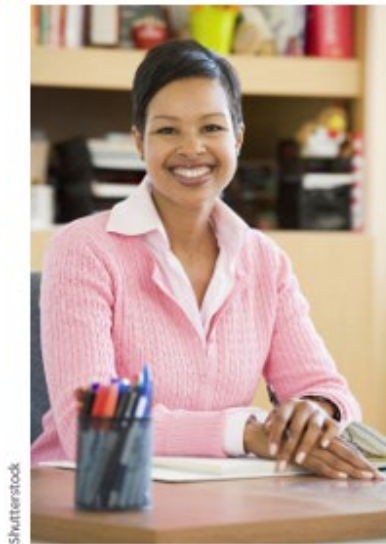




CalTPA
California Teaching
Performance Assessment



Single Subject/World Languages Performance Assessment Overview

Overview of Single Subject and World Languages
Cycles and Rubrics

Version 01

Copyright © 2025 by the California Commission on Teacher Credentialing
May Lee State Office Complex, 651 Bannon Street, Suite 600, Sacramento, CA 95811
All rights reserved.

All materials contained herein are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of the California Commission on Teacher Credentialing. You may not alter or remove any trademark, copyright or other notice from copies of the content. Any redistribution or reproduction of part or all of the contents in any form is prohibited other than the following:

- you may print or download to a local hard disk extracts for your personal and non-commercial use only
- you may copy the content to individual third parties for their personal use, but only if you acknowledge the California Commission on Teacher Credentialing as the source and copyright owner of the material

Contents

Acknowledgments..... iv

Introduction 1

Evidence Tables..... 3

 Single Subject Instructional Cycle 1: Learning About Students and Planning Instruction 4

 Single Subject Instructional Cycle 2: Assessment-Driven Instruction 5

 World Languages Instructional Cycle 1: Learning About Students and Planning Instruction..... 6

 World Languages Instructional Cycle 2: Assessment-Driven Instruction 7

Rubric Essential Questions..... 8

 Single Subject Instructional Cycle 1: Learning About Students and Planning Instruction 9

 Single Subject Instructional Cycle 2: Assessment-Driven Instruction 10

 World Languages Instructional Cycle 1: Learning About Students and Planning Instruction..... 11

 World Languages Instructional Cycle 2: Assessment-Driven Instruction 12

Acknowledgments

California has been an innovator in the development and use of teaching performance assessments since 2003. The California Teaching Performance Assessment (CalTPA) has been revised and updated with the assistance of a 21-member design team; the Evaluation Systems group of Pearson; the Stanford Center for Assessment, Learning, and Equity (SCALE); and the California State University Center for Teacher Quality. The revised CalTPA draws from and is informed by California's rich experience with different performance-based assessment models, including the original California Teaching Performance Assessment (CalTPA), the redeveloped CalTPA (2016), the Education Specialist CalTPAs, as well as the California Administrator Performance Assessment (CalAPA), the Performance Assessment for California Teachers (PACT), and edTPA®. Participants in each of these other systems contributed to the redesigned CalTPA. The Commission on Teacher Credentialing acknowledges the contributions of these assessment systems and the educators who have developed, administered, and scored them.

Introduction

For 20 years, the Commission on Teacher Credentialing (CTC) has applied performance assessment as one of multiple measures to inform candidate preparedness. This work began in 1998 with the passage of Senate Bill 2042 (Chapter 548) and later with the passage of Senate Bill 1209 (Chapter 517 in 2006), requiring all Preliminary Multiple Subject and Single Subject Credential candidates attending California teacher preparation programs to pass a teaching performance assessment (TPA). In response, the CTC developed a state model TPA, called the California Teaching Performance Assessment (CalTPA), based on the CTC's Assessment Design Standards and the California Teaching Performance Expectations (TPEs). As the CTC moved to strengthen and streamline its accreditation system, update preparation standards to align with the California content standards for students, and improve performance assessment, it was necessary to conduct a deeper review of the TPEs to ensure that, as a whole, they reflected the field's evolving set of expectations for teacher and student knowledge and ability.

At its June 2016 meeting, the CTC adopted new [TPEs](#) that are aligned with the California Standards for the Teaching Profession (CSTP), and this action launched the redevelopment of the CalTPA. In doing so, the CTC has engaged a 21-member design team of practitioners and teacher educators, including representation from the full range of teacher preparation programs, teacher induction programs, and the geographic regions of California. Along with assessment development experts from the CTC and the Evaluation Systems group of Pearson, the team has developed a new teaching performance assessment system that reflects the needs of California's students and public schools at the dawn of the 21st century.

The CalTPA has been purposefully structured to address key elements of the TPEs, including

- development of students' content-specific higher-order thinking and academic language required to be college- and career-ready;
- application of developmentally appropriate, asset-based practices that connect content-specific pedagogy to the diverse learning needs of students;
- leveraging of students' assets (cultural and/or linguistic) and/or interests;
- approaches to classroom management and student engagement that support social-emotional development; and
- effective instruction of all students in the general education classroom, including English learners, all underserved education groups or groups that need to be served differently, and students with disabilities.

The redeveloped CalTPA Single Subject and World Languages assessments include two instructional cycles with a focus on content-specific instruction and assessment:

❖ Instructional Cycle 1: Learning About Students and Planning Instruction

❖ Instructional Cycle 2: Assessment-Driven Instruction

Each cycle reflects four iterative steps commonly used in teaching: (1) plan, (2) teach and assess, (3) reflect, and (4) apply. This pedagogical cycle provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the candidate's thinking and encourage active decision-making throughout each cycle of planning, teaching, and assessing student learning.

The redeveloped CalTPA is intended to provide both a formal assessment of candidate ability and a framework of performance-based guidance to inform candidate preparation and continued professional growth through induction. Analytic feedback provided at the completion of each cycle will facilitate data-driven collaboration and reflection by the candidate in preparing for the subsequent assessment cycle. Performance data will be shared with institutions to assist them in making program improvements and will guide induction programs as they work with new teachers to individualize learning plans. The CalTPA is designed to be embedded within the field placement of a teacher preparation program so that the candidate may draw on authentic evidence of teaching ability and student learning experienced during clinical practice.

The two cycles were developed to build on each other, but may be completed independently and in any order deemed appropriate by a preparation program.

Evidence Tables

The tables on the following pages provide a summary of the expectations of candidates completing the CalTPA, including what actions should be taken and what evidence should be submitted by pedagogical step for each assessment listed below:

- Single Subject
 - [Cycle 1](#)
 - [Cycle 2](#)
- World Languages
 - [Cycle 1](#)
 - [Cycle 2](#)

Single Subject Instructional Cycle 1: Learning About Students and Planning Instruction

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	- With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students. - Select 3 focus students (FS1, FS2, FS3). - Develop one asset-based, UDL-focused content-specific lesson that includes two goals: - One content-specific learning goal, and - One related academic language development (ALD) learning goal - Provide an explanation of the specific adaptations for the 3 focus students and a rationale. - Provide key instructional resources and/or materials related to the content-specific lesson plan.	Part A: Written Narrative: Contextual Information (up to 7 pages) Part B: Lesson Plan (use optional template or locally provided format) (up to 10 pages) Part C: Written Narrative: Lesson Adaptation(s) for Focus Students (up to 7 pages) Part D: Lesson Resources and/or Materials (up to 7 pages)
Step 2: Teach and Assess	- Teach and video record the entire content-specific lesson. - Select 1 to 3 video clips. - Provide commentary (what you are doing and why) for each video clip.	Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	Reflect on the effectiveness of the content-specific lesson. What did the students learn? What did you learn about planning and teaching a content-specific lesson?	Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)
Step 4: Apply	Based on what you learned by completing Steps 1, 2, and 3, describe what you will do in future lessons to advance these students' content-specific learning and related ALD, including FS1, FS2, and FS3.	Part H: Narrative: Application of What You Learned (written, up to 4 pages; OR up to 6 minutes of verbal or ASL response)

Single Subject Instructional Cycle 2: Assessment-Driven Instruction

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	- With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available content-specific assessments and other contextual information about your students. - Select one focus student (FS). - Describe three to five content-specific lessons, including corresponding assessments, that show a progression of learning. Each lesson must include - one content-specific learning goal and - one ELD learning goal.	Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Learning Segment Template (up to 5 pages per lesson) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria
Step 2: Teach and Assess	- Teach and video record all lessons and assessments. - Select 1 to 4 video clips. - Provide commentary (what you are doing and why) for each video clip.	Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	- After engaging students in the summative assessment, determine student progress toward meeting the content-specific and ELD learning goals. - Analyze student results and provide students with specific, actionable feedback on the assessment. - Reflect on the students' progress and the effectiveness of your content-specific instruction. - Submit the FS's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback.	Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria Part H: Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)
Step 4: Apply	- Plan a re-teaching or an extension activity to support the FS's content-specific development. - Video record the follow-up activity. - Provide commentary (what you are doing and why) for the video clip.	Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity Part L: Commentary (written, up to 2 pages; OR up to 5 minutes of verbal or ASL commentary)

World Languages Instructional Cycle 1: Learning About Students and Planning Instruction

Cycle Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	- With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students. - Select 3 focus students (FS1, FS2, FS3). - Develop one asset-based, UDL-focused content-specific lesson in the target language or in the target language with English as appropriate that includes two goals: - One content-specific learning goal, and - One related vocabulary learning goal - Provide an explanation of the specific adaptations for the 3 focus students and a rationale. - Provide key instructional resources and/or materials related to the content-specific lesson plan.	Part A: Written Narrative: Contextual Information (up to 7 pages) Part B: Lesson Plan (use optional template or locally provided format) (up to 10 pages) Part C: Written Narrative: Lesson Adaptation(s) for Focus Students (up to 7 pages) Part D: Lesson Resources and/or Materials (up to 7 pages)
Step 2: Teach and Assess	- Teach and video record the entire content-specific lesson. - Select 1 to 3 video clips. - Provide commentary (what you are doing and why) for each video clip.	Part E: Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes) Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	Reflect on the effectiveness of the content-specific lesson. What did the students learn? What did you learn about planning and teaching a content-specific lesson?	Part G: Written Narrative: Reflection on What You Learned (up to 7 pages)
Step 4: Apply	Based on what you learned by completing Steps 1, 2, and 3, describe what you will do in future lessons to advance these students' content-specific learning and related vocabulary, including FS1, FS2, and FS3.	Part H: Narrative: Application of What You Learned (written, up to 4 pages; OR up to 6 minutes of verbal or ASL response)

World Languages Instructional Cycle 2: Assessment-Driven Instruction

Step	What You Need to Do	Evidence to Be Submitted
Step 1: Plan	- With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available content-specific assessments and other contextual information about your students. - Select one focus student (FS). - Describe three to five content-specific lessons, including corresponding assessments, that show a progression of learning. Each lesson must include one content-specific learning goal.	Part A: Written Narrative: Contextual Information (up to 4 pages) Part B: Learning Segment Template (up to 5 pages per lesson) Part C: Written Narrative: Description of Assessments (up to 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria
Step 2: Teach and Assess	- Teach and video record all lessons and assessments. - Select 1 to 4 video clips. - Provide commentary (what you are doing and why) for each video clip.	Part E: Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes) Part F: Commentary (written, up to 8 pages; OR up to 10 minutes of verbal or ASL commentary)
Step 3: Reflect	- After engaging students in the summative assessment, determine student progress toward meeting the content-specific learning goal. - Analyze student results and provide students with specific, actionable feedback on the assessment. - Reflect on the students' progress and the effectiveness of your content-specific instruction. - Submit the FS's summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback.	Part G: Focus Student's Summative Assessment Response and Scored Rubric or Performance Criteria Part H: Focus Student's Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file) Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)
Step 4: Apply	- Plan a re-teaching or an extension activity to support the FS's content-specific development. - Video record the follow-up activity. - Provide commentary (what you are doing and why) for the video clip.	Part J: Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages) Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity Part L: Commentary (written, up to 2 pages; OR up to 5 minutes of verbal or ASL commentary)

Rubric Essential Questions

For each cycle, rubrics are aligned to the specified steps of the cycle (plan, teach and assess, reflect, and apply). Each rubric is framed by an essential question that outlines the knowledge, skills, and abilities assessed within the rubric. The tables on the following pages list the essential questions for the CalTPA rubrics contained in each cycle for the assessments listed below. Refer to the rubrics in each cycle guide for performance-level descriptors and alignment to the TPEs.

- Single Subject
 - [Cycle 1](#)
 - [Cycle 2](#)
- World Languages
 - [Cycle 1](#)
 - [Cycle 2](#)

Single Subject Instructional Cycle 1: Learning About Students and Planning Instruction

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent content-specific information to plan one asset-based, UDL-focused, content-specific lesson and monitor student progress in a safe, positive learning environment?
Rubric 1.2	How does the candidate apply recent information to plan adaptation(s) to support the academic language development of FS1 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?
Rubric 1.3	How does the candidate apply recent information to plan adaptation(s) to support the content-specific learning of FS2 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?
Rubric 1.4	How does the candidate apply recent information to adapt the environment to support FS3's well-being and/or behavior based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that support their students in making progress toward meeting the content-specific and related content-specific ALD learning goals?
Rubric 1.6	How does the candidate engage students in active, higher-order thinking during the content-specific lesson and monitor/respond intentionally to support students in making progress toward the content-specific and related ALD learning goals?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their asset-based, UDL-focused, content-specific lesson in a safe, positive environment (referring to evidence from Steps 1 and/or 2)?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned to determine future steps for content-specific learning and related ALD instruction (referring to evidence from Steps 1, 2, and/or 3)?

Single Subject Instructional Cycle 2: Assessment-Driven Instruction

Step 1: Plan	
Rubric 2.1	How does the candidate's planning leverage students' assets, include assessments, and address appropriate content-specific and ELD goals?
Rubric 2.2	How does the candidate plan a learning segment in which assessments, instructional strategies, and learning activities align and provide a progression of learning?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate engage the students in deep learning of the content to enhance their content-specific knowledge, skills, and/or abilities?
Rubric 2.4	How does the candidate provide instruction that integrates ELD strategies to engage students and support their progress toward meeting the content-specific and ELD goals?
Rubric 2.5	How does the candidate use assessment(s) to monitor student learning and adjust instruction to support students in progressing toward meeting the content-specific and ELD goals?
Rubric 2.6	How does the candidate use assessment results to provide specific, actionable feedback to students about what they did well and/or their misconceptions/gaps in knowledge to support students' content and language development?
Step 3: Reflect	
Rubric 2.7	How does the candidate identify students' understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective and what instructional changes they would make if they taught the learning segment again?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FS's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?

World Languages Instructional Cycle 1: Learning About Students and Planning Instruction

Step 1: Plan	
Rubric 1.1	How does the candidate apply findings from recent content-specific information to plan one asset-based, UDL-focused content-specific lesson in the target language or in the target language with English as appropriate and monitor student progress in a safe, positive learning environment?
Rubric 1.2	How does the candidate apply recent information to plan adaptation(s) to support FS1's development of related vocabulary in the target language based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?
Rubric 1.3	How does the candidate apply recent information to plan adaptation(s) to support FS2's content-specific learning in the target language for FS2 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?
Rubric 1.4	How does the candidate apply recent information to adapt the environment to support FS3's well-being and/or behavior based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?
Step 2: Teach and Assess	
Rubric 1.5	How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that support their students in making progress toward meeting the content-specific and related vocabulary learning goals?
Rubric 1.6	How does the candidate engage students in active, higher-order thinking during the content-specific lesson and monitor/respond intentionally to support students in making progress toward the content-specific and related vocabulary learning goals?
Step 3: Reflect	
Rubric 1.7	How does the candidate reflect on the effectiveness of their asset-based, UDL-focused, content-specific lesson in a safe, positive environment (referring to evidence from Steps 1 and/or 2)?
Step 4: Apply	
Rubric 1.8	How does the candidate apply what they have learned to determine future steps for content-specific learning and related vocabulary instruction in the target language or in the target language with English as appropriate (referring to evidence from Steps 1, 2, and/or 3)?

World Languages Instructional Cycle 2: Assessment-Driven Instruction

Step 1: Plan	
Rubric 2.1	How does the candidate's planning leverage students' assets, include assessments, and address appropriate content-specific goals?
Rubric 2.2	How does the candidate plan a learning segment in which assessments, instructional strategies, and learning activities align and provide a progression of learning?
Step 2: Teach and Assess	
Rubric 2.3	How does the candidate engage the students in deep learning of the content to enhance their content-specific knowledge, skills, and/or abilities?
Rubric 2.4	How does the candidate provide instruction in the target language or in the target language with English as appropriate to engage students and support their progress toward meeting the content-specific goals?
Rubric 2.5	How does the candidate use assessment(s) to monitor student learning and adjust instruction to support students in progressing toward meeting the content-specific goals?
Rubric 2.6	How does the candidate use assessment results to provide specific, actionable feedback to students about what they did well and/or their misconceptions/gaps in knowledge to support students' content-specific development?
Step 3: Reflect	
Rubric 2.7	How does the candidate identify students' understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective and what instructional changes they would make if they taught the learning segment again?
Step 4: Apply	
Rubric 2.8	How does the candidate apply the analysis of the FS's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?