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## Summary of Assessment Changes: Year 1 to Year 2

This document provides an overview of assessment changes made from Year 1 (2022–2023) to Year 2 (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 2 Changes to Both Cycles](#)

[Year 2 Changes to Cycle 1](#)

[Year 2 Changes to Cycle 2](#)

### Year 2 Changes to Both Cycles

- Updated cover to reflect version number
- Changed all of the contextual links from links to the CalTPA Glossary to live website links
- Added “reclassified English learner” to range of students
- Added detail that all information gathered regarding students aligns with the school’s and/or program’s policies
- Added “Do not use the California Preschool Learning Foundations” to clarify which content standards and curriculum frameworks to utilize



## Year 2 Changes to Cycle 1: Learning About Students with IEPs and Planning Instruction

### Changes to Step 1: Plan

- Added “physical” to the developmental considerations for all focus students
- Specified “grade-level” and “content-specific” learning goals of the lesson to the lesson plan directions

Rubric	Summary of Rubric Changes
1.1	<ul style="list-style-type: none"><li>• Added “grade-level appropriate content-specific learning goal(s) of the lesson” to the essential question</li><li>• Added “content-specific learning goal(s) of the lesson” to Levels 1, 2, and 3</li><li>• Added “reclassified English learners” to Level 3 (Construct 2)</li></ul>
1.2	<ul style="list-style-type: none"><li>• Changed language from “lesson goal(s)” to “learning goal(s) of the lesson” in the essential question</li><li>• Added “content-specific learning goal(s) of the lesson” to Levels 3 and 4</li></ul>
1.3	<ul style="list-style-type: none"><li>• Changed language from “lesson goal(s)” to “learning goal(s) of the lesson” in the essential question</li><li>• Added “content-specific learning goal(s) of the lesson” to Level 3</li></ul>
1.4	<ul style="list-style-type: none"><li>• Changed language from “lesson goal(s)” to “learning goal(s) of the lesson” in the essential question</li><li>• Added “learning goals of the lesson” to Level 3 and removed “grade-level”</li></ul>

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



### Changes to Step 2: Teach and Assess

- None

Rubric	Summary of Rubric Changes
1.5	<ul style="list-style-type: none"> <li>• Added “of the lesson” in essential question after “content-specific learning goal(s)”</li> <li>• Added “content” to the essential question and Level 3 (Construct 4) to clarify the type of learning that the candidate should support for the student</li> </ul>
1.6	Added clarifying additional language to Level 2 (Construct 2) to align with the essential question

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	None

### 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	None



## Year 2 Changes to Cycle 2: Assessment-Driven Instruction for Students with IEPs Changes to Step 1: Plan

- Added “grade-level appropriate content-specific learning goal(s)” to learning goals prompt of Learning Segment template to align with rubric
- Clarified that “formal assessments include 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 “UDL-based strategies” in Levels 1 and 2 (Construct 2)</li> <li>• Changed language from “lesson” to “learning segment” in Level 1 (Construct 3)</li> <li>• Made “learning goal(s)” consistent in Levels 2 and 3 (Construct 1): “grade-level appropriate content-specific learning goal(s)”</li> </ul>
2.2	None

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

## Changes to Step 2: Teach and Assess

- In prompt 4 of Analysis of Informal and Student Self-Assessments, added clarification that students’ use of educational technology must be seen in Video Clip 2

Rubric	Summary of Rubric Changes
2.3	<ul style="list-style-type: none"> <li>• Added “instructional” to Level 1 (Construct 3)</li> <li>• Added “instructional adaptations (accommodations and/or modifications)” to Level 3</li> <li>• Added “reclassified English learners” to Level 4</li> </ul>
2.4	None
2.5	None
2.6	Added construct language to Levels 1 and 2 to specify candidate evidence
2.7	None

Part	Summary of Changes to Evidence to Be Submitted
N/A	Added Part H to Rubric 2.4 evidence



### Changes to Step 3: Reflect

- Clarified and added language to directions regarding formal assessment – “If your formal assessment has multiple parts (e.g., a video of a performance and a written document), only upload the part of the student work that matches the formal assessment rubric and your feedback to the students”
- Clarified language regarding feedback for the formal assessment – “Please include specific examples of the actionable feedback you provided”

Rubric	Summary of Rubric Changes
2.8	Changed “and” to “and/or” in Level 1 (Construct 2)

Part	Summary of Changes to Evidence to Be Submitted
I and J	For ESN only, added “from Step 2” to Parts I and J names in all places in the guide EXCEPT the Submission Specifications table at the back of the guide; this update to Parts I and J names will NOT be reflected in the ePortfolio system

### Changes to Step 4: Apply

- Added clarification that “the candidate and multiple students (2 or more) must be seen and heard engaging in synchronous instruction and informal assessment” in the follow-up instruction video clip

Rubric	Summary of Rubric Changes
2.9	None

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