edTPA

Errata

Contents

This document contains the following:

Summary of Changes to Assessment Materials for 2020–2021

Errata entries from January 2020 have been incorporated into the edTPA national templates for 2020–2021. There are no other generic or assessment-specific changes to the assessment materials for this year.

The National edTPA Library Specialist assessment handbook was discontinued on August 20, 2020, and replaced with the updated National edTPA School Librarian/Library Specialist assessment handbook for use by candidates after August 25, 2020.

edTPA Assessment Materials Version Chart for 2020–2021

In general, candidates should use the assessment materials that are currently available in their edTPA portfolio system (provided by the program, edTPA.com, or their ePortfolio platform provider).

- Candidates who have already made significant progress building their edTPA portfolios with the previous year's handbooks and templates may continue to use and submit that version.
- Starting in September 2020, candidates building their edTPA portfolios for 2020–2021 submission must use the assessment materials for their subject area as indicated in the following version chart.

edTPA Assessment	Handbook & Templates (Assessment Specific)	Making Good Choices	Understanding Rubric Level Progressions (Assessment Specific)	Academic Language Handout (Assessment Specific)
Agricultural Education	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
Business Education	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01

edTPA Assessment	Handbook & Templates (Assessment Specific)	Making Good Choices	Understanding Rubric Level Progressions (Assessment Specific)	Academic Language Handout (Assessment Specific)
Classical Languages	**National:** Handbook & Context for Learning Template: Version 07.1 All other templates: Version 07 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	N/A
Early Childhood	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning and Assessment Commentary Templates: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	N/A
Educational Technology Specialist	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06	Version 02 (general)	Version 02	Version 01
Elementary Education: Literacy with Mathematics Task 4	**National:** Mathematics Context for Learning Template: Version 07.2 Handbook, Literacy Context for Learning Template, & Mathematics Assessment Commentary and Learning Segment Overview templates: Version 07.1 All other templates: Version 07	Version 02 (general) Version 01 (assessment-specific addendum)	Version 01	Version 01
Elementary Education: Mathematics with Literacy Task 4	**National:** Context for Learning Templates: Version 01.1 Handbook & all other templates: Version 01	Version 02 (general) Version 01 (assessment-specific addendum)	Version 01	N/A
Elementary Literacy	**National:** Handbook & Context for Learning Template: Version 07.1 All other templates: Version 07 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01

edTPA Assessment	Handbook & Templates (Assessment Specific)	Making Good Choices	Understanding Rubric Level Progressions (Assessment Specific)	Academic Language Handout (Assessment Specific)
Elementary Mathematics	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
English as an Additional Language	**National:** Handbook & Context for Learning Template: Version 07.1 All other templates: Version 07 **Washington:** Handbook & Planning Commentary Template: Version 08.1 All other templates: Version 08	Version 02 (general)	Version 01	Version 01
Family and Consumer Sciences	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
Health Education	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
K–12 Performing Arts	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
Literacy Specialist	**National:** Handbook & Context for Learning Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
Middle Childhood English-Language Arts	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06	Version 02 (general)	Version 01	Version 01

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edTPA Assessment	Handbook & Templates (Assessment Specific)	Making Good Choices	Understanding Rubric Level Progressions (Assessment Specific)	Academic Language Handout (Assessment Specific)
Middle Childhood History/Social Studies	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06	Version 02 (general)	Version 01	Version 01
Middle Childhood Mathematics	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06	Version 02 (general)	Version 01	Version 01
Middle Childhood Science	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06	Version 02 (general)	Version 01	Version 01
Physical Education	**National:** Handbook & Context for Learning Template: Version 07.1 All other templates: Version 07 **Washington:** Handbook & Planning and Instruction Commentary Templates: Version 08.1 All other templates: Version 08	Version 02 (general)	Version 01	Version 01
School Librarian/Library Specialist	**National:** Handbook & templates: Version 01	Version 02 (general)	Version 01	Version 01
Secondary English-Language Arts	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
Secondary History/Social Studies	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
Secondary Mathematics	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01

edTPA Assessment	Handbook & Templates (Assessment Specific)	Making Good Choices	Understanding Rubric Level Progressions (Assessment Specific)	Academic Language Handout (Assessment Specific)
Secondary Science	**National:** Handbook & Context for Learning Template: Version 07.1 All other templates: Version 07 **Washington:** Handbook & Planning Commentary Template: Version 08.1 All other templates: Version 08	Version 02 (general)	Version 01	Version 01
Special Education	**National:** Handbook & Context for Learning Template: Version 08.1 All other templates: Version 08 **Washington:** Handbook & Planning Commentary Template: Version 08.1 All other templates: Version 08	Version 01 (assessment specific)	Version 01	Version 01
Technology and Engineering Education	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 02	Version 01
Visual Arts	**National:** Handbook & Context for Learning Template: Version 06.1 All other templates: Version 06 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	Version 01
World Language	**National:** Handbook, Assessment Commentary Template, & Context for Learning Template: Version 07.1 All other templates: Version 07 **Washington:** Handbook & Planning Commentary Template: Version 07.1 All other templates: Version 07	Version 02 (general)	Version 01	N/A

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2019–2020 Revision History for Handbooks, Templates, and Candidate Support Resources

Date	Description of Change
1/21/2020	**All subject areas (National and Washington):** Update to handbooks and Context for Learning templates regarding number of male/female students. **Elementary Education: Literacy with Mathematics Task 4 (National):** Update to Mathematics Assessment Rubric 16 in the URLP. **World Language (National and Washington):** Update to Assessment Commentary template.
10/18/2019	**2018–2019 errata:** These tables have been removed since candidates should use only 2019–2020 assessment materials at this point. **All subject areas (National version only), with the exception of Early Childhood and Special Education:** Further updates to handbooks and Context for Learning templates regarding California-specific policy about selecting focus students.
9/20/2019	**All subject areas (National version only), with the exception of Early Childhood and Special Education:** Updates to handbooks and Context for Learning templates regarding California-specific policy about selecting focus students.

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2019–2020 Errata for Handbooks, Templates, and Candidate Support Resources

The tables below list by subject area the published assessment materials that contain errors and the corresponding corrections. Also included are the impacted documents (handbook[s], template[s], Making Good Choices [MGC], Understanding Rubric Level Progressions [URLP], and/or Academic Language [AL] handout), the version, and the page number(s).

All subject areas (National only) with the exception of Early Childhood, all four Middle Childhood subject areas, and Special Education

Impacted Documents	Version/Page #	Correction
Handbooks	**AGR** – National: V06.1, p. 9 **BUS** – National: V06.1, p. 8 **CLA** – National: V07.1, p. 9 **EAL** – National: V07.1, p. 9 **ELE** – National: V07.1, pp. 12, 43 **ELL** – National: V07.1, p. 8 **ELM** – National: V06.1, p. 8 **EME** – National: V01, pp. 12, 43 **ETS** – National: V06.1, p. 8 **FCS** – National: V06.1, p. 9 **HED** – National: V06.1, p. 8 ~~**LBS** – National: V06.1, p. 8~~ *(As of 8/20/2020, no longer available)* **LSP** – National: V07.1, p. 8 **PED** – National: V07.1, p. 10 **PFA** – National: V06.1, p. 8 **SEH** – National: V06.1, p. 8 **SEL** – National: V06.1, p. 8 **SEM** – National: V06.1, p. 8 **SES** – National: V07.1, p. 8 **TED** – National: V06.1, p. 8 **VSA** – National: V06.1, p. 8 **WLA** – National: V07.1, p. 9	In Planning Task 1, the first bullet under "What Do I Need to Do?" should include the following note and corresponding footnote: **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

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All subject areas (National only) with the exception of Early Childhood, Elementary Education: Literacy with Mathematics Task 4, Elementary Education: Mathematics with Literacy Task 4, Physical Education, and Special Education

Impacted Documents	Version/Page #	Correction
Handbooks	**AGR** – National: Handbook V06.1, pp. 29–30	In Assessment Task 3, the "Select student work samples" bullet under "What Do I Need to Do?":
	BUS – National: Handbook V06.1, pp. 27–28	• The sentence starting with "At least one of the focus students" should read as follows:
	CLA – National: Handbook V07.1, pp. 27–28	**At least one of the focus students must have an identified learning need** (for example, an English language 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).
	EAL – National: Handbook V07.1, pp. 29–30	
	ELL – National: Handbook V07.1, pp. 27–28	
	ELM – National: Handbook V06.1, pp. 27–28	• The note and corresponding footnote (shown below) regarding California candidates should be removed:
	ETS – National: Handbook V06.1, pp. 27–28	Note: California candidates must include one focus student who is an English language learner.*
	FCS – National: Handbook V06.1, pp. 28–29	*California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
	HED – National Handbook V06.1, pp. 27–28	
	~~**LBS** – National: Handbook V06.1, pp. 28–29~~ *(As of 8/20/2020, no longer available)*	
	LSP – National: Handbook V07.1, pp. 28–29	
	MCE – National: Handbook V06.1, pp. 28–29	
	MCH – National: Handbook V06.1, pp. 29–30	
	MCM – National: Handbook V06.1, pp. 28–29	
	MCS – National: Handbook V06.1, pp. 29–30	
	PFA – National: Handbook V06.1, p. 28	
	SEH – National: Handbook V06.1, pp. 27–28	
	SEL – National: Handbook V06.1, pp. 27–28	
	SEM – National: Handbook V06.1, pp. 28–29	
	SES – National: Handbook V07.1, pp. 27–28	
	TED – National: Handbook V06.1, pp. 27–28	

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Impacted Documents	Version/Page #	Correction
Handbooks	**VSA** – National: Handbook V06.1, p. 29 **WLA** – National: Handbook V07.1, pp. 27–28	In Assessment Task 3, the "Select student work samples" bullet under "What Do I Need to Do?": • The sentence starting with "At least one of the focus students" should read as follows: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

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All subject areas (National only) with the exception of Early Childhood, Elementary Education: Literacy with Mathematics Task 4, Elementary Education: Mathematics with Literacy Task 4, all four Middle Childhood subject areas, and Special Education

Impacted Documents	Version/Page #	Correction
Handbooks Context for Learning Templates	**AGR** – National: Handbook V06.1, p. 41; Template V06 p. 2 **BUS** – National: Handbook V06.1, p. 38; Template V06, p. 2 **CLA** – National: Handbook V07.1, p. 37; Template V07, p. 2 **EAL** – National: Handbook V07.1, p. 41; Template V07, p. 2 **ELL** – National: Handbook V07.1, p. 38; Template V07, p. 2 **ELM** – National: Handbook V06.1, p. 39; Template V06, p. 2 **ETS** – National: Handbook V06.1, p. 38; Template V06, p. 2 **FCS** – National: Handbook V06.1, p. 40; Template V06, p. 2 **HED** – National Handbook V06.1, p. 38; Template V06, p. 2 ~~**LBS** – National:~~ ~~Handbook V06.1, p. 40 ;Template V06, p. 2~~ *(As of 8/20/2020, no longer available)* **LSP** – National: Handbook V07.1, p. 39; Template V07, p. 2 **PED** – National: Handbook V07.1, p. 41; Template V07, p. 2 **PFA** – National: Handbook V06.1, p. 39; Template V06, p. 2 **SEH** – National: Handbook V06.1, p. 39; Template V06, p. 2 **SEL** – National: Handbook V06.1, p. 39; Template V06, p. 2 **SEM** – National: Handbook V06.1, p. 40; Template V06, p. 2 **SES** – National: Handbook V07.1, p. 39; Template V07, p. 2 **TED** – National: Handbook V06.1, p. 39; Template V06, p. 2 **VSA** – National: Handbook V06.1, p. 40; Template V06, p. 2 **WLA** – National: Handbook V07.1, p. 37; Template V07, p. 2	In the box in prompt 3 of the Context for Learning: • The second sentence of the second paragraph should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote regarding California candidates should read as follows: **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

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All subject areas (National and Washington)

Impacted Documents	Version/Page #	Correction
Handbooks Context for Learning Templates	**AGR** – National: Handbook V06.1, p. 41; Template V06, p. 2 Washington: Handbook V07.1, p. 46; Template V07, p. 2 **BUS** – National: Handbook V06.1, p. 38; Template V06, p. 2 Washington: Handbook V07.1, p. 44; Template V07, p. 2 **CLA** – National: Handbook V07.1, p. 37; Template V07, p. 2 Washington: Handbook V07.1, p. 40; Template V07, p. 2 **EAL** – National: Handbook V07.1, p. 41; Template V07, p. 2 Washington: Handbook V08.1, p. 47; Template V08, p. 2 **ECH** – National: Handbook V06.1, p. 41; Template V06, p. 2 Washington: Handbook V07.1, p. 47; Template V07, p. 2 **ELE** – National: Handbook V07.1, pp. 53, 56; Literacy Template V07, p. 2; Mathematics Template V07.1, p. 2 **ELL** – National: Handbook V07.1, p. 38; Template V07, p. 2 Washington: Handbook V07.1, p. 43; Template V07, p. 2 **ELM** – National: Handbook V06.1, p. 39; Template V06, p. 2 Washington: Handbook V07.1, p. 43; Template V07, p. 2 **EME** – National: Handbook V01, pp. 55, 58; Templates V01, p. 2 **ETS** – National: Handbook V06.1, p. 38; Template V06, p. 2 **FCS** – National: Handbook V06.1, p. 40; Template V06, p. 2 Washington: Handbook V07.1, p. 45; Template V07, p. 2 **HED** – National: Handbook V06.1, p. 38; Template V06, p. 2 Washington: Handbook V07.1, p. 45; Template V07, p. 2 ~~**LBS** – (As of 8/20/2020, no longer available)~~ ~~National: Handbook V06.1, p. 40 ;Template V06, p. 2~~ ~~Washington: Handbook V07.1, p. 43; Template V07, p. 2~~ **LSP** – National: Handbook V07.1, p. 39; Template V07, p. 2 **MCE** – National: Handbook V06.1, p. 39; Template V06, p. 2	"About the Students/Children/Young Adolescents/Focus Learner" section of the Context for Learning: The portion of the prompt that asks candidates to provide a breakdown of the number of male and female students/children in their class/group is now optional. **Candidates are required to provide the total number of students/children in the selected class/group, but are not required to specify the gender of students/children.** As needed, candidates may do any of the following to the line for indicating the gender breakdown: • delete the line from the Context for Learning template entirely • modify the template to include non-binary gender options • leave the line blank There will be **no impact on scoring** for any of these options.

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All subject areas (National and Washington) (continued)

Impacted Documents	Version/Page #	Correction
Handbooks Context for Learning Templates	**MCH** – National: Handbook V06.1, p. 40; Template V06, p. 2 **MCM** – National: Handbook V06.1, p. 39; Template V06, p. 2 **MCS** – National: Handbook V06.1, p. 41; Template V06, p. 2 **PED** – National: Handbook V07.1, p. 41; Template V07, p. 2 Washington: Handbook V08.1, p. 46; Template V08, p. 2 **PFA** – National: Handbook V06.1, p. 39; Template V06, p. 2 Washington: Handbook V07.1, p. 44; Template V07, p. 2 **SEH** – National: Handbook V06.1, p. 39; Template V06, p. 2 Washington: Handbook V07.1, p. 44; Template V07, p. 2 **SEL** – National: Handbook V06.1, p. 39; Template V06, p. 2 Washington: Handbook V07.1, p. 43; Template V07, p. 2 **SEM** – National: Handbook V06.1, p. 40; Template V06, p. 2 Washington: Handbook V07.1, p. 43; Template V07, p. 2 **SES** – National: Handbook V07.1, p. 39; Template V07, p. 2 Washington: Handbook V08.1, p. 44; Template V08, p. 2 **SPE** – National: Handbook V08.1, p. 45; Template V08, p. 2 Washington: Handbook V08.1, p. 50; Template V08, p. 2 **TED** – National: Handbook V06.1, p. 39; Template V06, p. 2 Washington: Handbook V07.1, p. 44; Template V07, p. 2 **VSA** – National: Handbook V06.1, p. 40; Template V06, p. 2 Washington: Handbook V07.1, p. 44; Template V07, p. 2 **WLA** – National: Handbook V07.1, p. 37; Template V07, p. 2 Washington: Handbook V07.1, p. 41; Template V07, p. 2	"About the Students/Children/Young Adolescents/Focus Learner" section of the Context for Learning: The portion of the prompt that asks candidates to provide a breakdown of the number of male and female students/children in their class/group is now optional. **Candidates are required to provide the total number of students/children in the selected class/group, but are not required to specify the gender of students/children.** As needed, candidates may do any of the following to the line for indicating the gender breakdown: - delete the line from the Context for Learning template entirely - modify the template to include non-binary gender options - leave the line blank There will be **no impact on scoring** for any of these options.

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Elementary Education: Literacy with Mathematics Task 4 (National)

Impacted Documents	Version/Page #	Correction
Handbook	V07.1, pp. 32–33	In Assessment Task 3, the "Select student work samples" bullet under "What Do I Need to Do?": • The sentence starting with "At least one of the focus students" should read as follows: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) should be removed: Note: California candidates must include one focus student who is an English language learner.[7] [7]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
Handbook	V07.1, p. 44	In Assessment Task 4, the following should be added with the corresponding footnote at the end of the second-to-last bullet point on the page: **At least one of the focus students must have an identified learning need** (for example, an English language 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). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.
Handbook Literacy Context for Learning Template Mathematics Context for Learning Template	Handbook: V07.1, pp. 53, 56 Literacy Template: V07, p. 2 Mathematics Template: V07.1, p. 2	In the Contexts for Learning, prompt 3, the last two sentences in the box and the corresponding footnote should read as follows: **At least one of the focus students must have an identified learning need** (for example, an English language 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). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

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Elementary Education: Literacy with Mathematics Task 4 (National) (continued)

Impacted Documents	Version/Page #	Correction
URLP	V01, p. 48	In the "Scoring Decision Rules" table for Mathematics Assessment Rubric 16, the last bullet in the right column (shown below) should be deleted: "The corrections or lack of corrections on student work samples show significant errors that will impact the analysis of student work."

Elementary Education: Mathematics with Literacy Task 4 (National)

Impacted Documents	Version/Page #	Correction
Handbook	V01, pp. 32–33	In Assessment Task 3, the "Select student work samples" bullet under "What Do I Need to Do?": • The sentence starting with "At least one of the focus students" should read as follows: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) should be removed: Note: California candidates must include one focus student who is an English language learner.[7] [7]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
Handbook	V01, p. 45	In Assessment Task 4, in the fourth bullet on page 45, the note regarding California candidates should read as follows: **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.
Handbook Mathematics Context for Learning Template Literacy Context for Learning Template	Handbook: V01, pp. 55, 58 Templates: V01, p. 2	In the Contexts for Learning, prompt 3, the last two sentences in the box should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.

Middle Childhood English Language Arts (National)

Impacted Documents	Version/Page #	Correction
Handbook Context for Learning Template	Handbook V06.1, p. 39 Template V06, p. 2	In the box in prompt 3 of the Context for Learning: • The second sentence of the second paragraph should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.[*] [*]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Middle Childhood History/Social Studies (National)

Impacted Documents	Version/Page #	Correction
Handbook Context for Learning Template	Handbook V06.1, p. 40 Template V06, p. 2	In the box in prompt 3 of the Context for Learning: • The second sentence of the second paragraph should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.[*] [*]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Middle Childhood Mathematics (National)

Impacted Documents	Version/Page #	Correction
Handbook Context for Learning Template	Handbook V06.1, p. 39 Template V06, p. 2	In the box in prompt 3 of the Context for Learning: • The second sentence of the second paragraph should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English. [8]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Middle Childhood Science (National)

Impacted Documents	Version/Page #	Correction
Handbook Context for Learning Template	Handbook V06.1, p. 41 Template V06, p. 2	In the box in prompt 3 of the Context for Learning: • The second sentence of the second paragraph should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Physical Education

Impacted Documents	Version/Page #	Correction
Handbook (National only)	National: Handbook V07.1, p. 29	In Assessment Task 3, the third bullet under "What Do I Need to Do?": • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.[12] [12]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

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World Language

Impacted Documents	Version/Page #	Correction
Assessment Commentary Template (National and Washington)	National: V07, p. 1 Washington: V07, p. 1	In the Assessment Commentary template, the second sentence of prompt 1C in National and prompt 1d in Washington should read as follows to match the corresponding text in the handbook: "The analysis should focus on students' communicative proficiency in the target language **through the interpersonal or presentational modes of communication** in meaningful cultural context(s)."

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2020–2021 Revision History for Handbooks, Templates, and Candidate Support Resources

Date	Description of Change
8/25/2020	**Updates to National templates:** Errata from January 2020 have been incorporated into Context for Learning Templates for all National assessments, with the exception of School Librarian/Library Specialist, and the World Language Assessment Commentary Template

2020–2021 Errata for Handbooks, Templates, and Candidate Support Resources

The tables below list by subject area the published assessment materials that contain errors and the corresponding corrections. Also included are the impacted documents (handbook[s], template[s], Making Good Choices [MGC], Understanding Rubric Level Progressions [URLP], and/or Academic Language [AL] handout), the version, and the page number(s).

All subject areas (National only) with the exception of Early Childhood, all four Middle Childhood subject areas, and Special Education

Impacted Documents	Version/Page #	Correction
Handbooks	**AGR** – National: V06.1, p. 9 **BUS** – National: V06.1, p. 8 **CLA** – National: V07.1, p. 9 **EAL** – National: V07.1, p. 9 **ELE** – National: V07.1, pp. 12, 43 **ELL** – National: V07.1, p. 8 **ELM** – National: V06.1, p. 8 **EME** – National: V01, pp. 12, 43 **ETS** – National: V06.1, p. 8 **FCS** – National: V06.1, p. 9 **HED** – National: V06.1, p. 8 **LSP** – National: V07.1, p. 8 **PED** – National: V07.1, p. 10 **PFA** – National: V06.1, p. 8 **SEH** – National: V06.1, p. 8 **SEL** – National: V06.1, p. 8 **SEM** – National: V06.1, p. 8 **SES** – National: V07.1, p. 8 **SLL** – National: V01, p. 8 **TED** – National: V06.1, p. 8 **VSA** – National: V06.1, p. 8 **WLA** – National: V07.1, p. 9	In Planning Task 1, the first bullet under "What Do I Need to Do?" should include the following note and corresponding footnote: **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

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All subject areas (National only) with the exception of Early Childhood, Elementary Education: Literacy with Mathematics Task 4, Elementary Education: Mathematics with Literacy Task 4, Physical Education, and Special Education

Impacted Documents	Version/Page #	Correction
Handbooks	**AGR** – National: Handbook V06.1, pp. 29–30	In Assessment Task 3, the "Select student work samples" bullet under "What Do I Need to Do?":
	BUS – National: Handbook V06.1, pp. 27–28	• The sentence starting with "At least one of the focus students" should read as follows:
	CLA – National: Handbook V07.1, pp. 27–28	**At least one of the focus students must have an identified learning need** (for example, an English language 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).
	EAL – National: Handbook V07.1, pp. 29–30	
	ELL – National: Handbook V07.1, pp. 27–28	
	ELM – National: Handbook V06.1, pp. 27–28	• The note and corresponding footnote (shown below) regarding California candidates should be removed:
	ETS – National: Handbook V06.1, pp. 27–28	Note: California candidates must include one focus student who is an English language learner.*
	FCS – National: Handbook V06.1, pp. 28–29	*California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
	HED – National Handbook V06.1, pp. 27–28	
	LSP – National: Handbook V07.1, pp. 28–29	
	MCE – National: Handbook V06.1, pp. 28–29	
	MCH – National: Handbook V06.1, pp. 29–30	
	MCM – National: Handbook V06.1, pp. 28–29	
	MCS – National: Handbook V06.1, pp. 29–30	
	PFA – National: Handbook V06.1, p. 28	
	SEH – National: Handbook V06.1, pp. 27–28	
	SEL – National: Handbook V06.1, pp. 27–28	
	SEM – National: Handbook V06.1, pp. 28–29	
	SES – National: Handbook V07.1, pp. 27–28	
	SLL – National: Handbook V01, pp. 28–29	
	TED – National: Handbook V06.1, pp. 27–28	

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All subject areas (National only) with the exception of Early Childhood, Elementary Education: Literacy with Mathematics Task 4, Elementary Education: Mathematics with Literacy Task 4, Physical Education, and Special Education (continued)

Impacted Documents	Version/Page #	Correction
Handbooks	**VSA** – National: Handbook V06.1, p. 29 **WLA** – National: Handbook V07.1, pp. 27–28	In Assessment Task 3, the "Select student work samples" bullet under "What Do I Need to Do?": • The sentence starting with "At least one of the focus students" should read as follows: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

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All subject areas (National only) with the exception of Early Childhood, Elementary Education: Literacy with Mathematics Task 4, Elementary Education: Mathematics with Literacy Task 4, all four Middle Childhood subject areas, and Special Education

Impacted Documents	Version/Page #	Correction
Handbooks	**AGR** – National: Handbook V06.1, p. 41 **BUS** – National: Handbook V06.1, p. 38 **CLA** – National: Handbook V07.1, p. 37 **EAL** – National: Handbook V07.1, p. 41 **ELL** – National: Handbook V07.1, p. 38 **ELM** – National: Handbook V06.1, p. 39 **ETS** – National: Handbook V06.1, p. 38 **FCS** – National: Handbook V06.1, p. 40 **HED** – National: Handbook V06.1, p. 38 **LSP** – National: Handbook V07.1, p. 39 **PED** – National: Handbook V07.1, p. 41 **PFA** – National: Handbook V06.1, p. 39 **SEH** – National: Handbook V06.1, p. 39 **SEL** – National: Handbook V06.1, p. 39 **SEM** – National: Handbook V06.1, p. 40 **SES** – National: Handbook V07.1, p. 39 **SLL** – National: Handbook V01, p. 40 **TED** – National: Handbook V06.1, p. 39 **VSA** – National: Handbook V06.1, p. 40 **WLA** – National: Handbook V07.1, p. 37	In the box in prompt 3 of the Context for Learning: • The second sentence of the second paragraph should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote regarding California candidates should read as follows: **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

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All subject areas (National only) with the exception of School Librarian/Library Specialist

Impacted Documents	Version/Page #	Correction
Handbooks	**AGR** – National: Handbook V06.1, p. 41 **BUS** – National: Handbook V06.1, p. 38 **CLA** – National: Handbook V07.1, p. 37 **EAL** – National: Handbook V07.1, p. 41 **ECH** – National: Handbook V06.1, p. 41 **ELE** – National: Handbook V07.1, pp. 53, 56 **ELL** – National: Handbook V07.1, p. 38 **ELM** – National: Handbook V06.1, p. 39 **EME** – National: Handbook V01, pp. 55, 58 **ETS** – National: Handbook V06.1, p. 38 **FCS** – National: Handbook V06.1, p. 40 **HED** – National: Handbook V06.1, p. 38 **LSP** – National: Handbook V07.1, p. 39 **MCE** – National: Handbook V06.1, p. 39 **MCH** – National: Handbook V06.1, p. 40 **MCM** – National: Handbook V06.1, p. 39 **MCS** – National: Handbook V06.1, p. 41 **PED** – National: Handbook V07.1, p. 41 **PFA** – National: Handbook V06.1, p. 39 **SEH** – National: Handbook V06.1, p. 39 **SEL** – National: Handbook V06.1, p. 39 **SEM** – National: Handbook V06.1, p. 40 **SES** – National: Handbook V07.1, p. 39 **SPE** – National: Handbook V08.1, p. 45 **TED** – National: Handbook V06.1, p. 39 **VSA** – National: Handbook V06.1, p. 40 **WLA** – National: Handbook V07.1, p. 37	"About the Students/Children/Young Adolescents/Focus Learner" section of the Context for Learning: The portion of the prompt that asks candidates to provide a breakdown of the number of male and female students/children in their class/group is no longer required and has been removed from the template. **Candidates are still required to provide the total number of students/children in the selected class/group, but specifying the gender of students/children is no longer an option in the template.**

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All subject areas (Washington only)

Impacted Documents	Version/Page #	Correction
Handbooks Context for Learning Templates	**AGR** – Washington: Handbook V07.1, p. 46; Template V07, p. 2 **BUS** – Washington: Handbook V07.1, p. 44; Template V07, p. 2 **CLA** – Washington: Handbook V07.1, p. 40; Template V07, p. 2 **EAL** – Washington: Handbook V08.1, p. 47; Template V08, p. 2 **ECH** – Washington: Handbook V07.1, p. 47; Template V07, p. 2 **ELL** – Washington: Handbook V07.1, p. 43; Template V07, p. 2 **ELM** – Washington: Handbook V07.1, p. 43; Template V07, p. 2 **FCS** – Washington: Handbook V07.1, p. 45; Template V07, p. 2 **HED** – Washington: Handbook V07.1, p. 45; Template V07, p. 2 **PED** – Washington: Handbook V08.1, p. 46; Template V08, p. 2 **PFA** – Washington: Handbook V07.1, p. 44; Template V07, p. 2 **SEH** – Washington: Handbook V07.1, p. 44; Template V07, p. 2 **SEL** – Washington: Handbook V07.1, p. 43; Template V07, p. 2 **SEM** – Washington: Handbook V07.1, p. 43; Template V07, p. 2 **SES** – Washington: Handbook V08.1, p. 44; Template V08, p. 2 **SPE** – Washington: Handbook V08.1, p. 50; Template V08, p. 2 **TED** – Washington: Handbook V07.1, p. 44; Template V07, p. 2 **VSA** – Washington: Handbook V07.1, p. 44; Template V07, p. 2 **WLA** – Washington: Handbook V07.1, p. 41; Template V07, p. 2	"About the Students/Children/Young Adolescents/Focus Learner" section of the Context for Learning: The portion of the prompt that asks candidates to provide a breakdown of the number of male and female students/children in their class/group is now optional. **Candidates are required to provide the total number of students/children in the selected class/group, but are not required to specify the gender of students/children.** As needed, candidates may do any of the following to the line for indicating the gender breakdown: • delete the line from the Context for Learning template entirely • modify the template to include non-binary gender options • leave the line blank There will be **no impact on scoring** for any of these options.

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Elementary Education: Literacy with Mathematics Task 4 (National)

Impacted Documents	Version/Page #	Correction
Handbook	V07.1, pp. 32–33	In Assessment Task 3, the "Select student work samples" bullet under "What Do I Need to Do?": • The sentence starting with "At least one of the focus students" should read as follows: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) should be removed: Note: California candidates must include one focus student who is an English language learner.[7] [7]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
Handbook	V07.1, p. 44	In Assessment Task 4, the following should be added with the corresponding footnote at the end of the second-to-last bullet point on the page: **At least one of the focus students must have an identified learning need** (for example, an English language 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). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.[*] [*]California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.
Handbook	V07.1, pp. 53, 56	In the Contexts for Learning, prompt 3, the last two sentences in the box and the corresponding footnote read as follows: **At least one of the focus students must have an identified learning need** (for example, an English language 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). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.[*] [*]California candidates—If you do not have any English language learners, select a student who is challenged by academic English. If you do not have a student with an identified disability or a student who is from an underserved education group, select a student receiving tiered support within the classroom or a student who often struggles with the content.

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Elementary Education: Literacy with Mathematics Task 4 (National) (continued)

Impacted Documents	Version/Page #	Correction
URLP	V01, p. 48	In the "Scoring Decision Rules" table for Mathematics Assessment Rubric 16, the last bullet in the right column (shown below) should be deleted: "The corrections or lack of corrections on student work samples show significant errors that will impact the analysis of student work."

Elementary Education: Mathematics with Literacy Task 4 (National)

Impacted Documents	Version/Page #	Correction
Handbook	V01, pp. 32–33	In Assessment Task 3, the "Select student work samples" bullet under "What Do I Need to Do?": • The sentence starting with "At least one of the focus students" should read as follows: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) should be removed: Note: California candidates must include one focus student who is an English language learner.[7] [7]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.
Handbook	V01, p. 45	In Assessment Task 4, in the fourth bullet on page 45, the note regarding California candidates should read as follows: **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.
Handbook	V01, pp. 55, 58	In the Contexts for Learning, prompt 3, the last two sentences in the box should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). **Note: California candidates**—within your edTPA, you must include an English language learner, a student with an identified disability, and a student from an underserved education group. You only need to meet this requirement once across your edTPA Tasks 1–4.

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Middle Childhood English Language Arts (National)

Impacted Documents	Version/Page #	Correction
Handbook	V06.1, p. 39	In the box in prompt 3 of the Context for Learning: • The second sentence of the second paragraph should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Middle Childhood History/Social Studies (National)

Impacted Documents	Version/Page #	Correction
Handbook	V06.1, p. 40	In the box in prompt 3 of the Context for Learning: • The second sentence of the second paragraph should read: **At least one of the focus students must have an identified learning need** (for example, an English language 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). • The note and corresponding footnote (shown below) regarding California candidates should be removed: Note: California candidates must include one focus student who is an English language learner.* *California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

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Middle Childhood Mathematics (National)

Impacted Documents	Version/Page #	Correction
Handbook	V06.1, p. 39	In the box in prompt 3 of the Context for Learning:
		• The second sentence of the second paragraph should read:
		At least one of the focus students must have an identified learning need (for example, an English language 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).
		• The note and corresponding footnote (shown below) regarding California candidates should be removed:
		Note: California candidates must include one focus student who is an English language learner.*
		*California candidates—If you do not have any English language learners, select a student who is challenged by academic English. [8]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Middle Childhood Science (National)

Impacted Documents	Version/Page #	Correction
Handbook	V06.1, p. 41	In the box in prompt 3 of the Context for Learning:
		• The second sentence of the second paragraph should read:
		At least one of the focus students must have an identified learning need (for example, an English language 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).
		• The note and corresponding footnote (shown below) regarding California candidates should be removed:
		Note: California candidates must include one focus student who is an English language learner.*
		*California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

Physical Education

Impacted Documents	Version/Page #	Correction
Handbook (National only)	National: V07.1, p. 29	In Assessment Task 3, the third bullet under "What Do I Need to Do?":
		• The note and corresponding footnote (shown below) regarding California candidates should be removed:
		Note: California candidates must include one focus student who is an English language learner.[12]
		[12]California candidates—If you do not have any English language learners, select a student who is challenged by academic English.

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World Language

Impacted Documents	Version/Page #	Correction
Assessment Commentary Template (Washington only)	Washington: V07, p. 1	In the Assessment Commentary template, the second sentence of prompt 1C in National and prompt 1d in Washington should read as follows to match the corresponding text in the handbook:
		"The analysis should focus on students' communicative proficiency in the target language **through the interpersonal or presentational modes of communication** in meaningful cultural context(s)."

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Important Information about Preparing and Submitting Evidence

Required Evidence Reminder

Candidates must follow all handbook expectations for preparing artifacts and commentaries and verify they have met each submission requirement when uploading their final materials for scoring to avoid receiving condition codes.

Submission requirements not included in the handbook:

- **The minimum length of video evidence:** Condition Code D (insufficient evidence) will be applied when candidates submit less than 3 minutes of videorecordings. The maximum video requirement varies by field, and candidates should consult their subject-specific handbooks.
- **Candidate identification in video evidence:** Condition Code F (video is edited) will be applied if your face cannot be seen for identification purposes at least once in at least one of the video clips for Instruction Task 2.
- **The minimum number of students in video evidence:** Condition Code G (fail to conform to handbook instructions) will be applied if you have not provided in the commentary a time stamp reference and description of where a partial view of student(s) occurs if the number of students present in the video is the minimum and one or more students is only partially visible.

Clips of Student Work Samples and Evidence of Feedback

If more than one focus student appears in a video or audio clip of a work sample or feedback, upload the same clip separately for each focus student who is seen/heard and label appropriately. Describe how to recognize each of the focus students in the clip and provide the label associated with the clip in the relevant commentary prompt(s). This instruction also applies to Washington candidates who submit a video clip of a student self-reflection showing more than one focus student.

Document Page Settings and Review

All documents are sent through a conversion process to standardize the format for review and official scoring.

In order to avoid potential issues with the upload and conversion of your documents for viewing, please use standard settings in your document "Page Setup" for .doc, .docx, or .odt files or in your "Print Settings" for a PDF driver:

Page Size: Letter 8.5" × 11"

Orientation: Portrait or Landscape, as appropriate

Margins: "Normal" or "Default" is preferred. These are typically set at 1" for top, left, bottom, and right margins. A minimum of 0.5" is required.

Please review each page of your document in "Print Layout" mode or perform a "print preview" before upload to confirm that the page settings and print settings are appropriate for the content in the document. For example, if your document content should be reviewed in landscape mode, you need to confirm that your print settings are using landscape orientation and that the content is not trimmed on the left and right margins.

You must still review each page in your document using the viewer within the Pearson ePortfolio system before submission to confirm that the entire document has been converted properly and can be viewed.

Video Captioning

Video captioning may be used as a method to provide a transcript of any audio track that may be difficult to hear or understand. This applies to all content areas.

As with written transcripts, the use of video captioning is permitted only to clarify for a scorer what is being said in the videorecording and cannot be used to enhance the videorecording with additional content.

Templates

The track changes feature may have been inadvertently turned on in some templates. When the track changes feature is activated, you will notice that the text you type appears in red (or blue) and is underlined. You will also notice in the left margin a vertical line that indicates the insertion/deletion of text in lines.

To turn off track changes, click on the Review tab, then click the Track Changes image in the Tracking group. If you have typed responses in the template, you can remove the tracked changes and retain your current work by clicking the Accept image on the Review tab, then selecting the Accept All Changes in Document command.