

Educative Teacher Performance Assessment (edTPA) Practice Test (Sample)

Study Guide



Everything you need from our exam experts!

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. According to the overview, science teachers create a community that learns to do what with evidence?**
 - A. Copy others' ideas**
 - B. Develop, test, refine, and share scientific ideas based on evidence**
 - C. Focus solely on exams**
 - D. Isolate students from each other**

- 2. What is a key practice when annotating for Task 3?**
 - A. Highlight strengths, mistakes, misconceptions, and progress evidence that connect to criteria.**
 - B. Rate students on a curve.**
 - C. Only record final grades.**
 - D. Ignore misconceptions.**

- 3. Which statement correctly describes how quantitative patterns are used?**
 - A. They capture the number of similar correct responses or errors across assessments.**
 - B. They describe the mood of students.**
 - C. They indicate only the highest score in the class.**
 - D. They predict future standardized test results.**

- 4. Gaps in Academic Knowledge refer to what?**
 - A. Gaps in Academic Knowledge**
 - B. Direct Instruction**
 - C. Inquiry**
 - D. Learning Environment**

- 5. What is 'analyses of teaching' in Task 4?**
 - A. A reflective synthesis explaining how instructional decisions impacted learning, supported by data from all tasks and evidence.**
 - B. A numerical report of test scores.**
 - C. A list of activities used.**
 - D. A plan for the next year.**

- 6. Which term describes intentional and systematic physical activity that positively enhances the components of personal physical fitness (e.g., cardiovascular endurance, muscular strength/endurance, flexibility, and body composition)?**
- A. Cardiovascular Training (PE)**
 - B. Muscular Strength Endurance (PE)**
 - C. Flexibility and Balance (PE)**
 - D. Health-enhancing Physical Fitness (PE)**
- 7. What term describes the distinctive features and ways of communicating within a discipline?**
- A. Syntax**
 - B. Evidence**
 - C. Discourse**
 - D. Learning Standards**
- 8. What is a common mistake in Task 3 regarding assessment alignment?**
- A. Using tasks aligned to learning targets, strong rubrics, and consistent scoring across sources.**
 - B. Using tasks not aligned to learning targets, weak rubrics, or inconsistent scoring across evidence sources.**
 - C. Relying on a single multiple-choice task.**
 - D. Using only performance tasks without rubrics.**
- 9. Evidence for edTPA consists of artifacts that document how you planned and implemented instruction and commentaries that explain your plans and what was seen.**
- A. Learning**
 - B. Direct Instruction**
 - C. Elicit**
 - D. Evidence**

10. Which statement best reflects culturally responsive teaching in edTPA?

- A. It respects students' cultural identities, uses diverse perspectives, and connects learning to lived experiences.**
- B. It assumes all students have the same cultural background and experiences.**
- C. It focuses solely on standardized content.**
- D. It relies on a single method for all learners.**

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Answers

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1. B
2. A
3. A
4. A
5. A
6. D
7. C
8. B
9. D
10. C

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Explanations

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1. According to the overview, science teachers create a community that learns to do what with evidence?

A. Copy others' ideas

B. Develop, test, refine, and share scientific ideas based on evidence

C. Focus solely on exams

D. Isolate students from each other

In a science learning community, the focus is on building and testing explanations that are grounded in evidence. The idea described here—developing, testing, refining, and sharing scientific ideas based on evidence—fits that practice exactly. It reflects how science works: start with a question, gather and analyze data, test ideas, revise explanations based on what the evidence shows, and communicate findings to others. The other options miss the collaborative, evidence-based, and iterative nature of scientific inquiry, such as simply copying ideas, concentrating only on exams, or keeping students from one another.

2. What is a key practice when annotating for Task 3?

A. Highlight strengths, mistakes, misconceptions, and progress evidence that connect to criteria.

B. Rate students on a curve.

C. Only record final grades.

D. Ignore misconceptions.

Focusing on evidence that ties student performance to the criteria is the core practice. When you annotate for Task 3, you're not just noting what happened; you're labeling what the student did well, where mistakes occurred, what misconceptions surfaced, and how the student is progressing toward the expectations. This approach creates a clear, criterion-based record you can use to analyze understanding, plan next steps, and show growth over time. By highlighting strengths you illustrate what the student can do accurately, by marking mistakes and misconceptions you reveal where understanding is lacking and needs target support, and by pointing to progress evidence you demonstrate movement toward the standards. It's this linked, evidence-rich narrative that evaluators rely on to gauge instructional impact and student learning. Relying on curve ratings or recording only final grades doesn't provide the actionable, criterion-connected detail Task 3 asks for, and ignoring misconceptions leaves a gap in understanding the learner's trajectory. The best practice is to annotate with specific, criterion-linked evidence of strengths, errors, misconceptions, and progress so you can inform feedback and demonstrate growth toward the standards.

3. Which statement correctly describes how quantitative patterns are used?

A. They capture the number of similar correct responses or errors across assessments.

B. They describe the mood of students.

C. They indicate only the highest score in the class.

D. They predict future standardized test results.

Quantitative patterns focus on how often students give similar correct responses or make similar errors across multiple assessments. This reveals trends in understanding beyond a single score, showing where misconceptions recur or where mastery is developing.

When you notice persistent error patterns, you know where to adjust instruction or provide targeted reteaching; when many students answer similar items correctly, you can reinforce and extend that learning. This approach helps you make data-driven instructional decisions and monitor growth over time. It isn't about describing mood, it doesn't rely on the highest single score, and it isn't meant to forecast standardized test results.

4. Gaps in Academic Knowledge refer to what?

A. Gaps in Academic Knowledge

B. Direct Instruction

C. Inquiry

D. Learning Environment

Gaps in academic knowledge refer to missing foundational content, skills, or vocabulary that students need in order to access and understand the current material. These gaps show up when students can't apply prior learning to new tasks, struggle with concepts that build on earlier ideas, or miss essential prerequisites. By identifying these gaps—through quick checks, pre-assessments, or analyzing student work—a teacher can plan targeted, explicit instruction to fill the missing pieces, often with brief reteaching, scaffolds, or pre-teaching of key terms. This helps students engage with more complex content and meet the intended standards. The other options describe a teaching method, a learning approach, or the classroom environment, rather than the missing knowledge itself.

5. What is 'analyses of teaching' in Task 4?

- A. A reflective synthesis explaining how instructional decisions impacted learning, supported by data from all tasks and evidence.**
- B. A numerical report of test scores.**
- C. A list of activities used.**
- D. A plan for the next year.**

Analyses of teaching focuses on connecting what you did in instruction to what students learned, using evidence gathered from multiple sources to show how your instructional decisions affected learning. The best description is a reflective synthesis that ties specific teaching moves to observed outcomes, and it draws on data from student work, assessments, and classroom observations across tasks. It goes beyond listing activities or reporting scores by explaining why a particular approach worked, what evidence supports that conclusion, and what changes you would consider for future instruction. The other descriptions miss the interpretive, evidence-based link between teaching actions and student learning.

6. Which term describes intentional and systematic physical activity that positively enhances the components of personal physical fitness (e.g., cardiovascular endurance, muscular strength/endurance, flexibility, and body composition)?

- A. Cardiovascular Training (PE)**
- B. Muscular Strength Endurance (PE)**
- C. Flexibility and Balance (PE)**
- D. Health-enhancing Physical Fitness (PE)**

This item focuses on the idea of health-related outcomes from regular, purposeful activity. Health-enhancing physical fitness describes a program of intentional and systematic activity designed to positively impact multiple components of fitness—cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. It's holistic, emphasizing activities that improve overall health across several fitness domains, not just one area. The other options point to specific parts of fitness (cardiovascular training for heart-lung endurance, muscular strength/endurance for muscles, flexibility and balance for flexibility and balance) and don't capture the full health-oriented scope. That broader, integrated aim is why health-enhancing physical fitness is the best term here.

7. What term describes the distinctive features and ways of communicating within a discipline?

- A. Syntax**
- B. Evidence**
- C. Discourse**
- D. Learning Standards**

Discourse describes the distinctive features and ways of communicating within a discipline. It covers the specialized vocabulary, genres (such as lab reports, research articles, or case studies), and the typical ways arguments are formed and evidence is presented. Grasping a discipline's discourse helps students participate authentically by using appropriate terms, following established conventions for citing and supporting claims, and aligning with how experts in the field communicate. The other options refer to more limited ideas: syntax is about sentence structure, evidence is the data used to support claims, and learning standards describe what students should be able to do.

8. What is a common mistake in Task 3 regarding assessment alignment?

- A. Using tasks aligned to learning targets, strong rubrics, and consistent scoring across sources.**
- B. Using tasks not aligned to learning targets, weak rubrics, or inconsistent scoring across evidence sources.**
- C. Relying on a single multiple-choice task.**
- D. Using only performance tasks without rubrics.**

Assessment alignment means each assessment task directly connects to the learning targets, is described by a clear rubric, and is scored consistently across all sources of evidence. When those elements are missing—tasks that don't line up with what you're trying to measure, rubrics that are weak or vague, and scoring that varies from one piece of evidence to another—you can't reliably determine what students know or can do. The resulting evidence pool becomes inconsistent and hard to interpret, which undermines decisions about next steps or supports for student learning. This is exactly the scenario described: misalignment across targets, weak rubrics, and inconsistent scoring across evidence sources. In contrast, well-aligned tasks with strong rubrics and consistent scoring provide a trustworthy basis for assessing achievement and planning instruction.

9. Evidence for edTPA consists of artifacts that document how you planned and implemented instruction and commentaries that explain your plans and what was seen.

A. Learning

B. Direct Instruction

C. Elicit

D. Evidence

Evidence in edTPA refers to the artifacts you produce—documents of your lesson plans and how you taught—along with the commentaries that explain those plans and what you observed in student learning. This combination serves as proof of your practice, showing both how you designed and implemented instruction and why you made those decisions. The term is the best fit because it explicitly names the documented proof you submit, including explanations of plans and observed outcomes. Other terms describe separate ideas: a teaching method (Direct Instruction), a strategy to draw out student responses (Elicit), or the student outcomes themselves (Learning), none of which capture the idea of the submitted documentation plus reflective explanation that edTPA uses as evidence.

10. Which statement best reflects culturally responsive teaching in edTPA?

A. It respects students' cultural identities, uses diverse perspectives, and connects learning to lived experiences.

B. It assumes all students have the same cultural background and experiences.

C. It focuses solely on standardized content.

D. It relies on a single method for all learners.

Culturally responsive teaching centers students' cultural identities in the learning process. It involves honoring who students are, weaving diverse perspectives into instruction, and connecting what is learned to students' lived experiences. This approach makes learning more relevant and engaging because it treats students as knowledgeable, with valuable backgrounds that can enrich the classroom for everyone. The statement that does this best is the one that explicitly names respecting cultural identities, incorporating multiple viewpoints, and tying learning to students' real lives. It aligns with edTPA expectations for responsive practice by valuing students' backgrounds and using that understanding to shape instruction. By contrast, statements that assume all students share the same cultural background, focus only on standardized content, or rely on a single method for all learners miss crucial elements of responsiveness. They overlook diversity in background and learning needs, and they fail to connect curriculum to students' authentic experiences.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://edtpa.examzify.com>

We wish you the very best on your exam journey. You've got this!

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