



PROGRAM SPONSOR ALERT

DATE:
June 30, 2023

NUMBER:
23-03

SUBJECT: TRANSITION PLAN FOR THE READING INSTRUCTION COMPETENCE ASSESSMENT (RICA)

Summary:

[Senate Bill \(SB\) 488](#) (Chap. 678, Stats. 2021) requires the Commission on Teacher Credentialing (Commission) to, beginning July 1, 2025, assess all Preliminary Multiple Subject, Education Specialist, and PK-3 Early Childhood Education Specialist Instruction candidates for competency in reading and literacy instruction using an approved teaching performance assessment. This Program Sponsor Alert (PSA) provides information on the timeline for replacing the Reading Instruction Competence Assessment (RICA) with the literacy performance assessment.

Key Provisions:

SB 488 amended Education Code section 44320.3 requires the Commission to develop a new literacy performance assessment that will replace the RICA as of July 1, 2025. The statute reads:

“(a) By July 1, 2025, the commission shall ensure that an approved teaching performance assessment for a preliminary multiple subject credential, as required by Section 44320.2, and for a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, including, but not limited to, evidence-based methods of teaching foundational reading skills, as described in paragraph (4) of subdivision (b) of Section 44259.”

Pursuant to SB 488, beginning July 1, 2025, all **newly enrolled credential candidates** in Preliminary Multiple Subject, Education Specialist, and PK-3 Early Childhood Education Specialist Instruction credential programs must pass a Commission-adopted performance assessment that includes literacy instruction in order to be recommended for their credential. This means that **current and prospective candidates** who wish to take the RICA examination to meet the credential requirement for literacy instruction must take and pass either all three subtests of the written examination or the video performance assessment by July 1, 2025. The

RICA examination will be retired as of July 1, 2025, and will no longer be available. Candidates who attempt or have attempted RICA but do not pass either all three subtests of the written examination or the video performance assessment by July 1, 2025, will be required to instead pass the Commission-adopted performance assessment that includes literacy instruction.

Programs should take into consideration their program design in determining how to best advise candidates regarding the transition from RICA to a performance assessment that includes literacy instruction. The new literacy performance assessment is currently under development. A design team was appointed by Commission Executive Director Sandy in January 2023 and met four times between March 2023 and June 2023; additional meetings will be held through spring 2025. For information on the work of the design team, please read the [Report to the Legislature on Senate Bill 488 Teacher Credentialing – Reading Instruction](#) from the Commission’s June 2023 meeting. Commission staff will provide important information in coming months on options for programs to pilot (spring 2024) and field test (spring 2025) the new literacy performance assessment and what that may mean for their candidates.

Background:

Education Code sections 44283 and 44283.2 require that Multiple Subject and Education Specialist candidates pass an assessment of competence in reading instruction before receiving a preliminary credential. The assessment developed by the Commission for this purpose is the Reading Instruction Competence Assessment, commonly known as the RICA. Candidates can currently choose between two forms of the RICA – a written examination composed of three separate subtests or a video performance assessment. The Commission implemented the RICA requirement in 1998 for Multiple Subject credential candidates and in 2000 for Education Specialist credential candidates.

Following the passage of [SB 488 \(Chap. 678, Stats. 2021\)](#), Education Code §§44283, 44283.2, and EC [44259\(b\)\(4\)](#) were amended to require the Commission to complete a series of actions related to literacy instruction. These sections of statute require that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills be included as a minimum requirement for Preliminary Multiple Subject, Single Subject in English, and Education Specialist teaching credentials. SB 488 added language to further require that Commission standards and Teaching Performance Expectations (TPEs) align with the [English Language Arts/English Language Development Framework: Kindergarten Through Grade Twelve \(ELA/ELD Framework\)](#) adopted by the State Board of Education and incorporate the [California Dyslexia Guidelines](#). These same requirements also apply to the PK-3 Early Childhood Education Specialist Instruction credential.

To carry out the provisions of SB 488, in fall 2022 the Commission’s Executive Director appointed a Literacy Workgroup composed of a broad base of constituents and literacy experts to assist and advise the Commission staff in this work. The work continues and the [Report to the Legislature on the Implementation of Senate Bill 488 Teacher Credentialing – Reading Instruction](#), which includes a timeline of activities completed thus far, was approved for transmittal to the legislature at the [June 2023 Commission Meeting](#).

References:

[Senate Bill 488 \(2021\)](#)

Adopted Literacy Standards and Teaching Performance Expectations

[Preliminary Multiple and Single Subject Literacy Standard and TPEs](#)

[Preliminary Education Specialist: MMSN and ESN Literacy Standard and TPEs](#)

[Preliminary Education Specialist: DHH, VI, and ECSE Literacy Standards and TPEs](#)

[PK-3 Specialist Instruction Credential Standards and TPEs](#)

Commission Agenda Items

[Agenda Item 3C – Consent Item -April 2023](#)

[Agenda Item 4C- February 2023](#)

[Agenda Item 4A- October 2022](#)

[Agenda Item 4A- Insert](#)

[Agenda Item 2C- August 2022](#)

[Agenda Item 3C- June 2022](#)

[Agenda Item 3C- February 2022](#)

Technical Assistance

[Digging Deeper – Panel Presentation on Program Preparation for Updates to Literacy Standards and TPEs](#)

Additional Resources

[California Dyslexia Guidelines](#)

[California Comprehensive State Literacy Plan](#)

Contact Information:

For questions about this PSA please contact accreditation@ctc.ca.gov. For questions specific to the development of the literacy performance assessment, please contact literacy@ctc.ca.gov.

Contact Information for the Professional Services Division is available at the [Professional Services Contact webpage](#).