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Information

Professional Services Committee

Report on Passing Rates of Commission-Approved Examinations from 2005-2006 to 2009-2010

Executive Summary: This agenda item reports the passing rates of Commission-approved examinations. For each examination, the purpose of the examination, its structure, the scoring process, the examination volume, the first-time passing rate, and the cumulative passing rate are discussed. When available, the passing rate by demographic data is also discussed.

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

June 2011

Report on Passing Rates of Commission-Approved Examinations from 2005-2006 to 2009-2010

Introduction

This agenda item presents the passing rates for Commission-approved examinations over the past five years, 2005-2006 through 2009-2010. The purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates are discussed in detail. Additional data tables referenced throughout this item are presented in an appendix to this agenda item available on the Commission website.

Background

The Commission on Teacher Credentialing (Commission) issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public school. California uses a number of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge.

The California Basic Educational Skills Test (CBEST) is one method used to verify basic proficiency in reading, mathematics, and writing, which is a requirement for nearly all credentials, certificates, and permits. Candidates who have not yet met this requirement are also required to take a basic skills exam for diagnostic purposes prior to admission to a program of professional preparation, and must pass the examination prior to certification. The CBEST was first administered in 1982.

The California Subject Examinations for Teachers (CSET) is the current set of examinations used to verify candidates' subject matter knowledge. Candidates are required to demonstrate competency in the content area(s) they will teach. The CSET examinations measure candidates' subject matter knowledge, skills, and abilities, not their pedagogical knowledge. The CSET examinations are offered in multiple subjects for elementary candidates and in a range of single subjects for single subject candidates. Education specialist candidates also use this option to verify subject matter knowledge. The CSET was first administered in 2003.

The Reading Instruction Competence Assessment (RICA) is designed to test professional knowledge about the teaching of reading. All multiple subject and education specialist teacher preparation programs are required to include instruction in the teaching of reading in their methodology courses. California candidates for these credentials must pass the RICA before they are recommended for an initial credential. Passage of the RICA is not a requirement for the single subject teaching credential. The RICA was first administered in 1998 and revised in 2009.

The California Teachers of English Learners (CTEL) tests and the bilingual specific subtests of the CSET: Languages Other Than English (LOTE) are options used to identify candidates who have demonstrated the level of knowledge and skills required to effectively teach English

learners (EL). The CTEL was first administered in December 2005 and the CSET: LOTE Bilingual examinations in 2007. These replaced the Crosscultural, Language and Academic Development (CLAD) and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) tests, which were first administered in 1995.

The Teaching Foundations Examinations (TFE) satisfies a part of the pedagogical portion of the early completion option of the internship programs for multiple subject and single subject credentials. The TFE was first administered in 2004.

The School Leaders Licensure Assessment (SLLA) measures whether potential entry-level principals and other school leaders have relevant knowledge necessary for competent professional practice. The SLLA was first administered for California candidates in 2003. Beginning in June 2011, the California Preliminary Administrative Credential Examination (CPACE), an exam aligned specifically to California standards, will replace the SLLA.

Caveats about the Data

Passing rate data are based on examinees' test scores. When the total number of examinees for a given examination is less than 10, pass rate data may not be provided. Preparation and demographic data are self-reported by examinees. Whenever demographic variables are available, the passing rate by demographic variables such as gender, ethnicity, educational level, preparation, and parents' education levels are presented in the Appendix.

Definition of Terms

Some of the commonly used terms in this agenda item are:

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee's knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who know the content covered by the test would be expected to do well.
- Cumulative passing rate – the number of examinees who have passed the examination divided by the number of examinees who have taken all sections or subtests of the examination. Cumulative passing rate takes into account the fact that examinees can take the examination as many times as needed in order to pass. Please note that the 2009-2010 cohort for any examination has had fewer opportunities to retake the examination than prior cohorts, which would affect the cumulative passing rate.
- First-time passing rate – the number of examinees who passed all sections or subtests of the examination the first time they took each divided by the total number of examinees who took all sections or subtests.

Institutional Data Reports

The Commission determines which institutions are authorized score report recipients, and those institutions are listed in each registration bulletin under "Score Reporting Institutions." The individual who receives the reports for an institution is determined by that institution. Each year, the Commission's examinations contractor requests each institution to designate an individual with his/her contact information. Throughout the year, however, institutions may contact the contractors to update their score reporting contact information. Score reports are provided

following each test administration, and include data for examinees who selected that institution as a score recipient. The institutional score reports are posted one week after the examinee score data are available, and can be accessed by the institutional contact person from a secure, password-protected web site.

Information is made available to the institutions based on their needs. The files, available for downloading, may include the following:

- Instruction manual
- Examinee roster report
- Institution and statewide summary report

Summary statistics are provided for the institution based on all examinees who selected that institution as a score recipient when they registered may include:

- Number of examinees tested
- Mean scaled score
- Number and percentage of examinees passing or not passing
- Performance by skill area

Individual examinee information provided for examinees who selected that institution as a score recipient when they registered may include:

- Name and other identifying information
- Test administration date
- Tests/subtests taken
- Passing status
- Scaled scores for tests not passed
- Multiple choice section performance
- Constructed response section performance
- Performance by skill area

Report on Individual Commission Examinations

CBEST: California Basic Educational Skills Test

The California Basic Educational Skills Test (CBEST) measures basic proficiency in reading, mathematics, and writing. The examination is given in English, and all responses must be in English. Verifying basic skills proficiency is a requirement for nearly all credentials, certificates, and permits. California Education Code Sections 44252 and 44252.6 allow several options for individuals to meet the basic skills requirement. Currently individuals can demonstrate basic skills proficiency by

- taking and passing the CBEST; or
- passing a basic skills examination from another state; or
- passing the CSET: Multiple Subjects plus the CSET: Writing Skills Test; or
- passing both the math and the English sections of the California State University (CSU) Early Assessment Programs; or
- passing both of the CSU placement examinations: English Placement Test and Entry Level Mathematics.

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts that are important to performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a single four-hour testing session. No individual test section is timed. The CBEST has been administered six times per year as a paper-based test at multiple sites in California as well as during 12 testing windows per year as a computer-based test inside as well as outside of California. Beginning in 2011, the computer-based CBEST will be available on-demand throughout the year along with the six times per year paper-based test.

Reading Section:

The CBEST Reading section consists of 50 multiple-choice questions: 40 “scorable” questions used to determine a candidate’s score, and 10 “nonscorable” questions that are being field-tested and are not used to determine a candidate’s score. The questions assess the candidate’s ability to comprehend information presented in written passages, tables, and graphs. Two major skill areas are covered: (a) critical analysis and evaluation, and (b) comprehension and research skills. Approximately 40 percent of the questions assess critical analysis and evaluation skills, and approximately 60 percent assess comprehension and research skills.

Mathematics Section:

The CBEST Mathematics section consists of 50 multiple-choice questions: 40 “scorable” and 10 “nonscorable.” The questions require the candidate to solve mathematical problems, and most are presented as word problems. The questions assess skills in three major areas: (a) estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the questions are from skill area (a), 35 percent from skill area (b), and 35 percent from skill area (c).

Writing Section:

The CBEST Writing section assesses the candidate’s ability to write effectively. Candidates are provided two essay topics and are asked to write a response to each. One of the topics requires a written analysis of a specific situation or statement; the other asks the candidate to write about a personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their response.

Scoring of the CBEST

The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice questions that are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores. The Writing Section consists of two essays, each of which is double-scored, using a holistic rubric that ranges from a low score of one to a high score of four. The scores from both essays are summed, yielding a Writing Section raw score that can range from 4 to 16. The raw score is then converted to a scaled score. The total score is obtained by adding the Mathematics, Reading and Writing scaled scores together.

Table 1: CBEST State Passing Score Standard and Score Range

Test Name	State Passing Score Standard	Score Range
CBEST <ul style="list-style-type: none"> • Reading • Mathematics • Writing 	a scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section

Examination Volume

The volume of CBEST examinations administered fluctuated slightly between 2005-06 and 2008-09: 72,002 in 2005-06 and 70,002 in 2008-09. However, the number declined dramatically from 70,002 in 2008-09 to 53,252 in 2009-10. Overall, this is a decline of about 19,000 examinees, or 26 percent, in the past five years.

Beginning in May 2007, two additional options became available for individuals to meet the basic skills requirement. The first allows out-of-state individuals to use their home state’s basic skills examination, if the examination is comparable to CBEST, to satisfy this requirement. The second option allows individuals to satisfy this requirement by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: MS) plus the CSET: Writing Skills. This option is particularly helpful for multiple subject candidates and many entering an education specialist program. In 2009-10, 1,310 examinees took both the CSET: MS and the CSET: Writing Skills examinations. *See Appendix C2 for details on the CSET: Writing Skills subtest.*

Table 2 provides the number of CBEST examinees and test sections administered for the past five testing years. These data include all examinees who took the CBEST for California purposes, either within or outside California.

Table 2: Number of CBEST Examinees and Test Sections Administered, 2005 – 2010

Testing Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
2005-06	72,002	57,929	57,950	58,373
2006-07	74,122	59,546	59,892	59,545
2007-08	72,747	58,435	58,659	58,653
2008-09	70,002	56,960	56,798	56,840
2009-10	53,252	42,923	42,905	44,011

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in *Appendix A1: CBEST Preparation and Demographic Data, Cohorts 2005 to 2010*. Approximately 34 percent of all test takers reported Algebra II and/or Geometry as their highest mathematics course in high school, and over one-third reported that they completed Pre-calculus in high school. Nearly two-thirds reported that they completed one or two Writing courses in high school. Less than one-fifth of the examinees reported completing one or two courses in high school Oral Language courses. More than three-fourths reported high school grade point averages of at least 3.0. About five percent of the examinees reported high school grade point averages below 2.5. Nearly three-fourths of the examinees completed all of their high school education in California.

Nearly half of the examinees reported that the highest college mathematics course they completed was Calculus and/or Statistics. About 7 percent reported completing no college mathematics courses. Nearly three-fourths reported completing one to three courses in Writing and about 41 percent reported taking college courses in Oral Language. More than two-thirds reported an undergraduate college grade point average of 3.0 or higher.

More than half of the examinees reported having a bachelor’s degree or a bachelor’s degree and additional units. About one-third had not yet earned a bachelor’s degree, but about 12 percent reported having a master’s degree. Almost 30 percent reported currently attending college while 38 percent indicated it had been three years or less since they attended. Less than one-fifth reported that it had been more than ten years since they attended college.

Nearly two-thirds reported that they were currently enrolled in a teacher preparation program and another eleven percent reported they were considering enrollment in a teacher preparation program. Few examinees (7.8%) reported taking test preparation courses. Nearly half reported taking the examination for obtaining a teaching credential and another one-third reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching. At the time they tested, more than one-third of the examinees in the five-year cohorts reported being employed, but not in a school position. Another 26 percent reported being students.

Almost two-thirds (62.2%) of the examinees reported that their fathers had completed at least some college and/or bachelor’s degree, and almost the same (62.7%) reported that their mothers had completed at least some college. When asked which their best language was, nearly all (94.0%) reported that it was English. More than two-thirds of the examinees were female, and nearly half reported that “white” best describes their ethnic background.

Passing Rate

Table 3 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2005 through 2010. The total number of examinees who completed all three sections, number passed, and percent passed are provided below.

Table 3: CBEST All Three Sections – First-Time and Cumulative Passing Rates, 2005 – 10

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2005 to 2010	183,586	129,874	70.7%	191,630	162,854	85.0%
2005-06	38,724	27,403	70.8%	40,659	35,734	87.9%
2006-07	39,533	28,059	71.0%	41,602	36,262	87.2%
2007-08	38,454	26,819	69.7%	40,264	34,305	85.2%
2008-09	38,130	27,224	71.4%	39,642	33,385	84.2%
2009-10	28,745	20,369	70.9%	29,463	23,168	78.6%

The first-time passing rates for the past five years show a very steady pattern, ranging from 69.7 percent to 71.4 percent, with an overall passing rate of 70.7 percent for the 2005-2010 cohorts.

In 2005-06, the cumulative passing rate was 87.9 percent and for 2009-10, it decreased to 78.6 percent. The main reason for this seeming downward trend with the lowest passing rate in 2009-10 is that the recent cohort has not had a chance to repeat the sections they have not yet passed. The overall cumulative passing rate for the past five years is 85.0 percent.

Table 4 presents First-Time and Cumulative Passing Rates for the Reading Section for the past five years.

Table 4: CBEST Reading Section – First-Time and Cumulative Passing Rates, 2005 – 2010

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2005 to 2010	195,256	156,110	80.0%	195,256	167,211	85.6%
2005-06	41,081	33,082	80.5%	41,081	35,889	87.4%
2006-07	42,303	33,638	79.5%	42,303	36,389	86.0%
2007-08	41,040	32,057	78.1%	41,040	34,643	84.4%
2008-09	40,461	32,508	80.3%	40,461	34,579	85.5%
2009-10	30,371	24,825	81.7%	30,371	25,711	84.7%

The first-time CBEST Reading passing rate is 80.0 percent, and the overall cumulative CBEST Reading passing rate is 85.6 percent. The first-time passing rate ranges from 78.1 percent in 2007-08 to 81.7 percent in 2009-10. The cumulative passing rate ranges from 84.4 percent in 2007-08 to 87.4 percent in 2005-06. While the cumulative passing rate seems to show a declining pattern (by 3 percent) the first-time passing rate increased by a couple of percentage points in the past five years.

Table 5 provides data for First-Time and Cumulative Passing Rates for the Mathematics Section for the past five years.

Table 5: CBEST Mathematics Section – First-Time and Cumulative Passing Rates, 2005 - 2010

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2005 to 2010	194,730	155,285	79.7%	194,730	167,750	86.1%
2005-06	40,959	32,808	80.1%	40,959	35,976	87.8%
2006-07	42,129	33,431	79.4%	42,129	36,581	86.8%
2007-08	40,938	32,065	78.3%	40,938	34,961	85.4%
2008-09	40,366	32,449	80.4%	40,366	34,752	86.1%
2009-10	30,338	24,532	80.9%	30,338	25,480	84.0%

The overall first-time CBEST Mathematics passing rate is 79.7 percent and the overall cumulative CBEST Mathematics passing rate for the past five years is 86.1 percent. The first-time passing rate ranges from 78.3 percent in 2007-08 to 80.9 percent in 2009-10, showing an increasing pattern by 3 percent. The cumulative passing rate ranges from 84.0 percent in 2009-10 to 87.8 percent in 2005-06, showing a declining pattern.

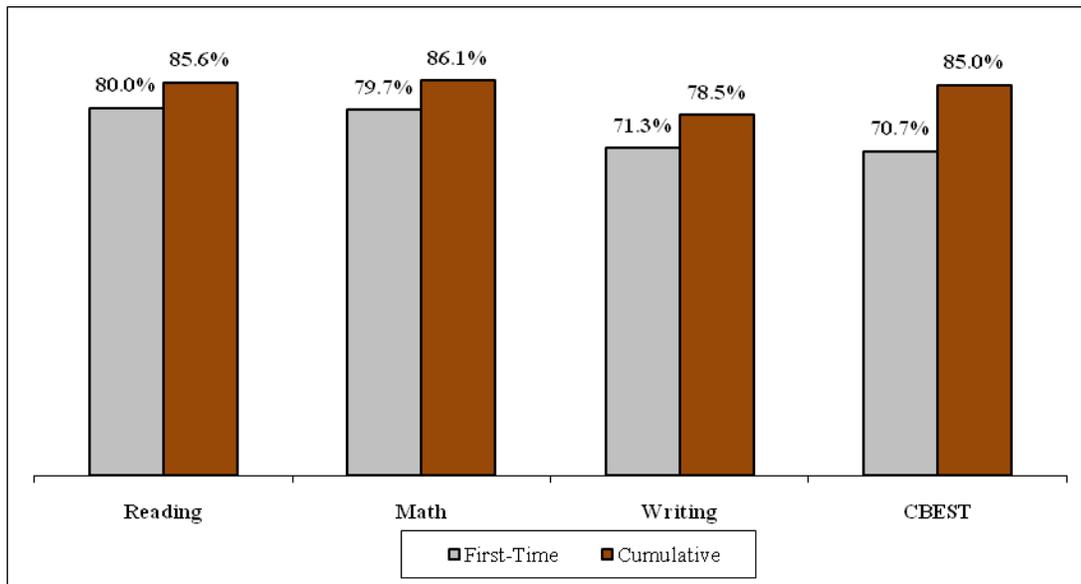
Table 6 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2005 – 2010

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2005 to 2010	192,909	137,639	71.3%	192,909	151,495	78.5%
2005-06	40,293	28,991	72.0%	40,293	32,351	80.3%
2006-07	41,576	29,811	71.7%	41,576	33,176	79.8%
2007-08	40,666	28,864	71.0%	40,666	32,043	78.8%
2008-09	40,146	28,700	71.5%	40,146	31,291	77.9%
2009-10	30,228	21,273	70.4%	30,228	22,634	74.9%

The overall first-time CBEST Writing passing rate is 71.3 percent, and the overall cumulative CBEST Writing passing rate for the past five years is 78.5 percent. The cumulative passing rate for 2009-10 may be slightly higher at the end of the next examination cycle because the examinees will have had additional chances to repeat the Writing Section. Both the first-time and cumulative passing rates show declining patterns as well.

Figure 1: CBEST – First-Time and Cumulative Passing Rates, 2005 – 2010



In summary, the first-time passing rates for the CBEST Reading and Mathematics Sections for the past five years are at 80.0 percent and 79.7 percent, respectively. The first-time passing rate for the Writing Section is 71.3 percent. The cumulative passing rates for the Reading and Mathematics Sections have remained in the high eighty percentage range, at 85.6 percent and 86.1 percent, respectively. The cumulative passing rate for the Writing Section is 78.5 percent, approximately 7 percentage points lower than the other two sections. For all three sections

together, the first-time passing rate is 70.7 percent and cumulative rate is 85.0 percent, showing a 14 percentage point difference.

Passing Rates by Demographic Data

The passing rates by preparation and demographic data are presented in *Appendix A2: CBEST First-Time and Cumulative Passing Rate by Demographic Variables, 2005 to 2010*.

Overall, the first-time passing rates based on educational background varied by high school preparation, high school grade point average, college preparation, and college grade point average. There was slight variation in the first-time passing rates by gender (69% for female and 74% for male), but there was substantial variation by ethnic groups. The first-time passing rate for White was 80 percent while it was around fifty percent for Latino (52%), Mexican American (52%), Filipino (55%), and South East Asian (51%); and slightly less than fifty percent for African American (46%).

Overall, the cumulative passing rates for the five-year period were at the mid to high eighty percent and did not vary much by preparation or demographic variables. However, a positive relationship between college grade point average (GPA) and cumulative passing rates was noticed – the passing rates for examinees with a GPA of 3.5 to 4.0 was 91 percent and the passing rate for examinees with a GPA below 2.5 was 73 percent. The examinees who reported English as their best language passed at a higher rate (86%) than the examinees who reported other languages as their best language – Spanish (56%) and other languages (53%). There is not much difference in the passing rates of females and males, but there are differences in passing rates among ethnic groups. Relatively high cumulative passing rates (92%) have been achieved by examinees who described themselves as White. Lower cumulative passing rates were achieved by those who described themselves as Filipino and South East Asian (74% and 69%, respectively), and African American (68%).

CSET: California Subject Examinations for Teachers

The majority of California Subject Examinations for Teachers (CSET) tests measure the candidate's competency in the subject matter they will be authorized to teach. The CSET series includes CSET: Multiple Subjects and CSET: Single Subjects. The CSET: Multiple Subjects examination consists of three subtests; the CSET: Single Subjects examination consists of two to four subtests, depending on the candidate's subject area. Most of the CSET examinations consist of both multiple-choice and constructed-response items. Each testing session is five hours in length. Examinees can choose to take any or all subtests of a given content area within a single testing session. Individual subtests are not timed. As with all other Commission examinations, the CSET are criterion-referenced examinations that measure the examinees' knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Based on the subject area, the CSET examinations are administered from two to six times per year, with areas such as Multiple Subjects and Mathematics offered six times per year, Home Economics and Art offered four times per year, and certain languages other than English offered twice per year. The CSET examination option was expanded for less commonly taught languages to include a combination of specific CSET language subtests plus a local target language skills assessment administered by agencies approved by the Commission. This process is currently used for Hebrew, Italian, and Portuguese. Although not part of the CSET

examination option, candidates in Native American languages may also qualify for a credential through a language and cultural assessment process conducted entirely by tribal agencies.

Table 10: Structure of the CSET Examinations

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
Multiple Subjects	I	Reading, Language, and Literature; History and Social Science	52	4
	II	Science; Mathematics	52	4
	III	Physical Education; Human Development Visual and Performing Arts	39	3
	IV	Writing Skills	-	2
Single Subjects: Agriculture	I	Plant and Soil Science Ornamental Horticulture	25 15	2 1
	II	Animal Science Environmental Science and Natural Resource Management	25 15	2 1
	III	Agricultural Business and Economics Agricultural Systems Technology	20 20	2 1
Art	I	Artistic Perception Historical and Cultural Context of the Visual Arts Aesthetic Writing	20 15 15	1 1 2
	II	Creative Expression Connections, Relationships, and Applications History and Theories of Learning in Art	30 10 10	3 1 -
Business	I	Business Management Marketing	20 20	1 1
	II	Accounting and Finance Economics	25 15	1 1
	III	Information Technology Business Environment and Communication	25 15	1 1
English	I	Literature and Textual Analysis Composition and Rhetoric	50	-
	II	Language, Linguistics, and Literacy	50	-
	III	Composition and Rhetoric Literature and Textual Analysis	-	2
	IV	Communications: Speech, Media, and Creative Performance	-	4
Health Science	I	Foundations of Health Education	10	1
		Human Growth and Development	10	-
		Chronic and Communicable Diseases	20	1
	II	Nutrition and Fitness	15	1
		Mental and Emotional Health	10	-
		Alcohol, Tobacco, and Other Drugs	15	1
III	Family Life and Interpersonal Relationships	15	1	
	Consumer and Community Health	15	-	
	Environmental Health	10	-	
Home Economics	I	Personal, Family, and Child Development	40	1
	II	Nutrition, Foods, and Hospitality	40	2

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
	III	Fashion and Textiles Housing and Interior Design Consumer Education	12 12 16	1 1 2
Industrial and Technology Education	I	Nature of Technology	45	2 1
	II	Power and Energy Information and Communication Project and Product Development	25 25 25	1 1 1
	I	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	10 20	1 1
Languages Other Than English** • American Sign Language	II	General Linguistics Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	10 20	- 2
	III	Linguistics of the Target Language –American Sign Language (Error Analysis) Language and Communication: Receptive Comprehension Language and Communication: Expressive Production	- 18 -	1 1 2
	I	General Linguistics Linguistics of the Target Language Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	-	1 3 1 1
• Arabic • Armenian • Farsi • Filipino • Hmong • Khmer	II	Language and Communication: Listening Comprehension Language and Communication: Reading Comprehension Language and Communication: Written Expression Language and Communication: Oral Expression	-	2 2 1 2
	I	General Linguistics Linguistics of the Target Language	5 15	1 3
• Cantonese	II	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	10 10	2 1 1
	III	Language and Communication: Listening Comprehension Language and Communication: Reading Comprehension Language and Communication: Written Expression Language and Communication: Oral Expression	10 10 - -	1 1 2 2
	I	General Linguistics Linguistics of the Target Language	15 25	1 2
• French • German • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese	II	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	20 20	1
	III	Language and Communication: Listening Comprehension Reading Comprehension Written Comprehension Oral Expression	15 15 - -	1 1 2 2

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
<ul style="list-style-type: none"> • Hebrew** • Italian • Portuguese 	I	General Linguistics	-	1
		Linguistics of the Target Language	-	2
		Literary and Cultural Texts and Traditions	-	1
		Cultural Analysis and Comparisons	-	2
Mathematics*	I	Algebra; Number Theory	30	4
	II	Geometry; Probability and Statistics	30	4
	III	Calculus; History of Mathematics	30	4
Music	I	Artistic Perception	30	1
		Historical and Cultural Foundations	15	1
		Aesthetic Valuing	-	1
II	Creative Expression	30	2	
	Connections, Relationships, and Applications	10	-	
III	Music Methodology and Repertoire	40	2	
Physical Education	I	Growth, Motor Development, and Motor Learning	20	1
		The Science of Human Movement	20	1
	II	The Sociology and Psychology of Human Movement	10	1
	Movement Concepts and Forms	24	1	
	Assessment and Evaluation Principles	6	-	
III	Professional Foundations	16	-	
	Integration of Concepts	24	1	
Science***	I	General Science: Astronomy; Dynamic Processes of the Earth; Earth Resources; Waves; Forces and Motion; Electricity and Magnetism	58	2
	II	General Science: Ecology; Genetics and Evolution; Molecular Biology and Biochemistry; Cell and Organismal Biology; Heat Transfer and Thermodynamics; Structure and Properties of Matter	58	2
	III	Concentration: Biology/Life Science, Chemistry, Earth and Planetary Science, or Physics	50	3
	IV	Specialized Science	40	1
Social Science	I	World History; World Geography	39	3
	II	U.S. History; U.S. Geography	39	3
	III	Civics; Economics; California History	40	3

* *The CSET: Mathematics examination requiring all three subtests authorizes teaching of all mathematics coursework. The CSET: Foundational-Level Mathematics examination requiring subtests I and II authorizes teaching only in limited mathematics content areas: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.*

** *To use the CSET examinations in Hebrew, Italian, and Portuguese toward certification, the individual must also pass the language and communication skills examinations offered by other entities approved by the Commission.*

****The CSET: Science subtests I and II cover general science content while subtest III covers the candidate's area of concentration. A credential in this subject matter based on subtests I, II, and the specific science in III authorizes teaching general and integrated science and the area of concentration. The CSET: Science (specialized), which requires passing the specific area of concentration in both subtests III and IV, authorizes teaching only in the specialized area and does not authorize teaching general and integrated science. The CSET: Foundational-Level General Science requires subtests I and II and authorizes teaching only in general, introductory, and integrated science (integrated science through Grade 8 only).*

Scoring of the CSET

To pass an examination of the CSET, candidates must earn a passing score on each of the examination's subtests. Each CSET subtest is scored separately. For each CSET subtest, an individual's performance is evaluated against an established standard. Passing status is determined based on total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score for each subtest.

Examination Volume

The first administration of the initial CSET examinations was in January 2003. During this first phase, CSET examinations in Multiple Subjects, English, Mathematics, Science, and Social Science were offered as well as Foundational-Level Mathematics. CSET examinations in Science (Specialized) were added in fall 2003. CSET examinations in foreign languages (French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese) were first administered in fall 2004 as well as CSET examinations in Art, Music, and Physical Education. CSET examinations in Agriculture, American Sign Language, Business, Health Science, Home Economics, and Industrial and Technology Education were first administered in fall 2005. The CSET examination in Filipino was first administered in fall 2006. The CSET: Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations, and the CSET: Bilingual Methodology and CSET: Bilingual Culture subtests were added in 2007-2008. The Foundational-Level General Science authorization was added in 2009. The CSET: LOTE examinations in Hebrew, Italian, and Portuguese were added in 2009-2010.

There is a significant increase in the volume of CSET test takers; nearly 220,000 examinees took multiple and single subject examinations since the inception of CSET in 2003. Among the total examinees, more than half (58%) are Multiple Subjects examinees.

Table 11: CSET Multiple and Single Subjects - Total number of examinees, 2003 – 2010

CSET Examination	Cumulative # of Total Attempts
All examinees	219,137
Multiple Subjects	
Multiple Subjects	126,454
Writing	4,626
Single Subjects:	
Agriculture	120
Art	1,334
Business	477
English	19,034
Health Science	2,064
Home Economics	257
Industrial Technology Education	274
Languages Other Than English:	
American Sign Language	113
Arabic	12
Armenian	10
Cantonese	4
Farsi	3
Filipino	38
French	443
German	69
Hebrew	0
Hmong	14
Italian	0
Japanese	117
Khmer	0
Korean	78
Mandarin	698
Portuguese	2
Punjabi	12
Russian	37
Spanish	2,727
Vietnamese	30
Mathematics (Foundational-Level)*	13,242
Mathematics	7,389
Music	708
Physical Education	3,771
Science:	
Biological Sciences	7,457
Biological Sciences (Specialized)	1,674
Chemistry	2,675
Chemistry (Specialized)	884
Geosciences	2,407
Geosciences (Specialized)	651
General Science (Foundational-Level)*	12,379
Physics	1,561
Physics (Specialized)	548
Social Science	15,551

* These numbers for the Foundational-Level Mathematics and Foundational-Level General Science incorporate all examinees who took the respective two subtests so also reflect individuals seeking a broader mathematics or science authorization.

Table 12 presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects of Agriculture, Art, Business, English, Health Science, Home Economics, Industrial Technology Education, Languages Other Than English, Mathematics, Music, Physical Education, Science, and Social Science.

Table 12: CSET – Annual and Cumulative Passing Rates, 2003 - 2010

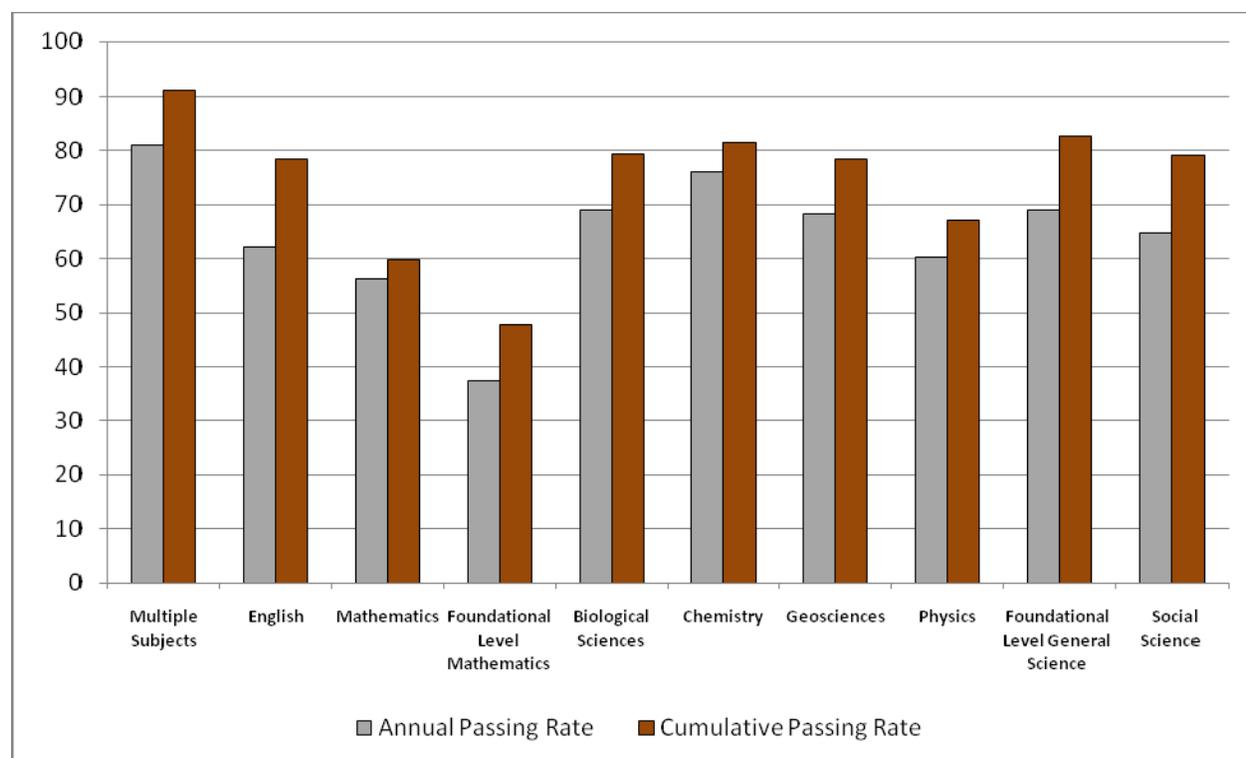
CSET Examination	Annual Passing Rate September 2009 – July 2010			Cumulative Passing Rate September 2003 – July 2010		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Multiple Subjects	7,650	6,206	81.1	126,454	115,286	91.2
Writing	1,310	1,085	82.8	4,626	3,742	80.9
Single Subjects:						
Agriculture	16	5	31.3	120	55	45.8
Art	144	99	68.8	1,334	1,086	81.4
Business	56	24	42.9	477	262	54.9
English	1,861	1,157	62.2	19,034	14,950	78.5
Health Science	329	213	64.7	2,064	1,513	73.3
Home Economics	40	26	65.0	257	191	74.3
Industrial Technology Education	47	39	83.0	274	241	88.0
Language Other Than English (LOTE):						
American Sign Language	17	6	35.3	113	50	44.2
Arabic	5	4	80.0	12	11	91.7
Armenian	4	4	100.0	10	9	90.0
Cantonese	2	1	50.0	4	3	75.0
Farsi	2	2	100.0	3	3	100.0
Filipino	2	2	100.0	38	35	92.1
French	66	50	75.8	443	393	88.7
German	10	7	70.0	69	55	79.7
Hmong	5	3	60.0	14	12	85.7
Japanese	14	13	92.9	117	99	84.6
Khmer	0	0	0	1	1	100.0
Korean	17	14	82.4	78	71	91.0
Mandarin	84	77	91.7	698	657	94.1
Portuguese	2	2	100.0	2	2	100.0
Punjabi	3	0	0.0	12	6	50.0
Russian	7	6	85.7	37	34	91.9
Spanish	367	300	81.7	2,727	2,370	86.9
Vietnamese	2	1	50.0	30	28	93.3
Mathematics (Foundational Level)*	1,728	647	37.4	13,242	6,330	47.8
Mathematics	562	316	56.2	7,389	4,426	59.9
Music	78	65	83.3	708	646	91.2
Physical Education	496	253	51.0	3,771	2,616	69.4
Sciences:						
Biological Sciences	692	477	68.9	7,457	5,921	79.4
Biological Sciences (Specialized)	194	130	67.0	1,674	1,248	74.6
Chemistry	206	157	76.2	2,675	2,178	81.4
Chemistry (Specialized)	108	89	82.4	884	779	88.1
Geosciences	195	133	68.2	2,407	1,886	78.4

Geosciences (Specialized)	83	63	75.9	651	542	83.3
General Science (Foundational-Level)*	1,896	1,307	68.9	12,379	10,222	82.6
Physics	113	68	60.2	1,561	1,047	67.1
Physics (Specialized)	80	60	75.0	548	433	79.0
Social Science	1,592	1,031	64.8	15,551	12,309	79.2

* These numbers for the Foundational-Level Mathematics and Foundational-Level General Science incorporate all examinees who took the respective two subtests so also reflect individuals seeking a broader mathematics or science authorization.

For the CSET: Multiple Subjects, the annual passing rate was 81.1 percent and the cumulative passing rate was 91.2 percent. For the single subjects, the cumulative passing rate varied from 44.2 percent to 100 percent. English and Social Sciences had cumulative passing rates of 78.5% and 79.2 percent, respectively. The cumulative passing rate was in the 90% - 100% range for the following foreign languages: Arabic, Armenian, Farsi, Filipino, Khmer, Korean, Mandarin, Portuguese, Russian, and Vietnamese. The cumulative passing rate for the sciences ranged from 67.1 percent for Physics (Specialized) to 88.1 percent for Chemistry (Specialized).

Figure 3: CSET: Multiple Subjects and Single Subjects (high volume) – Annual (2009-2010) and Cumulative (2003 – 2010) Passing Rates



Note – CSET low incidence examinations (Agriculture, Art, Business, Health Science, Home Economics, Music, and Physical Education and Languages Other than English) are not included here.

Appendix C1 displays the CSET: Multiple Subjects passing rates by selected demographic variables.

For the CSET: Multiple Subjects, the annual passing rate was 81.1 percent. There is a slight difference in the annual passing rate by gender: 83.3 percent for male and 80.5 percent for female. The annual passing rate also varied by ethnicity – 62.3 percent for African American followed by 66.5 percent for Hispanic American. The highest passing rate was observed for White (85.7%), followed closely by Native American (85.0%). Examinees who took the CSET to obtain an initial multiple subject teaching credential or education specialist credential had almost the same passing rates: 81.5 percent and 82.9 percent, respectively. However, those who took the examination to add an authorization to an existing credential had a higher passing rate of 87.3 percent.

The cumulative passing rate for Multiple Subjects was 91.2 percent. Although, as expected, the cumulative passing rate was higher than the annual rates due to multiple testing opportunities, a similar pattern was observed: passing rates differed by ethnicity, reason for taking the CSET, college/university training, and highest educational level. The passing rate was almost the same for male and female – 91.2 percent and 91.1 percent, respectively.

Appendices C2 through C13 display CSET: Single Subjects passing rates by selected demographic variables. Similar to the CSET: Multiple Subjects, the passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained. As example, for the highest cumulative passing rates, California trained were higher in Agriculture than those trained outside, African Americans scored highest in Physics (Specialized), and females were higher in English than males.

Teaching Foundations Examinations (TFE)

The Teaching Foundations Examinations are used to satisfy a portion of the early completion option of the internship programs for California Multiple and Single Subject Teaching Credentials. These tests were created by the Educational Testing Service (ETS) in five areas: Multiple Subjects, English, Mathematics, Science, and Social Science. Each TFE is comprised of a written examination and is four hours in length. Note: As with the other TFE content areas, a sufficient number of examinees must take the initial administration of the TFE: Social Science before a passing score standard can be established. At this time, there have not been enough examinees for the TFE Social Science examination to set a passing score standard. ETS plans to discontinue use of the TFEs at the end of June 2012.

The TFE includes 50 multiple-choice questions and additional constructed-response questions. The multiple-choice questions cover knowledge of human development, learning differences and special needs, instructing English learners, assessing student progress, classroom management techniques, and reading instruction. The two constructed-response questions in the TFE in English, Mathematics, Science, and Social Science cover methods in middle school and in high school. Four constructed-response questions are included in the TFE: Multiple Subjects, with individual questions covering teaching methods in each of the following: mathematics, social science, English, and science.

Examination Volume

The TFE is administered four times a year. In 2009-10, More than 100 examinees took TFE: Multiple Subject and another 150 examinees took TFE: English, TFE: Mathematics, and TFE: Science, combined.

Scoring of the TFE

To pass the TFE, candidates must take the entire examination at one administration and obtain the minimum passing score based on their performance on the overall test. In each TFE, the multiple-choice questions comprise one-third of the total score and the constructed-response questions the remaining two-thirds. Candidates receive a scaled score computed from the total number of raw points in each component and the weighting of each component in a way that adjusts for the complexities of the questions. The raw scores for the TFE tests are converted to a scaled score.

Table 17: TFE State Passing Score Standard and Score Range

TFE Examination	State Passing Score Standard	Score Range
TFE: Multiple Subject	155	100-200
TFE: English	173	100-200
TFE: Mathematics	153	100-200
TFE: Science	171	100-200

TFE Passing Rates

Table 18 provides data for the passing rate for four of the five Teaching Foundations Examinations – Multiple Subjects, English, Mathematics, and Science. The passing rate ranged from 67 percent for TFE: Science in 2005-06 to 100 percent for TFE: Mathematics in 2007-08. Overall, the passing rates have increased for all four subjects: TFE: Multiple Subject (by 6%), TFE: English (by 11%), TFE: Mathematics (by 20%), and TFE: Science (by 4%) in the past five years.

Table 18: TFE Passing Rate by Subjects, 2005 – 2010

Testing Year	TFE: Multiple Subjects			TFE: English			TFE: Mathematics			TFE: Science		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2005-06	45	40	89%	30	24	80%	23	18	78%	90	60	67%
2006-07	104	96	92%	47	39	83%	45	44	98%	34	26	76%
2007-08	133	125	94%	57	46	81%	54	54	100%	65	58	89%
2008-09	135	130	96%	52	49	94%	72	71	99%	60	51	85%
2009-10	103	98	95%	32	29	91%	58	57	98%	65	46	71%

RICA: Reading Instruction Competence Assessment

The Reading Instruction Competence Assessment (RICA) tests professional knowledge related to the teaching of reading. The RICA is the only Commission examination to assess candidate knowledge of content delivered as part of a Commission-approved educator preparation program. Effective October 1, 1998, most California-trained candidates for multiple subject credentials and, effective January 1, 2000, most California-trained education specialist

candidates are required to pass the RICA. The RICA was revised in 2009 based on changes to the *Reading/Language Arts Framework for California Public Schools, K-12* and, beginning with the August 2009 administration, covers content within the following five domains:

- Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
- Domain 2: Word Analysis
- Domain 3: Fluency
- Domain 4: Vocabulary, Academic Language, and Background Knowledge
- Domain 5: Comprehension

Approximately 10 percent of the revised RICA assesses competencies in Domain 1, 33 percent assess competencies in Domain 2, 13 percent in Domain 3, 20 percent in Domain 4, and 23 percent in Domain 5.

As under the prior RICA, the revised RICA has two assessment options: the RICA Written Examination (WE) and the RICA Video Performance Assessment (VPA). A candidate may pass either the Written Examination or the Video Performance Assessment. The RICA Written Examination is administered six times per year. The RICA Video Performance Assessment has three deadlines per year for submission of videos and other supporting materials.

A. The RICA Written Examination

The RICA Written Examination is a paper-pencil examination that consists of two sections: a multiple-choice section and a constructed-response section.

RICA Multiple-Choice Section:

This section consists of 70 multiple-choice questions: 60 “scorable” and 10 “nonscorable.” The questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized questions that assess the candidate’s ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction.

RICA Constructed-Response Section:

The constructed-response section includes two types of items for which candidates have to write an original response. These are:

1. Focused educational problems and instructional tasks – These items present problems or tasks in educational contexts, and require candidates first to consider information about a class, a group of students, an individual student, or an instructional situation, and then to provide explanations related to or devise appropriate instructional strategies or assessment approaches for the specified student(s). Four focused educational problems and instructional tasks are included in each examination. Each problem or task assesses one or more competencies in Domains 2 through 5, with one problem or task for each domain. The problem or task for Domains 3 and 4 each requires a written response of approximately 75-125 words and those in Domains 2 and 5 each require a written response of approximately 150-300 words.

2. A case study based on a student profile – For this item type, candidates receive substantial background information about a student and samples of materials illustrating the student’s reading performance. Candidates are asked to assess the student’s reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each examination has one case study, which includes content related to all five domains. Candidates provide a written response of approximately 300-600 words.

B. The RICA Video Performance Assessment

The RICA Video Performance Assessment is designed to allow the candidate to choose and submit videos of his/her best classroom work related to teaching reading. Candidates must create three “video packets,” each of which includes:

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the video recorded instruction, such as information about the students in the class/group, a lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;
- a ten-minute video of the candidate providing the reading instruction; and
- a completed Reflection Form, in which the candidate provides an appraisal of the video-recorded instruction, suggestions for further or alternative instructional strategies, and similar information.

One video packet must be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one videotape should demonstrate the candidate’s competencies in Domains 1 and 2, one should demonstrate the candidate’s competencies in Domains 1 and 4, and the last Domains 1 and 5. Domain 3: Fluency was not included as a separate video requirement because its content is extensively interrelated with the areas already covered by Domains 2, 4, and 5.

Scoring the RICA

The RICA Written Examination consists of multiple-choice and constructed-response sections, with five constructed-response items in that section. The score for the multiple-choice section is based on the number of questions candidates correctly answers with no penalty for wrong answers. On the constructed-response section, each response receives two scores from independent scorers and the sum of the two scores for a response represents that response’s raw score. The raw scores for each of the five items are then weighted. A candidate’s total score for the RICA Written Examination is the sum of the scores on the multiple-choice section and the weighted score from the constructed responses, which are then converted to a scaled score.

Each of the three Video Performance Assessment video packets is scored as a single unit, covering the candidate’s instructional context form, the videotaped instruction, and the reflection form. Each packet is evaluated by two independent scorers with no scorer reviewing more than one of the candidate’s packets. A candidate’s raw score is the sum of the six scores from the independent scorers. This raw score is then converted to a scaled score.

Table 7: RICA State Passing Score Standard and Score range

Test Name	State Passing Score Standard	Score Range
Written Examination (WE)	220	100-300
Video Performance Assessment (VPA)	220	100-300

Examination Volume

Table 8 provides the number of RICA assessments administered from August 2005 through July 2010. The number of Written Examinations decreased dramatically between 2005-06 and 2006-07, by about 3,000 assessments administered. In the past five years, the number of examinees dropped almost by 7,000 or 35 percent. The number of Video Performance Assessments has also declined in the past five years. This decrease in RICA volume is due to the declining enrollment in the multiple subject programs resulting in a declining number of multiple subject credentials issued to California teacher candidates as reported in the 2009-10 Teacher Supply Report.

Table 8: Number of RICA Assessments Administered, 2005 – 2010

Testing Year	RICA Examination Type	
	Written (WE)	Video (VPA)
2005-06	19,678	80
2006-07	16,735	68
2007-08	15,674	69
2008-09	15,540	67
Revised RICA		
2009-10	12,728	80

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2005 to 2010) of RICA participants who took the Written and/or Video Performance Assessment are provided in *Appendix B1*. More than two-thirds reported having a bachelor’s degree or higher. About 8 percent reported having a master’s degree and additional units. More than four-fifths reported an undergraduate grade point average of 3.0 or higher. Among examinees in university programs, more than one-fourth had begun student teaching, 9 percent had finished student teaching, and another 7 percent had completed the program. Nearly three-fourths had completed a course in methods of reading instruction. English was reported as the best language of nearly all (92.6%) examinees. More than four-fifths of the examinees were female and more than half reported that “White” best describes their ethnic background. The next largest ethnic groups among the examinees were Mexican American or Chicano (14.7%) and Latino (5.9%). About 70 percent indicated taking the RICA to satisfy the Multiple Subjects requirement and 14 percent indicated the Education Specialist requirement.

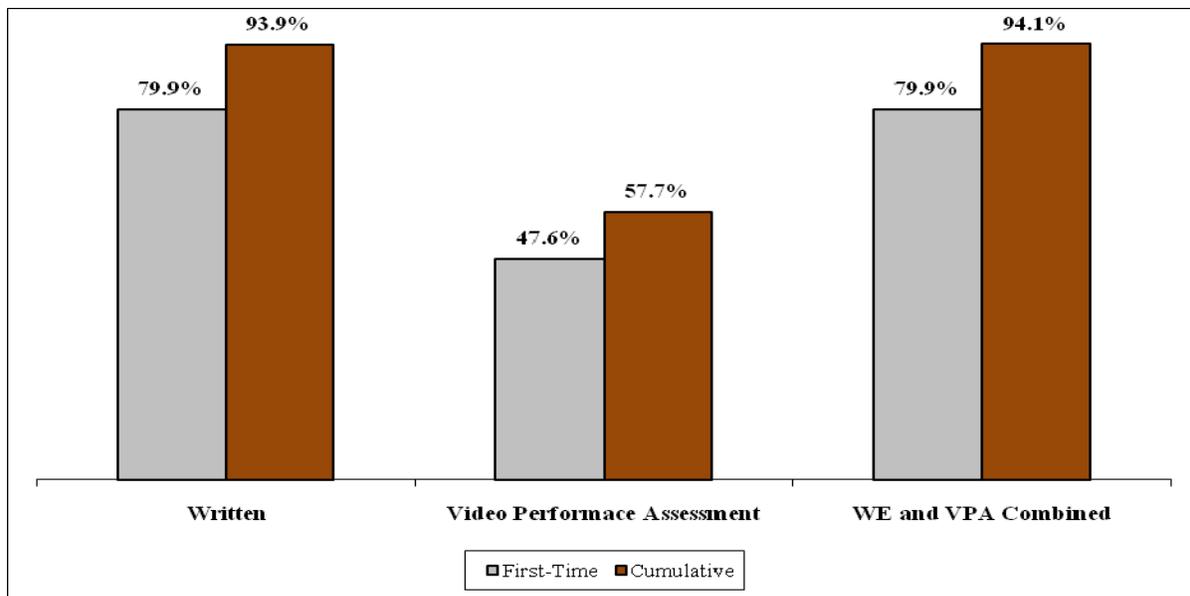
Table 9 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

Table 9: RICA – First-Time and Cumulative Passing Rates, 2005 – 2010

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2005 to 2010	56,671	45,279	79.9%	56,671	53,308	94.1%
2005-06	13,484	10,872	80.6%	13,484	13,114	97.3%
2006-07	11,831	9,764	82.5%	11,831	11,535	97.5%
2007-08	11,405	9,295	81.5%	11,405	11,006	96.5%
2008-09	11,391	9,228	81.0%	11,391	10,691	93.9%
Revised RICA						
2009-10	8,560	6,120	71.5%	8,560	6,962	81.3%

The first-time passing rate for the older version of the RICA has been somewhat consistent, from 80.6 percent in 2005-06 to 81.0 percent in 2008-09. The 2009-2010 revised RICA first-time pass rate was 71.5 percent. The cumulative passing rate has also showed a fairly steady pattern for the past four years, 97.3 percent in 2005-06 to 93.9 percent in 2008-09. The 2009-10 cohort who took the revised RICA has a cumulative passing rate of 81.3 percent.

Figure 2: RICA – First-Time and Cumulative Passing Rates, 2005 – 2010



There is a difference of about 10 percentage points for the Video Performance Assessment and 14 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass initially typically retake the RICA, thereby leading to an increase in cumulative passing rates.

Passing Rate by Demographic Data

The first-time and cumulative passing rates for the combined RICA Written and Video Performance Assessment data are provided in *Appendix B2*. The first-time passing rate for the RICA Written and Video Performance Assessments combined showed a variation by

demographic variables. Females passed at a higher rate (82.3%) than males (66.6%). Lower passing rates were observed for African-American (64.2%) and Latino (68.3%) examinees. It is interesting to note that the same demographic variables such as GPA (3.5-4.0) and English as the best language of communication had higher passing rates as well – 86 percent and 81 percent, respectively.

Similarly, the cumulative passing rate was in the mid 90 percentage points and varied slightly by demographic variables. Females passed at a higher rate (95.0%) than males (89.2%). All ethnic groups had passing rates close to or higher than 90 percent. There is a relationship between the cumulative passing rate and variables such as college GPA and best language of communication. The cumulative passing rate for examinees with a GPA of 3.5 or higher was 96.1 percent and, for those indicating English as their best language, the cumulative passing rate was 94.5 percent.

California Teacher of English Learners (CTEL) and CSET: Languages Other Than English (LOTE) Bilingual Examinations

The purpose of the California Teacher of English Learners (CTEL) and the CSET: Languages Other Than English Bilingual examinations is to identify candidates for certification who have demonstrated the level of knowledge and skills required to effectively teach English Learners (EL) in regular classroom and/or in bilingual classroom settings. The CTET and CSET examinations are criterion-referenced, that is, the examinee's knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees.

The CTET examination was first offered in 2005-2006 as an updated version of the CLAD examination. In 2007, the CSET: LOTE Bilingual examination series updated and replaced the three former BCLAD subtests, and the former CLAD and BCLAD examinations were discontinued as a separate entity.

Passage of all three CTET subtests was one way to satisfy one of the requirements for a CLAD certificate. Passage of the two CSET: LOTE Bilingual subtests plus the CSET: LOTE target language proficiency subtest is one way to satisfy the bilingual portion of the requirements for a Bilingual Authorization; an individual also needs the English learner authorization as well as an appropriate prerequisite credential. The CTET subtests' content is provided below.

CTEL Subtests:

CTEL Subtest 1: Language and Language Development

This subtest covers language structure and use and first- and second-language development and their relationship to academic achievement. This subtest is in English and consists of 50 multiple-choice questions and one essay.

CTEL Subtest 2: Assessment and Instruction

This subtest covers the assessment of English learners, the foundations of English language and literacy development and content instruction, and approaches and methods for English language development and content instruction. This subtest is in English and consists of 60 multiple-choice questions and two essays.

CTEL Subtest 3: Culture and Inclusion

This subtest covers culture and cultural diversity and their relationship to academic achievement and culturally inclusive instruction. This subtest is in English, does not focus on any specific cultural group, and has 40 multiple-choice questions and one essay.

The information below describes the content of the CSET: Languages Other Than English subtests, which incorporate the former BCLAD examination content. Examinations are available for Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese.

CSET: Languages Other Than English: Subtest III (or Subtest II, for low incidence languages): Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression

There are multiple versions of this subtest, each focusing on a specific language. Each version consists of four separate components- listening, speaking, reading, and writing the target language. This subtest is used by all candidates for a single subject foreign language credential as well as by candidates for a bilingual credential to ensure that all candidates using a language other than English for instructional purposes meets the same standards of language proficiency as established by the Commission. The specific number of multiple-choice items and constructed-response items may vary across languages. For the Listening component, examinees listen to oral language samples and answer questions; for the Reading component, examinees read passages written in the target language and respond to questions; for the Speaking component, candidates respond orally in the target language to speaking assignment prompts; and for the Writing component, examinee write responses in the target language to specific writing prompts.

CSET: Languages Other Than English: Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; and Instruction and Assessment

This test covers foundations of bilingual education; bilingualism and biliteracy; intercultural communication and culturally inclusive instruction; school, home, and community collaboration; language and literacy instruction and assessment in bilingual education settings; content instruction and assessment in bilingual education settings; and evaluation, use, and augmentation of materials in bilingual education settings. Subtest 4 is in English, does not focus on any specific language, and consists of 50 multiple-choice questions.

CSET: Languages Other Than English: Subtest V: Bilingual Culture

There are multiple versions of this subtest, each focusing on a specific culture. Each version covers the following for the target population: the geographic and demographic contexts; the historical context; the sociopolitical context; the sociocultural context; and crosscultural, intercultural, and intracultural contexts. Each version is in English and consists of either 50 multiple-choice questions or five constructed response questions, based on the target culture. Candidates may respond in English or in the target language.

Examination Volume

The number of CTEL examinees has risen gradually since 2005-06 to more than 6,000 in 2008-09; however, there was a decline of about 2000 examinees between 2008-09 and 2009-10. It is important to keep in mind that following the transition of teacher preparation programs to approved programs under SB 2042 program standards and AB 1059 requirements, the authorization to teach English learners in the regular education classroom was incorporated within the authorization of the preliminary credential for California-prepared multiple and single subject candidates. Additionally, individuals entering the California Education Specialist program (after 2008) also complete an EL authorization within their program. The primary candidate pool of CTEL test-takers now is veteran California teachers who need to add an authorization to teach English learners, out-of-state teachers who need to earn an EL authorization, and/or other credential holders who need to earn or add an EL authorization.

Table 13: Number of CTEL Examinations Administered, 2005 – 2010

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2005-06	2,463	2,293	2,449
2006-07	3,901	3,748	3,934
2007-08	5,345	5,201	5,667
2008-09	6,117	5,631	6,151
2009-10	4,295	4,284	4,244

There was a similar increase of examinees for the BCLAD subtests in 2004-05, followed by a decline in 2005-06 and an increase in 2006-07.

Table 14: Number of BCLAD and CSET: LOTE Bilingual Examinations Administered, 2005 – 2010

Testing Year	Bilingual Education	Bilingual Culture	Target Language			
	<i>BCLAD Subtest 4</i>	<i>BCLAD Subtest 5 for Spanish</i>	<i>BCLAD Subtest 6 in Spanish</i>			
			<i>Listening</i>	<i>Reading</i>	<i>Speaking</i>	<i>Writing</i>
2005-06	898	822	620	620	659	714
2006-07	936	831	603	588	616	646
	<i>CSET: LOTE: Subtest IV</i>	<i>CSET: LOTE: Spanish Subtest V</i>	<i>CSET: LOTE: Spanish Subtest III (also used for the Single Subject in Spanish)</i>			
2007-08	328	314	743			
2008-09	452	379	840			
2009-10	618	572	922			

**For tests in other target populations, the annual number of examinees is less than 50, so they are not reported.*

CTEL Passing Rates

Table 15 shows data for both first-time and cumulative passing rates for each of the recent four cohorts, 2006-07 through 2009-10. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below. The cumulative passing rate for the 2009-2010 cohort reflects the few times that this group has had an opportunity to retake the exam since it is only offered twice a year.

Table 15: CTEL – First-Time and Cumulative Passing Rates, 2006 – 2010

Testing Year	First-time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Pass when all 3 are attempted
2006 to 2010	15,984	9,724	60.8	15,984	12,452	77.9
2006-07	3,440	2,081	60.5	3,440	2,908	84.5
2007-08	4,741	2,904	61.3	4,741	3,923	82.7
2008-09	4,831	3,040	62.9	4,831	3,804	78.7
2009-10	2,972	1,699	57.2	2,972	1,817	61.1

CTEL, first administered in December 2005, shows a first-time passing rate of 60.8 percent for 2006 to 2010. There is an increase of nearly 3 percent in the first-time passing rate between 2006-07 (60.5%) and 2008-09 (62.9%). The cumulative passing rate remained fairly steady around 78 percent.

BCLAD/CSET: LOTE Bilingual Passing Rates

Table 16 shows data for both first-time and cumulative passing rates for 2005-2007 BCLAD cohorts and the 2007-10 CSET: LOTE Bilingual cohorts who were seeking the Bilingual Authorization in Spanish. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below.

Table 16: BCLAD and CSET: LOTE Bilingual Examinations for Spanish – First-Time and Cumulative Passing Rates, 2005 – 2010

Testing Year	First-time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests
BCLAD: 2005 to 2007	713	148	20.7%	713	242	33.9%
2005-06	360	65	18.1%	360	146	40.6%
2006-07	353	83	23.5%	353	96	27.2%
CSET: LOTE 2007 to 2010	748	280	37.4%	748	371	49.6%
2007-08	146	56	38.4%	146	70	47.9%
2008-09	261	94	36.0%	261	127	48.7%
2009-10	341	130	38.1%	341	174	51.0%

The 2005-07 average first-time passing rate for BCLAD (Subtests 4, 5, 6) was 20.7 percent, and the cumulative passing rate was 33.9 percent. The 2007-10 average first-time passing rate for the CSET: LOTE bilingual education subtests is 37.4 percent, and the cumulative passing rate is 49.6 percent. The first-time passing rate for CSET: LOTE bilingual education shows a rather consistent pattern over the last three years. The cumulative passing rate shows a slightly rising trend, from 47.9 percent in 2007-08 to 51.0 percent in 2009-10.

School Leaders Licensure Assessment: SLLA #1010

The purpose of the School Leaders Licensure Assessment (SLLA #1010) is to measure whether entry-level principals and other school administrators have the standards-relevant knowledge necessary for competent professional practice. All sections consist of constructed-response questions only. The six-hour assessment is divided into four sections:

- Evaluation of Actions I (one hour) is based on ten short vignettes covering situations a principal might encounter. In each case, candidates respond to a focused question that asks for next steps, factors influencing a decision, or possible consequences of an action.
- Evaluation of Actions II (one hour) contains six longer vignettes. Each presents a dilemma based on typical school issues. Candidates must analyze the circumstances and respond to a focused analytical question that requires prioritizing action steps or articulating the relevant issues.
- Synthesis of Information and Problem Solving (two hours) contains two case studies involving teaching and learning issues. In each case, candidates must propose a course of action to address a complex problem, referring to a set of documents and a short scenario describing a school and its community.
- Analysis of Information and Decision Making (two hours) focuses on seven documents that relate to teaching and learning issues. Candidates must answer two questions about each document.

Educational Testing Services (ETS) has phased out the SLLA #1010, with the last administration in California on February 26, 2011. ETS revised the #1010 and now offers nationally the SLLA #1011. Because of the implementation of the California-oriented California Preliminary Administrative Credential Examination (CPACE) discussed earlier, SLLA #1011 is not being used towards California certification.

Examination Volume

The SLLA #1010 was administered three times a year, and was first available for use towards California certification in January 2003. Nearly 1,200 examinees took the SLLA during the 2005-06 year and the number of examinees has remained around 1,300 in the past four years.

Scoring of the SLLA #1010

The score for each of the four sections of the assessment is the sum of the scores for the individual questions in that section. The total raw score is a weighted sum of scores on the four sections. The scoring weights are distributed such that Sections I and II contribute 20 percent each and Section III and IV each contribute 30 percent each to the maximum possible total score.

Table 19: SLLA #1010 State Passing Score Standard and Score Range

Test Name	State Passing Score Standard	Score Range
SLLA	173	100-200

SLLA #1010 Passing Rates

Table 20 provides the annual passing rate on the SLLA for the past five years.

Table 20: SLLA #1010 Annual Passing Rate, 2005 – 2010

Testing Year	N Completed	N Passed	% Passed
2005-2006	1,174	910	78%
2006-2007	1,317	1,036	79%
2007-2008	1,380	1,068	77%
2008-2009	1,228	997	81%
2009-2010	1,336	1,124	84%

In the past five years, the passing rate has increased by 5 percentage points: 78 percent in 2005-06 and 84 percent in 2009-10. The passing rate on the SLLA by gender and ethnicity for the past five years is provided in *Appendix E*. For all five years, females passed at a higher rate than the males. In 2009-10, Whites passed at a rate of 88 percent, followed by Asian Americans (85%), Hispanics (75%), and African Americans (69%). Additionally, all 13 examinees who described themselves as Pacific Islanders passed as well as all seven described as Native American.

Summary Highlights

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2005-06 to 2009-10. The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, and CSET examinations clearly indicates that candidates persevere to take and pass the examinations, thus increasing the cumulative passing rates.

For the CBEST, there was a significant decrease in the examination volume (by 19,000 examinees) between 2005-06 and 2009-10. Beginning in May 2007, a second option was available for individuals to meet the basic skills requirement. Individuals could pass the California Subject Examinations for Teachers: Multiple Subjects (CSET: MS) plus the additional CSET: Writing Skills subtest. Therefore, not all prospective teachers must pass the CBEST examination. This, the out-of-state basic skills option, and the lower number of individuals seeking credentials account for the downward trend in the CBEST exam volume. However, in 2009-10, 1,310 examinees took both the CSET: MS and the CSET: Writing Skills subtest. The first-time passing rate was in the 70 percent range and the cumulative passing rate was in the upper 80 percent range. The first-time passing rate remained fairly steady, while the cumulative passing rate showed a decline of 3 percentage points in the cumulative passing rate between the 2005-06 and 2009-10 cohorts for CBEST.

For the RICA, there was a decrease in the volume by 7,000 or 35 percent, between 2005-06 and 2009-10. Over the last five years, the first-time RICA passing rate was nearly 80 percent and the cumulative passing rate was in the mid 90 percent range. Both first-time and cumulative passing rates under the prior RICA showed a steady pattern for 2005-06 to 2008-09. The revised RICA has only been administered for one full year, 2009-2010, so there is insufficient data to indicate trends.

The CSET showed a significant increase in examination volume: nearly 220,000 examinees have attempted multiple and single subject examinations since the inception of the CSET in 2003. Though the examination volume is low for languages other than English and specialized sciences, there has been a steady increase in the number of examinees taking these new CSET examinations. The annual passing rate was 81.1 percent for the CSET: Multiple Subjects and the

cumulative passing rate was 91.2 percent. For the single subjects, the cumulative passing rate varied by content area from 44.2 percent to 100 percent. The overall CSET annual and cumulative passing rate was 70.9 percent and 83.5 percent, respectively.

Other examinations, such as the SLLA, TFE, and CTEL, have fairly consistent examination volumes. The initial passing rate on these examinations varied by gender and ethnicity.

**Report on Passing Rates of Commission-Approved Examinations
2005-06 to 2009-10
Appendix**

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Appendix A1: CBEST Participation and Demographic Data, 2005 to 2010

CBEST	Cohorts 2005 to 2010	
	N	%
ALL EXAMINEES	196,001	100.0
Highest Level of High School Math Completed		
No High School Math	318	0.2
General Math/Algebra I	15,541	7.9
Algebra II and/or Geometry	66,138	33.7
Pre-calculus	72,153	36.8
Calculus	38,083	19.4
No response	3,768	1.9
Number of High School Literature Courses		
No courses taken	18,602	9.5
1 course	47,998	24.5
2 or 3 courses	121,660	62.1
No response	7,741	3.9
Number of High School Writing Courses		
No courses taken	56,393	28.8
1 course	70,139	35.8
2 or 3 courses	61,728	31.5
No response	7,741	3.9
Number of High School Oral Language Courses		
No courses taken	153,479	78.3
1 or 2 courses	34,781	17.7
No response	7,741	3.9
High School Grade Point Average		
3.50 to 4.00	85,540	43.6
3.00 to 3.49	67,144	34.3
2.50 to 2.99	29,037	14.8
Below 2.50	8,627	4.4
No response	5,653	2.9
High School Attendance		
In California	143,114	73.0
Some in California	5,560	2.8
Not in California	44,701	22.8
No response	2,626	1.3
College Math		
No college math	13,488	6.9
HS-level courses	59,165	30.2
Calculus and/or Statistics	96,572	49.3
Advanced math	21,984	11.2
No response	4,792	2.4
College Grade Point Average		
3.50 to 4.00	53,606	27.3
3.00 to 3.49	80,481	41.1
2.50 to 2.99	46,594	23.8
Below 2.50	8,999	4.6
No response	6,321	3.2
Number of College Literature Courses		
No courses taken	54,383	27.7
1 course	62,236	31.8
2 or 3 courses	73,474	37.5
No response	5,908	3.0

CBEST	Cohorts 2005 to 2010	
	N	%
Number of College Writing Courses		
No courses taken	47,888	24.4
1 course	82,048	41.9
2 or 3 courses	60,157	30.7
No response	5,908	3.0
Number of College Oral Language Courses		
No courses taken	109,078	55.7
1 or 2 courses	81,015	41.3
No response	5,908	3.0
Education Level		
HS/Lower Division College	12,022	6.1
Upper Division College	48,549	24.8
Bachelor's degree	78,165	39.9
Bachelor's degree + additional units	32,382	16.5
Master's degree	13,087	6.7
More than Master's degree	9,365	4.8
No response	2,431	1.2
Years Away from College		
Currently attending college	55,265	28.2
Less than a year	40,157	20.5
1-3 years	35,964	18.3
4-10 years	27,519	14.0
More than 10 years	28,374	14.5
No response	8,722	4.4
Professional Preparation		
Enrolled in Professional Preparation Program	129,318	66.0
Completed Professional Preparation Program	19,659	10.0
Considering a Professional Preparation Program	21,351	10.9
Not enrolled in Professional Preparation Program	2,903	1.5
Have not begun Professional Preparation Program	14,657	7.5
No response	8,113	4.1
Special Preparation		
Took test preparation courses	15,272	7.8
Did not take test preparation courses	176,308	90.0
No response	4,421	2.3
Employment Status		
Student	51,248	26.1
Working as a teacher in a school	13,292	6.8
Working as school/district administrator	1,001	0.5
Working in another school role	28,176	14.4
Employed, but not in a school role	67,258	34.3
Unemployed outside the home	29,272	14.9
No response	5,754	2.9
Reason for Taking CBEST		
For teaching credential	94,208	48.1
For service credential	4,861	2.5
For Full-time or Part-time employment or substitute list	75,734	38.6
For admission to Professional Preparation program	18,920	9.7
No response	2,278	1.2

CBEST	Cohorts 2005 to 2010	
	N	%
Type of Credential		
Elementary teaching	53,618	27.4
Secondary teaching	49,555	25.3
Teaching adults	2,684	1.4
Teaching special education students	9,359	4.8
Admin. Services or school counseling	8,099	4.1
Emergency/substitute teaching	18,070	9.2
Other credential or permit	12,950	6.6
Not now seeking credential/permit	32,408	16.5
No response	9,258	4.7
Father's Education		
High school diploma or less	62,092	31.7
Some college	40,660	20.7
Bachelor's degree or higher	81,393	41.5
Unknown	8,653	4.4
No response	3,203	1.6
Mother's Education		
High school diploma or less	64,080	32.7
Some college	52,106	26.6
Bachelor's degree or higher	70,841	36.1
Unknown	5,977	3.0
No response	2,997	1.5
Best Language		
English	184,218	94.0
Spanish	4,511	2.3
Other languages	4,769	2.4
No response	2,503	1.3
Gender		
Female	131,581	67.1
Male	58,822	30.0
No response	5,598	2.9
Ethnicity		
African American	10,531	5.4
Asian American	11,319	5.8
Filipino	5,189	2.6
South East Asian	2,399	1.2
Pacific Islander	2,127	1.1
Mexican American	24,216	12.4
Latino	11,458	5.8
Native American	998	0.5
White	93,551	47.7
Other	10,212	5.2
No response	24,001	12.2

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2005 – 2010

CBEST	First-Time Passing Rate: Cohorts 2005 to 2010			Cumulative Passing Rate: Cohorts 2005 to 2010		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	183,586	129,874	70.7	191,630	162,854	85.0
High School Math Coursework						
No High School Math	260	149	57.3	291	214	73.5
General Math/Algebra I	13,437	6,555	48.8	14,660	10,187	69.5
Algebra II and/or Geometry	61,613	39,156	63.6	64,617	52,809	81.7
Pre-calculus	68,744	52,112	75.8	71,090	62,952	88.6
Calculus	36,262	29,656	81.8	37,430	33,784	90.3
No response	3,270	2,246	68.7	3,542	2,908	82.1
High School Grade Point Average						
3.50 to 4.00	82,047	66,636	81.2	84,378	76,818	91.0
3.00 to 3.49	62,715	41,378	66.0	65,590	54,348	82.9
2.50 to 2.99	26,333	14,473	55.0	28,068	21,276	75.8
Below 2.50	7,592	4,033	53.1	8,291	6,143	74.1
No response	4,899	3,354	68.5	5,303	4,269	80.5
High School Attendance						
In California	135,415	95,198	70.3	140,571	120,331	85.6
Some in California	5,014	3,456	68.9	5,359	4,438	82.8
Not in California	40,861	29,623	72.5	43,231	36,071	83.4
No response	2,296	1,597	69.6	2,469	2,014	81.6
College Math						
No college math	12,681	9,907	78.1	13,142	11,280	85.8
HS-level courses	55,109	36,012	65.3	57,612	47,026	81.6
Calculus and/or Statistics	91,448	67,553	73.9	94,936	83,079	87.5
Advanced math	20,106	13,464	67.0	21,406	17,819	83.2
No response	4,242	2,938	69.3	4,534	3,650	80.5
College Grade Point Average						
3.50 to 4.00	50,746	41,238	81.3	52,735	48,032	91.1
3.00 to 3.49	75,569	53,984	71.4	78,814	68,055	86.3
2.50 to 2.99	43,353	26,440	61.0	45,387	35,908	79.1
Below 2.50	8,303	4,577	55.1	8,705	6,313	72.5
No response	5,615	3,635	64.7	5,989	4,546	75.9
Number of High School Literature Courses						
No courses taken	16,231	10,146	62.5	17,608	13,315	75.6
1 course	44,877	31,448	70.1	46,833	38,651	82.5
2 or 3 courses	116,040	84,148	72.5	120,079	105,405	87.8
No response	6,438	4,132	64.2	7,110	5,483	77.1
Number of High School Oral Language Courses						
No courses taken	144,454	103,431	71.6	150,396	128,346	85.3
1 or 2 courses	32,694	22,311	68.2	34,124	29,025	85.1
No response	6,438	4,132	64.2	7,110	5,483	77.1
Education Level						
HS/Lower Division College	11,289	7,567	67.0	11,624	9,110	78.4
Upper Division College	45,752	32,044	70.0	47,635	40,885	85.8
Bachelor's degree	73,442	52,071	70.9	76,519	65,048	85.0
Bachelor's degree + additional units	30,084	20,944	69.6	31,653	27,057	85.5
Master's degree	12,113	8,923	73.7	12,740	10,797	84.7
More than Master's degree	8,776	6,854	78.1	9,171	8,099	88.3
No response	2,130	1,471	69.1	2,288	1,858	81.2

CBEST	First-Time Passing Rate: Cohorts 2005 to 2010			Cumulative Passing Rate: Cohorts 2005 to 2010		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Years Away from College						
Currently attending college	52,198	36,392	69.7	54,205	46,112	85.1
Less than a year	38,250	27,315	71.4	39,576	34,469	87.1
1-3 years	33,894	23,537	69.4	35,317	29,734	84.2
4-10 years	25,379	17,866	70.4	26,711	22,176	83.0
More than 10 years	25,951	19,234	74.1	27,507	23,697	86.1
No response	7,914	5,530	69.9	8,314	6,666	80.2
Professional Preparation						
Enrolled in Professional Preparation Program	122,148	89,475	73.3	126,748	108,601	85.7
Completed Professional Preparation Program	18,454	12,668	68.6	19,281	16,516	85.7
Considering a Professional Preparation Program	19,594	11,409	58.2	20,885	17,459	83.6
Not enrolled in Professional Preparation Program	2,561	1,465	57.2	2,758	2,011	72.9
Have not begun Professional Preparation Program	13,513	9,719	71.9	14,263	12,110	84.9
No response	7,316	5,138	70.2	7,695	6,157	80.0
Special Preparation						
Took test preparation courses	13,165	6,314	48.0	14,648	11,022	75.2
Did not take test preparation courses	166,460	120,774	72.6	172,775	148,376	85.9
No response	3,961	2,786	70.3	4,207	3,456	82.1
Employment Status						
Student	48,498	34,359	70.8	50,379	43,632	86.6
Working as a teacher in a school	12,086	8,118	67.2	12,879	10,749	83.5
Working as school/district administrator	903	608	67.3	957	776	81.1
Working in another school role	25,510	15,687	61.5	27,362	22,188	81.1
Employed, but not in a school role	63,868	46,764	73.2	65,984	56,638	85.8
Unemployed outside the home	27,514	20,611	74.9	28,579	24,355	85.2
No response	5,207	3,727	71.6	5,490	4,516	82.3
Reason for Taking CBEST						
For teaching credential	87,396	58,934	67.4	92,037	77,786	84.5
For service credential	4,526	3,076	68.0	4,767	4,130	86.6
For Full-time or Part-time employment or substitute list	71,923	53,369	74.2	74,210	63,157	85.1
For admission to Professional Preparation program	17,672	12,972	73.4	18,478	16,037	86.8
Other	2,069	1,523	73.6	2,138	1,744	81.6
Type of Credential						
Elementary teaching	49,804	32,260	64.8	52,377	43,561	83.2
Secondary teaching	46,768	35,003	74.8	48,719	42,982	88.2
Teaching adults	2,327	1,432	61.5	2,536	1,934	76.3
Teaching special education students	8,439	5,061	60.0	9,059	7,297	80.5
Admin. Services or school counseling	7,443	4,552	61.2	7,909	6,426	81.2
Emergency/substitute teaching	17,213	13,263	77.1	17,784	15,627	87.9
Other credential or permit	12,141	8,930	73.6	12,630	10,755	85.2
Not now seeking credential/permit	30,849	22,868	74.1	31,747	26,987	85.0
No response	8,602	6,505	75.6	8,869	7,285	82.1

CBEST	First-Time Passing Rate: Cohorts 2005 to 2010			Cumulative Passing Rate: Cohorts 2005 to 2010		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Father's Education						
High school diploma or less	56,644	34,474	60.9	60,140	47,839	79.5
Some college	38,863	28,735	73.9	40,085	35,079	87.5
Bachelor's degree or higher	77,841	61,486	79.0	80,147	71,870	89.7
Unknown	7,384	3,140	42.5	8,213	5,525	67.3
No response	2,854	2,039	71.4	3,045	2,541	83.4
Mother's Education						
High school diploma or less	58,167	35,495	61.0	61,967	49,217	79.4
Some college	49,802	36,718	73.7	51,354	44,892	87.4
Bachelor's degree or higher	68,038	54,062	79.5	69,846	62,842	90.0
Unknown	4,920	1,693	34.4	5,619	3,520	62.6
No response	2,659	1,906	71.7	2,844	2,383	83.8
Best Language						
English	174,828	126,678	72.5	181,025	156,374	86.4
Spanish	3,103	707	22.8	4,019	2,262	56.3
Other languages	3,407	840	24.7	4,205	2,231	53.1
No response	2,248	1,649	73.4	2,381	1,987	83.5
Gender						
Female	122,398	84,086	68.7	128,349	107,887	84.1
Male	55,755	41,003	73.5	57,773	49,868	86.3
No response	5,433	4,785	88.1	5,508	5,099	92.6
Ethnicity						
African American	9,409	4,326	46.0	10,070	6,822	67.7
Asian American	10,213	6,624	64.9	10,879	8,629	79.3
Filipino	4,640	2,538	54.7	4,981	3,682	73.9
South East Asian	2,144	1,083	50.5	2,303	1,591	69.1
Pacific Islander	1,910	1,039	54.4	2,038	1,462	71.7
Mexican American	21,691	11,293	52.1	23,375	17,665	75.6
Latino	9,892	5,122	51.8	10,925	8,013	73.3
Native American	952	667	70.1	979	835	85.3
White	90,337	72,312	80.0	92,602	84,739	91.5
Other	9,420	6,237	66.2	9,920	8,255	83.2
No response	22,978	18,633	81.1	23,558	21,161	89.8

Appendix B1: CSET Multiple Subjects – Annual (2009-10) & Cumulative Passing Rates, 2003-10

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	7,650	6,206	81.1	126,454	115,286	91.2
Ethnicity						
African American	244	152	62.3	5,563	4,440	79.8
Asian American	724	585	80.8	11,968	10,850	90.7
Hispanic American	1,217	809	66.5	28,009	24,445	87.3
Native American	40	34	85.0	708	619	87.4
White, non-Hispanic	4,104	3,516	85.7	67,926	63,730	93.8
Gender						
Female	6,112	4,918	80.5	104,754	95,475	91.1
Male	1,385	1,154	83.3	20,577	18,766	91.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	6,171	5,030	81.5	94,908	86,824	91.5
To obtain an initial Ed Special teaching credential	572	474	82.9	3,733	3,280	87.9
To add an authorization	228	199	87.3	6,143	5,708	92.9
To meet NCLB requirement – possess MSTC	179	141	78.8	9,483	8,762	92.4
College/University Training						
In California	5,813	4,701	80.9	96,618	88,323	91.4
Outside of California	997	862	86.5	13,830	12,764	92.3
Highest Educational Level						
Fresh/Soph/Jr/Sr College	2,398	1,980	82.6	25,940	24,367	93.9
Bachelor’s degree + additional credits	4,256	3,434	80.7	81,333	73,990	91.0
Master’s degree or doctoral degree	644	538	83.5	10,182	9,058	89.0

Appendix B2: CSET Multiple Subjects (Writing Skills only) – Annual (2009-10) and Cumulative Passing Rates, May 2007-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,310	1,085	82.8	4,626	3,742	80.9
Ethnicity						
African American	33	24	72.7	163	122	74.8
Asian American	127	98	77.2	473	336	71.0
Hispanic American	221	141	63.8	909	570	62.7
Native American	5	5	100.0	15	13	86.7
White, non-Hispanic	708	628	88.7	2,388	2,116	88.6
Gender						
Female	1,100	904	82.2	3,895	3,132	80.4
Male	191	162	84.8	652	534	81.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,073	900	83.9	3,819	3,142	82.3
To obtain an initial Ed Special teaching credential	77	60	77.9	233	174	74.7
To add an authorization	10	8	80.0	43	28	65.1
College/University Training						
In California	917	752	82.0	3,163	2,528	79.9
Outside of California	188	174	92.6	695	628	90.4
Highest Educational Level						
Fresh/Soph/Jr/Sr College	620	526	84.8	1,956	1,655	84.6
Bachelor’s degree + additional credits	581	478	82.3	2,224	1,761	79.2
Master’s degree or doctoral degree	49	40	81.6	219	182	83.1

Appendix B3: CSET: Agriculture – Annual (2009-10) and Cumulative Passing Rate, 2005-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	16	5	31.3	120	55	45.8
Ethnicity						
African American	1	0	0.0	1	0	0.0
Asian American	0	0	-	4	1	25.0
Hispanic American	1	0	0.0	6	3	50.0
Native American	-	-	-	1	0	0.0
White, non-Hispanic	11	4	36.4	98	47	48.0
Gender						
Female	9	3	33.3	72	30	41.7
Male	6	2	33.3	45	23	51.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	5	38.5	93	47	50.5
To obtain an initial Ed Special teaching credential	-	-	-	5	2	40.0
To add an authorization	2	0	0.0	14	2	14.3
College/University Training						
In California	11	4	36.4	94	47	50.0
Outside of California	2	0	0.0	10	3	30.0
Educational Level						
Fresh/Soph/Jr/Sr College	3	0	0.0	16	5	31.3
Bachelor's degree + additional credits	9	2	22.2	81	38	46.9
Master's degree or doctoral degree	3	3	100.0	14	7	50.0

Appendix B4: CSET: Art – Annual (2009-10) and Cumulative Passing Rate, 2004-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	144	99	68.8	1,334	1,086	81.4
Ethnicity						
African American	2	0	0.0	23	13	56.5
Asian American	14	4	28.6	94	73	77.7
Hispanic American	14	10	71.4	158	118	74.7
Native American	3	1	33.3	17	12	70.6
White, non-Hispanic	71	55	77.5	845	711	84.1
Gender						
Female	100	70	70.0	898	717	79.8
Male	41	26	63.4	421	355	84.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	95	65	68.4	991	805	81.2
To obtain an initial Ed Special teaching credential	4	2	50.0	14	8	57.1
To add an authorization	41	30	73.2	278	233	83.8
College/University Training						
In California	106	71	67.0	973	788	81.0
Outside of California	25	21	84.0	265	225	84.9
Educational Level						
Fresh/Soph/Jr/Sr College	6	4	66.7	52	42	80.8
Bachelor's degree + additional credits	106	77	72.6	987	805	81.6
Master's degree or doctoral degree	28	17	60.7	249	205	82.3

Appendix B5: CSET: Business – Annual (2009-10) and Cumulative Passing Rates, 2005-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	56	24	42.9	477	262	54.9
Ethnicity						
African American	8	1	12.5	38	9	23.7
Asian American	8	3	37.5	44	22	50.0
Hispanic American	7	4	57.1	52	28	53.8
Native American	0	0	0.0	3	2	66.7
White, non-Hispanic	25	11	44.0	303	179	59.1
Gender						
Female	23	9	39.1	203	99	48.8
Male	33	15	45.5	272	162	59.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	33	11	33.3	314	166	52.9
To obtain an initial Ed Special teaching credential	3	1	33.3	8	3	37.5
To add an authorization	17	9	52.9	108	63	58.3
College/University Training						
In California	40	14	35.0	305	166	54.4
Outside of California	12	8	66.7	101	60	59.4
Educational Level						
Fresh/Soph/Jr/Sr College	-	-	-	5	1	20.0
Bachelor's degree + additional credits	35	11	31.4	286	145	50.7
Master's degree or doctoral degree	18	11	61.1	138	85	61.6

Appendix B6: CSET: English – Annual (2009-10) and Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,861	1,157	62.2	19,034	14,950	78.5
Ethnicity						
African American	63	33	52.4	1,084	708	65.3
Asian American	198	114	57.6	1,407	1,080	76.8
Hispanic American	192	92	47.9	2,274	1,610	70.8
Native American	8	4	50.0	113	80	70.8
White, non-Hispanic	1,054	683	64.8	11,951	9,722	81.3
Gender						
Female	1,307	803	61.4	13,146	10,349	78.7
Male	516	323	62.6	5,664	4,415	77.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,226	778	63.5	13,597	10,904	80.2
To obtain an initial Ed Special teaching credential	41	22	53.7	231	159	68.8
To add an authorization	488	302	61.9	3,746	2,801	74.8
College/University Training						
In California	1,319	812	61.6	12,689	9,872	77.8
Outside of California	352	236	67.0	3,925	3,261	83.1
Educational Level						
Fresh/Soph/Jr/Sr College	199	145	72.9	1,394	1,094	78.5
Bachelor's degree + additional credits	1,118	679	60.7	12,132	9,546	78.7
Master's degree or doctoral degree	432	273	63.2	3,934	3,109	79.0

Appendix B7: CSET: Health Science – Annual (2009-10) & Cumulative Passing Rates, 2005-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	329	213	64.7	2,064	1,513	73.3
Ethnicity						
African American	9	2	22.2	163	84	51.5
Asian American	32	21	65.6	141	98	69.5
Hispanic American	33	9	27.3	257	166	64.6
Native American	-	-	-	15	10	66.7
White, non-Hispanic	210	149	71.0	1,284	1,000	77.9
Gender						
Female	207	140	67.6	1,304	1,000	76.7
Male	117	69	59.0	742	499	67.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	108	56	51.9	1,002	703	70.2
To obtain an initial Ed Special teaching credential	10	6	60.0	114	81	71.1
To add an authorization	190	141	74.2	774	604	78.0
College/University Training						
In California	224	150	67.0	1,399	1,023	73.1
Outside of California	37	20	54.1	269	198	73.6
Educational Level						
Fresh/Soph/Jr/Sr College	8	2	25.0	47	26	55.3
Bachelor's degree + additional credits	198	126	63.6	1,319	947	71.8
Master's degree or doctoral degree	101	72	71.3	518	398	76.8

Appendix B8: CSET: Home Economics – Annual (2009-10) & Cumulative Passing Rates, 2005-10

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	40	26	65.0	257	191	74.3
Ethnicity						
African American	2	0	0.0	7	2	28.6
Asian American	4	1	25.0	17	9	52.9
Hispanic American	1	1	100.0	19	14	73.7
Native American	-	-	-	1	0	0.0
White, non-Hispanic	27	21	77.8	185	143	77.3
Gender						
Female	37	25	67.6	240	179	74.6
Male	3	1	33.3	14	9	64.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	15	9	60.0	123	89	72.4
To obtain an initial Ed Special teaching credential	2	1	50.0	9	6	66.7
To add an authorization	21	15	71.4	104	82	78.8
College/University Training						
In California	27	19	70.4	151	109	72.2
Outside of California	3	1	33.3	38	29	76.3
Educational Level						
Fresh/Soph/Jr/Sr College	-	-	-	5	3	60.0
Bachelor's degree + additional credits	21	14	66.7	155	113	72.9
Master's degree or doctoral degree	17	11	64.7	71	53	74.6

Appendix B9: CSET: Industrial & Technology Education –Annual (2009-10) and Cumulative Passing Rates, 2005-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	47	39	83.0	274	241	88.0
Ethnicity						
African American	2	1	50.0	8	6	75.0
Asian American	2	1	50.0	22	19	86.4
Hispanic American	3	1	33.3	20	17	85.0
Native American	-	-	-	-	-	-
White, non-Hispanic	35	31	88.6	196	176	89.8
Gender						
Female	6	2	33.3	36	26	72.2
Male	41	37	90.2	238	215	90.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	17	11	64.7	125	107	85.6
To obtain an initial Ed Special teaching credential	-	-	-	1	1	100.0
To add an authorization	27	25	92.6	125	113	90.4
College/University Training						
In California	27	21	77.8	166	147	88.6
Outside of California	8	7	87.5	38	35	92.1
Educational Level						
Fresh/Soph/Jr/Sr College	1	1	100.0	6	6	100.0
Bachelor's degree + additional credits	26	21	80.8	162	141	87.0
Master's degree or doctoral degree	14	12	85.7	77	70	90.9

Appendix B10: CSET: ASL – Annual (2009-10) and Cumulative Passing Rates, 2005-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	17	6	35.3	113	50	44.2
Ethnicity						
African American	1	0	0.0	2	0	0.0
Asian American	2	1	50.0	3	1	33.3
Hispanic American	1	0	0.0	12	4	33.3
Native American	-	-	-	1	0	0.0
White, non-Hispanic	9	3	33.3	80	37	46.3
Gender						
Female	17	6	35.3	96	42	43.8
Male	0	0	0.0	16	7	43.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	11	3	27.3	68	32	47.1
To obtain an initial Ed Special teaching credential	-	-	-	6	2	33.3
To add an authorization	6	3	50.0	33	14	42.4
College/University Training						
In California	14	4	28.6	84	37	44.0
Outside of California	2	1	50.0	17	7	41.2
Educational Level						
Fresh/Soph/Jr/Sr College	3	0	0.0	11	4	36.4
Bachelor's degree + additional credits	7	2	28.6	60	23	38.3
Master's degree or doctoral degree	7	4	57.1	38	21	55.3

Appendix B11: CSET: French – Annual (2009-10) and Cumulative Passing Rates, 2004-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	66	50	75.8	443	393	88.7
Ethnicity						
African American	3	0	0.0	36	31	86.1
Asian American	7	6	85.7	22	18	81.8
Hispanic American	2	1	50.0	24	20	83.3
Native American	-	-	-	-	-	-
White, non-Hispanic	38	30	78.9	289	259	89.6
Gender						
Female	53	43	81.1	330	298	90.3
Male	11	5	45.5	105	87	82.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	32	23	71.9	264	232	87.9
To obtain an initial Ed Special teaching credential	-	-	-	4	4	100.0
To add an authorization	25	19	76.0	126	112	88.9
College/University Training						
In California	27	19	70.4	162	143	88.3
Outside of California	21	18	85.7	181	162	89.5
Educational Level						
Fresh/Soph/Jr/Sr College	7	6	85.7	18	15	83.3
Bachelor's degree + additional credits	25	19	76.0	227	198	87.2
Master's degree or doctoral degree	27	19	70.4	151	136	90.1

Appendix B12: CSET: Mandarin – Annual (2009-10) and Cumulative Passing Rates, 2004-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	84	77	91.7	698	657	94.1
Ethnicity						
African American	-	-	-	-	-	-
Asian American	68	62	91.2	565	536	94.9
Hispanic American	-	-	-	-	-	-
Native American	-	-	-	-	-	-
White, non-Hispanic	2	1	50.0	9	8	88.9
Gender						
Female	70	65	92.9	570	537	94.2
Male	11	9	81.8	111	104	93.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	43	41	95.3	450	427	94.9
To obtain an initial Ed Special teaching credential	4	4	100.0	26	24	92.3
To add an authorization	20	17	85.0	135	123	91.1
College/University Training						
In California	13	10	76.9	130	114	87.7
Outside of California	40	39	97.5	292	284	97.3
Educational Level						
Fresh/Soph/Jr/Sr College	3	2	66.7	13	11	84.6
Bachelor's degree + additional credits	25	23	92.0	256	234	91.4
Master's degree or doctoral degree	41	38	92.7	334	320	95.8

Appendix B13: CSET: Spanish – Annual (2009-10) and Cumulative Passing Rates, 2004-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	367	300	81.7	2,727	2,370	86.9
Ethnicity						
African American	6	5	83.3	39	36	92.3
Asian American	24	21	87.5	72	61	84.7
Hispanic American	208	162	77.9	1,591	1,346	84.6
Native American	1	0	0.0	8	6	75.0
White, non-Hispanic	82	71	86.6	758	695	91.7
Gender						
Female	256	213	83.2	1,910	1,668	87.3
Male	103	80	77.7	781	672	86.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	236	196	83.1	1,748	1,529	87.5
To obtain an initial Ed Special teaching credential	2	2	100.0	31	27	87.1
To add an authorization	103	84	81.6	679	599	88.2
College/University Training						
In California	210	171	81.4	1,503	1,291	85.9
Outside of California	85	72	84.7	647	593	91.7
Educational Level						
Fresh/Soph/Jr/Sr College	35	26	74.3	198	171	86.4
Bachelor's degree + additional credits	214	172	80.4	1,665	1,432	86.0
Master's degree or doctoral degree	97	85	87.6	582	530	91.1

Appendix B14: CSET: Mathematics (Foundational-Level) – Annual (2009-10) and Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,728	647	37.4	13,242	6,330	47.8
Ethnicity						
African American	75	9	12.0	864	287	33.2
Asian American	328	140	42.7	2,138	1,177	55.1
Hispanic American	258	63	24.4	2,055	815	39.7
Native American	7	2	28.6	61	20	32.8
White, non-Hispanic	811	318	39.2	6,842	3,399	49.7
Gender						
Female	1,038	362	34.9	7,090	3,288	46.4
Male	655	267	40.8	6,009	2,968	49.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,065	437	41.0	8,247	4,210	51.0
To obtain an initial Ed Special teaching credential	28	3	10.7	132	36	27.3
To add an authorization	524	174	33.2	3,772	1,555	41.2
College/University Training						
In California	1,157	397	34.3	8,575	3,893	45.4
Outside of California	283	137	48.4	2,273	1,251	55.0
Educational Level						
Fresh/Soph/Jr/Sr College	168	75	44.6	686	291	42.4
Bachelor's degree + additional credits	1,098	389	35.4	8,696	4,080	46.9
Master's degree or doctoral degree	370	156	42.2	2,721	1,363	50.1

Appendix B15: CSET: Mathematics – Annual (2009-10) & Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	562	316	56.2	7,389	4,426	59.9
Ethnicity						
African American	17	4	23.5	366	121	33.1
Asian American	127	83	65.4	1,657	1,163	70.2
Hispanic American	57	25	43.9	818	361	44.1
Native American	4	1	25.0	26	9	34.6
White, non-Hispanic	249	140	56.2	3,698	2,243	60.7
Gender						
Female	279	154	55.2	3,212	1,835	57.1
Male	255	139	54.5	4,050	2,500	61.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	440	262	59.5	5,380	3,254	60.5
To obtain an initial Ed Special teaching credential	10	6	60.0	46	25	54.3
To add an authorization	62	21	33.9	1,305	776	59.5
College/University Training						
In California	360	197	54.7	4,451	2,547	57.2
Outside of California	125	77	61.6	1,857	1,279	68.9
Educational Level						
Fresh/Soph/Jr/Sr College	91	56	61.5	607	369	60.8
Bachelor's degree + additional credits	329	170	51.7	4,361	2,446	56.1
Master's degree or doctoral degree	116	72	62.1	1,766	1,223	69.3

Appendix B16: CSET: Music – Annual (2009-10) and Cumulative Passing Rates, 2004-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	78	65	83.3	708	646	91.2
Ethnicity						
African American	0	0	0.0	22	16	72.7
Asian American	11	9	81.8	74	67	90.5
Hispanic American	10	8	80.0	68	65	95.6
Native American	-	-	-	4	4	100.0
White, non-Hispanic	52	44	84.6	463	424	91.6
Gender						
Female	39	36	92.3	349	319	91.4
Male	38	29	76.3	353	322	91.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	66	55	83.3	587	545	92.8
To obtain an initial Ed Special teaching credential	2	2	100.0	9	7	77.8
To add an authorization	7	5	71.4	81	69	85.2
College/University Training						
In California	61	53	86.9	470	435	92.6
Outside of California	13	9	69.2	192	174	90.6
Educational Level						
Fresh/Soph/Jr/Sr College	14	10	71.4	57	49	86.0
Bachelor's degree + additional credits	37	32	86.5	427	394	92.3
Master's degree or doctoral degree	25	21	84.0	194	176	90.7

Appendix B17: CSET: Physical Education – Annual (2009-10) and Cumulative Passing Rates, 2004-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	496	253	51.0	3,771	2,616	69.4
Ethnicity						
African American	28	7	25.0	276	132	47.8
Asian American	59	27	45.8	249	155	62.2
Hispanic American	65	27	41.5	471	279	59.2
Native American	7	1	14.3	29	15	51.7
White, non-Hispanic	280	160	57.1	2,397	1,790	74.7
Gender						
Female	214	104	48.6	1,561	1,083	69.4
Male	274	144	52.6	2,185	1,519	69.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	289	142	49.1	2,429	1,687	69.5
To obtain an initial Ed Special teaching credential	12	2	16.7	57	32	56.1
To add an authorization	159	93	58.5	965	689	71.4
College/University Training						
In California	324	161	49.7	2,450	1,707	69.7
Outside of California	59	37	62.7	495	367	74.1
Educational Level						
Fresh/Soph/Jr/Sr College	18	8	44.4	92	56	60.9
Bachelor's degree + additional credits	335	170	50.7	2,582	1,788	69.2
Master's degree or doctoral degree	106	59	55.7	711	516	72.6

Appendix B18: CSET Science: Biology/Life Science – Annual (2009-10) and Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	692	477	68.9	7,457	5,921	79.4
Ethnicity						
African American	13	7	53.8	285	170	59.6
Asian American	120	87	72.5	1,106	870	78.7
Hispanic American	70	30	42.9	875	630	72.0
Native American	5	4	80.0	60	50	83.3
White, non-Hispanic	373	272	72.9	4,319	3,537	81.9
Gender						
Female	431	283	65.7	4,514	3,491	77.3
Male	239	177	74.1	2,853	2,354	82.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	517	385	74.5	5,617	4,675	83.2
To obtain an initial Ed Special teaching credential	4	3	75.0	55	37	67.3
To add an authorization	126	67	53.2	1,180	770	65.3
College/University Training						
In California	486	329	67.7	4,893	3,892	79.5
Outside of California	131	108	82.4	1,630	1,358	83.3
Educational Level						
Fresh/Soph/Jr/Sr College	123	105	85.4	687	617	89.8
Bachelor's degree + additional credits	407	272	66.8	4,886	3,876	79.3
Master's degree or doctoral degree	120	77	64.2	1,290	991	76.8

Appendix B19: CSET Science: Biology/Life Science (Specialized) – Annual (2009-10) and Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	194	130	67.0	1,674	1,248	74.6
Ethnicity						
African American	7	3	42.9	86	49	57.0
Asian American	31	23	74.2	248	194	78.2
Hispanic American	25	14	56.0	215	147	68.4
Native American	1	0	0.0	7	6	85.7
White, non-Hispanic	100	73	73.0	936	719	76.8
Gender						
Female	121	75	62.0	1,106	801	72.4
Male	66	50	75.8	548	431	78.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	105	76	72.4	1,072	849	79.2
To obtain an initial Ed Special teaching credential	5	3	60.0	21	14	66.7
To add an authorization	64	38	59.4	363	241	66.4
College/University Training						
In California	141	93	66.0	1,045	777	74.4
Outside of California	26	20	76.9	347	279	80.4
Educational Level						
Fresh/Soph/Jr/Sr College	18	15	83.3	120	94	78.3
Bachelor's degree + additional credits	114	76	66.7	1,002	764	76.2
Master's degree or doctoral degree	50	31	62.0	389	286	73.5

Appendix B20: CSET Science: Chemistry – Annual (2009-10) & Cumulative Passing Rates, 2003-10

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	206	157	76.2	2,675	2,178	81.4
Ethnicity						
African American	4	3	75.0	95	64	67.4
Asian American	46	34	73.9	498	423	84.9
Hispanic American	18	13	72.2	268	201	75.0
Native American	1	1	100.0	9	5	55.6
White, non-Hispanic	102	79	77.5	1,543	1,273	82.5
Gender						
Female	104	71	68.3	1,362	1,060	77.8
Male	92	78	84.8	1,270	1,084	85.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	151	116	76.8	1,704	1,443	84.7
To obtain an initial Ed Special teaching credential	-	-	-	13	9	69.2
To add an authorization	40	31	77.5	749	574	76.6
College/University Training						
In California	124	91	73.4	1,605	1,298	80.9
Outside of California	65	53	81.5	787	674	85.6
Educational Level						
Fresh/Soph/Jr/Sr College	42	34	81.0	207	179	86.5
Bachelor's degree + additional credits	107	80	74.8	1,564	1,258	80.4
Master's degree or doctoral degree	45	35	77.8	713	606	85.0

Appendix B21: CSET Science: Chemistry (Specialized) – Annual (2009-2010) and Cumulative Passing Rate, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	108	89	82.4	884	779	88.1
Ethnicity						
African American	6	3	50.0	34	26	76.5
Asian American	28	26	92.9	175	161	92.0
Hispanic American	8	6	75.0	85	69	81.2
Native American	-	-	-	2	1	50.0
White, non-Hispanic	44	37	84.1	478	424	88.7
Gender						
Female	62	52	83.9	451	386	85.6
Male	44	37	84.1	423	385	91.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	50	42	84.0	424	375	88.4
To obtain an initial Ed Special teaching credential	-	-	-	11	10	90.9
To add an authorization	39	30	76.9	351	307	87.5
College/University Training						
In California	63	50	79.4	516	452	87.6
Outside of California	19	18	94.7	235	211	89.8
Educational Level						
Fresh/Soph/Jr/Sr College	8	6	75.0	52	46	88.5
Bachelor's degree + additional credits	52	42	80.8	464	410	88.4
Master's degree or doctoral degree	35	31	88.6	295	262	88.8

Appendix B22: CSET Science: Earth/Planetary Science – Annual (2009-10) and Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	195	133	68.2	2,407	1,886	78.4
Ethnicity						
African American	3	0	0.0	48	25	52.1
Asian American	17	11	64.7	224	159	71.0
Hispanic American	12	8	66.7	227	155	68.3
Native American	2	2	100.0	28	23	82.1
White, non-Hispanic	138	93	67.4	1,666	1,351	81.1
Gender						
Female	95	65	68.4	1,090	799	73.3
Male	98	66	67.3	1,298	1,068	82.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	108	82	75.9	1,200	955	79.6
To obtain an initial Ed Special teaching credential	2	1	50.0	19	13	68.4
To add an authorization	69	40	58.0	978	762	77.9
College/University Training						
In California	132	86	65.2	1,546	1,203	77.8
Outside of California	42	32	76.2	475	392	82.5
Educational Level						
Fresh/Soph/Jr/Sr College	21	16	76.2	83	68	81.9
Bachelor's degree + additional credits	107	66	61.7	1,502	1,175	78.2
Master's degree or doctoral degree	61	49	80.3	643	514	79.9

Appendix B23: CSET Science: Earth/Planetary Science (Specialized) – Annual (2009-10) and Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	83	63	75.9	651	542	83.3
Ethnicity						
African American	1	0	0.0	13	8	61.5
Asian American	9	8	88.9	48	33	68.8
Hispanic American	7	5	71.4	69	54	78.3
Native American	1	1	100.0	7	6	85.7
White, non-Hispanic	50	39	78.0	445	384	86.3
Gender						
Female	39	30	76.9	289	233	80.6
Male	42	31	73.8	353	301	85.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	23	17	73.9	186	146	78.5
To obtain an initial Ed Special teaching credential	-	-	-	5	4	80.0
To add an authorization	55	43	78.2	396	340	85.9
College/University Training						
In California	43	33	76.7	427	357	83.6
Outside of California	23	17	73.9	114	93	81.6
Educational Level						
Fresh/Soph/Jr/Sr College	2	1	50.0	13	9	69.2
Bachelor's degree + additional credits	42	33	78.6	372	313	84.1
Master's degree or doctoral degree	30	23	76.7	201	170	84.6

Appendix B24: CSET Science: Physics – Annual (2009-10) & Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	113	68	60.2	1561	1047	67.1
Ethnicity						
African American	1	0	0.0	36	21	58.3
Asian American	16	10	62.5	256	169	66.0
Hispanic American	10	6	60.0	126	61	48.4
Native American	1	0	0.0	8	3	37.5
White, non-Hispanic	57	38	66.7	940	659	70.1
Gender						
Female	30	18	60.0	468	261	55.8
Male	81	49	60.5	1,068	766	71.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	81	50	61.7	940	683	72.7
To obtain an initial Ed Special teaching credential	0	0	0.0	7	6	85.7
To add an authorization	22	12	54.5	481	274	57.0
College/University Training						
In California	74	42	56.8	888	587	66.1
Outside of California	25	18	72.0	471	333	70.7
Educational Level						
Fresh/Soph/Jr/Sr College	22	16	72.7	89	66	74.2
Bachelor's degree + additional credits	63	31	49.2	885	564	63.7
Master's degree or doctoral degree	23	19	82.6	461	340	73.8

Appendix B25: CSET Science: Physics (Specialized) – Annual (2009-10) and Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	80	60	75.0	548	433	79.0
Ethnicity						
African American	2	2	100.0	8	7	87.5
Asian American	21	16	76.2	103	84	81.6
Hispanic American	7	3	42.9	49	33	67.3
Native American	2	1	50.0	3	2	66.7
White, non-Hispanic	37	29	78.4	316	251	79.4
Gender						
Female	24	16	66.7	157	107	68.2
Male	55	43	78.2	381	316	82.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	28	23	82.1	225	192	85.3
To obtain an initial Ed Special teaching credential	2	2	100.0	8	8	100.0
To add an authorization	40	28	70.0	260	192	73.8
College/University Training						
In California	38	25	65.8	284	219	77.1
Outside of California	27	24	88.9	180	152	84.4
Educational Level						
Fresh/Soph/Jr/Sr College	5	4	80.0	22	19	86.4
Bachelor's degree + additional credits	39	27	69.2	262	205	78.2
Master's degree or doctoral degree	32	25	78.1	225	178	79.1

Appendix B26: CSET: Social Science – Annual (2009-10) & Cumulative Passing Rates, 2003-2010

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,592	1,031	64.8	15,551	12,309	79.2
Ethnicity						
African American	52	20	38.5	703	449	63.9
Asian American	148	94	63.5	1,118	868	77.6
Hispanic American	226	118	52.2	2,417	1,754	72.6
Native American	15	7	46.7	117	82	70.1
White, non-Hispanic	854	576	67.4	9,393	7,686	81.8
Gender						
Female	747	435	58.2	6,447	4,760	73.8
Male	811	567	69.9	8,934	7,407	82.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,195	788	65.9	12,091	9,626	79.6
To obtain an initial Ed Special teaching credential	29	15	51.7	164	124	75.6
To add an authorization	289	184	63.7	2,131	1,677	78.7
College/University Training						
In California	1,196	769	64.3	11,065	8,680	78.4
Outside of California	231	159	68.8	2,470	2,072	83.9
Educational Level						
Fresh/Soph/Jr/Sr College	260	174	66.9	1,542	1,164	75.5
Bachelor's degree + additional credits	968	597	61.7	10,273	8,061	78.5
Master's degree or doctoral degree	286	207	72.4	2,560	2,162	84.5

Appendix C: TFE Passing Rate by Gender and Ethnicity, 2009-2010

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
TFE: Multiple Subjects	N Completed	69	34	8	5	17	1	2	57
	N Passed	68	30	7	4	16	1	2	55
	% Passed	99%	88%	88%	80%	94%			96%
TFE: English	N Completed	22	10	3		3			21
	N Passed	20	9	2		3			20
	% Passed	91%	90%						95%
TFE: Mathematics	N Completed	27	31	2	10	3			30
	N Passed	27	30	2	10	3			30
	% Passed	100%	97%		100%				100%
TFE: Science	N Completed	37	28	2	7	6	1		45
	N Passed	25	21	2	5	3	1		32
	% Passed	68%	75%		71%	50%			71%

Appendix D1: RICA Preparation and Demographic Data, 2005 – 2010

RICA (2005 - 2010)	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
ALL EXAMINEES	56,615	100.0	208	100.0	56,671	100.0
Educational Level						
High School diploma	2,121	3.7	1	0.5	2,122	3.7
Associate of Arts degree	1,279	2.3	1	0.5	1,279	2.3
Bachelor's degree	8,185	14.5	9	4.3	8,185	14.4
Bachelor's degree + additional credits	37,819	66.8	136	65.4	37,857	66.8
Master's degree	1,959	3.5	16	7.7	1,963	3.5
Master's degree + additional credits	2,298	4.1	22	10.6	2,303	4.1
Doctoral degree	214	0.4	2	1.0	216	0.4
Did not respond	2,740	4.8	21	10.1	2,746	4.8
College Grade Point Average						
3.50 to 4.00	22,697	40.1	64	30.8	22,714	40.1
3.00 to 3.49	22,982	40.6	75	36.1	23,003	40.6
2.50 to 2.99	7,005	12.4	44	21.2	7,015	12.4
2.00 to 2.49	802	1.4	3	1.4	802	1.4
Below 2.00	19	0.0	1	0.5	20	0.0
Did not attend college	4	0.0	0	0.0	4	0.0
Did not respond	3,106	5.5	21	10.1	3,113	5.5
Reason for Taking RICA						
Multiple Subject Teaching Credential	39,857	70.4	115	55.3	39,899	70.4
Education Specialist Instruction Credential	8,016	14.2	70	33.7	8,036	14.2
No Response	8,742	15.4	23	11.1	8,736	15.4
Professional Preparation						
Not begun Professional Preparation	3,336	5.9	12	5.8	3,338	5.9
College/University Internship Program:						
First year in Program	7,259	12.8	9	4.3	7,262	12.8
Second year in Program	5,354	9.5	17	8.2	5,360	9.5
Completed Program	4,200	7.4	49	23.6	4,228	7.5
District Internship Program:						
First year in Program	1,810	3.2	3	1.4	1,807	3.2
Second year in Program	1,910	3.4	19	9.1	1,909	3.4
Completed Program	973	1.7	15	7.2	978	1.7
Non-intern College/University Program:						
Not begun student teaching	5,408	9.6	5	2.4	5,404	9.5
Begun student teaching	14,514	25.6	7	3.4	14,510	25.6
Completed student teaching	3,861	6.8	19	9.1	3,867	6.8
Completed Program	2,819	5.0	15	7.2	2,825	5.0
Did not respond	5,171	9.1	38	18.3	5,183	9.1
Preparation for Reading Instruction						
No preparation	4,036	7.1	17	8.2	4,030	7.1
Completed IHE course in Methods of Reading Instruction	40,495	71.5	100	48.1	40,522	71.5
Completed District Internship course	4,593	8.1	29	13.9	4,602	8.1
Observed Reading instruction in a K-12 school	17,478	30.9	39	18.8	17,483	30.8
Worked with individual students in K-12 school to improve their Reading skills	14,933	26.4	33	15.9	14,944	26.4
Had daily responsibility for classroom Reading instruction as student teacher or intern	18,026	31.8	54	26.0	18,052	31.9

RICA (2005 - 2010)	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
Student Teaching Assignments						
None	14,196	25.1	45	21.6	14,205	25.1
One	16,998	30.0	46	22.1	17,016	30.0
Two	12,544	22.2	61	29.3	12,564	22.2
Three	2,864	5.1	10	4.8	2,863	5.1
Four or more	2,470	4.4	11	5.3	2,479	4.4
Did not respond	7,543	13.3	35	16.8	7,544	13.3
Grade Level Teaching Experience						
None	7,261	12.8	11	5.3	7,258	12.8
Pre K-2	33,096	58.5	96	46.2	33,127	58.5
Grades 3-5	28,652	50.6	77	37.0	28,680	50.6
Grades 6-8	11,879	21.0	54	26.0	11,900	21.0
Grades 9-12	5,009	8.8	47	22.6	5,018	8.9
Best Language of Communication						
English	52,429	92.6	176	84.6	52,471	92.6
Spanish	1,115	2.0	7	3.4	1,119	2.0
Vietnamese	60	0.1	1	0.5	61	0.1
Cantonese	32	0.1	0	0.0	32	0.1
Hmong	47	0.1	0	0.0	47	0.1
Other	400	0.7	2	1.0	401	0.7
Did not respond	2,532	4.5	22	10.6	2,540	4.5
First Language of Communication						
English only	39,833	70.4	151	72.6	39,873	70.4
English and one or more other languages	8,640	15.3	19	9.1	8,644	15.3
One or more languages other than English	5,496	9.7	17	8.2	5,504	9.7
Did not respond	2,646	4.7	21	10.1	2,650	4.7
Gender						
Male	8,741	15.4	85	40.9	8,757	15.5
Female	47,285	83.5	123	59.1	47,325	83.5
Did not respond	589	1.0	0	0.0	589	1.0
Ethnicity						
African American/Black	2,037	3.6	15	7.2	2,041	3.6
Asian American/Asian	2,958	5.2	4	1.9	2,958	5.2
Filipino	1,115	2.0	2	1.0	1,115	2.0
Southeast Asian American	567	1.0	2	1.0	567	1.0
Pacific Island American	203	0.4	1	0.5	203	0.4
Mexican American or Chicano	8,299	14.7	26	12.5	8,305	14.7
Latino, Latin American, Puerto Rican, Hispanic	3,356	5.9	10	4.8	3,357	5.9
Native American, American Indian	312	0.6	1	0.5	312	0.6
White, non-Hispanic	30,610	54.1	74	35.6	30,616	54.0
Other	3,238	5.7	18	8.7	3,241	5.7
Did not respond	3,920	6.9	55	26.4	3,956	7.0

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates, 2005 - 2010

RICA (2005 - 2010)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	56,671	45,279	79.9	56,671	53,308	94.1
Educational Level						
High School diploma	2,252	1,856	82.4	2,122	2,033	95.8
Associate of Arts degree	1,419	1,029	72.5	1,279	1,177	92.0
Bachelor's degree	8,488	6,590	77.6	8,185	7,663	93.6
Bachelor's degree + additional credits	37,896	30,773	81.2	37,857	35,875	94.8
Master's degree	1,776	1,329	74.8	1,963	1,768	90.1
Master's degree + additional credits	2,243	1,828	81.5	2,303	2,124	92.2
Doctoral degree	211	186	88.2	216	199	92.1
Did not respond	2,386	1,688	70.7	2,746	2,469	89.9
College Grade Point Average						
3.50 to 4.00	22,576	19,475	86.3	22,714	21,821	96.1
3.00 to 3.49	23,159	18,175	78.5	23,003	21,540	93.6
2.50 to 2.99	7,310	5,087	69.6	7,015	6,406	91.3
2.00 to 2.49	830	512	61.7	802	704	87.8
Below 2.00	15	12	80.0	20	16	80.0
Did not attend college	6	4	66.7	4	4	100.0
Did not respond	2,775	2,014	72.6	3,113	2,817	90.5
Reason for Taking RICA						
Multiple Subject Teaching Credential	40,218	32,863	81.7	39,899	37,899	94.9
Education Specialist Instruction Credential	8,024	6,116	76.2	8,036	7,369	91.7
No Response	8,429	6,300	74.7	8,736	8,093	92.6
Professional Preparation						
Not begun Professional Preparation	3,534	2,332	66.0	3,338	2,899	86.8
College/University Internship Program:						
First year in Program	7,817	6,409	82.0	7,262	6,975	96.0
Second year in Program	5,502	4,441	80.7	5,360	5,109	95.3
Completed Program	3,604	2,783	77.2	4,228	3,841	90.8
District Internship Program:						
First year in Program	1,939	1,515	78.1	1,807	1,725	95.5
Second year in Program	1,892	1,467	77.5	1,909	1,807	94.7
Completed Program	768	573	74.6	978	865	88.4
Non-intern College/University Program:						
Not begun student teaching	6,034	4,894	81.1	5,404	5,127	94.9
Begun student teaching	15,367	13,088	85.2	14,510	14,212	97.9
Completed student teaching	3,111	2,425	77.9	3,867	3,500	90.5
Completed Program	2,332	1,782	76.4	2,825	2,504	88.6
Did not respond	4,771	3,570	74.8	5,183	4,744	91.5
Preparation for Reading Instruction						
No preparation	4,080	2,826	69.3	4,030	3,594	89.2
Completed IHE course in Methods of Reading Instruction	40,941	33,659	82.2	40,522	38,538	95.1
Completed District Internship course	4,624	3,639	78.7	4,602	4,338	94.3
Observed Reading instruction in a K-12 school	18,124	14,942	82.4	17,483	16,656	95.3
Worked with individual students in K-12 school to improve their Reading skills	15,596	12,881	82.6	14,944	14,258	95.4
Had daily responsibility for classroom Reading instruction as student teacher or intern	18,155	15,374	84.7	18,052	17,330	96.0

RICA (2005 - 2010)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Student Teaching Assignments						
None	15,678	12,094	77.1	14,205	13,279	93.5
One	17,280	14,332	82.9	17,016	16,352	96.1
Two	11,361	9,281	81.7	12,564	11,750	93.5
Three	2,766	2,251	81.4	2,863	2,672	93.3
Four or more	2,567	1,966	76.6	2,479	2,309	93.1
Did not respond	7,019	5,365	76.4	7,544	6,946	92.1
Grade Level Teaching Experience						
None	7,992	6,076	76.0	7,258	6,722	92.6
Pre K-2	32,890	26,944	81.9	33,127	31,143	94.8
Grades 3-5	28,137	23,164	82.3	28,680	27,212	94.9
Grades 6-8	11,882	9,505	80.0	11,900	11,191	94.0
Grades 9-12	5,056	3,702	73.2	5,018	4,548	90.6
Best Language of Communication						
English	52,809	42,787	81.0	52,471	49,582	94.5
Spanish	1,112	584	52.5	1,119	953	85.2
Vietnamese	62	38	61.3	61	51	83.6
Cantonese	31	18	58.1	32	29	90.6
Hmong	42	19	45.2	47	39	83.0
Other	399	255	63.9	401	355	88.5
Did not respond	2,216	1,578	71.2	2,540	2,299	90.5
First Language of Communication						
English only	39,873	33,562	84.2	39,873	38,065	95.5
English and one or more other languages	8,644	6,352	73.5	8,644	7,898	91.4
One or more languages other than English	5,504	3,710	67.4	5,504	4,940	89.8
Did not respond	2,650	1,655	62.5	2,650	2,405	90.8
Gender						
Male	8,757	5,835	66.6	8,757	7,811	89.2
Female	47,325	38,940	82.3	47,325	44,959	95.0
Did not respond	589	504	85.6	589	538	91.3
Ethnicity						
African American/Black	2,041	1,311	64.2	2,041	1,787	87.6
Asian American/Asian	2,958	2,429	82.1	2,958	2,830	95.7
Filipino	1,115	869	77.9	1,115	1,031	92.5
Southeast Asian American	567	411	72.5	567	513	90.5
Pacific Island American	203	151	74.4	203	184	90.6
Mexican American or Chicano	8,305	5,744	69.2	8,305	7,571	91.2
Latino, Latin American, Puerto Rican, Hispanic	3,357	2,293	68.3	3,357	3,046	90.7
Native American, American Indian	312	237	76.0	312	287	92.0
White, non-Hispanic	30,616	26,301	85.9	30,616	29,508	96.4
Other	3,241	2,576	79.5	3,241	3,072	94.8
Did not respond	3,956	2,957	74.7	3,956	3,479	87.9

Appendix E: SLLA Annual Passing Rate by Gender and Ethnicity, 2005-2010

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
2005-2010	N Completed	4255	2035	464	264	906	65	43	3854
	N Passed	3592	1435	289	211	648	51	28	3249
	% Passed	84%	71%	62%	80%	72%	78%	65%	84%
2005-06	N Completed	762	363	80	37	139	12	7	630
	N Passed	629	245	42	26	96	6		519
	% Passed	83%	67%	53%	70%	69%	50%		82%
2006-07	N Completed	831	394	97	44	175	13	8	807
	N Passed	686	281	63	32	120	10		680
	% Passed	83%	71%	65%	73%	69%	77%		84%
2007-08	N Completed	926	452	100	64	187	17	10	826
	N Passed	768	299	61	56	122	14	10	682
	% Passed	83%	67%	53%	70%	69%	50%	100%	82%
2008-09	N Completed	812	414	92	48	189	16	5	750
	N Passed	691	304	57	37	148	14	5	631
	% Passed	85%	73%	62%	77%	78%	88%	100%	84%
2009-10	N Completed	924	412	95	71	216	7	13	841
	N Passed	818	306	66	60	162	7	13	737
	% Passed	89%	74%	69%	85%	75%	100%	100%	88%

Note: Pass rates are not calculated for exams with less than ten candidates.