![CalTPA California Teaching Performance Assessment logo]

Summary of Assessment Changes: Year 6 to Year 7

This document provides an overview of assessment changes made from Year 6 (2023–2024) to Year 7 (2024–2025) to CalTPA directions and templates, evidence specifications, and rubrics. Please refer to the assessment guides for the most recent cycle requirements, including response lengths of narratives and videos, and rubric criteria.

Year 7 Changes to Both Cycles

Year 7 Changes to Cycle 1

Year 7 Changes to Cycle 2

Year 7 Changes to Both Cycles

- Address change

- Version change

- Expanded the language regarding the range of students included in CA public schools in the preamble

- Clarified language regarding English learners to include Fluent English Proficient, Heritage language speakers, and/or multilingual learners

- Aligned rubric-level construct language for clarification and readability

- Included message to candidates to avoid using special characters (# : % * ; $ % @) in the filenames of videos that candidates upload to the Pearson ePortfolio system to avoid the upload failing

- Changed "supervising/mentor teachers" to "cooperating teachers"

- Changed "cite/citing" to "refer to/referring to" in reference to evidence

- Glossary definition added or updated:

    o Multi-Tiered System of Support (aligned with approved state language)

Year 7 Changes to Cycle 1: Learning About Students and Planning Instruction
Changes to Step 1: Plan

- Added detail regarding content-specific learning goals and ELD goals to Part B

Rubric	Summary of Rubric Changes
1.1	Added construct for candidate to explain how they are going to make connections to prior content learning with their students in Levels 1, 2, 3
1.2	None
1.3	Deleted "and, if appropriate, ELD goal(s)"
1.4	Deleted "and, if appropriate, ELD goal(s)"

Part	Summary of Changes to Evidence to Be Submitted
B	Changed response length from N/A to "no more than 10 pages"

Changes to Step 2: Teach and Assess

- Video Clip 1: Deleted explanation for candidates connecting to students' prior learning and the content of the lesson and placed into Step 1
- Video Clip 3: Changed annotation title to "Monitor Students' Learning of Content," focusing on checking for students' learning of content-specific goals
- Decreased annotation titles from five to four:
  - Creating a Positive and Safe Learning Environment
  - Establishing Expectations for Content-Specific Learning
  - Engaging Students in Content-Specific, Age and/or Developmentally Appropriate Higher-Order Thinking
  - Monitoring Students' Learning of Content

Rubric	Summary of Rubric Changes
1.5	Deleted language related to connections to prior learning, but added language related to candidate establishing clear expectation for content-specific learning during the lesson in Levels 1, 2, and 3
1.6	Added language related to monitoring student learning and deleted language related to next steps for learning

Part	Summary of Changes to Evidence to Be Submitted
E	Changed labels to reflect changes in Video Clips 1 and 3

Changes to Step 3: Reflect

- None

Rubric	Summary of Rubric Changes
1.7	Changed from meeting student "learning needs" to "learning goals" in Level 4 construct

Part	Summary of Changes to Evidence to Be Submitted
N/A	None

Changes to Step 4: Apply

- None

Rubric	Summary of Rubric Changes
1.8	None

Part	Summary of Changes to Evidence to Be Submitted
G	For video option, increased response length from "no more than 5 minutes" to "no more than 6 minutes"

Year 7 Changes to Cycle 2: Assessment-Driven Instruction

Changes to Step 1: Plan

- Added reminder that candidates should not include their Step 4 reteach/extension activity in the Step 1 Learning Segment (Part B)

Rubric	Summary of Rubric Changes
2.1	• Clarified that candidate's student self-assessment and formal assessment must include a rubric in Level 1 • Added an example of "rote knowledge of content" in Level 2
2.2	Deleted "standards-based" in reference to learning goals

Part	Summary of Changes to Evidence to Be Submitted
B	Changed response length from N/A to "no more than 20 pages"

Changes to Step 2: Teach and Assess

- Clarified directions for analyzing informal and student self-assessment by requiring the candidate to identify what **actionable feedback** they provided to help students understand what they need to do next

Rubric	Summary of Rubric Changes
2.3	None
2.4	None
2.5	None
2.6	Deleted construct across all levels so that candidate does not need to provide a rubric for self-assessment
2.7	None

Part	Summary of Changes to Evidence to Be Submitted
N/A	None

Changes to Step 3: Reflect

- Clarified language regarding analyzing the formal assessment processes to ensure that candidate's feedback is aligned with the learning goal(s)

Rubric	Summary of Rubric Changes
2.8	• Clarified language in the essential question regarding the candidate's instructional approach • Changed language from "patterns and/or trends" to "pattern(s) and/or trend(s)" • Added language to the last construct (Levels 1, 2, and 3) regarding candidate's feedback related to the learning goal(s)

Part	Summary of Changes to Evidence to Be Submitted
N/A	None

Changes to Step 4: Apply

- Simplified Prompt #1 about what the candidate learned from their analysis of the assessments

Rubric	Summary of Rubric Changes
2.9	Clarified source of evidence in the essential question

Part	Summary of Changes to Evidence to Be Submitted
N/A	None