
Summary of Assessment Changes: Year 2 to Year 3

This document provides an overview of assessment changes made from Year 2 (2019–2020) to Year 3 (2020–2021) 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 3 Changes to Both Cycles](#)

[Year 3 Changes to Cycle 1](#)

[Year 3 Changes to Cycle 2](#)

Year 3 Changes to Both Cycles

- Cover formatting updated to draw attention to the contents and version number
- Asset-based approach overview added
- Clarification that learning goals must be standards-based
- Part references added to all evidence
- Glossary additions/revisions: academic language development, asset, California English Language Development Standards, California English Language Development Test, co-teaching, deficit thinking, English Language Proficiency Assessments for California, evidence-based practice, language demands

Year 3 Changes to Cycle 1: Learning About Students and Planning Instruction

General Updates

- None

Changes to Step 1: Plan

- Addition of “Standard English learners” definition

Rubric	Summary of Rubric Changes
1.4	<ul style="list-style-type: none"> • Aligned description of FS3

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

Changes to Step 2: Teach and Assess

- Clarification regarding connections to prior learning needing to be present in Video Clip 1
- Clarification around positive and safe classroom environment
- Clarification that Video Clip 3 includes content-specific learning
- Annotation expanded to include “explaining connections to prior learning and establishing expectations for content-specific learning”
- Annotation expanded to include how candidate “established next steps for learning the content”
- Clarifying note added for annotations and labels

Rubric	Summary of Rubric Changes
1.5	<ul style="list-style-type: none"> • Clarification of essential question and Levels 1, 2, and 3 around connecting to students’ prior learning and establishing clear learning expectations • Incorporation of references to positive and safe learning environment in Levels 1 and 2
1.6	<ul style="list-style-type: none"> • Clarification that learning is to be content specific

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



Changes to Step 3: Reflect

- None

Rubric	Summary of Rubric Changes
N/A	None

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

Changes to Step 4: Apply

- Clarification that evidence from Steps 1, 2, and/or 3 should be cited

Rubric	Summary of Rubric Changes
N/A	None

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



Year 3 Changes to Cycle 2: Assessment-Driven Instruction

General Updates

- None

Changes to Step 1: Plan

- Addition of “Standard English learners” definition

Rubric	Summary of Rubric Changes
N/A	None

Part	Summary of Changes to Evidence to Be Submitted
D	<ul style="list-style-type: none"> • Clarified this part is to be used for blank copies (or description) of both the informal assessment instrument and corresponding rubric
E	<ul style="list-style-type: none"> • Clarified this part is to be used for blank copies (or description) of both the student-self assessment and corresponding rubric • Clarified if the student self-assessment is not a standalone document, the candidate should provide the questions to be asked and the rubric to be used and/or no more than 2 pages of description of the assessment and rubric
F	<ul style="list-style-type: none"> • Clarified this part is to be used for blank copies (or description) of both the formal assessment instrument and corresponding rubric • Clarified if the formal assessment instrument is not a standalone document, the candidate should provide the questions to be asked and the rubric to be used and/or no more than 2 pages of description of the assessment and rubric

Changes to Step 2: Teach and Assess

- Clarification that Video Clip 4 should include the candidate modeling for their students how to conduct self-assessment and use a rubric to build their awareness of what they have learned, and support their progress toward meeting the learning goal
- Clarification that candidates and students must be visible in Video Clips 1, 3, and 4
- Clarification that in Video Clip 2, students must be visible using educational technology, and the candidate may or may not be visible
- Clarifying note added for annotations and labels

Rubric	Summary of Rubric Changes
2.4	<ul style="list-style-type: none"> • Written narrative removed as a source of evidence; evidence must be shown in the annotated video clips
2.5	<ul style="list-style-type: none"> • Part D: Description or Blank Copies of Both the Informal Assessment Instrument and Corresponding Rubric added as a source of evidence
2.6	<ul style="list-style-type: none"> • Part E: Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric added as a source of evidence

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

Changes to Step 3: Reflect

- Clarification to the directions for submitting student product, process, or performance assessment responses
- Clarification that a completed (marked) copy of the rubric must be submitted with detailed content-specific, rubric-based feedback

Rubric	Summary of Rubric Changes
2.8	<ul style="list-style-type: none"> • Added “determine what was most and least effective” to the essential question • Part F: Description or Blank Copies of Both the Formal Assessment Instrument and Corresponding Rubric added as a source of evidence

Part	Summary of Changes to Evidence to Be Submitted
I	<ul style="list-style-type: none"> • Clarification that formal assessment responses from 3 students that represent evidence of learning are to be labeled “exceeded,” “met,” and “not yet met,” and must include feedback
J	<ul style="list-style-type: none"> • Clarification that if detailed content-specific, rubric-based feedback is not included with responses in Part I, it should be included with this written narrative in Part J • Expanded to allow no more than 7 pages



Changes to Step 4: Apply

- Next steps for learning incorporated into Step 4

Rubric	Summary of Rubric Changes
N/A	None

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