

# Early Childhood Evidence Chart

Your evidence must be submitted to the electronic portfolio management system used by your teacher preparation program. Your submission must conform to the artifact and commentary specifications for each task. This section provides instructions for all evidence types as well as a description of supported file types for evidence submission, number of files, response lengths, and other information regarding format specifications. Note that your evidence cannot contain hyperlinked content. Any web content you wish to include as part of your evidence must be submitted as a document file, which must conform to the file format and response length requirements. If you have materials that must be translated into English as per the [edTPA Submission Requirements](#), those translations should be added to the original materials as part of the same file or, if applicable, to the end of the commentary template. There is no page limit for required translations into English.

## Planning Task 1: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Context for Learning Information (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 4 pages</b> , including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul>
Part B: Plans for Learning Segment	.doc; .docx; .odt; .pdf	1	1	<b>No more than 4 pages per learning experience</b>	<ul style="list-style-type: none"> <li>Submit 3–5 plans for the learning segment in 1 file.</li> <li>Within the file, label each plan (Learning Experience 1, Learning Experience 2, etc.).</li> <li>All rationale or explanations for plans should be written in the Planning Commentary and removed from plans for the learning segment.</li> </ul>
Part C: Instructional Materials	.doc; .docx; .odt; .pdf	1	1	<b>No more than 5 pages of KEY</b> instructional materials per plan	<ul style="list-style-type: none"> <li>Submit all materials in 1 file.</li> <li>Within the file, label materials by corresponding learning experience (Learning Experience 1 Instructional Materials, Learning Experience 2 Instructional Materials, etc.).</li> <li>Order materials as they are used in the learning segment.</li> </ul>

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## Planning Task 1: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part D: Assessments	.doc; .docx; .odt; .pdf	1	1	No limit	<ul style="list-style-type: none"> <li>Submit assessments in 1 file.</li> <li>Within the file, label assessments by corresponding learning experience (Learning Experience 1 Assessments, Learning Experience 2 Assessments, etc.).</li> <li>Order assessments as they are used in the learning segment.</li> </ul>
Part E: Planning Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 9 pages</b> of commentary, including prompts	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> <li>Respond to prompts before teaching the learning segment.</li> </ul>

## Instruction Task 2: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Video Clips <sup>12</sup>	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v	2	2	<b>No more than 15 minutes total</b> running time (but not less than 3 minutes)	<ul style="list-style-type: none"> <li>Before you record your video, obtain permission from the parents/guardians of the children and from adults who appear in the video.</li> <li>Refer to <a href="#">Instruction Task 2, What Do I Need to Do?</a> for video clip content and requirements.</li> <li>When naming each clip file, include the number of the learning experience shown in the video clip.</li> </ul>
Part B: Instruction Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<b>No more than 6 pages</b> of commentary, including prompts  If needed, <b>no more than 2 additional pages</b> of supporting documentation	<ul style="list-style-type: none"> <li>Use Arial 11-point type.</li> <li>Single space with 1" margins on all sides.</li> </ul> <p><b>IMPORTANT:</b> Insert additional documentation at the end of the commentary file if</p> <ul style="list-style-type: none"> <li>you or the children are using graphics, texts, or images that are not clearly visible in the video</li> <li>there are occasional inaudible portions of the video</li> <li>If submitting additional documentation (e.g., transcript), include the video clip number, learning experience number, and explanatory text (e.g., "Clip 1, learning experience 2, text from a whiteboard that is not visible in the video," "Clip 2, learning experience 4, transcription of a child's response that is inaudible").</li> </ul>

<sup>12</sup> **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on [www.edtpa.com](http://www.edtpa.com) for the current requirements.

## Assessment Task 3: Artifacts and Commentary Specifications

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part A: Video or Audio Evidence of Learning <sup>13</sup>	<p><b>For video evidence:</b> flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p> <p><b>For audio evidence:</b> flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p>	0	2	<p>For each focus child, 1 video or audio clip of <b>no more than 7 minutes in length</b></p> <p>If needed, <b>no more than 2 additional pages</b> of supporting documentation</p>	<p><b>IMPORTANT:</b></p> <ul style="list-style-type: none"> <li>Before you record your video, obtain permission from the parents/guardians of the children and from adults who appear in the video.</li> <li>If you choose to use video evidence from Instruction Task 2, provide the time-stamp reference in the appropriate prompt within the Assessment Commentary.</li> <li>If more than one focus child appears in video or audio evidence of learning, upload the same evidence separately for each focus child who is seen/heard and label appropriately. Describe how to recognize each of the focus children in the clip and provide the label associated with the clip in prompt 1e of the Assessment Commentary.</li> <li>If you submit evidence of learning, a student work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (<b>no more than 2 additional pages</b>) 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).</li> </ul>

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<sup>13</sup> **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on [www.edtpa.com](http://www.edtpa.com) for the current requirements.

## Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part B: Observation Notes and Work Samples <sup>14</sup>	<p><b>For observation notes:</b> .doc; .docx; .odt; .pdf</p> <p><b>For written work samples:</b> .doc; .docx; .odt; .pdf</p> <p><b>For audio work samples:</b> flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p><b>For video work samples:</b> flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	4	4	<p><b>Observation Notes:</b> No more than 2 pages per focus child</p> <p><b>Written Work Samples:</b> No page limit</p> <p><b>Video/Audio Work Samples:</b> No more than 5 minutes per focus child</p>	<ul style="list-style-type: none"> <li>Submit 2 files for each focus child: one for the observation notes and one for the work sample.</li> </ul> <p><b>OBSERVATION NOTES:</b></p> <ul style="list-style-type: none"> <li>When naming each observation notes file, include the focus child number (e.g., "Notes_Child_1.doc").</li> <li>On the observations notes, make sure you indicate the focus child by number (e.g., "Focus Child 1 Notes") and refer to them accordingly in the Assessment Commentary.</li> </ul> <p><b>WORK SAMPLES:</b></p> <ul style="list-style-type: none"> <li>Use correction fluid, tape, or a felt-tip marker to <b>mask or remove children's names, your name, and the name of the school before copying/scanning any written work samples.</b> If the children's writing is illegible, write a transcription directly on the work sample.</li> <li>On each work sample, make sure you indicate the focus child by number (e.g., "Focus Child 1 Work Sample") and refer to them accordingly in the Assessment Commentary. If more than one focus child appears in a video or audio work sample, upload the same work sample separately for each focus child who is seen/heard and label appropriately. Describe how to recognize each of the focus children in the clip and provide the label associated with the clip in prompt 1e of the Assessment Commentary.</li> <li>When naming each work sample file, include the focus child number.</li> <li>If you submit evidence of learning, a student work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (<b>no more than 2 additional pages</b>) 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).</li> </ul>

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<sup>14</sup> **Video file size requirements:** The target file size is 200–300 MB or less. The Pearson ePortfolio System file size limit is 500 MB. Please note that each integrated platform provider portfolio system may have additional constraints or requirements regarding video formats and file sizes. You may need to use video tools to compress or transcode your video into smaller file sizes to facilitate uploading of the video. Refer to Recommended Video Formats and Settings on [www.edtpa.com](http://www.edtpa.com) for the current requirements.

## Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
<p>Part C: Evidence of Feedback</p> <p>And, if included, video evidence of vocabulary use</p>	<p><b>For written feedback not written on the work samples:</b> .doc; .docx; .odt; .pdf</p> <p><b>For audio feedback:</b> flv, asf, wmv, qt, mov, mpg, avi, mp3, wav, mp4, wma</p> <p><b>For video clips (feedback and/or vocabulary use):</b> flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v</p>	0	3	<p><b>Written Feedback:</b> No page limit</p> <p><b>Video/Audio Feedback:</b> <b>No more than 3 minutes</b> per focus child</p> <p><b>Vocabulary Use:</b> <b>No more than 5 minutes</b></p>	<ul style="list-style-type: none"> <li>■ Indicate the location of your evidence of feedback in the Assessment Commentary.</li> <li>■ If feedback is not included as part of the work samples or recorded on the video clip(s) from Instruction Task 2, submit only <b>1</b> file for each focus child—a document, video file, <b>OR</b> audio file—and label the file with the corresponding child number (Focus Child 1 Feedback or Focus Child 2 Feedback).</li> <li>■ If more than one focus child appears in a video or audio clip of feedback, upload the same clip separately for each focus child who is seen/heard and label appropriately.</li> <li>■ When naming each feedback file, include the focus child number.</li> <li>■ If you submit evidence of learning, a student work sample, or feedback as a video or audio clip and comments made by you or your focus child(ren) cannot be clearly heard, do one of the following: 1) attach a transcription of the inaudible comments (<b>no more than 2 additional pages</b>) 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).</li> <li>■ If you submit feedback to focus children as a video or audio clip and additional children are present, clearly identify which children are your focus children at the end of the Assessment Commentary (<b>in no more than two sentences</b>).</li> <li>■ For Vocabulary Use – If you choose to identify evidence from video clips submitted in Instruction Task 2, be sure to provide time stamps in the appropriate prompt within the Assessment Commentary.</li> </ul>

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## Assessment Task 3: Artifacts and Commentary Specifications (continued)

What to Submit	Supported File Types	Number of Files		Response Length	Additional Information
		Min	Max		
Part D: Assessment Commentary (template provided)	.doc; .docx; .odt; .pdf	1	1	<p><b>No more than 10 pages</b> of commentary, including prompts</p> <p>Plus</p> <ul style="list-style-type: none"> <li>■ <b>no more than 5 additional pages</b> for the common assessment,</li> <li>■ if necessary, <b>no more than 2 additional total pages of transcription of video/audio</b> evidence of learning or evidence for a work sample and feedback, and/or video evidence of vocabulary use</li> </ul>	<ul style="list-style-type: none"> <li>■ Use Arial 11-point type.</li> <li>■ Single space with 1" margins on all sides.</li> <li>■ <b>IMPORTANT:</b> Insert a copy of the common assessment or directions for the common assessment and (if applicable) include directions/prompts provided to children.</li> </ul>
Part E: Evaluation Criteria	.doc; .docx; .odt; .pdf	1	1	No limit	

# Early Childhood Glossary

Source citations for glossary entries are provided as footnotes in this section.

**academic language:** Oral and written language used for academic purposes. Academic language is the means by which children develop and express content understandings. Academic language represents the language of the discipline that children need to learn and use to participate and engage in the content area in meaningful ways. There are **language demands** that teachers need to consider as they plan to support children’s learning of content. These **language demands** include **vocabulary**, **language functions**, **discourse**, and **syntax**. For the Early Childhood edTPA handbook, however, academic language is focused only on vocabulary:

- **vocabulary:** Includes developmentally appropriate sounds, words, phrases, sentences, and paragraphs that candidates want children to use or create to engage in the learning experience. For example, including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.<sup>15</sup>

**active nature of young children's learning:** In the context of teaching, this refers to practices for young children that promote learning through meaningful, relevant, and authentic experiences with materials and with people—by doing (engaging with open-ended, multi-use, rich materials, play, physical action, hands-on experiments), and by having relationships (engaging in conversations, generating, and asking questions), following their own interests and curiosity, being able to make mistakes and learn from their mistakes, learning to control impulses and regulate their emotions, and through the model of adults (how they talk, act, treat each other, etc.).

**aligned:** Consistently addressing the same/similar learning outcomes for children.

**artifacts:** Authentic work completed by you and your children. Artifacts include plans, copies of instructional and assessment materials, video clips of your teaching, and children’s work samples, and are submitted as part of your evidence. Children’s work samples could include writing, drawing, painting, and photos of children at work or of their constructions (e.g., block building, building bricks).

**assessment (formal and informal):** “[R]efer[s] to all those activities undertaken by teachers and by their students . . . that provide information to be used as feedback to modify teaching and learning activities.”<sup>16</sup> Assessments provide evidence of children’s prior knowledge, thinking, or learning in order to evaluate what children understand and how they are thinking. Informal assessments may include, for example, children’s questions and responses during their learning experiences and teacher’s anecdotal observations of

<sup>15</sup> Quinn, H., Lee, O., & Valdés, G. (2012). Language demands and opportunities in relation to next generation science standards for ELLs. Retrieved from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf>

<sup>16</sup> Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.



children as they work or perform. Formal assessments may include, for example, samples of children's writing, drawing, painting, photos, project work, and performance tasks.

**assets (knowledge of children):**

- **personal:** Refers to specific background information that children bring to the learning environment. Children may bring interests, knowledge, everyday experiences, family backgrounds, and so on, which a teacher can draw upon to support learning.
- **cultural:** Refers to the cultural backgrounds and practices that children bring to the learning environment, such as traditions, languages and dialects, worldviews, literature, and art, that a teacher can draw upon to support learning.
- **community:** Refers to common backgrounds and experiences that children bring from the community where they live, such as resources, local landmarks, and community events and practices, that a teacher can draw upon to support learning.

**central focus:** A description of the important understandings and core concepts that you want children to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the developmental and subject-specific components in the learning segment. The subject-specific components for an Early Childhood central focus are: developmentally appropriate practices to promote language and literacy development in an interdisciplinary context that take into consideration the active and multimodal nature of young children's learning. Within an Early Childhood context, the unit of instruction may center on a theme (e.g., birds or insects) or a particular aspect of language and literacy development (e.g., making how-to books, poetry, genre study). However, the **central focus** of the learning segment might be rhyming sounds or poetry made up of 3–5 learning experiences that are developmentally appropriate, take into consideration the active and multimodal nature of young children's learning, and take place in an interdisciplinary context. For example, a central focus on poetry might include developmentally appropriate, interdisciplinary, active, and multimodal learning experiences on a rhyming poem, haiku poem, and picture poem; or a learning segment on how-to books might include similar learning experiences on reading a how-to book, focusing on parts of the book—title, author, illustrator, table of contents. Or a central focus on learning to express “feelings” through words might include reading a book about feelings, making a chart about different feelings, and drawing a picture about feelings.

**commentary:** Submitted as part of each task and, along with artifacts, make up your evidence. The commentaries should be written to explain the rationale behind your teaching decisions and to analyze and reflect on what you have learned about your teaching practice and your children's learning.

**engaging children in learning:** Using instructional and motivational strategies that promote children's active involvement in learning tasks that increase their understanding, knowledge, skills, and abilities related to specific learning objectives.

**evaluation criteria:** Performance indicators or dimensions that are used to assess evidence of children's learning. They indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the learner's degree of progress as indicated by the assessment. Evaluation criteria can be represented in various ways, such as a rubric, a checklist of different levels of performance/development, or rules for noting full versus partial accomplishment. Evaluation criteria may examine at what stage along a continuum of

development a child is, correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

**evidence:** Consists of **artifacts** that document how you planned and implemented instruction **AND commentaries** that explain your plans and what is seen in the videorecording(s) or examine what you learned about your teaching practice and your children's learning. Evidence should demonstrate your ability to design learning experiences with instructional supports that deepen children's learning, use knowledge of your children to inform instruction, foster a positive learning environment that promotes children's learning, monitor and assess children's progress toward learning objectives, and analyze your teaching effectiveness. Your evidence must be submitted electronically using the electronic portfolio management system used by your teacher preparation program.

**interdisciplinary:** Refers to learning experiences that include connections across multiple disciplines. Interdisciplinary instruction embeds learning experiences in a study or theme that cuts across multiple disciplines and enhances the meaning and authenticity of the experiences while supporting specific learning objectives and goals.

**learning environment:** The designed physical and emotional context, established and maintained throughout the learning segment to support a positive and productive learning experience for children.

**learning experience:** Includes activities, discussions, or other modes of participation that engage children to develop, practice, and apply skills and knowledge related to a specific learning goal. Learning experiences may be scaffolded to connect prior knowledge to new knowledge and often include formative assessment. A sample learning experience for preschoolers could include reading a book about a place visited on a trip somewhere in the neighborhood (supermarket, subway station, park, etc.), and follow up with an assignment for children to draw/write about something they noticed or did on the trip.

**learning objectives:** Learning outcomes to be achieved by the end of the learning experience or learning segment.

**learning segment:** A set of 3–5 learning experiences that build one upon another toward a central focus, with a clearly defined beginning and end.

**multimodal nature of young children's learning:** Refers to teaching practices for young children that promote learning through the engagement of all their senses, utilizing varied approaches to learning and to demonstrating that learning (i.e., integrated, meaningful experiences that build on children's interests, nurture their curiosity, and respond to their own unique styles of learning while scaffolding and challenging them to grow in less-developed areas). Use of technology should be developmentally appropriate, active and engaging, support creativity, empower children's construction of knowledge (e.g., digital storytelling) and be one of *many* options to support learning.

**patterns of learning:** Includes both quantitative and qualitative patterns (or consistencies) for different groups of children or individuals from the assessment(s). Quantitative patterns indicate, in a numerical way, the information understood from the assessments/evidence of learning (e.g., 5 out of 10 children or 20% of the children). Qualitative patterns include descriptions of understandings, misunderstandings, partial understandings, and/or developmental approximations that could explain the quantitative patterns identified

(e.g., “given that most children were able to . . . it seems that they understood . . . but did not understand”).

**planned supports:** Instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate children’s learning of the central focus.

**prior academic learning and prerequisite skills:** Includes children’s content knowledge and skills as well as experiences and understandings developed prior to the learning segment.

**rapport:** A close and harmonious relationship in which the people or groups understand each other’s feelings or ideas and communicate well with each other.

**respect:** A positive feeling of esteem or deference for a person and specific actions and conduct representative of that esteem. Respect can be a specific feeling of regard for the actual qualities of the one respected. It can also be conduct in accord with a specific ethic of respect. Rude conduct is usually considered to indicate a lack of respect, **disrespect**, whereas actions that honor somebody or something indicate respect. Note that respectful actions and conduct are culturally defined and may be context dependent.

**rubrics:** Subject-specific evaluation criteria used to score your performance on edTPA. These rubrics are included in the handbook, following the directions for each task. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5).

**variety of learners:** Children in your class/group who may require different strategies or support. These children include but are not limited to children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children.

**whole child:** Refers to developmentally appropriate practices for young children that attend to the social (relational), emotional (feeling), physical (moving/doing), as well as cognitive (thinking) aspects of development along a continuum of growth that is appropriate for their age but responsive to their unique characteristics and that nurture their dispositions to learn.