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## Evidence Table Crosswalks: World Languages Version 7 to New Version 1

This document maps the evidence tables of CalTPA World Languages (WL) Version 7 (2024–2025) to new Version 1 (2025–2026). The tables in this document map the following:

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## What Candidates Need to Do

### Cycle 1 Version 7 to Version 1

#### *Step 1: Plan*

WL Cycle 1 — Version 7 (2024/2025) What Candidates Need to Do	WL Cycle 1 — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>• Gather contextual information, including students' assets and learning needs, for the whole class and for each of the 3 focus students.</li><li>• Develop one lesson plan using content-specific pedagogy, knowledge of your students, and California Content Standards and/or Curriculum Frameworks.</li><li>• Explain how the lesson plan addresses the learning needs of your students and is informed by relevant student assets, as well as how it uses UDL strategies to provide for an inclusive learning environment.</li><li>• Provide content-specific learning goals for at least one student with a different language learning need (e.g., heritage language learner, bilingual/multilingual student) (FS1) in your lesson plan.</li><li>• Provide key instructional resources and/or materials related to the lesson plan (e.g., reading materials, graphic organizers, slides, support documents, educational technology).</li></ul>	<ul style="list-style-type: none"><li>• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review contextual information about your students.<ul style="list-style-type: none"><li>○ Select 3 focus students (FS1, FS2, FS3).</li></ul></li><li>• Develop one asset-based, UDL-focused content-specific lesson in the target language or in the target language with English as appropriate that includes two goals:<ul style="list-style-type: none"><li>○ One content-specific learning goal, and</li><li>○ One related vocabulary learning goal</li></ul></li><li>• Provide an explanation of the specific adaptations for the 3 focus students and a rationale.</li><li>• Provide key instructional resources and/or materials related to the content-specific lesson plan.</li></ul>



**Step 2: Teach and Assess**

<b>WL Cycle 1 — Version 7 (2024/2025)</b> <b>What Candidates Need to Do</b>	<b>WL Cycle 1 — Version 1 (2025/2026)</b> <b>What Candidates Need to Do</b>
<ul style="list-style-type: none"><li>• Teach the planned lesson to your students within the school placement.</li><li>• Video record the full lesson. Select and annotate 3 video clips that show (1) how you create a positive and safe learning environment and establish expectations for content-specific learning; (2) how you engage students in activities and your instructional strategies; and (3) how you monitor students' learning of content.</li><li>• Annotation titles include:<ul style="list-style-type: none"><li>○ Creating a Positive and Safe Learning Environment</li><li>○ Establishing Expectations for Content-Specific Learning</li><li>○ Engaging Students in Content-Specific Higher-Order Thinking</li><li>○ Monitoring Students' Learning of Content</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Teach and video record the entire content-specific lesson.</li><li>• Select 1 to 3 video clips.</li><li>• Provide commentary (what you are doing and why) for each video clip.</li></ul>

**Step 3: Reflect**

<b>WL Cycle 1 — Version 7 (2024/2025)</b> <b>What Candidates Need to Do</b>	<b>WL Cycle 1 — Version 1 (2025/2026)</b> <b>What Candidates Need to Do</b>
<ul style="list-style-type: none"><li>• Drawing on information from Step 1 and/or Step 2, reflect on the effectiveness of your asset-based lesson planning. Explain how your lesson planning did or did not support students in reaching content-specific learning goal(s). Indicate what you needed to do to support your 3 focus students during the lesson.</li></ul>	<ul style="list-style-type: none"><li>• Reflect on the effectiveness of the content-specific lesson. What did the students learn? What did you learn about planning and teaching a content-specific lesson?</li></ul>

**Step 4: Apply**

<b>WL Cycle 1 — Version 7 (2024/2025)</b> <b>What Candidates Need to Do</b>	<b>WL Cycle 1 — Version 1 (2025/2026)</b> <b>What Candidates Need to Do</b>
<ul style="list-style-type: none"><li>• Provide responses to prompts regarding what you learned through completing this instructional cycle and how it will advance your teaching practice. Describe next instructional steps for the whole class of students, citing evidence from Steps 1, 2, and/or 3 to support your rationale.</li></ul>	<ul style="list-style-type: none"><li>• Based on what you learned by completing Steps 1, 2, and 3, describe what you will do in future lessons to advance these students' content-specific learning and related vocabulary, including FS1, FS2, and FS3.</li></ul>



## Cycle 2 Version 7 to Version 1

### *Step 1: Plan*

WL Cycle 2 — Version 7 (2024/2025) What Candidates Need to Do	WL Cycle 2 — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>• Provide contextual information about the whole class you are teaching within a school placement.</li><li>• Develop a plan for a series of three to five lessons, and complete the Learning Segment Template that includes:<ol style="list-style-type: none"><li>1. California Content Standards and/or Curriculum Frameworks</li><li>2. content-specific learning goal(s)</li><li>3. evidence and description of assessments of learning (classroom-based informal assessment, student self-assessment, and formal assessment)</li><li>4. how each lesson links to prior learning and/or builds on previous lessons</li><li>5. lesson activities, including how you and your students will use educational technology and how you will ensure equitable access to content</li><li>6. instructional strategies</li><li>7. grouping strategies</li><li>8. academic language development (ALD)</li><li>9. instructional adaptations (accommodations and/or modifications)</li><li>10. resources and materials to support learning</li></ol></li><li>• Describe one of your planned informal assessments, a student self-assessment, and the formal assessment and explain how they are aligned to and measure the content-specific learning goal(s).</li><li>• Provide a description or blank copy of the informal assessment, student self-assessment and rubric, and formal assessment and rubric, including definition of proficient student performance.</li></ul>	<ul style="list-style-type: none"><li>• With guidance and support from your cooperating teacher and/or supervising faculty, gather and review recent, available content-specific assessments and other contextual information about your students.<ul style="list-style-type: none"><li>○ Select one focus student (FS).</li></ul></li><li>• Describe three to five content-specific lessons, including corresponding assessments, that show a progression of learning. Each lesson must include one content-specific learning goal.</li></ul>



***Step 2: Teach and Assess***

<b>WL Cycle 2 — Version 7 (2024/2025) What Candidates Need to Do</b>	<b>WL Cycle 2 — Version 1 (2025/2026) What Candidates Need to Do</b>
<ul style="list-style-type: none"><li>• Conduct the instruction and assessment activities in your learning segment (three to five lessons).</li><li>• Video record your learning segment lessons. Select 4 clips (each up to 5 minutes of unedited video) that include (1) instruction and assessment of academic language development, (2) student use of educational technology, (3) instruction and informal assessment of content, and (4) instruction and student self-assessment of content.</li><li>• Annotate the 4 video clips. Annotations include a title and brief rationale (the “why”) for instruction and assessment practices recorded. Annotation titles include:<ul style="list-style-type: none"><li>○ Assessing Student Learning and Development of Academic Language</li><li>○ Students Using Educational Technology</li><li>○ Providing Content-Specific Feedback to Students</li><li>○ Assessing Student Learning and Use of Age and/or Developmentally Appropriate Higher-Order Thinking Skills</li></ul></li><li>• Provide an analysis of the informal and student self-assessments.</li></ul>	<ul style="list-style-type: none"><li>• Teach and video record all lessons and assessments.</li><li>• Select 1 to 4 video clips.</li><li>• Provide commentary (what you are doing and why) for each video clip.</li></ul>

***Step 3: Reflect***

<b>WL Cycle 2 — Version 7 (2024/2025) What Candidates Need to Do</b>	<b>WL Cycle 2 — Version 1 (2025/2026) What Candidates Need to Do</b>
<ul style="list-style-type: none"><li>• Score the formal assessment responses for the whole class using a rubric. Select 3 examples of student responses (products, processes, or recorded performances)—with your detailed, content-specific, rubric-based feedback from the formal assessment—that demonstrate a range of achievement: a student response that (a) exceeds the learning goal(s), (b) meets the learning goal(s), and (c) does not yet meet the learning goal(s).</li><li>• Analyze student results from the informal assessment, student self-assessment, and formal assessment used throughout the learning segment.</li></ul>	<ul style="list-style-type: none"><li>• After engaging students in the summative assessment, determine student progress toward meeting the content-specific learning goal.</li><li>• Analyze student results and provide students with specific, actionable feedback on the assessment.</li><li>• Reflect on the students’ progress and the effectiveness of your content-specific instruction.</li><li>• Submit the FS’s summative assessment response; the scored rubric or performance criteria; and specific, actionable feedback.</li></ul>



*Step 4: Apply*

WL Cycle 2 — Version 7 (2024/2025) What Candidates Need to Do	WL Cycle 2 — Version 1 (2025/2026) What Candidates Need to Do
<ul style="list-style-type: none"><li>Analyze the evidence you observed of student learning and accomplishment of the learning goal(s), and describe what was most and least effective as well as a goal for increasing instructional effectiveness.</li><li>Plan and conduct a follow-up instructional activity for the whole class or group of students based on your analysis of the range of assessments (informal, student self, formal). Your follow-up activity will be either<ul style="list-style-type: none"><li><b>Re-teaching:</b> For those students who did not meet the content-specific learning goal(s), implement a new approach to instruction to support their continued progress.</li></ul></li><li><b>OR</b></li><li><ul style="list-style-type: none"><li><b>Extension:</b> If students met or exceeded the content-specific learning goal(s), implement instruction to build on and/or extend what your students were able to demonstrate during the learning segment.</li></ul></li><li>Describe how you decided on your instructional approach in the follow-up re-teaching or extension activity and how that change was informed by your analysis of the range of assessment results from Steps 2 and 3.</li><li>Video record the entire follow-up activity and select 1 video clip that demonstrates how you adjusted or built on your instruction based on your analysis of the range of assessment results.</li></ul>	<ul style="list-style-type: none"><li>Plan a re-teaching or an extension activity to support the FS’s content-specific development.</li><li>Video record the follow-up activity.</li><li>Provide commentary (what you are doing and why) for the video clip.</li></ul>



## Evidence to be Submitted

### Cycle 1 Version 7 to Version 1

#### *Step 1: Plan*

WL Cycle 1 — Version 7 (2024/2025) Evidence to be Submitted	WL Cycle 1 — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part A:</b> Written Narrative: Getting to Know Your Students (no more than 9 pages)</li><li>• <b>Part B:</b> Lesson Plan (include content-specific learning goal[s]) (no more than 10 pages)</li><li>• <b>Part C:</b> Written Narrative: Lesson Plan Rationale (no more than 7 pages)</li><li>• <b>Part D:</b> Related Instructional Resources and Materials (no more than 8 pages)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part A:</b> Written Narrative: Contextual Information (up to 7 pages)</li><li>• <b>Part B:</b> Lesson Plan (use optional template or locally provided format) (up to 10 pages)</li><li>• <b>Part C:</b> Written Narrative: Lesson Adaptation(s) for Focus Students (up to 7 pages)</li><li>• <b>Part D:</b> Lesson Resources and/or Materials (up to 7 pages)</li></ul>

#### *Step 2: Teach and Assess*

WL Cycle 1 — Version 7 (2024/2025) Evidence to be Submitted	WL Cycle 1 — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part E:</b> 3 Annotated Video Clips (no more than 5 minutes each)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part E:</b> Video Clip(s) (1 to 3 video clips, totaling up to 15 minutes)</li><li>• <b>Part F:</b> Commentary (written, up to 8 pages; <b>OR</b> up to 10 minutes of verbal or ASL commentary)</li></ul>

#### *Step 3: Reflect*

WL Cycle 1 — Version 7 (2024/2025) Evidence to be Submitted	WL Cycle 1 — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part F:</b> Written Narrative: Reflection on What You Learned (no more than 4 pages)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part G:</b> Written Narrative: Reflection on What You Learned (up to 7 pages)</li></ul>

#### *Step 4: Apply*

WL Cycle 1 — Version 7 (2024/2025) Evidence to be Submitted	WL Cycle 1 — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"><li>• <b>Part G:</b> Narrative: Application of What You Learned (no more than 4 pages of written or no more than 6 minutes of video explanation)</li></ul>	<ul style="list-style-type: none"><li>• <b>Part H:</b> Narrative: Application of What You Learned (written, up to 4 pages; <b>OR</b> up to 6 minutes of verbal or ASL response)</li></ul>



## Cycle 2 Version 7 to Version 1

### *Step 1: Plan*

WL Cycle 2 — Version 7 (2024/2025) Evidence to be Submitted	WL Cycle 2 — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"> <li>• <b>Part A:</b> Written Narrative: Contextual Information (no more than 4 pages)</li> <li>• <b>Part B:</b> Learning Segment Template (no more than 20 pages)</li> <li>• <b>Part C:</b> Written Narrative: Assessment Descriptions (no more than 7 pages, including additional materials, if necessary)</li> <li>• <b>Part D:</b> Description or Blank Copy of the Informal Assessment</li> <li>• <b>Part E:</b> Description or Blank Copies of Both the Student Self-Assessment and Corresponding Rubric</li> <li>• <b>Part F:</b> Description or Blank Copies of Both the Formal Assessment and Corresponding Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part A:</b> Written Narrative: Contextual Information (up to 4 pages)</li> <li>• <b>Part B:</b> Learning Segment Template (up to 5 pages per lesson)</li> <li>• <b>Part C:</b> Written Narrative: Description of Assessments (up to 5 pages)</li> <li>• <b>Part D:</b> Description or Blank Copy of One Summative Assessment and the Rubric or Performance Criteria</li> </ul>

### *Step 2: Teach and Assess*

WL Cycle 2 — Version 7 (2024/2025) Evidence to be Submitted	WL Cycle 2 — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"> <li>• <b>Part G:</b> 4 Annotated Video Clips (no more than 5 minutes each)</li> <li>• <b>Part H:</b> Written Narrative: Analysis of Informal and Student Self-Assessments (no more than 3 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part E:</b> Video Clip(s) (1 to 4 video clips, totaling up to 20 minutes)</li> <li>• <b>Part F:</b> Commentary (written, up to 8 pages; <b>OR</b> up to 10 minutes of verbal or ASL commentary)</li> </ul>

### *Step 3: Reflect*

WL Cycle 2 — Version 7 (2024/2025) Evidence to be Submitted	WL Cycle 2 — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"> <li>• <b>Part I:</b> Formal Assessment Responses from 3 Students (products, processes, or recorded performances) that represent evidence of learning (labeled “exceeded,” “met,” and “not yet met”) with Feedback</li> <li>• <b>Part J:</b> Written Narrative: Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students (no more than 5 pages) (If detailed, content-specific, rubric-based feedback is not included with responses in Part I, include the feedback with this written narrative; feedback does not count toward the 5-page limit.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part G:</b> Focus Student’s Summative Assessment Response and Scored Rubric or Performance Criteria</li> <li>• <b>Part H:</b> Focus Student’s Summative Assessment Actionable Feedback (up to 5 minutes if submitting a video or an audio file)</li> <li>• <b>Part I:</b> Written Narrative: Reflection and Analysis of Summative Assessment Results (up to 4 pages)</li> </ul>



*Step 4: Apply*

WL Cycle 2 — Version 7 (2024/2025) Evidence to be Submitted	WL Cycle 2 — Version 1 (2025/2026) Evidence to be Submitted
<ul style="list-style-type: none"> <li>• <b>Part K:</b> Written Narrative: Next Steps for Learning and Re-Teaching or Extension Activity Description (no more than 7 pages) for whole class or group of students</li> <li>• <b>Part L:</b> 1 Annotated Video Clip (no more than 5 minutes) of Follow-Up Instruction (Re-Teaching or Extension Activity) for whole class or group of students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Part J:</b> Written Narrative: Re-Teaching or Extension Activity Description (up to 5 pages)</li> <li>• <b>Part K:</b> 1 Video Clip (up to 5 minutes) of Follow-Up Activity</li> <li>• <b>Part L:</b> Commentary (written, up to 2 pages; <b>OR</b> up to 5 minutes of verbal or ASL commentary)</li> </ul>