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## Summary of Assessment Changes: Year 5 to Year 6

This document provides an overview of assessment changes made from Year 5 (2022–2023) to Year 6 (2023–2024) 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 6 Changes to Both Cycles](#)

[Year 6 Changes to Cycle 1](#)

[Year 6 Changes to Cycle 2](#)

### Year 6 Changes to Both Cycles

- Changed all of the contextual links from links to the CalTPA Glossary to live website links
- Added “reclassified English learners” to the focus student group and as a glossary term
- Added “physical” as one of the development goal considerations for focus students
- Added “grade-level appropriate content-specific” to the identification of the learning goals
- Aligned glossary to CalTPA EdSp glossary and added new terms (e.g., “Black, Indigenous, and people of color (BIPOC),” “generalization,” “high-leverage practices”)

## Year 6 Changes to Cycle 1: Learning About Students and Planning Instruction

### Changes to Step 1: Plan

- Added information to ensure that gathering student information aligns with the school’s and/or program’s policy

Rubric	Summary of Rubric Changes
1.1	Added “grade-level appropriate” to the learning goals in the essential question and embedded language into various rubric level constructs
1.2	Clarified “learning goal(s)” in the essential question and Level 4: “content-specific learning goal(s) of the lesson”
1.3	None
1.4	None

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

### Changes to Step 2: Teach and Assess

- Clarified that 3 video clips must come from any part of the lesson planned in Step 1

Rubric	Summary of Rubric Changes
1.5	Added the word “content” to the essential question and Level 3 construct
1.6	Updated Levels 1 and 2 to clarify that next steps do not refer to content

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



### Changes to Step 3: Reflect

- None

Rubric	Summary of Rubric Changes
1.7	None

Part	Summary of Changes to Evidence to Be Submitted
N/A	Response length for Part F: Written Narrative: Reflection on What You Learned changed from “no more than 3 pages” to “no more than 4 pages”

### Changes to Step 4: Apply

- None

Rubric	Summary of Rubric Changes
1.8	None

Part	Summary of Changes to Evidence to Be Submitted
N/A	Response length for Part G: Narrative: Application of What You Learned changed from “no more than 3 pages” to “no more than 4 pages”

## Year 6 Changes to Cycle 2: Assessment-Driven Instruction

### Changes to Step 1: Plan

- Added language to ensure that gathering student information aligns with the school’s and/or program’s policy
- Clarified information regarding the formal assessment to ensure that it includes both what the students will do to demonstrate their learning and the rubric that assesses their learning

Rubric	Summary of Rubric Changes
2.1	<ul style="list-style-type: none"> <li>• Added “grade-level appropriate” and “UDL-based” to the rubric levels</li> <li>• Added construct to Level 1 to align with the essential question</li> </ul>
2.2	None

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

### Changes to Step 2: Teach and Assess

- Clarified language regarding the videos, indicating that they should be those that are planned in the Step 1 learning segment
- Clarified information about the students’ use of educational technology and Video Clip 2

Rubric	Summary of Rubric Changes
2.3	Added language to Level 3 that clarifies the language for instructional adaptations: “and instructional adaptations (accommodations <b>and/or</b> modifications)”
2.4	Part H: Written Narrative: Analysis of Informal and Student Self-Assessments added as a source of evidence
2.5	None
2.6	Added construct to Levels 1 and 2 to align with the essential question
2.7	None

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



### Changes to Step 3: Reflect

- Clarified that student work for formal assessments with multiple parts should match the formal assessment rubric and feedback to the students
- Clarified Prompt 5a to include specific examples of actionable feedback provided

Rubric	Summary of Rubric Changes
2.8	None

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

### Changes to Step 4: Apply

- Clarified instruction language for the follow-up video clip: “The candidate and multiple students (2 or more) must be seen and heard engaging in synchronous instruction and informal assessment in this video clip.”

Rubric	Summary of Rubric Changes
2.9	None

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