
Summary of Assessment Changes: Year 3 to Year 4

This document provides an overview of assessment changes made from Year 3 (2020–2021) to Year 4 (2021–2022) 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 4 Changes to Both Cycles](#)

[Year 4 Changes to Cycle 1](#)

[Year 4 Changes to Cycle 2](#)

Year 4 Changes to Both Cycles

- Dance Cycle 1 and Cycle 2 added to the Single Subject CalTPA
- Theatre Cycle 1 and Cycle 2 added to the Single Subject CalTPA
- Cover formatting updated to reflect version number and photo credits
- Preamble updated to include students birth–22 and gender expression
- Preamble updated to specify that “all students” is an inclusive phrase used throughout the CalTPA cycles
- Technical support contact information provided
- Added template names to directions
- The term “family” updated to include “families and/or guardians”
- The terms “accommodations” and “modifications” now encompassed by “adaptations”
- The term “classroom” changed to “learning environment”
- Sources of evidence in the analytic rubrics were moved to be above the content-specific pedagogy box
- Glossary updated to be inclusive of Educational Specialist CalTPA terms
- The following glossary terms updated for clarification: annotations, asset, assistive technology, co-teaching, deep learning, educational technology, Focus Student 3, formal assessment, learning goal(s), rubric, standard English learner, typical and atypical lifespan development

Year 4 Changes to Cycle 1: Learning About Students and Planning Instruction

General Updates

- Numbering of UDL principles removed

Changes to Step 1: Plan

- Wording added for clarification regarding creating an ELD goal for Focus Student 1 (FS1)
- Wording added for clarification to the Contextual Information for the Class
- Wording added for clarification regarding Focus Student 1
- Wording added for clarification regarding life experiences to Focus Student 3

Rubric	Summary of Rubric Changes
1.1	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • Level 4: new construct added • Clarification regarding learning activities, instructional strategies, and content-specific instructional strategies added to Levels 2 and 3
1.2	<ul style="list-style-type: none"> • Wording added to the essential question for clarification
1.3	<ul style="list-style-type: none"> • Wording added to the essential question for clarification
1.4	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • Level 3: “checking for understanding” added to clarify “assessments”

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

Changes to Step 2: Teach and Assess

- Wording added for clarification regarding annotations in Step 2
- Directions updated to include permission and add clarification about who must be seen in the video
- Wording added for clarification regarding what must be seen in Video Clips 1, 2, and 3
- Wording added for clarification regarding annotation requirements
- One new annotation title added: “Establishing Next Steps for Students’ Learning of Content”
- One annotation title changed to “Monitoring for Students’ Understanding of Content”

Rubric	Summary of Rubric Changes
1.5	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • New construct added to Levels 1, 2, 3, and 4 • Wording in all levels updated for clarification
1.6	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • Clarification regarding informal assessment added to all levels • Wording in all levels updated for clarification

Part	Summary of Changes to Evidence to Be Submitted
E	<ul style="list-style-type: none"> • New annotation added “Establishing Next Steps for Students’ Learning of Content” • Annotation title changed to “Monitoring for Students’ Understanding of Content” • Label changes for clarification (bolded words have been added): <ul style="list-style-type: none"> ○ Clip 1: Creating a Positive and Safe Learning Environment for Your Students, Connecting to Prior Learning, and Establishing Expectations for Content-Specific Learning ○ Clip 2: Students’ Activities and Your Instructional Strategies ○ Clip 3: Next Steps for Students’ Content-Specific Learning

Changes to Step 3: Reflect

- Wording added for clarification to “Reflect on What You Learned” section

Rubric	Summary of Rubric Changes
1.7	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • Wording in Construct 1 of all levels changed for clarification • New constructs added to Levels 2, 3, and 4 • Wording in all levels updated for clarification

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

Changes to Step 4: Apply

- Wording added for clarification to “Application of What You Learned” section
- New wording added to explain next steps for learning and student engagement
- Callout box added to draw attention to citing evidence for each response

Rubric	Summary of Rubric Changes
1.8	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • New construct added in Levels 2, 3, and 4 • Wording in all levels updated for clarification

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



Year 4 Changes to Cycle 2: Assessment-Driven Instruction

General Updates

- Numbering of UDL principles removed
- Essential questions in Cycle 2 rubrics updated for clarification

Changes to Step 1: Plan

- Directions in “Learning Segment” section formatted as bullets for clarification
- Evidence to be submitted: Informal assessment rubric removed from Part D

Rubric	Summary of Rubric Changes
2.1	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • Wording in in all levels updated for clarification • New constructs added to Levels 1, 2, 3, and 4
2.2	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • Wording in in all levels updated for clarification • New constructs added to Levels 1 and 2

Part	Summary of Changes to Evidence to Be Submitted
Part D	<ul style="list-style-type: none"> • Evidence name changed to “Description or Blank Copy of the Informal Assessment”
Part F	<ul style="list-style-type: none"> • Evidence name changed to “Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric”

Changes to Step 2: Teach and Assess

- Callout box added to draw attention to how effective teachers adjust their instruction to meet the needs of students
- Video Clip 2: title changed and description updated to provide clarification on the number of students and that it is optional for the candidate to be seen in this particular video clip
- Video Clip 3: wording added for clarification
- Video Clip 4: wording added for clarification
- Callout box updated to draw attention to:
 - The length of annotations considered by assessors
 - Who/what must be seen in each video clip
- Wording added for clarification regarding annotation requirements
- “Analysis of Informal and Student Self-Assessments” section wording updated for clarification
 - Added prompt related to the use of educational technology



Rubric	Summary of Rubric Changes
2.3	<ul style="list-style-type: none">• Wording in all levels updated for clarification
2.4	<ul style="list-style-type: none">• Wording added to the essential question for clarification• Wording in all levels updated for clarification• Level 5: original construct broken into two separate constructs
2.5	<ul style="list-style-type: none">• Wording added to the essential question for clarification• Wording in all levels updated for clarification• A new construct was added to Level 1 to address inaccuracies in presented content
2.6	<ul style="list-style-type: none">• Wording added to the essential question for clarification• Wording in all levels updated for clarification• A new construct was added to Level 3 to address providing in-the-moment feedback based on student self-assessment results
2.7	<ul style="list-style-type: none">• Wording added to the essential question for clarification• Wording in all levels updated for clarification

Part	Summary of Changes to Evidence to Be Submitted
G	<ul style="list-style-type: none">• Annotation title changed to “Assessing Student Learning and Use of Age and/or Developmentally Appropriate Higher-Order Thinking Skills”• Label changed to “Clip 2-Student Use of Educational Technology”

Changes to Step 3: Reflect

- Results of Formal Assessment chart updated for clarification; directions were also updated for clarification

Rubric	Summary of Rubric Changes
2.8	<ul style="list-style-type: none"> • Wording added to the essential question for clarification • Wording in all levels updated for clarification • New construct added to Levels 1, 2, and 3 to address candidate’s analysis of the formal assessment results

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

Changes to Step 4: Apply

- “Follow-Up Instruction: Re-Teaching or Extension Activity” section updated for clarification
- Annotation directions updated for clarification
- Annotation title changed to “Follow-Up Instruction Where Learning Occurred”

Rubric	Summary of Rubric Changes
2.9	<ul style="list-style-type: none"> • Wording in all levels updated for clarification • “content-specific” and “ELD goal(s), if appropriate” added to the second construct in all levels

Part	Summary of Changes to Evidence to Be Submitted
L	<ul style="list-style-type: none"> • Annotation title changed to “Follow-Up Instruction Where Learning Occurred”