

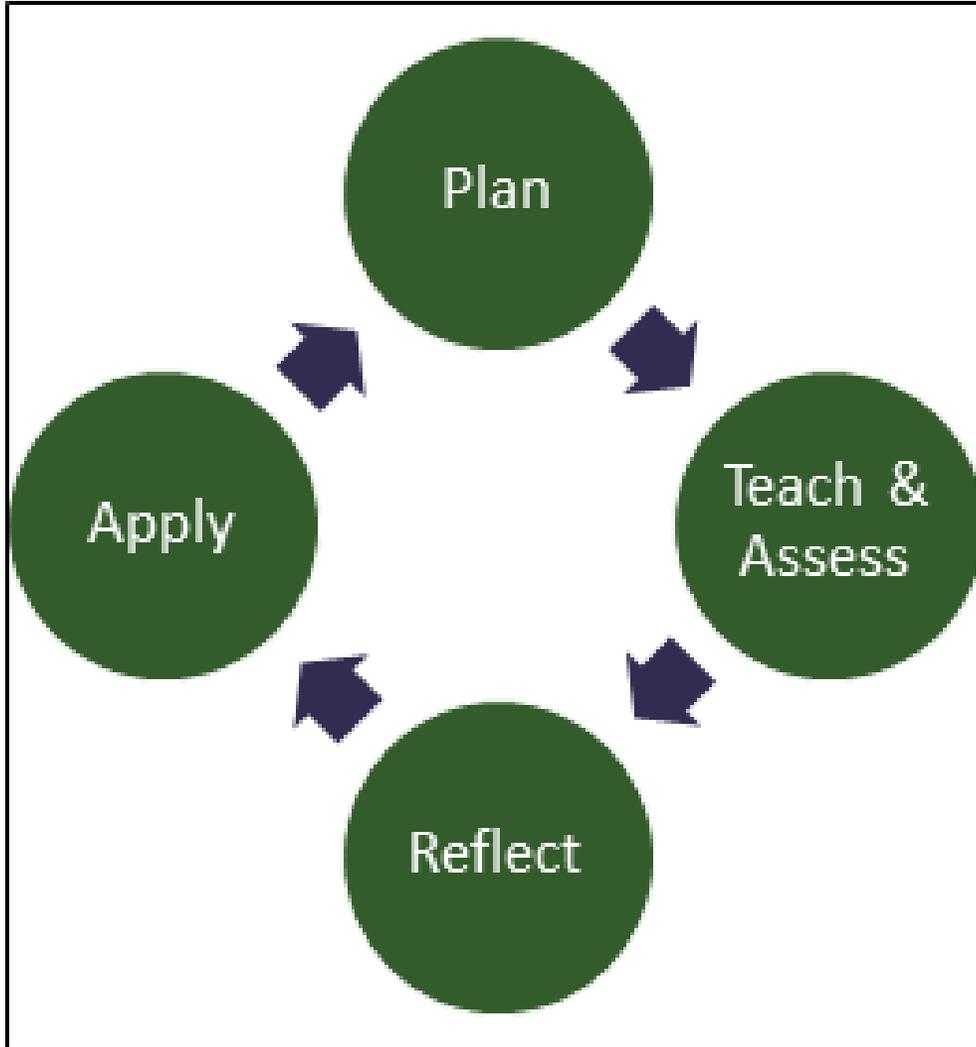
Update on the Development of the CalTPA Math Cycle and Extended Field Test

AGENDA ITEM 3C

JUNE 26, 2025

Overview

- Methodology of the Extended Math Cycle Field Test (pg. 3)
- Results from the Extended Math Cycle Spring 2025 Field Test (pg. 6)
 - Candidate Scores
 - Survey and Focus Group Feedback
- Staff Recommendation & Next Steps (pg. 18-19)



Overview of the Math Cycle

Methodology of the Extended Math Cycle Field Test

Total number of Candidates

Credential Area	N Candidates
PK-3 ECE	37
EdSp-DHH	6
Total	43

Number of Candidates by Pathway (pg. 4)

Pathway Type	N
University Student Teaching	14
District Intern	28
University Intern	0
Residency Program	0
Integrated Undergraduate Teacher Credentialing Program (ITEP)	1
Total	43

Scoring Overview

- All submissions (N=43) were scored via consensus model
- 8 Rubrics with 5 levels of performance for a total of 40 possible points
- 14 point passing standard
- PK-3 ECE = **consequential** and passage counted towards completion of CalTPA Cycle 1 Math
- EdSp DHH= **non-consequential**

Candidate Scores

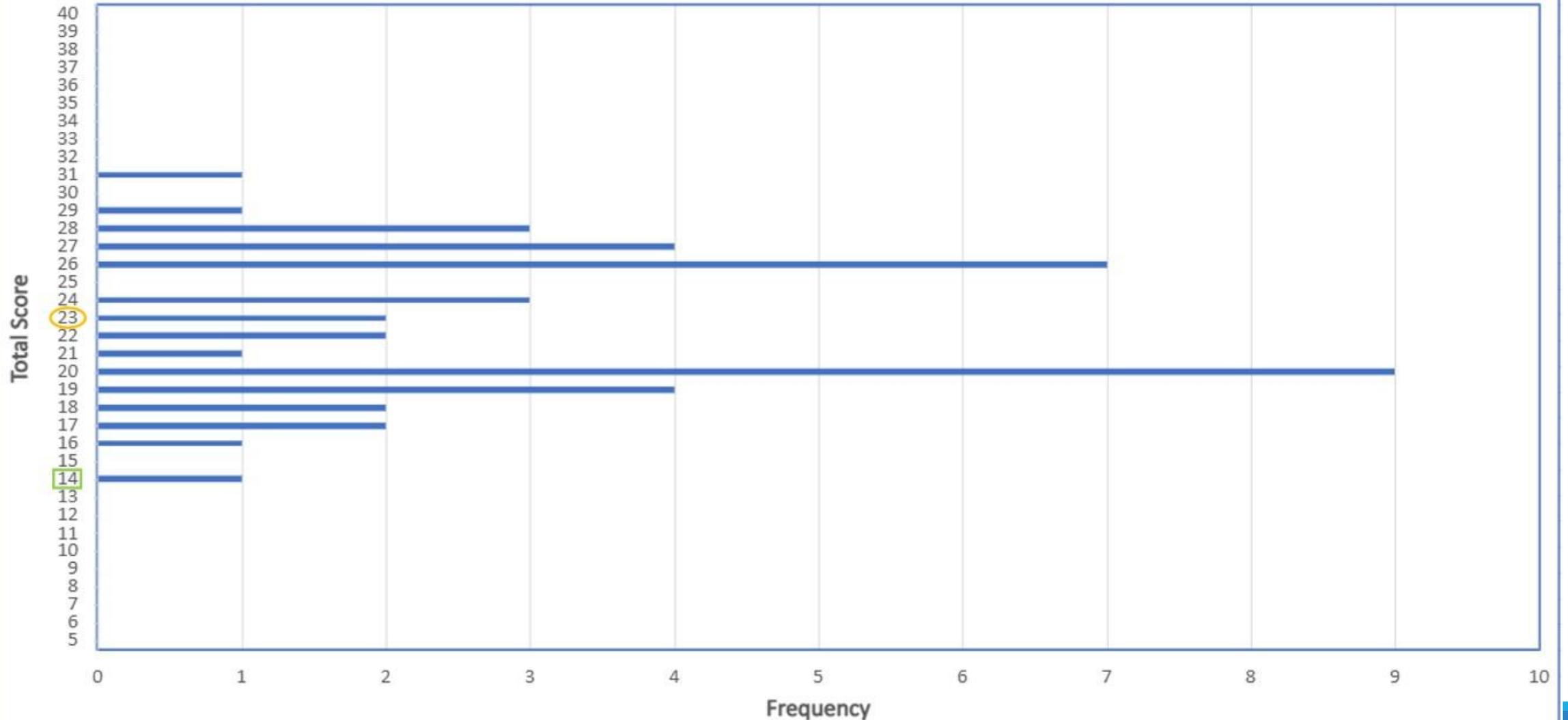
RESULTS FROM THE MATH CYCLE SPRING 2025
EXTENDED FIELD TEST

Mean Scores (pg. 7)

Credential Area	Candidates	Pass Rate	Overall Mean Score	S.D.	Min	Max
PK-3 ECE and EdSp DHH	43	100%	22.6	4.1	14	31

Math Field Test Total Score Distribution

Aggregate MPA Extended Field Test Score Distribution



Bright Spots and Areas for Growth-Scoring

BRIGHT SPOTS

- Overall pass rate of 100%
- Overall mean score at 22.6, well above the passing standard of 14 points
- No statistically significant differences for ethnic/racial subgroup pass rates
- No scores of Level 1 were observed on Rubric 4

AREAS FOR GROWTH

Rubric 7- EdSp: DHH- would provide a vague analysis or summary of the adaptations for the focus students.

Rubrics 1-4, 6-8- No scores of 5 were assigned

Survey and Focus Group Feedback

EXTENDED FIELD TEST

Bright Spots- Feedback

According to survey results, 100% of Candidates, Program Coordinators, and Assessors agreed:

- The Math Cycle supported authentic math instruction.
- The assessment guide was clear.
- Candidates appreciated having the option to submit written, verbal, or ASL commentary.
- Assessors felt well-prepared through bias and consensus scoring training.
- Programs and candidates used the rubrics for self-assessment.
- Candidates felt confident planning next steps based on students' understanding of math and ELD goals.

Areas for Growth- Candidate Experience

Clarity of Directions and Rubrics

Candidates reported confusion with directions, templates, and rubrics—especially around writing commentary and video sequencing.

- CTC Next Step: Revising instructions, prompts within templates, and rubrics to improve clarity and alignment with rubrics.

Misapplication of Math Practice Standards

While 63% felt confident, many misapplied or omitted Math Practice Strands/Standards in learning goals.

- CTC Next Step: Revising learning goal guidance and offering a detailed "how-to" explanation to the assessment guide to support accurate application of the standards.

Next Steps and Staff Recommendations

Changes for Operational Administration- All Versions

Step 1: Plan

- The Part C template will be changed to "Math Adaptation(s) for Focus Students" to highlight how candidates plan adaptations based on the needs of their focus students.
- Include math academic language development (ALD) in their learning goals.

Step 3: Resources to Support Candidate Reflection

- Callout box to support reflective writing
- Revised Prompts
 - What would you do differently?
 - How will you advance students' math academic language development in the future?

Changes for Operational Administration- PK-3 ECE

Overview:

- Addition of play-based learning reference table and glossary term

Step 1: Changes in Focus Student Specifications

- Focus Child 1: Academic Language Development need
- Focus Child 2: Math learning need
- Focus Child 3: (no change)

Changes for Operational Administration-EdSp

EdSp-DHH

- **IEP Goals:** Math content, practices, math academic language, and/or well-being or behavior
- **One Focus Student:** Option to include additional students with similar learning needs
- **K-12 ASL Standards:** If the Focus Student is an ASL user, select one K-12 ASL Standard and incorporate it into the ALD learning goal
- **Filming:** updated guidance around filming in a manner that allows assessors to clearly view the candidate's signing (e.g., filming in landscape, lighting, steady camera).

Staff Recommendations

That the Commission:

- **Adopt** the CalTPA EdSp-DHH Math Cycle for operational administration beginning in the 2025-26 academic year
- **Adopt** a passing standard of 16 points across the 8 rubrics, with no side conditions, for the CalTPA Math Cycle for all credential areas (PK-3 ECE, ECSE, DHH, VI) for the first year of operation. This recommended score represents a passing score of 2 points per rubric. Additionally, staff recommend adopting a secondary passing standard of 14 for the first year of operation.

Next Steps

- Finalize operational Math Cycle Tasks, Rubrics, Program Guides, and Support Materials;
- Align CalTPA Cycle 1 (MS/SS/WL) and EdSp CalTPA Cycle 1 (MMSN and ESN) with Math Cycle revision as is appropriate for the credential area and/or content area for the 2025/26 academic year.
- Convene an additional group of educators for a standard setting study in 2026 with staff bringing forward a recommended passing standard for commission adoption at the conclusion of the study.