

# Literacy Performance Assessment Field Test Results

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June 26, 2025



# Agenda

- Background
- CalTPA
- edTPA
- FAST
- Recommendations

## Presenters:

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# Teaching Performance Assessments

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- **Education Code sections 44320.2 and 44259(b)(3)**
    - Established requirement that candidates must successfully complete a Teaching Performance Assessment, along with coursework and clinical practice, to be recommended for a credential
    - TPA measures candidates' ability to plan, teach and assess, reflect, and apply in alignment with the credential-specific TPEs
  - **Three Approved Models:**
    - CalTPA: owned by the Commission, administered by Evaluation Systems (Pearson)
    - edTPA: owned by Stanford and operated by Evaluation Systems
    - Fresno Assessment of Student Teachers (FAST): approved for use at Fresno State; administered by Fresno State
- HumRRO Report (2019) established comparability among models



## Background

# Literacy Performance Assessment

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- **SB488**
  - Required all approved TPAs to include a literacy component that measures literacy skills delineated within legislation
- **Three Models Approved to Pilot and Field Test:**
  - CalTPA: August 2023
    - MS, PK3, & EdSp: MMSN, ESN, ECSE, VI, & DHH
  - edTPA: December 2024
    - MS & EdSp: MMSN & ESN
  - FAST: August 2024
    - MS & EdSp: MMSN & ESN



## Overview of Field Test

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- Interested programs applied, reviewed by literacy experts and CTC staff, and accepted into the field test
- 282 candidates from 27 preliminary programs across MS, PK-3 and EdSp credential areas (MMSN, ESN, ECSE, DHH, VI)
- Began with webinar for programs in 11/20/2024.; concluded on submission deadline 4/7/2025.
  - Ongoing support through webinars, office hours, Literacy inbox
  - Retake window 6/27-7/31/2025
- Recruited and trained assessors
  - Marker papers and calibration
  - Distributed (MS, MMSN, ESN, ECSE) and Consensus (PK-3, DHH, VI) scoring
- Feedback through surveys and focus groups



## Field Test Results

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- 279 of 280 candidates passed = 99.6% overall pass rate
- Overall mean score of 23.3 (passing standard set at 14)
- 2 submissions unscorable due to missing evidence
- No statistically significant differences for ethnic/racial subgroup pass rates
- Overall rubric means ranged from 2.8-3.1
  - Highest mean: 3.1- Rubric 7 (Step 3: Reflect)
  - Lowest mean: 2.8- Rubric 6 (Step 2: Teach and Assess)



# Field Test Feedback

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- Overall, candidates, coordinators, cooperating teachers, and assessors found the Literacy Cycle to be an authentic demonstration of literacy instruction.
- Candidates and program coordinators:
  - Found that tasks aligned with coursework and allowed candidates to demonstrate their abilities to teach foundational reading skills and apply ELA/ELD Framework additional themes
  - Appreciated UDL built into the assessment
    - Expressed that sometimes choices were overwhelming.
- Candidates were able to demonstrate instruction in foundational reading skills
  - Program coordinators felt that MS candidates placed in upper grades or EdSp candidates with TK/K or adult education programs may have been at a disadvantage.
- Revised materials resulted in stronger evidence related to standards/learning goals and use of student's assets and interests in planning
- Rubrics, essential questions, and constructs and levels of performance are clear.
- All groups requested sample submissions.



## Next Steps

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- Clarify instructions for the summative assessment and actionable feedback provided to the focus student
- Revise the follow-up activity to ask for the ELA/Literacy and ELD standards and learning goals
- Address leveraging student's assets (cultural and/or linguistic) and/or interests in the commentary prompts
- Review all rubrics to ensure clarity and precision between the constructs in Levels 2 and 3
- Update the glossary with specific terms requested in field test feedback
- Revise the faculty/program guide to clarify clinical practice placements appropriate for performance assessment that align with SB 488
- Provide more robust examples to address the needs of the field for PK-3, ECSE, ESN, and candidates working with older students on foundational reading skills





# Overview of Field Test

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- **Participating EPPs**
  - California Baptist University (MSL)
  - Loyola Marymount University (ESL/MSL)
  - Saint Mary's College of California (ESL)
  - University of the Pacific (ESL/MSL)
- **Total N = 242**
- **Implementation Method**
  - EPPs completed Interest Survey
    - Review of application and requirements
    - Invitations to qualified EPPs were extended
  - FT opened 1/27
    - Weekly meetings held with participating EPPs
  - First submission closed 4/7 reported 5/15
    - Worked closely with scorers to calibrate
  - Retake submission closed 6/18 reports 6/26



# Field Test Results

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- **Multiple-Subject:**
  - 100 passed; 4 not passed; 21 condition codes
  - Mean score = 52.33
- **Education Specialist:**
  - 92 passed; 13 non passed; 12 condition codes
  - Mean score = 40.83
- **Overall, most candidates passed on their first attempt (96% MS; 88% EdSp)**
- **Highest rubrics**
  - MS, Rubric 12 Feedback to Guide Further Learning, M=3.45
  - Ed Sp, Rubric 4 supporting the Use of Communication Skills, M=2.90
- **Lowest rubrics**
  - MS, Rubric 5, Planning Assessments, M=2.69
  - Ed Sp, Rubric 11, Analyzing Performance, M=2.35



# Field Test Feedback

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- **MS Candidates:**
  - Experience was both challenging and rewarding
  - edTPA allowed them to demonstrate their literacy instructional practice in an authentic way and that the tasks aligned with learning within their coursework
- **Faculty and Supporting Staff:**
  - Literacy version was an improvement
  - Appreciation for Rubrics' alignment with TPE 7
  - Streamlined handbooks appreciated but noted as wordy and redundant.
- **Mentor Teachers:**
  - edTPA allowed for authentic demonstration of literacy knowledge, skills, and abilities
  - Requested additional training, exemplars and walkthroughs of rubrics and expectations



# Next Steps

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- **Planned Revisions:**
  - Updates to enhance clarity and strengthen alignment with learning objectives.
  - Revise directions to provide more clarity on specific areas, including use of MTSS in the Education Specialist handbook.
- **Formal Standard Setting in Spring 2026:**
  - Will involve establishing performance benchmarks and cut scores to interpret student results meaningfully.
- **Support for Multiple-Subject, Rubric 5**
  - Provide additional commentary question asking about assessment support for students with specific learning needs
- **Support for Ed Specialist, Rubric 11**
  - Provide instruction clarification around assessment analysis expectations



# Overview of Field Test

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- **FAST: Site Visitation Project (SVP) + Teaching Sample Project (TSP):**
  - MS, EdSp: MM, & EdSp ESN SVP revised to align with SB 488
- **Multiple Subject Participation:**
  - 38 MS candidates enrolled in Phase 1 Clinical Practice
  - 8 MS/EdSp dual credential candidates enrolled in GE Phase of Clinical Practice
  - 6 MS candidates enrolled in Phase 2 Clinical Practice who did not pass Pilot in Fall 2024
- **Education Specialist Participation:**
  - 6 EdSp candidates enrolled in Phase 1 Clinical Practice
- **Candidate Support:**
  - 2 seminars held by FAST Coordinator
- **Assessment:**
  - 31 MS and EdSp Faculty and Coaches
    - All participated in 2-part calibration session



# Field Test Results

| Credential Area                         | Number Submitted | Total Pass First Attempt | Total Pass Second Attempt | Total Not Passed |
|---|------------------|--------------------------|---------------------------|------------------|
| Multiple Subject                        | 52               | 46 (88%)                 | 2 (4%)                    | 4 (8%)           |
| Education Specialist: Mild-to-Moderate  | 1                | 1 (100%)                 | N/A                       | N/A              |
| Education Specialist: Extensive Support | 6                | 4 (66%)                  | 1 (17%)                   | 1 (17%)          |

## Average Rubric Score (4-point rubric)

| Credential Area      | Literacy Foundations | Meaning Making | Instructional Decisions & CSP |
|----------------------|----------------------|----------------|-------------------------------|
| Multiple Subject     | 2.54                 | 2.46           | 2.4                           |
| Education Specialist | 2.42                 | 2.28           | 2.42                          |



# Field Test Feedback

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## **Candidate Feedback (n=15):**

- 13 agreed/somewhat agreed that felt prepared to complete SVP
- 15 agreed/somewhat agreed had the literacy knowledge to instruct foundational and meaning making skills

## **Coach/Assessor Feedback (n=19)**

- 17 felt prepared/somewhat prepared to support candidates with SVP tasks
- 16 felt prepared/very prepared to score Foundational Skills section
- 18 felt prepared/very prepared to score Meaning Making section

## **Mentor Teacher Feedback (n=21)**

- 14 felt prepared/somewhat prepared to support candidates with SVP tasks
- 17 indicated had the necessary knowledge and skills to support their candidates



# Next Steps

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## **Planned Revisions to SVP**

- Greater specificity in directions and templates for Instructional Decision Making sections
- Stronger alignment between task instructions and rubrics
- Additional Rubric Descriptor:
  - Literacy development activities implemented appropriate for focal skill

## **Programmatic Changes**

- More explicit instruction in both foundational skills and meaning making
- Monthly newsletter for Mentor Teachers to keep informed for candidate SVP/TSP requirements

## **Standard Setting**

- Spring 2026





# Staff Recommendations: CalTPA

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- **Adopt** CalTPA: Literacy Cycle for PK3 ECE, MS, MMSN, ESN, ECSE, DHH, & VI for operational use in 2025-2026 academic year
- **Approve Year 1 Passing Standards & Secondary Passing Standards**
  - Passing Standard: 16 (2 points/rubric), no side conditions
  - Secondary Passing Standard 14; no side conditions



# Staff Recommendations: edTPA

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- **Adopt** edTPA: MS Literacy with Math and Education Specialist, Literacy for operational use in 2025-2026 academic year
- **Approve Year 1 Passing Standards & Secondary Passing Standards**
  - Multiple Subject
    - Passing Standard: 47
    - Secondary Passing Standard: 44
  - Education Specialist
    - Passing Standard: 35
    - Secondary Passing Standard: 34



# Staff Recommendations: FAST

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- **Adopt** FAST Revised SVPs for MS, EdSp: MM, & EdSp: ESN for operational use in 2025-2026 academic year
- **Approve Year 1 Passing Standard**
  - Passing Standard: Level 2 on each rubric



# Questions?

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