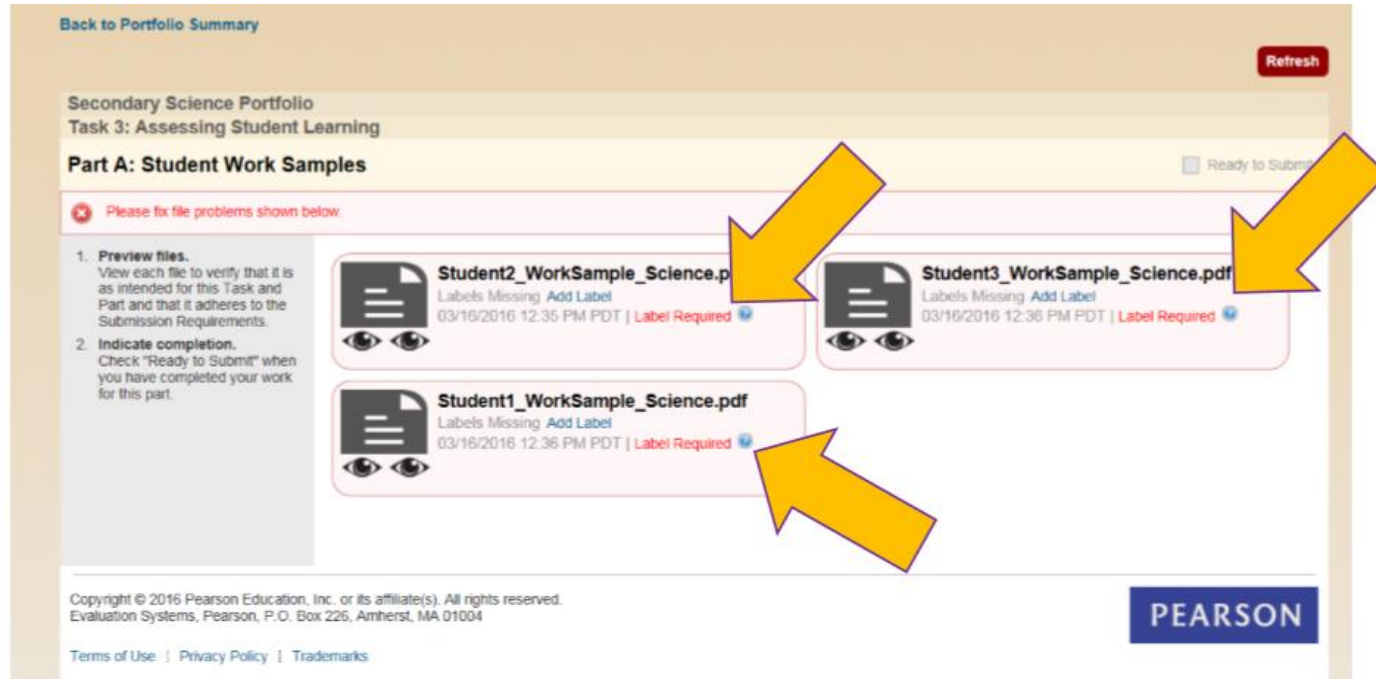
Submitting your edTPA Procedures

- Some files (videos etc) will require you to label them in Pearson.



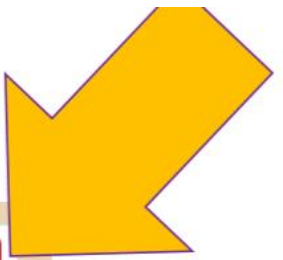
Submitting your edTPA Procedures

- Some files (assessment items etc) will require you to label them in Pearson.



Submitting your edTPA Procedures

Submit Portfolio for Scoring



04 **Submit Portfolio for Scoring**
When should I submit?

Summary 3 of 3 Tasks Ready to Submit

Planning for Instruction and Assessment [Show Instructions](#) 5 of 5 Parts Ready to Submit

	STATUS	FILES
 Part A: Context for Learning Information	Ready to Submit	Context_for_Learning_Science.pdf
 Part B: Lesson Plans for Learning Segment	Ready to Submit	Lesson_Plans_1-4.pdf
 Part C: Instructional Materials	Ready to Submit	LP__Materials_Science.pdf
 Part D: Assessments	Ready to Submit	LP_Assessments_Science.pdf
 Part E: Planning Commentary	Ready to Submit	Task1_Planning_Commentary.pdf

Instructional and Engaging Students in Learning [Show Instructions](#) 2 of 2 Parts Ready to Submit

	STATUS	FILES
 Part A: Video Clips	Ready to Submit	<Multiple files>
 Part B: Instruction Commentary	Ready to Submit	Task2_Instruction_Commentary.doc

Submitting your edTPA Procedures

Submission Agreement Read, Check, Continue

Submission Agreement

In order to submit your edTPA assessment to Pearson for scoring, you must confirm the following.

As the candidate, I confirm that:

- I have reviewed and agree to the "Rules of Assessment Participation."
- I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment.
- The video clip(s) submitted show me teaching the students/class profiled in the assessment submitted.
- The student work included in the documentation is that of my students, completed during the learning segment documented in this assessment.
- I am sole author of the commentaries and other written responses to prompts and other requests for information in this assessment.
- I have appropriately cited all materials in the assessment whose sources are from published text, the Internet, or other educators.
- I have obtained permission from the parents/guardians of my students and from adults that appear on the video, and can produce such permissions if requested.
- I have reviewed and agree to the edTPA "Guidelines for Video Confidentiality for Candidates" including the prohibition regarding sharing or posting the edTPA assessment materials, including video, to the internet (e.g., YouTube, Facebook) or other non-secure or publicly accessible locations.
- I have reviewed and agree to the edTPA "Submission Requirements" and confirm that all of my submitted materials meet these requirements for a scoring portfolio that can be reviewed by a scorer and have scores assigned to all materials.

☒ I acknowledge that I have read and understand the statements above.

Continue

Submit Portfolio for Scoring

When should I submit?

Ready to Submit

Task 1: Planning and Instructional Materials

Task 2: Instructional Materials

Task 3: Assessing Student Learning

4 of 4 Parts Ready to Submit

The screenshot shows a 'Submission Agreement' dialog box overlaid on a web interface. Three yellow arrows with numbers 1, 2, and 3 point to specific elements: Arrow 1 points to the 'As the candidate, I confirm that:' text; Arrow 2 points to the list of confirmation items; Arrow 3 points to the 'Continue' button. The background interface shows a 'Submit Portfolio for Scoring' button and a list of tasks with 'Ready to Submit' status indicators.

Submitting your edTPA Procedures

Secondary Science

 The Portfolio you are trying to access has been Submitted for Scoring.

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PEARSON

When will I receive my scores?



2025 – 2026 edTPA Submission and Reporting Dates

edTPA scores are reported on the timeline indicated below. Please note the following:

- Candidates should submit their portfolio based on due dates established by their preparation program or licensure requirement.
- Candidates should allow adequate time prior to their planned submission date to upload and review their files in the Pearson system and to complete the submission process for scoring.

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time on:
October 30, 2025	October 9, 2025
November 13, 2025	October 23, 2025
November 26, 2025	November 6, 2025
December 11, 2025	November 20, 2025
December 24, 2025	December 4, 2025
February 12, 2026	January 22, 2026
March 12, 2026	February 19, 2026
March 26, 2026	March 5, 2026
April 9, 2026	March 19, 2026
April 23, 2026	April 2, 2026
May 7, 2026	April 16, 2026
May 21, 2026	April 30, 2026
June 25, 2026	June 4, 2026
August 27, 2026	August 6, 2026

- What do I do when I receive my scores?

Deadlines

- **Tuesday, October 14th – edTPA Submission Due** (You may submit your portfolio before this deadline)
 - Submit to **Pearson** (after transferring from C&W)
 - **Email permission slips to Dr. Kerschen**
 - Your edTPA must be submitted to Pearson for scoring in order to continue to Student Teaching II
 - Optional Writing Day: Sunday, October 12th from 3:00 – 6:00