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## Summary of Assessment Changes: Year 4 to Year 5

This document provides an overview of assessment changes made from Year 4 (2021–2022) to Year 5 (2022–2023) 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 5 Changes to Both Cycles](#)

[Year 5 Changes to Cycle 1](#)

[Year 5 Changes to Cycle 2](#)

### Year 5 Changes to Both Cycles

- Updated cover to reflect version number
- Updated Acknowledgment language to include all assessments
- Clarified language regarding California English Language Development Standards (CA ELD Standards) and English language development (ELD) goals
- Clarified annotation directions and added a call-out box in both cycles where video evidence is required
- Updated references from “master, mentor, or supervising teacher” to “supervising/mentor teacher”
- Aligned language of the California Performance Expectations from “TPE” to “TPEs”
- Changed references to “adaptations” to “adaptations (accommodations and/or modifications)”
- Updated the following glossary terms for clarification:
  - 504 plan
  - accommodation
  - asset
  - evidence-based practice
- Removed “standard English learner” and “typical and atypical lifespan development” in the glossary and all assessment materials

## Year 5 Changes to Cycle 1: Learning About Students and Planning Instruction

### Changes to Step 1: Plan

- Clarified instruction for the video recordings to emphasize that candidates and students must be visible **and conversations must be audible**
- Deleted “ELD goal(s)” for Focus Student 1
- Expanded definitions for Focus Student 3 to include the following:
  - Specified “the student’s life experiences”
  - Deleted “home” and replaced the term with “where they live”
  - Added “in” to “in school as a result of discrimination”
  - Deleted “parents” and added “family member(s)/guardian(s) or close relation(s)”
  - Added “the student may be a self-identified” and “IA” designation to “LBGTQ+”
- Clarified utilization of lesson plan format developed by candidate’s program, school, or district to ensure that it aligns with all the required information in the Instructional Cycle 1 Assessment Guide
- Added call-out box to clarify
  - directions for content standards and curriculum frameworks
  - citation of CA ELD Standards with examples
- Broke out prompt 1 into two parts: Lesson Overview and Content of Lesson, including “content-specific pedagogy relevant to the lesson”

Rubric	Summary of Rubric Changes
1.1	<ul style="list-style-type: none"> <li>● Added “and appropriate” regarding the candidate’s lesson planning in Level 3 Construct 1</li> <li>● Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 4 Construct 1</li> </ul>
1.2	Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 2 Construct 1 and Level 3 Constructs 2 and 3
1.3	Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 2 Constructs 1 and 2, and Level 3 Construct 1
1.4	None

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

## Changes to Step 2: Teach and Assess

- Clarified instruction regarding who is seen and heard in Video Clips 1, 2, and 3 to include candidates and multiple students (2 or more): they must be seen and heard
- Emphasized what must be seen and heard regarding content-specific learning and lesson content in Video Clips 1, 2, and 3
- Clarified instructions for annotations to require that candidates “describe” instead of “highlight” what they are doing “in that moment”
- Added language to emphasize that the participants in the video clips who are seen and heard must be engaged in synchronous instruction

Rubric	Summary of Rubric Changes
1.5	None
1.6	Added the word “content” so that the essential question and Level 1 Construct 3, Level 2 Construct 2, and Level 3 Construct 3 read “...next steps for content learning...”

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

### Changes to Step 3: Reflect

- Emphasized that candidate “must cite” evidence from Steps 1 and/or 2

Rubric	Summary of Rubric Changes
1.7	<ul style="list-style-type: none"> <li>• Changed language from the effectiveness of “the lesson” to “their instructional approach” in Level 1 Construct 2, Level 2 Construct 2, and Level 3 Construct 2</li> <li>• Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 4 Construct 1</li> </ul>

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

### Changes to Step 4: Apply

- Emphasized that candidate “must cite” evidence from Steps 1, 2, and/or 3
- Clarified the language in the “Application of What You Learned” section to include the whole class and the 3 focus students
- Added prompt about what candidate will teach next

Rubric	Summary of Rubric Changes
1.8	<ul style="list-style-type: none"> <li>• Added the term “higher-order thinking” to the essential question and to Level 2 Construct 1 and Level 3 Construct 1</li> <li>• Added “the 3” before “focus students’ learning needs” to Level 4 Construct 1 for clarification</li> <li>• Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 4 Construct 1</li> </ul>

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

## Year 5 Changes to Cycle 2: Assessment-Driven Instruction

### Changes to Step 1: Plan

- Added “development” to definition of “learning goals” in the call-out box
- Clarified language to ensure that candidates write out the content and ELD standards instead of simply the content or the ELD standard number
- Emphasized and clarified language in the Learning Segment Template regarding the California English Language Development (CA ELD) Standards and added “if appropriate”
- Added definition and rationale for “groupwork for formal assessments”
- Added call-out box to clarify directions for content standards and curriculum frameworks
- Added call-out box to clarify citing CA ELD Standards and included examples
- Added clarifying language for “learning goal(s)” in the Learning Segment Template: “ELD goal(s) must also be included in bilingual classroom settings”
- Added clarifying language for “instructional strategies” in the Learning Segment Template to align across all TPAs: “including UDL strategies (e.g., multiple means of engagement, representation, action, and expression)”

Rubric	Summary of Rubric Changes
2.1	<ul style="list-style-type: none"> <li>• Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 1 Construct 4, Level 2 Construct 4, Level 3 Construct 6, Level 5 Construct 1</li> <li>• Changed “and” to “and/or” in Level 1 Construct 2</li> <li>• Added “rubric-based” to Level 3 Construct 3</li> <li>• Added a new Construct 4 to Level 3 that aligns with the essential question: “Rubrics clearly align with the learning goals and will enable the candidate to score student learning consistently”</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 learning and ELD goal(s) and added “if appropriate”
- Added information about Video Clip 4 regarding written submission option for the narrative in Part H
- Added clarification that candidate and students must be visible and clearly audible in Video Clips 1, 3, and 4

Rubric	Summary of Rubric Changes
2.3	<ul style="list-style-type: none"> <li>• Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 1 Constructs 2 and 3, Level 2 Construct 2, Level 4 construct, Level 5 construct</li> <li>• Deleted “Standard English learners” from Level 4 Construct 1</li> </ul>
2.4	<ul style="list-style-type: none"> <li>• Clarified language in Level 4 Construct 2               <ul style="list-style-type: none"> <li>○ Deleted “email pen pals” and “online interviews”</li> <li>○ Added “online interactions,” “members of the community outside of school,” and “creating podcasts”</li> </ul> </li> </ul>
2.5	<ul style="list-style-type: none"> <li>• Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 4 Construct 1</li> <li>• Deleted “and more” in list of examples in Level 4 Construct 2</li> </ul>
2.6	Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 4 Construct 2
2.7	None

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

### Changes to Step 3: Reflect

- Clarified language that candidates must use a rubric to score student formal assessment responses
- Clarified Part J to include the formal assessment results and reflection for whole class and 3 students if they are not included with the work samples
- Added information to call-out box about uploading student work samples, ensuring that feedback is included with each example, and if it is not, then it should be included with the written narrative
- Emphasized and clarified the student assessment responses that are uploaded as work samples from the 3 students
- Added “and/or trends” to prompt 2: “...identify and describe patterns and/or trends of student errors, skills, and understandings...”
- Added “in helping students achieve the learning goal(s) and ELD goals, if appropriate” to the end of prompt 3

Rubric	Summary of Rubric Changes
2.8	<ul style="list-style-type: none"> <li>• Added language to the essential question about effectiveness of the candidate’s “instructional approach”</li> <li>• Deleted Level 1 Construct 2</li> <li>• Added language regarding “instructional approach” to the new Construct 2 to align with essential question</li> <li>• Added new third construct to Level 1 regarding providing feedback to students</li> <li>• Clarified Level 2 Construct 1 to align with the essential question</li> <li>• Added language regarding “instructional approach” in Level 2 Construct 3 to align with the essential question</li> <li>• Added new fourth construct to Level 2 regarding providing feedback to students</li> <li>• Deleted Level 3 Construct 2</li> <li>• Added language regarding “instructional approach” to new Level 3 Construct 2 to align with the essential question</li> <li>• Added new third construct to Level 3 regarding providing feedback to students</li> </ul>

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

### Changes to Step 4: Apply

- Clarified the three assessments to be included in the Next Steps for Learning (informal assessment, student self-assessment, and formal assessment)
- Clarified that the learning activity in Step 4 should be unique and based on the student learning data evidence
- Added new prompt 4: “ELD goal(s), if appropriate (ELD goals are required if English learners are present in the group for the re-teaching or extension lesson. If ELD goals are not included, explain why.)”

Rubric	Summary of Rubric Changes
2.9	<ul style="list-style-type: none"> <li>• Deleted the word “clearly” in Level 1 Construct 2</li> <li>• Changed “adaptations” to “adaptations (accommodations and/or modifications)” in Level 4 construct</li> </ul>

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