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# 2E

## Information

*Professional Services Committee*

### **Report on Passing Rates of Commission-Approved Examinations for 2003-04 to 2007-08**

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**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

August 2009



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## **Report on Passing Rates of Commission-Approved Examinations for 2003-04 to 2007-08**

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### **Introduction**

This agenda item presents the passing rates for all Commission-approved examinations for the past five years, 2003-04 through 2007-08. The purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates for the past five years are discussed in detail. Additional data tables referenced throughout this item as appendices are available on the Commission's website at [www.ctc.ca.gov/commission/agendas/2009-08/2009-08-2E-appendix.pdf](http://www.ctc.ca.gov/commission/agendas/2009-08/2009-08-2E-appendix.pdf).

### **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 needed by nearly all credentials, certificates, and permits. Candidates who have not yet verified 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 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 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.

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 Crosscultural, Language and Academic Development (CLAD) and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) tests were used to identify candidates other than those prepared in SB 2042 teacher preparation programs who have

demonstrated the level of knowledge and skills required to effectively teach English Learners (EL). The CLAD/BCLAD was first administered in 1995. The CLAD was replaced with the California Teachers of English Learners examination (CTEL), which was first administered in 2005. The bilingual portion of the CLAD/BCLAD examinations was replaced with specific subtests of the CSET: Languages Other Than English examination in 2007.

The Teaching Foundations Examinations (TFE) satisfy 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 standards-relevant knowledge necessary for competent professional practice. The SLLA was first administered for California candidates in 2003.

### **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 are not 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. Examinations formerly used by the Commission, such as the Praxis and the Single Subject Assessments for Teachers (SSAT), have been phased out and are not discussed here.

### **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.
- First-time passing rate – the number of examinees who passed the examination after taking all sections or subtests the first time they took the examination divided by the number of examinees who took all sections or subtests at their first administration.

### **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 contractors send out a form to each designated contact individual with his/her contact information to solicit confirmation of or updates to the institutional contact person's 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 when they registered for the examination. 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. The following files are available for downloading:

- 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:

- 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 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

### California Basic Educational Skills Test (CBEST)

The California Basic Educational Skills Test measures basic proficiency in reading, mathematics, and writing. Verifying basic skills proficiency is a requirement for nearly all credentials, certificates, and permits. With the passage of Senate Bill 1209 (Chap. 517, Stats. 2006), two additional options became available for verifying basic skills proficiency: (1) passing a basic skills examination from another state and (2) passing the CSET: Multiple Subjects plus the CSET: Writing Skills Test. Passage of SB 1186 (Chap. 518, Stats. 2009) also added (i) passage of both math and English sections of the California State University (CSU) Early Assessment Programs and (ii) passage of both the 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 is administered six times per year as a paper-based test at multiple sites in California as well during 12 testing windows per year as a computer-based test inside as well as outside of California.

#### *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” 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 1 to a high score of 4. 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 Math, Read 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"> <li>• Reading</li> <li>• Mathematics</li> <li>• Writing</li> </ul>	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 has fluctuated widely from year to year, ranging from 83,720 in 2003-04 to 72,747 in 2007-08. After a significant decrease of about 12,000 examinees between the 2003-04 and the 2005-06 administrations, the total number increased slightly in 2006-07. There was a decrease of about 1,400 examinees in 2007-08.

Beginning in May 2007, a second option was available for individuals to meet the basic skills requirement. Individuals interested in earning a multiple subject teaching credential could choose to pass the California Subject Examinations for Teachers: Multiple Subjects (CSET: MS) plus an additional CSET: Writing Skills subtest. In 2007-08, 1,471 examinees took the CSET: MS and the CSET: Writing Skills examinations. *Please see Appendix C2 for details on 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, 2003 – 2008**

Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
2003-04	83,720	67,977	68,077	66,591
2004-05	77,753	62,662	62,956	62,987
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

### **Preparation and Demographic Data**

The preparation and demographic data for the CBEST are presented in Appendix A1: CBEST Preparation and Demographic Data, Cohorts 2003 to 2008. 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. More than two-thirds reported that they completed one or two Writing courses in high school. Fewer than one-fifth of the examinees completed 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. More than two-thirds 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 completed no college mathematics courses. Nearly three-fourths had completed one to three courses in Writing and about 40% had taken 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. Thirty percent reported currently attending college while 37 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 (7.2%) 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 27 percent reported being students.

Almost two-thirds (62.1%) of the examinees reported that their fathers had completed at least some college and/or bachelor's degree, and almost the same (61.8%) reported that their mothers had completed at least some college. When asked which was their best language, nearly all (93.3%) reported that it was English. More than two-thirds of the examinees were female, and more than 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, 2003 through 2008. 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, 2003 – 08**

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2003 to 2008	205,944	146,574	71.2%	215,167	183,898	85.5%
2003-04	46,569	33,681	72.3%	48,788	42,995	88.1%
2004-05	42,776	30,612	71.6%	44,910	39,496	87.9%
2005-06	38,709	27,403	70.8%	40,555	35,213	86.8%
2006-07	39,513	28,059	71.0%	41,407	35,163	84.9%
2007-08	38,377	26,819	69.9%	39,507	31,031	78.5%

The first-time passing rates for the past five years show a very steady pattern, ranging from 69.9 percent to 72.3 percent, with an overall passing rate of 71.2 percent for the 2003-2008 cohorts. In 2003-04, the cumulative passing rate was 88.1 percent and for 2007-08 it decreased to 78.5 percent. The main reason for this seeming downward trend with the lowest passing rate in 2007-08 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 85.5 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, 2003 – 2008**

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2003 to 2008	219,484	176,046	80.2%	219,484	188,410	85.8%
2003-04	49,402	40,313	81.6%	49,402	43,448	87.9%
2004-05	45,602	36,936	81.0%	45,602	39,895	87.5%
2005-06	41,205	33,136	80.4%	41,205	35,759	86.8%
2006-07	42,308	33,640	79.5%	42,308	35,955	85.0%
2007-08	40,967	32,021	78.2%	40,967	33,353	81.4%

The first-time CBEST Reading passing rate is 80.2 percent, and the overall cumulative CBEST Reading passing rate is 85.8 percent. The first-time passing rate ranges from 81.6 percent in 2003-04 to 78.2 percent in 2007-08. The cumulative passing rate ranges from 85.0 percent in 2006-07 to 87.9 percent in 2003-04. Both the first-time and cumulative passing rates seem to show a declining pattern (by 2 and 3 percent, respectively) 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, 2003 - 2008**

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2003 to 2008	218,847	175,157	80.0%	218,847	189,048	86.4%
2003-04	49,180	40,204	81.7%	49,180	43,698	88.9%
2004-05	45,458	36,556	80.4%	45,458	39,917	87.8%
2005-06	41,163	32,907	79.9%	41,163	35,865	87.1%
2006-07	42,162	33,450	79.3%	42,162	36,119	85.7%
2007-08	40,884	32,040	78.4%	40,884	33,449	81.8%

The overall first-time CBEST Mathematics passing rate is 80.0 percent and the overall cumulative CBEST Mathematics passing rate for the past five years is 86.4 percent. The first-time passing rate ranges from 81.7 percent in 2003-04 to 78.4 percent in 2007-08, showing a slight declining pattern. The cumulative passing rate ranges from 88.9 percent in 2003-04 to 85.7 percent in 2006-07, also showing a declining pattern.

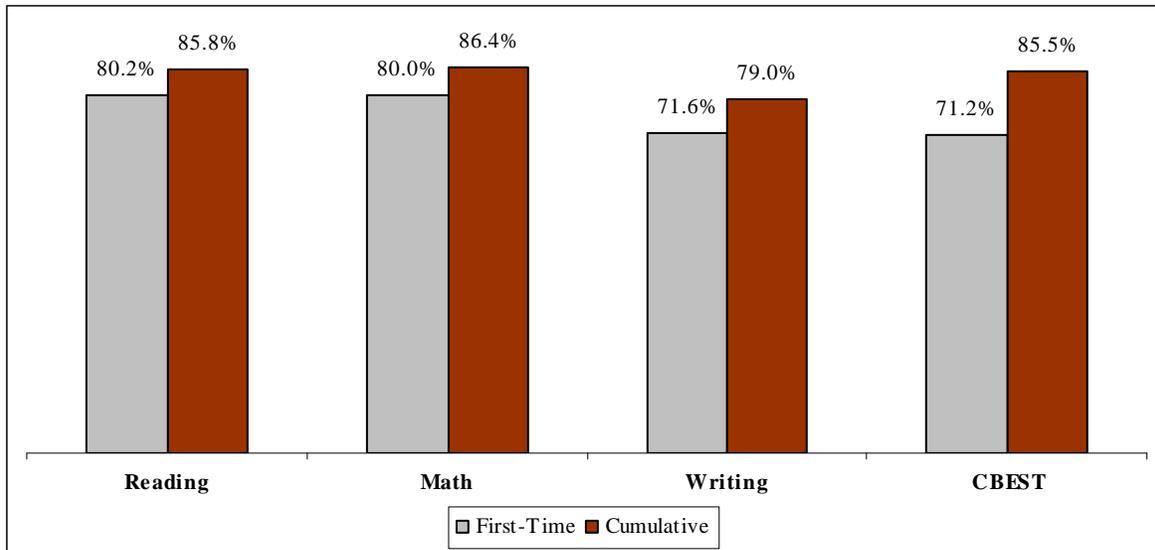
Table 6 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

**Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2003 – 2008**

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2003 to 2008	216,619	155,205	71.6%	216,619	171,023	79.0%
2003-04	48,281	35,189	72.9%	48,281	38,893	80.6%
2004-05	44,973	31,939	71.0%	44,973	35,770	79.5%
2005-06	40,958	29,319	71.6%	40,958	32,580	79.5%
2006-07	41,727	29,875	71.6%	41,727	32,907	78.9%
2007-08	40,680	28,883	71.0%	40,680	30,873	75.9%

The overall first-time CBEST Writing passing rate is 71.6 percent, and the overall cumulative CBEST Writing passing rate for the past five years is 79.0 percent. The cumulative passing rate for 2007-08 may be slightly higher at the end of the next examination cycle because the examinees will have had a chance 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, 2003 – 2008**



In summary, the first-time passing rates for the CBEST Reading and Mathematics Sections for the past five years at 80.2 percent and 85.8 percent, respectively. The first-time passing rate for the Writing Section is 71.6 percent. The cumulative passing rates for the Reading and Mathematics Sections have remained in the high eighty percentage range, at 85.8 percent and 86.4 percent, respectively. The cumulative passing rate for the Writing Section is 79.0 percent, approximately 7 percentage points lower than the other two sections. For all three sections together, the first-time passing rate is 71.2 percent and cumulative rate is 85.5 percent. The difference (14 percentage points) between the first-time and cumulative passing rates reflects the fact that the examinees have multiple opportunities to take the examination.

### 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, 2003 to 2008.

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 (69.5% for female and 73.4% for male), but there was substantial variation by ethnic groups. The first-time passing rate for White was 81 percent while it was around fifty percent for Latino (51%), Mexican American (53%), Filipino (52%), and South East Asian (56%); and less than fifty percent for African American (44%).

Overall, the cumulative passing rates were at the mid to high eighty percent and did not vary much by preparation or demographic variables. However, a positive relationship between 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 77%. The examinees who reported English as their best language passed at a higher rate (87%) than the examinees who reported other languages as their best language – Spanish (58%) and other languages (54%). 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 (71.5% and 73.4%, respectively), and African American (67.5%).

### **Reading Instruction Competence Assessment (RICA)**

The Reading Instruction Competence Assessment tests professional knowledge about the teaching of reading and covers the areas found in the following four domains:

- Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment
- Domain II: Developing Phonological and Other Linguistics Processes Related to Reading
- Domain III: Developing Reading Comprehension and Promoting Independent Reading
- Domain IV: Supporting Reading Through Oral and Written Language Development

The RICA has two assessment options: the RICA Written Examination (WE) and the RICA Video Performance Assessment (VPA). Effective October 1, 1998, most candidates for multiple subject credentials and, effective January 1, 2000, most California-trained Education Specialist candidates are required to pass either the WE or the VPA. The RICA Written Examination is administered six times per year. The RICA VPA has three deadlines per year for submission of videos and other required 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. Approximately 20 percent of the questions assess competencies in Domain I, 30 percent assess competencies in Domain II, 30 percent in Domain III, and 20 percent in Domain IV.

##### *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 one of the four domains, with one problem or task for each domain. The problem or task for Domains I and IV each require a written response of approximately 50 words and those in Domains II and III each require a written response of approximately 150 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 four domains. Candidates provide a written response of approximately 300 words.

**B. The RICA Video Performance Assessment**

The RICA VPA 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 I and II, one should demonstrate the candidate’s competencies in Domains I and III, and the last Domains I and IV.

**Scoring the RICA**

The RICA Written examination consists of multiple-choice and constructed-response sections, with five constructed-response items in that section. A candidate’s score on the Written examination is determined based on the candidate’s combined performance on the multiple-choice and constructed-response sections. There is no penalty for wrong answers in the multiple-choice section. 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.

The VPA is scored as a single unit. A single score is assigned to the entire packet after reviewing the candidate’s instructional context form, the videotaped instruction, and the reflection form. A candidate’s score on the VPA is the sum of the six scores from independent scorers for the three video packets.

**Table 7: RICA State Passing Score Standard and Score range**

Test Name	State Passing	Score Range
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	<b>Score Standard</b>	
Written Examination (WE)	81	10-120
Video Performance Assessment (VPA)	17	6-24

### **Examination Volume**

Table 8 provides the number of RICA assessments administered from August 2003 through July 2008. The number of Written Examinations has decreased dramatically between 2003-04 and 2004-05, by about 5,000 assessments administered. In the past five years, the number of examinees dropped almost by 11,000 or 41 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 for multiple subject teaching credential candidate as well as declining number of multiple subject credentials issued to California teacher candidates as reported in the 2007-08 Teacher Supply Report.

**Table 8: Number of RICA Assessments Administered, 2003 – 2008**

<b>Year</b>	<b>RICA Examination Type</b>	
	<b>Written (WE)</b>	<b>Video (VPA)</b>
2003-04	26,674	113
2004-05	21,720	103
2005-06	19,678	80
2006-07	16,735	68
2007-08	15,674	69

### **Preparation and Demographic Data**

Preparation and demographic data for five annual cohorts (2003 to 2008) of RICA participants who took the Written and/or VPA are provided in Appendix B1. More than four-fifth reported having a bachelor’s degree and additional units. About 8 percent reported having a master’s degree and additional units. More than three-fourths reported an undergraduate grade point average of 3.0 or higher. Among examinees in university programs, more than one-fourth had begun student teaching, 7 percent had finished student teaching, and another 5 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 (91.5%) 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 (15.6%) and Latino (6.6%).

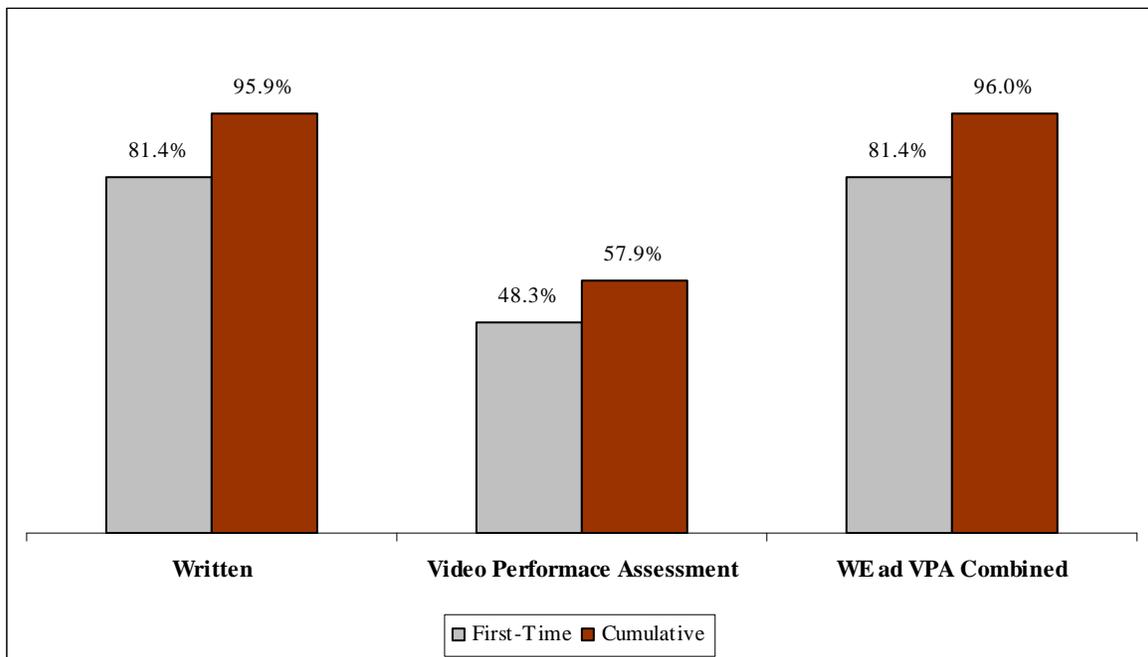
Table 9 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

**Table 9: RICA – First-Time and Cumulative Passing Rates, 2003 – 2008**

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2003 to 2008	71,506	58,183	81.4%	71,506	68,651	96.0%
2003-04	19,108	15,544	81.3%	19,108	18,631	97.5%
2004-05	15,674	12,705	81.1%	15,674	15,211	97.0%
2005-06	13,485	10,873	80.6%	13,485	13,042	96.7%
2006-07	11,833	9,765	82.5%	11,833	11,393	96.3%
2007-08	11,406	9,296	81.5%	11,406	10,374	91.0%

The first-time passing rate has shown a steady pattern, from 81.3 percent in 2003-04 to 81.5 percent in 2007-08. The cumulative passing rate has also showed a steady pattern for the past four years, 97.5 percent in 2003-04 to 96.3 percent in 2006-07. As previously noted, the 2006-07 cohort has not yet had as many opportunities to retake the examination; therefore, the cumulative passing rate is around 91.0 percent.

**Figure 2: RICA – First-Time and Cumulative Passing Rates, 2003 – 2008**



There is a difference of about 10 percentage points for the Video Performance Assessment and 15 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 traditionally repeat the Written and/or Video Performance, 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 VPA data are provided in Appendix B2. The first-time passing rate for RICA Written and VPA combined showed a slight variation by demographic variables. Females passed at a higher rate (83.9%) than males (68.4%). Lower passing rates were observed for African-American (65.4%) and Latino (69.9%) examinees. It is interesting to note that the same demographic variables such as GPA and English as the best language of communication had higher passing rates as well – 88 percent and 83 percent, respectively.

Similarly, the cumulative passing rate was in the high 90 percentage points and varied slightly by demographic variables. Females passed at a higher rate (96.7%) than males (92.6%). All ethnic groups had passing rates 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 97.5 percent and, for those indicating English as their best language, the cumulative passing rate was 96.4 percent.

### California Subject Examinations for Teachers (CSET)

The California Subject Examinations for Teachers 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 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. 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.

**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:	I	Plant and Soil Science	25	2
		Ornamental Horticulture	15	1

<b>CSET Examination</b>	<b>Subtest</b>	<b>Domains</b>	<b># of Multiple choice items</b>	<b># of Constructed response items</b>
Agriculture	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 Human Growth and Development Chronic and Communicable Diseases	10 10 20	1 - 1
	II	Nutrition and Fitness Mental and Emotional Health Alcohol, Tobacco, and Other Drugs	15 10 15	1 - 1
	III	Family Life and Interpersonal Relationships Consumer and Community Health Environmental Health	15 15 10	1 - -
Home Economics	I	Personal, Family, and Child Development	40	1
	II	Nutrition, Foods, and Hospitality	40	2
	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
Languages Other Than English*: • American Sign	I	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	10 20	1 1
	II	General Linguistics Linguistics of the Target Language –American Sign Language ( Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	10 20	- 2

<b>CSET Examination</b>	<b>Subtest</b>	<b>Domains</b>	<b># of Multiple choice items</b>	<b># of Constructed response items</b>
Language	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
<ul style="list-style-type: none"> <li>• Arabic</li> <li>• Armenian</li> <li>• Farsi</li> <li>• Filipino</li> <li>• Hmong</li> <li>• Khmer</li> </ul>	I	General Linguistics Linguistics of the Target Language Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	-	1 3 1 1
	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
<ul style="list-style-type: none"> <li>• Cantonese</li> </ul>	I	General Linguistics Linguistics of the Target Language	5 15	1 3
	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
<ul style="list-style-type: none"> <li>• French</li> <li>• German</li> <li>• Japanese</li> <li>• Korean</li> <li>• Mandarin</li> <li>• Punjabi</li> <li>• Russian</li> <li>• Spanish</li> <li>• Vietnamese</li> </ul>	I	General Linguistics Linguistics of the Target Language	15 25	1 2
	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
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 Historical and Cultural Foundations Aesthetic Valuing	30 15 -	1 1 1
	II	Creative Expression Connections, Relationships, and Applications	30 10	2 -
	III	Music Methodology and Repertoire	40	2
Physical Education	I	Growth, Motor Development, and Motor Learning The Science of Human Movement	20 20	1 1
	II	The Sociology and Psychology of Human Movement Movement Concepts and Forms Assessment and Evaluation Principles	10 24 6	1 1 -
	III	Professional Foundations Integration of Concepts	16 24	- 1

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
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 3 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.*

*\*\*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 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.*

### **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 on the basis of 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. 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, 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.

There is a significant increase in the volume of CSET test takers; more than 170,000 examinees took multiple and single subject examinations since the inception of CSET in 2003. During 2003 to 2005, the number of total attempts was around 84,000. In the past three years, an additional 86,000 examinees have attempted CSET examinations. Among the total examinees, nearly two-thirds (61%) are Multiple Subject examinees.

**Table 11: CSET Multiple and Single Subjects - Total number of examinees, 2003 – 2008**

	<b>Cumulative # of Total Attempts</b>
<b>All examinees</b>	<b>169,977</b>
<b>Multiple Subjects</b>	103,875
Writing	1,821
<b>Single Subjects:</b>	
Agriculture	85
Art	913
Business	331
English	14,462
Health Science	1,380
Home Economics	163
Industrial Technology Education	169
Languages Other Than English:	
American Sign Language	79
Arabic	4
Armenian	0
Cantonese	1
Farsi	1
Filipino	31
French	306
German	51
Hmong	5
Japanese	83
Khmer	0
Korean	48
Mandarin	492
Punjabi	7
Russian	19
Spanish	1,887
Vietnamese	21
Mathematics (Foundational-Level)	9,568
Mathematics	5,488
Music	509
Physical Education	2,555
Science:	
Biology/Life Science	5,560
Biology/Life (Specialized)	1,230
Chemistry	1,844
Chemistry (Specialized)	601
Earth/Planetary Science	1,589
Earth/Planetary Science (Specialized)	437
Physics	1,092
Physics (Specialized)	366

Social Science	11,866
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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.

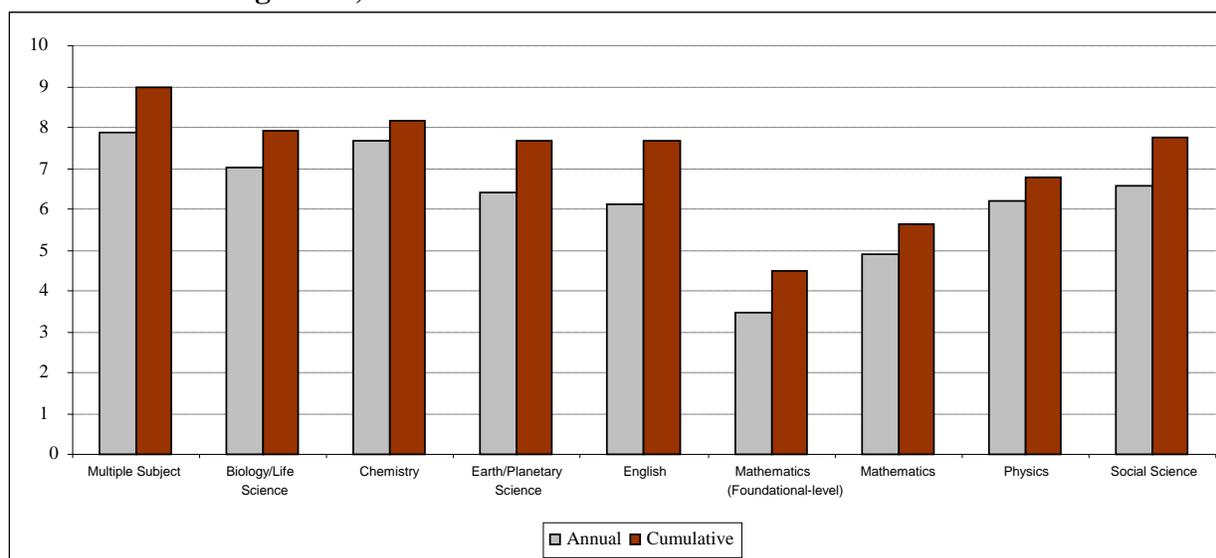
**Table 12: CSET – Annual and Cumulative Passing Rates, 2003 - 2008**

	Annual Passing Rate September 2007 – July 2008			Cumulative Passing Rate September 2003 – July 2008		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Multiple Subjects	10,111	7,968	78.8	103,875	93,206	89.7
Writing	1,457	1,078	74.0	1,821	1,319	72.4
Agriculture	29	9	31.0	85	36	42.4
Art	193	144	74.6	913	735	80.5
Business	87	36	41.4	331	176	53.2
English	2,124	1,304	61.4	14,462	11,094	76.7
Health Science	399	215	53.9	1,380	939	68.0
Home Economics	47	29	61.7	163	116	71.2
Industrial Technology Education	63	54	85.7	169	143	84.6
Languages Other Than English:						
American Sign Language	14	3	21.4	79	23	29.1
Arabic	4	4	100.0	4	4	100.0
Armenian	0	0	-	0	0	-
Cantonese	1	1	100.0	1	1	100.0
Farsi	1	1	100.0	1	1	100.0
Filipino	6	4	66.7	31	28	90.3
French	57	48	84.2	306	267	87.3
German	8	4	50.0	51	40	78.4
Hmong	5	5	100.0	5	5	100.0
Japanese	20	15	75.0	83	65	78.3
Khmer	0	0	-	0	0	-
Korean	11	11	100.0	48	44	91.7
Mandarin	100	94	94.0	492	459	93.3
Punjabi	-	-	-	7	3	42.9
Russian	5	3	60.0	19	15	78.9
Spanish	388	289	74.5	1,887	1,608	85.2
Vietnamese	7	6	85.7	21	20	95.2
Mathematics (Foundational Level)	1,838	634	34.5	9,568	4,302	45.0
Mathematics	543	265	48.8	5,488	3,103	56.5
Music	98	88	89.8	509	463	91.0
Physical Education	654	333	50.9	2,555	1,679	65.7
Science:						
Biology/Life Science	739	518	70.1	5,560	4,400	79.1
Biology/Life (Specialized)	209	136	65.1	1,230	900	73.2
Chemistry	195	150	76.9	1,844	1,507	81.7
Chemistry (Specialized)	110	94	85.5	601	528	87.9
Earth/Planetary Science	178	114	64.0	1,589	1,220	76.8
Earth/Planetary Science (Specialized)	93	71	76.3	437	366	83.8
Physics	116	72	62.1	1,092	740	67.8

Physics (Specialized)	81	46	56.8	366	287	78.4
Social Science	1,614	1064	65.9	11,866	9,208	77.6

The annual passing rate was 78.8 percent and the cumulative passing rate was 89.7 percent for the CSET: Multiple Subjects. For the single subjects, the cumulative passing rate varied from 29.1 percent to 100 percent. English and Social Sciences had cumulative passing rates of 76.7% and 77.6 percent, respectively. The cumulative passing rate was in the upper 80% for the following foreign languages: French, German, Russian, and Spanish; and above 90% for Arabic, Cantonese, Hmong, Korean, Mandarin, and Vietnamese. The cumulative passing rate for the sciences ranged from 67.8 percent for Physics to 87.9 percent for Chemistry (Specialized).

**Figure 3: CSET Multiple Subject and Single Subjects (high volume) – Annual and Cumulative Passing Rates, 2003 – 2008**



*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 78.8 percent. There is a slight difference in the annual passing rate by gender: 80.4 percent for male and 78.3 percent for female. The annual passing rate also varied by ethnicity – 54.2 percent for African American followed by 68.9 percent for Native American. The highest passing rate of 91.9 percent was observed for White. Examinees who took the CSET to obtain an initial teaching credential and those who took the examination to add an authorization to an existing credential had almost the same passing rates: 79.3 percent and 80.1 percent, respectively.

The cumulative passing rate for Multiple Subjects was 89.7 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 – 90.0 percent and 89.7 percent, respectively.

Appendices C2 through C13 display CSET single subject passing rates by selected demographic variables. Similar to the CSET Multiple Subject, the passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained.

**Crosscultural, Language and Academic Development (CLAD),  
California Teacher of English Learners (CTEL),  
Bilingual, Crosscultural, Language and Academic Development (BCLAD), and the  
CSET: Languages Other Than English (LOTE) Bilingual Examinations**

The purpose of the CLAD/CTEL/BCLAD/CSET: LOTE 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 CLAD/CTEL/BCLAD/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 CLAD examination was used until 2005-2006, when it was updated and replaced by the CTET (California Teacher of English Learners) examination. The BCLAD examination was used until 2006-2007. In 2007, the three former BCLAD subtests were updated and incorporated as subtests within the CSET: LOTE examination series, and the former BCLAD examination was discontinued as a separate entity.

The original CLAD/BCLAD examinations included six separate subtests. Passage of the first three subtests was one way to satisfy one of the requirements for a CLAD certificate. Passage of all six subtests was one way to satisfy one of the requirements for a BCLAD certificate. The CTET examination retains the format and similar, but updated, content of the first three tests of the original CLAD. The content of the subtests of the original CLAD are provided below, followed by the content of the CTET examination subtests.

**CLAD Subtests:**

*CLAD Subtest 1: Language Structure and First- and Second-Language Development*

This test covers first- and second-language development, universals and differences in language structure and use, and the structure and use of the English language. Test 1 is in English and consists of 50 multiple-choice questions.

*CLAD Subtest 2: Methodology of Bilingual, English Language Development, and Content Instruction*

This test covers theories and methods of (a) bilingual education needed by all teachers of English Learners (EL), (b) instruction for English Language Development (ELD), and (c) specifically designed academic instruction delivered in English (SDAIE). Methods of language and content-area assessment are also covered. Test 2 is in English and consists of 50 multiple-choice questions and one essay.

*CLAD Subtest 3: Culture and Cultural Diversity*

This test covers the nature and content of culture, crosscultural contact and interactions, cultural diversity in California and the United States, and issues related to the provision of culturally responsive pedagogy, such as classroom organization and interactions, curriculum, instructional strategies, and the roles of families and community resources. Test 3 is in English, does not focus on any specific cultural group, and consists of 40 multiple-choice questions and one essay.

## 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 original BCLAD subtests, followed by the titles of the CSET: Languages Other Than English subtests that incorporate the former BCLAD examination content. Since the CSET bilingual subtests were first being administered in 2007-08, passing rate information on these subtests will be provided in future annual passing rate agenda items.

### *BCLAD Subtest 4: Methodology for Primary-Language Instruction*

This test covers instructional delivery and assessment in a bilingual classroom and the evaluation and use of primary-language materials. Subtest 4 is in English, does not focus on any specific language, and consists of 40 multiple-choice questions.

### *BCLAD Subtest 5: The Culture of Emphasis*

There are multiple versions of Subtest 5, each focusing on a specific culture. Each version of Test 5 covers the origins and characteristics of the culture of emphasis as well as the experiences in the United States and California of the people of the culture of emphasis, including topics such as major historical periods, demography, migration and immigration, cultural contributions, and intragroup and intergroup relations. Each version of Test 5 is in English and consists of 50 multiple-choice questions. Test 5 is available for Armenian, Chinese, Filipino, Hmong, Khmer, Korean, Latino, Punjabi, and Vietnamese.

### *BCLAD Subtest 6: The Language of Emphasis*

There are multiple versions of Subtest 6, each focusing on a specific language. Each version of Test 6 consists of four separate components – listening, reading, speaking, and writing. For the Listening component, examinees listen to oral language samples and answer 21 multiple-choice questions. For the Reading component, examinees read passages that are written in the language of emphasis and answer 26 multiple-choice questions. For the Speaking component, examinees respond orally in the language of emphasis to three speaking assignments presented in English and then read aloud two passages in the language of emphasis. For the Writing component, examinees write an

essay in the language of emphasis in response to a writing assignment presented in English and then translate a passage from English into the language of emphasis. All four components are available for Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, and Vietnamese.

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

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

*CSET: Languages Other Than English: Subtest V: Bilingual Culture (Geographical and Historical Contexts; Sociopolitical and Sociocultural Contexts)*

#### Under CSET: Languages Other Than English: Subtest III (or II)

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 same 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.

#### Under CSET: Languages Other Than English: Subtest IV

This subtest covers bilingual education and bilingualism; intercultural communication, and instruction and assessment in a bilingual classroom. This subtest is in English, and consists of 50 multiple choice questions.

#### Under CSET: Languages Other Than English: Subtest V

This subtest covers geographic, historical, sociopolitical and sociocultural contexts of the target culture, as well as the experiences of members of the target culture in the United States. This subtest consists of 5 constructed-response questions.

### **Examination Volume**

Each year from 2003 - 2005 about 4,000 examinees took the CLAD (Subtests 1, 2, 3). The number of examinees declined in 2005-06 but the CTEL number has risen gradually since 2005-06 to more than 5,300 in 2007-08. It is important to keep in mind that following the transition of teacher preparation programs to approved programs under SB 2042 program standards, the authorization to teach English learners in the regular education classroom was incorporated

within the authorization of the SB 2042 preliminary credential for California-prepared multiple and single subject candidates. 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. Individuals entering the California Special Education program (after 2008) will also complete an EL authorization.

**Table 13: Number of CLAD/CTEL Examinations Administered, 2003 – 2008**

Year	CLAD Subtest 1	CLAD Subtest 2	CLAD Subtest 3
2003-04	4,009	4,115	4,007
2004-05	4,542	4,863	4,551
2005-06*	576	1,199	840
2005-06**	2,463	2,293	2,449
2006-07**	3,901	3,748	3,934
2007-08**	5,345	5,201	5,667

\*CLAD was replaced by CTEL in 2005. \*\*Data for 2005-06 to 2007-08 refer to CTEL only.

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 Examinations Administered, 2003 - 2008**

Year	BCLAD Subtest 4	BCLAD Subtest 5*	BCLAD Subtest 6**			
			Listening	Reading	Speaking	Writing
2003-04	930	885	782	780	821	887
2004-05	1,232	1,096	923	932	954	1,025
2005-06	898	822	620	620	659	714
2006-07	936	831	603	588	616	646

\*BCLAD Test 5: these data pertain to Latino Culture only

\*\*BCLAD Test 6: these data pertain to Spanish only. For other tests such as Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, and Vietnamese, the annual number of examinees for each of the four components is less than 30, so they are not reported here.

**CLAD/CTEL/BCLAD/CSET: LOTE Bilingual Passing Rates**

Table 15 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2002-03 through 2006-07. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below.

**Table 15: CLAD – First-Time and Cumulative Passing Rates, 2002 – 2005**

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
2002 to 2005	9,862	5,115	51.9%	9,861	7,185	72.9%
2002-03	3,296	1,821	55.2%	3,296	2,511	76.2%
2003-04	3,124	1,625	52.0%	3,124	2,300	73.6%
2004-05	3,441	1,668	48.5%	3,441	2,374	69.0%

The cumulative passing rate for CLAD (Subtests 1, 2, 3) is 72.9 percent and the first-time passing rate is 51.9 percent for the past three cohorts. The cumulative passing rate showed a slight decrease to 69 percent in 2004-05. Similarly, the first-time passing rate also showed a slight declining pattern to 48.5 percent in 2004-05.

**Table 16: CTEL – First-Time and Cumulative Passing Rates, 2005 – 2008**

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
2005 to 2008	10,110	6,098	60.3%	5,755	4,530	78.7%
2005-06	2,380	1,375	57.8%	2,380	1,854	77.9%
2006-07	3,375	2,049	60.7%	3,375	2,676	79.3%
2007-08	4,355	2,674	61.4%			

*Note - CTEL was first administered in 2005. 2005-06, 2006-07, and 2007-08 data apply to CTEL only.*

CTEL is a fairly new examination and the first-time passing rate for 2005 to 2008 cohort is 60.3 percent. There is an increase of nearly 4 percent in the first-time passing rate between 2005-06 (57.8%) and 2007-08 (61.4%). The cumulative passing rate remained fairly steady around 79 percent.

**Table 17: BCLAD – First-Time and Cumulative Passing Rates, 2005 – 2008**

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
2005 to 2008	1,259	308	24.5%	1,259	560	44.5%
2003-04	449	138	30.7%	449	277	61.7%
2004-05	546	160	29.3%	546	318	58.2%
2005-06	360	65	18.1%	360	146	40.6%
2006-07	353	83	23.5%	353	96	27.2%

The first-time passing rate for BCLAD (Subtests 4, 5, 6) is 24.5 percent for the past four cohorts, and the cumulative passing rate is 44.5 percent. The first-time passing rate for BCLAD showed a declining pattern, ranging from 30.7 percent in 2003-04 to 23.5 percent in 2006-07. Similarly,

the cumulative passing rate also showed a declining trend, from 61.7 percent in 2003-04 to 40.6 percent in 2005-06.

### **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 are offered 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.

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 teaching methods.

#### **Examination Volume**

The TFE is administered four times a year. In 2007-08, More than 100 examinees took TFE: Multiple Subject and another 50 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. 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.

**Table 18: TFE State Passing Score Standard and Score Range**

<b>TFE Examination</b>	<b>State Passing Score Standard</b>	<b>Score Range</b>
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 19 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 89 percent for TFE: Science to 100 percent for TFE: Mathematics. In the past five years, the passing rates have increased dramatically for all 4 subjects: TFE: Multiple Subject (by 33%), TFE: English (by 18%), TFE: Mathematics (by 58%), and TFE: Science (by 22%).

**Table 19a: TFE Passing Rate by Subjects, 2003 – 2008**

	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
2003-04	183	111	61%	70	44	63%	50	21	42%	Test first administered in August 2006		
2004-05	7	7	-	9	8	-	5	3	-			
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%

### School Leaders Licensure Assessment (SLLA)

The purpose of the SLLA 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.

### Examination Volume

The SLLA is administered three times a year, and was first available for use towards California certification in January 2003. Nearly 700 examinees took the SLLA during the 2003-04 year and the number of examinees surpassed 1,300 in 2006-07 and again in 2007-08.

### Scoring of the SLLA

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 II and IV each contribute 30 percent each to the maximum possible total score.

**Table 20: SLLA State Passing Score Standard and Score Range**

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

### SLLA Passing Rates

Table 21 provides the annual passing rate on the SLLA for the past five years.

**Table 21: SLLA Annual Passing Rate, 2003 – 2008**

	N Completed	N Passed	% Passed
2003-2004	679	530	78%
2004-2005	962	798	83%
2005-2006	1,174	910	78%
2006-2007	1,317	1,036	79%
2007-2008	1,380	1,068	77%

Table 22 in the appendices provides the passing rate on the SLLA by gender and ethnicity for the past five years. For all five years, females passed at a higher rate than the males. Whites passed at a higher rate than other ethnic groups. In 2007-08, Whites passed at a rate of 83 percent, followed by Native Americans (82%), Asian Americans and Hispanics (88% and 65%, respectively), and African Americans (61%).

### Summary Highlights

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2003-04 to 2007-08. 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, after a significant decrease in the examination volume (by 12,000 examinees) between 2003-04 and 2005-06, there was a slight increase by about 3 percent in the number of CBEST examinees in 2006-07. Again there is a decrease of about 1,400 examinees in the volume between 2006-07 and 2007-08. 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 and the out-of-state basic skills option account for the slight downward trend in the CBEST exam volume. However, in 2007-08, 1,471 examinees took the CSET: MS plus the CSET: Writing Skills subtest. The first-time passing rate was in the low 70 percent range and the cumulative passing rate was in the upper 80 percent range. There was a decline of 3 percentage points in the cumulative passing rate between the 2003-04 and 2006-07 cohorts for CBEST.

For the RICA, there was a decrease in the volume by 11,000 or 41 percent, between 2003-04 and 2007-08. The first-time RICA passing rate was in the 80 percent range and the cumulative passing rate was in the upper 90 percent range. Both first-time and cumulative passing rates show a steady pattern for the past five cohorts, 2003-04 to 2007-08.

The CSET showed a significant increase in examination volume: nearly 170,000 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 78.8 percent for the CSET: Multiple Subjects and the cumulative passing rate was 89.7 percent. For the single subjects, the cumulative passing rate varied by content area from 29.1 percent to 100 percent. The overall CSET annual and cumulative passing rate was 69.3 percent and 82.4 percent, respectively.

Other new examinations such as the SLLA, TFE, and CTEL also saw an increase in the examination volume. The initial passing rate on this examination varied by gender and ethnicity.