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Information

Educator Preparation Committee

Annual Report on Commission-Approved Performance Assessments

Executive Summary: This agenda item presents the data from the last five years of administrations of all Commission-approved performance assessments, including the CalTPA, Education Specialist CalTPA, edTPA, FAST, and the CalAPA.

Recommended Action: For information only

Presenters: Juliet Michelsen Wahleithner, Director, Julie Holmes, Marissa Luna Lopez, and Patricia Lane, Consultants, Division of Research, Evaluation, and Assessment; Lori Kroeger, edTPA; Suzie Brandl, Coordinator, Fresno Assessment of Student Teachers

Strategic Plan Goal

Continuous Improvement

- **Goal 7.** The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.
    Q. Use data to inform Commission and staff decision-making and continuous improvement

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Annual Report on Commission-Approved Performance Assessments

Introduction
This agenda item presents data on the pass rates for the 2021-22 through 2025-26 administrations of the Commission-approved performance assessments. For preliminary teaching credentials, the Commission-approved teaching performance assessment (TPA) models include the CalTPA, the Education Specialist CalTPA, the edTPA, and the Fresno Assessment of Student Teachers (FAST). For the preliminary administrative services credential, the Commission has one approved model: the CalAPA.

The item includes highlights from the 2025-26 administration of all performance assessments, followed by appendices that provide specific details and results from each model's administration. Included within each appendix is an overview of the approved assessment model; supports provided by each model sponsor for programs and candidates during the 2025-26 academic year; overall and First-Attempt pass rates for each assessment, along with pass rates broken down by demographic, mean scores on each rubric, and the mean number of attempts taken to pass; and next steps for the 2026-27 administrations.

Background
Since 2008, Education Code section 44320.2 has required that all Commission-approved teacher preparation programs include a TPA aligned with the California Standards for the Teaching Profession and that candidates must pass that TPA before being recommended for a preliminary credential. While initially required for just Multiple and Single Subject candidates, the TPA is now required for all preliminary teaching credentials, including Education Specialist Mild-to-Moderate Supports Needs (MMSN), Extensive Support Needs (ESN), Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH) and Visual Impairments (VI) credentials and the PK-3 Early Childhood Specialist Instruction (PK-3) credential.

The Commission-approved Performance Assessment Design Standards (PADS) detail what must be included within any Commission-approved TPA model. These standards have been revised multiple times to align with shifts in educational best practices. Notably, the PADS were revised following the passage of Senate Bill 488 (Chap. 678, Stats. 2021), which required that candidates for the Multiple Subject (MS), Education Specialist (ES), and PK-3 credential areas pass a literacy performance assessment (LPA). All Commission-approved TPA models for the noted credential areas revised their assessments to include an LPA. 2025-26 was the first year of full implementation of the LPA for each model.

Senate Bill 1263 (Chap. 889, Stats. 2024) introduced additional changes to TPA administration. The legislation required that the Commission form a Workgroup to Review the Design and Implementation of the TPA (RDI-TPA Workgroup). Among its charges, the workgroup was

required to develop a set of recommendations for the Commission based on the findings of its inquiry. Midway through its process, the workgroup proposed a set of Interim Actions that included reducing the number of Condition Codes issued to candidates for submissions deemed incomplete or not scoreable. These Interim Actions were reviewed and approved by the Commission for immediate implementation at its February 2025 meeting (Agenda Item 4A).

2025-26 was the first full year of implementation of both the LPA and the RDI-TPA Workgroup Interim Actions. In particular, for the CalTPA and EdSp CalTPA, the number of condition codes issued was reduced significantly. Whereas submissions that received condition codes appear as failed attempts in the data prior to the implemented changes, these submissions were scored during the 2025-26 administrations of the assessments.

2025-26 was also the first year of full administration of the LPA for all TPA models, meaning data cannot easily be compared between administrations from 2021-22 through 2024-25 and 2025-26. These differences are noted in the presentation of results. Because CalTPA and EdSp CalTPA models include two cycles, candidates who had previously submitted a cycle of the previous version were able to continue with that same version. This meant two versions of each assessment were administered in 2025-26. Similarly, edTPA continued to administer previous versions of its assessments for candidates who had already attempted the assessment and/or who had already taken and passed the RICA. For CalTPA and EdSp CalTPA, data from candidates who only submitted the newest versions of the assessments are separated to highlight shifts in candidate performance as a result of the implemented changes.

Notably, as shown in the tables included in the appendices, 2025-26 administrations of the updated assessments led to increased first-attempt and overall pass rates for nearly all candidates.

Key Findings Across Performance Assessments

Nearly every TPA model had an increase in its first-attempt pass rates during the 2025-26 academic year. For CalTPA, the first-attempt pass rate for MS candidates increased from 68.2% in 2024-25 to 84.4% in 2025-26. Similarly, for SS and WL candidates, the first-attempt pass rate increased from 79.3% to 91.6%. Even more significant, the first-attempt pass rates for the revised versions of these assessments in 2025-26 were 93.7% for MS candidates and 97% for SS/WL candidates.

EdSp CalTPA had similar gains in the first-attempt pass rates for MMSN and ESN candidates. For MMSN, the first-attempt pass rates increased from 85% in 2024-25 to 91.5% in 2025-26. ESN candidates saw a small increase: From 88% in 2024-25 to 88.5% in 2025-26. However, for the revised versions of the assessments for each credential area administered in 2025-26, the first-attempt pass rates were 95.7% for MMSN and 91.7% for ESN.

2025-26 was the first year of administration for the CalTPA for the PK3 credential and the EdSp CalTPA for the ECSE, DHH, and VI credential areas.

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Worth noting is that a Preliminary Passing Standard is currently in place for the new versions of both the CalTPA and the EdSp CalTPA. However, as evidenced in Figures 14, 27, 28, and 29, the mean scores for the updated versions of the assessments, overall, remained the same or increased from prior versions to the 2025-26 versions, meaning that most candidates would have still earned passing scores even if the Preliminary Passing Standard was not in place.

edTPA also had an increase in first-attempt pass rates in general education credential areas. First-attempt pass rates increased for Multiple Subject candidates from 89.8% in 2024-25 to 90.2% in 2025-26 and for Single Subject candidates from 88.4% in 2024-25 to 89.8% in 2025-26. Both the MMSN and ESN assessment had slight declines in first-attempt pass rates from 2024-25 to 2025-26, from 97.4% to 95.7% for MMSN candidates and from 100% to 96.2% for ESN candidates. Worth noting is that First-Attempt pass rates in both credential areas is still above 95%.

For FAST candidates, the overall first-attempt pass rate across credential areas increased from 89.4% to 92.4% from 2024-25 to 2025-26.

Finally, for the CalAPA, the first-attempt pass rate increased from 72.1% in 2024-25 to 83% in 2025-26.

Staff Recommendation
Staff recommend that Commissioners review the data specific to each approved model included in the appendix and provide feedback to the model sponsors.

Next Steps
Staff will continue to work with the model sponsors to support the administration of the performance assessments and to ensure programs and candidates receive the support they need to be successful.

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APPENDIX A

CalTPA 2025-26 Annual Report

Overview of CalTPA

The California Teaching Performance Assessment (CalTPA), owned and supported by the Commission and administered by Evaluation Systems (Pearson), includes two cycles, each built on the Plan, Teach and Assess, Reflect, and Apply framework. Multiple Subject (MS) and PK-3 Early Childhood Specialist Instruction (PK-3) candidates complete their first cycle in mathematics and their second cycle in literacy.

CalTPA underwent a major structural overhaul, moving from Version 7 to a new Version 1 for the 2025–2026 academic year. This shift restructured the instructional cycles to fulfill new California state mandates, particularly the Senate Bill 488 literacy requirements. Under the 2025–2026 guidelines, the two instructional cycles evolved into content-specific assessments, allowing candidates to mix and match Version 7 and Version 1 submissions during the transition:

- **Version 7, Cycle 1 to Version 1, Math Performance Assessment (MPA) for Multiple Subject and PK-3 ECE:** Candidates plan and teach one math lesson with a specific focus on Academic Language Development (ALD).
- **Version 7, Cycle 1 to Version 1, Cycle 1 for Single Subjects and World Languages:** Candidates plan and teach one content-specific lesson with a specific focus on Academic Language Development (ALD) for Single Subjects and Vocabulary Development for World Languages.
- **Version 7, Cycle 2 to Version 1, Literacy Performance Assessment (LPA) for Multiple Subject and PK-3 ECE:** Candidates plan and teach a learning segment of 3 to 5 literacy lessons, submitting student work samples that explicitly demonstrate the teaching of foundational reading, language, and literacy skills with a focus on English Language Development (ELD).
- **Version 7, Cycle 2 to Cycle 2 for Single Subjects and World Languages**: Candidates plan and teach a learning segment of 3 to 5 content-specific lessons, submitting student work samples that explicitly demonstrate the teaching of content-specific instruction with a focus on English Language Development (ELD) for Single Subjects.

Despite shifting to specific content areas, both versions retain the same four sequential steps in their clinical field experience: Plan, Teach and Assess, Reflect, and Apply.

2025-26 was the first year of full implementation of the CalTPA for PK-3 credential candidates.

Program and Candidate Supports

During the 2025-26 academic year, the Commission's Performance Assessment Team provided a number of supports for both programs and candidates, detailed in the table below. These ranged from office hours for candidates and program coordinators and faculty to Professional Learning Community gatherings to webinars for faculty focused on common challenge areas.

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Table 1. CalTPA Supports Provided by Commission Performance Assessment Team

Event	Description
Candidate Office Hours	Every week the Performance Assessment (PA) team hosts office hours (Sept-July) for candidates to ask their specific CalTPA questions. • Wednesdays, 4:15 to 5 pm
Program Office Hours	Twice a month the PA team hosts office hours (Sept-June) for program and faculty to ask their specific CalTPA questions. • 1st and 3rd Fridays, 9:30 to 10 am
New Materials Preview	In this webinar series, the PA team provided a preview of the new Version 1 (V1) Cycle 1, 2, MPA, and LPA templates as well as an overview of upcoming changes to expect in the new assessment guides. • PK-3 ECE: August 13, 2025, 1 to 3 pm • Multiple Subject: August 14, 2025, 1 to 3 pm • Single Subjects and World Languages: August 19, 2025, 1 to 3 pm
Deep Dive Webinars	During the months of September and October, the PA team provided a deep dive into each of the new Version 1 (V1) Cycle 1, 2, MPA, and LPA assessment guides, rubrics, and templates for all four CalTPAs. • Multiple Subject and PK-3 ECE: September 30, 2025, 1 to 3 pm • Single Subjects and World Languages: October 1, 2025, 1 to 3 pm
Digging Deeper Webinars	In this six-part webinar series, the PA team provided a thorough review of the new Version 1 assessment guides and templates. • Program Guide & Candidate Supports: September 11, 2025, 1 to 2:30 pm • Coaching & Mentoring Teachers/Leaders: October 9, 2025, 1 to 2:30 pm • Using Video & Commentary to Reflect and Improve Practice: November 13, 2025, 1 to 2:30 pm • What You Do and Why: Reflecting on Practice: January 15, 2026, 1 to 2:30 pm • Equity Focused Teaching and Leadership: March 26, 2026, 1 to 2:30 pm • Embedding the CalAPA and 2026-2027 Academic Year Planning: April 23, 2026, 1 to 2:30 pm
Professional Learning Community (PLC) Meetings	Monthly meetings (Oct-May) for the CalTPA community to come together and discuss ongoing topics and supports available for their candidates. • Second Friday of each month, 9 to 10 am
CalTPA Coordinator Meetings	Three times a year the PA team hosts program coordinator meetings. The September webinar is for new coordinators only and designed to support and equip new coordinators with the tools they will need as they lead or support program faculty and candidates in the 2025-26 academic year. The remaining meetings are for returning coordinators as quarterly and

	annual rubric-level data is reviewed and discussed for continuous improvement efforts. • New Coordinator Orientation: September 9, 2025, 9 am to 12 pm • Winter Coordinator Meeting: January 20, 2026, 1 to 3 pm • Summer Coordinator Meeting: June 9, 2026, 1 to 3 pm
Meredith Fellows Implementation Conference (MFIC)	The Meredith Fellows Implementation Conference (MFIC) is a two-day virtual conference held annually by the CTC Performance Assessment team. MFIC provides space for all California-accredited educator preparation programs to learn with/from one another best practices for supporting candidates with the teacher and administrator performance assessments. • February 5-6, 2026, 8:30 am to 1 pm

CalTPA Results: 2021-22 through 2025-26

The tables and figures below provide data on the annual administrations of the CalTPA for MS, SS, and, beginning in 2025-26, the PK-3 credential areas. As discussed above, new versions of the assessments were implemented in the 2025-26 academic year. However, candidates had the option to combine a cycle from the previous version with a cycle from the new version. For this reason, for 2025-26, results are provided for both Combined Cycles, meaning submissions that combined a Version 7 cycle with a Version 1 cycle, and for Cycle 1, the updated 2025-26 version.

The number of distinct examinees who registered for a CalTPA cycle in 2025-26 was 14,132. After analysis, 446 distinct examinees were excluded from the CalTPA 2025-26 data set due to examinees who only took the LPA cycle or took a subsequent cycle after passing the TPA in a prior academic year. The final count of distinct examinees in the 2025-26 academic year was 13,363.

Of the 13,363 examinees, there were 11,400 who attempted all cycles of the CalTPA in the general education and special education credential areas, which is reflected in the tables below.

There were 31 examinees in the 2025-26 academic year who passed the CalTPA with different credential areas (dual teaching). They were not included in the CalTPA tables below.

Please note: A submission was included in the academic year when the second cycle was submitted. For example, if a candidate submitted their first cycle in Academic Year X and their second cycle in Academic Year Y, the submission was included in Academic Year Y.

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Figure 1. CalTPA Overall Pass Rate by Credential Area (PK-3, MS, SS), 2021-22 to 2025-26

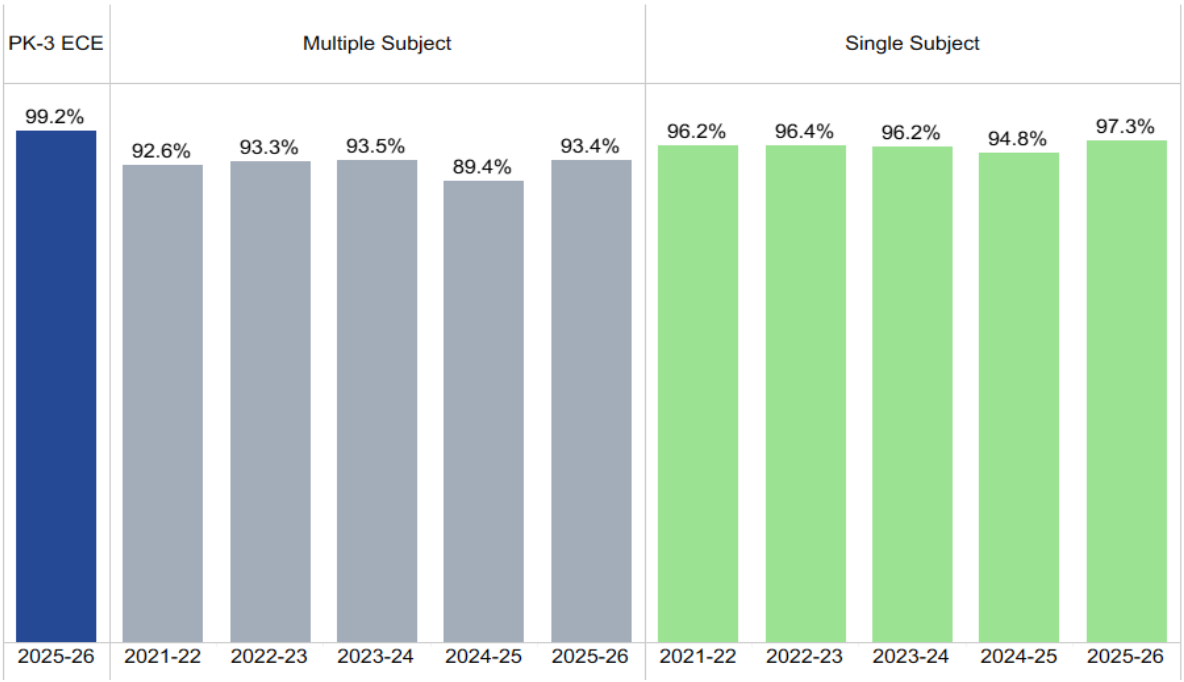


Table 2. Number of Candidates Who Attempted and Passed CalTPA: PK-3, MS, and SS, 2021-22 to 2025-26

Academic Year	PK-3 ECE Number Attempted All Cycles	PK-3 ECE Number (and Percent) Passed	MS Number Attempted All Cycles	MS Number (and Percent) Passed	SS Number Attempted All Cycles	SS Number (and Percent) Passed
2021-22	-	-	2,854	2,643 (92.6%)	2,536	2,440 (96.2%)
2022-23	-	-	3,965	3,701 (93.3%)	3,049	2,938 (96.4%)
2023-24	-	-	4,207	3,932 (93.4%)	3,069	2,952 (96.2%)
2024-25	-	-	4,600	4,112 (89.4%)	3,176	3,012 (94.8%)
2025-26	122	121 (99.2%)	5,539	5,176 (93.4%)	3,660	3,563 (97.3%)

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Figure 2. CalTPA Overall Pass Rate by Version and Credential Area (MS, SS) in 2025-26

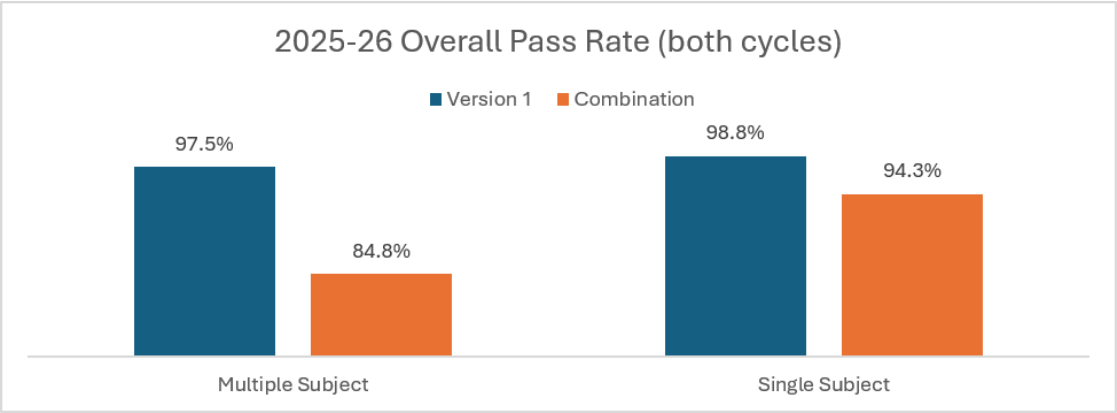
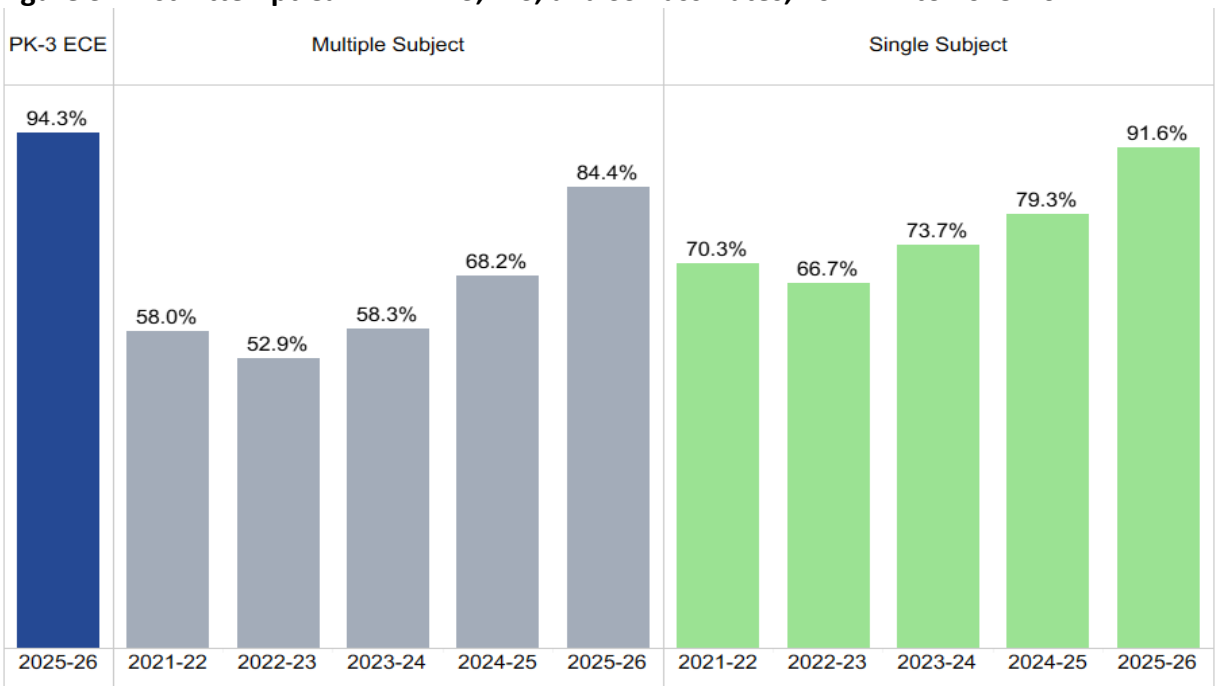


Table 3. Number of Candidates Who Passed CalTPA: MS and SS by Version in 2025-26

Assessment Version	MS Number Attempted All Cycles	MS Number (and Percent) Passed	SS Number Attempted All Cycles	SS Number (and Percent) Passed
Version 1	3,783	3,687 (97.5%)	2,485	2,455 (98.8%)
Combination	1,756	1,489 (84.8%)	1,175	1,108 (94.3%)

Figure 3. First-Attempt CalTPA: PK-3, MS, and SS Pass Rates, 2021-22 to 2025-26



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Table 4. Number of Candidates Who Passed CalTPA: PK-3, MS, and SS on First Attempt, 2021-22 to 2025-26

Academic Year	PK-3 ECE Number Attempted All Cycles	PK-3 ECE Number (and Percent) First-Attempt Passed	MS Number Attempted All Cycles	MS Number (and Percent) First-Attempt Passed	SS Number Attempted All Cycles	SS Number (and Percent) First-Attempt Passed
2021-22	-	-	2,854	1,656 (58%)	2,536	1,782 (70.2%)
2022-23	-	-	3,965	2,099 (52.9%)	3,049	2,033 (66.7%)
2023-24	-	-	4,207	2,453 (58.3%)	3,069	2,261 (73.7%)
2024-25	-	-	4,600	3,136 (68.2%)	3,176	2,520 (79.3%)
2025-26	122	115	5,539	4,675 (84.4%)	3,660	3,354 (91.6%)

Figure 4. First Attempt CalTPA: MS and SS Pass Rate by Version in 2025-26

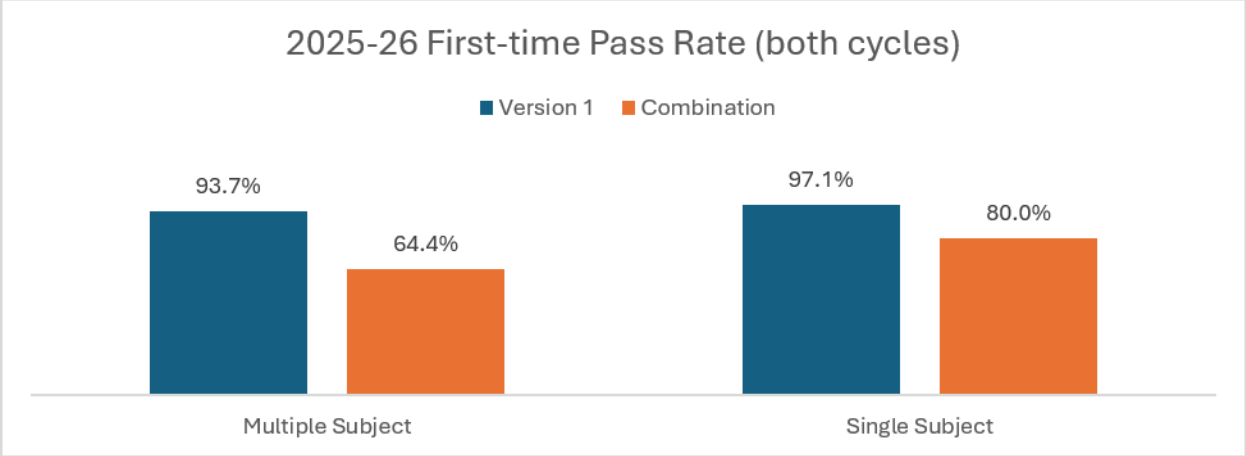


Table 5. Number of MS and SS Examinees Who Passed on First Attempt by Version in 2025-26

Assessment Version	MS Number Attempted All Cycles	MS Number (and Percent) First-Attempt Passed	SS Number Attempted All Cycles	SS Number (and Percent) First-Attempt Passed
Version 1	3,783	3,544 (93.7%)	2,485	2,414 (97%)
Combination	1,756	1,131 (64.4%)	1,175	940 (80%)

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Figure 5. Overall CalTPA PK-3, MS, SS Pass Rates by Demographic, 2021-22 to 2025-26

		2021-22	2022-23	2023-24	2024-25	2025-26
PK-3 ECE	Female					99.1%
	Male					100.0%
	Decline to State Gender Identity					100.0%
	American Indian or Alaska Native					100.0%
	Asian					97.1%
	Black or African American					100.0%
	Hispanic or Latino					100.0%
	Other					100.0%
	White					100.0%
	Decline to State Race/Ethnicity					100.0%
Multiple Subject	Female	93.3%	93.6%	93.9%	89.7%	93.7%
	Male	86.0%	91.2%	89.8%	87.3%	92.1%
	Nonbinary	87.5%	100.0%	92.3%	100.0%	93.8%
	Decline to State Gender Identity	96.0%	93.9%	98.4%	86.4%	90.9%
	American Indian or Alaska Native	95.7%	96.0%	100.0%	86.7%	83.8%
	Asian	87.2%	93.8%	92.3%	84.9%	94.1%
	Black or African American	91.4%	94.4%	92.3%	88.8%	88.9%
	Hispanic or Latino	92.3%	93.5%	94.0%	90.0%	93.6%
	Native Hawaiian or Other Pacific Islander	76.9%	91.7%	90.0%	87.5%	82.4%
	Other	91.2%	94.5%	91.7%	87.7%	92.6%
	White	94.1%	92.8%	93.3%	90.5%	94.5%
	Decline to State Race/Ethnicity	92.0%	93.8%	93.0%	85.1%	90.3%
Single Subject	Female	96.9%	97.0%	96.2%	95.5%	97.9%
	Male	95.2%	95.4%	96.4%	94.4%	96.8%
	Nonbinary	100.0%	100.0%	94.1%	100.0%	95.5%
	Decline to State Gender Identity	97.7%	98.3%	90.2%	88.0%	97.6%
	American Indian or Alaska Native	100.0%	100.0%	100.0%	83.3%	96.0%
	Asian	97.6%	99.3%	95.8%	95.8%	97.3%
	Black or African American	90.3%	89.1%	93.0%	92.8%	91.1%
	Hispanic or Latino	95.9%	96.4%	96.2%	95.0%	97.9%
	Multiracial					0.0%
	Native Hawaiian or Other Pacific Islander	85.7%	90.9%	100.0%	92.9%	100.0%
	Other	100.0%	97.3%	94.2%	95.6%	96.4%
	White	96.5%	96.3%	96.8%	95.0%	97.9%
	Decline to State Race/Ethnicity	94.0%	93.8%	95.5%	93.1%	96.5%

Color Legend for Overall Pass Rate

70.0% 100.0%

Note: There were no PK-3 ECE examinees who identified as Nonbinary, Multiracial, or Native Hawaiian or Pacific Islander. There were no Multiple Subject examinees who identified as Multiracial.

Table 6. CalTPA PK-3, MS, SS Submissions by Demographic, 2021-22 to 2025-26

Credential Area	Demographic	2021-22 Number Submitted (Number Passed)	2022-23 Number Submitted (Number Passed)	2023-24 Number Submitted (Number Passed)	2024-25 Number Submitted (Number Passed)	2025-26 Number Submitted (Number Passed)
PK-3 ECE	Female	-	-	-	-	115 (114)
PK-3 ECE	Male	-	-	-	-	5

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Credential Area	Demographic	2021-22 Number Submitted (Number Passed)	2022-23 Number Submitted (Number Passed)	2023-24 Number Submitted (Number Passed)	2024-25 Number Submitted (Number Passed)	2025-26 Number Submitted (Number Passed)
						(5)
PK-3 ECE	Nonbinary	-	-	-	-	0
PK-3 ECE	Decline to State Gender Identity	-	-	-	-	2 (2)
PK-3 ECE	American Indian or Alaska Native	-	-	-	-	1 (1)
PK-3 ECE	Asian	-	-	-	-	35 (34)
PK-3 ECE	Black or African American	-	-	-	-	10 (10)
PK-3 ECE	Hispanic or Latino	-	-	-	-	44 (44)
PK-3 ECE	Multiracial	-	-	-	-	0
PK-3 ECE	Native Hawaiian or Other Pacific Islander	-	-	-	-	0
PK-3 ECE	Other	-	-	-	-	3 (3)
PK-3 ECE	White	-	-	-	-	28 (28)
PK-3 ECE	Decline to State	-	-	-	-	1 (1)
Multiple Subject	Female	2,564 (2,391)	3,523 (3,296)	3,640 (3,417)	3,970 (3,561)	4,705 (4,409)
Multiple Subject	Male	257 (221)	399 (364)	492 (442)	551 (481)	719 (662)
Multiple Subject	Nonbinary	8 (7)	10 (10)	13 (12)	13 (13)	16 (15)
Multiple Subject	Decline to State Gender Identity	25 (24)	33 (31)	62 (61)	66 (57)	99 (90)
Multiple Subject	American Indian or Alaska Native	23 (22)	25 (24)	23 (23)	30 (26)	37 (31)

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Credential Area	Demographic	2021-22 Number Submitted (Number Passed)	2022-23 Number Submitted (Number Passed)	2023-24 Number Submitted (Number Passed)	2024-25 Number Submitted (Number Passed)	2025-26 Number Submitted (Number Passed)
Multiple Subject	Asian	235 (205)	355 (333)	339 (313)	365 (310)	493 (464)
Multiple Subject	Black or African American	58 (53)	107 (101)	130 (120)	161 (143)	252 (224)
Multiple Subject	Hispanic or Latino	1,005 (928)	1,571 (1,469)	1,906 (1,792)	2,164 (1,947)	2,590 (2,423)
Multiple Subject	Multiracial	0	0	0	0	0
Multiple Subject	Native Hawaiian or Other Pacific Islander	13 (10)	12 (11)	10 (9)	8 (7)	17 (14)
Multiple Subject	Other	113 (103)	146 (138)	156 (143)	162(142)	188 (174)
Multiple Subject	White	1,295 (1,219)	1,604 (1,489)	1,501 (1,400)	1,529 (1,383)	1,777 (1,679)
Multiple Subject	Decline to State Race/Ethnicity	112 (103)	145 (136)	142 (132)	181 (154)	185 (167)
Single Subject	Female	1,410 (1,366)	1,656 (1,607)	1,584 (1,524)	1,624 (1,551)	1,885 (1,845)
Single Subject	Male	1,069 (1,018)	1,321 (1,260)	1,417 (1,366)	1,453 (1,371)	1,670 (1,616)
Single Subject	Nonbinary	13 (13)	14 (14)	17 (16)	24 (24)	22 (21)
Single Subject	Decline to State Gender Identity	44 (43)	58 (57)	51 (46)	75 (66)	83 (81)
Single Subject	American Indian or Alaska Native	11 (11)	16 (16)	12 (12)	24 (20)	25 (24)
Single Subject	Asian or Pacific Islander	250 (244)	302 (300)	331 (317)	310 (297)	400 (389)
Single Subject	Black or African American	62 (56)	92 (82)	115 (107)	153 (142)	168 (153)

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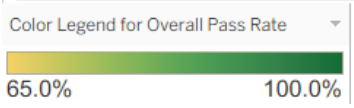
Credential Area	Demographic	2021-22 Number Submitted (Number Passed)	2022-23 Number Submitted (Number Passed)	2023-24 Number Submitted (Number Passed)	2024-25 Number Submitted (Number Passed)	2025-26 Number Submitted (Number Passed)
Single Subject	Hispanic or Latino	916 (878)	1,186 (1,143)	1,279 (1,231)	1,328 (1,262)	1,553 (1,520)
Single Subject	Multiracial	0	0	0	0	1 (0)
Single Subject	Native Hawaiian or Pacific Islander	7 (6)	11 (10)	15 (15)	14 (13)	11 (11)
Single Subject	Other	86 (86)	111 (108)	103 (97)	114 (109)	139 (134)
Single Subject	White	1,087 (1,049)	1,203 (1,159)	1,080 (1,045)	1,088 (1,034)	1,219 (1,193)
Single Subject	Decline to State Race/Ethnicity	117 (110)	128 (120)	134 (128)	145 (135)	144 (139)

*Note: *Attempts = The number of examinees who attempted all cycles.*

Figure 6. CalTPA MS and SS Overall Pass Rates by Version and Demographic in 2025-26

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		2025-26	
		Version 1	Combination
Multiple Subject	Female	97.7%	84.7%
	Male	96.8%	84.5%
	Nonbinary	87.5%	100.0%
	Decline to State Gender Identity	92.5%	87.5%
	American Indian or Alaska Native	95.2%	68.8%
	Asian	97.1%	86.8%
	Black or African American	96.8%	75.5%
	Hispanic or Latino	97.6%	85.6%
	Native Hawaiian or Other Pacific Islander	85.7%	80.0%
	Other	96.2%	83.9%
	White	97.7%	86.3%
	Decline to State Race/Ethnicity	96.7%	77.4%
Single Subject	Female	98.7%	95.7%
	Male	99.0%	93.1%
	Nonbinary	94.7%	100.0%
	Decline to State Gender Identity	98.5%	94.4%
	American Indian or Alaska Native	100.0%	90.0%
	Asian	97.7%	96.1%
	Black or African American	97.4%	85.6%
	Hispanic or Latino	98.8%	96.0%
	Multiracial	0.0%	
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%
	Other	99.0%	89.5%
	White	99.3%	94.4%
	Decline to State Race/Ethnicity	99.0%	91.5%



Note: There were no Multiple Subject examinees who identified as Multiracial.

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Table 7. CalTPA: MS and SS Submissions by Version and Demographic, 2025-26

Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number Passed	Combination Number Submitted All Cycles	Combination Number Passed
Multiple Subject	Female	3,266	3,190	1,439	1,219
Multiple Subject	Male	442	428	277	234
Multiple Subject	Nonbinary	8	7	8	8
Multiple Subject	Decline to State Gender Identity	67	62	32	28
Multiple Subject	American Indian or Alaska Native	21	20	16	11
Multiple Subject	Asian	349	339	144	125
Multiple Subject	Black or African American	158	153	94	71
Multiple Subject	Hispanic or Latino	1,718	1,677	872	746
Multiple Subject	Multiracial	0	0	0	0
Multiple Subject	Native Hawaiian or Other Pacific Islander	7	6	10	8
Multiple Subject	Other	132	127	56	47
Multiple Subject	White	1,275	1,246	502	433
Multiple Subject	Decline to State Race/Ethnicity	123	119	62	48
Single Subject	Female	1,351	1,334	534	511
Single Subject	Male	1,050	1,039	620	577
Single Subject	Nonbinary	19	18	3	3
Single Subject	Decline to State Gender Identity	65	64	18	17
Single Subject	American Indian or Alaska Native	15	15	10	9
Single Subject	Asian	298	291	102	98

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Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number Passed	Combination Number Submitted All Cycles	Combination Number Passed
Single Subject	Black or African American	78	76	90	77
Single Subject	Hispanic or Latino	1,026	1,014	527	506
Single Subject	Multiracial	1	0	0	0
Single Subject	Native Hawaiian or Other Pacific Islander	7	7	4	4
Single Subject	Other	101	100	38	34
Single Subject	White	862	856	357	337
Single Subject	Decline to State Race/Ethnicity	97	96	47	43

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Figure 7. Percentage of CalTPA: PK-3, MS, and SS Submissions Passed on First Attempt by Demographic, 2021-22 to 2025-26

		2021-22	2022-23	2023-24	2024-25	2025-26
PK-3 ECE	Female					93.9%
	Male					100.0%
	Decline to State Gender Identity					100.0%
	American Indian or Alaska Native					100.0%
	Asian					88.6%
	Black or African American					100.0%
	Hispanic or Latino					93.2%
	Other					100.0%
	White					100.0%
	Decline to State Race/Ethnicity					100.0%
Multiple Subject	Female	58.5%	53.3%	59.5%	69.1%	85.7%
	Male	51.8%	49.9%	48.0%	61.7%	77.2%
	Nonbinary	50.0%	80.0%	61.5%	76.9%	62.5%
	Decline to State Gender Identity	76.0%	42.4%	71.0%	66.7%	79.8%
	American Indian or Alaska Native	65.2%	36.0%	65.2%	63.3%	70.3%
	Asian	60.4%	55.2%	58.1%	66.6%	87.4%
	Black or African American	48.3%	34.6%	50.8%	58.4%	74.6%
	Hispanic or Latino	58.0%	51.8%	59.2%	68.0%	84.4%
	Native Hawaiian or Other Pacific Islander	53.8%	66.7%	50.0%	62.5%	70.6%
	Other	58.4%	52.7%	51.3%	58.0%	83.0%
	White	58.3%	55.1%	59.1%	72.1%	86.4%
	Decline to State Race/Ethnicity	53.6%	51.0%	52.8%	58.6%	75.1%
Single Subject	Female	72.2%	69.1%	76.3%	81.8%	92.7%
	Male	67.5%	63.3%	70.7%	76.5%	90.4%
	Nonbinary	61.5%	71.4%	88.2%	79.2%	90.9%
	Decline to State Gender Identity	77.3%	72.4%	68.6%	80.0%	94.0%
	American Indian or Alaska Native	36.4%	62.5%	58.3%	62.5%	88.0%
	Asian	72.4%	75.8%	76.7%	82.6%	91.5%
	Black or African American	61.3%	52.2%	60.9%	70.6%	83.3%
	Hispanic or Latino	69.9%	66.4%	73.1%	78.2%	91.2%
	Multiracial					0.0%
	Native Hawaiian or Other Pacific Islander	14.3%	54.5%	86.7%	85.7%	90.9%
	Other	77.9%	72.1%	74.8%	81.6%	92.1%
	White	71.0%	66.3%	75.3%	82.4%	93.2%
	Decline to State Race/Ethnicity	67.5%	58.6%	68.7%	69.7%	94.4%

Color Legend for First-time Pass Rate

10.0% 100.0%

Note: There were no PK-3 ECE examinees who identified as Nonbinary, Multiracial, or Native Hawaiian or Pacific Islander. There were no Multiple Subject examinees who identified as Multiracial.

Table 8. Number of CalTPA PK-3, MS, and SS Submissions Passed on First Attempt by Demographic, 2021-22 to 2025-26

Credential Area	Demographic	2021-22 Number Submitted (Number Passed First Attempt)	2022-23 Number Submitted (Number Passed First Attempt)	2023-24 Number Submitted (Number Passed First Attempt)	2024-25 Number Submitted (Number Passed First Attempt)	2025-26 Number Submitted (Number Passed First Attempt)
PK-3 ECE	Female	-	-	-	-	115 (108)

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Credential Area	Demographic	2021-22 Number Submitted (Number Passed First Attempt)	2022-23 Number Submitted (Number Passed First Attempt)	2023-24 Number Submitted (Number Passed First Attempt)	2024-25 Number Submitted (Number Passed First Attempt)	2025-26 Number Submitted (Number Passed First Attempt)
PK-3 ECE	Male	-	-	-	-	5 (5)
PK-3 ECE	Nonbinary	-	-	-	-	0
PK-3 ECE	Decline to State Gender Identity	-	-	-	-	2 (2)
PK-3 ECE	American Indian or Alaska Native	-	-	-	-	1 (1)
PK-3 ECE	Asian	-	-	-	-	35 (31)
PK-3 ECE	Black or African American	-	-	-	-	10 (10)
PK-3 ECE	Hispanic or Latino	-	-	-	-	44 (41)
PK-3 ECE	Multiracial	-	-	-	-	0
PK-3 ECE	Native Hawaiian or Other Pacific Islander	-	-	-	-	0
PK-3 ECE	Other	-	-	-	-	3 (3)
PK-3 ECE	White	-	-	-	-	28 (28)
PK-3 ECE	Decline to State	-	-	-	-	1 (1)
Multiple Subject	Female	2,564 (1,500)	3,523 (1,878)	3,640 (2,165)	3,970 (2,742)	4,705 (4,031)
Multiple Subject	Male	257 (133)	399 (199)	492 (236)	551 (340)	719 (555)
Multiple Subject	Nonbinary	8 (4)	10 (8)	13 (8)	13 (10)	16 (10)
Multiple Subject	Decline to State Gender Identity	25 (19)	33 (14)	62 (44)	66 (44)	99 (79)

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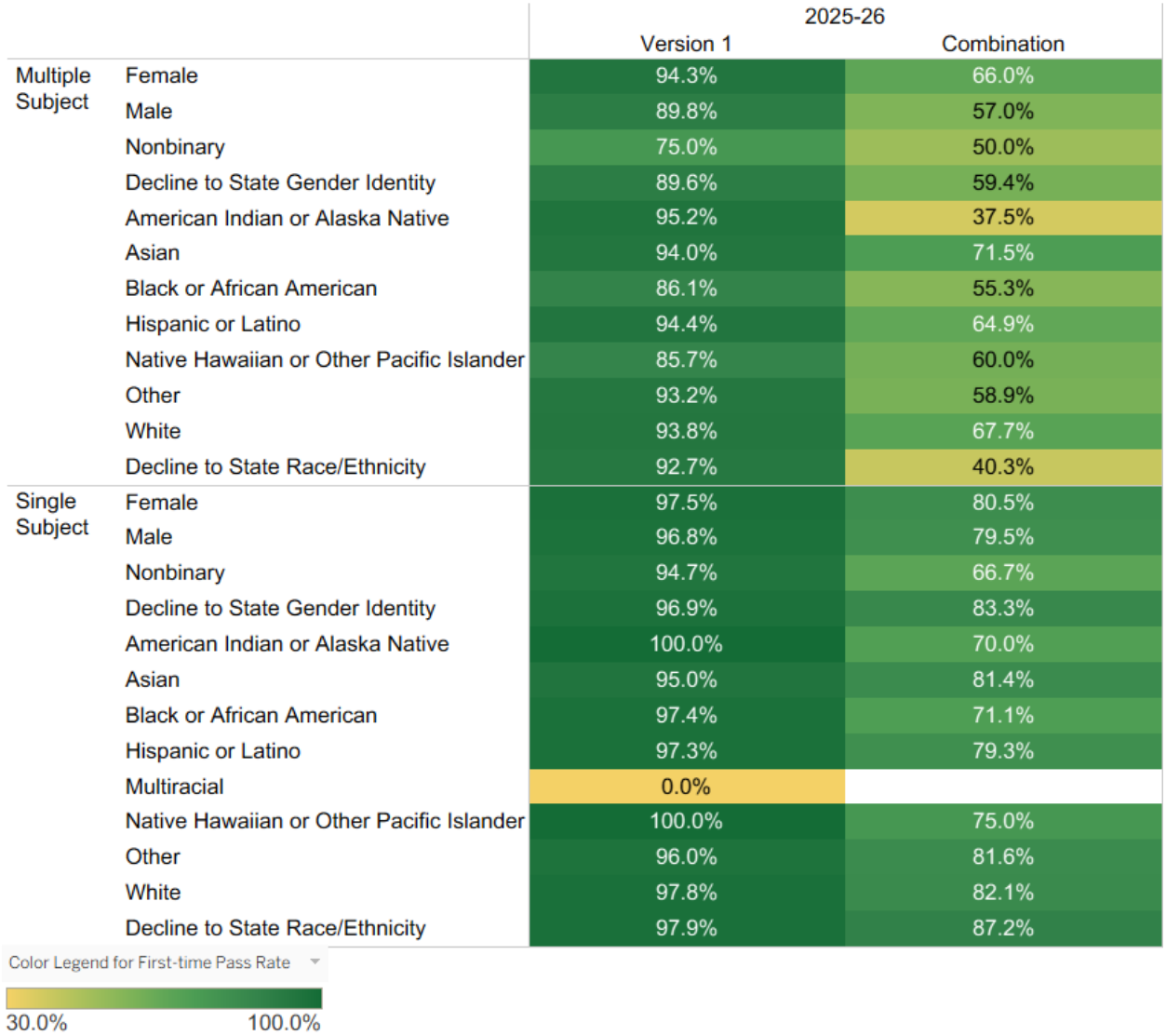
Credential Area	Demographic	2021-22 Number Submitted (Number Passed First Attempt)	2022-23 Number Submitted (Number Passed First Attempt)	2023-24 Number Submitted (Number Passed First Attempt)	2024-25 Number Submitted (Number Passed First Attempt)	2025-26 Number Submitted (Number Passed First Attempt)
Multiple Subject	American Indian or Alaska Native	23 (15)	25 (9)	23 (15)	30 (19)	37 (26)
Multiple Subject	Asian	235 (142)	355 (196)	339 (197)	365 (243)	493 (431)
Multiple Subject	Black or African American	58 (28)	107 (37)	130 (66)	161 (94)	252 (188)
Multiple Subject	Hispanic or Latino	1,005 (583)	1,571 (814)	1,906 (1,128)	2,164 (1,472)	2,590 (2,187)
Multiple Subject	Multiracial	0	0	0	0	0
Multiple Subject	Native Hawaiian or Other Pacific Islander	13 (7)	12 (8)	10 (5)	8 (5)	17 (12)
Multiple Subject	Other	113 (66)	146 (77)	156 (80)	162 (94)	188 (156)
Multiple Subject	White	1,295 (755)	1,604 (884)	1,501 (887)	1,529 (1,103)	1,777 (1,536)
Multiple Subject	Decline to State Race/Ethnicity	112 (60)	145 (74)	142 (75)	181 (106)	185 (139)
Single Subject	Female	1,410 (1,018)	1,656 (1,145)	1,584 (1,209)	1,624 (1,329)	1,885 (1,747)
Single Subject	Male	1,069 (722)	1,321 (836)	1,417 (1,002)	1,453 (1,112)	1,670 (1,509)
Single Subject	Nonbinary	13 (8)	14 (10)	17 (15)	24 (19)	22 (20)
Single Subject	Decline to State Gender Identity	44 (34)	58 (42)	51 (35)	75 (60)	83 (78)
Single Subject	American Indian or Alaska Native	11 (4)	16 (10)	12 (7)	24 (15)	25 (22)
Single Subject	Asian	250 (181)	302 (229)	331 (254)	310 (256)	400 (366)

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Credential Area	Demographic	2021-22 Number Submitted (Number Passed First Attempt)	2022-23 Number Submitted (Number Passed First Attempt)	2023-24 Number Submitted (Number Passed First Attempt)	2024-25 Number Submitted (Number Passed First Attempt)	2025-26 Number Submitted (Number Passed First Attempt)
Single Subject	Black or African American	62 (38)	92 (48)	115 (70)	153 (108)	168 (140)
Single Subject	Hispanic or Latino	916 (640)	1,186 (787)	1,279 (935)	1,328 (1,039)	1,553 (1,416)
Single Subject	Multiracial	0	0	0	0	1 (0)
Single Subject	Native Hawaiian or Other Pacific Islander	7 (1)	11 (6)	15 (13)	14 (12)	11 (10)
Single Subject	Other	86 (67)	111 (80)	103 (77)	114 (93)	139 (128)
Single Subject	White	1,087 (772)	1,203 (798)	1,080 (813)	1,088 (896)	1,219 (1,136)
Single Subject	Decline to State Race/Ethnicity	117 (79)	128 (75)	134 (92)	145 (101)	144 (136)

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Figure 8. CalTPA: MS and SS First-Attempt Pass Rates by Version and Demographic, 2025-26



		2025-26	
		Version 1	Combination
Multiple Subject	Female	94.3%	66.0%
	Male	89.8%	57.0%
	Nonbinary	75.0%	50.0%
	Decline to State Gender Identity	89.6%	59.4%
	American Indian or Alaska Native	95.2%	37.5%
	Asian	94.0%	71.5%
	Black or African American	86.1%	55.3%
	Hispanic or Latino	94.4%	64.9%
	Native Hawaiian or Other Pacific Islander	85.7%	60.0%
	Other	93.2%	58.9%
	White	93.8%	67.7%
	Decline to State Race/Ethnicity	92.7%	40.3%
Single Subject	Female	97.5%	80.5%
	Male	96.8%	79.5%
	Nonbinary	94.7%	66.7%
	Decline to State Gender Identity	96.9%	83.3%
	American Indian or Alaska Native	100.0%	70.0%
	Asian	95.0%	81.4%
	Black or African American	97.4%	71.1%
	Hispanic or Latino	97.3%	79.3%
	Multiracial	0.0%	
	Native Hawaiian or Other Pacific Islander	100.0%	75.0%
	Other	96.0%	81.6%
	White	97.8%	82.1%
	Decline to State Race/Ethnicity	97.9%	87.2%

Table 9. Number of CalTPA: MS and SS Submissions Passed on First Attempt by Version and Demographic, 2025-26

Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number Passed First Attempt	Combination Number Submitted All Cycles	Combination Number Passed First Attempt
Multiple Subject	Female	3,266	3,081	1,439	950
Multiple Subject	Male	442	397	277	158
Multiple Subject	Nonbinary	8	6	8	4
Multiple Subject	Decline to State Gender Identity	67	60	32	19

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Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number Passed First Attempt	Combination Number Submitted All Cycles	Combination Number Passed First Attempt
Multiple Subject	American Indian or Alaska Native	21	20	16	6
Multiple Subject	Asian	349	328	144	103
Multiple Subject	Black or African American	158	136	94	52
Multiple Subject	Hispanic or Latino	1,718	1,621	872	566
Multiple Subject	Multiracial	0	0	0	0
Multiple Subject	Native Hawaiian or Other Pacific Islander	7	6	10	6
Multiple Subject	Other	132	123	56	33
Multiple Subject	White	1,275	1,196	502	340
Multiple Subject	Decline to State Race/Ethnicity	123	114	62	25
Single Subject	Female	1,351	1,317	534	430
Single Subject	Male	1,050	1,016	620	493
Single Subject	Nonbinary	19	18	3	2
Single Subject	Decline to State Gender Identity	65	63	18	15
Single Subject	American Indian or Alaska Native	15	15	10	7
Single Subject	Asian	298	283	102	83
Single Subject	Black or African American	78	76	90	64
Single Subject	Hispanic or Latino	1,026	998	527	418
Single Subject	Multiracial	1	0	0	0
Single Subject	Native Hawaiian or Other Pacific Islander	7	7	4	3

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Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number Passed First Attempt	Combination Number Submitted All Cycles	Combination Number Passed First Attempt
Single Subject	Other	101	97	38	31
Single Subject	White	862	843	357	293
Single Subject	Decline to State Race/Ethnicity	97	95	47	41

Figure 9. Mean Number of Attempts to Pass by CalTPA: PK-3, MS, SS, 2021-22 to 2025-26

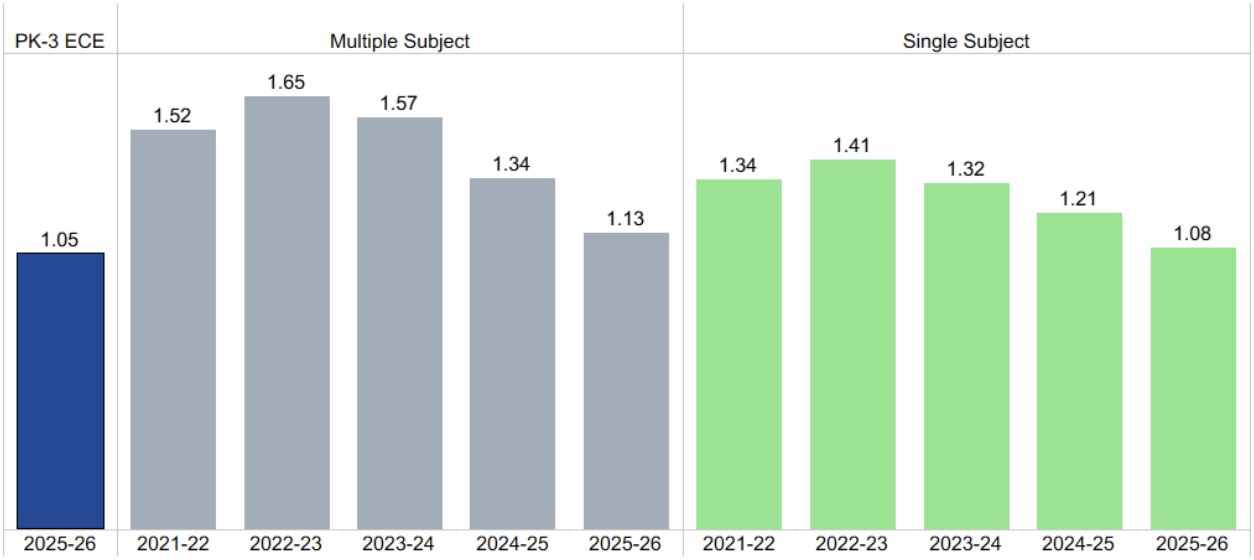


Table 10. Range of Attempts to Pass by CalTPA: PK-3, MS, SS, 2021-22 to 2025-26

Academic Year	PK-3 ECE Number Passed	PK-3 ECE Range of Attempts	MS Number Passed	MS Range of Attempts	SS Number Passed	SS Range of Attempts
2021-22	-	-	2,643	1 to 9	2,439	1 to 7
2022-23	-	-	3,701	1 to 10	2,938	1 to 7
2023-24	-	-	3,932	1 to 12	2,952	1 to 9
2024-25	-	-	4,112	1 to 16	3,012	1 to 8
2025-26	121	1 to 2	5,176	1 to 9	3,562	1 to 8

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Figure 10. Mean Number of Attempts to Pass CalTPA: MS and SS by Version, 2025-26

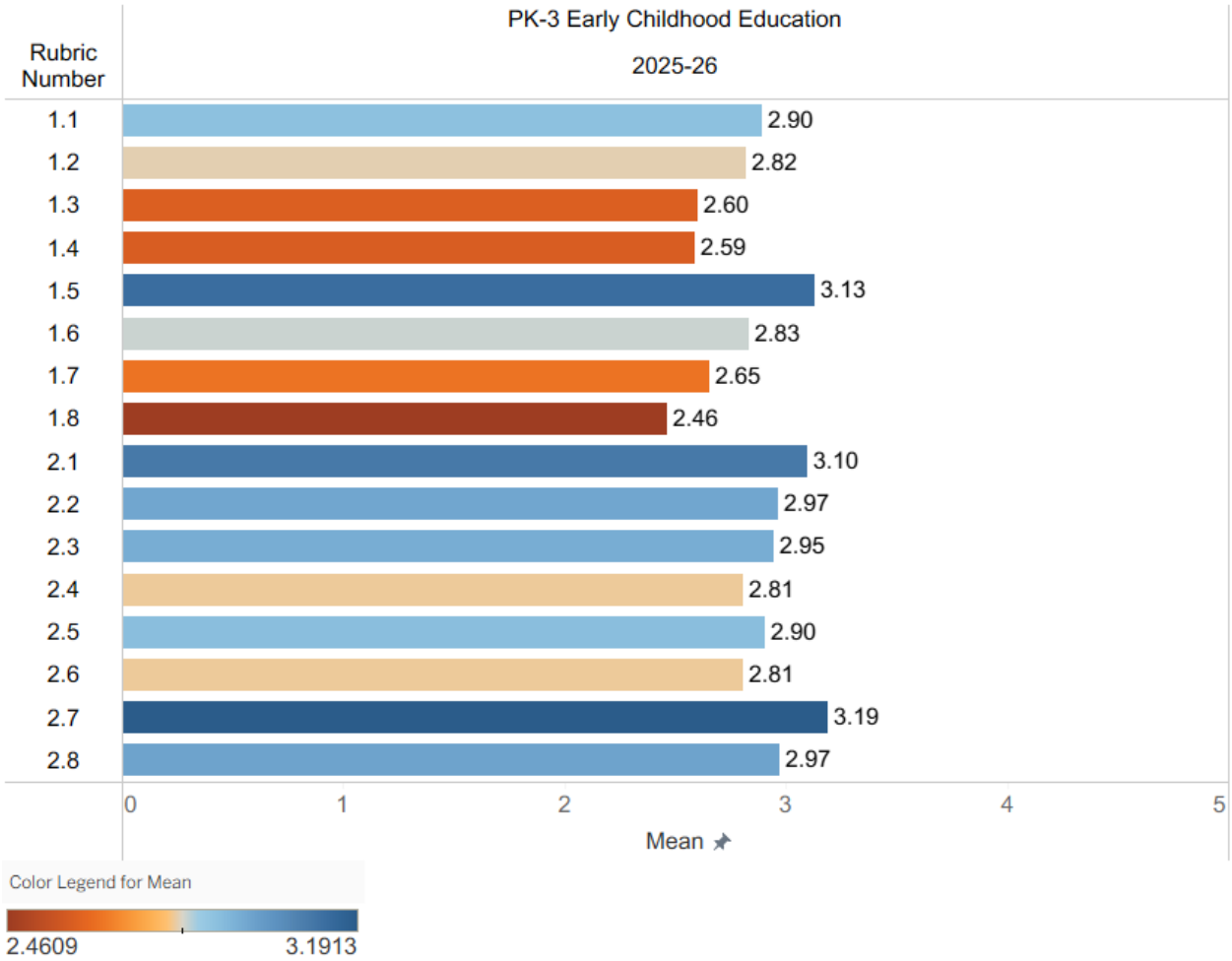


Table 11. Range of Attempts to Pass CalTPA: MS and SS by Version, 2025-26

Academic Year	MS Number Passed	MS Range of Attempts	SS Number Passed	SS Range of Attempts
Version 1	3,687	1 to 4	2,455	1 to 4
Combination	1,489	1 to 9	1,107	1 to 8

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Figure 11. CalTPA PK-3: Rubric First-Attempt Mean Score, 2025-26



Rubric Essential Questions:
Math Cycle: Learning About Children and Planning a Math Activity
Step 1: Plan

1.1 How does the candidate apply findings from recent math information to plan one play-based, UDL-focused math activity that leverages children's assets and monitor their progress in a safe, positive environment?

1.2 How does the candidate apply recent information to plan adaptation(s) to support the language development of FC1 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

1.3 How does the candidate apply recent information to plan adaptation(s) to support the math learning of FC2 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

1.4 How does the candidate apply recent information to adapt the environment to support FC3's well-being and/or behavior based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

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Step 2: Teach and Assess

1.5 How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that support their children in making progress toward meeting the math content and practice and math ALD learning goals?

1.6 How does the candidate engage children in play-based learning and observe, monitor, and respond to children intentionally to support children in making progress toward the math content and practice and math ALD learning goals?

Step 3: Reflect

1.7 How does the candidate reflect on the effectiveness of their play-based, UDL-focused math activity that leverages children's assets in a safe, positive environment (referring to evidence from Steps 1 and/or 2)?

Step 4: Apply

1.8 How does the candidate apply what they have learned to determine future steps for math content and practice and math ALD instruction (referring to evidence from Steps 1, 2, and/or 3)?

Literacy Cycle: Assessment-Driven Literacy Instruction

Step 1: Plan

2.1 How does the candidate's planning leverage children's assets, include assessments, align activities to create a progression of learning, and address developmentally appropriate ELA/Literacy and ELD goals?

2.2 How does the candidate apply findings from recent literacy assessments to plan for:

- the selected foundational reading skill(s) using a direct, systematic, and explicit approach to support the children's literacy and language development?
- the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the children's literacy and language development?

Step 2: Teach and Assess

2.3 How does the candidate provide instruction in the selected foundational reading skill(s) using a direct and explicit approach to actively engage children and support their progress toward meeting the ELA/Literacy and ELD goals?

2.4 How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework and use integrated ELD to actively engage children and support their progress toward meeting the ELA/Literacy and ELD goals?

2.5 How does the candidate use assessment(s) to monitor the children's learning and adjust instruction to support the children in progressing toward meeting the ELA/Literacy and ELD goals?

2.6 How does the candidate use assessment results to provide specific, actionable feedback to the children related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support the children's literacy and language development?

Step 3: Reflect

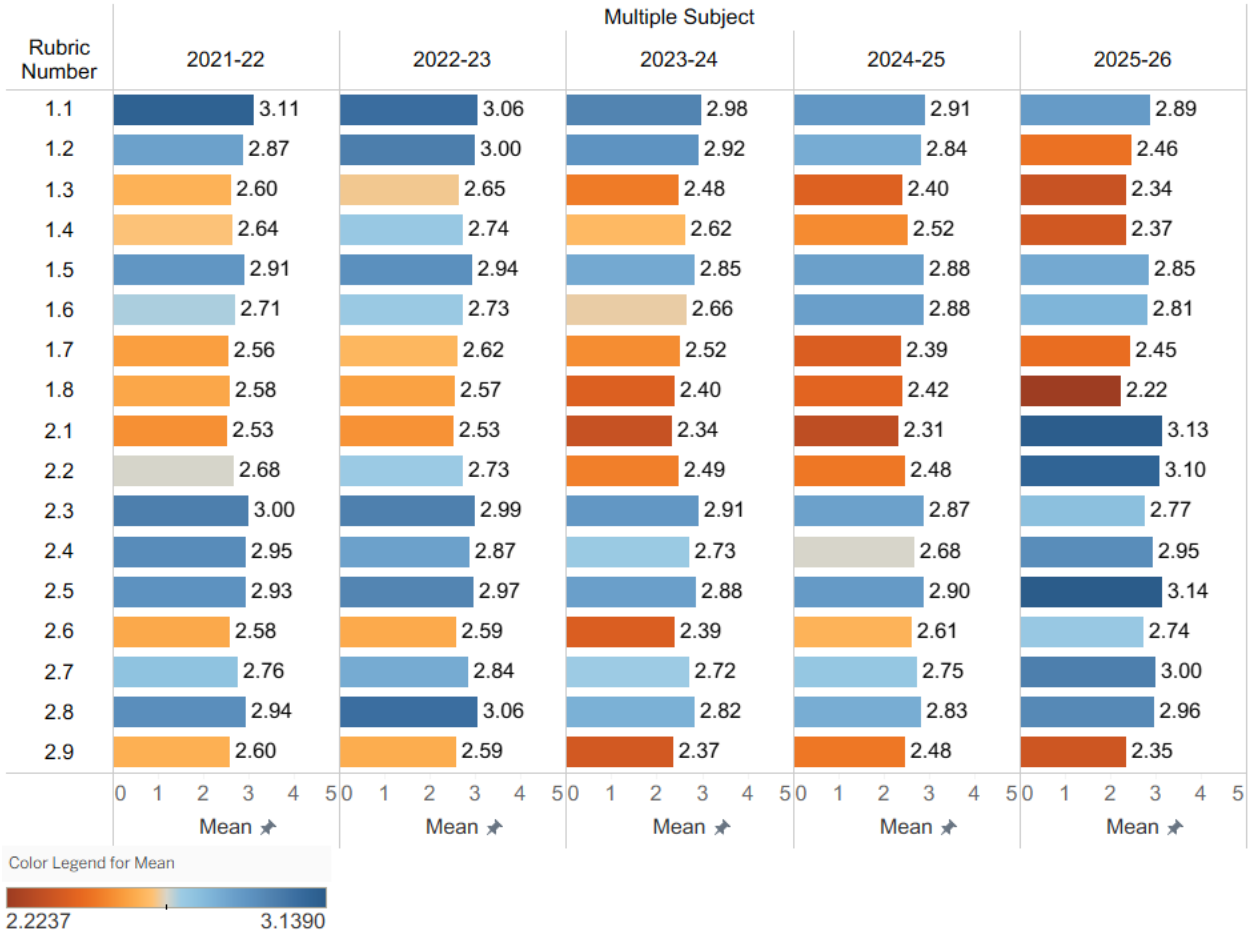
2.7 How does the candidate identify the children's understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective and what instructional changes they would make if they taught the activity plan again?

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Step 4: Reflect

2.8 How does the candidate apply the analysis of the FC's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?

Figure 12. CalTPA MS: Rubric First-Attempt Mean Score (all versions), 2021-22 to 2025-26



Rubric Essential Questions:

Math Cycle: Learning About Students and Planning a Math Activity

Step 1: Plan

1.1 How does the candidate apply findings from recent math information to plan one asset-based, UDL-focused math lesson and monitor student progress in a safe, positive environment?

1.2 How does the candidate apply recent information to plan adaptation(s) to support the language development of FS1 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

1.3 How does the candidate apply recent information to plan adaptation(s) to support the math learning of FS2 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

1.4 How does the candidate apply recent information to adapt the environment to support FS3's well-being and/or behavior based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

Step 2: Teach and Assess

1.5 How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that support their students in making progress toward meeting the math content and practice and math ALD learning goals?

1.6 How does the candidate engage students in active, higher-order thinking during the math lesson and monitor/respond intentionally to support students in making progress toward the math content and practice and math ALD learning goals?

Step 3: Reflect

1.7 How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson in a safe, positive learning environment (referring to evidence from Steps 1 and/or 2)?

Step 4: Apply

1.8 How does the candidate apply what they have learned to determine future steps for math content and practice and math ALD instruction (referring to evidence from Steps 1, 2, and/or 3)?

Literacy Cycle: Assessment-Driven Literacy Instruction

Step 1: Plan

2.1 How does the candidate's planning leverage students' assets, include assessments, align lessons to create a progression of learning, and address developmentally appropriate ELA/Literacy and ELD goals?

2.2 How does the candidate apply findings from recent literacy assessments to plan for:

- the selected foundational reading skill(s) using a direct, systematic, and explicit approach to support students' literacy and language development?
- the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support students' literacy and language development?

Step 2: Teach and Assess

2.3 How does the candidate provide instruction in the selected foundational reading skill(s) using a direct and explicit approach to actively engage students and support their progress toward meeting the ELA/Literacy and ELD goals?

2.4 How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework and use integrated ELD to actively engage students and support their progress toward meeting the ELA/Literacy and ELD goals?

2.5 How does the candidate use assessment(s) to monitor student learning and adjust instruction to support students in progressing toward meeting the ELA/Literacy and ELD goals?

2.6 How does the candidate use assessment results to provide specific, actionable feedback to students related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support students' literacy and language development?

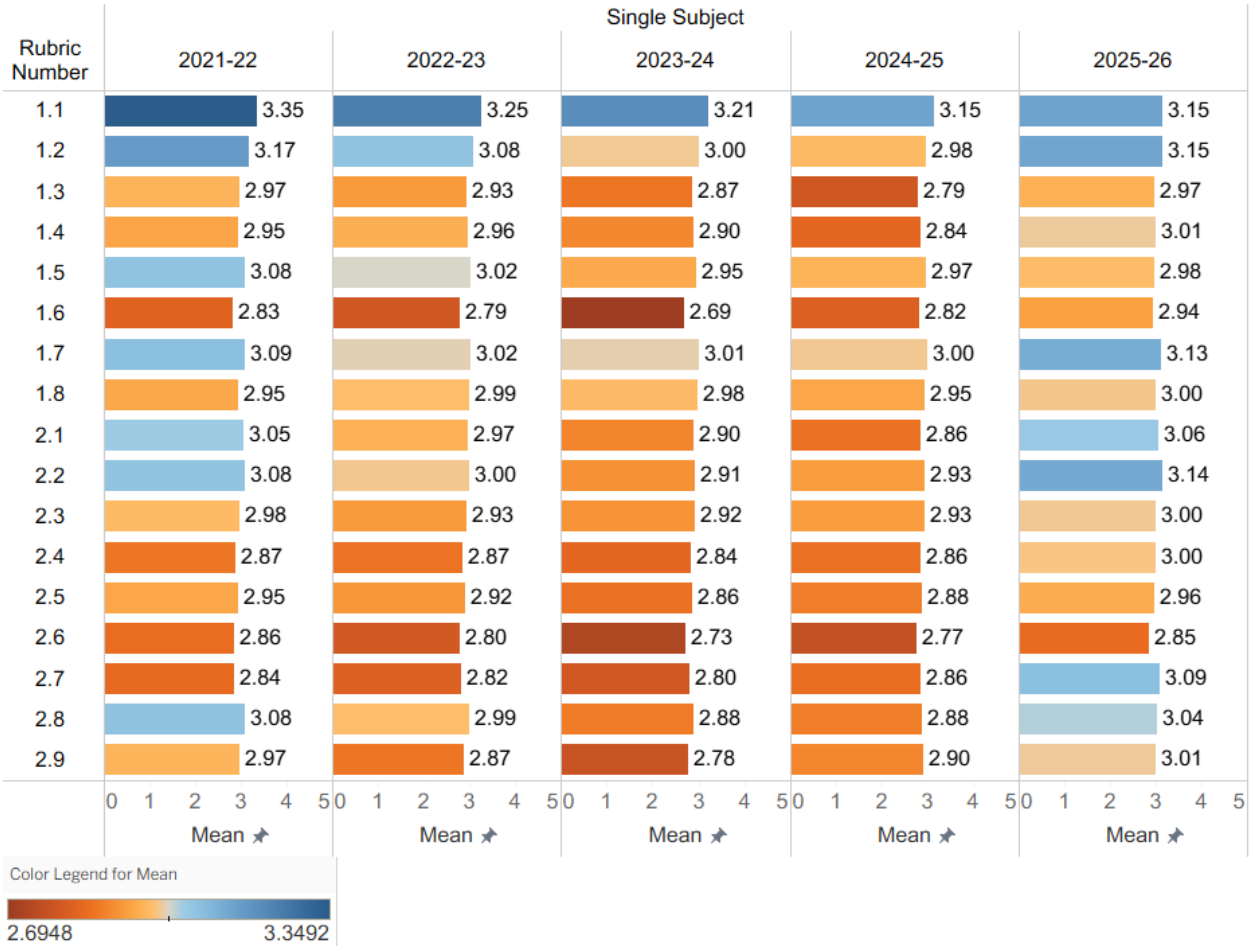
Step 3: Reflect

2.7 How does the candidate identify students' understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective and what instructional changes they would make if they taught the learning segment again?

Step 4: Apply

2.8 How does the candidate apply the analysis of the FS's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?

Figure 13. CalTPA SS: Rubric First-Attempt Mean Score (all versions), 2021-22 to 2025-26



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Rubric Essential Questions:

Instructional Cycle 1: Learning About Students and Planning Instruction

Step 1: Plan

1.1 How does the candidate apply findings from recent content-specific information to plan one asset-based, UDL-focused, content-specific lesson and monitor student progress in a safe, positive learning environment?

1.2 How does the candidate apply recent information to plan adaptation(s) to support the academic language development of FS1 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

1.3 How does the candidate apply recent information to plan adaptation(s) to support the content-specific learning of FS2 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

1.4 How does the candidate apply recent information to adapt the environment to support FS3's well-being and/or behavior based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

Step 2: Teach and Assess

1.5 How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that support their students in making progress toward meeting the content-specific and related content-specific ALD learning goals?

1.6 How does the candidate engage students in active, higher-order thinking during the content-specific lesson and monitor/respond intentionally to support students in making progress toward the content-specific and related ALD learning goals?

Step 3: Reflect

1.7 How does the candidate reflect on the effectiveness of their asset-based, UDL-focused, content-specific lesson in a safe, positive environment (referring to evidence from Steps 1 and/or 2)?

Step 4: Apply

1.8 How does the candidate apply what they have learned to determine future steps for content-specific learning and related ALD instruction (referring to evidence from Steps 1, 2, and/or 3)?

Instructional Cycle 2: Assessment-Driven Instruction

Step 1: Plan

2.1 How does the candidate's planning leverage students' assets, include assessments, and address appropriate content-specific and ELD goals?

2.2 How does the candidate plan a learning segment in which assessments, instructional strategies, and learning activities align and provide a progression of learning?

Step 2: Teach and Assess

2.3 How does the candidate engage the students in deep learning of the content to enhance their content-specific knowledge, skills, and/or abilities?

2.4 How does the candidate provide instruction that integrates ELD strategies to engage students and support their progress toward meeting the content-specific and ELD goals?

2.5 How does the candidate use assessment(s) to monitor student learning and adjust instruction to support students in progressing toward meeting the content-specific and ELD goals?

2.6 How does the candidate use assessment results to provide specific, actionable feedback to students about what they did well and/or their misconceptions/gaps in knowledge to support students' content and language development?

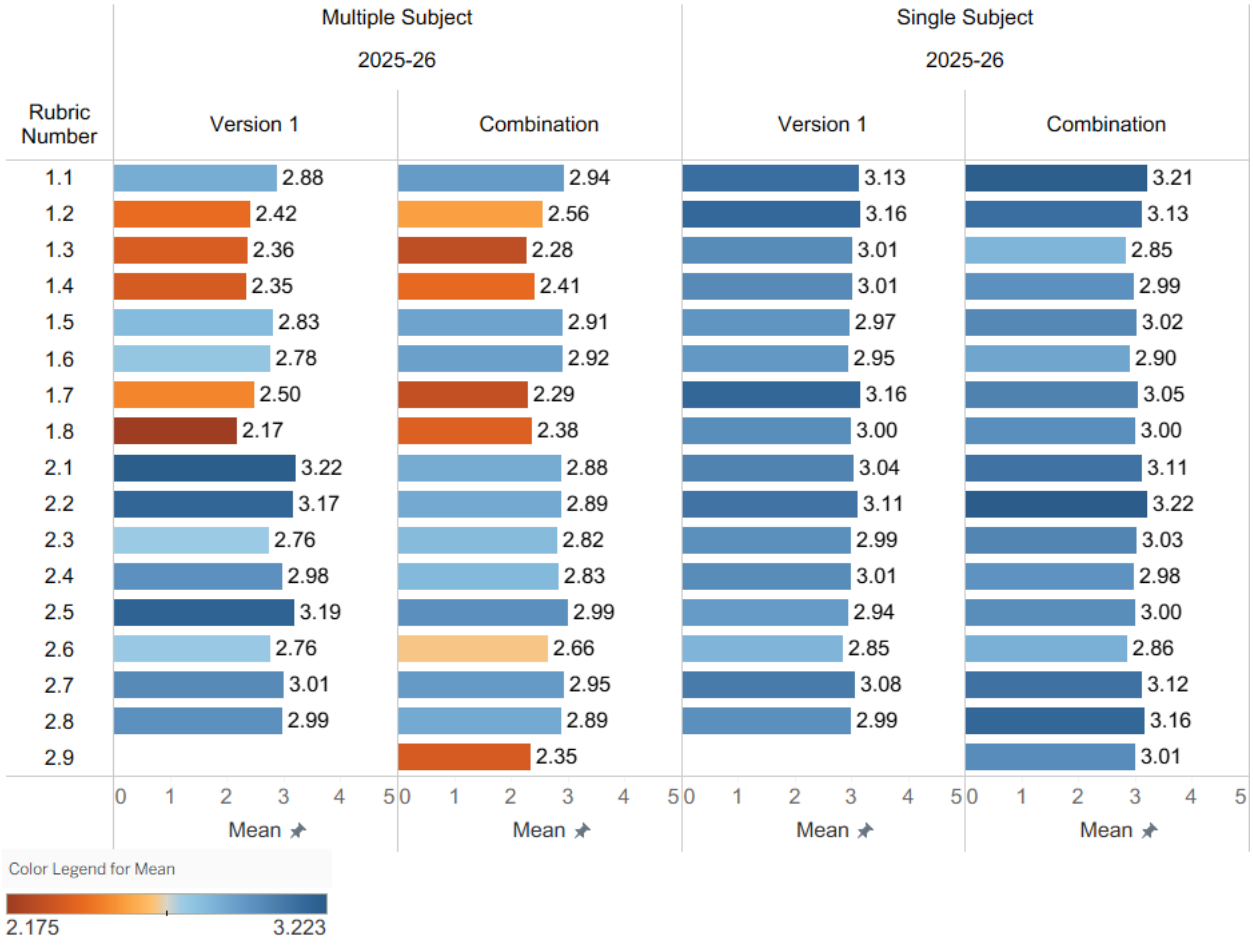
Step 3: Reflect

2.7 How does the candidate identify students' understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective and what instructional changes they would make if they taught the learning segment again?

Step 4: Apply

2.8 How does the candidate apply the analysis of the FS's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?

Figure 14. CalTPA MS and SS/WL Rubric First-Attempt Mean Score by Version in 2025-26



Next Steps

After reviewing the 2025-26 results and collecting feedback from programs, the Performance Assessment Team made a number of revisions to the assessments. The revisions made to Version 2 (2026–27) of the CalTPA MPA for MS and PK-3 and Instructional Cycle 1 for SS and WL candidates primarily streamlined document layout rather than changing core pedagogy.

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Structurally, the Math Performance Assessment (MPA) shifts Focus Student details from Part A (now max 4 pages) to Part C (now max 10 pages), while making the Part B lesson plan template mandatory with a 5-page limit. The automatic Level 1 constructs in Rubrics 1.1 and 1.5 were integrated into Levels 2 and 3. Based on rubric mean score data for Steps 3 and 4, prompts were revised to evaluate the impact of the candidate's instructional decisions rather than just their overall effectiveness.

Instructional Cycle 2: Assessment-Driven Instruction for SS and WL candidates, emphasizes planning a series of three lessons that build upon one another, encourage higher-order thinking, and include content-specific learning and ELD. While teaching the three lessons of the unit, candidates formatively assess students. After teaching all lessons, candidates engage students in a summative assessment. Using the information they gather, the candidate then reflects on the impact of their teaching and makes decisions about the next steps for instruction.

Similarly, the LPA emphasizes planning a series of three lessons that build upon one another bringing together Foundational Reading Skills with an additional theme from the ELA/ELD Framework and integrated ELD. While teaching the three lessons of the unit, candidates formatively assess students and after teaching all lessons, candidates engage students in a summative assessment. Using the information they gather, the candidate then reflects on the impact of their teaching and then makes decisions about the next steps for instruction. Across the steps of both the LPA and Cycle 2, instructions, rubrics, and templates were clarified to better support candidates in demonstrating their competency in the assessed TPEs.

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APPENDIX B

Education Specialist CalTPA 2025-26 Annual Report

Overview of Education Specialist CalTPA

The Education Specialist California Teaching Performance Assessment (EdSp CalTPA), owned and supported by the Commission Performance Assessment Team and administered by Evaluation Systems (Pearson), includes two cycles, each built on the Plan, Teach and Assess, Reflect, and Apply framework. Credential-specific versions of the TPA are available for candidates pursuing Mild to Moderate Supports Needs (MMSN), Extensive Support Needs (ESN), Early Childhood Special Education (ECSE), Deaf and Hard of Hearing (DHH), and Visual Impairments (VI) credentials. Candidates in all Education Specialist areas complete their first cycle in mathematics and their second cycle in literacy.

The EdSp CalTPA underwent a major structural overhaul, moving from Version 3 to Version 1 for the 2025–2026 academic year. This shift restructured the instructional cycles to fulfill new California state literacy mandates from Senate Bill 488. Under the 2025–2026 guidelines, the two instructional cycles evolved into content-specific assessments, allowing candidates to mix and match Version 3 and Version 1 submissions during the transition:

- **Version 3, Cycle 1 to Version 1, Math Performance Assessment (MPA)**: Candidates plan and teach one math lesson with a focus on academic language development (ALD).
- **Version 3, Cycle 2 to Version 1, Literacy Performance Assessment (LPA):** Candidates plan and teach 3-5 literacy lessons and submit student work samples that explicitly demonstrates the teaching of foundational reading, language and literacy skills with a focus on English Language Development (ELD).

Despite shifting to specific content areas, both versions retain the same four sequential steps in their clinical field experience: Plan, Teach and Assess, Reflect, and Apply.

2025-26 was also the first year of implementation for the EdSp CalTPA for Deaf and Hard of Hearing (DHH), Early Childhood Special Education (ECSE), and Visual Impairment (VI) candidates. However, no VI candidates submitted completed TPAs in the 2025-26 academic year, and so no VI data are included.

Program and Candidate Supports

During the 2025-26 academic year, the Commission's Performance Assessment Team provided a number of EdSp CalTPA-specific supports for both programs and candidates, detailed in the table below. These ranged from office hours for candidates and program coordinators and faculty to Professional Learning Community gatherings to webinars for faculty focused on common challenge areas.

Table 12. EdSp CalTPA Supports Provided by Commission Performance Assessment Team

Event	Description
Candidate Office Hours	Every week the PA team hosts office hours (Sept-July) for candidates to ask their specific EdSp CalTPA questions. • Wednesdays, 4:15 to 5 pm

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Program Office Hours	Twice a month the PA team hosts office hours (Sept-June) for program and faculty to ask their specific EdSp CalTPA questions. • 1st and 3rd Fridays, 10 to 10:30 am
New Materials Preview	In this webinar series, the PA team provided a preview of the new Version 1 (V1) MPA/LPA templates as well as an overview of upcoming changes to expect in the new assessment guides. • Mild/Moderate/Extensive Support Needs: August 20, 2025, 1 to 3 pm • Early Childhood Special Education/Deaf, Hard of Hearing/Visual Impairments: August 21, 2025, 1 to 3 pm
Deep Dive Webinars	During the month of October, the PA team provided a deep dive into each of the new Version 1 (V1) MPA/LPA assessment guides, rubrics, and templates for all five Education Specialist CalTPAs. • Mild/Moderate/Extensive Support Needs: October 2, 2025, 1 to 3 pm • Early Childhood Special Education: October 8, 2025, 1 to 3 pm • Deaf and Hard of Hearing: October 22, 2025, 9 am to 12 pm • Visual Impairments: October 15, 2025, 9 to 11 am
Digging Deeper Webinars	In this six-part webinar series, the PA team provided a thorough review of the new Version 1 assessment guides and templates. • Program Guide & Candidate Supports: September 11, 2025, 1 to 2:30 pm • Coaching & Mentoring Teachers/Leaders: October 9, 2025, 1 to 2:30 pm • Using Video & Commentary to Reflect and Improve Practice: November 13, 2025, 1 to 2:30 pm • What You Do and Why: Reflecting on Practice: January 15, 2026, 1 to 2:30 pm • Equity Focused Teaching and Leadership: March 26, 2026, 1 to 2:30 pm • Embedding the CalAPA and 2026-2027 Academic Year Planning: April 23, 2026, 1 to 2:30 pm
Professional Learning Community (PLC) Meetings	Monthly meetings (Oct-May) for the EdSp CalTPA community to come together and discuss ongoing topics and supports available for their candidates. • Second Friday of each month, 9 to 10 am
EdSp CalTPA Coordinator Meetings	Three times per year the PA team hosts program coordinator meetings. The September webinar is for new coordinators and was designed to support and equip new coordinators with the tools they will need as they lead or support program faculty and candidates in the 2025-26 academic year. The remaining meetings are for returning coordinators as quarterly and annual rubric level data is reviewed and discussed for continuous improvement efforts. • New Coordinator Orientation: September 9, 2025, 9 am to 12 pm • Winter Coordinator Meeting: January 22, 2026, 1 to 3 pm • Summer Coordinator Meeting: June 11, 2026, 1 to 3 pm

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Meredith Fellows Implementation Conference (MFIC)	The Meredith Fellows Implementation Conference (MFIC) is a two- day virtual conference held annually by the CTC Performance Assessment team. MFIC provides space for all California-accredited educator preparation programs to learn with/from one another best practices for supporting candidates with the teacher and administrator performance assessments. • February 5-6, 2026, 8:30 am to 1 pm

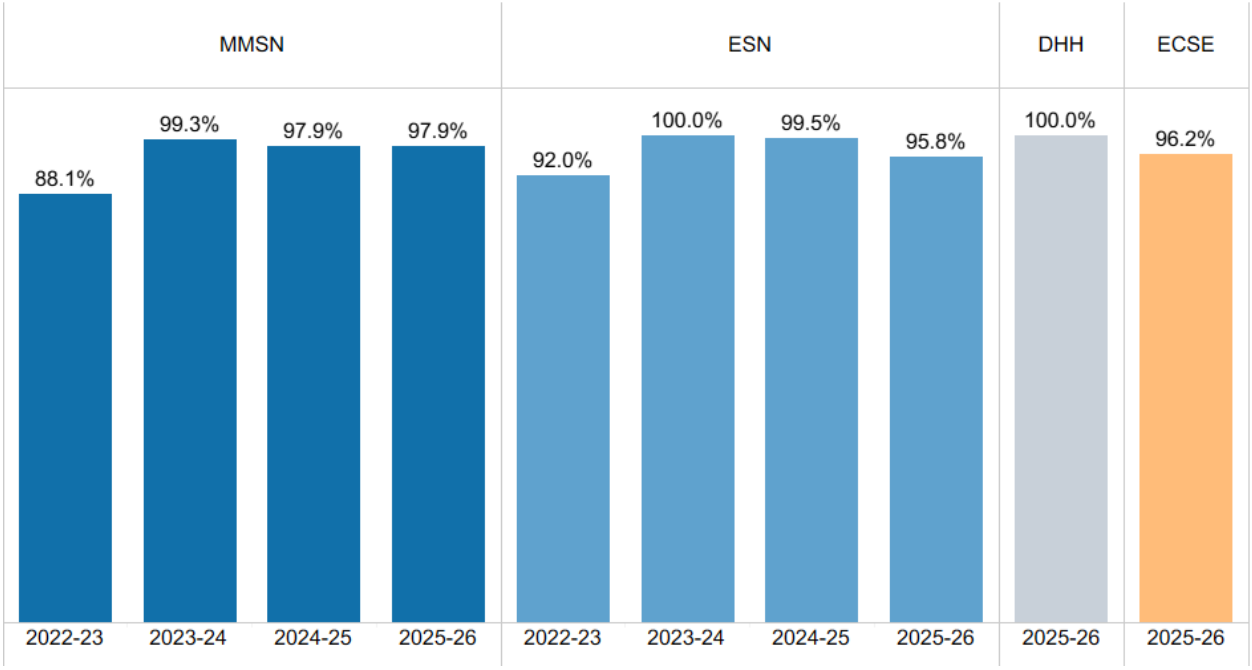
Version 1 Results

The tables and figures below provide data on the annual administrations of the EdSp CalTPA for MMSN, ESN, ECSE, and DHH credential areas. No VI candidates submitted an EdSp CalTPA TPA in the 2025-26 academic year, and so no EdSp CalTPA: VI data are presented. As discussed above, new versions of the assessments were implemented in the 2025-26 academic year. However, candidates had the option to combine a cycle from the previous version with a cycle from the new version. For this reason, for 2025-26, results are provided for both Combined Cycles, meaning submissions that combined a Version 3 cycle with a Version 1 cycle, and for Cycle 1, the updated 2025-26 version.

There were 31 examinees in the 2025-26 academic year who passed the CalTPA with different credential areas (dual teaching). They were not included in the EdSp CalTPA tables below.

Please note: A submission was included in the academic year when the second cycle was submitted. For example, if a candidate submitted their first cycle in Academic Year X and their second cycle in Academic Year Y, the submission was included in Academic Year Y.

Figure 15. EdSp CalTPA: MMSN, ESN, DHH, ECSE Overall Pass Rates, 2022-23 to 2025-26



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Table 13. Number of EdSp CalTPA MMSN, ESN, DHH, and ECSE Submissions, 2022-23 to 2025-26

Academic Year	MMSN Number Submitted (Number Passed)	ESN Number Submitted (Number Passed)	DHH Number Submitted (Number Passed)	ECSE Number Submitted (Number Passed)
2022-23	160 (141)	50 (46)	-	-
2023-24	540 (536)	215 (215)	-	-
2024-25	875 (857)	374 (372)	-	-
2025-26	1,430 (1,400)	591 (566)	6 (6)	52 (50)

Figure 16. EdSp CalTPA MMSN and ESN Overall Pass Rate by Version in 2025-26

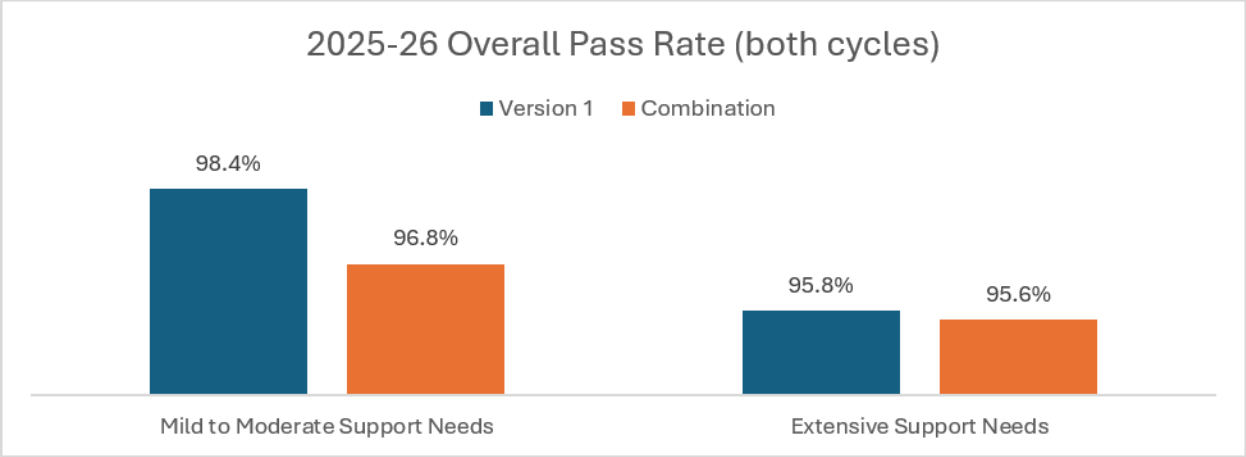


Table 14. Number of EdSp CalTPA MMSN, ESN, DHH, and ECSE Candidates Submissions by Version in 2025-26

Assessment Version	MMSN Number Submitted All Cycles	MMSN Number (and Percent) Passed	ESN Number Submitted All Cycles	ESN Number (and Percent) Passed
Version 1	3,783	3,687 (97.4%)	2,485	2,455 (98.8%)
Combination	1,756	1,489 (84.8%)	1,175	1,108 (94.3%)

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Figure 17. First-Attempt EdSp CalTPA MMSN, ESN, DHH, and ECSE Pass Rates, 2022-23 to 2025-26

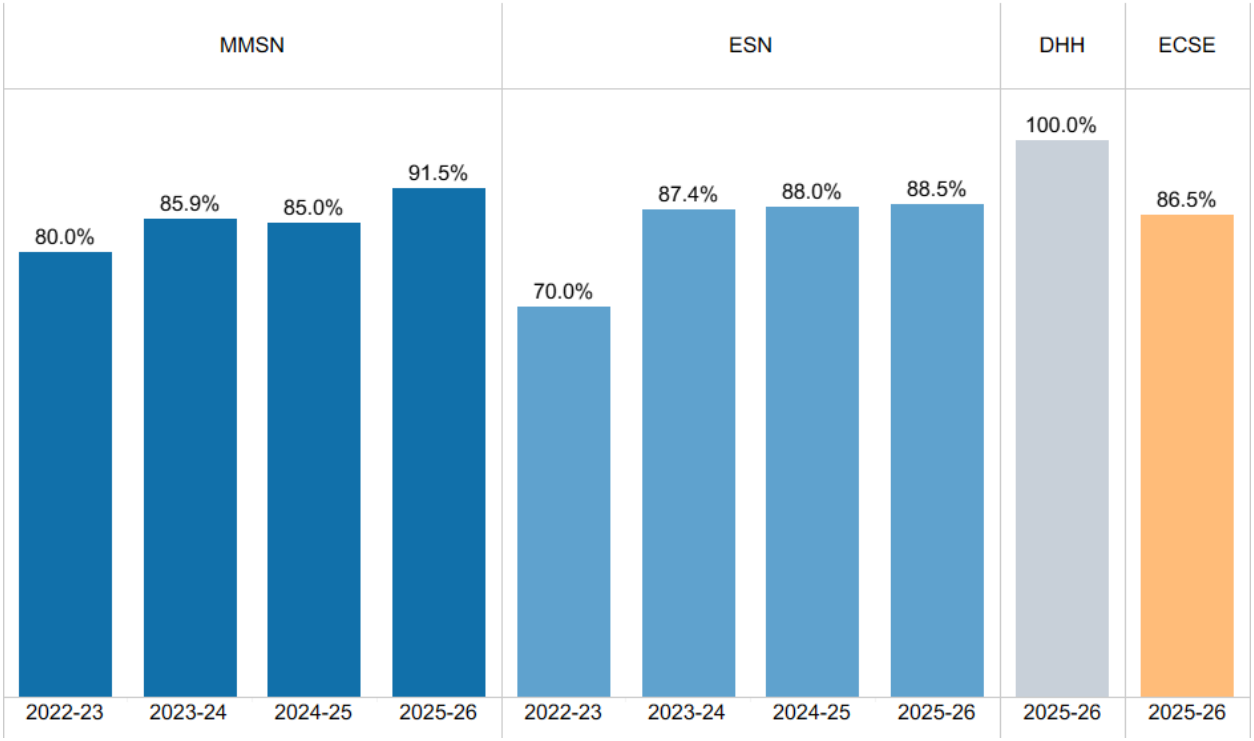


Table 15. Number of EdSp CalTPA MMSN, ESN, DHH, and ECSE Submission Passed on First-Attempt by Version, 2022-23 to 2025-26

Academic Year	MMSN Number Submitted (Number Passed on First Attempt)	ESN Number Submitted (Number Passed on First Attempt)	DHH Number Submitted (Number Passed on First Attempt)	ECSE Number Submitted (Number Passed on First Attempt)
2022-23	160 (128)	50 (35)	-	-
2023-24	540 (464)	215 (188)	-	-
2024-25	875 (744)	374 (329)	-	-
2025-26	1,430 (1,308)	591 (523)	6 (6)	52 (45)

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Figure 18. EdSp CalTPA MMSN and ESN First-Attempt Pass Rates by Version in 2025-26

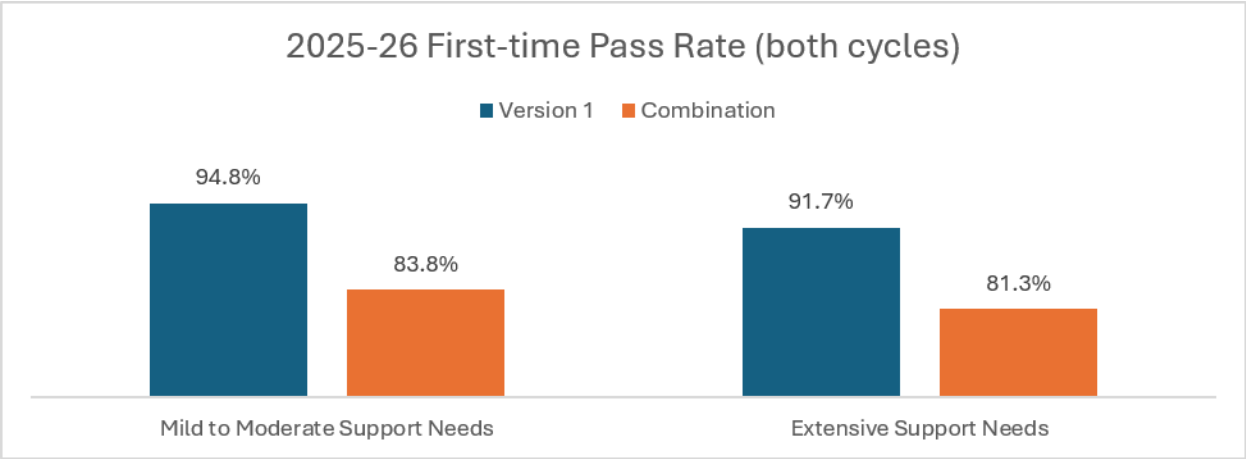


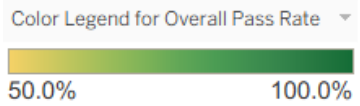
Table 16. Number of EdSP CalTPA MMSN and ESN Submission Passed on First-Attempt by Version in 2025-26

Assessment Version	MMSN Number Submitted All Cycles	MMSN Number (and Percent) First-Attempt Passed	ESN Number Submitted All Cycles	ESN Number (and Percent) First-Attempt Passed
Version 1	988	946 (95.7%)	409	375 (91.7%)
Combination	432	362 (83.8%)	182	148 (81.3%)

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Figure 19. Overall EdSp CalTPA MMSN, ESN, DHH, ECSE Pass Rates by Demographic, 2022-23 to 2025-26

		2022-23	2023-24	2024-25	2025-26
Mild to Moderate Support Needs	Female	88.5%	99.8%	98.4%	98.3%
	Male	85.2%	97.2%	96.3%	96.9%
	Nonbinary		100.0%	100.0%	100.0%
	Decline to State Gender Identity	100.0%	100.0%	100.0%	96.9%
	American Indian or Alaska Native	100.0%	100.0%	100.0%	88.9%
	Asian	78.6%	100.0%	96.9%	98.5%
	Black or African American	66.7%	100.0%	95.5%	94.9%
	Hispanic or Latino	88.7%	99.1%	98.1%	97.9%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%	100.0%	100.0%
	Other	60.0%	100.0%	100.0%	97.9%
	White	90.8%	99.5%	98.0%	98.6%
	Decline to State Race/Ethnicity	100.0%	95.0%	100.0%	96.9%
Extensive Support Needs	Female	90.7%	100.0%	99.3%	95.6%
	Male	100.0%	100.0%	100.0%	96.8%
	Nonbinary	100.0%	100.0%	100.0%	
	Decline to State Gender Identity		100.0%	100.0%	90.0%
	American Indian or Alaska Native			0.0%	100.0%
	Asian	100.0%	100.0%	100.0%	96.0%
	Black or African American	0.0%	100.0%	100.0%	97.0%
	Hispanic or Latino	92.0%	100.0%	100.0%	94.0%
	Native Hawaiian or Other Pacific Islander			100.0%	100.0%
	Other	100.0%	100.0%	100.0%	91.7%
	White	100.0%	100.0%	99.2%	97.5%
	Decline to State Race/Ethnicity	100.0%	100.0%	100.0%	100.0%
Deaf and Hard of Hearing	Female				100.0%
	Male				
	Asian				100.0%
	Hispanic or Latino				100.0%
	White				100.0%
	Decline to State Race/Ethnicity				
Early Childhood Special Education	Female				98.0%
	Male				50.0%
	Decline to State Gender Identity				100.0%
	Asian				100.0%
	Black or African American				100.0%
	Hispanic or Latino				100.0%
	Other				100.0%
	White				86.7%
	Decline to State Race/Ethnicity				100.0%



Note: There were no MMSN and ESN examinees who identified as Multiracial. There were no DHH examinees who identified as Nonbinary, American Indian or Alaskan Native, Asian, Black or African American, Multiracial, Native Hawaiian or Other Pacific Islander, and Other. There were no ECSE examinees who identified as Nonbinary, American Indian or Alaskan Native, or Multiracial.

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Table 17. Number of EdSp CalTPA MMSN, ESN, DHH, and ECSE Submissions by Demographic, 2022-23 to 2025-26

Credential Area	Demographic	2022-23 Number Submitted (Number Passed)	2023-24 Number Submitted (Number Passed)	2024-25 Number Submitted (Number Passed)	2025-26 Number Submitted (Number Passed)
MMSN	Female	131 (116)	421 (420)	638 (628)	1,031 (1,013)
MMSN	Male	27 (23)	106 (103)	217 (209)	358 (347)
MMSN	Nonbinary	0	4 (4)	3 (3)	9 (9)
MMSN	Decline to State Gender Identity	2 (2)	9 (9)	17 (17)	32 (31)
MMSN	American Indian or Alaska Native	3 (3)	5 (5)	5 (5)	9 (8)
MMSN	Asian	14 (11)	45 (45)	64 (62)	131 (129)
MMSN	Black or African American	3 (2)	24 (24)	66 (63)	99 (94)
MMSN	Hispanic or Latino	53 (47)	216 (214)	361 (354)	584 (572)
MMSN	Multiracial	0	0	0	0
MMSN	Native Hawaiian or Other Pacific Islander	1 (1)	3 (3)	6 (6)	7 (7)
MMSN	Other	5 (3)	29 (29)	34 (34)	48 (47)
MMSN	White	76 (69)	198 (197)	297 (291)	488 (481)
MMSN	Decline to State	5 (5)	20 (19)	42 (42)	64 (62)
ESN	Female	43 (39)	156 (156)	282 (280)	456 (436)
ESN	Male	6 (6)	54 (54)	85 (85)	125 (121)
ESN	Nonbinary	1 (1)	1 (1)	3 (3)	0
ESN	Decline to State Gender Identity	0	4 (4)	4 (4)	10 (9)
ESN	American Indian or Alaska Native	0	0	1 (0)	3 (3)

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Credential Area	Demographic	2022-23 Number Submitted (Number Passed)	2023-24 Number Submitted (Number Passed)	2024-25 Number Submitted (Number Passed)	2025-26 Number Submitted (Number Passed)
ESN	Asian	2 (2)	17 (17)	42 (42)	50 (48)
ESN	Black or African American	2 (0)	21 (21)	20 (20)	33 (32)
ESN	Hispanic or Latino	25 (23)	75 (75)	148 (148)	252 (237)
ESN	Multiracial	0	0	0	0
ESN	Native Hawaiian or Other Pacific Islander	0	0	5 (5)	7 (7)
ESN	Other	1 (1)	8 (8)	18 (18)	24 (22)
ESN	White	19 (19)	85 (85)	129 (128)	197 (192)
ESN	Decline to State Race/Ethnicity	1 (1)	9 (9)	11 (11)	25 (25)
DHH	Female	-	-	-	6 (6)
DHH	Male	-	-	-	0
DHH	Nonbinary	-	-	-	0
DHH	Decline to State Gender Identity	-	-	-	0
DHH	American Indian or Alaska Native	-	-	-	0
DHH	Asian	-	-	-	1 (1)
DHH	Black or African American	-	-	-	0
DHH	Hispanic or Latino	-	-	-	2 (2)
DHH	Multiracial	-	-	-	0
DHH	Native Hawaiian or Other Pacific Islander	-	-	-	0
DHH	Other	-	-	-	0
DHH	White	-	-	-	3 (3)

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Credential Area	Demographic	2022-23 Number Submitted (Number Passed)	2023-24 Number Submitted (Number Passed)	2024-25 Number Submitted (Number Passed)	2025-26 Number Submitted (Number Passed)
DHH	Decline to State Race/Ethnicity	-	-	-	0
ECSE	Female	-	-	-	49 (48)
ECSE	Male	-	-	-	2 (1)
ECSE	Nonbinary	-	-	-	0
ECSE	Decline to State Gender Identity	-	-	-	1 (1)
ECSE	American Indian or Alaska Native	-	-	-	0
ECSE	Asian	-	-	-	2 (2)
ECSE	Black or African American	-	-	-	4 (4)
ECSE	Hispanic or Latino	-	-	-	28 (28)
ECSE	Multiracial	-	-	-	0
ECSE	Native Hawaiian or Other Pacific Islander	-	-	-	0
ECSE	Other	-	-	-	1 (1)
ECSE	White	-	-	-	15 (13)
ECSE	Decline to State Race/Ethnicity	-	-	-	2 (2)

*Note: *Attempts = The number of examinees who attempted all cycles.*

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Figure 20. EdSp CalTPA MMSN and ESN Overall Pass Rates by Version and Demographic in 2025-26

		2025-26	
		Version 1	Combination
Mild to Moderate Support Needs	Female	98.4%	97.9%
	Male	98.7%	93.7%
	Nonbinary	100.0%	100.0%
	Decline to State Gender Identity	95.0%	100.0%
	American Indian or Alaska Native	85.7%	100.0%
	Asian	99.0%	97.1%
	Black or African American	98.6%	86.7%
	Hispanic or Latino	97.7%	98.5%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%
	Other	100.0%	93.8%
	White	99.2%	96.9%
	Decline to State Race/Ethnicity	97.6%	95.5%
Extensive Support Needs	Female	95.2%	96.5%
	Male	98.8%	92.3%
	Decline to State Gender Identity	87.5%	100.0%
	American Indian or Alaska Native	100.0%	
	Asian	96.9%	94.4%
	Black or African American	96.2%	100.0%
	Hispanic or Latino	93.8%	94.7%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%
	Other	92.9%	90.0%
	White	97.8%	96.8%
	Decline to State Race/Ethnicity	100.0%	100.0%

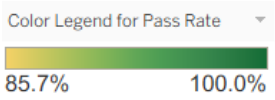


Table 18. Number EdSp CalTPA MMSN and ESN Submissions and Passed on First Attempt by Version and Demographic in 2025-26

Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number First-Attempt Passed	Combination Number Submitted All Cycles	Combination Number First-Attempt Passed
MMSN	Female	740	728	291	285
MMSN	Male	231	228	127	119
MMSN	Nonbinary	7	7	2	2
MMSN	Decline to State Gender Identity	20	19	12	12
MMSN	American Indian or Alaska Native	7	6	2	2
MMSN	Asian	97	96	34	33
MMSN	Black or African American	69	68	30	26

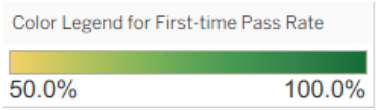
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Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number First-Attempt Passed	Combination Number Submitted All Cycles	Combination Number First-Attempt Passed
MMSN	Hispanic or Latino	385	376	199	196
MMSN	Multiracial	0	0	0	0
MMSN	Native Hawaiian or Other Pacific Islander	6	6	1	1
MMSN	Other	32	32	16	15
MMSN	White	360	357	128	124
MMSN	Decline to State Race/Ethnicity	42	41	22	21
ESN	Female	315	300	141	136
ESN	Male	86	85	39	36
ESN	Nonbinary	0	0	0	0
ESN	Decline to State Gender Identity	8	7	2	2
ESN	American Indian or Alaska Native	3	3	0	0
ESN	Asian	32	31	18	17
ESN	Black or African American	26	25	7	7
ESN	Hispanic or Latino	176	165	76	72
ESN	Multiracial	0	0	0	0
ESN	Native Hawaiian or Other Pacific Islander	6	6	1	1
ESN	Other	14	13	10	9
ESN	White	135	132	62	60
ESN	Decline to State Race/Ethnicity	17	17	8	8

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Figure 21. EdSp CalTPA MMSN, ESN, DHH, ECSE First-Attempt Pass Rates by Demographic, 2022-23 to 2025-26

		2022-23	2023-24	2024-25	2025-26
Mild to Moderate Support Needs	Female	81.7%	87.4%	87.0%	91.9%
	Male	70.4%	82.1%	79.3%	89.7%
	Nonbinary		75.0%	100.0%	100.0%
	Decline to State Gender Identity	100.0%	66.7%	82.4%	93.8%
	American Indian or Alaska Native	100.0%	100.0%	80.0%	66.7%
	Asian	78.6%	77.8%	85.9%	93.1%
	Black or African American	66.7%	83.3%	83.3%	81.8%
	Hispanic or Latino	77.4%	87.0%	85.9%	92.0%
	Native Hawaiian or Other Pacific Islander	100.0%	66.7%	66.7%	100.0%
	Other	60.0%	86.2%	88.2%	87.5%
	White	81.6%	86.9%	85.9%	93.0%
	Decline to State Race/Ethnicity	100.0%	85.0%	73.8%	92.2%
Extensive Support Needs	Female	69.8%	87.8%	89.7%	88.6%
	Male	83.3%	85.2%	82.4%	88.0%
	Nonbinary	0.0%	100.0%	66.7%	
	Decline to State Gender Identity		100.0%	100.0%	90.0%
	American Indian or Alaska Native			0.0%	100.0%
	Asian	50.0%	94.1%	90.5%	90.0%
	Black or African American	0.0%	76.2%	85.0%	87.9%
	Hispanic or Latino	76.0%	86.7%	91.2%	87.7%
	Native Hawaiian or Other Pacific Islander			100.0%	71.4%
	Other	100.0%	100.0%	72.2%	79.2%
	White	68.4%	90.6%	86.8%	91.4%
	Decline to State Race/Ethnicity	100.0%	66.7%	81.8%	84.0%
Deaf and Hard of Hearing	Female				100.0%
	Asian				100.0%
	Hispanic or Latino				100.0%
	White				100.0%
Early Childhood Special Education	Female				87.8%
	Male				50.0%
	Decline to State Gender Identity				100.0%
	Asian				100.0%
	Black or African American				75.0%
	Hispanic or Latino				89.3%
	Other				100.0%
	White				80.0%
	Decline to State Race/Ethnicity				100.0%



Note: There were no MMSN and ESN examinees who identified as Multiracial. There were no DHH examinees who identified as Nonbinary, American Indian or Alaskan Native, Asian, Black or African American, Multiracial, Native Hawaiian or Other Pacific Islander, and Other. There were no ECSE examinees who identified as Nonbinary, American Indian or Alaskan Native, or Multiracial.

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Table 19. Number of EdSp CalTPA MMSN, ESN, DHH, and ECSE Submissions and Passed on First Attempt by Demographic, 2022-23 to 2025-26

Credential Area	Demographic	2022-23 Number Submitted (Passed First Attempt)	2023-24 Number Submitted (Passed First Attempt)	2024-25 Number Submitted (Passed First Attempt)	2025-26 Number Submitted (Passed First Attempt)
MMSN	Female	131 (107)	421 (368)	638 (555)	1,031 (948)
MMSN	Male	27 (19)	106 (87)	217 (172)	358 (321)
MMSN	Nonbinary	0	4 (3)	3 (3)	9 (9)
MMSN	Decline to State Gender Identity	2 (2)	9 (6)	17 (14)	32 (30)
MMSN	American Indian or Alaska Native	3 (3)	5 (5)	5 (4)	9 (6)
MMSN	Asian	14 (11)	45 (35)	64 (55)	131 (122)
MMSN	Black or African American	3 (2)	24 (20)	66 (55)	99 (81)
MMSN	Hispanic or Latino	53 (41)	216 (188)	361 (310)	584 (537)
MMSN	Multiracial	0	0	0	0
MMSN	Native Hawaiian or Other Pacific Islander	1 (1)	3 (2)	6 (4)	7 (7)
MMSN	Other	5(3)	29(25)	34(30)	48 (42)
MMSN	White	76 (62)	198 (172)	297 (255)	488 (454)
MMSN	Decline to State	5 (5)	20 (17)	42 (31)	64 (59)
ESN	Female	43 (30)	156 (137)	282 (253)	456 (404)
ESN	Male	6 (5)	54 (46)	85 (70)	125 (110)
ESN	Nonbinary	1 (0)	1 (1)	3 (2)	0
ESN	Decline to State Gender Identity	0	4 (4)	4 (4)	10 (9)
ESN	American Indian or Alaska Native	0	0	1(0)	3 (3)

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Credential Area	Demographic	2022-23 Number Submitted (Passed First Attempt)	2023-24 Number Submitted (Passed First Attempt)	2024-25 Number Submitted (Passed First Attempt)	2025-26 Number Submitted (Passed First Attempt)
ESN	Asian	2 (1)	17 (16)	42 (38)	50 (45)
ESN	Black or African American	2 (0)	21 (16)	20 (17)	33 (29)
ESN	Hispanic or Latino	25 (19)	75 (65)	148 (135)	252 (221)
ESN	Multiracial	0	0	0	0
ESN	Native Hawaiian or Other Pacific Islander	0	0	5 (5)	7 (5)
ESN	Other	1 (1)	8 (8)	18 (13)	24 (19)
ESN	White	19 (13)	85 (77)	129 (112)	197 (180)
ESN	Decline to State Race/Ethnicity	1 (1)	9 (6)	11 (9)	25 (21)
DHH	Female	-	-	-	6 (6)
DHH	Male	-	-	-	0
DHH	Nonbinary	-	-	-	0
DHH	Decline to State Gender Identity	-	-	-	0
DHH	American Indian or Alaska Native	-	-	-	0
DHH	Asian	-	-	-	1 (1)
DHH	Black or African American	-	-	-	0
DHH	Hispanic or Latino	-	-	-	2 (2)
DHH	Multiracial	-	-	-	0
DHH	Native Hawaiian or Other Pacific Islander	-	-	-	0
DHH	Other	-	-	-	0
DHH	White	-	-	-	3 (3)

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Credential Area	Demographic	2022-23 Number Submitted (Passed First Attempt)	2023-24 Number Submitted (Passed First Attempt)	2024-25 Number Submitted (Passed First Attempt)	2025-26 Number Submitted (Passed First Attempt)
DHH	Decline to State Race/Ethnicity	-	-	-	0
ECSE	Female	-	-	-	49 (43)
ECSE	Male	-	-	-	2 (1)
ECSE	Nonbinary	-	-	-	0
ECSE	Decline to State Gender Identity	-	-	-	1 (1)
ECSE	American Indian or Alaska Native	-	-	-	0
ECSE	Asian	-	-	-	2 (2)
ECSE	Black or African American	-	-	-	4 (3)
ECSE	Hispanic or Latino	-	-	-	28 (25)
ECSE	Multiracial	-	-	-	0
ECSE	Native Hawaiian or Other Pacific Islander	-	-	-	0
ECSE	Other	-	-	-	1 (1)
ECSE	White	-	-	-	15 (12)
ECSE	Decline to State Race/Ethnicity	-	-	-	2 (2)

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Figure 22. First-Attempt EdSp CalTPA MMSN, ESN Pass Rates by Version and Demographic, 2025-26

		2025-26 Version 1	2025-26 Combination
Mild to Moderate Support Needs	Female	95.4%	83.2%
	Male	92.6%	84.3%
	Nonbinary	100.0%	100.0%
	Decline to State Gender Identity	95.0%	91.7%
	American Indian or Alaska Native	71.4%	50.0%
	Asian	94.8%	88.2%
	Black or African American	89.9%	63.3%
	Hispanic or Latino	94.5%	86.9%
	Native Hawaiian or Other Pacific Islander	100.0%	100.0%
	Other	93.8%	75.0%
	White	96.4%	83.6%
	Decline to State Race/Ethnicity	95.2%	86.4%
Extensive Support Needs	Female	91.4%	82.3%
	Male	93.0%	76.9%
	Decline to State Gender Identity	87.5%	100.0%
	American Indian or Alaska Native	100.0%	
	Asian	93.8%	83.3%
	Black or African American	88.5%	85.7%
	Hispanic or Latino	91.5%	78.9%
	Native Hawaiian or Other Pacific Islander	83.3%	0.0%
	Other	92.9%	60.0%
	White	92.6%	88.7%
	Decline to State Race/Ethnicity	88.2%	75.0%

Color Legend for First-time Pass Rate

50.0% 100.0%

Table 20. Number of EdSp CalTPA MMSN and ESN Submissions and Passed on First Attempt by Demographic and Version in 2025-26

Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number Passed First-Attempt	Combination Number Submitted All Cycles	Combination Number Passed First-Attempt
MMSN	Female	740	706	291	242
MMSN	Male	231	214	127	107
MMSN	Nonbinary	7	7	2	2
MMSN	Decline to State Gender Identity	20	19	12	11

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Credential Area	Demographic	Version 1 Number Submitted All Cycles	Version 1 Number Passed First-Attempt	Combination Number Submitted All Cycles	Combination Number Passed First-Attempt
MMSN	American Indian or Alaska Native	7	5	2	1
MMSN	Asian	97	92	34	30
MMSN	Black or African American	69	62	30	19
MMSN	Hispanic or Latino	385	364	199	173
MMSN	Multiracial	0	0	0	0
MMSN	Native Hawaiian or Other Pacific Islander	6	6	1	1
MMSN	Other	32	30	16	12
MMSN	White	360	347	128	107
MMSN	Decline to State Race/Ethnicity	42	40	22	19
ESN	Female	315	288	141	116
ESN	Male	86	80	39	30
ESN	Nonbinary	0	0	0	0
ESN	Decline to State Gender Identity	8	7	2	2
ESN	American Indian or Alaska Native	3	3	0	0
ESN	Asian	32	30	18	15
ESN	Black or African American	26	23	7	6
ESN	Hispanic or Latino	176	161	76	60
ESN	Multiracial	0	0	0	0
ESN	Native Hawaiian or Other Pacific Islander	6	5	1	0
ESN	Other	14	13	10	6
ESN	White	135	125	62	55
ESN	Decline to State Race/Ethnicity	17	15	8	6

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Figure 23. Mean Number of Attempts to Pass EdSp CalTPA MMSN, ESN, DHH, and ECSE, 2021-22 to 2024-25

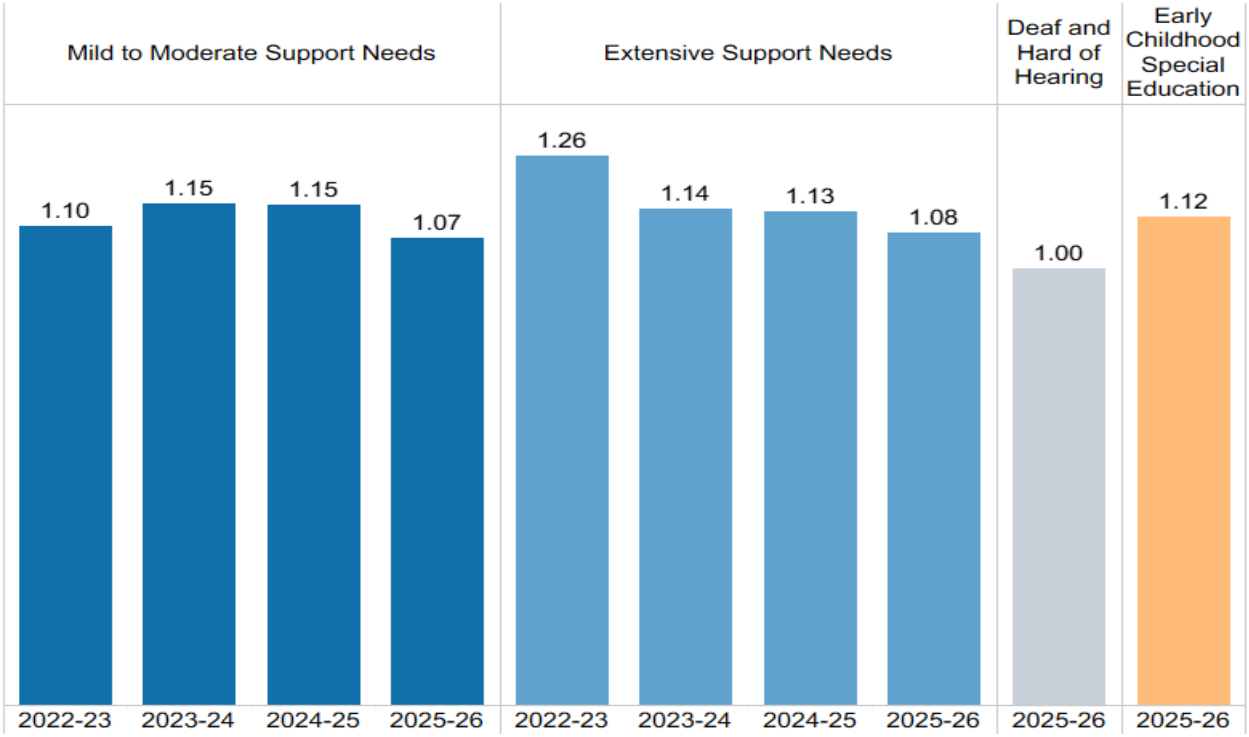


Table 21. Range of Attempts to Pass EdSp CalTPA MMSN, ESN, DHH, and ECSE, 2022-23 to 2025-26

Academic Year	MMSN Number Passed (Range of Attempts)	ESN Number Passed (Range of Attempts)	DHH Number Passed (Range of Attempts)	ECSE Number Passed (Range of Attempts)
2022-23	141 (1 to 3)	46 (1 to 3)	-	-
2023-24	536 (1 to 4)	215 (1 to 3)	-	-
2024-25	857 (1 to 3)	372 (1 to 3)	-	-
2025-26	1,400 (1 to 5)	566 (1 to 4)	6 (1 to 1)	50 (1 to 3)

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Figure 24. Mean Number of Attempts to Pass EdSp CalTPA MMSN and ESN by Version, 2025-26

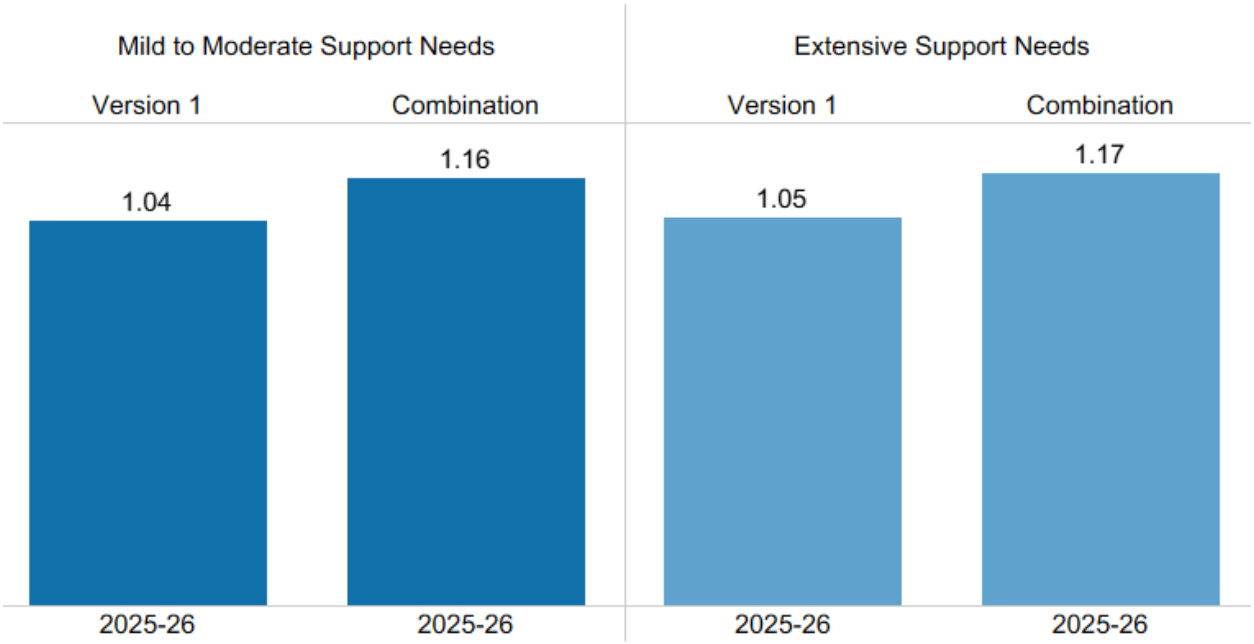
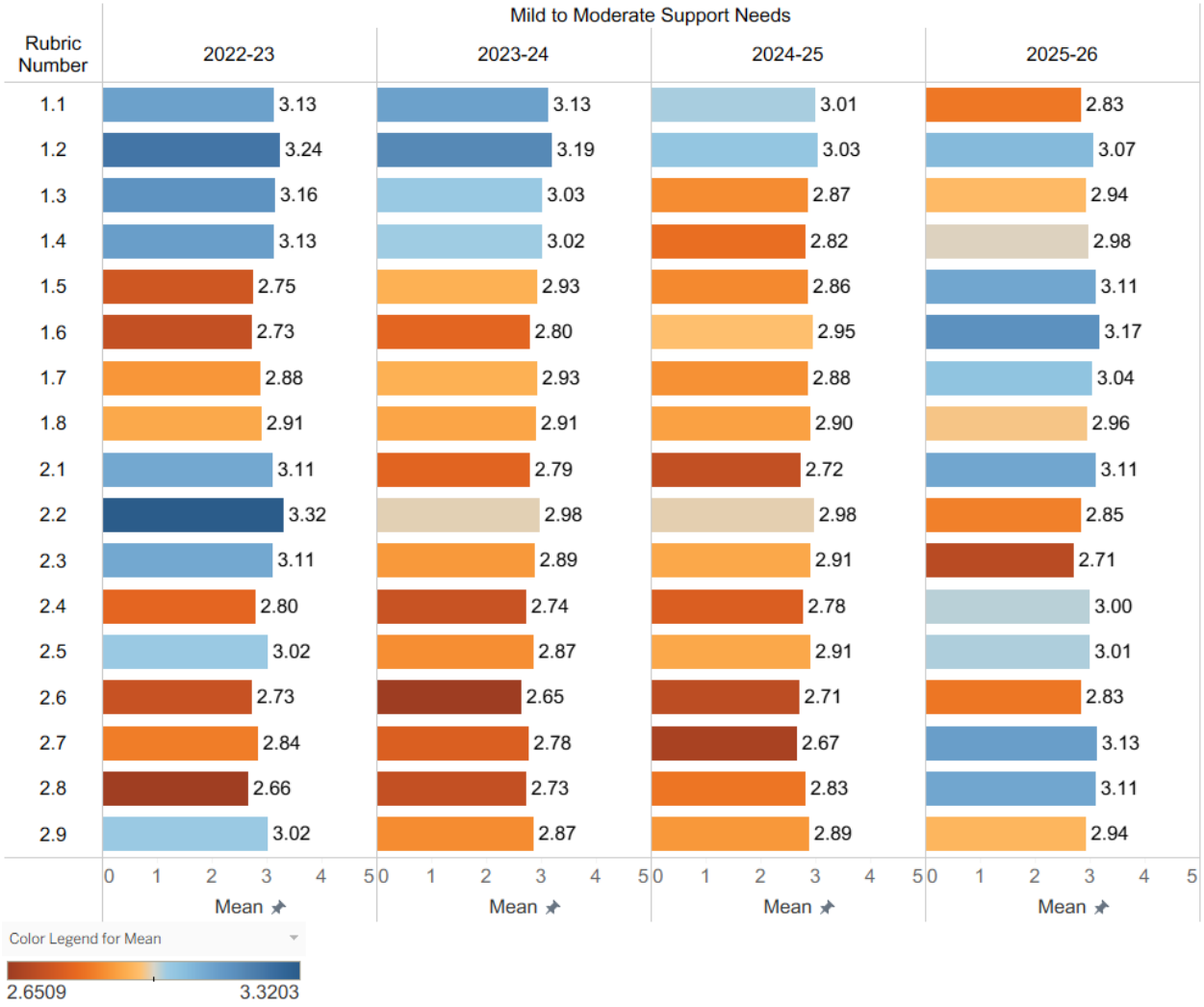


Table 22. Range of Attempts to Pass EdSp CalTPA MMSN and ESN by Version, 2025-26

Academic Year	MMSN Number Passed	MMSN Range of Attempts	ESN Number Passed	ESN Range of Attempts
Version 1	982	1 to 3	392	1 to 3
Combination	418	1 to 5	174	1 to 4

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Figure 25. EdSp CalTPA MMSN: Rubric First-Attempt Mean Score, 2022-23 to 2025-26



Rubric Essential Questions:

Math Performance Assessment: Learning About Students with IEPs and Planning a Math Lesson

Step 1: Plan

1.1 How does the candidate apply findings from recent math information* to plan one asset-based, UDL-focused math lesson that monitors student progress in a safe, positive environment?

1.2 How does the candidate apply recent information to plan adaptation(s) to support the academic language development (ALD) and IEP goal(s) of FS1 based on their assets (cultural and/or linguistic) and/or interests and learning need(s)?

1.3 How does the candidate apply recent information to plan adaptation(s) to support the math learning and IEP goal(s) of FS2 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

1.4 How does the candidate apply recent information to adapt the environment and address IEP goal(s) related to FS3's well-being and/or behavior based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

Step 2: Teach and Assess

1.5 How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that support their students in making progress toward meeting the math content and practice and math ALD learning goals?

1.6 How does the candidate engage students in active, age and/or developmentally appropriate higher-order thinking during the math lesson and monitor/respond intentionally to support students in making progress toward the math content and practice and math ALD learning goals?

Step 3: Reflect

1.7 How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson in a safe, positive learning environment (referring to evidence from Steps 1 and/or 2)?

Step 4: Apply

1.8 How does the candidate apply what they have learned to determine future steps for math content and practice and math ALD instruction (referring to evidence from Steps 1, 2, and/or 3)?

Literacy Performance Assessment: Assessment-Driven Literacy Instruction for Students with IEPs

Step 1: Plan

2.1 How does the candidate's planning leverage students' assets, include assessments, align lessons to create a progression of learning, address collaboration with and/or facilitation of instructional support personnel, and include developmentally appropriate ELA/Literacy and ELD goals?

2.2 How does the candidate apply findings from recent literacy assessments to plan for:

- the selected foundational reading skill(s) using a direct, systematic, and explicit approach to support students' literacy and language development?
- the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support students' literacy and language development?

Step 2: Teach and Assess

2.3 How does the candidate provide instruction in the selected foundational reading skill(s) using a direct and explicit approach to actively engage students and support their progress toward meeting the ELA/Literacy and ELD goals?

2.4 How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework and use integrated ELD to actively engage students and support their progress toward meeting the ELA/Literacy and ELD goals?

2.5 How does the candidate use assessment(s) to monitor student learning and adjust instruction to support students in progressing toward meeting the ELA/Literacy and ELD goals?

2.6 How does the candidate use assessment results to provide specific, actionable feedback to students related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support students' literacy and language development?

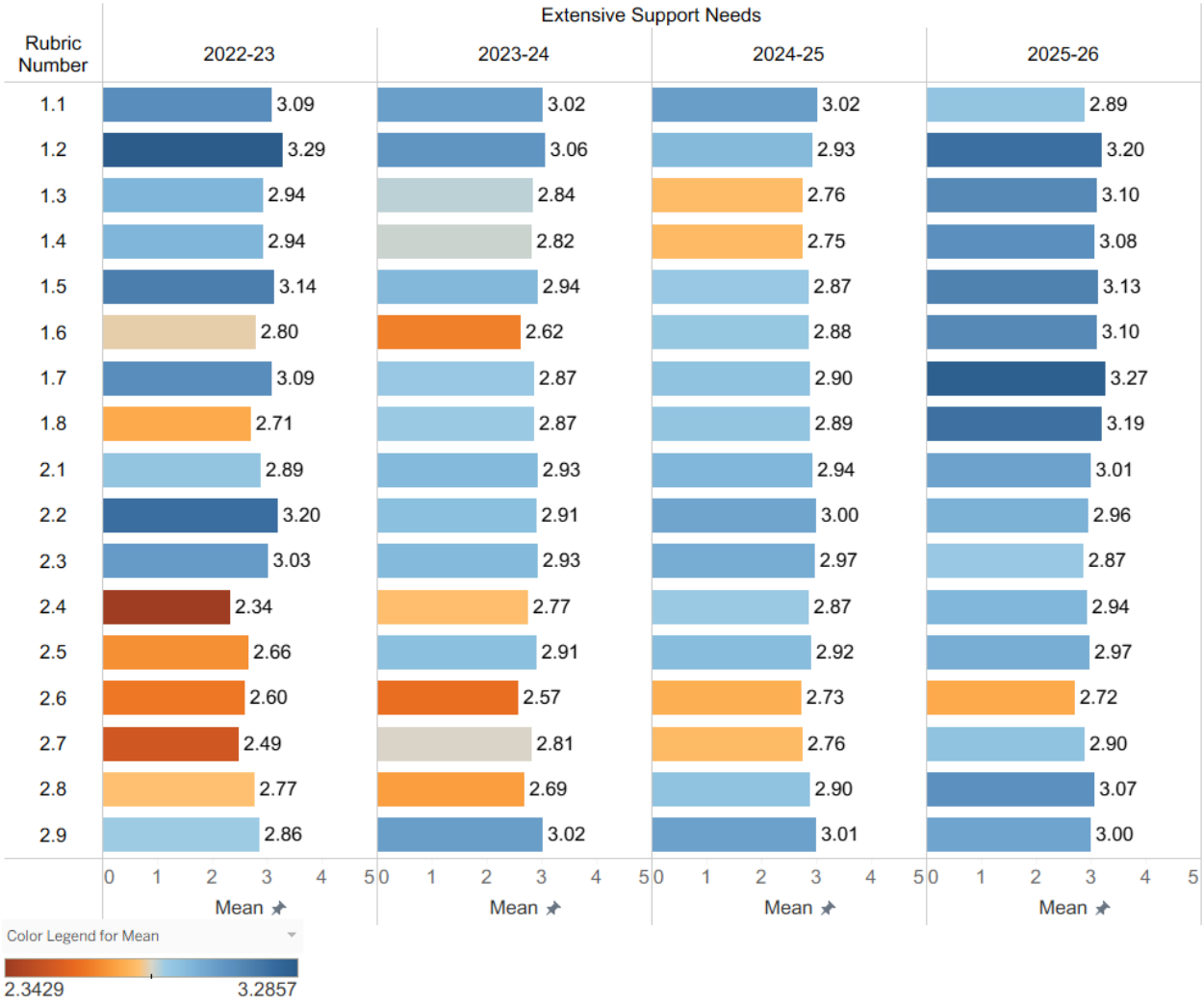
Step 3: Reflect

2.7 How does the candidate identify students' understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective and what instructional changes they would make if they taught the learning segment again? How does the candidate provide feedback to the family/guardian(s) of the focus student to support caregivers in understanding the assessment results and how they can support the FS's learning beyond the classroom?

Step 4: Apply

2.8 How does the candidate apply the analysis of the FS's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?

Figure 26. EdSp CalTPA ESN: Rubric First-Attempt Mean Score, 2022-23 to 2025-26



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Rubric Essential Questions:

Math Performance Assessment: Learning About Student(s) with IEPs and Planning a Math Lesson

Step 1: Plan

1.1 How does the candidate apply findings from recent math information to plan one asset-based, UDL-focused math lesson that monitors student progress in a safe, positive environment?

1.2 How does the candidate apply recent information to plan adaptation(s) to support the academic language development (ALD) and IEP goal(s) of FS1 based on their assets (cultural and/or linguistic) and/or interests and learning need(s)?

1.3 How does the candidate apply recent information to plan adaptation(s) to support the math learning and IEP goal(s) of FS2 based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

1.4 How does the candidate apply recent information to adapt the environment and address IEP goal(s) related to FS3's well-being and/or behavior based on their assets (cultural and/or linguistic) and/or interests, and learning need(s)?

Step 2: Teach and Assess

1.5 How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that support their focus student(s) in making progress toward meeting the math content and practice and math ALD learning goals?

1.6 How does the candidate engage the focus student(s) in active, age and/or developmentally appropriate higher-order thinking during the math lesson and monitor/respond intentionally to support the focus student(s) in making progress toward the math content and practice and math ALD learning goals?

Step 3: Reflect

1.7 How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson in a safe, positive learning environment (referring to evidence from Steps 1 and/or 2)?

Step 4: Apply

1.8 How does the candidate apply what they have learned to determine future steps for math content and practice and math ALD instruction (referring to evidence from Steps 1, 2, and/or 3)?

Literacy Performance Assessment: Assessment-Driven Literacy Instruction for Student(s) with IEPs

Step 1: Plan

2.1 How does the candidate's planning leverage the student's(s') assets, include assessments, align lessons to create a progression of learning, include collaboration with and/or facilitation of instructional support personnel, and address developmentally appropriate ELA/Literacy and ELD goals?

2.2 How does the candidate apply findings from recent literacy assessments to plan for:

- the selected foundational reading skill(s) using a direct, systematic, and explicit approach to support the student's(s') literacy and language development?

- the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the student's(s') literacy and language development?

Step 2: Teach and Assess

2.3 How does the candidate provide instruction in the selected foundational reading skill(s) using a direct and explicit approach to actively engage the student(s) and support their progress toward meeting the ELA/Literacy and ELD goals?

2.4 How does the candidate provide instruction in the selected additional theme(s) from the ELA/ELD Framework and use integrated ELD to actively engage the student(s) and support their progress toward meeting the ELA/Literacy and ELD goals?

2.5 How does the candidate use assessment(s) to monitor student learning and adjust instruction to support the student(s) in progressing toward meeting the ELA/Literacy and ELD goals?

2.6 How does the candidate use assessment results to provide specific, actionable feedback to the student(s) related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support the student's(s') literacy and language development?

Step 3: Reflect

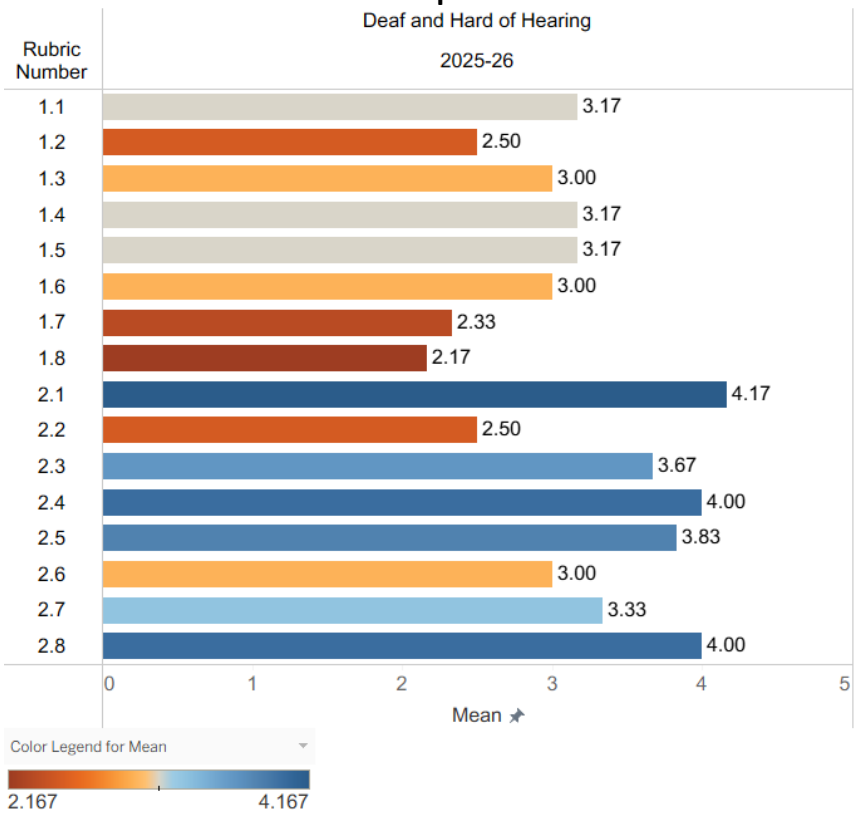
2.7 How does the candidate identify the student's(s') understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective and what instructional changes they would make if they taught the learning segment again? How does the candidate provide feedback to the family/guardian(s) of the focus student to support caregivers in understanding the assessment results and how they can support the FS's learning beyond the classroom?

Step 4: Apply

2.8 How does the candidate apply the analysis of the FS's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?

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Figure 27. EdSp CalTPA DHH: Rubric First-Attempt Mean Score in 2025-26



Rubric Essential Questions:

Math Performance Assessment: Learning About Deaf and Hard of Hearing Students with IEPs and Planning a Math Lesson

Step 1: Plan

1.1 How does the candidate apply findings from recent math information to plan one asset-based, UDL-focused math lesson that monitors student progress and includes discourse strategies (ASL and/or spoken English)?

1.2 How does the candidate plan a math lesson in a safe, positive environment to support the student's(s') progress toward meeting the math content and practice and math ALD learning goals?

1.3 How does the candidate plan to collaborate with and/or facilitate instructional support personnel to support the

- individualized instruction of the FS in the math lesson?

OR

- daily routines, activities, instruction, and/or intervention activities of other students while the candidate teaches the math lesson?

1.4 How does the candidate apply recent information to plan adaptation(s) for the FS based on their assets (cultural and/or linguistic) and/or interests, learning needs, and IEP goal(s) related to the math lesson?

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Step 2: Teach and Assess

1.5 How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that include discourse strategies (ASL and/or spoken English) and support the student(s) in making progress toward meeting the math content and practice and math ALD learning goals?

1.6 How does the candidate monitor and respond to the student(s) to support their learning during the math lesson?

Step 3: Reflect

1.7 How does the candidate reflect on the effectiveness of their asset-based, UDL-focused math lesson that includes discourse strategies (ASL and/or spoken English) in a safe, positive learning environment (referring to evidence from Steps 1 and/or 2)?

Step 4: Apply

1.8 How does the candidate apply what they have learned to determine future steps for math content and practice and math ALD instruction (referring to evidence from Steps 1, 2, and/or 3)?

Literacy Performance Assessment: Assessment-Driven Literacy Instruction for Students with IEPs

Step 1: Plan

2.1 How does the candidate's learning segment leverage the student's(s') assets, include assessments, align lessons to create a progression of learning, include collaboration with and/or facilitation of instructional support personnel, and address developmentally appropriate ELA/Literacy and ELD goals?

2.2 How does the candidate apply findings from recent literacy assessments to plan for:

- the selected foundational reading skill(s) using a direct, systematic, and explicit approach to support the student's(s') literacy and language development?
- the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the student's(s') literacy and language development?

Step 2: Teach and Assess

2.3 How does the candidate provide instruction in the selected foundational reading skill(s) using a direct and explicit approach to actively engage the student(s) and support their progress toward meeting the ELA/Literacy and ELD goals?

2.4 How does the candidate provide instruction in the selected additional themes in the ELA/ELD Framework and use integrated ELD to actively engage the student(s) and support their progress toward meeting the ELA/Literacy and ELD goals?

2.5 How does the candidate use assessment(s) to monitor student learning and adjust instruction to support the student(s) in progressing toward meeting the ELA/Literacy and ELD goals?

2.6 How does the candidate use assessment results to provide specific, actionable feedback to the student(s) related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support the student's(s') literacy and language development?

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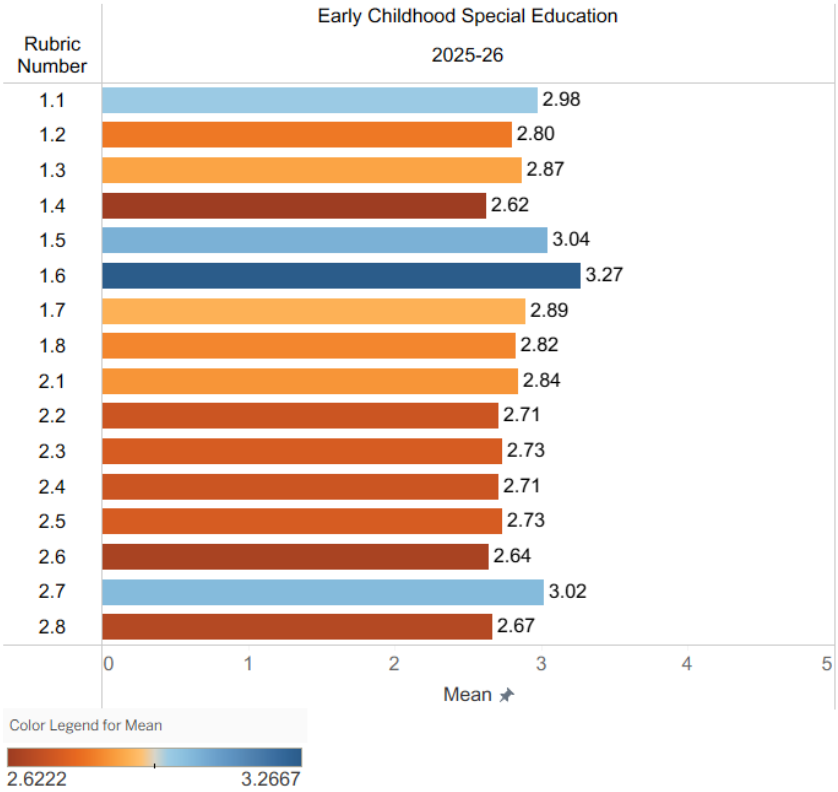
Step 3: Reflect

2.7 How does the candidate identify the student's(s') understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective and what instructional changes they would make if they taught the learning segment again? How does the candidate provide feedback to the family/guardian(s) of the focus student to support caregivers in understanding the assessment results and how they can support the FS's learning beyond the classroom?

Step 4: Apply

2.8 How does the candidate apply the analysis of the FS's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?

Figure 28. EdSp CalTPA ECSE: Rubric First-Attempt Mean Score in 2025-26



Rubric Essential Questions:

Math Performance Assessment: Learning About Deaf and Hard of Hearing Students with IEPs and Planning a Math Lesson

Step 1: Plan

1.1 How does the candidate apply findings from recent math information to plan one play-based, UDL-focused math activity that leverages the child's(ren's) assets and monitors their progress?

1.2 How does the candidate plan a math activity in a safe, positive environment that promotes positive behavior and participation to support the child's(ren's) progress toward meeting the math content and practice and math ALD learning goals?

1.3 How does the candidate plan to collaborate with and/or facilitate instructional support personnel to support the

- individualized instruction of the FC in the math activity?

OR

- daily routines, activities, instruction, and/or intervention activities of other children while the candidate facilitates the math activity?

1.4 How does the candidate apply recent information to plan adaptation(s) for the FC based on their assets (cultural and/or linguistic) and/or interests, learning needs, and IEP goal(s) related to the math activity?

Step 2: Teach and Assess

1.5 How does the candidate create and sustain a safe, positive learning environment and apply UDL-focused strategy(ies) that support the child(ren) in making progress toward meeting the math content and practice and math ALD learning goals?

1.6 How does the candidate engage the child(ren) in play-based learning and observe, monitor, and respond to children intentionally to support children in making progress toward the math content and practice and related ALD learning goals?

Step 3: Reflect

1.7 How does the candidate reflect on the effectiveness of their play-based, UDL-focused math activity in a safe, positive environment (referring to evidence from Steps 1 and/or 2)?

Step 4: Apply

1.8 How does the candidate apply what they have learned and determine future steps for math content and practice and math ALD instruction (referring to evidence from Steps 1, 2, and/or 3)?

Literacy Performance Assessment: Assessment-Driven Literacy Instruction for Children with IEPs

Step 1: Plan

2.1 How does the candidate's planning leverage the child's(ren's) assets, include assessments, align activities to create a progression of learning, include collaboration with and/or facilitation of instructional support personnel, and address developmentally appropriate ELA/Literacy and ELD goals?

2.2 How does the candidate apply findings from recent literacy assessments to plan for:

- the selected emergent foundational reading skill(s) using a direct, systematic, and explicit approach to support the child's(ren's) literacy and language development?
- the selected additional theme(s) from the ELA/ELD Framework using integrated ELD to support the child's(ren's) literacy and language development?

Step 2: Teach and Assess

2.3 How does the candidate provide instruction in the selected emergent foundational reading skill(s) using a direct and explicit approach to actively engage the child(ren) and support their progress toward meeting the ELA/Literacy and ELD goals?

2.4 How does the candidate provide instruction in the selected additional theme(s) in the ELA/ELD Framework and use integrated ELD to actively engage the child(ren) and support their progress toward meeting the ELA/Literacy and ELD goals?

2.5 How does the candidate use assessment(s) to monitor the child's(ren's) learning and adjust instruction to support the child(ren) in progressing toward meeting the ELA/Literacy and ELD goals?

2.6 How does the candidate use assessment results to respond intentionally to the child(ren) related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support the child's(ren's) literacy and language development?

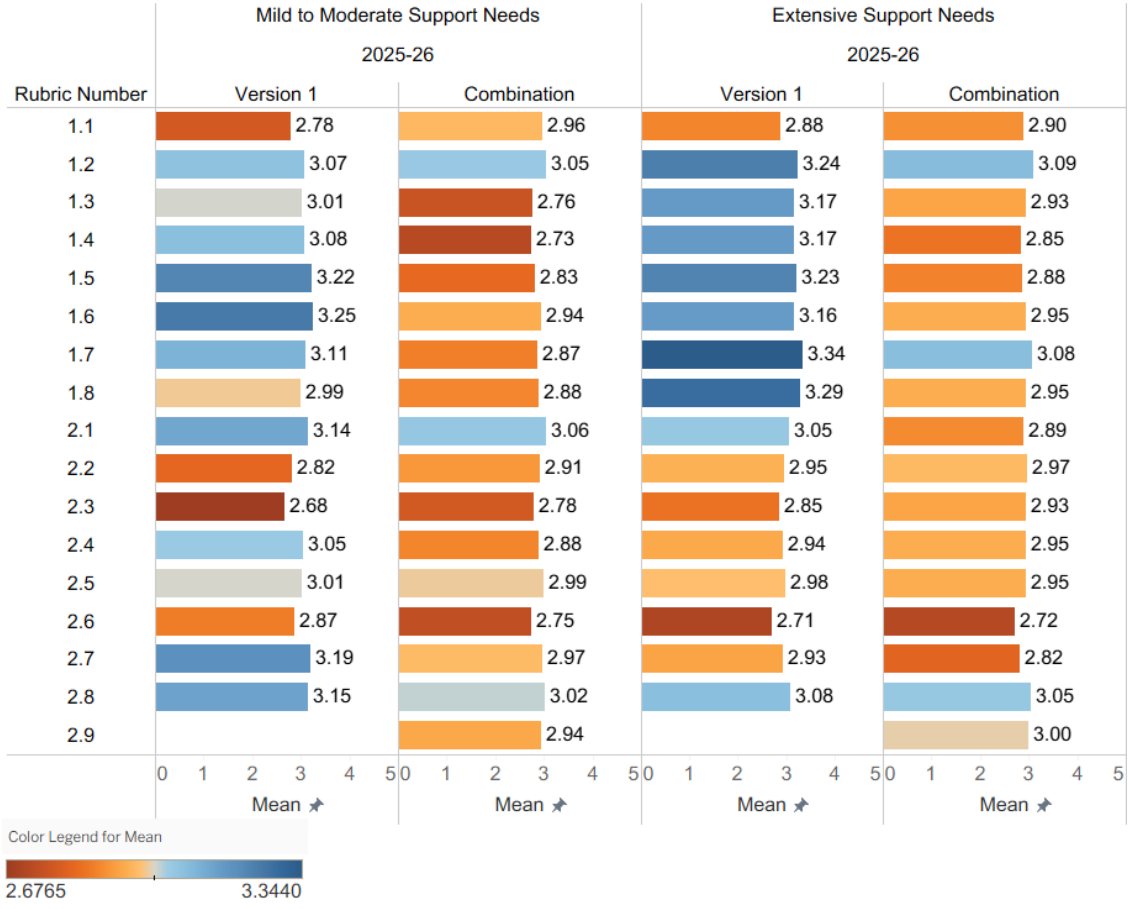
Step 3: Reflect

2.7 How does the candidate identify the child's(ren's) understandings, gaps in knowledge, and/or misconceptions and determine what was effective and what instructional changes they would make if they taught the activity plan again? How does the candidate provide specific feedback to the family/guardian(s) of the focus child to support caregivers in understanding the assessment results and how they can support the FC's learning beyond the classroom?

Step 4: Apply

2.8 How does the candidate apply the analysis of the FC's assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)

Figure 29. 2025-2026 EdSp CalTPA MMSN and ESN Rubric First-Attempt Mean Score by Version



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Next Steps

After reviewing the 2025-26 results and collecting feedback from programs, the Performance Assessment Team made a number of revisions to the assessments. The revisions for the five EdSp CalTPA (MMSN, ESN, ECSE, DHH and VI) primarily streamlined document layout rather than changed core pedagogy. The Math Performance Assessment (MPA) shifted its Focus Student requirement to one Focus Student with an IEP or IFSP, while making the Part B lesson plan template mandatory with a 5-page limit. Additionally, the automatic Level 1 constructs in Rubrics 1.1 and 1.5 were integrated into Levels 2 and 3. Based on rubric mean score data for Steps 3 and 4, prompts were revised to evaluate the impact of the candidate's instructional decisions rather than just their overall effectiveness.

The LPA for each credential area emphasizes planning a series of three lessons that build upon one another, bringing together Foundational Reading Skills with an additional theme from the ELA/ELD Framework and integrated ELD. While teaching the three lessons of the unit, candidates formatively assess students and after teaching all lessons, candidates engage students in a summative assessment. Using the information they gather, the candidate then reflects on the impact of their teaching and then makes decisions about the next steps for instruction.

Across each step of the LPA, instructions, rubrics, and templates were clarified to better support candidates in demonstrating their competency in the assessed TPEs.

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APPENDIX C

edTPA 2025-26 Annual Report

Overview of edTPA

edTPA, owned and administered by Evaluation Systems (Pearson), was approved by the Commission to administer assessments for Multiple Subject (MS), Single Subject (SS), Education Specialist Mild to Moderate Support Needs (MMSN), and Education Specialist Extensive Support Needs (ESN) candidates. In 2025-26, this approval included multiple versions of the assessments, as edTPA began full administration of its TPAs that integrated a literacy performance assessment (LPA) while simultaneously allowing candidates who had already attempted a previous version or already taken and passed the RICA to submit a version that did not include the LPA. The revised versions that include the LPA are:

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

For Single Subject and World Language candidates, the edTPA approved versions are:

- edTPA Single Subject Credential Areas
- edTPA Classical Languages and World Language Credential Areas

Unlike the other approved TPA models, edTPA includes just one submission cycle with three tasks: Planning for Instruction and Assessment, Instruction, and Assessment. Candidates are evaluated on 15 rubrics, with each rubric including five levels.

Program and Candidate Supports

The edTPA Support Team provides California preparation programs and candidates with a number of resources, including a dedicated webpage, California-specific resource documents, and a California-specific email inbox. Additionally, candidates are able to access pre-recorded webinars. The Support Team meets with faculty quarterly to provide updates and answer questions. The Support Team is also available to provide in-person workshops for faculty. Additional details about the available resources are provided in the table below.

Table 23. edTPA Supports Provided to Faculty and Candidates by Evaluation Systems Staff

Event	Description
California State edTPA Page	California candidates are directed to a dedicated California edTPA page that contains California-specific policies, registration guidance, assessment information, and special program guidance. This page is also the source for information regarding the transition from the Special Education California assessment
Customer Support	Candidates may contact **Pearson Customer Support** for information about registration and the Pearson ePortfolio system
Candidate Webinar Videos	This eight-part series of Candidate Webinars begins with an Introduction to edTPA. Each recording guides viewers through a close examination of what candidates are asked to think about, do, and write, as well as how

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	candidate portfolios are evaluated. Several key resources and best practices are shared throughout the series.
Faculty Quarterly Checkpoints	Quarterly meetings with California educator preparation programs (EPPs) to provide updates on edTPA policies, California Commission on Teacher Credentialing (CTC) requirements, assessment updates, scoring trends, submission timelines, registration changes, and implementation considerations. These sessions also serve as a mechanism for gathering feedback from EPPs, identifying emerging concerns, clarifying policy questions, and communicating Pearson updates. Discussions often inform revisions to candidate resources, program guidance, and state-specific communications. • August 2025 • November 2025 • February 2026 • April 2026
California-Specific Resources	California-specific guidance documents updated to reflect any policy changes including candidate resources, credential-alignment materials, website content, registration guidance, bilingual placement information, special education communications, and other state-specific supports.
Educator Prep Program Support Inbox	Monitor and respond to inquiries from California EPP faculty, coordinators, supervisors, and administrators regarding current edTPA policies, registration, submission requirements, scoring, candidate support practices, bilingual placement guidance, special education pathways, credential-area selection, and state-specific implementation questions. Responses frequently require coordination with internal Pearson teams, review of California policy language, and development of customized guidance for individual programs. The inbox also serves as an early-warning system for identifying recurring questions that may warrant updates to FAQs, candidate resources, or program communications
In-Person Workshops	Plan and deliver California-specific training sessions and workshops at educator preparation programs, state meetings, and professional conferences. Workshops are designed to deepen understanding of edTPA requirements, support faculty calibration and candidate readiness, address California-specific policies and credential pathways, and provide opportunities for direct discussion with stakeholders. Responsibilities include tailoring content to audience needs, presenting current policies and resources, facilitating discussion, collecting participant feedback, and identifying areas where additional supports or clarifications may be needed. Feedback gathered through these sessions frequently informs future handbook revisions, candidate-facing materials, and program support resources • March 25, 2026 – Sacramento • March 27, 2026 – San Diego

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edTPA Results, 2021-22 to 2025-26

The tables below provide an overview of candidate results in each of the credential areas for the past five years. The presented data include credential-specific overall pass rates, first-attempt pass rates, overall and first-attempt pass rates by demographic, mean number of attempts to pass, and mean rubric scores for each credential area.

Please note that 2025-26 results do include candidates who passed both the previous version of the assessments and the revised assessments that include an LPA.

Figure 30. edTPA Overall Pass Rate by Credential Area (MS, SS, MMSN, ESN), 2021-22 to 2025-26

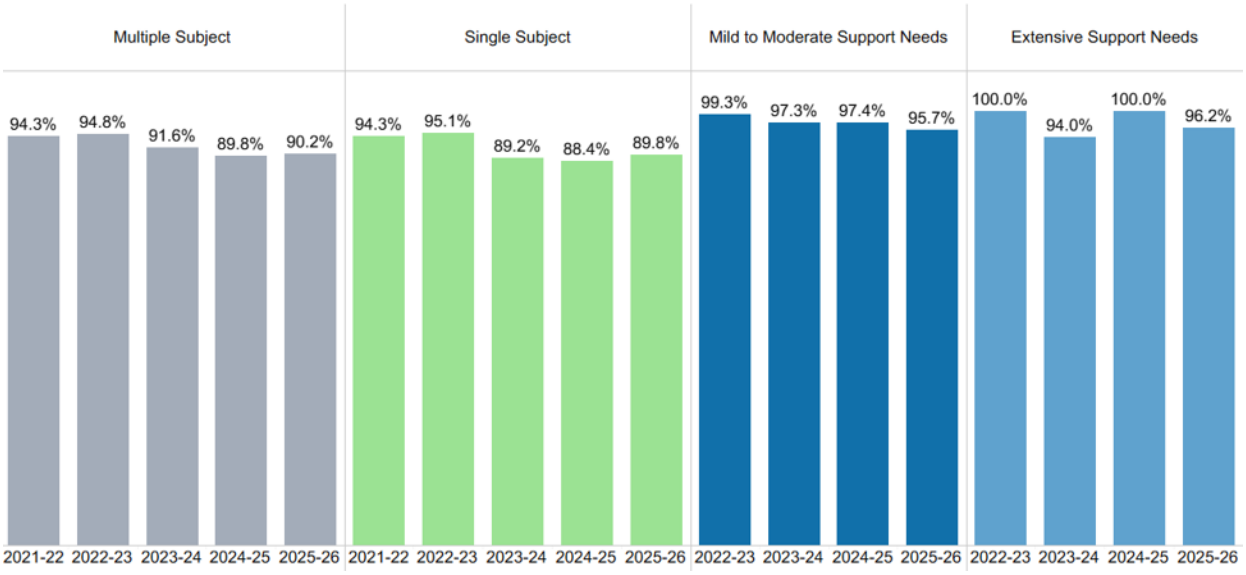


Table 24. edTPA Number Candidates Who Passed by Credential Area (MS, SS, MMSN, ESN), 2021-22 to 2025-26

Academic Year	MS Number Attempts (Number Passed)	SS Number Attempts (Number Passed)	MMSN Number Attempts (Number Passed)	ESN Number Attempts (Number Passed)
2021-22	1,822 (1,718)	2,035 (1,918)	-	-
2022-23	1,985 (1,882)	2,108 (2,004)	151 (150)	19 (19)
2023-24	2,054 (1,881)	2,121 (1,892)	337 (328)	50 (47)
2024-25	2,442 (2,193)	2,299 (2,033)	531 (517)	84 (84)
2025-26	2,207 (1,990)	2,325 (2,089)	578 (553)	79 (76)

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Figure 31. edTPA First-Attempt Pass Rate by Credential Area (MS, SS, MMSN, ESN), 2021-22 to 2025-26

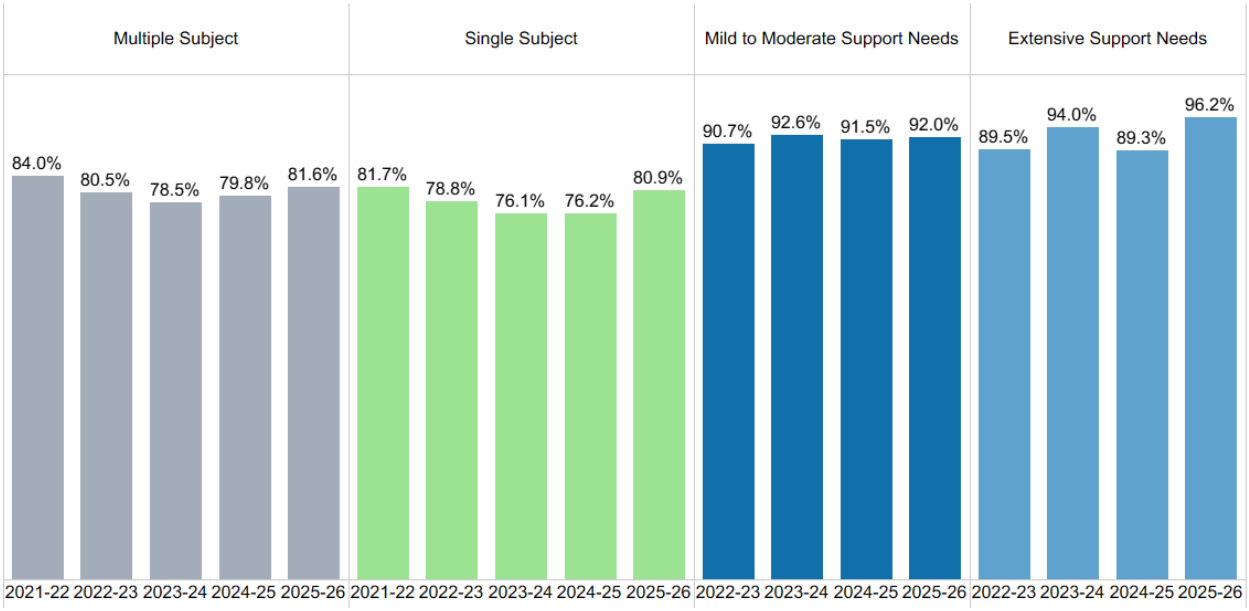
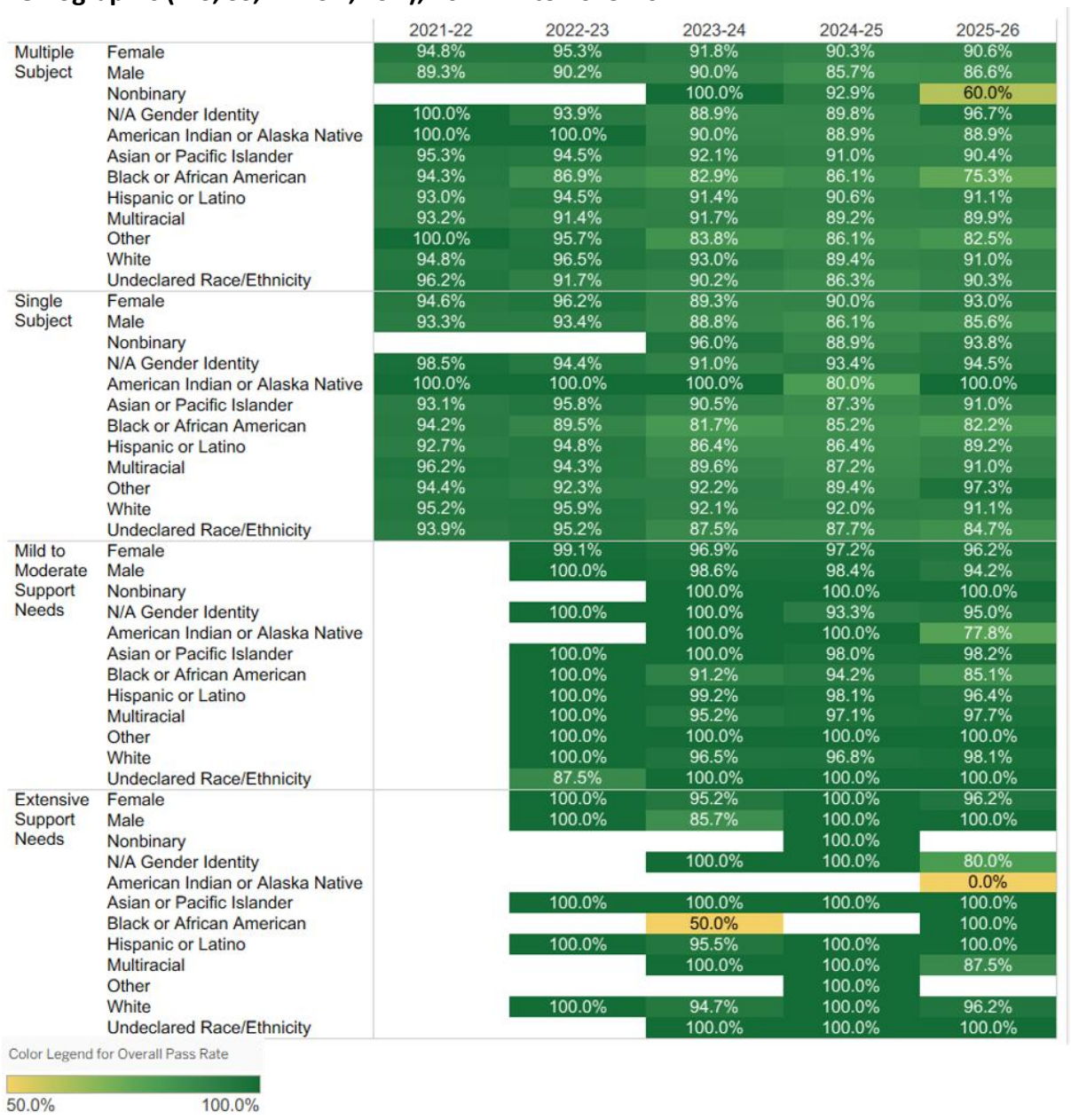


Table 25. edTPA Number of Candidates Who Passed on the First Attempt by Credential Area (MS, SS, MMSN, ESN), 2021-22 to 2025-26

Academic Year	MS Number Submissions (Number Passed First Attempt)	SS Number Submissions (Number Passed First Attempt)	MMSN Number Submissions (Number Passed First Attempt)	ESN Number Submissions (Number Passed First Attempt)
2021-22	1,822 (1,530)	2,035 (1,662)		
2022-23	1,985 (1,597)	2,108 (1,661)	151 (137)	19 (17)
2023-24	2,054 (1,613)	2,121 (1,614)	337 (312)	50 (47)
2024-25	2,442 (1,949)	2,299 (1,752)	531 (486)	84 (75)
2025-26	2,207 (1,802)	2,325 (1,881)	578 (532)	79 (76)

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Figure 32. edTPA Credential Area (MS, SS, MMSN, and ESN) Overall Pass Rates by Demographic (MS, SS, MMSN, ESN), 2021-22 to 2025-26



		2021-22	2022-23	2023-24	2024-25	2025-26
Multiple Subject	Female	94.8%	95.3%	91.8%	90.3%	90.6%
	Male	89.3%	90.2%	90.0%	85.7%	86.6%
	Nonbinary			100.0%	92.9%	60.0%
	N/A Gender Identity	100.0%	93.9%	88.9%	89.8%	96.7%
	American Indian or Alaska Native	100.0%	100.0%	90.0%	88.9%	88.9%
	Asian or Pacific Islander	95.3%	94.5%	92.1%	91.0%	90.4%
	Black or African American	94.3%	86.9%	82.9%	86.1%	75.3%
	Hispanic or Latino	93.0%	94.5%	91.4%	90.6%	91.1%
	Multiracial	93.2%	91.4%	91.7%	89.2%	89.9%
	Other	100.0%	95.7%	83.8%	86.1%	82.5%
	White	94.8%	96.5%	93.0%	89.4%	91.0%
	Undeclared Race/Ethnicity	96.2%	91.7%	90.2%	86.3%	90.3%
Single Subject	Female	94.6%	96.2%	89.3%	90.0%	93.0%
	Male	93.3%	93.4%	88.8%	86.1%	85.6%
	Nonbinary			96.0%	88.9%	93.8%
	N/A Gender Identity	98.5%	94.4%	91.0%	93.4%	94.5%
	American Indian or Alaska Native	100.0%	100.0%	100.0%	80.0%	100.0%
	Asian or Pacific Islander	93.1%	95.8%	90.5%	87.3%	91.0%
	Black or African American	94.2%	89.5%	81.7%	85.2%	82.2%
	Hispanic or Latino	92.7%	94.8%	86.4%	86.4%	89.2%
	Multiracial	96.2%	94.3%	89.6%	87.2%	91.0%
	Other	94.4%	92.3%	92.2%	89.4%	97.3%
	White	95.2%	95.9%	92.1%	92.0%	91.1%
	Undeclared Race/Ethnicity	93.9%	95.2%	87.5%	87.7%	84.7%
Mild to Moderate Support Needs	Female		99.1%	96.9%	97.2%	96.2%
	Male		100.0%	98.6%	98.4%	94.2%
	Nonbinary			100.0%	100.0%	100.0%
	N/A Gender Identity		100.0%	100.0%	93.3%	95.0%
	American Indian or Alaska Native			100.0%	100.0%	77.8%
	Asian or Pacific Islander		100.0%	100.0%	98.0%	98.2%
	Black or African American		100.0%	91.2%	94.2%	85.1%
	Hispanic or Latino		100.0%	99.2%	98.1%	96.4%
	Multiracial		100.0%	95.2%	97.1%	97.7%
	Other		100.0%	100.0%	100.0%	100.0%
	White		100.0%	96.5%	96.8%	98.1%
	Undeclared Race/Ethnicity		87.5%	100.0%	100.0%	100.0%
Extensive Support Needs	Female		100.0%	95.2%	100.0%	96.2%
	Male		100.0%	85.7%	100.0%	100.0%
	Nonbinary				100.0%	
	N/A Gender Identity			100.0%	100.0%	80.0%
	American Indian or Alaska Native					0.0%
	Asian or Pacific Islander		100.0%	100.0%	100.0%	100.0%
	Black or African American			50.0%		100.0%
	Hispanic or Latino		100.0%	95.5%	100.0%	100.0%
	Multiracial			100.0%	100.0%	87.5%
	Other				100.0%	
	White		100.0%	94.7%	100.0%	96.2%
	Undeclared Race/Ethnicity			100.0%	100.0%	100.0%

Color Legend for Overall Pass Rate

50.0% 100.0%

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Table 26. edTPA Number of MS, SS, MMSN, and ESN Candidates Who Passed by Demographic, 2021-22 to 2025-26

Credential Area	Demographic	2021-22 Number Attempts (Number Passed)	2022-23 Number Attempts (Number Passed)	2023-24 Number Attempts (Number Passed)	2024-25 Number Attempts (Number Passed)	2025-26 Number Attempts (Number Passed))
Multiple Subject	Female	1,620 (1,535)	1,768 (1,685)	1,785 (1,639)	2,113 (1,908)	1,858 (1,683)
Multiple Subject	Male	178 (159)	184 (166)	220 (198)	266 (228)	284 (246)
Multiple Subject	Nonbinary	0	0	4 (4)	14 (13)	5 (3)
Multiple Subject	N/A Gender Identity	24 (24)	33 (31)	45 (40)	49 (44)	60 (58)
Multiple Subject	American Indian or Alaska Native	8 (8)	8 (8)	10 (9)	9 (8)	9 (8)
Multiple Subject	Asian or Pacific Islander	191 (182)	219 (207)	203 (187)	244 (222)	178 (161)
Multiple Subject	Black or African American	53 (50)	61 (53)	70 (58)	108 (93)	77 (58)
Multiple Subject	Hispanic or Latino	617 (574)	747 (706)	821 (750)	1,051 (952)	973 (886)
Multiple Subject	Multiracial	118 (110)	105 (96)	144 (132)	157 (140)	179 (161)
Multiple Subject	Other	34 (34)	46 (44)	37 (31)	36 (31)	40 (33)
Multiple Subject	White	749 (710)	739 (713)	718 (668)	786 (703)	689 (627)
Multiple Subject	Undeclared Race/Ethnicity	52 (50)	60 (55)	51 (46)	51 (44)	62 (56)
Single Subject	Female	1,219 (1,153)	1,231 (1,184)	1,135 (1,013)	1,231 (1,108)	1,206 (1,122)
Single Subject	Male	748 (698)	805 (752)	883 (784)	980 (844)	1,012 (866)
Single Subject	Nonbinary	0	0	25 (24)	27 (24)	16 (15)
Single Subject	N/A Gender Identity	68 (67)	72 (68)	78 (71)	61 (57)	91 (86)
Single Subject	American Indian or Alaska Native	10 (10)	8 (8)	7 (7)	10 (8)	9 (9)

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Credential Area	Demographic	2021-22 Number Attempts (Number Passed)	2022-23 Number Attempts (Number Passed)	2023-24 Number Attempts (Number Passed)	2024-25 Number Attempts (Number Passed)	2025-26 Number Attempts (Number Passed))
Single Subject	Asian or Pacific Islander	262 (244)	336 (322)	283 (256)	275 (240)	289 (263)
Single Subject	Black or African American	69 (65)	86 (77)	60 (49)	122 (104)	135 (111)
Single Subject	Hispanic or Latino	559 (518)	648 (614)	748 (646)	833 (720)	843 (752)
Single Subject	Multiracial	183 (176)	157 (148)	182 (163)	188 (164)	200 (182)
Single Subject	Other	36 (34)	39 (36)	51 (47)	47 (42)	37 (36)
Single Subject	White	867 (825)	772 (740)	718 (661)	759 (698)	753 (686)
Single Subject	Undeclared Race/Ethnicity	49 (46)	62 (59)	72 (63)	65 (57)	59 (50)
Mild to Moderate Support Needs	Female	-	108 (107)	256 (248)	386 (375)	417 (401)
Mild to Moderate Support Needs	Male	-	36 (36)	72 (71)	124 (122)	137 (129)
Mild to Moderate Support Needs	Nonbinary	-	0	2 (2)	6 (6)	4 (4)
Mild to Moderate Support Needs	N/A Gender Identity	-	7 (7)	7 (7)	15 (14)	20 (19)
Mild to Moderate Support Needs	American Indian or Alaska Native	-	0	2 (2)	4 (4)	9 (7)
Mild to Moderate Support Needs	Asian or Pacific Islander	-	15 (15)	26 (26)	49 (48)	57 (56)

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Credential Area	Demographic	2021-22 Number Attempts (Number Passed)	2022-23 Number Attempts (Number Passed)	2023-24 Number Attempts (Number Passed)	2024-25 Number Attempts (Number Passed)	2025-26 Number Attempts (Number Passed))
Mild to Moderate Support Needs	Black or African American	-	9 (9)	34 (31)	52 (49)	67 (57)
Mild to Moderate Support Needs	Hispanic or Latino	-	69 (69)	120 (119)	212 (208)	221 (213)
Mild to Moderate Support Needs	Multiracial	-	14 (14)	21 (20)	34 (33)	44 (43)
Mild to Moderate Support Needs	Other	-	3 (3)	10 (10)	9 (9)	11 (11)
Mild to Moderate Support Needs	White	-	33 (33)	113 (109)	156 (151)	156 (153)
Mild to Moderate Support Needs	Undeclared Race/Ethnicity	-	8 (7)	11 (11)	15 (15)	13 (13)
Extensive Support Needs	Female	-	15 (15)	42 (40)	64 (64)	53 (51)
Extensive Support Needs	Male	-	4 (4)	7 (6)	17 (17)	21 (21)
Extensive Support Needs	Nonbinary	-	0	0	1 (1)	0
Extensive Support Needs	N/A Gender Identity	-	0	1 (1)	2 (2)	5 (4)
Extensive Support Needs	American Indian or Alaska Native	-	0	0	0	1 (0)

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Credential Area	Demographic	2021-22 Number Attempts (Number Passed)	2022-23 Number Attempts (Number Passed)	2023-24 Number Attempts (Number Passed)	2024-25 Number Attempts (Number Passed)	2025-26 Number Attempts (Number Passed))
Extensive Support Needs	Asian or Pacific Islander	-	1 (1)	3 (3)	5 (5)	9 (9)
Extensive Support Needs	Black or African American	-	0	2 (1)	0	2 (2)
Extensive Support Needs	Hispanic or Latino	-	10 (10)	22 (21)	39 (39)	31(31)
Extensive Support Needs	Multiracial	-	0	3 (3)	6 (6)	8 (7)
Extensive Support Needs	Other	-	0	0	1 (1)	0
Extensive Support Needs	White	-	8 (8)	19 (18)	30 (30)	26 (25)
Extensive Support Needs	Undeclared Race/Ethnicity	-	0	1 (1)	3 (3)	2 (2)

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Figure 33. edTPA MS, SS, MMSN, and ESN Credential Area First-Attempt Pass Rates by Demographic, 2021-22 to 2025-26

		2021-22	2022-23	2023-24	2024-25	2025-26
Multiple Subject	Female	84.8%	81.2%	78.8%	80.5%	82.9%
	Male	74.7%	73.4%	76.4%	73.3%	72.9%
	Nonbinary			75.0%	78.6%	60.0%
	N/A Gender Identity	95.8%	78.8%	80.0%	87.8%	85.0%
	American Indian or Alaska Native	87.5%	75.0%	60.0%	55.6%	66.7%
	Asian or Pacific Islander	84.8%	83.6%	79.8%	83.6%	87.1%
	Black or African American	73.6%	62.3%	61.4%	69.4%	64.9%
	Hispanic or Latino	83.5%	80.3%	78.0%	80.6%	81.9%
	Multiracial	83.9%	73.3%	84.7%	81.5%	79.9%
	Other	97.1%	80.4%	78.4%	69.4%	67.5%
	White	84.2%	83.1%	80.5%	79.9%	83.3%
	Undeclared Race/Ethnicity	84.6%	70.0%	64.7%	72.5%	80.6%
Single Subject	Female	83.4%	82.0%	77.0%	79.4%	86.0%
	Male	78.5%	72.8%	74.5%	71.3%	73.9%
	Nonbinary			88.0%	85.2%	87.5%
	N/A Gender Identity	85.3%	90.3%	76.9%	85.2%	90.1%
	American Indian or Alaska Native	90.0%	75.0%	85.7%	60.0%	77.8%
	Asian or Pacific Islander	82.1%	80.4%	78.8%	77.8%	82.7%
	Black or African American	68.1%	68.6%	65.0%	61.5%	74.1%
	Hispanic or Latino	77.3%	75.0%	70.7%	72.7%	79.2%
	Multiracial	87.4%	80.3%	79.7%	76.1%	82.0%
	Other	83.3%	74.4%	76.5%	72.3%	81.1%
	White	84.5%	82.8%	81.3%	82.5%	83.5%
	Undeclared Race/Ethnicity	73.5%	74.2%	68.1%	73.8%	74.6%
Mild to Moderate Support Needs	Female		89.8%	91.8%	90.4%	93.0%
	Male		91.7%	94.4%	94.4%	89.1%
	Nonbinary			100.0%	100.0%	100.0%
	N/A Gender Identity		100.0%	100.0%	93.3%	90.0%
	American Indian or Alaska Native			50.0%	100.0%	77.8%
	Asian or Pacific Islander		80.0%	96.2%	81.6%	96.5%
	Black or African American		88.9%	85.3%	88.5%	80.6%
	Hispanic or Latino		88.4%	95.8%	92.5%	93.2%
	Multiracial		100.0%	95.2%	88.2%	90.9%
	Other		100.0%	100.0%	100.0%	100.0%
	White		97.0%	91.2%	93.6%	94.9%
	Undeclared Race/Ethnicity		87.5%	81.8%	100.0%	84.6%
Extensive Support Needs	Female		93.3%	95.2%	89.1%	96.2%
	Male		75.0%	85.7%	94.1%	100.0%
	Nonbinary				100.0%	
	N/A Gender Identity			100.0%	50.0%	80.0%
	American Indian or Alaska Native					0.0%
	Asian or Pacific Islander		100.0%	100.0%	100.0%	100.0%
	Black or African American			50.0%		100.0%
	Hispanic or Latino		90.0%	95.5%	89.7%	100.0%
	Multiracial			100.0%	83.3%	87.5%
	Other				100.0%	
	White		87.5%	94.7%	90.0%	96.2%
	Undeclared Race/Ethnicity			100.0%	66.7%	100.0%



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Table 27. Number of Candidates Who Passed MS, SS, MMSN, and ESN edTPA by Demographic, 2021-22 to 2025-26

Credential Area	Demographic	2021-22 Number Attempts (First Attempt Pass)	2022-23 Number Attempts (First Attempt Pass)	2023-24 Number Attempts (First Attempt Pass)	2024-25 Number Attempts (First Attempt Pass)	2025-26 Number Attempts (First Attempt Pass)
Multiple Subject	Female	1,620 (1,374)	1,768 (1,436)	1,785 (1,406)	2,113 (1,700)	1,858 (1,541)
Multiple Subject	Male	178 (133)	184 (135)	220 (168)	266 (195)	284 (207)
Multiple Subject	Nonbinary	0	0	4 (3)	14 (11)	5 (3)
Multiple Subject	N/A Gender Identity	24 (23)	33 (26)	45 (36)	49 (43)	60 (51)
Multiple Subject	American Indian or Alaska Native	8 (7)	8 (6)	10 (6)	9 (5)	9 (6)
Multiple Subject	Asian or Pacific Islander	191 (162)	219 (183)	203 (162)	244 (204)	178 (155)
Multiple Subject	Black or African American	53 (39)	61 (38)	70 (43)	108 (75)	77 (50)
Multiple Subject	Hispanic or Latino	617 (515)	747 (600)	821 (640)	1,051 (847)	973 (797)
Multiple Subject	Multiracial	118 (99)	105 (77)	144 (122)	157 (128)	179 (143)
Multiple Subject	Other	34 (33)	46 (37)	37 (29)	36 (25)	40 (27)
Multiple Subject	White	749 (631)	739 (614)	718 (578)	786 (628)	689 (574)
Multiple Subject	Undeclared Race/Ethnicity	52 (44)	60 (42)	51 (33)	51 (37)	62 (50)
Single Subject	Female	1,219 (1,017)	1,231 (1,010)	1,135 (874)	1,231 (978)	1,206 (1,037)
Single Subject	Male	748 (587)	805 (586)	883 (658)	980 (699)	1,012 (748)
Single Subject	Nonbinary	0	0	25 (22)	27 (23)	16 (14)
Single Subject	N/A Gender Identity	68 (58)	72 (65)	78 (60)	61 (52)	91 (82)

REVISED

Credential Area	Demographic	2021-22 Number Attempts (First Attempt Pass)	2022-23 Number Attempts (First Attempt Pass)	2023-24 Number Attempts (First Attempt Pass)	2024-25 Number Attempts (First Attempt Pass)	2025-26 Number Attempts (First Attempt Pass)
Single Subject	American Indian or Alaska Native	10 (9)	8 (6)	7 (6)	10 (6)	9 (7)
Single Subject	Asian or Pacific Islander	262 (215)	336 (270)	283 (223)	275 (214)	289 (239)
Single Subject	Black or African American	69 (47)	86 (59)	60 (39)	122 (75)	135 (100)
Single Subject	Hispanic or Latino	559 (432)	648 (486)	748 (529)	833 (606)	843 (668)
Single Subject	Multiracial	183 (160)	157 (126)	182 (145)	188 (143)	200 (164)
Single Subject	Other	36 (30)	39 (29)	51 (39)	47 (34)	37 (30)
Single Subject	White	867 (733)	772 (639)	718 (584)	759 (626)	753 (629)
Single Subject	Undeclared Race/Ethnicity	49 (36)	62 (46)	72 (49)	65 (48)	59 (44)
MMSN	Female	-	108 (97)	256 (235)	386 (349)	417 (388)
MMSN	Male	-	36 (33)	72 (68)	124 (117)	137 (122)
MMSN	Nonbinary	-	0	2 (2)	6 (6)	4 (4)
MMSN	N/A Gender Identity	-	7 (7)	7 (7)	15 (14)	20 (18)
MMSN	American Indian or Alaska Native	-	0	2 (1)	4 (4)	9 (7)
MMSN	Asian or Pacific Islander	-	15 (12)	26 (25)	49 (40)	57 (55)
MMSN	Black or African American	-	9 (8)	34 (29)	52 (46)	67 (54)
MMSN	Hispanic or Latino	-	69 (61)	120 (115)	212 (196)	221 (206)

REVISED

Credential Area	Demographic	2021-22 Number Attempts (First Attempt Pass)	2022-23 Number Attempts (First Attempt Pass)	2023-24 Number Attempts (First Attempt Pass)	2024-25 Number Attempts (First Attempt Pass)	2025-26 Number Attempts (First Attempt Pass)
MMSN	Multiracial	-	14 (14)	21 (20)	34 (30)	44 (40)
MMSN	Other	-	3 (3)	10 (10)	9 (9)	11 (11)
MMSN	White	-	33 (32)	113 (103)	156 (146)	156 (148)
MMSN	Undeclared Race/Ethnicity	-	8 (7)	11 (9)	15 (15)	13 (11)
ESN	Female	-	15 (14)	42 (40)	64 (57)	53 (51)
ESN	Male	-	4 (3)	7 (6)	17 (16)	21 (21)
ESN	Nonbinary	-	0	0	1 (1)	0
ESN	N/A Gender Identity	-	0	1 (1)	2 (1)	5 (4)
ESN	American Indian or Alaska Native	-	0	0	0	1 (0)
ESN	Asian or Pacific Islander	-	1 (1)	3 (3)	5 (5)	9 (9)
ESN	Black or African American	-	0	2 (1)	0	2 (2)
ESN	Hispanic or Latino	-	10 (9)	22 (21)	39 (35)	31 (31)
ESN	Multiracial	-	0	3 (3)	6 (5)	8 (7)
ESN	Other	-	0	0	1 (1)	0
ESN	White	-	8 (7)	19 (18)	30 (27)	26 (25)
ESN	Undeclared Race/Ethnicity	-	0	1 (1)	3 (2)	2 (2)

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Figure 34. Mean Number of Attempts to Pass by edTPA Credential Area (MS, SS, MMSN, ESN), 2021-22 to 2025-26

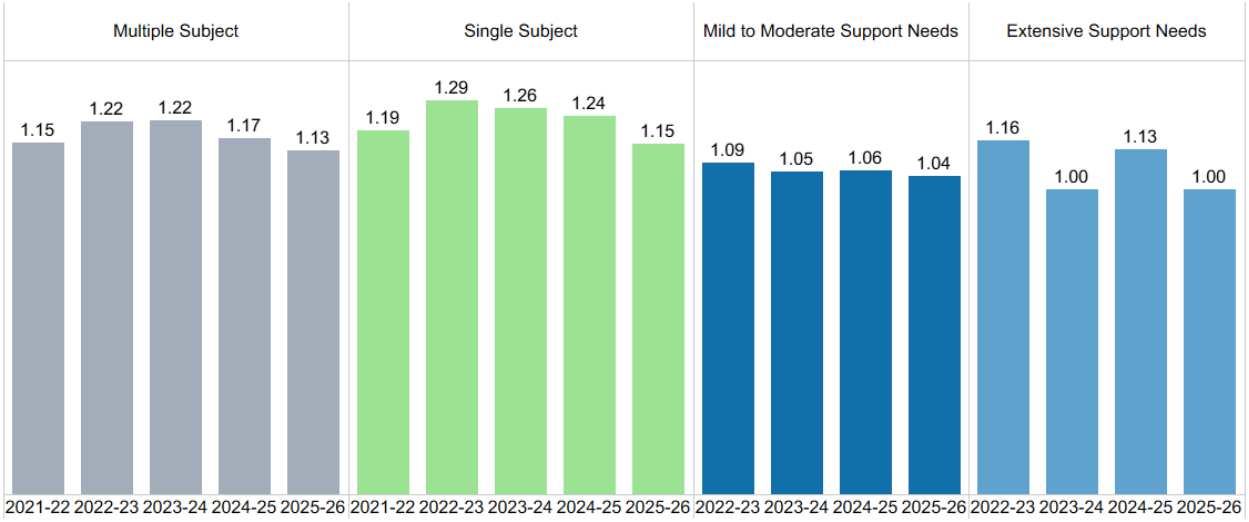
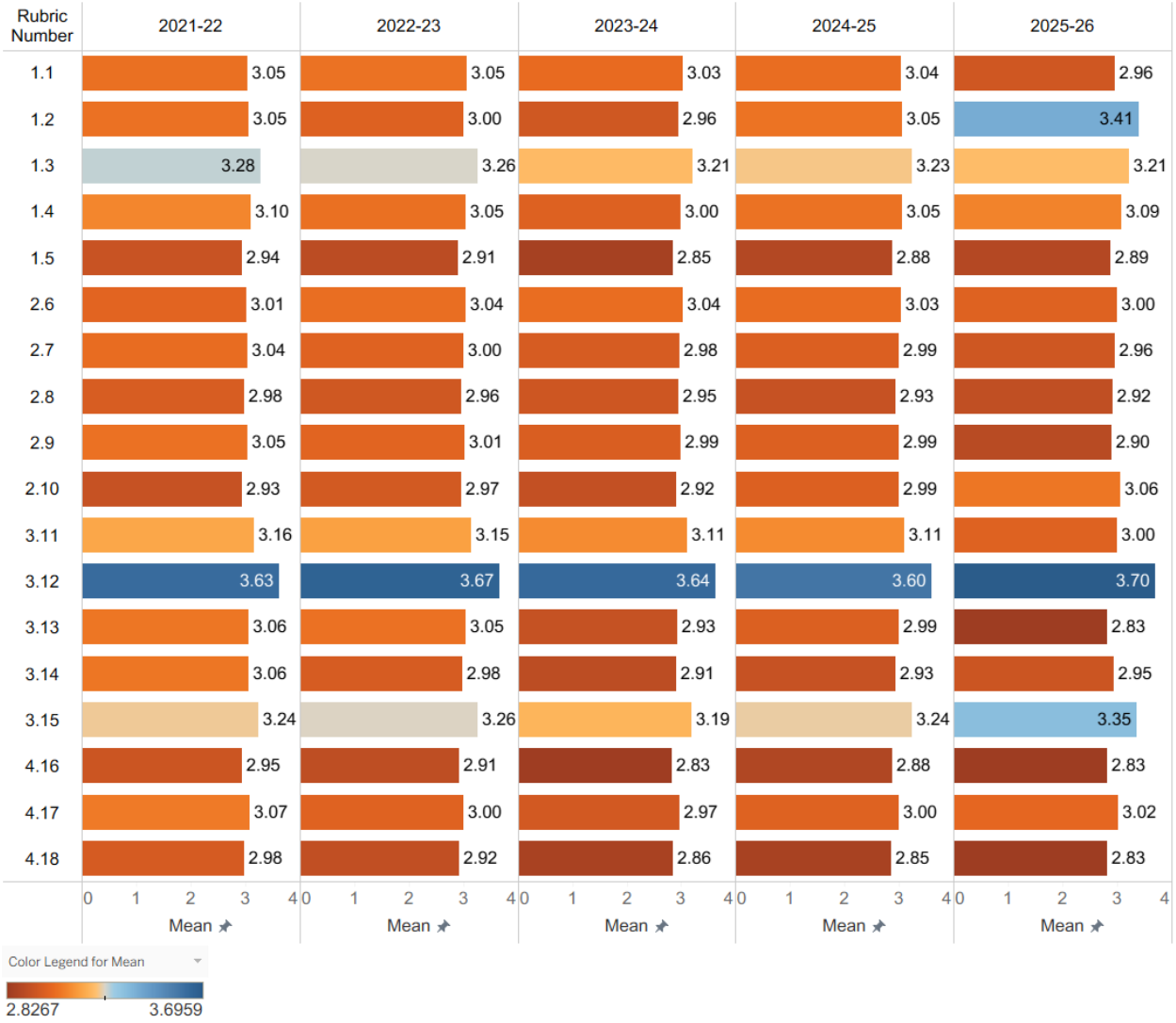


Table 28. Range of Attempts to Pass edTPA by Credential Area (MS, SS, MMSN, ESN), 2021-22 to 2025-26

Academic Year	MS # Passed (Range of Attempts)	SS # Passed (Range of Attempts)	MMSN # Passed (Range of Attempts)	ESN # Passed (Range of Attempts)
2021-22	1,718 (1 to 8)	1,918 (1 to 10)	-	-
2022-23	1,882 (1 to 7)	2,004 (1 to 12)	150 (1 to 2)	19 (1 to 3)
2023-24	1,881 (1 to 9)	1,892 (1 to 13)	328 (1 to 3)	47 (1 to 1)
2024-25	2,193 (1 to 14)	2,033 (1 to 12)	517 (1 to 2)	84 (1 to 3)
2025-26	1,990 (1 to 11)	2,089 (1 to 9)	553 (1 to 5)	76 (1 to 2)

Figure 35. edTPA Multiple Subject: Rubric First-Attempt Mean Score, 2021-22 to 2025-26



edTPA Elementary Education: Literacy with Mathematics Rubrics (2024-25)

Task 1: Planning for Literacy Instruction and Assessment

- Rubric 1.1: Planning for Literacy Learning
- Rubric 1.2: Planning to Support Varied Student Learning Needs
- Rubric 1.3: Using Knowledge of Students to Inform Teaching and Learning
- Rubric 1.4: Identifying and Supporting Language Demands
- Rubric 1.5: Planning Assessments to Monitor and Support Student Learning

Task 2: Instructing and Engaging Students in Literacy Learning

- Rubric 2.6: Learning Environment
- Rubric 2.7: Engaging Students in Learning
- Rubric 2.8: Deepening Student Learning
- Rubric 2.9: Subject-Specific Pedagogy: Elementary Literacy
- Rubric 2.10: Analyzing Teaching Effectiveness

Task 3: Assessing Students' Literacy Learning

Rubric 3.11: Analysis of Student Learning
Rubric 3.12: Providing Feedback to Guide Further Learning
Rubric 3.14: Analyzing Students' Language Use and Literacy Learning
Rubric 3.15: Using Assessment to Inform Instruction

Task 4: Assessing Students' Mathematics Learning

Rubric 4.16: Analyzing Whole Class Understandings
Rubric 4.17: Analyzing Student Work Samples
Rubric 4.18: Using Evidence to Reflect on Teaching

Figure 36. edTPA Single Subject: Rubric First-Attempt Mean Score, 2021-22 to 2025-26



edTPA Secondary Education:

Task 1: Planning for Literacy Instruction and Assessment

Rubric 1.1: Planning for Understanding
Rubric 1.2: Planning to Support Varied Student Learning Needs
Rubric 1.3: Using Knowledge of Students to Inform Teaching and Learning

Rubric 1.4: Identifying and Supporting Language Demands
Rubric 1.5: Planning Assessments to Monitor and Support Student Learning

Task 2: Instructing and Engaging Students in Literacy Learning

Rubric 2.6: Learning Environment
Rubric 2.7: Engaging Students in Learning
Rubric 2.8: Deepening Student Learning
Rubric 2.9: Subject-Specific Pedagogy
Rubric 2.10: Analyzing Teaching Effectiveness

Task 3: Assessing Students Learning

Rubric 3.11: Analysis of Student Learning
Rubric 3.12: Providing Feedback to Guide Further Learning
Rubric 3.14: Analyzing Students' Learning
Rubric 3.15: Using Assessment to Inform Instruction

Figure 37. edTPA Mild to Moderate Support Needs: Rubric First-Attempt Mean Score, 2022-23 to 2025-26



edTPA Elementary Education: Education Specialist, Literacy MMSN/ESN (2024-25)

Task 1: Planning for Literacy Instruction and Assessment

- Rubric 1.1: Planning for Alignment and Development of Knowledge and Skills
- Rubric 1.2: Planning Support for the Focus Learner
- Rubric 1.3: Justification of Instruction and Support
- Rubric 1.4: Supporting the Focus Learner's Use of Communication Skills
- Rubric 1.5: Planning Assessments to Monitor and Support Student Learning

Task 2: Instructing and Engaging the Focus Learner

- Rubric 2.6: Learning Environment
- Rubric 2.7: Engaging the Focus Learner
- Rubric 2.8: Deepening Student Learning
- Rubric 2.9: Supporting Teaching and Learning
- Rubric 2.10: Analyzing Teaching Effectiveness

Task 3: Assessing Learning

- Rubric 3.11: Analyzing the Focus Learner's Performance
- Rubric 3.12: Providing Feedback to Guide Further Learning
- Rubric 3.13: Leaner Understanding and Use of Feedback
- Rubric 3.14: Explaining the Focus Learner's Use of Communication
- Rubric 3.15: Using Assessment to Inform Instruction

Figure 38. Extensive Support Needs: Rubric First-Attempt Mean Score, 2022-23 to 2025-26



edTPA Elementary Education: Education Specialist, Literacy MMSN/ESN (2024-25)

Task 1: Planning for Literacy Instruction and Assessment

- Rubric 1.1: Planning for Alignment and Development of Knowledge and Skills
- Rubric 1.2: Planning Support for the Focus Learner
- Rubric 1.3: Justification of Instruction and Support
- Rubric 1.4: Supporting the Focus Learner's Use of Communication Skills
- Rubric 1.5: Planning Assessments to Monitor and Support Student Learning

Task 2: Instructing and Engaging the Focus Learner

- Rubric 2.6: Learning Environment
- Rubric 2.7: Engaging the Focus Learner
- Rubric 2.8: Deepening Student Learning
- Rubric 2.9: Supporting Teaching and Learning
- Rubric 2.10: Analyzing Teaching Effectiveness

Task 3: Assessing Learning

- Rubric 3.11: Analyzing the Focus Learner's Performance
- Rubric 3.12: Providing Feedback to Guide Further Learning
- Rubric 3.13: Leaner Understanding and Use of Feedback
- Rubric 3.14: Explaining the Focus Learner's Use of Communication
- Rubric 3.15: Using Assessment to Inform Instruction

Next Steps

During the 2025-26 academic year, ES, in partnership with an Advisory Committee, developed edTPA Essentials, a new version of edTPA. Whereas the previous version of the edTPA consists of three tasks with multiple components evaluated across 15 rubrics, edTPA Essentials consists of two tasks which may be completed and submitted in any order (e.g. Task 1 then Task 2, or Task 2 then Task 1). Additionally, candidates may take both tasks in one term or one task in one term and the other task in a subsequent term. Each task is evaluated on a total of six rubrics.

Currently, edTPA Essentials assessments have been developed for four of the preliminary teaching credential areas offered in California: PK-3 Early Childhood Education Specialist Instruction (edTPA Essentials Early Childhood), Multiple Subject (edTPA Essentials Multiple Subject), Single Subject (edTPA Essentials Single Subject), and Education Specialist (edTPA Essentials Special Education--Multiple Subject and edTPA Essentials Special Education--Single Subject.

At its June 2025 meeting (Consent Calendar), the Commission approved edTPA Essentials for field testing during the 2025-26 academic year.

APPENDIX D

FAST 2025 -26 Annual Report

Overview of FAST

The Fresno Assessment of Student Teachers (FAST) is a Commission-approved TPA model designed by and used exclusively by California State University, Fresno (Fresno State). FAST was originally reviewed and approved by the Commission in 2007 and has been in use at Fresno State since that time. Currently, the Commission has approved versions of FAST for use with Multiple Subject (MS), Single Subject (SS), Education Specialist Mild-to-Moderate Support Needs (MMSN), and Education Specialist Extensive Support Needs (ESN) candidates. A version for candidates pursuing a PK-3 Early Childhood Specialist Instruction (PK-3) credential was approved by the Commission for field testing during the 2025-26 academic year at its August 2025 meeting (Agenda Item 3A).

FAST consists of two parts: the Site Visitation Project (SVP), completed during candidates' initial student teaching, and the Teaching Sample Project (TSP), completed during candidates' final student teaching. The SVP assesses teacher candidates' ability to 1) plan a single lesson, 2) implement that lesson, and 3) evaluate instruction. For Multiple Subject candidates, the content area is mathematics. Within the TSP, teacher candidates document how they are addressing the needs of all their students in the planning, teaching, and assessing of the content. The TSP assesses candidates' ability to (a) identify the context of the classroom; (b) plan and teach a series of at least five cohesive lessons with a focus on content knowledge and literacy; (c) assess students' learning before, during, and after the unit; (d) document their teaching and their students' learning; and (e) reflect on the effectiveness of their teaching. The TSP is divided into seven components, each of which is scored on a task-specific, four-point rubric.

- Candidates must receive a minimum score of 2 on the three SVP rubrics: Score of 6 out of 12 points.
- Candidates must receive a minimum score of 2 on the seven TSP rubrics: Score of 14 out of 28 points.

In order to align with the requirements of Senate Bill 488 (Chap. 678, Stats. 2021), which required that candidates for the MS, ES, and PK-3 credential areas pass a literacy performance assessment (LPA), the FAST SVP for these credential areas was revised to incorporate the LPA. MS, MMSN, ESN, and PK-3 candidates completing the revised SVP were evaluated on three four-point rubrics: Foundational Skills: Planning, Implementation, & Reflection; Meaning-Making Skills, Planning, Implementation, & Reflection; and Instructional Decision Making, Next Steps, & Culturally Sustaining Pedagogy. The 2025-26 academic year was the first year of full implementation of the revised assessments.

Program and Candidate Supports

Throughout the academic year, faculty and candidate coaches (university supervisors) who support candidates with their completion of the SVP and TSP, are provided a number of supports from the FAST coordinator. In addition, all candidates are provided with workshops

throughout the academic year. Additionally, candidates preparing to submit the SVP containing the LPA were provided with additional support sessions. Details about each of these supports are provided in the table below.

Table 29. Supports Provided to Faculty, Coaches, and Candidates by FAST Coordinator

Event	Description
Faculty Orientation	Every semester, the FAST Coordinator updates faculty on FAST Scores, highlighting components with lower averages to encourage intentional practices in coursework. Additionally, communicates changes that were made in the FAST Manual, Projects, Rubrics based on feedback from our students and coaches for continuous improvement.
New Coach Training	Training offered during the first month of the semester for all new University Coaches to get a general understanding of the project their students will be completing. During the training coaches are paired with colleagues in their same program and work alongside them throughout the semester. These trainings are offered both in person and through zoom. • Sept. 22, 2026, 1-3pm Multiple Subject • Sept 22, 2026, 3-5pm Single Subject • Sept 25, 2026, 10-12 Multiple Subject & Education Specialist • Sept 25, 2026 12-2pm Single Subject
New Coach Calibration	New coaches will go through a calibration cycle at the end of October before they begin assessing their candidate's project in November. New coaches score an existing project using the rubric and work with their colleagues to identify evidence in the project that aligns with the level of the rubric. Calibration sessions are held both in person and on zoom • Oct. 20, 2026, 4-6pm • Oct 27, 2026, 12-2pm • Additional times if needed
Returning Coach Support & Calibration	Calibration sessions held during the first week of school include updates around the projects, changes made based on feedback to the manual, forms, and/or rubrics. Returning coaches score an existing project and bring their evidence and scores to their calibration meeting. Groups of 3-5 coaches collaborate to identify where the evidence places the project on the rubric. Coaches who score the project more than one level away work with the FAST Coordinator to identify those areas. If there is a consistent over or under scoring, the coaches' candidate projects are double scored to maintain validity and reliability.

Student Support Literacy Bootcamp	Held on Friday, September 18, 2026, the Teacher Preparation Program hosted a literacy bootcamp for all candidates from the PK-3, Multiple Subject, and Education Specialist credential programs. Candidates received an overview of the 9 foundational and meaning making skills from TPE 7.5 and 7.6 looking at each skill from emergent (Pk/TK) up through 8th grade. Where does the skill start and where are we going? Then candidates attended breakout sessions that demonstrated what those skills look like in their type of clinical practice setting. • TK/K • 1st & 2nd grade • 3rd & 4th grade • 5th-8th grade • Extensive Support Need classrooms

Student Support Seminars	Candidates in all programs, PK-3, Ed Specialist, Multiple Subject and Single Subject receive support seminars to scaffold the process of completing the project for their program.
	• Single Subject: FAST Coordinator visits their clinical practice seminar to introduce and provide support for both SVP and TSP
	• Multiple Subject, Education Specialist, & PK-3: FAST Coordinator provides specific seminars based on the grade level of their clinical practice
	  • Assessment of Literacy; Candidates receive instruction in using a developmentally appropriate assessment for their group of students. The FAST Coordinator also modeled for candidates how to analyze those assessments and determine students' literacy needs.
	  • Development of Literacy Sequence; Candidates receive support in how to use the information and data gathered in the assessments to plan a 3-day literacy sequence for a group of their students with similar literacy needs.

FAST TPA Results, 2022-23 to 2025-26

The following tables provide the results of the FAST SVP and TSP administrations with MS, SS, and ES candidates. Please note that, for ES, reports MMSN and ESN candidates are combined. For each year, overall first-attempt pass rates are provided for each credential area, along with first-attempt mean scores for each rubric. Overall pass rates are also disaggregated by demographic for each task.

Because the PK-3 version of FAST was being field tested during the 2025-26 academic year, data are not included below.

In 2025–26, FAST outcomes improved and continued to support the fairness, consistency, and equity of the assessment system. A total of 937 candidates attempted FAST, an increase from the prior year. Of these candidates, 866, or 92.4%, passed on the first attempt. An additional 64

candidates passed on the second attempt, resulting in 930 candidates, or 99.3%, passing by the first or second attempt. Compared with 2024–25, both the first-attempt pass rate and the overall first- or second-attempt pass rate increased, indicating stronger overall candidate performance.

Site Visitation Project results also improved in 2025–26. MS candidates earned mean scores of 2.7 across the new LPA rubrics: Foundational Skills, Meaning Making, and Instructional Decision Making and Culturally Sustaining Pedagogy; ES/MS-ES candidates also earned mean scores of 2.8 across all three rubric areas. SS candidates earned mean scores of 2.8 across all three rubric areas. This pattern reflects consistent and strong performance across credential pathways and provides evidence that FAST expectations are being applied equitably across program areas.

Teaching Sample Project results remained strong and showed notable gains for ES/MS-ES candidates. MS candidates earned mean scores ranging from 2.7 to 2.9, while SS candidates earned mean scores ranging from 2.8 to 3.0. ES/MS-ES candidates earned mean scores ranging from 2.9 to 3.1 across the seven Teaching Sample Project rubric areas, representing a clear increase from 2024–25. These findings indicate that candidates across pathways are successfully demonstrating the competencies assessed by FAST.

Table 30: FAST All Attempt Pass Rates (MS/SS/ES)

Academic Year	Total Attempts	N Passed First Attempt	Percent Passed First Attempt	N Passed Second Attempt	Percent Passed Second Attempt	N Passed Two Attempts	Percent Passed Two Attempts
2021-22	829	772	93.1%	57	100%	827	99.8%
2022-23	889	819	92.1%	62	93.9%	881	99.1%
2023-24	860	796	92.6%	59	92.2%	855	99.4%
2024-25	878	785	89.4%	74	90.2%	859	97.8%
2025-26	937	866	92.4%	64	90.1%	930	99.3%

Table 31: FAST First Attempts of Site Visit Performance Score Means by Rubric (MS/SS/ES)

Academic Year	Number Submitted	Planning Rubric* Mean	Implementation Rubric* Mean	Reflection Rubric* Mean
2021-22 MS	263	2.6	2.7	2.7
2021-22 SS	165	2.5	2.5	2.6
2022-23 MS	279	2.7	2.7	2.6
2022-23 SS	162	2.6	2.6	2.6
2023-24 MS	210	2.7	2.7	2.7
2023-24 SS	146	2.7	2.6	2.7
2023-24 ES	65	2.8	2.8	2.7
2024-25 MS	244	2.6	2.6	2.6
2024-25 SS	135	2.7	2.6	2.6
2024-25 ES	35	2.6	2.6	2.5
2025-26 MS	249	2.7	2.7	2.7

Academic Year	Number Submitted	Planning Rubric* Mean	Implementation Rubric* Mean	Reflection Rubric* Mean
2025-26 SS	134	2.8	2.8	2.8
2025-26 ES	46	2.8	2.8	2.8

*In 2024-25 and 2025-26, MS and ES candidates completed the revised version of FAST that includes an LPA. The LPA Rubrics are Foundational Skills, Meaning Making, and Instructional Decision Making and Culturally Sustaining Pedagogy.

Table 32: FAST First Attempts of Teaching Sample Project Rubric Score Means*

Academic Year	N	TSP 1*	TSP 2*	TSP 3*	TSP 4*	TSP 5*	TSP 6*	TSP 7*
2021-22 MS	261	2.6	2.5	2.5	2.7	2.5	2.6	2.5
2021-22 SS	140	2.7	2.5	2.6	2.7	2.6	2.7	2.6
2022-23 MS	278	2.7	2.6	2.5	2.7	2.5	2.6	2.6
2022-23 SS	148	2.8	2.7	2.6	2.7	2.6	2.7	2.6
2023-24 MS	247	2.7	2.6	2.6	2.7	2.6	2.6	2.6
2023-24 SS	149	3.0	2.8	2.8	2.9	2.8	2.8	2.8
2023-24 ES	34	2.6	2.5	2.6	2.8	2.6	2.7	2.7
2024-25 MS	204	2.9	2.7	2.7	2.8	2.7	2.8	2.7
2024-25 SS	134	2.9	2.8	2.8	3.0	2.7	2.7	2.8
2024-25 ES, MS/ES	44	2.7	2.6	2.6	2.8	2.7	2.7	2.7
2025-26 MS	241	2.9	2.8	2.8	2.9	2.7	2.8	2.7
2025-26 SS	133	2.9	2.8	2.8	3.0	2.8	2.9	2.8
2025-26 ES, MS/ES	42	2.9	2.9	2.9	3.1	3.0	3.0	3.0

*TSP 1: Context Rubric
TSP 2: Outcomes Rubric
TSP 3: Assessment Rubric
TSP 4: Instruction Rubric
TSP 5: Decisions Rubric
TSP 6: Analysis Rubric
TSP 7: Reflection Rubric

Table 33: FAST Race/Ethnicity Data for First Attempts on Site Visitation Project (2022-23 to 2025-26)

Site Visitation Project	2022-23 N	2022-23 Percent Passed	2023-24 N	2023-24 Percent Passed	2024-25 N	2024-25 Percent Passed	2025-26 Number	2025-26 Percent Passed
All	460	96.7%	422	96.9%	429	97.0%	454	99.6%
Asian	N/A	N/A	10	100%	17	94.1%	18	100%
Black	*	*	5	100%	1	100%	N/A	N/A
Hispanic	260	97.7%	266	98.1%	278	96.0%	286	100%
N/A	N/A	N/A	11	100%	7	100%	11	100%
Nat Amer	*	*	2	100%	N/A	N/A	3	100%
Other	10	100%	11	100%	7	100%	5	100%
Pac Island	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SE Asian	30	90.0%	28	92.9%	23	100%	30	96.7%
White	98	98.0%	89	93.3%	96	99.0%	101	99.0%

* N <10 not reported

Table 34: FAST Race/Ethnicity Data for First Attempts on Teaching Sample Project (2022-23 to 2025-26)

Teaching Sample Project	2022-23 N	2022-23 Percent Passed	2023-24 N	2023-24 Percent Passed	2024-25 N	2024-25 Percent Passed	2025-26 Number	2025-26 Percent Passed
All	429	87.2%	438	88.4%	449	98.7%	483	99.0%
Asian	N/A	N/A	10	100%	12	100%	24	100%
Black	*	*	6	100%	1	100%	N/A	N/A
Hispanic	238	86.6%	276	85.9%	300	99.3%	306	99.0%
N/A	N/A	N/A	11	90.9%	5	100%	13	92.3%
Nat Amer	N/A	N/A	2	100%	1	100%	2	100%
Other	10	100%	13	100%	6	100%	6	100%
Pac Island	N/A	N/A	1	100%	N/A	N/A	N/A	N/A
SE Asian	28	89.3%	20	80.0%	29	93.1%	30	96.7%
White	109	86.2%	99	92.9%	95	97.9%	102	100%

* N <10 not reported

Next Steps

After reviewing the data from the 2025-26 administrations of the FAST, faculty made a number of changes to the assessment itself and to its implementation and scoring processes.

To begin, rather than providing a holistic score on each rubric, assessors will now provide candidates with a score on each rubric section. Related, rubric feedback provided to candidates will focus on the rubric level descriptor (Does not meet expectations, Meets expectations, Meets expectations at a high level, or Exceeds Expectations) rather than the numeric value

associated with the level. The expectation is that candidates will receive a minimum of Meets expectations in each area.

To ensure candidates receive the necessary support during their clinical practice, the FAST Coordinator will communicate directly with Mentor Teachers, providing details about the FAST components, due dates, and how mentors can support their candidates. Additionally, the FAST Coordinator is developing a Coach Resource folder for university supervisors that includes examples of projects that have been scored at the different rubric levels. Each sample project will be highlighted and annotated to detail how the project does/does not meet expectations.

Additional minor changes are being made to both the SVP and the TSP to better communicate expectations to candidates in order to support their success.

APPENDIX E

CalAPA 2025-26 Annual Report

Overview of California Administrator Performance Assessment (CalAPA)

The California Administrator Performance Assessment (CalAPA) is the only approved performance assessment for preliminary administrative services credential programs. The CalAPA is a performance-based assessment developed by the California Commission on Teacher Credentialing to evaluate candidates' mastery of the California Administrator Performance Expectations (CAPE), which align with the California Professional Standards for Education Leaders (CPSEL) and reflect the skills needed for effective school leadership. There are three cycles in the CalAPA. These three cycles are Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity, Cycle 2: Facilitating Communities of Practice, Cycle 3: Supporting Teacher Growth. Each cycle contains four steps: Investigate, Plan, Act, and Reflect. To receive a preliminary administrative services credential, candidates must successfully complete all three cycles.

Program and Candidate Supports

During the 2025-2026 academic year, the Performance Assessment team provided multiple forms of support for CalAPA programs and candidates. The program and candidate supports are listed below.

Table 35. CalAPA Program and Candidate Supports Provided by Performance Assessment Team

Event	Description
Candidate Office Hours	Every week the PA team hosts office hours (Sept-July) for candidates to ask their specific CalAPA questions. • Wednesdays, 4:15 to 5 pm • Fridays, 4:15 to 5 pm
Program Office Hours	Twice a month the PA team hosts office hours (Sept-June) for program and faculty to ask their specific CalAPA questions. • 1st and 3rd Fridays, 9 to 9:30 am
Professional Learning Community (PLC) Meetings	Monthly meetings (Oct-May) for the CalAPA community to come together and discuss ongoing topics and supports for their candidates. Second Friday of each month, 11 am to 12 pm
Deep Dive Webinars	In August, the PA team provided a deep dive into each of the CalAPA cycles to provide an in-depth review of the changes and requirements for Version 8. The team provided a detailed description of the CalAPA assessment guide, rubrics, and templates. • Cycle 1: August 7, 2025, 9:00-10:30 am • Cycle 2: August 14, 2025, 9:00-10:30 am

	• Cycle 3: August 21, 2025, 9:00-10:30 am
Digging Deeper Webinars	In this six-part webinar series, the PA team provided a thorough review of the Version 8 assessment guides and templates. • Program Guide & Candidate Supports: September 11, 2025, 1 to 2:30 pm • Coaching & Mentoring Teachers/Leaders: October 9, 2025, 1 to 2:30 pm • Using Video & Commentary to Reflect and Improve Practice: November 13, 2025, 1 to 2:30 pm • What You Do and Why: Reflecting on Practice: January 15, 2026, 1 to 2:30 pm • Equity Focused Teaching and Leadership: March 26, 2026, 1 to 2:30 pm • Embedding the CalAPA and 2026-2027 Academic Year Planning: April 23, 2026, 1 to 2:30 pm
CalAPA Coordinator Meetings	Three times a year the PA team hosts program coordinator meetings. The September webinar is for new coordinators and designed to support and equip new coordinators with the tools they will need as they lead or support program faculty and candidates in the 2025-26 academic year. The remaining meetings are for returning coordinators as quarterly and annual rubric level data is reviewed and discussed for continuous improvement efforts. • New Coordinator Orientation: September 9, 2025, 9 am to 12 pm • Winter Coordinator Meeting: January 21, 2026, 1 to 3 pm • Summer Coordinator Meeting: June 10, 2026, 1 to 3 pm
Meredith Fellows Implementation Conference (MFIC)	The Meredith Fellows Implementation Conference (MFIC) is a two- day virtual conference held annually by the CTC Performance Assessment team. MFIC provides space for all California-accredited educator preparation programs to learn with/from one another best practices for supporting candidates with the teacher and administrator performance assessments. • February 5-6, 2026, 8:30 am to 1 pm

CalAPA Results 2021-22 to 2025-26

The tables below provide overall pass rates, First-Attempt pass rates, First-Attempt pass rates by demographic, mean number of attempts to pass, and First-Attempt mean scores by rubric.

The number of distinct examinees who registered for a CalAPA cycle in 2025-26 was 3,428.

Table 36. CalAPA Overall Pass Rates, 2021-22 to 2025-26

Academic Year	Number Attempted All Cycles	Number Passed	Overall Pass Rate
2021-22	1,483	1,465	98.8%
2022-23	1,819	1,796	98.7%
2023-24	1,951	1,905	97.6%
2024-25	2,103	2,036	96.8%
2025-26	2,089	2,014	96.4%

Note: The Overall Pass Rate was determined from the number passed by number attempted All Cycles. Examinees who did not complete both Cycle 1, Cycle 2 and Cycle 3 were not included in the 2025-26 academic year results.

Table 37. First Attempt Pass Rate2021-22 to 2025-26

Academic Year	Number Attempted All Cycles	Number Passed	First Attempt Pass Rate
2021-22	1,483	1,248	84.2%
2022-23	1,819	1,451	79.8%
2023-24	1,951	1,369	70.2%
2024-25	2,103	1,517	72.1%
2025-26	2,089	1,733	83.0%

Note: The First-Attempt pass rate was determined from the number passed by number attempted All Cycles. First-Attempt Passed indicated that examinees passed both Cycle 1, Cycle 2, and Cycle 3 on the first attempt. If examinees received a condition code on their first attempt and subsequently received a "Passed" status on their second attempt, they would not be considered as First-Attempt Passed.

Table 38. CalAPA Demographic Overall Pass Rates, 2021-22 to 2025-26

Academic Year	Demographic	Number Candidates Attempted All Cycles/Tasks	Number Passed	Pass Rate
2021-22	Female	1,128	1,116	98.9%
2021-22	Male	327	323	98.8%
2021-22	Nonbinary	2	2	100.0%
2021-22	Decline to State Gender Identity	26	24	92.3%
2021-22	American Indian or Alaska Native	9	9	100.0%
2021-22	Asian	120	118	98.3%
2021-22	Black or African American	108	107	99.1%
2021-22	Hispanic or Latino	434	431	99.3%

Academic Year	Demographic	Number Candidates Attempted All Cycles/Tasks	Number Passed	Pass Rate
2021-22	Native Hawaiian or Other Pacific Islander	4	4	100.0%
2021-22	Other	53	52	98.1%
2021-22	White	681	673	98.8%
2021-22	Decline to State Race/Ethnicity	74	71	95.9%
2022-23	Female	1,362	1,346	98.8%
2022-23	Male	427	420	98.4%
2022-23	Nonbinary	2	2	100.0%
2022-23	Decline to State Gender Identity	28	28	100.0%
2022-23	American Indian or Alaska Native	11	11	100.0%
2022-23	Asian	151	145	96.0%
2022-23	Black or African American	139	137	98.6%
2022-23	Hispanic or Latino	525	520	99.0%
2022-23	Native Hawaiian or Other Pacific Islander	6	6	100.0%
2022-23	Other	66	65	98.5%
2022-23	White	827	819	99.0%
2022-23	Decline to State Race/Ethnicity	94	93	98.9%
2023-24	Female	1,439	1,411	98.1%
2023-24	Male	467	452	96.8%
2023-24	Nonbinary	3	2	66.7%
2023-24	Decline to State Gender Identity	42	40	95.2%
2023-24	American Indian or Alaska Native	14	13	92.9%
2023-24	Asian	159	157	98.7%
2023-24	Black or African American	127	121	95.3%
2023-24	Hispanic or Latino	606	589	97.2%

Academic Year	Demographic	Number Candidates Attempted All Cycles/Tasks	Number Passed	Pass Rate
2023-24	Native Hawaiian or Other Pacific Islander	6	6	100.0%
2023-24	Other	84	83	98.8%
2023-24	White	867	852	98.3%
2023-24	Decline to State Race/Ethnicity	88	84	95.5%
2024-25	Female	1,564	1,511	96.6%
2024-25	Male	494	483	97.8%
2024-25	Nonbinary	2	2	100.0%
2024-25	Decline to State Gender Identity	43	40	93.0%
2024-25	American Indian or Alaska Native	17	16	94.1%
2024-25	Asian	181	177	97.8%
2024-25	Black or African American	184	170	92.4%
2024-25	Hispanic or Latino	658	639	97.1%
2024-25	Native Hawaiian or Other Pacific Islander	6	5	83.3%
2024-25	Other	89	89	100.0%
2024-25	White	863	837	97.0%
2024-25	Decline to State Race/Ethnicity	105	103	98.1%
2025-26	Female	1,533	1,481	96.6%
2025-26	Male	519	497	95.8%
2025-26	Nonbinary	2	2	100.0%
2025-26	Decline to State Gender Identity	35	34	97.1%
2025-26	American Indian or Alaska Native	15	15	100.0%
2025-26	Asian	185	178	96.2%
2025-26	Black or African American	184	174	94.6%
2025-26	Hispanic or Latino	636	613	96.4%
2025-26	Multiracial	0	0	0.0%

Academic Year	Demographic	Number Candidates Attempted All Cycles/Tasks	Number Passed	Pass Rate
2025-26	Native Hawaiian or Other Pacific Islander	9	8	88.9%
2025-26	Other	80	80	100.0%
2025-26	White	881	851	96.6%
2025-26	Decline to State Race/Ethnicity	99	95	96.0%

Table 39. CalAPA Demographic First-Attempt Pass Rate, 2021-22 to 2025-26

Academic Year	Demographic	Number Examinees Attempted All Cycles/Tasks	Number Passed First Attempt	First Attempt Pass Rate
2021-22	Female	1,128	946	83.9%
2021-22	Male	327	277	84.7%
2021-22	Nonbinary	2	2	100.0%
2021-22	Decline to State Gender Identity	26	23	88.5%
2021-22	American Indian or Alaska Native	9	5	55.6%
2021-22	Asian	120	97	80.8%
2021-22	Black or African American	108	81	75.0%
2021-22	Hispanic or Latino	434	363	83.6%
2021-22	Native Hawaiian or Other Pacific Islander	4	3	75.0%
2021-22	Other	53	41	77.4%
2021-22	White	681	594	87.2%
2021-22	Decline to State Race/Ethnicity	74	64	86.5%
2022-23	Female	1,362	1,095	80.4%
2022-23	Male	427	331	77.5%
2022-23	Nonbinary	2	2	100.0%
2022-23	Decline to State Gender Identity	28	23	82.1%
2022-23	American Indian or Alaska Native	11	9	81.8%

Academic Year	Demographic	Number Examinees Attempted All Cycles/Tasks	Number Passed First Attempt	First Attempt Pass Rate
2022-23	Asian	151	124	82.1%
2022-23	Black or African American	139	101	72.7%
2022-23	Hispanic or Latino	525	412	78.5%
2022-23	Native Hawaiian or Other Pacific Islander	6	6	100.0%
2022-23	Other	66	46	69.7%
2022-23	White	827	677	81.9%
2022-23	Decline to State Race/Ethnicity	94	76	80.9%
2023-24	Female	1,439	1,016	70.6%
2023-24	Male	467	321	68.7%
2023-24	Nonbinary	3	2	66.7%
2023-24	Decline to State Gender Identity	42	30	71.4%
2023-24	American Indian or Alaska Native	14	9	64.3%
2023-24	Asian	159	118	74.2%
2023-24	Black or African American	127	74	58.3%
2023-24	Hispanic or Latino	606	435	71.8%
2023-24	Native Hawaiian or Other Pacific Islander	6	2	33.3%
2023-24	Other	84	52	61.9%
2023-24	White	867	624	72.0%
2023-24	Decline to State Race/Ethnicity	88	55	62.5%
2024-25	Female	1,564	1,159	74.1%
2024-25	Male	494	332	67.2%
2024-25	Nonbinary	2	1	50.0%
2024-25	Decline to State Gender Identity	43	25	58.1%
2024-25	American Indian or Alaska Native	17	14	82.4%
2024-25	Asian	181	133	73.5%

Academic Year	Demographic	Number Examinees Attempted All Cycles/Tasks	Number Passed First Attempt	First Attempt Pass Rate
2024-25	Black or African American	184	109	59.2%
2024-25	Hispanic or Latino	658	491	74.6%
2024-25	Native Hawaiian or Other Pacific Islander	6	4	66.7%
2024-25	Other	89	70	78.7%
2024-25	White	863	629	72.9%
2024-25	Decline to State Race/Ethnicity	105	67	63.8%
2025-26	Female	1,533	1,291	84.2%
2025-26	Male	519	412	79.4%
2025-26	Nonbinary	2	2	100.0%
2025-26	Decline to State Gender Identity	35	28	80.0%
2025-26	American Indian or Alaska Native	15	8	53.3%
2025-26	Asian	185	155	83.8%
2025-26	Black or African American	184	136	73.9%
2025-26	Hispanic or Latino	636	529	83.2%
2025-26	Multiracial	0	0	0.0%
2025-26	Native Hawaiian or Other Pacific Islander	9	7	77.8%
2025-26	Other	80	66	82.5%
2025-26	White	881	753	85.5%
2025-26	Decline to State Race/Ethnicity	99	79	79.8%

Table 40. CalAPA Mean Number of Attempts to Pass, 2021-22 to 2025-26

Academic Year	Number Passed	Range of Attempts	Mean
2021-22	1,465	1 to 5	1.17
2022-23	1,796	1 to 4	1.22
2023-24	1,905	1 to 6	1.35
2024-25	2,036	1 to 9	1.35
2025-26	2,014	1 to 7	1.17

Note: The mean was determined by using the most recent examinee attempt for the combined Cycle 1, Cycle 2 and Cycle 3 to pass the CalAPA. For example, if an examinee passed Cycle 1 in the first attempt, Cycle 2 in the second attempt, and Cycle 3 on the first attempt, the number of attempts for the examinee will be "2". The "2" will be used in the mean analysis.

Table 41. CalAPA Rubric First-Attempt Mean Score

Rubric Number	2021-22	2022-23	2023-24	2024-25	2025-26
1.1	3.13	2.97	2.92	2.98	3.01
1.2	2.84	2.68	2.59	2.70	2.67
1.3	2.85	2.65	2.59	2.65	2.74
1.4	2.97	2.82	2.82	2.97	3.11
1.5	2.83	2.73	2.70	2.71	2.79
1.6	3.04	2.90	2.87	2.95	3.02
1.7	2.55	2.42	2.40	2.46	2.65
1.8	2.43	2.44	2.48	2.57	2.64
2.1	3.07	3.05	3.04	3.05	3.08
2.2	2.91	2.85	2.84	2.82	3.00
2.3	2.40	2.28	2.23	2.35	2.61
2.4	2.85	2.64	2.62	2.62	2.37
2.5	3.10	2.85	2.50	2.61	2.89
2.6	2.66	2.66	2.51	2.47	2.68
2.7	2.23	2.10	2.14	2.21	2.56
3.1	2.79	2.66	2.73	2.85	3.00
3.2	2.70	2.71	2.63	2.66	2.79
3.3	2.98	3.04	3.05	3.06	3.12
3.4	2.82	2.67	2.59	2.64	2.77
3.5	2.50	2.37	2.22	2.31	2.38
3.6	2.60	2.58	2.76	2.84	2.90
3.7	2.48	2.54	2.72	2.91	3.05

**Note: The rubric level score scale is from 1 to 5.*

Rubric Essential Questions:

CalAPA Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity

Step 1: Investigate

1.1 Based on the chosen California state indicator, how well does the candidate select and analyze quantitative data sources across the three most recent years, identify patterns and/or trends related to equity, and choose an appropriate student group?

1.2 How does the candidate collect and analyze relevant qualitative data from a range of at least three different qualitative data sources and explain their relationship of the findings from the analysis to the quantitative data findings and the identified student group equity issue?

1.3 How does the candidate conduct an equity gap analysis based on the chosen California state indicator to inform their understanding of the equity issues for the

identified student group? How does this equity gap align with the school's vision, mission, and/or goals?

Step 2: Plan

1.4 How does the candidate determine contributing factors, including institutional and/or structural factors, that created or added to the identified equity gap affecting a student group and cite the research supporting their determination?

1.5 How does the candidate use the equity gap analysis and identification of potential contributing factors to develop a feasible problem statement related to student achievement and/or well-being?

Step 3: Act

1.6 How are the strategy(ies) proposed for equitable school improvement for the student group well informed by the findings of the equity gap analysis, including contributing factors, and responsive to the problem statement? How is the proposed strategy(ies) aligned to the school's vision, mission, and/or goals?

1.7 How does the candidate apply the feedback received from administrators or educational leaders familiar with the school culture and context and describe next steps for creating educational partner buy-in and potential implications for the adjusted set of strategy(ies)?

Step 4: Reflect

1.8 How did the leadership feedback shape the candidate's equity-focused strategy, build educational partner buy-in, and support their growth in addressing equity needs and gaps for the identified student group? How does the candidate reflect on their current strengths and identify future areas for growth in equity leadership?

CalAPA Leadership Cycle 2: Facilitating Communities of Practice

Step 1: Investigate

2.1 How does the candidate describe and analyze the role of current practices of collaborative professional learning at their school site/educational setting and how do these practices relate to student learning and/or well-being?

2.2 How does the candidate select an area of educational focus based on student data that corresponds to the vision, mission, and/or goals of their school site/educational setting? How does the candidate choose a group of educators/educational partners to participate in a community of practice in relation to the selected area of educational focus?

Step 2: Plan

2.3 Using the agreed-upon area of educational focus as a starting point, how does the candidate work collaboratively with the group to review data sets and select a problem of practice related to student learning and/or well-being? How does the candidate work with the group members to acknowledge that the problem of practice might be addressed with a change in current instructional practice at their school site/educational setting?

2.4 How does the candidate explain the collaborative process used during the planning meeting to select one relevant evidence-based strategy to address the selected problem of practice? How does the candidate describe the potential impact of the strategy on student learning and/or well-being?

Step 3: Act

2.5 How does the candidate demonstrate and analyze a variety of their facilitation skills of group learning—including documenting group decisions, supporting diverse viewpoints, and maintaining group focus and energy—while facilitating a collaborative process of group consensus, feedback, and progress during the implementation meetings?

2.6 How does the candidate facilitate a discussion that leads to a consensual understanding of initial implementation results? How does the candidate collaboratively lead the group in jointly determining next steps?

Step 4: Reflect

2.7 How does the candidate reflect upon initial implementation results and feedback from the group to analyze their leadership skills and practices to make specific connections to their strengths and areas for growth, and identify next steps, referring to specific evidence from any of the four steps? How does the candidate demonstrate a variety of leadership skills used to equitably facilitate a community of practice?

CalAPA Leadership Cycle 3: Supporting Teacher Growth

Step 1: Investigate

3.1 How does the candidate describe and analyze the current role of teacher coaching, observation, and/or instructional feedback practices at the school with the volunteer teacher, and explain the implications of how current practices impact their approach to conducting a coaching cycle?

Step 2: Plan

3.2 How does the candidate demonstrate and analyze their ability to listen to and talk with the volunteer teacher to understand the learning goals, classroom context, and student assets (e.g., cultural and/or linguistic) and/or interests and learning needs; jointly select with the volunteer teacher one or two CSTP elements from the same domain, including evidence to be collected; and plan for the observation?

Step 3: Act

3.3 How does the candidate recognize, document, and analyze the volunteer teacher's teaching practice related to the selected CSTP element(s) and learning goals of the lesson?

3.4 How does the candidate demonstrate and analyze their ability to foster a learning conversation in a post-observation meeting using CSTP-focused observation evidence, lesson observation video, and student work with the volunteer teacher regarding strengths and area(s) for growth?

3.5 In partnership with the volunteer teacher, how does the candidate demonstrate and analyze their ability to co-determine next steps for professional growth, including resources and additional coaching support based on the CSTP-related evidence during the post-observation meeting?

Step 4: Reflect

3.6 How does the candidate analyze their capacity to conduct a CSTP-focused coaching and observation process, based on their experience in this coaching cycle and feedback from the volunteer teacher, and refer to evidence to demonstrate their ability to facilitate and maintain a coaching partnership?

3.7 How does the candidate, informed by a continuous improvement mindset and focused on equitable leadership, reflect on their role as an instructional leader acting as an instructional coach and reflect on the potential impact of coaching?

Next Steps – Changes for the 2026-27 version

To support continuous improvement using CalAPA data, Version 9 was revised to clarify both instructions to candidates and the rubric language. In particular, efforts were made to ensure alignment between included prompts and the California Administrator Performance Expectations (CAPE). Additionally, essential questions were clarified to better communicate expectations to candidates.

The Commission PA Team also revised the supports it provides to program coordinators and faculty, to ensure they were better prepared to support candidates. The team continues to facilitate coordinator meetings focused on identifying and addressing lower-performing rubric areas, improving First-Attempt pass rates, and addressing demographic equity gaps. The team will also continue to hold monthly Professional Learning Community (PLC) meetings and its annual Meredith Fellows Implementation Conference. Both provide opportunities for the CalAPA community to learn with and from each other, share effective practices, and collaborate on strategies for continuous improvement.

Looking forward, the CalAPA will be updated once the Administrative Services Credential (ASC) Workgroup concludes its work reviewing the current standards and developing recommendations for Commission consideration. This will ensure the assessment aligns with revised standards.