Frequently Asked Questions for the *PPAT*® Assessment

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Introduction

The following questions and answers are for informational purposes only and may not cover all information related to the *PPAT*® assessment and its administration.

The following documents contain important information you need to know about all aspects of the PPAT testing process. Answers to many of your frequently asked questions can be found in these handbooks. We recommend that you use these documents as a resource throughout your PPAT testing experience.

- *PPAT*® Assessment Candidate and Educator Handbook (PDF)
- *PPAT*® Task 1 Handbook (PDF)
- *PPAT*® Assessment Reflective Practice Handbook (PDF)
- Submission System User Guide (PDF)

Technical Help

What if I need technical support or have questions about how the online submission system works?

Our goal in designing the PPAT online submission system was to make it as intuitive as possible for you to author and submit your tasks. Technical help and information are available via:

Email: ppa@ets.org

Phone: 1-609-359-5634 or 1-855-628-5088
Monday–Friday, 8 a.m.–6 p.m. ET (except for U.S. holidays)

You should also refer to the Submission System User Guide (PDF) for additional assistance.

About the Assessment

What is the PPAT assessment and who needs to take it?

The PPAT assessment consists of four tasks. Each of the four tasks takes place during your clinical experience and focuses on differentiation of instruction and the decision-making process. During the clinical experience, your task submissions provide a variety of artifacts, including student work and observation feedback. Task 1 occurs early in the clinical experience and Tasks 2–4 occur approximately two-thirds of the way through your clinical experience.

A cumulative score for Tasks 2–4 is one of the factors determining your acceptance into the profession.

How long does the PPAT assessment take to complete?

The length of time necessary to complete and submit a task will depend on the task you are working on. The tasks are available in the online submission system according to a preset schedule.

- The first task is completed during the first few weeks of student teaching.
- The second and third tasks are interchangeable and are completed during the middle part of the clinical experience.
- The fourth task follows the submission of the second and third tasks and is submitted three-fourths of the way through student teaching.

Remember, because all information about the PPAT assessment is available free of charge online, you can begin your preparation by reviewing the standards, indicators and assessment documents/instructions at any time.

Tasks are submitted in the ETS submission system. Become familiar with the system well in advance of deadline dates to make sure you allow enough time for task entry before the deadline.

Note: All tasks must be submitted before completing your clinical experience. See Dates and Deadlines.

How will I find time to complete the PPAT assessment and teach?

Time management can be a challenge, so the assessment was specifically designed with this in mind. Each task is embedded into the actual student teaching experience. Any authentic classroom-based activities that reflect effective teaching and support your everyday work, provided that they address the task requirements and guiding prompts, are eligible for submission.

I teach in a nontraditional classroom. Do I need to do anything differently for my four tasks?

No. The requirements for each PPAT task enable teachers in a wide variety of situations and settings to respond successfully. The tasks are specific to the classroom situation. All of the requirements can be addressed by a PPAT candidate regardless of his/her setting.

What is the minimum number of students needed to complete the assessment?

See the Getting Started section of the *PPAT®* Candidate and Educator Handbook (PDF)

Registration

How do I register for this assessment?

See Register for registration information.

What is the cost of registration?

See Fees and Payments.

When is the registration deadline?

See Dates and Deadlines.

Am I required to include my Social Security number (SSN) on my account profile?

No. Providing an SSN is optional. ETS does not require your SSN for its own purposes but will submit it to your state agency with your test results. Some states require SSNs when processing certification paperwork. Check your state's requirements to see if your state requires an SSN with your test score reports.

I am not currently enrolled in an educator preparation program (EPP), but I am taking the PPAT assessment as a first-year teacher. What do I select as my EPP during the registration process?

When prompted to select the EPP, select the state where you are seeking certification and select the "Prepared Out of State" listing from the list. Contact us if you are not able to find that listing.

What if I miss the registration deadline?

If the assessment you need to take does not appear for selection when registering, contact us. Late registrations may be available over the phone. If late registration is not available, you must register for the next submission window. You may want to confer with your educator preparation program for appropriate next steps.

How do I cancel my registration and receive a refund?

To learn about canceling your registration and receiving a refund, see Reschedule/Cancel Your Registration.

How do I change my submission window?

Changes to a submission window are permitted provided they are made by the reschedule deadline date. See Reschedule/Cancel Your Registration.

I spelled my name incorrectly, or my name has changed. How do I correct this?

Only misspellings of your name can be corrected. Name changes will not be made. Contact a Customer Service representative for assistance.

How is my information used by the testing program?

Your biographical information is used to gather information for research purposes and to further ensure the validity and fairness of the test questions. See our Privacy and Security policy at the bottom of each page.

Preparation

What materials are available to help me get ready for this assessment?

There are several resources that are available to you on this website. Review the four task requirements and the rubrics. The tasks contain the guiding prompts (questions) to which all candidates need to respond. Practice questions are not necessary since the same prompts will be used for each administration of the test. The guiding prompts are the same guiding prompts that you will see in the assessment.

How should I organize my work schedule?

After reviewing the task directions, develop a timeline by working backward from each task's submission deadline to set a manageable schedule for yourself. For more information, see the *PPAT®* Candidate and Educator Handbook (PDF).

How should the written commentary be composed?

Choose the writing style you prefer. Raters are trained to score on the basis of the evidence submitted, not on the format of the writing. What is important is that you clearly communicate your ideas as related to the guiding prompts, the submitted artifacts and the rubric.

What if I want to strengthen my writing skills? What do you recommend?

The tasks in the PPAT assessment require three kinds of writing: descriptive, analytic and reflective. There are obvious essential differences among these three types of writing. As you compose your written commentary, keep these differences in mind. For more information, see "Writing and Formatting Guidelines" in the *PPAT®* Candidate and Educator Handbook (PDF).

The Tasks

How does the Contextual Information step, required in Tasks 2–4, differ from the Contextual Factors Chart, required in Task 1?

The **Contextual Information step**, required for Tasks 2, 3 and 4, requests general information that will provide the rater with an understanding of your general teaching context. This information, if created in Task 2, may be used for Tasks 3 and 4 by a simple copy and paste, but only if the class in which you are teaching is the same class. If you change assignments mid semester, you must create a new school/class profile form for your new teaching context.

The **Contextual Factors Chart**, required as part of Task 1, asks the candidate to complete and attach the chart provided and then comment on the impact of certain factors on instruction and student learning by responding to specific guiding prompts.

Tasks 2–4 ask for contextual information. If my contextual information is the same for each of these tasks, can I just copy and paste my information across all three?

Yes, you can copy the data to all three tasks.

The Lesson Plan Format template provided on the Ancillary Materials page is four pages, but the task requirements only permit up to two pages. How can I condense the document down to two pages?

The PPAT Lesson Plan Format (word) that is provided on this site covers all possible areas that might be needed for daily planning. You may choose which two pages or certain sections (that amount to two pages) to include. You also have the option of using your own lesson plan format.

The school where I am student teaching does not permit me to develop my own lesson plans. What are the guidelines for taking the assessment with these limitations?

You can use the lesson plan that was developed by the school. Be sure to explain the situation in your written commentary. Even though the lesson plan was not developed by you, you should still be able to respond to the guiding prompts.

Could Tasks 2, 3 and 4 potentially all be done within a 5–6 lesson unit?

It is possible to take a larger unit and have the task responses fit into it. If you take this approach, you should consider that different raters score your tasks, so each task response must be able to stand on its own. A rater will not see evidence from one task that might be referred to in another.

A second consideration is that Task 4 be considered as a culminating task. With this, the task gives you an opportunity to learn from previous work, especially work from Tasks 2 and 3. Although the video-recorded lesson might be from the same unit as the other two, it benefits the candidate to make use of a different related lesson than those used before.

For Tasks 2, 3 and 4, can the same students be used as Focus Students or do different students need to be used?

This is up to you as the candidate. When choosing the students that you want to use in your tasks, first consider the guiding prompts for the tasks and what they are asking you to produce as evidence; then select the students who can best represent that focus.

I am teaching in a preschool classroom and the children are learning through play. I am not sure that I will be able to submit an actual work sample. Can you provide guidance on how I should handle the student work samples?

You can create a word document that is called student work sample and provide a brief summary of what the student did or a brief recounting of what the student said. You should explain, in the textbox for that artifact, how this supports your response to the guiding prompts.

Building Your Responses

How do I know if I am addressing the InTASC Model Core Teaching Standards when I am composing my tasks?

All of the guiding prompts that you will answer within the tasks are based on the InTASC Model Core Teaching Standards (PDF). Continually check your written commentary against the four-point rubrics, which are also linked to the InTASC Model Core Teaching Standards.

How should I start building my PPAT tasks?

Begin by reading through the task directions to get a sense of how you will build your PPAT tasks, then begin with Task 1. In this task, you will become familiar with the submission system and with the class of students to which you are assigned. Your cooperating teacher and supervising faculty member are a good source of guidance as you get organized. For more information, see the *PPAT*® Candidate and Educator Handbook (PDF) and the *PPAT*® Task 1 Handbook (PDF).

How should I make use of the rubric? I know it is part of the scoring system, but can it help me as I work on my portfolio?

Absolutely! Keep the rubric for each task nearby as you work. When you finish a draft of a task, read how the rubric describes the highest level, and ask yourself whether you have provided adequate evidence to address each requirement. Ask a trusted colleague to serve as your scorer and to give additional feedback.

Are there penalties for accidentally answering a guiding prompt in the wrong place or including a student's name or the name of my school?

No. Raters are trained to collect evidence wherever they find it, as long as it has been included with that particular task.

You should not use any identifying names or titles. These include, but are not limited to, names of

- Teachers
- Students
- Administrators
- Schools
- Districts

For your responses to be scored fairly and to protect the identity of students and adults, it is extremely important that you do not identify yourself, your students, your school or the city/town in which your school is located.

To avoid these issues, you should correctly answer the guiding prompts by:

- referring to students as "Student 1," "Student 2" and so on
- referring to places as "my school" or "my district"
- removing identifiers from artifacts by crossing them out with a marker or by covering them with correction tape or fluid

Points will not be deducted if an identifying name accidentally appears.

Character Limits

Is there a maximum character limit to the tasks?

Yes. Each task has a specified character limit. *A character is counted by every alphanumeric character you type (spaces and punctuation marks are not included)*. As you are typing your written commentary online, you will be able to access an automatic counter that will be visible on your screen to show you how many characters you have used out of the allowable number of characters. **You will not be able to save or submit any task that exceeds the maximum character limit**. Therefore, you may need to edit your response before saving or submitting a task.

Why does the PPAT online character counter display a count different from my word processing program?

To ensure fairness for all candidates, the PPAT online submission system automatically standardizes all type that is input into the system. Font, margins and line height will all be automatic. The online character counter is a helpful tool that appears on-screen as you type your tasks within the private, secure website. It is the **only** official PPAT character counter for your tasks. The settings of other word processing programs may vary, resulting in different character counts, but the PPAT online submission system is standardized to count every alphanumeric character (spaces and punctuation marks are not included).

Keep in mind that the character count guideline per task is intended to be an outside limit — not a target. The substance of your evidence should be able to be communicated within the maximum character count limit, and you should not assume that a longer task submission equals a better task.

If you wish to print your tasks, you can copy and paste your work **from** the PPAT online submission system into a word processing document. This approach enables you to take full advantage of the online tools built specifically to help you prepare your tasks online over time.

Permission Forms

Can I use my own permission form — rather than the student and adult release forms provided — to gain student and parent consent to include materials in my tasks and images in my video?

No. All participants must get parental permission for use of student materials and/or student appearances in your student teaching video using the forms that are approved for the PPAT assessment and that are included with it. These forms must be used for the inclusion of any student or adult work in your tasks and for anyone who appears in your video or in photographs. See Permission Forms.

Are permission forms required for Task 1?

In most cases, yes, since you may be including personal types of information in the student interest inventory that is required in Step 2.

Do I need to submit the student and adult release forms I collect?

No. Keep the forms with your records. Do not submit them to ETS.

Do I need to obtain permission forms for every student in my class?

Obtaining permission forms for every student in the class may be helpful if you plan to record multiple videos to choose from before submitting a video. However, you only need to retain the permission forms for the student work that you submit and for students or adults who appear in the video that you submit.

Artifacts and Evidence

If I upload my artifacts to my Library of Artifacts, will those artifacts be included when I submit my tasks?

Uploading artifacts to your Library of Artifacts is only the first step in including artifacts with your submission. As you enter your written commentary, you must link text within your written commentary to the pertinent artifacts for the artifacts to be included with your submission. Refer to the Submission System User Guide (PDF) or instructions on linking artifacts.

Am I required to link to my artifacts each time I refer to them in my response?

No. Best practice is to link the artifact to your written commentary only once within the textbox where the artifact is required.

Can I submit more than the required number of artifacts for a task?

No. Each task has a specific number of artifacts that you are required to submit. Please follow the instructions below when submitting artifacts:

- Do not exceed the required number of artifacts.
- Do not link those required artifacts multiple times within your response.

- Do not exceed the maximum page limit for each artifact.
- Do not link additional artifacts that are not required by the task.

The rater scoring your response is trained to look at and value only that which is required by this assessment. Refer to each of the task's directions for a list of the required artifacts and the maximum number of pages allowed for each.

Can I submit a video recording as part of my evidence?

Yes, but ONLY in Task 4. Video and audio evidence will not be accepted for Tasks 1–3.

As a music teacher, written tests and projects are not part of my normal curriculum. Most of my assessment artifacts are in the form of recordings and videos of students playing and singing. What should I do?

In addition to photographs with captions, a colleague or administrator could observe your class, and you could use that observation in written form as evidence if it describes the students as they work. You can also video record part of a class and have an administrator or colleague watch the recording and provide written feedback based on what the students are doing, and then you may submit his/her feedback as evidence.

How will I know what student work to submit?

The student work artifacts that you submit should be directly related to and address the guiding prompts within each task. They should be appropriate and germane to what you are teaching and for what the task is asking.

I teach kindergarten. What if the student work I submit looks like it came from a 5-year-old?

This is appropriate. Submitted materials should be what the students in your class are producing to address the learning goals you have set as well as respond to the guiding prompts. Raters are trained to view materials based on the context of the specific teaching situation. Make sure that your submitted student work is legible or that you include a teacher translation of what the student has written.

Can I include a slideshow presentation as evidence? If so, how many slides may I submit?

Yes. Slideshow presentations are acceptable forms of evidence. You may submit up to six slides on a single page. Make sure each slide can be viewed by the rater. If the images are blurry or illegible, the rater will not be able to score the artifact which may result in a score of zero.

If I include a double-sided document as evidence, does the document count as one page or two?

If you are planning on using both sides as evidence, then each side must be attached as a separate document in your written commentary (and therefore count as two pages). Raters are trained to look only at the first page of a multipage attachment, even if the content is from the same student example. The only exception is if a guiding prompt specifically asks for more than one page (for example, if a prompt asks for two pages from your lesson plan).

If I want to submit pictures, can I place more than one on a page?

Yes, but the pictures must relate to the same subject/topic/event and have appropriate captions. You may reduce the size of the pictures so that they fit on the same page. However, if you reduce them to the extent that they are no longer viewable, raters will be instructed to not consider them.

Can I submit more than one newspaper article on a page?

Yes, as long as the articles refer to the same subject/topic/event. You may reduce the font size of the articles so that they fit on the same page. However, if you reduce them to the extent that they are no longer readable, raters will be instructed to not consider them.

The task requires a "representative page" of my artifact, but my artifact is over the maximum number of pages. How do I determine which page to include?

When the task asks for a representative page of an artifact and the total number of pages on your artifact is over the maximum permitted, make sure that you include the portion of the artifact that is referenced within your written commentary. Depending on the total number of pages in your document, you may not always be able to include every page. When ETS raters score your tasks 2, 3 and 4, they will only consider material starting with the first page and up to the maximum number of pages permitted for the artifact.

My student teaching assignment is in an elementary education classroom in a language immersion school. Is it OK if the artifacts that I submit and the video that I record are not in English?

Yes. It is expected that your artifacts may be in a language other than English. However, the written commentary that you enter in the textboxes must be in English.

Should I include the names of any students, parents or school officials in my submissions?

No. Students should be referred to as "Student 1," "Student 2," etc. Colleagues can be referred to as "my cooperating teacher" or "my principal" instead of by their names. The same policy applies to any other adults included in your submission (e.g., "parent of Student 1").

Task 1

Am I expected to complete every box on the Contextual Factors Chart for Task 1?

The Contextual Factors Chart is designed to help you understand all of the different factors or elements that could affect how you plan and teach. Every characteristic listed within a box titled "Type of Factor" does not have to be addressed. The chart is a guide to help you respond to the guiding prompts in Step 1 by helping you determine how each factor that you selected could influence your planning.

What is meant by a document that demonstrates communication with students' families, which is a required artifact for Task 1?

To cultivate positive relationships with all your students' families, you will need to create a communication method in which you take into account the backgrounds and other unique factors that exist. Based on your knowledge of your students, you will create one communication method that will help you learn about and connect to your students' families/caregivers while cultivating positive relationships. This artifact, not necessarily limited to letters/emails, can be in the form of an activity that provides a way for you to think about and initiate a means of communication that will continue throughout the school year and will foster interactive communication among you, the students and the students' families.

What is the "Getting to Know Your Students" activity that is required for Task 1?

The "Getting to Know Your Students" activity is intended to provide an opportunity for you to get to know and value your students as unique individuals and is generally used within your first several days with them. It could have questions about reading preferences, subject preferences, family/home life and personal interests. This compilation of information is intended to help assist you with your instructional decisions in the classroom.

If I have collected artifacts from practicum during fall for Task 1 and have new students in spring (due to semester course), can I use the artifacts from fall?

The purpose of Task 1 is to allow you to become familiar with the students and environment in which you will be currently working, and to understand the implications of those factors on your instruction and your students' learning. It is recommended that you complete and submit this information for your current assignment.

Task 2

In Task 2 (2.1.2 Preparing Learners for the Assessment), do the learning activities, student groupings, materials, resources and technology refer to those used to help students during the assessment administration, or are they used in the instruction that is done before or after the assessment?

For Task 2, Step 1, focus exclusively **on planning for the assessment** and demonstrating knowledge of appropriate assessment tools that will meet the students' needs and the learning goal(s).

So, when choosing the assessment to administer for Task 2, you must also consider textbox 2.1.2 **before** choosing the assessment.

Both guiding prompts in this textbox are asking you to talk about the assessment's learning activities, groupings, materials, resources **and** technology you will be using **as part of the assessment**. Some candidates mistakenly address the lessons that led up to the assessment, but these guiding prompts refer to the activities **of the assessment itself**.

If you cannot answer all of the guiding prompts, in the context of the assessment, then your choice of assessment is not a good one for this performance assessment task.

The textbox response should reflect the activities (examples: games, in-class presentations or student demonstrations), groupings, materials and resources (examples: manipulatives or a computer-generated exam) and technology that you are planning to use **to assess** the students.

Remember: Whatever you choose, the responses for this textbox should all relate and be appropriate to the goal of the assessment.

Is the use of technology a requirement for Task 2?

The Task 2 rubric for Step 1, Textbox 2.1.2 values the inclusion of technology in the planning of the assessment.

For the Focus Students for Task 2, am I expected to modify both the assessment and the administration procedures?

The choice of Focus Students for this particular step (Step 1, Textbox 2.1.3) must be made with distinct parameters in mind. Each Focus Student must represent a different learning need, and depending on that learning need, you must talk about how you will modify the assessment and the rationale for choosing that modification, which must be connected to each student's particular learning need.

You may also feel the need to alter the administration of that modification, if necessary, due to the assessment's modification, but this is not a requirement (Step 2, Textbox 2.2.2.). You need make that decision and cite example(s) to support whatever modifications are being made.

Task 2 asks for my understanding and application of data. What do I need to provide evidence of this?

Since Task 2 is all about assessment and data collection to measure and inform student learning, there are several instances where you are asked to provide data (which are results from various student assessments). You are first asked to talk about baseline data in your written commentary in Textbox 2.1.1 for the whole class and again in Textbox 2.1.3 for the two Focus Students. Here you would discuss the actual baseline data that you are using to determine where students are at the beginning of this unit or series of lessons. Use this data to connect to what the students are expected to learn and achieve in relation to the learning goals. Reference the PPAT Glossary for the definition of baseline data that must be used for the purpose of this task. The required artifact needs to be the data that was gathered from the assessment and not just the assessment itself.

In Textbox 2.2.1 for the whole class and in Textbox 2.2.2 for the two Focus Students, you are asked again to talk about data in your written commentary. This time you are analyzing the data you have gathered after administering the assessment and comparing it to the baseline data from Step 1. Just remember, when asked to talk about data, to use data in your responses for specific analysis. The more precise you can be, the better you will be in demonstrating your understanding, analysis and application of assessment data to measure and inform student learning.

The Task 2 requirements state that I have to provide "baseline data (e.g., graphic representation, table, list) specific to Focus Student 1 and 2." Do I have to provide them in the form of a graphic representation, list, or table, or can I just use a graded pre-test? I have a graphic representation of my baseline data for my whole class, but I am struggling to figure out a way to make a graphic representation of one student's grade.

Task 2, Textbox 2.1.1 asks for baseline data for the whole class, and again for the two Focus Students in Textbox 2.1.3.

Your baseline data needs to be a collection of measurement (e.g., facts and statistics). This data can be collected through various measures (e.g., percent accuracy, rate and intervals, frequency and duration). You should clearly present the data that you extracted, so the rater can see what you collected. You can extract baseline data from any method of assessment:

- pre-test
- survey
- oral fluency
- writing sample
- previous assignment
- observations
- whatever else you think is appropriate

The data collection serves the purpose of informing how you to make decisions. Whole class and the Focus Students' baseline data can come from any test, previous assignment, observations, surveys, or whatever you think is appropriate. This baseline data is meant to be a fixed point of reference for you to use as a beginning, and as a comparison of achievements after your lesson(s) has been taught and assessed. Remember the baseline data that is extracted from your method of assessment is what you need to include as your artifact.

The graphic representation comes into play in Step 2 after you have administered the assessment, collected, recorded and analyzed the data. If you reference your artifact chart in your PPAT Task 2 requirements, you will see that the graphic representation artifact is needed in Textbox 2.2.1 and it states that it needs to be no more than two representative pages (e.g., a spreadsheet, pie chart, table of the collected data). This graphic representation is of the whole class' recorded data, as a result of the selected assessment for Step 2. You can choose to incorporate the baseline data here as well, but this is not required. You would also include your Focus Students in this graphic representation as part of the whole class, if you feel that is appropriate.

Task 3

For the Task 3 activity, my students were instructed to create a video. However, we are not permitted to upload a video file as an artifact for Task 3. Do you have any suggestions for an alternative option for this artifact to meet the PPAT task requirement?

Keep in mind that the evidence that you are required to submit has to prove that the student did the work. Alternatives to using the video that the student created depends on what the student did or was supposed to do in relation to the video-recording activity. For example, if the student was supposed to create an outline or a script for the video activity, you may be able to use that script or outline as an artifact. If the student had to reflect on the video that they created, and they provided a written document of that reflection, you may be able to use that.

Instead of submitting three separate lesson plans, which include the overall lesson plan and two other separate lesson plans regarding the two Focus Students, can I submit one lesson plan with the modifications/accommodations for the Focus Students embedded and bolded in the overall lesson plan?

This is acceptable. However, it complicates the scoring process because the artifacts are not in the textbox where they are required. Raters are trained to follow the directions of the task when scoring; they record the evidence and make use of the artifacts as they review each textbox. Having the artifacts linked in the textbox where they are required allows the scoring process to flow the way it is supposed to.

If you plan to proceed with one lesson plan document that reflects the lesson for the whole class, as well as the differentiation for each of the two Focus Students, be sure to link the artifact in both textboxes 3.1.1 and 3.2.1.

This will also be helpful when you do the final review before submitting the task to make sure each textbox has a response and that artifacts are linked in the textboxes that require them.

I am teaching in a special education classroom and only have two students. I plan to consider these two students my whole class as well as my two Focus Students. This does not permit me to have a work sample from a non-Focus Student. How will this impact my score?

Special education classrooms can vary greatly in comparison to a traditional classroom. It is important that you describe the classroom setting you have chosen to use for your responses in the Contextual Information textbox for each task so the rater scoring the task understands the classroom situation. Your scores may be impacted especially for Task 3, where one of the required artifacts is a student work sample from another student in the class. A possible way to address the need for an artifact from another student other than the two Focus Students could be to combine several of your small classes.

Task 4

For Task 4, I'm required to submit whole class baseline data for Step 1 and baseline data for each Focus Student for Step 3? Can I include the Focus Students in my whole class baseline data if I identify them clearly?

Yes. You may identify the Focus Students in the whole class baseline data and/or include baseline data for each Focus Student in Step 3. For Task 4, you are required to produce a standards-based lesson plan and provide baseline data from both the whole class and the two Focus Students. The baseline data serves as a starting point for instruction, in order for you to provide evidence of learning in the Step 4 student work samples.

Your baseline data needs to be a collection of measurement (e.g., facts and statistics). This data can be collected through various measures:

- percent accuracy
- rate and intervals
- frequency
- duration

You should clearly present the data that you extracted, so the rater can see what you collected. You can extract baseline data from any method of assessment:

- pre-test
- survey
- oral fluency
- writing sample
- previous assignment
- observations
- whatever else you think is appropriate

I am not able to upload my video. Why?

It may not be the correct format. Accepted formats include: avi, divx, flv, mp4, mpeg, mov or wmv format. If your file format does not match one of these formats, you must convert your video file to match one of these formats.

It may be too large; the video file cannot exceed 500 MB. If the file size exceeds the limit, you must reduce/compress the video file size.

You may need to search online for video editing software to help with editing your video to meet these system requirements. Refer to the Submission System User Guide (PDF) for instructions on uploading the video.

Does the video need to include every student in the class or can it include only a small group?

There is no stipulation of the number of students who need to be involved in the video. Keep in mind the guiding prompts for Task 4 and what you are asked to demonstrate and talk about in the video. If you can fulfill the requirements of what is being asked with a small group of students, then that is perfectly fine. The choice is yours.

Does the video have to be exactly 15 minutes long?

The full video can be no longer than 15 minutes. That means you could submit a video with fewer minutes if you choose.

If I choose to do three video segments, do they each need to be five minutes long?

The video must include three individual segments taken from one video of your teaching the lesson on a single day. Each segment cannot be less than five minutes in duration. The full video can be no longer than 15 minutes.

The three segments must be combined into one video file for uploading. Depending on the video-recording equipment you are using, you may need to search online for editing software to help combine the segments into one file.

I would like to submit the three five-minute segments for my video, but I cannot find three segments that I am happy with from one lesson. I made a couple mistakes while teaching the lesson the first time. I plan to take two five-minute segments from one recording of my lesson and one segment from another recording when I taught the lesson again. Is this acceptable?

It is not and you will receive a score of zero. Any break in the continuity of the lesson event within a segment is considered impermissible editing. Video segments from different days or classes cannot be combined. The footage must all come from a single lesson event.

The purpose of the 15-minute video recording is to provide a view of your teaching that is as authentic as possible. The raters are not able to visit your classes; therefore, a video recording is the only illustration of the following key practices:

- interactions you have with the students
- how the students interact with one another
- how you create a positive learning climate
- how you can adjust instruction for the students
- how you engage the students in learning

Note: Your video recording should convey to the raters how you practice your profession, the decisions you make, and your relationships with students. The raters are not expecting flawless professional footage.

I would like to add an introduction to my video and include some fade in/fade out features. Is this type of formatting acceptable?

No. This is considered editing the video and is not acceptable. The video recording of your teaching, whether in one 15-minute segment or in a combination of three 5-minute segments, must be unedited.

If the segments within your recording appear to have been edited, the entire task will receive a score of zero.

I am not able to record a video in my school district. Can I submit a video file that contains audio only?

No. To fulfill the requirements of the task, the candidate must appear in the video, address every guiding prompt properly and ensure that there is a clear connection between the written commentary and the linked artifacts.

The PPAT assessment is an evidence-based assessment where Raters evaluate the completeness and quality of each response. A video with audio only does not fulfill the requirements of the task. If a candidate submits a video with audio only, we will still score the response, but scores will be impacted.

In my district, we are only given permission to record video without students seen at all (mainly audio), with no student identifiers. Can I submit a video where I can be seen and heard teaching the lesson and the student voices can be heard, but students are not seen in the video?

Candidates must be able to demonstrate that they can instruct groups and individuals. The purpose of the video is to provide the most authentic capture of your teaching as possible. Raters are not able to visit the classroom; therefore, a video recording is the only illustration of the following key practices:

- evidence of interactions you have with your students and how the students interact with one another
- how you create a positive learning climate
- how you are able to adjust instruction for your students
- how you engage the students in learning

The video conveys to the raters how candidates practice their profession, the decisions they make and their working relationship with students.

If you submit a video with Task 4, the video and response will be scored. Please remember this is an evidence-based assessment. Raters evaluate the completeness and quality of the written commentary in the textboxes and the completeness and quality of the evidence provided by the artifacts, including the video. If candidates do not completely address all of the guiding prompts and activities in their written commentary and evidence, then the score will reflect this.

We strongly encourage candidates to describe their situation in the Contextual Information textbox for the task. This will help the rater to get an understanding of the teaching environment and the decisions you made.

I was not able to obtain permission forms for all students in my classroom. What are my options regarding the video recording?

When recording the video, the ideal environment should allow for the rater to see and hear the candidate and the students in the video.

While this may not always be an option, candidates are permitted to:

- Record the video such that students who are not permitted to appear in the video are out of camera range.
- Blur student faces in the video after the recording so their identity is not revealed.
- Place the video camera so that it is directed at the teacher candidate facing the students, but at the backs of the students. This will allow the Rater scoring the task to see and hear the candidate and hear the interactions with the students, but not view student faces. For this option, we suggest the candidate record a practice session to ensure the students voices can be heard in the video. Should there be an accidental viewing of a student's face in the video that the candidate wants to use for submission, the candidate can search the video for the one continuous 15-minute unedited segment or the three unedited five-minute segments without a student visible. The segment(s) chosen must provide the evidence required by the guiding prompts.

We strongly encourage candidates to describe their situation in the Contextual Information textbox for the task. This will help the rater to get an understanding of the teaching environment and the decisions you made.

Submitting Tasks

Once my task has been submitted, will I receive a confirmation email?

Yes. An email will be sent to the email address you entered for your account in the registration system. You can also verify that your task has been submitted by referring to the status column on the task chart on your assessment home page. A status of "Completed" means that the task has been submitted.

Am I able to make changes to my response after I have submitted it?

No. Once a task has been submitted, you can no longer make changes. You will be able to view your response in a read-only format.

Scores

When will my scores be available?

See Getting Your Scores.

I don’t understand the scores on my score report. Where can I find information to help me understand my scores?

See Understanding Your Scores.

How do I know if I passed the test?

You will receive a cumulative score report after Task 4 is scored. Your cumulative score report contains a summary page indicating your score for the assessment.
See Understanding Your Scores.

Contact your educator preparation program for specific passing requirements.

How do I access my scores online?

Scores may be viewed from your online account. See Getting Your Scores.

Who gets a copy of my score report?

Your cumulative score report is automatically sent to the EPP that you selected at registration and as many as four score recipients that you selected at registration. If you are seeking certification in a state with automatic score reporting for the assessment, the state certification agency will automatically receive a copy of your scores.

How does my state certification department receive my assessment scores?

During registration, you have the option to select up to four additional score recipients. Select your state certification department during this step if your state agency is not set up for automatic score reporting. You can add or modify your score recipients up until 10 p.m. ET the night before the task submission deadline.

Resubmission

If I do not achieve a passing score, can I resubmit any tasks? How do I decide which task(s) to resubmit?

You may resubmit Task 2, Task 3 and/or Task 4 for a fee. See Resubmitting Your Task(s).

Will raters know my scores from previously submitted tasks?

No. Your history is not disclosed to raters. They will not have access to any scores associated with previous submissions.

What happens if I don't score as well on a resubmitted task?

The task with the highest task score — whether it was earned on the initial submission or on the resubmitted task — will always be used to determine your cumulative assessment score.

How are resubmission scores reported?

Resubmission scores are reported via your online account, just like your initial scores.

I plan on resubmitting a task. Must I change everything in my response?

You may reuse some of the activities, but you will want to consider what you can do to strengthen them. Consider the focus of this task. You will probably need to develop new activities to address your guiding prompts.

Remember, the majority of activities should be new, and the majority of your written commentary for the entire task should reflect your new thinking and analysis. When considering your artifacts, you might want to consider how different artifacts might supply better evidence than those used for the initial submission.

Will I be able to edit my previous written response online in order to prepare my resubmission?

No. Immediately upon registration, the system presents you with new tasks containing empty textboxes. Your originally submitted task responses will be available in read-only format.

Am I required to enter responses for all steps of the resubmission task or only the steps where I scored low?

You must respond to the prompts and activities for all steps, not just the steps where you scored low. During resubmission, you will begin with blank textboxes, making sure to:

- enter and submit the entire task response as if you are submitting the task for the first time
- enter the written commentary in all textboxes
- link the artifacts to the written commentary where required
- upload the video, if resubmitting Task 4