
3C

Action

Educator Preparation Committee

Request for Approval of Field Testing for the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: Mild/Moderate Support Needs/Extensive Support Needs Performance Assessments

Executive Summary: This agenda item presents a request from Evaluation Systems group of Pearson to field test revised versions of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: Mild/Moderate Support Needs (MMSN) and Extensive Support Needs (ESN) that assess candidates on literacy instruction that meets the requirements of Senate Bill 488 (Chap. 678, Stats. 2021).

Recommended Action: Staff recommends the Commission: 1) Approve the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN field tests as proposed for spring 2025, 2) Approve requests from education preparation programs approved to participate in the field tests to waive the Reading Instruction Competence Assessment requirement for their candidates who successfully complete the edTPA Multiple Subject, Literacy with Mathematics or the edTPA Education Specialist, Literacy: MMSN/ESN assessments; and also allow this assessment as evidence these candidates have also met the TPA requirement, 3) Adopt a minimum passing standard for the edTPA Multiple Subject, Literacy with Mathematics field test of 44 (out of 90 possible points), and 4) Adopt a minimum passing standard for the edTPA Education Specialist, Literacy: MMSN/ESN field test of 34 (out of 75 possible points).

Presenters: Mike Taylor, Consultant, Professional Services Division; Lori Kroeger, edTPA Director, Evaluation Systems group of Pearson

Strategic Plan Goal

Educator Preparation and Advancement

- **Goal 1.** Educator preparation programs hold candidates to high standards and adequately prepare them to support all students by using culturally and linguistically responsive and sustaining practices in equitable, inclusive and safe environments.
 - B. Develop educator performance assessments that are embedded in clinical preparation to ensure readiness to begin professional practice

Request for Approval of Field Testing for the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: Mild/Moderate Support Needs/Extensive Support Needs Performance Assessments

Introduction

This agenda item presents a request from Evaluation Systems group of Pearson to field test two new edTPA handbooks: edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: Mild/Moderate and Extensive Support Needs that assess candidates on literacy instruction that meets the requirements of Senate Bill 488 (Chap. 678, Stats. 2021).

These fields assess literacy and are intended to meet the requirements in [Senate Bill 488 \(Chap. 678, Stats. 2021\)](#), commonly referred to as “SB 488,” so that they can serve as a replacement for the currently adopted Reading Instruction Competence Assessment (RICA) by measuring priority elements appropriate for new teachers of the newly adopted [Literacy Teaching Performance Expectations \(TPE\) Domain 7: Effective Literacy Instruction for All Students](#).

Evaluation Systems plans to field test the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessments in winter/spring 2025 with Multiple Subject and Education Specialist candidates, respectively. Candidates in the participating programs will have recently completed a literacy methods course aligned with TPE 7 or will be currently enrolled in one.

Background on the TPA Requirement

[Education Code §44320.2](#) requires all candidates for a Preliminary Multiple or Single Subject Teaching Credential to pass an assessment of their teaching performance with TK-12 public school students as part of the requirements for earning a preliminary teaching credential. The teaching performance assessment must be approved by the Commission and meet the Commission’s current [Performance Assessment Design Standards](#) (PADS). In addition, the assessment must be aligned to the California Standards for the Teaching Profession (CSTP). Currently there are three Commission-approved TPA models: CalTPA, edTPA, and FAST for Multiple Subject, Single Subject, and Education Specialists MMSN and ESN candidates. Completion of a Commission-approved TPA is only one of multiple measures that an approved preliminary preparation program is required to use in determining a recommendation for a Multiple or Single Subject, Education Specialist (MMSN and ESN), or PK-3 Specialist credential. edTPA has been approved for use in California since 2014.

Background on the Reading Instruction Competence Assessment Requirement and Literacy Instruction

Following the passage of SB 488, Education Code [§44259](#) and [§44283](#) were amended and [§44283.2](#) was added to require the Commission to complete a series of actions related to preparation for literacy instruction. These sections of statute require that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills be included as a minimum requirement for Multiple Subject, Single Subject in English, and Education Specialist teaching credentials. It further requires that Commission standards and Teaching Performance Expectations (TPEs) align with the [English Language Arts/English Language Development Framework: Kindergarten Through Grade Twelve \(ELA/ELD Framework\)](#) adopted by the State Board of Education and incorporate the [California Dyslexia Guidelines](#). The Commission committed to apply these same requirements to the PK-3 Early Childhood Education Specialist Instruction credential, which was established in regulations after SB 488 was passed by the Legislature and signed by the Governor.

Current law requires individuals seeking to obtain a teaching credential in California to fulfill several requirements. For those seeking a Multiple Subject (elementary) or an Education Specialist (special education) credential, candidates must pass the Reading Instruction Competence Assessment (RICA) to obtain a preliminary teaching credential. Established in 1996, the RICA was one part of a broader set of policies known collectively as the California Reading Initiative (CRI). The Commission implemented the RICA requirement in 1998 for Multiple Subject credential candidates and in 2000 for Education Specialist credential candidates.

Since the enactment of the California Reading Initiative statute over 25 years ago, the State Board of Education adopted a significantly updated *K-12 English Language Arts/English Language Development Framework*. These updates impact candidate preparation for teaching reading and developing literacy, including for students identified as English learners, as well as assessment of candidate competency in these areas. Additionally, the *California Dyslexia Guidelines* were published to address teaching reading to students with dyslexia. To meet the needs of all California students, SB 488 required the Commission to update its program standards and Teaching Performance Expectations (TPEs) for teacher preparation with respect to reading and literacy instruction, as well as corresponding candidate assessments.

During the 2022-23 academic year, the Commission consulted broadly with experts, preparation program personnel, and members of the public to update the program standards and literacy TPEs. The Commission adopted new standards for most teaching credentials in October 2022 and for the low incidence Education Specialist areas of Early Childhood Special Education, Visual Impairments, and Deaf and Hard of Hearing in February 2023 (See [Agenda Item 2A](#) presented to the Commission at the June 2023 meeting).

Multiple Subject, Education Specialist, and PK-3 candidates must successfully complete TPE-aligned coursework and clinical practice, as well as meet the passing standard for a teaching performance assessment, which beginning in fall 2025, must include literacy. The teaching performance assessment provides the opportunity to measure TPEs that beginning teachers must be able to demonstrate prior to being recommended for a preliminary credential. All of

TPE Domain 7 will be introduced, practiced, and assessed within the curriculum at the local level in the candidate's teacher preparation program. Additionally, TPE Domain 7 elements and/or portions of elements will be assessed by both the edTPA Multiple Subject, Literacy with Mathematics and the edTPA Education Specialist, Literacy: MMSN/ESN assessments. A chart of TPEs to be measured by each assessment is included in [Appendix A](#).

This agenda item is organized into three parts. Part 1 covers the development of the California literacy-focused edTPA performance assessment. Part 2 describes the Commission's authority to issue waivers. Part 3 proposes temporary minimum passing standards for the edTPA assessments to be used during the field-testing period only.

Part 1: Development of the California Literacy-focused edTPA Performance Assessments

In response to the 2023 updates to the [Performance Assessment Design Standards](#), which now require explicit attention to candidates' literacy development as articulated in subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Education Code sec. 44259, Evaluation Systems engaged in a revision of the Commission-approved edTPA handbook for the Education Specialist credential, Special Education for California, and one of the two Commission-approved edTPA handbooks for the Multiple Subject credential, Elementary Education: Literacy with Mathematics Task 4.

Process

In 2023, Evaluation Systems staff and consultants with expertise in edTPA came together to examine the current version of edTPA and plan revisions necessary to meet the requirements of SB488. Revisions to the assessment and rubrics continued through spring 2024. (See [Appendix B](#) for a list of consultants and reviewers). Pearson worked with their literacy content experts throughout fall 2024 to review the revised edTPA handbooks and provide guidance on additional edits necessary to meet the requirements of SB 488.

Upcoming steps in the process include a field test and standard setting study, and subsequently a review and potential approval by the Commission.

Structure

edTPA is a subject-specific performance assessment that evaluates a common set of teaching principles and teaching behaviors as well as pedagogical strategies that are focused on specific content-learning outcomes for P-12 students (birth-21 in special education settings).

The assessment systematically examines a cycle of teaching aimed at subject-specific student learning goals, using authentic evidence derived from candidates' practice in their student teaching or internship placement. A cycle of teaching captured by the three tasks that compose an edTPA portfolio are: Planning, Instruction, and Assessment.

The edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessments share approximately 80% of their design and architecture, assessing pedagogical constructs that underlie the integrated cycle of planning, instruction, and assessment. The other 20% features key subject-specific components of teaching and learning drawn from the content standards for student learning, pedagogical standards of national

organizations, and requirements specific to the state of California SB488, the California Dyslexia Guidelines, and the Literacy Teacher Performance Expectations.

As part of the requirements for these assessments, teacher candidates will develop lesson plans and teach lessons that engage students in learning consistent with their school’s mission, state standards, and identified curricula (see table below for specific Task expectations for each field). Candidates will also use student assessment data to identify patterns of learning with their class and as demonstrated by their focus learner(s). Using evidence from their teaching and student assessment data, candidates reflect on their own teaching effectiveness as evidenced by student learning.

edTPA Multiple Subject, Literacy with Mathematics
Planning Task 1: Planning for Instruction and Assessment
What to Do
<ul style="list-style-type: none"> • Select one class as a focus for this assessment. • Consider the 3 students you will choose as your focus students (see Task 1 and 3 instructions for more information). • Provide relevant context information. • Identify a learning segment to plan, teach, and analyze student learning. Your learning segment should include 3–5 consecutive literacy lessons. • Identify the central focus for your learning segment. The learning segment should be based on high-quality, evidence-based literacy instruction that supports the development of foundational skills to all students, including a multi-tiered system of support for those with reading difficulties, English learners, and those with exceptional needs, in meaningful contexts. • Select Academic Language (language function; vocabulary/symbols; active listening; grammatical structures; written, visual, or verbal communication) associated with literacy learning; identify where you plan for students to use Academic Language. • Identify planned instructional supports for selected Academic Language. • Write and submit a lesson plan for each lesson in the learning segment. • Select and submit key instructional materials needed to understand what you and the students will be doing. • Respond to commentary prompts prior to teaching the learning segment. • Submit copies of all written assessments and/or clear directions for any oral or performance assessments from the learning segment.
What to Submit
<ul style="list-style-type: none"> • Part A: Context for Learning Information • Part B: Lesson Plans for Learning Segment • Part C: Instructional Materials • Part D: Literacy Assessments • Part E: Literacy Planning Commentary
Evaluation Rubrics
Rubric 1: Planning for Literacy Learning

Rubric 2: Planning to Support Varied Student Learning Needs

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

Rubric 4: Identifying and Supporting Language Use

Rubric 5: Planning Assessments to Monitor and Support Student Learning

Instruction Task 2: Instructing and Engaging Students in Literacy Learning

What to Do

- Obtain required permissions for videorecording from parents/guardians of your students and other adults appearing in the video.
- Identify lessons from the learning segment you planned in Literacy Planning Task 1 to be videorecorded. Choose lessons that demonstrate how you interact with students in a positive literacy environment to engage with high-quality, evidence-based literacy learning that supports the development of foundational skills.
- Videorecord teaching and select **1-2 video clips (together no more than 20 minutes total, but not less than 3 minutes)**. Video evidence should demonstrate
 - o how you actively engage students in high-quality, evidence-based literacy learning that supports the development of foundational skills to develop effective expression and meaning making
 - o how you elicit student responses to promote thinking while supporting the development of foundational literacy in a meaningful context
- Analyze teaching and students' learning in the video clips by responding to commentary prompts

What to Submit

- Part A: Video Clip(s)
- Part B: Literacy Instruction Commentary

Evaluation Rubrics

Rubric 6: Learning Environment

Rubric 7: Engaging Students in Learning

Rubric 8: Deepening Student Learning

Rubric 9: Subject-Specific Pedagogy: Elementary Literacy

Rubric 10: Analyzing Teaching Effectiveness

Assessment Task 3: Assessing Learning

What to Do

- Select one assessment from the learning segment to use to evaluate your students' developing knowledge and literacy skills. Attach the assessment used to evaluate student performance to the end of the Assessment Commentary.
- Define and submit the evaluation criteria you will use to analyze students' literacy learning.
- Collect and analyze student work from the selected assessment to identify quantitative and qualitative patterns of literacy learning within and across learners in the class.
- Provide 3 student work samples to illustrate analysis of patterns of literacy learning within and across learners in the class. At least 1 of the samples must be from a student with specific learning needs. These 3 students will be your focus students.
- Summarize the learning of the whole class, referring to work samples from the 3 focus students to illustrate patterns in student understanding across the class.

- Submit feedback for the work samples for the 3 focus students in written, audio, or video form.
- Analyze evidence of students' literacy learning and language development and use from (1) the video clips from Literacy Instruction Task 2, (2) an additional video clip of one or more students using language within the learning segment, AND/OR (3) the student work samples from Literacy Assessment Task 3.
- Analyze evidence of student learning and plan for next steps by responding to commentary prompts

What to Submit

- Part A: Student Literacy Work Samples
- Part B: Evidence of Feedback
- Part C: Literacy Assessment Commentary
- Part D: Evaluation Criteria
- Part C: Evidence of Feedback
- Part D: Assessment Commentary

Evaluation Rubrics

Rubric 11: Analysis of Student Learning
 Rubric 12: Providing Feedback to Guide Further Learning
 Rubric 13: Student Understanding and Use of Feedback
 Rubric 14: Analyzing Students' Language Use and Literacy Learning
 Rubric 15: Using Assessment to Inform Instruction

edTPA Education Specialist, Literacy: MMSN/ESN

Planning Task 1: Planning for Instruction and Assessment

What to Do

- Select **one** learner as a focus for this assessment. The focus learner must be a student with 1) with an identified disability; (2) who is an English learner; and (3) who is from an underrepresented group or a group that needs to be served differently. If there are no English learners in the placement, candidates must choose a focus learner who is challenged by academic English, including early literacy.
- Obtain required permissions for videorecording from a parent/guardian of your focus learner (or, if appropriate, the focus learner) before planning the learning segment.
- Provide relevant context information.
- Select a foundational literacy learning goal for the focus learner, which will be the focus of instruction for this assessment.
- Obtain or collect baseline data for the focus learner's knowledge and skills related to the foundational literacy learning goal prior to planning the learning segment. NOTE: Candidates should include relevant information obtained from parents, teachers, and other community and school personnel.
- Given the foundational literacy learning goal and the baseline data, develop lesson objectives for a 3–5 lesson learning segment for the learning goal.
- Design a learning segment of 3–5 lessons that provides access to curriculum and instruction and supports the focus learner in meeting the literacy lesson objectives.

- Choose one communication skill that the focus learner will need to use to participate in learning tasks and/or demonstrate learning related to the foundational learning goal; this should be language used in the appropriate discipline (literacy, mathematics, social studies, science), as appropriate for the learner. Explain how you will support the learner's use of the communication skill.
- Write and submit a lesson plan for each lesson in the learning segment, including the daily collection of assessment data to monitor the focus learner's progress toward lesson objectives associated with the foundational learning goal.
- Select and submit key instructional and support materials needed to understand what you and the focus learner are doing.
- Submit copies of all written assessments and/or data sheets, including any data collection procedures for any oral or performance assessments from the learning segment.
- Respond to commentary prompts prior to teaching the learning segment.

What to Submit

- Part A: Context for Learning Information
- Part B: Lesson Plans for Learning Segment
- Part C: Instructional Materials
- Part D: Assessments and/or Data Collection Procedures
- Part E: Planning Commentary

Evaluation Rubrics

Rubric 1: Planning for Alignment and Development of Knowledge and Skills

Rubric 2: Planning Support for the Focus Learner

Rubric 3: Justification of Instruction and Support

Rubric 4: Supporting the Focus Learner's Use of Expressive/Receptive Communication

Rubric 5: Planning Assessments to Monitor and Support Learning

Instruction Task 2: Instructing and Engaging the Focus Learner

What to Do

- Obtain required permissions for videorecording from other adults and from parents/guardians of **ALL** learners who might appear in the videorecording.
- Videorecord your instruction during the learning segment. Check the video and sound quality, analyze your teaching, and select the most appropriate video clip(s) to submit.
- Provide **1–2 video clips (together no more than 20 minutes total, but not less than 3 minutes)**. The interactions in the clip(s) should demonstrate how you (Video evidence should demonstrate
 - o how you actively engage the focus learner in high-quality, evidence-based literacy learning that supports the development of foundational skills to develop effective expression and meaning making
 - o how you elicit focus learner responses to promote thinking while supporting the development of foundational literacy in a meaningful context
- Analyze your teaching and the learning of the focus learner in the video clip(s) by responding to commentary prompts.

What to Submit

- Part A: Video Clip(s)

<ul style="list-style-type: none"> • Part B: Instruction Commentary
Evaluation Rubrics
Rubric 6: Learning Environment Rubric 7: Engaging the Focus Learner Rubric 8: Deepening Learning Rubric 9: Supporting Teaching and Learning Rubric 10: Analyzing Teaching Effectiveness
Assessment Task 3: Assessing Learning
What to Do
<ul style="list-style-type: none"> • Use the baseline data, daily assessment records, and work sample(s) from the learning segment to analyze the focus learner’s progress on lesson objectives related to the foundational literacy learning goal. • Submit one copy of the baseline data and the completed daily assessment record for each lesson. • Submit one work sample analyzed to help illustrate the conclusions you reach in your analysis. The work sample may take the form of a test, an assignment, or a video clip of performance. • Submit feedback you gave to the focus learner for the assessment from which the work sample comes. The feedback can be provided on a written work sample, in a video work sample, as an audio clip, or as an additional video clip. • Analyze evidence of the focus learner’s use of communication from (1) the video clip(s) from Instruction Task 2, (2) an additional video clip of the focus learner’s use of communication within the learning segment, or (3) the work sample from Assessment Task 3 or a different work sample. • Analyze the data on the focus learner’s progress toward the foundational literacy learning goal, and plan for next steps by responding to commentary prompts.
What to Submit
<ul style="list-style-type: none"> • Part A: Work Sample • Part B: Completed Daily Assessment Records and Baseline Data • Part C: Evidence of Feedback • Part D: Assessment Commentary
Evaluation Rubrics
Rubric 11: Analyzing the Focus Learner’s Performance Rubric 12: Providing Feedback to Guide Further Learning Rubric 13: Learner Understanding and Use of Feedback Rubric 14: Explaining the Focus Learner’s Use of Communication Rubric 15: Using Assessment to Inform Instruction

Each of the handbooks have detailed instructions as well as five-point scoring rubrics used for evaluation. Tasks are evaluated by five rubrics each with a total of 15 rubrics. Handbooks for both edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN are posted on the Commission meeting agenda with this agenda item.

Note: The edTPA Multiple Subject, Literacy with Mathematics handbook evaluates candidates' readiness to teach both literacy and mathematics. The first three tasks are literacy based and the additional math task is evaluated by three rubrics, making the handbook an 18-rubric assessment.

Rubric levels express:

- 1 = Candidate is not yet ready to teach (as measured by the rubric construct)
- 2 = Below performance for a beginning teacher
- 3 = Proficient performance for a beginning teacher
- 4 = Above proficient performance for a beginning teacher
- 5 = Highly accomplished beginning teacher

Part 2: Commission Authority to Issue a Waiver

The Commission has the authority to grant waivers that are requested from school districts, county offices of education, private schools, and postsecondary institutions through Education Code §44225(m), which states that:

§44225 The commission shall do all of the following:

- (m) Review requests from school districts, county offices of education, private schools, and postsecondary institutions for the waiver of one or more of the provisions of this chapter or other provisions governing the preparation or licensing of educators. The commission may grant a waiver upon its finding that professional preparation equivalent to that prescribed under the provision or provisions to be waived will be, or has been, completed by the credential candidate or candidates affected. (emphasis added)

The underlined section of statute sets criteria for the issuance of a waiver that requires equivalence or comparability of requirement to be established. The process of the development of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN involves multiple steps, including meetings to redevelop the tasks and rubrics to measure the elements of TPE Domain 7; a field test of the revised assessment; a standard setting study; and finally, review and approval by the Commission for use in California. The edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessments have not yet completed the Commission's review process. The edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessment are expected to be presented to the Commission for review and final approval at its June 2025 Commission meeting and be fully implemented starting July 1, 2025.

The currently approved edTPA handbooks for multiple subjects and single subjects were reviewed by staff and experts prior to Commission approval in 2018 when the Human Resources Research Organization (HumRRO) completed a [comparability study](#) and found that the edTPA was sufficiently comparable to the other TPA models approved by the Commission (CalTPA and FAST) in its representation of the Commission's adopted [Performance Assessment Design Standards](#) (PADS) and its assessment and weighting of the Commission-adopted Teaching Performance Expectations (TPEs).

A panel of California educators with expertise in literacy conducted a review of how well the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN met the 2023 updates to the PADS and the requirements of SB 488. The review indicates that both the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN satisfies these standards. On this basis, the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN can be considered to represent professional preparation equivalent and therefore comparable to the current RICA requirements for a Multiple Subject Teaching Credential and the Education Specialist Teaching Credential for Mild-Moderate Support Needs and Extensive Support Needs.

Under these conditions, the Commission has the authority to provide waivers to candidates that meet the expected performance level on the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN rather than on the current RICA. The Commission has previously allowed a waiver for the TPA under similar circumstances for the initial pilot of the edTPA during 2012-13, the [redeveloped CalTPA in 2017](#), and most recently, for a [pilot test](#) of the Commission’s Literacy Performance Assessment.

Detailed information about the current structure of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN and summary information about how it addresses key provisions of the Commission’s adopted PADS are presented below to illustrate how the completion of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN can be considered comparable to completion of the RICA. [Appendix C](#) provides more detailed information based on the Commission staff review of progress toward meeting the PADS.

Candidates currently have the option to take either a written or video performance assessment to fulfil the current RICA requirement. The table below provides an overview of the **current** RICA video performance assessment requirements.

Comparison of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN with the Current RICA Video Performance Assessment

Evidence to be Submitted	RICA Video Requirements
Setting 1: Whole-Class Instruction Video and Template	<p>Instructional Setting: This lesson must be delivered to an entire class of no fewer than 5 students.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 4 (Vocabulary, Academic Language, and Background Knowledge)</p> <p>Description: Video and template should demonstrate your ability to: (a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and</p>

Evidence to be Submitted	RICA Video Requirements
	<p>(b) plan and deliver to a whole class an effective lesson that develops the students' vocabulary, academic language, and background knowledge.</p> <p>The central instructional objective of the lesson must be derived from Competency 11 of Domain 4. You must demonstrate knowledge and skills in this competency.</p>
<p>Setting 2: Small-Group Instruction Video and Template</p>	<p>Instructional Setting: This lesson must be delivered to a group of at least 3 but no more than 12 students.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 2 (Word Analysis)</p> <p>Description: Video and template should demonstrate your ability to:</p> <p>(a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and</p> <p>(b) plan and deliver to a small group of students an effective lesson that develops the students' word analysis.</p> <p>The central instructional objective of the lesson must be derived from Competency 6 or 7 of Domain 2. You must demonstrate knowledge and skills in one of these competencies.</p>
<p>Setting 3: Individual Instruction Video and Template</p>	<p>Instructional Setting: This lesson must be delivered to an individual student.</p> <p>Domains: Domain 1 (Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment) and Domain 5 (Comprehension)</p> <p>Description: Video and template should demonstrate your ability to:</p> <p>(a) plan, organize, and manage reading instruction based on ongoing assessment, as described in Domain 1, and</p> <p>(b) plan and deliver to an individual student an effective lesson that develops the student's comprehension.</p> <p>The central instructional objective of the lesson must be derived from Competency 13, 14, or 15 of Domain 5. You must demonstrate knowledge and skills in one of these competencies.</p>

Current RICA Competencies are available [here](#). It should be noted that the current RICA competencies are not fully aligned to the currently adopted ELA/ELD Framework or TPE Domain 7: Effective Literacy Instruction for All Students. The current RICA will sunset as of July 1, 2025.

The edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessments are comparable to the requirements asked of candidates in the video version of the current RICA performance assessment. The following table provides a comparison between the assessments and their respective requirements.

Table 1: Comparison of Requirements: edTPA Multiple Subject, Literacy with Mathematics to the RICA Video Component Performance

Components of Current Video RICA Performance Assessment	Components of the edTPA Multiple Subject, Literacy with Mathematics	Description of edTPA Multiple Subject, Literacy with Mathematics Components
<ul style="list-style-type: none"> Assessment and Planning Student Information 	<ul style="list-style-type: none"> Contextual Information about students; the learning environment; and the curriculum Use knowledge of students' prior learning; strengths and needs; and assets to plan meaningful literacy instruction and assessments Selection or creation of assessments to monitor and support students' literacy learning 	<ul style="list-style-type: none"> Context For Learning provides details about students' needs; the learning environment; and the curriculum Explain how knowledge of students' prior learning; strengths and needs; and assets was used to plan meaningful literacy instruction and assessments Assessments are selected or created to monitor and support students' literacy learning
<ul style="list-style-type: none"> Lesson Plan (whole group, small group, or individual) 	<ul style="list-style-type: none"> 3-5-day lesson segment based on high-quality, evidence-based literacy instruction that supports the development of foundational skills to all students, including a multi-tiered system of support (MTSS) for those with reading difficulties, English learners, and those with exceptional needs 	<ul style="list-style-type: none"> Lessons are planned to develop students' foundational literacy skills Explanation of the alignment between standards, objectives, goals, learning activities, and assessments to the foundational literacy skills Lessons are planned for the selected group of students (i.e., whole class or small group)

Components of Current Video RICA Performance Assessment	Components of the edTPA Multiple Subject, Literacy with Mathematics	Description of edTPA Multiple Subject, Literacy with Mathematics Components
	<ul style="list-style-type: none"> Standards, objectives, goals, learning activities, and assessments are aligned to high-quality, evidence-based literacy instruction that supports the development of foundational skills for all students Lessons are planned and taught to the whole class or a small group of students 	
<ul style="list-style-type: none"> Ongoing assessment of whole class learning 	<ul style="list-style-type: none"> Assessment of whole class literacy learning Analysis of student learning 	<ul style="list-style-type: none"> Description of assessments with evaluation criteria Evaluation of whole class and focus students' literacy learning Analysis of whole class literacy learning and deep analysis of focus student literacy learning through assessment data
<ul style="list-style-type: none"> Video Clips (3) 	<ul style="list-style-type: none"> Video Clips (2) 	<ul style="list-style-type: none"> Video recording of how candidates actively engages students in high-quality, evidence-based literacy learning that supports the development of foundational skills to develop effective expression and meaning making Video recording of how candidates elicit student responses to promote thinking while supporting the development of foundational literacy in a meaningful context

Components of Current Video RICA Performance Assessment	Components of the edTPA Multiple Subject, Literacy with Mathematics	Description of edTPA Multiple Subject, Literacy with Mathematics Components
<ul style="list-style-type: none"> • Reflection 	<ul style="list-style-type: none"> • Reflection on assessment data to plan next steps and analysis of teaching effectiveness 	<ul style="list-style-type: none"> • Using literacy assessment data to plan future literacy instruction and reflect on effectiveness to identify areas for improvement

Table 2: Comparison of Requirements: edTPA Education Specialist, Literacy: MMSN/ESN to the RICA Video Component Performance

Components of Current Video RICA Performance Assessment	Components of edTPA Education Specialist, Literacy: MMSN/ESN	Description of edTPA Education Specialist, Literacy: MMSN/ESN
Assessment and Planning Student Information	<ul style="list-style-type: none"> • Contextual Information about selected focus learner's IEP goals; prior knowledge; focus learner's strengths and needs; the learning environment; and the curriculum • Use knowledge of IEP goals; student's prior learning; student's prior learning; strengths and needs; and assets to plan meaningful literacy instruction and assessments • Selection or creation of assessments to monitor and support student learning throughout the learning segment 	<ul style="list-style-type: none"> • Context For Learning provides details about the selected focus student, including their: IEP goals, prior knowledge, strengths and needs; the learning environment; and the curriculum • Explain how knowledge of IEP goals; baseline data demonstrating students' prior learning; strengths and needs; and assets was used to plan meaningful literacy instruction and assessments • Assessments are selected or created to monitor and support focus student learning
Lesson Plan (whole group, small group, or individual)	<ul style="list-style-type: none"> • 3–5-day lesson segment that addresses a foundational reading skill from the California literacy-related academic content standards or the California Preschool/Transitional Kindergarten Learning Foundations 	<ul style="list-style-type: none"> • Lessons are planned to develop focus student's foundational reading skills • Explanation of the alignment between the IEP goals; standards; objectives; goals; learning activities; and assessments to the foundational reading skills

Components of Current Video RICA Performance Assessment	Components of edTPA Education Specialist, Literacy: MMSN/ESN	Description of edTPA Education Specialist, Literacy: MMSN/ESN
	<ul style="list-style-type: none"> Lessons are planned aligned to IEP goals; standards; objectives; goals; learning activities; and assessments to the foundational reading skills Lessons are planned and taught in the context of typical instructional setting (e.g., whole class or a small group, individual instruction) 	<ul style="list-style-type: none"> Lessons are planned for the selected focus students and instruction is delivered within the context of the typical instructional setting (i.e., whole class or small group)
N/A	<ul style="list-style-type: none"> Analysis of student learning 	<ul style="list-style-type: none"> Analysis of focus student literacy learning through baseline and ongoing assessment data
Video Clips (3)	<ul style="list-style-type: none"> Video Clips (2) 	<ul style="list-style-type: none"> Video recordings of candidate's instruction and interactions with the focus learner Selection of specific video clips that provide evidence of key moments of literacy instruction
Reflection	<ul style="list-style-type: none"> Choose specific video clips that highlight key moments of instruction and reflect on their teaching practices to identify areas for improvement 	<ul style="list-style-type: none"> Using assessment data to plan future instruction and reflect on effectiveness to identify areas for improvement

In addition to the differences in the requirements of the two assessments, the rubrics associated with each assessment are very different. The RICA rubrics are holistic in nature, while the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN rely on analytic rubrics aligned with the recommendations provided by [International Reading Association \(2010\) for literacy professionals](#), the California English Language Arts/English Language Development ([CA ELA/ELD Framework](#)), the [K-12 ELA/Literacy Standards](#), the [California Dyslexia Guidelines](#), and the [Preschool/Transitional Kindergarten Learning Foundations](#) for candidates placed in TK.

With these comparable features, candidates will demonstrate an equivalent and therefore comparable, if not more comprehensive, body of evidence than what is asked for in the current video RICA performance assessment. Given the specificity and alignment of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN analytic rubrics to SB 488 and the more comprehensive set of evidence required of candidates to demonstrate both foundational reading skills and the additional crosscutting themes of the ELA/ELD Framework, Evaluation Systems staff believe that the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN are at least equivalent to the current RICA video performance assessment and therefore meets the statutory provision for the Commission to waive the current requirement for candidates who take and pass the field test version of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN. The list of candidates for participating EPPs can be found in [Appendix E](#).

Part 3: Proposed Performance Level to Pass the California Literacy edTPA Field Test

Developers of TPA models typically conduct a standard setting study in order to establish the requirements for successful completion of the assessment. Evaluation Systems will conduct a standard setting study following a second field test in spring/summer 2025. The purpose of the current field test is to engage participants to collect additional validity evidence about the design of the literacy performance assessment components, specifically the tasks and rubrics, and use these data to refine the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN.

Because the field test is a modified version of currently Commission-approved edTPA assessments, Evaluation Systems and Commission staff reviewed data related to a range of Standard Error of Measurements (SEM) from the currently approved cut score for each handbook as a proxy for expected performance on the field test versions. Recognizing that educator preparation programs and candidates will be experiencing the field test versions for the first time together during the field test, calculating SEMs from the current assessment is appropriate.

The Standard Error of Measurement (SEM) is an indicator of variance within a set of test scores. Specifically, SEM demonstrates the difference between examinees' observed scores, which is the scores they received when they completed the assessment, and examinees' true score, which is the scores they would receive if they were able to perfectly demonstrate their actual abilities in ideal situations. SEM is an indicator of how much the examinees' scores might be affected by factors related to the assessment design, administration conditions, and individual differences in background knowledge and performance on a given day. Another way to think about the SEM for TPA is to consider that a candidate's true score likely lies somewhere within a given range of scores. A smaller SEM indicates more reliable scores with less variability across multiple administrations, while a larger SEM suggests scores could vary more widely, making them less reliable.

Minimum passing standards for teacher licensure tests established using a standard setting process create clear performance expectations for entering the classroom. By using both the raw cut scores and the corresponding SEM values, it is possible to make informed judgements

about what raw score constitutes proficient performance. Together, these measures ensure that decisions based on test results are firmly grounded in achievement standards and careful measurement.

As indicated in Table 3, the SEM for the Elementary Education: Literacy with Mathematics, Task 4 assessment is 2.43 based on the currently approved cut score of 49 for this field. The SEM for the Special Education for California assessment is 0.64, based on the currently approved cut score of 35. This test is highly reliable, resulting in a smaller SEM. A range of SEMs from -.5 to -2.0 are reported for both assessments.

Table 3: Cut Scores at SEMs for Elementary Education: Literacy with Mathematics, Task 4

	-2 SEM	1.5 SEM	-1 SEM	-.5 SEM	Current Cut Score
SEM (2.43)	4.87	3.65	2.43	1.22	49
True Cut Score at SEM	44.13	45.35	46.57	47.78	49
Rounded True Cut Score at SEM	44	45	47	48	49

Table 4: Cut Scores at SEMs for Special Education for California

	-2 SEM	1.5 SEM	-1 SEM	-.5 SEM	Current Cut Score
SEM (.64)	1.28	.96	.64	.32	35
True Cut Score at SEM	33.72	34.04	35.36	34.68	35
Rounded True Cut Score at SEM	34	34	35	35	35

Using data from the pass rates at each SEM disaggregated by race/ethnicity for the two currently approved edTPA handbooks for the Multiple-Subjects and Education Specialist fields, Elementary Education: Literacy with Mathematics, Task 4 and Special Education for California Evaluation Systems staff have recommended that the following temporary passing standards for the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessments to be used for the field tests only:

- For the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN Evaluation Systems staff recommend a total score of 44 as a Commission approved passing standard for the field test. A score of 44 represents a –2.0 SEM adjustment from the current passing standard of 49.
- For the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN Evaluation Systems staff recommend a total score of 34 as a Commission approved passing standard for the field test. A score of 34 represents a –2.0 SEM adjustment from the current passing standard of 35.

Staff Recommendation

Staff recommends the Commission:

1. Approve the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN field tests as proposed for fall 2024 and Spring 2025.
2. Approve waiver requests from EPPs approved to participate in the field tests to waive the Reading Instruction Competence Assessment requirement for their candidates who successfully complete the edTPA Multiple Subject, Literacy with Mathematics or the edTPA Education Specialist, Literacy: MMSN/ESN assessments; and to allow this assessment as evidence the candidates have also met the TPA requirement. *Note: a list of candidates participating in the field test will be provided at the December 2024 Commission meeting.*
3. Adopt a minimum passing standard for the edTPA Multiple Subject, Literacy with Mathematics field test of 44 (out of 90 possible points).
4. Adopt a minimum passing standard for the edTPA Education Specialist, Literacy: MMSN/ESN field test of 34 (out of 75 possible points).

Next Steps

If the Commission approves implementing the proposed field test for the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessments and the waiver process outlined above and also adopts the proposed passing standards for these assessment, staff will work with Evaluation Systems to bring forward the list of educator preparation programs who are participating in the field test and their candidates for whom they are requesting a waiver for the RICA requirement at the Commission's February meeting.

Appendix A

CA Literacy TPEs Measured by the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN

Summary

California Literacy TPEs Measured by the edTPA Multiple Subject, Literacy with Mathematics

	7.1 / 7.2 Plan and implement evidence-based literacy instruction	7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices	7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students	7.5 Foundational Skills	7.6 Meaning Making	7.7 Language Development	7.8 Effective Expression	7.9 Content Knowledge
Rubric 1	✓	✓		✓	✓	✓	✓	✓
Rubric 2	✓	✓		✓	✓	✓	✓	✓
Rubric 3	✓	✓		✓	✓	✓	✓	✓
Rubric 4	✓			✓	✓	✓	✓	✓
Rubric 5	✓			✓	✓	✓	✓	✓
Rubric 6		✓	✓					
Rubric 7		✓	✓	✓	✓	✓	✓	✓
Rubric 8		✓	✓	✓	✓	✓	✓	✓
Rubric 9		✓	✓	✓	✓	✓	✓	✓
Rubric 10	✓	✓		✓	✓	✓	✓	✓
Rubric 11				✓	✓	✓	✓	✓
Rubric 12		✓		✓	✓	✓	✓	✓
Rubric 13		✓		✓	✓	✓	✓	✓
Rubric 14		✓		✓	✓	✓	✓	✓
Rubric 15	✓	✓		✓	✓	✓	✓	✓

edTPA Education Specialist, Literacy: MMSN/ESN

Summary									
California Universal TPEs Measured by the edTPA Education Specialist, Literacy: MMSN/ESN									
	U7.1 / 7.2 Plan and implement evidence-based literacy instruction	U7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices	U7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students	U7.5 Foundational Skills	U7.6 Meaning Making	U7.7 Language Development	U7.8 Effective Expression	U7.9 Content Knowledge	U7.10 Literacy Instruction for Students with Disabilities
Rubric 1	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rubric 2	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rubric 3	✓	✓	✓	✓	✓	✓	✓	✓	✓
Rubric 4	✓		✓	✓	✓	✓	✓	✓	✓
Rubric 5	✓		✓	✓	✓	✓	✓	✓	v
Rubric 6		✓	✓						
Rubric 7		✓	✓	✓	✓	✓	✓	✓	✓
Rubric 8		✓	✓	✓	✓	✓	✓	✓	✓
Rubric 9		✓	✓	✓	✓	✓	✓	✓	✓
Rubric 10			✓	✓	✓	✓	✓	✓	✓
Rubric 11		✓		✓	✓	✓	✓	✓	✓
Rubric 12				✓	✓	✓	✓	✓	✓
Rubric 13				✓	✓	✓	✓	✓	✓
Rubric 14				✓	✓	✓	✓	✓	✓
Rubric 15		✓	✓		✓	✓	✓	✓	✓

Summary					
California Mild to Moderate Support Needs TPEs Measured by the edTPA Education Specialist, Literacy: MMSN/ESN					
	MM7.1 Apply knowledge of assets and learning needs and use assessment data to support supplemental literacy instruction	MM7.2 Collaborate with multidisciplinary teams	MM7.3 Collaborate with other service providers	MM7.4 Design and implement lessons that ensure access to grade-level literacy activities	MM7.5 Utilize assistive technology and Augmentative and Alternative Communication as needed
Rubric 1	✓			✓	
Rubric 2	✓	✓	✓	✓	✓
Rubric 3	✓			✓	
Rubric 4				✓	✓
Rubric 5	✓			✓	
Rubric 6	✓			✓	
Rubric 7	✓			✓	✓
Rubric 8	✓			✓	✓
Rubric 9	✓			✓	✓
Rubric 10	✓			✓	✓
Rubric 11	✓	✓	✓		✓
Rubric 12	✓				
Rubric 13	✓				
Rubric 14					✓
Rubric 15	✓	✓	✓	✓	

Summary							
California Extensive Support Needs TPEs Measured by the edTPA Education Specialist, Literacy: MMSN/ESN							
	EX7.1 Apply knowledge of assets and learning needs and use assessment data to support supplemental literacy instruction	EX7.2 Collaborate with multidisciplinary teams	EX7.3 Collaborate with other service providers	EX7.4 Design and implement lessons that ensure access to grade-level literacy activities	EX7.5 Utilize assistive technology and Augmentative and Alternative Communication as needed	EX7.6 Collaborate with specialists	EX7.7 Facilitate the use of multiple communication strategies to support the teaching of literacy
Rubric 1	✓			✓			
Rubric 2	✓	✓	✓	✓	✓	✓	✓
Rubric 3	✓			✓			
Rubric 4				✓	✓		✓
Rubric 5	✓			✓			
Rubric 6	✓			✓			
Rubric 7	✓			✓	✓		✓
Rubric 8	✓			✓	✓		✓
Rubric 9	✓			✓	✓		✓
Rubric 10	✓			✓	✓		✓
Rubric 11	✓	✓	✓		✓	✓	✓
Rubric 12	✓						
Rubric 13	✓						
Rubric 14					✓		✓
Rubric 15	✓	✓	✓	✓		✓	

Appendix B

Consultants and Reviewers Engaged with the Development and Review of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN Assessment Materials

Consultants contributing to the development of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN

- Dr. Nicole Merino
- Dr. Cathy Zozakiewicz

Literacy consultants contributing to the review and additional development of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN

- Steven Brownson, California State University, Los Angeles
- Nadja Conway, Loyola Marymount University
- Colin Haysman, Stanford University
- Jackie Ho, King Chavez Intern Program
- Tine Sloan, University of California, Santa Barbara
- Colin McInnis, University of the Pacific
- Jin-Sil Mock, California Baptist University
- Teresa Nunez, California Lutheran University

Appendix C

The edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN Alignment with Commission’s Performance Assessment Design Standards (adopted June 2023)

Performance Assessment Design Standard	How Addressed by edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN
Assessment Design Standard 1: Assessment Designed for Validity and Fairness	
<p>The sponsor* of a teaching performance assessment seeking approval for use in California (model sponsor) designs a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to and assess California’s Teaching Performance Expectations (TPEs). The model sponsor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate’s status with respect to the TPEs and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment’s validation process. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended by the model sponsor based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure.</p>	<ul style="list-style-type: none"> Multiple, task-specific, 5-level rubrics supporting the assessment of the TPEs including TPE Domain 7 (see Appendix D) Level 3 on the rubrics indicates proficient performance for a beginning teacher. Fall 2025 field test with a diverse representation of Multiple Subject candidates for the edTPA Multiple Subject, Literacy with Mathematics Fall 2025 field test with a diverse representation of Multiple Subject candidates for the edTPA Education Specialist, Literacy: MMSN/ESN A Spring 2025 standard setting study will be facilitated for each assessment by Evaluation Systems with CA educators who will be asked to make a professional judgement about an appropriate performance standard
<p>1(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more</p>	<ul style="list-style-type: none"> A literacy-focused lesson segment based on the pedagogical sequence of assess, plan, teach, reflect, and apply

Performance Assessment Design Standard	How Addressed by edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN
<p>major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring rubrics that are clearly related to the TPEs that the task measures. Each task and its associated rubrics measure two or more TPEs. Collectively, the tasks and rubrics in the assessment address key aspects of all major domains of the TPEs. The sponsor of the performance assessment documents the relationships between TPEs, tasks, and rubrics.</p>	<p>that directly addresses the TPEs including TPE Domain 7</p> <ul style="list-style-type: none"> edTPA Multiple Subject, Literacy with Mathematics addresses the Literacy TPEs: 7.1 – 7.9 (see Appendix C) edTPA Education Specialist, Literacy: MMSN, ESN addresses the University Literacy TPEs 7.1-7.10, the MMSN TPE 7.1-7.5, and ESN TPEs 9.1-7.7.
<p>1(b) 1. The multiple subject general education TPA model sponsor must include in its performance assessment a focus on content-specific pedagogy within the design of the TPA tasks and scoring scales to assess the candidate’s ability to effectively teach literacy in a manner aligned to the requirements of subparagraphs (A) and (B) of paragraph (4) of subdivision (b) of Education Code sec. 44259; the Commission’s standards of program quality and effectiveness and current Teaching Performance Expectations (TPEs); and the current English Language Arts/English Language Development (ELA/ELD) Framework adopted by the State Board as well as the content areas authorized by the credential.</p>	<ul style="list-style-type: none"> The edTPA Multiple Subject, Literacy with Mathematics measures the candidate’s ability to effectively plan and teach literacy through Tasks 1-3; Mathematics is addressed through Task 4
<p>1 (b) 2. (<i>Single Subject</i>)</p>	<p>(not applicable)</p>
<p>1 (b) 3. (<i>Education Specialist</i>)</p>	<ul style="list-style-type: none"> The edTPA Education Specialist, Literacy: MMSN/ESN measures the candidate’s ability to effectively plan and teach literacy through Tasks 1-3

Performance Assessment Design Standard	How Addressed by edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN
1 (b) 4. (PK-3)	(not applicable)
<p>1(c) Consistent with the language of the TPEs, the model sponsor defines scoring rubrics so candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different literacy and content-specific pedagogical practices that support implementation of the state-adopted content standards, curriculum frameworks, and Preschool Learning Foundations. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use a wide range of pedagogical practices that are educationally effective and builds scoring protocols to take these variations into account.</p>	<ul style="list-style-type: none"> • edTPA prompts and requirements allow for a variety of response options based on candidate's planning, instruction and assessment of student learning • Candidates will choose specific video clips that highlight key moments of literacy instruction and reflect on their teaching practices to identify areas for improvement • Scorers are literacy-trained educators who participate in scorer training, including training on implicit bias • Scorer training (literacy as per SB 488), calibration, and scoring activities are designed to address a variety of response options
<p>1(d) 1. For Multiple Subject, Single Subject, and PK-3 candidates, the model sponsor must include within the design of the TPA candidate tasks a focus on addressing the teaching of English learners, all underserved education groups or groups that need to be served differently, and students with disabilities in the general education classroom to adequately assess the candidate's ability to effectively teach all students.</p>	<ul style="list-style-type: none"> • The edTPA Multiple Subject, Literacy with Mathematics tasks are designed to ensure the candidate's demonstration of their ability to teach English learners, all underserved education groups or groups that need to be served differently, and students with disabilities in the general education classroom to adequately and assesses the candidate's ability to effectively teach all students
<p>1(e) 1. For Multiple Subject, PK-3, and Education Specialist candidates, the model sponsor must include assessments of the candidate's ability to demonstrate pedagogical competence related to teaching current, state-adopted core content areas of at least Literacy and Mathematics. Programs use local program</p>	<ul style="list-style-type: none"> • The edTPA Multiple Subject, Literacy with Mathematics assessment has been revised to require that candidates construct a 3-5-day lesson integrated unit that addresses literacy through Tasks 1-3 and mathematics through Task 4

Performance Assessment Design Standard	How Addressed by edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN
performance assessments for History/Social Science and Science if not already included as part of the TPA.	<ul style="list-style-type: none"> The edTPA Education Specialist, Literacy MMSN/ESN assessment has been revised to require that candidates construct a 3-5-day lesson integrated unit that addresses literacy through Tasks 1-3
1(f) The model sponsor must include a teaching performance within the TPA during the required clinical experience, including a video of the candidate's teaching performance with candidate commentary describing the lesson plan and rationale for teaching decisions shown and evidence of the effect of that teaching on student learning.	<ul style="list-style-type: none"> The edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy MMSN/ESN assessment requires candidates include 1-2 video clips from their literacy learning segment that demonstrate <ul style="list-style-type: none"> establish a positive learning environment and actively engage and support the focus learner to develop and apply the knowledge and/or skills related to the literacy learning goal
1(g) The TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks, and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The TPA model sponsor must also provide candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes and scoring processes.	<ul style="list-style-type: none"> Face-to-face, recorded webinars, and online training sessions are provided for program coordinators, credential faculty, and university coaches to ensure familiarity with tasks and processes Candidate Support Webinars are made publicly available to candidates on the edTPA.com website The edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy MMSN/ESN assessment handbooks, templates, and rubrics provided for university coaches, faculty/staff, and candidates
1(h) The model sponsor develops scoring rubrics and assessor training procedures	<ul style="list-style-type: none"> Bias prevention addressed in training, calibration, and ongoing scoring during

Performance Assessment Design Standard	How Addressed by edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN
<p>that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include any actual or perceived characteristic protected by AB 537, which includes sex, sexual orientation, gender identity, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or any other bias that is not likely to affect job effectiveness and/or student learning, such as appearance, hairstyles and/or hair texture, demeanor, speech patterns and accents, or personal attire.</p>	<p>pilot, field test, and operation administration and scoring activities</p> <ul style="list-style-type: none"> • Candidate personal information is protected • Performance scoring data monitored on an ongoing basis for issues of potential bias and scoring calibration
<p>1(i) 1. The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor’s clear understanding of the implications of the assessment for Multiple Subject, PK-3, and Education Specialist candidates, preparation programs, public schools, and public school students within the authorization of the credential. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the literacy and content-specific pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.</p>	<ul style="list-style-type: none"> • A statement of intent use is included within both the edTPA Multiple Subject, Literacy with Mathematics assessment and the handbook edTPA Education Specialist, Literacy: MMSN/ESN • Each of the tasks also includes specific language that details the purpose of the assessment
<p>1(i) 2. The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement</p>	<ul style="list-style-type: none"> • N/A

Performance Assessment Design Standard	How Addressed by edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN
<p>demonstrates the model sponsor’s clear understanding of the implications of the assessment for single subject candidates, preparation programs, public schools, and public school students within the authorization of the credential. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the content-specific pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.</p>	
<p>1(j) The model sponsor completes content review and editing procedures to ensure that literacy and content-specific pedagogical assessment tasks and directions to candidates are culturally and linguistically responsive, sustaining, fair and appropriate for candidates from diverse backgrounds.</p>	<ul style="list-style-type: none"> • Prior to field test, CA educators with expertise in TPAs and literacy will review the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy MMSN/ESN assessments for cultural sensitivity and for the use of academic language that might interfere with fairness for candidates with diverse backgrounds
<p>1(k) The model sponsor completes initial and periodic basic psychometric analyses to identify pedagogical assessment tasks and/or scoring rubrics that results in differential effects in relation to candidates’ race, ethnicity, language, gender or disability. When group pass rate differences are found, the model sponsor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.</p>	<ul style="list-style-type: none"> • Psychometric analyses of field tests are planned for Spring 2025 and will subsequently be brought to the Commission for review

Performance Assessment Design Standard	How Addressed by edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN
1(l) In designing assessment administration procedures, the model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities or learning needs.	<ul style="list-style-type: none"> • In accordance with the Americans with Disabilities Act of 1990 (PL 101-336), appropriate accommodations are provided to any requesting candidate on a case-by-case basis to address the individual need(s) while maintaining the validity of the assessment results
1(m) In the course of determining a passing standard, the model sponsor secures and reflects on the considered judgments of teachers, supervisors of teachers, support providers of new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.	<ul style="list-style-type: none"> • A Spring 2025 standard setting study will be facilitated by Evaluation Systems with CA educators who will be asked to make a professional judgement about an appropriate performance standard for each assessment
1(n) To preserve the validity and fairness of the assessment over time, the model sponsor may need to develop and field test new literacy and content-specific pedagogical assessment tasks and multi-level scoring rubrics to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring rubrics to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs and serve as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's public schools. The model sponsor documents the basis and results of each analysis, and modifies the tasks and rubrics as needed.	<ul style="list-style-type: none"> • Candidate results, along with survey data and focus group discussions with both candidates and assessors, will be used to help inform revisions to the field version of the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessments
1(o) The model sponsor must make all TPA materials available to the Commission upon	<ul style="list-style-type: none"> • Sponsor will continue to ensure all materials for the edTPA Multiple

Performance Assessment Design Standard	How Addressed by edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN
request for review and approval, including materials that are proprietary to the model sponsor. The Commission will maintain the confidentiality of all materials designated as proprietary by the model sponsor.	Subject, Literacy with Mathematics and the edTPA Education Specialist, Literacy: MMSN/ESN assessments are available to the Commission for review and approval
1(p) For concurrent bilingual candidates, no candidate can be required to translate student work or provide English transcriptions for the video component(s) of the TPA if in a language other than English. Model sponsors must ensure candidates may demonstrate their knowledge and skills teaching literacy in the language of instruction, including in a language other than English.	<ul style="list-style-type: none"> For candidates completing their clinical practice in a bilingual setting, bilingual assessors will be utilized to score their submissions
1(q) All candidates must demonstrate as part of the TPA effective strategies teaching an English learner, in English with the use of the language of instruction as appropriate, within the content area of the intended credential. Each candidate must submit his or her analyses and reflections primarily in English.	<ul style="list-style-type: none"> Candidates must include an English Learner within their selected focal group of students and must demonstrate how they plan instruction to support the student's literacy development in ways that align with the ELA/ELD Roadmap
Assessment Design Standard 2: Assessment Designed for Reliability and Fairness	
The sponsor of the performance assessment requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as a valid basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The model sponsor carefully monitors assessment development to ensure consistency with this stated purpose of the assessment. The Teaching	<ul style="list-style-type: none"> The edTPA Multiple Subject, Literacy with Mathematics assessment evaluates candidates' mastery of key elements of TPE Domain 7 (see Appendix C) The edTPA Education Specialist, Literacy: MMSN/ESN evaluates candidates' mastery of key elements of all TPEs, including TPE Domain 7, including the Universal TPEs, MMSN TPEs, and the ESN TPEs (see Appendix C)

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<p>Performance Assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The model sponsor periodically evaluates the assessment system to ensure equitable treatment of candidates. The assessment system and its implementation contribute to local and statewide consistency in the assessment of teaching competence.</p>	<ul style="list-style-type: none"> The complex tasks allow for diverse modes of expression and enable candidates to provide evidence of their ability to use subject specific pedagogy to teach all students
<p>2(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks, rubrics, and the associated directions to candidates are designed to qualifications for a Preliminary Teaching Credential as one part of the requirements for the credential.</p>	<ul style="list-style-type: none"> Multiple forms of evidence required within each task of the edTPA Multiple Subject, Literacy with Mathematics and the edTPA Education Specialist, Literacy: MMSN/ESN assessments The edTPA Multiple Subject, Literacy with Mathematics and the edTPA Education Specialist, Literacy: MMSN/ESN assess elements of each TPE and are measured multiple times, with different dimensions Assessment of students' literacy level, development of 3-5-day literacy learning segment, video recorded instruction, analysis of student learning, reflection students' growth in literacy skill reflection of teaching effectiveness, and planning for next steps in instruction are included in the edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN assessments.
<p>2(b) Pedagogical assessment tasks and scoring rubrics are extensively field tested in practice before being used operationally in the Teaching Performance Assessment. The model sponsor evaluates the field test</p>	<ul style="list-style-type: none"> Field test data and qualitative feedback from candidates, EPP faculty/staff, supervisors, and mentor teachers will

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<p>results thoroughly and documents the field test design, participation, methods, results and interpretation.</p>	<p>be evaluated and used to inform changes</p> <ul style="list-style-type: none"> Field test will be evaluated to ensure validity and reliability of the assessment
<p>2(c) The Teaching Performance Assessment system includes a comprehensive process to select and train California educators as assessors who score candidate responses to the pedagogical assessment tasks. An assessor training program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of implicit bias as it relates to scoring, the TPEs, the pedagogical assessment tasks and the multi-level scoring rubrics. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring rubrics associated with the task. The model sponsor for multiple subject, PK-3, and education specialist TPAs establish selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate literacy and pedagogical expertise in the content areas and TPE domains assessed within the TPA. The model sponsor for the single subject TPA establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate pedagogical expertise in the content areas and TPE domains assessed within the TPA. The model sponsor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required TPA model assessor training sequence. When new</p>	<ul style="list-style-type: none"> Online professional development for university faculty/staff will be provided by Pearson during field test Scorers will meet all requirements, including appropriate pedagogical expertise in literacy and the TPE domains assessed by the edTPA Multiple Subject, Literacy with Mathematics and the edTPA Education Specialist, Literacy MMSN/ESN assessment Scorers of the edTPA Education Specialist, Literacy MMSN/ESN assessment will have pedagogical expertise in teaching students in the mild to moderate support needs and extensive support needs populations Scorers will receive training and participate in calibration exercises related to the edTPA Multiple Subject, Literacy with Mathematics and the edTPA Education Specialist, Literacy MMSN/ESN assessments

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pedagogical tasks and scoring rubrics are incorporated into the assessment, the model sponsor provides additional training to the assessors, as needed.	
2(d) In conjunction with the provisions of the applicable Teacher Preparation Program Standards relating to the Teaching Performance Assessment, the model sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.	<ul style="list-style-type: none"> • Ongoing, timely monitoring of assigned scores, with prompt feedback to assessors based on scoring performance statistics based on 10% double scoring of submissions • Full complement of reliability and validity statistics
2(e) The model sponsor provides a consistent scoring process for all programs using that model, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. All approved models must include a local scoring option in which the assessors of candidate responses are California program faculty and/or other individuals identified by the program who meet the model sponsor's assessor selection criteria. These local California assessors are trained and calibrated by the model sponsor, and whose scoring work is facilitated, and their scoring results are facilitated and reviewed by the model sponsor. The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater	<ul style="list-style-type: none"> • Scorer and trainer assessment before scoring and embedded calibration scoring • Monitoring of inter-rater reliability and scoring processes during field test, and future operational assessment administration • A randomly sample of 10% of candidate submissions will be analyzed for scoring reliability • Double scoring will be conducted on all portfolios with a total score within –3 points of the state passing standard.

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<p>reliability during field testing and operational administration of the assessment. The model sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment. The model sponsor must provide an annual audit process that documents that local scoring outcomes are consistent and reliable within the model for candidates across the range of programs using local scoring and informs the Commission where inconsistencies in local scoring outcomes are identified. If inconsistencies are identified, the sponsor must provide a plan to the CTC for how it will address and resolve the scoring inconsistencies both for the current scoring results and for future scoring of the TPA.</p>	
<p>2(f) The model sponsor's assessment design includes a clear and easy to implement appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program, if the program is using centralized scoring provided by the model sponsor. If the program is implementing a local scoring option, the program must provide an appeal process as described above for candidates who do not pass the assessment. Model sponsors must document that all candidate appeals granted a second scoring are scored by a new assessor unfamiliar with the candidate or the candidate's response.</p>	<ul style="list-style-type: none"> • The edTPA program provides the opportunity for candidates to appeal a non-passing score if their resubmission does not earn a passing score
<p>2(g) The model sponsor conducting scoring for the program provides results on the TPA to the individual candidate based on</p>	<ul style="list-style-type: none"> • edTPA Tasks are submitted electronically, scores will be made

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<p>performance relative to TPE domains and/or to the specific scoring rubrics within a maximum of three weeks following candidate submission of completed TPA responses. The model sponsor provides results to programs based on both individual and aggregated data relating to candidate performance relative to the rubrics and/or domains of the TPEs. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results.</p>	<p>available to candidates electronically within three weeks of submission</p> <ul style="list-style-type: none"> • Programs will be provided with results for each rubric, Task, and the total score for each candidate
<p>2(h) The model sponsor provides program level aggregate results to the Commission, in a manner, format and time frame specified by the Commission, as one means of assessing program quality. It is expected that these results will be used within the Commission’s ongoing accreditation system.</p>	<ul style="list-style-type: none"> • Evaluation Systems of Pearson will continue to provide aggregate results to the commission as specified by the Commission and understands these results will be used as part of the ongoing accreditation system
<p>Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities</p>	
<p>The sponsor of the performance assessment provides technical support to teacher preparation programs using that model concerning fidelity of implementation of the model as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach and/or the local scoring option. The model sponsor has ongoing responsibilities to interact with the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the model overtime.</p>	<ul style="list-style-type: none"> • Technical support to the EPP edTPA Coordinator and additional program faculty/staff by Evaluation Systems of Pearson

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<p>3(a) The model sponsor provides technical assistance to programs implementing the model to support fidelity of implementation of the model as designed. Clear implementation procedures and materials such as a candidate and a program handbook are provided by the model sponsor to programs using the model.</p>	<ul style="list-style-type: none"> • Evaluation Systems of Pearson monitors technical assistance provided to the programs to ensure the model is implemented as designed • The edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy MMSN/ESN assessment handbooks, rubrics, and directions will be available for all candidates, faculty/staff, mentor teachers
<p>3(b) A model sponsor conducting scoring for programs is responsible for providing TPA outcomes data at the candidate and program level to the program within three weeks and to the Commission, as specified by the Commission. The model sponsor supervising/moderating local program scoring oversees data collection, data review with programs, and reporting.</p>	<ul style="list-style-type: none"> • Results will be provided to the programs within the three-week timeframe • Evaluation Systems of Pearson will oversee data collection, report data to EPPs, and to the Commission within the three-week time frame
<p>3(c) The model sponsor is responsible for submitting at minimum an annual report to the Commission describing, among other data points, the programs served by the model, the number of candidate submissions scored, the date(s) when responses were received for scoring, the date(s) when the results of the scoring were provided to the preparation programs, the number of candidate appeals, first time passing rates, candidate completion passing rates, and other operational details as specified by the Commission.</p>	<ul style="list-style-type: none"> • Evaluation Systems of Pearson will submit at minimum an annual report containing all information requested by the Commission
<p>3(d) The model sponsor is responsible for maintaining the currency of the TPA model, including making appropriate changes to the assessment tasks and/or to the scoring</p>	<ul style="list-style-type: none"> • The edTPA program will continue to make changes to tasks, rubrics, and materials as directed by the Commission to meet changes in state-

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<p>rubrics and associated program, candidate, and scoring materials, as directed by the Commission when necessitated by changes in state-adopted content standards and frameworks, as well as Commission adopted teacher preparation standards and TPEs.</p>	<p>adopted content standards and frameworks, teacher performance expectations, teacher preparation standards and/or assessment design standards</p>
<p>3(e) The model sponsor must define the retake policies for candidates who fail one or more parts of the TPA which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring by a second assessor and what the resubmitted response must include.</p>	<ul style="list-style-type: none"> • During the field test, candidate who fail to earn a passing score on their field test attempt will be required to meet both the TPA requirement and the Literacy requirement using the approved TPA and Literacy exam at the time of their retake • During operational use, candidates who fail to earn a passing score on their initial attempt will be given an opportunity to revise and resubmit selected task(s) for re-scoring • The edTPA program provides the opportunity for candidates to appeal a non-passing score if their resubmission does not earn a passing score • Detailed guidance on resubmissions is provided to candidates and EPP faculty/staff and mentors.

Appendix D

edTPA Multiple Subject, Literacy with Mathematics and edTPA Education Specialist, Literacy: MMSN/ESN Rubrics

edTPA Multiple Subject, Literacy with Mathematics

Task 1 Rubrics scoring based on the following evidence

- Planning for Literacy Instruction
- Planning to Support Varied Student Learning Needs
- Using Knowledge of Students to Inform Teaching and Learning
- Identifying and Supporting Literacy Learning and Language
- Planning Assessment to Monitor and Support Student Learning

Task 2 Rubric scoring based on the following evidence

- Learning Environment
- Engaging Students in Learning
- Deepening Student Learning
- Subject-Specific Pedagogy: Elementary Literacy
- Analyzing Teaching Effectiveness

Task 3 Rubric scoring based on the following evidence

- Analysis of Student Learning
- Providing Feedback to Guide Further Learning
- Student Understanding and Use of Feedback
- Analyzing Students' Language Use and Literacy Learning
- Using Assessments to Inform Instruction

Task 4 Rubric scoring based on the following evidence

- Analyzing Whole Class Learning
- Analyzing Student Work Samples
- Using Evidence to Reflect on Teaching

edTPA Education Specialist, Literacy: MMSN/ESN

Task 1 Rubric scoring based on the following evidence

- Planning for Alignment and Development of Knowledge and Skills
- Planning Challenge and Support for the Focus Learner
- Justification of Instruction and Support
- Supporting the Focus Learner's Use of Expressive/Receptive Communication
- Planning Assessments to Monitor and Support Learning

Task 2 Rubric scoring based on the following evidence

- Learning Environment
- Engaging the Focus Learner
- Deepening Learning
- Supporting Teaching and Learning
- Analyzing Teaching Effectiveness

Task 3 Rubric scoring based on the following evidence

- Analyzing the Focus Learner's Performance
- Providing Feedback to Guide Further Learning
- Learner Understanding and Use of Feedback
- Explaining the Focus Learner's Use of Communication
- Using Assessment to Inform Instruction

Appendix E
Programs and Candidates Requesting Waivers

California Baptist University
Multiple Subject, Literacy Field Test

Last Name	First Name	Credential
Hernandez	Daisy	Dual MM & MS
Livingston	Heather	Dual MM & MS
Hart	Noel	Dual MM & MS
Munoz	Susana	Dual MM & MS
Radke	Abigail	Multiple Subject
Bravo	Adilene	Multiple Subject
Burgoyne	Grace	Multiple Subject
Reyes	Blythe	Multiple Subject
Manning	Julia	Multiple Subject
Palmer	Nya	Multiple Subject
Johnson	Earianna	Multiple Subject
White	Lauryn	Multiple Subject
Roberson	Sierra	Multiple Subject
Romo	Fernanda	Multiple Subject
Terrell	Alexys	Multiple Subject
Martinez	Elizabeth	Multiple Subject
Mendez	Janette	Multiple Subject
Guillen	Crisalida	Multiple Subject
Diaz	Estefany	Multiple Subject
Orellana	Leslie	Multiple Subject