

CalTPA Cycle 2 Self-Assessment Tool

The following tool is aligned for a level 3 on each rubric. Please see the rubric for higher scores.

Rubric 2.1

ESSENTIAL QUESTION: How does the candidate's learning segment plan provide appropriate content-specific learning goals and assessments that offer multiple ways for all students to demonstrate knowledge?

PRIMARY SOURCE OF EVIDENCE: Learning Segment Template; Written Narrative Assessment Descriptions; Formal Assessment Rubric and/or Scoring Criteria; Content-specific Pedagogy

| Evidence | Check |
|---|-------|
| Does your learning segment include manageable and appropriate learning goals that clearly build on students' prior content knowledge? | |
| Do you clearly identify the multiple kinds of evidence they will look for to determine that students met the learning goal(s)? | |
| Do you clearly identify the assessment(s) they will use to make this determination? | |
| Does the learning segment include learning activities that are appropriately engaging, challenging, and accessible for students, and grouping strategies are appropriate? | |
| Do the content-specific instructional strategies include adaptations and accommodations that will assist students to reach learning goals in multiple ways? | |

Rubric 2.2

ESSENTIAL QUESTION: How does the candidate plan a learning segment where assessments, instructional strategies, and learning activities align and provide a progression of learning that develops students' concepts and skills to achieve the learning goal(s)?

PRIMARY SOURCES OF EVIDENCE: Learning Segment Template, Written Narrative: Assessment Descriptions

| Evidence | Check |
|--|-------|
| Are the assessments (including scoring criteria), learning activities, and instructional strategies of each lesson aligned to meet the learning goal(s). | |
| Do the lessons build on one another to develop students' higher-order thinking skills (analysis, synthesis, evaluation, interpretation, transfer)? | |
| Do the lessons build on one another to develop students' academic language? | |
| Do the lessons build on one another to develop concepts and skills that are likely to support students to engage with the learning segment? | |

Rubric 2.3

ESSENTIAL QUESTION: How does the candidate support student development of academic language in relation to the content-specific learning goal(s)?

PRIMARY SOURCE OF EVIDENCE: 4 Annotated Video Clips; Written Narrative: Analysis of Informal and Student Self-Assessment; Content-Specific Pedagogy

| Evidence | Check |
|--|-------|
| Do you use specific learning activities to provide opportunities for students to develop academic language specific to the language demands of the learning segment and content-specific learning goals? | |
| Are the language demands generally addressed for the whole class as a group through instructional adaptations to support content learning? | |

Rubric 2.4

ESSENTIAL QUESTION: How does the candidate incorporate educational technology (digital/virtual tools and resources) to provide opportunities for students to achieve and/or demonstrate the content-specific learning goal(s)?

PRIMARY SOURCE OF EVIDENCE: 4 Annotated Video Clips

| Evidence | Check |
|---|-------|
| Do you provide students with opportunities to use educational technology to achieve and/or demonstrate the content-specific learning goal(s)? | |

Rubric 2.5

ESSENTIAL QUESTION: How does the candidate use informal assessment to monitor students' deep understanding of content (higher-order thinking) and adjust instruction to meet the needs of all learners?

PRIMARY SOURCE OF EVIDENCE: 4 Annotated Video Clips; Written Narrative: Analysis of Informal and Student Self-Assessments; Content-Specific Pedagogy

| Evidence | Check |
|---|-------|
| Does your use of informal assessment monitor students' higher-order thinking (analysis, synthesis, evaluation, interpretation, transfer), result in an understanding of whole class progress toward meeting the learning goal(s) and deep understanding of content? | |
| Is the monitoring sufficient to inform teaching in the moment, and candidate adjusts instruction for the whole class based on assessment results? | |

Rubric 2.6

ESSENTIAL QUESTION: How does the candidate engage students in self-assessment to build their awareness of what they have learned and support their progress toward meeting learning goal(s)?

PRIMARY SOURCE OF EVIDENCE: 4 Annotated Video Clips; Written Narrative: Analysis of Informal and student Self-Assessments

| Evidence | Check |
|--|-------|
| Do you provide a rubric for self-assessment by which students build their awareness of what they have learned and what they need to continue to learn to measure their own progress toward meeting learning goal(s)? | |
| Do you support students in understanding criteria and how to conduct the self-assessment? | |

Rubric 2.7

ESSENTIAL QUESTION: How does the candidate use results of informal assessments, including student self-assessment, to provide feedback to students about how to improve or revise their work to continue progress toward and/or beyond the learning goal(s)?

PRIMARY SOURCE OF EVIDENCE: 4 Annotated Video Clips; Written Narrative: Analysis of Informal and Student Self-Assessments

| Evidence | Check |
|---|-------|
| Do you use informal assessment results, including student self-assessment results, to provide feedback to students based on rubric criteria that clarifies what was done well, where there were errors, and what students need to do next (to improve, revise, or advance learning) to continue progress toward meeting the learning goal(s). | |

Rubric 2.8

ESSENTIAL QUESTION: How does the candidate analyze the formal assessment results based on the scoring criteria and identify and describe emerging learning patterns and trends for the whole class in relation to the learning goal(s)?

PRIMARY SOURCE OF EVIDENCE: Scored Formal Assessments from 3 Students; Narrative: Analysis of Assessment Results and Reflection

| Evidence | Check |
|---|-------|
| Does your analysis of the formal assessment results accurately describe performance for the whole class in relation to the rubric and identify general patterns and trends in relation to the learning goal(s)? | |
| Does the assessment scoring rubric align with the learning goal(s) and enable the candidate to score student work consistently? | |

Rubric 2.9

ESSENTIAL QUESTION: How does the candidate use the analysis of assessment results to plan and teach a follow-up learning activity and provide a rationale for the activity choice, citing evidence?

PRIMARY SOURCE OF EVIDENCE: Re-Teaching or Extension Activity Description; Annotated Video Clip of Follow-Up Instruction; Content-Specific Pedagogy

| Evidence | Check |
|--|-------|
| Do you apply what was learned from an analysis of assessment results to plan and teach a content-specific follow-up activity? | |
| If re-teaching, does the candidate provide instruction in a new way to support students to meet learning goal(s)? If providing an extension activity, does the activity deepen and advance students' learning? | |
| Do you provide a rationale for activity based on analysis of student performance during the learning segment and cite evidence from assessment results that supports choice of follow-up activity? | |