
4B

Information

Professional Services Committee

Annual Report on Passing Rates of Commission-Approved Examinations from 2007-2008 to 2011-2012

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

I. Educator Quality

- ◆ Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

June 2013

Annual Report on Passing Rates of Commission-Approved Examinations from 2007-2008 to 2011-2012

Introduction

This agenda item presents the passing rates for Commission-approved examinations over the past five years, 2007-2008 through 2011-2012. 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 the appendices.

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 schools. California uses a series of Commission-approved examinations to assess candidates' competencies in basic skills, subject matter proficiency, and/or professional knowledge.

Basic Skills Examinations

Candidates for most credentials, certificates, and permits are required to demonstrate proficiency in basic reading, mathematics, and writing skills. The *California Basic Educational Skills Test (CBEST)* is one approved method used to verify basic proficiency in reading, mathematics, and writing to meet this requirement. 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.

Subject Matter Competency Examinations

Current law requires candidates for a preliminary multiple or single subject teaching credential to demonstrate competency in the content area(s) they will teach. Under California's No Child Left Behind federal compliance plan, candidates for the Multiple Subject Credential must meet this requirement through passing the Commission's adopted subject matter examination, currently the *California Subject Examinations for Teachers (CSET) Multiple Subjects examination*. Single Subject Credential candidates may meet the subject matter requirement either by completing a Commission-approved subject matter program or by passing the appropriate content area CSET Single Subject examination. Education specialist candidates also use this option to verify subject matter knowledge. Both the subject matter programs and the CSET series of examinations are aligned with the state's K-12 student academic content standards. It is important to note that the CSET examinations measure candidates' subject matter knowledge, skills, and abilities, not their pedagogical knowledge. The CSET was first administered in 2003.

Beginning with the May 2007 administration of the CSET: Multiple Subjects examination, an optional fourth subtest known as the CSET: Writing Skills examination was added. Candidates for a multiple subject credential may use the CSET: Multiple Subjects examination plus the CSET: Writing Skills subtest to verify basic skills as an alternative to passing the CBEST.

Professional Knowledge Examinations

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 a preliminary 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)* examination is used by candidates other than those prepared in SB 2042 teacher preparation programs (such as, for example, out of state candidates) to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL). The prior CLAD (Crosscultural Language and Academic Development) examination previously used for this purpose was replaced with the CTEL examination in December 2005.

For candidates seeking a bilingual authorization via examination, the bilingual-specific subtests of the *CSET: World Language (formerly the Languages Other Than English)* examinations are used to demonstrate bilingual language and cultural knowledge and skills. The prior BCLAD (Bilingual Crosscultural Language and Academic Development) examination was replaced by the CSET bilingual-specific subtests in 2007.

The *Teaching Foundations Examinations (TFE)* satisfies a part of the pedagogical portion of the Early Completion Option of the internship program for multiple subject and selected single subject credentials. The TFE was first administered in 2004. The TFE is owned and administered by the Educational Testing Service and is not a Commission-owned examination.

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 is owned by the Educational Testing Service and 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, replaced the SLLA. The SLLA is no longer used by California candidates for an administrative services credential. The Commission more recently decided to pursue the development of an administrator performance assessment to replace the CPACE. At this time development of a new administrator performance has not yet begun.

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 5, pass rate data may not be reported. Preparation and demographic data are self-reported by examinees, and thus these data may not be available for all candidates. 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 appendices.

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 possess the knowledge and skills being measured are expected to perform 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 2011-2012 cohort for any examination has had fewer opportunities to retake the examination at the time of preparation of this report 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 first-time examinees who took all sections or subtests.

Institutional Data Reports

The Commission’s examinations contractor provides institutional data reports concerning each institution’s candidates for those candidates who chose to list the institution at the time of registration as a score recipient. 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 at each authorized score recipient institution who receives the reports 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

- 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 Program (EAP); 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 and through 12 testing windows per year as a computer-based test inside as well as outside of California until 2011. Beginning in 2011, the computer-based CBEST became available on demand throughout the year at the contractor’s computer-based testing centers along with the six times per year paper-based test administrations.

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 has declined dramatically from 72,747 in 2007-08 to 39,798 in 2011-12. Overall, this is a decline of more than 32,000 examinees, or 45 percent, in the past five years. It is worthwhile however, to note that the number of CBEST test administrations has declined even more dramatically over ten years. During the 2001-2002 academic year there were 128,944 CBEST administrations. These numbers show a 70 percent decline over the past decade.

Beginning in May 2007, two additional Commission examination 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 subtest. In 2011-12, 895 examinees took the CSET: Writing Skills examination, which is the best indicator for determining the number of people using this alternative option to meet the basic skills requirement. *See Appendix B2 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, 2007 – 2011

Testing Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
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
2010-11	44,778	35,952	35,900	37,202
2011-12	39,798	32,090	32,136	33,524

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in *Appendix A1: CBEST Preparation and Demographic Data, Cohorts 2007 to 2012*. 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. Approximately two-thirds reported that they completed one to three Writing courses in high school. Less than one-fifth of the examinees reported completing one or two high school Oral Language courses. More than three-fourths reported high school grade point averages of at least 3.0. About four percent of the examinees reported high school grade point averages below 2.5. Three-fourths of the examinees completed all of their high school education in California.

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 40 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 more than ten percent reported having a master’s degree. Almost 30 percent reported currently attending college while forty percent indicated it had been three years or less since they attended. Only 13 percent of examinees reported that it had been more than ten years since they attended college.

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 in order to obtain 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, nearly 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.

More than 60% of the examinees reported that their fathers had completed at least some college and/or bachelor’s degree, and almost the same (63.3%) reported that their mothers had completed at least some college. When asked which their best language was, nearly all (94.6%) reported that it was English. More than two-thirds of the examinees were female, and fewer than half reported that “white” best describes their ethnic background. More than 13% of examinees did not indicate an ethnicity.

Passing Rate

Table 3 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2007 through 2012. 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, 2007–2012

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2007 to 2012	152,141	107,928	70.9%	158,699	134,078	84.5%
2007-08	38,463	26,819	69.7%	40,342	34,786	86.2%
2008-09	38,140	27,224	71.4%	39,764	34,219	86.1%
2009-10	28,802	20,369	70.7%	29,915	24,470	85.1%
2010-11	24,020	16,875	70.3%	24,923	20,822	83.5%
2011-12	22,716	16,641	73.3%	23,755	18,781	79.1%

The first-time passing rates for the past five years show a steady pattern, ranging from 69.7 percent to 73.3 percent, with an overall first-time passing rate of 70.9 percent for the 2007-2012 cohorts. In 2007-08, the cumulative passing rate was 86.2 percent and for 2011-12, it was 79.1 percent. The main reason for this seeming downward trend with the lowest passing rate in 2011-12 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 84.5 percent. This situation also characterizes all of the cumulative data for 2011-12 presented below for the individual three subtests, since examinees from the recent cohort have not had a chance to repeat sections they have not yet passed.

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, 2007 – 2012

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2007 to 2012	161,616	129,813	80.3%	161,616	138,727	85.8%
2007-08	40,942	32,010	78.2%	40,942	34,804	85.0%
2008-09	40,454	32,506	80.4%	40,454	34,941	86.4%

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2009-10	30,426	24,845	81.7%	30,426	26,618	87.5%
2010-11	25,403	20,663	81.3%	25,403	21,943	86.4%
2011-12	24,391	19,789	81.1%	24,391	20,421	83.7%

The first-time CBEST Reading passing rate is 80.3 percent, and the overall cumulative CBEST Reading passing rate is 85.8 percent. The first-time passing rate ranges from 78.2 percent in 2007-08 to 81.7 percent in 2009-10. The cumulative passing rate ranges from 83.7 percent in 2011-12 to 87.5 percent in 2009-10. While the cumulative passing rate hovers around 85% the first-time passing rate increased by a few 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, 2007 - 2012

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2007 to 2012	161,149	128,956	80.0%	161,149	138,663	86.0%
2007-08	40,749	31,980	78.5%	40,749	35,066	86.1%
2008-09	40,341	32,432	80.4%	40,341	35,101	87.0%
2009-10	30,389	24,545	80.8%	30,389	26,403	86.9%
2010-11	25,304	20,333	80.4%	25,304	21,769	86.0%
2011-12	24,366	19,666	80.7%	24,366	20,324	83.4%

The overall first-time CBEST Mathematics passing rate is 80 percent and the overall cumulative CBEST Mathematics passing rate for the past five years is 86.0 percent. The first-time passing rate ranges from 78.5 percent in 2007-08 to 80.8 percent in 2009-10, showing a pattern of slight increase. The cumulative passing rate ranges from 83.4 percent in 2011-12 to 87.0 percent in 2006-07.

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

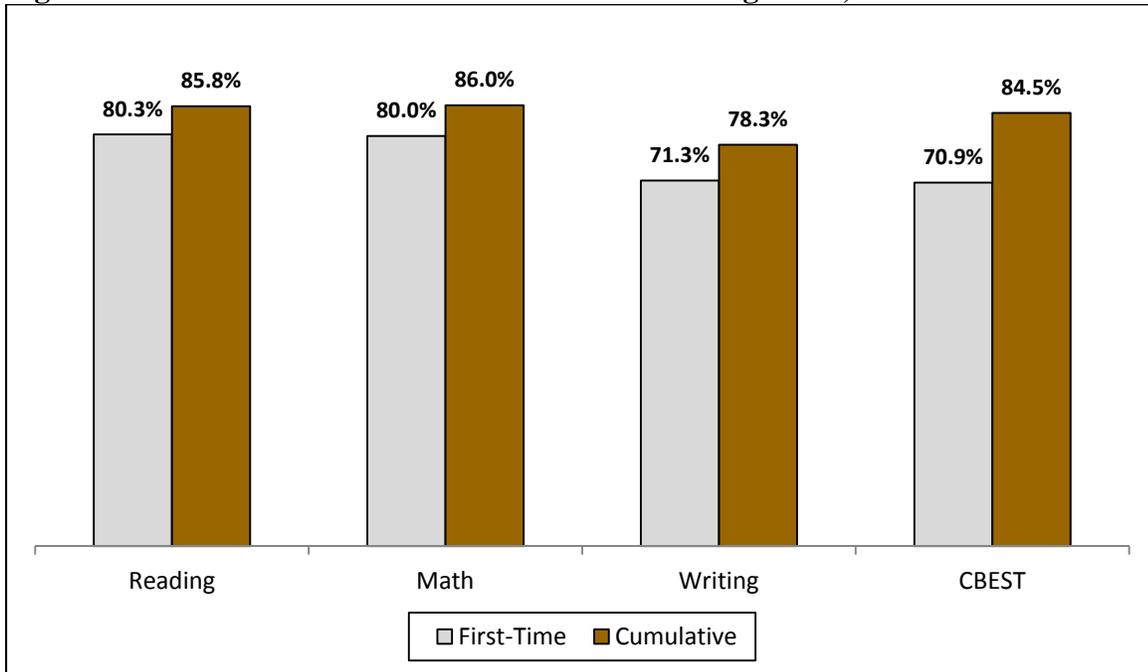
Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2007 – 2012

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2007 to 2012	159,760	113,863	71.3%	159,760	125,128	78.3%
2007-08	40,100	28,608	71.3%	40,100	31,891	79.5%
2008-09	40,015	28,644	71.6%	40,015	31,576	78.9%
2009-10	30,219	21,264	70.4%	30,219	23,597	78.1%
2010-11	25,160	17,541	69.7%	25,160	19,355	76.9%
2011-12	24,266	17,806	73.4%	24,266	18,709	77.1%

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 78.3 percent. The cumulative passing rate

for 2011-12 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.

Figure 1: CBEST – First-Time and Cumulative Passing Rates, 2007 – 2012



In summary, the first-time passing rates for the CBEST Reading and Mathematics Sections for the past five years are at 80.3 percent and 80 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 85.8 percent and 86.0 percent, respectively. The cumulative passing rate for the Writing Section is 78.3 percent, approximately 7 percentage points lower than the other two sections. For all three sections together, the first-time passing rate is 70.9 percent and cumulative rate is 84.5 percent.

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, 2007 to 2012*. First-time and cumulative passing rates by gender and ethnicity are shown in table 7 below.

Table 7: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2007 – 2012

CBEST	First-Time Passing Rate: Cohorts 2007 to 2012			Cumulative Passing Rate: Cohorts 2007 to 2012		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	152,141	107,928	70.9%	158,699	134,078	84.5%
Gender						
Female	100,981	69,514	68.8%	105,786	88,276	83.4%
Male	47,451	35,181	74.1%	49,137	42,334	86.2%
No response	3,709	3,233	87.2%	3,776	3,468	91.8%
Ethnicity						
African American	7,585	3,564	47.0%	8,140	5,453	67.0%
Asian American	6,984	4,801	68.7%	7,369	5,924	80.4%
Filipino	3,722	2,174	58.4%	3,946	2,957	74.9%
South East Asian	2,479	1,311	52.9%	2,654	1,923	72.5%
Pacific Islander	2,244	1,288	57.4%	2,429	1,772	73.0%
Mexican American	19,477	10,250	52.6%	20,848	15,651	75.1%
Latino	8,175	4,328	52.9%	8,905	6,501	73.0%
Native American	779	554	71.1%	807	692	85.7%
White	72,303	57,937	80.1%	74,207	67,590	91.1%
Other	7,282	4,885	67.1%	7,647	6,289	82.2%
No Response	21,111	16,836	79.7%	21,747	19,326	88.9%

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.

CSET: California Subject Examinations for Teachers

With the exception of the bilingual assessments and the optional Writing Skills assessment, the 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 and an optional Writing Skills subtest; 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. Examinees can choose to take any or all subtests of a given content area within a single testing session. 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.

The CSET: Multiple Subjects, CSET: Writing Skills and CSET: Mathematics computer-based examinations are offered year round on demand at the contractor’s computer-based testing sites. Based on the subject area, other CSET examinations are administered from two to six times per year, with Home Economics and Art offered four times per year, and certain world languages 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.

CSET tests for English, Social Science, Sciences, Spanish, and World Language Subtest IV (Bilingual Methodology) are offered on all test dates which is six times per year.

CSET tests for Agriculture, Art, Business, Cantonese, French, Health Science, Home Economics, Industrial and Technology Education, Korean, Mandarin, Music, Physical Education, and Preliminary Education Technology are offered four times a year on the September, January, March and May test dates.

CSET tests for American Sign Language, Arabic, Armenian, English Language Development, Farsi, Filipino, German, Hebrew, Hmong, Italian, Japanese, Khmer, Portuguese, Punjabi, Russian, and Vietnamese are offered two times a year on the November and May test dates.

CSET Revisions Underway

The Commission’s examinations contractor is currently working with California content expert panels on revisions to the CSET: Multiple Subjects, CSET: English, and CSET: Mathematics examinations to align them more closely with the California Common Core Standards adopted by the State Board of Education. This activity represents a range of work from revising subject matter requirements to establishing new passing score standards. The Commission’s adoption of new passing score standards for these exams beginning in 2014, could ultimately result in a change in passing rates for these CSET examinations.

Table 8: 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	25	2
		Ornamental Horticulture	15	1
	II	Animal Science Environmental Science and Natural Resource Management	25 15	2 1
Art	I	Agricultural Business and Economics	20	2
		Agricultural Systems Technology	20	1
I		Artistic Perception	20	1
	Historical and Cultural Context of the Visual Arts	15	1	
	Aesthetic Writing	15	2	
II	Creative Expression	30	3	
	Connections, Relationships, and Applications	10	1	
	History and Theories of Learning in Art	10	-	
Business	I	Business Management	20	1
		Marketing	20	1

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

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
• Cantonese	I	General Linguistics	5	1
		Linguistics of the Target Language	15	3
	II	Literary and Cultural Texts and Traditions	10	2
		Cultural Analysis and Comparisons	10	1
	III	Language and Communication: Listening Comprehension	10	1
		Language and Communication: Reading Comprehension	-	1
Language and Communication: Written Expression		-	2	
Language and Communication: Oral Expression		-	2	
• French • German • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese	I	General Linguistics	15	1
		Linguistics of the Target Language	25	2
	II	Literary and Cultural Texts and Traditions	20	1
		Cultural Analysis and Comparisons	20	-
	III	Language and Communication: Listening Comprehension	15	1
		Language and Communication: Reading Comprehension	15	1
		Language and Communication: Written Comprehension	-	2
		Language and Communication: Oral Expression	-	2
	• Hebrew** • Italian • Portuguese	I	General Linguistics	-
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
	III	Assessment and Evaluation Principles	6	-
		Professional Foundations	16	-
IV	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

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
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

* *Successful completion of the full CSET: Mathematics examination requiring all three subtests would authorize a candidate who meets all requirements for the authorization to teach 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 World 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 (see the section below regarding English Learner-related examinations for information on these two subtests). The Foundational-Level General Science authorization was added in 2009. The CSET: World Language examinations in Hebrew, Italian, and Portuguese were added in 2009-2010.

More than 250,000 examinees took multiple and single subject examinations since the inception of CSET in 2003. Among the total examinees, more than half (55%) are Multiple Subjects examinees.

Table 9A: CSET Multiple and Single Subjects - Total number of examinees, 2003 – 2012

CSET Examination	2003-2012	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
All examinees	257,281	13,484	16,709	21,583	25,195	26,524
Multiple Subjects	141,609	4,590	6,767	9,424	11,679	12,933
Writing	6,948	895	1,427	1,310	1,495	1,457
Single Subjects:						
Agriculture	154	16	13	16	19	31
Art	1,686	128	172	158	242	225
Business	571	34	48	58	81	95
English	22,748	1,460	1,702	2,097	2,380	2,407
Health Science	2,619	251	266	344	340	420
Home Economics	358	63	34	41	53	48
Industrial Technology Education	415	73	63	49	55	67
World Languages:						
American Sign Language	150	18	15	18	14	17
Arabic	29	8	8	5	3	4
Armenian	13	2		4	6	1
Cantonese	8	3	1	2	1	1
Farsi	6	2	1	2		1
Filipino	46	5	2	3	4	7
French	543	40	50	72	66	60
German	79	6	3	10	8	8
Hebrew	2	1	1			
Hmong	17	2	1	5	4	5
Italian	21	9	12			
Japanese	144	12	13	14	17	22
Khmer	2	1				1
Korean	123	22	15	21	12	12
Mandarin	838	55	70	91	101	119
Portuguese	4	1	1	2		
Punjabi	15	1	2	3	1	
Russian	44	4	2	8	9	7
Spanish	3,556	383	304	409	414	450
Vietnamese	37	5	1	3	5	9
Mathematics	9,083	444	472	759	908	823
Music	899	94	71	94	105	113
Physical Education	4,796	449	483	528	658	711
Science:						
Biological Sciences	9,264	593	579	892	947	955
Biological Sciences (Specialized)	2,074	177	156	209	206	255
Chemistry	3,622	204	220	334	398	363
Chemistry (Specialized)	1,143	106	114	118	140	134
Geosciences	3,124	144	138	307	341	342
Geosciences (Specialized)	820	61	80	92	112	110
Physics	2,127	138	99	83	92	91

CSET Examination	2003-2012	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
All examinees	257,281	13,484	16,709	21,583	25,195	26,524
Physics (Specialized)	739	75	1,531	1,760	1,842	1,854
Social Science	18,943	1,424	579	892	947	955

Table 9B shows the numbers of examinees who took both Subtests I and II for CSET: Mathematics and CSET: Science respectively. Although candidates who pass Subtests I and II meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently possible to separate out the data for only those candidates who took these subtests for the purposes of obtaining a Foundational-Level Math or Science credential. Examinees for the full mathematics or science authorizations must also pass these two subtests in addition to passing a third subtest.

Table 9B: CSET Mathematics and Science (Subtests I and II) - Total number of examinees, 2003 – 2012

CSET Examination	2003-2012	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Mathematics (Subtests I and II)*	15,877	1,268	1,446	1,793	1,977	1,900
General Science (Subtests I and II)*	16,104	1,839	1,882	2,012	1,750	1,448

* The numbers for these two subtests incorporate all examinees who took only the respective two subtests and thus they also reflect both individuals seeking a foundational-level credential and those seeking the broader mathematics or science authorization.

Table 10A 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, World Languages, Mathematics, Music, Physical Education, Science, and Social Science.

Table 10A: CSET – Annual and Cumulative Passing Rates, 2003 - 2012

CSET Examination	Annual Passing Rate September 2011 – July 2012			Cumulative Passing Rate September 2003 – July 2012		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Multiple Subjects	4,590	3,711	80.8%	141,609	129,619	91.5%
Writing	895	752	84.0%	6,948	5,782	83.2%
Single Subjects:						
Agriculture	16	10	62.5%	154	80	51.9%
Art	128	92	71.9 %	1,686	1,397	82.9%
Business	34	20	58.8%	571	327	57.3%
English	1,460	844	57.8%	22,748	18,017	79.2%
Health Science	251	174	69.3%	2,619	1,983	75.7%
Home Economics	63	40	63.5%	358	261	72.9%
Industrial Technology Education	73	56	76.7%	415	360	86.7%
World Languages:						
American Sign Language	18	*	*	150	73	48.7%
Arabic	8	7	87.5%	29	26	89.7%
Armenian	*	*	*	13	11	84.6%
Cantonese	*	*	*	8	5	62.5%
Farsi	*	*	*	6	5	83.3%
Filipino	5	*	*	46	42	91.3%

CSET Examination	Annual Passing Rate September 2011 – July 2012			Cumulative Passing Rate September 2003 – July 2012		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
French	40	24	60.0%	543	478	88.0%
German	6	*	*	79	62	78.5%
Hebrew	*	*	*	*	*	*
Hmong	*	*	*	17	16	94.1%
Italian	9	9	100.0%	21	21	100%
Japanese	12	6	50.0%	144	118	81.9%
Khmer	*	*	*	*	*	*
Korean	22	15	68.2%	123	108	87.8%
Mandarin	55	41	74.5%	838	779	93.0%
Portuguese	*	*	*	*	*	*
Punjabi	*	*	*	15	10	66.7%
Russian	*	*	*	44	39	88.6%
Spanish	383	284	74.2%	3,556	3,088	86.8%
Vietnamese	*	*	*	37	36	97.3%
Mathematics	444	233	52.5%	9,083	5,699	62.7%
Music	94	80	85.1%	899	821	91.3%
Physical Education	449	206	45.9%	4,796	3,400	70.9%
Sciences:						
Biological Sciences	593	430	72.5%	9,264	7,369	79.5%
Biological Sciences (Specialized)	177	112	63.3%	2,074	1,536	74.1%
Chemistry	204	154	75.5%	3,622	2,927	80.8%
Chemistry (Specialized)	106	81	76.4%	1,143	995	87.1%
Geosciences	144	86	59.7%	3,124	2,424	77.6%
Geosciences (Specialized)	61	50	82.0%	820	687	83.8%
Physics	138	82	59.4%	2,127	1,399	65.8%
Physics (Specialized)	75	42	56.0%	739	570	77.1%
Social Science	1,424	887	62.3%	18,943	15,090	79.7%

Note: Pass rates are not reported for exams with fewer than ten candidates

Table 10B shows annual and cumulative passing rates for examinees who took both Subtests I and II for CSET: Mathematics and CSET: Science respectively. Although candidates who pass Subtests I and II meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently possible to separate out the data for only those candidates who took these subtests for the purposes of obtaining a Foundational-Level Math or Science credential. Examinees for the full mathematics or science authorizations must also pass these two subtests in addition to passing a third subtest. Staff is currently working with the Commission’s examinations contractor to develop a stand-alone exam for foundational math, so more specific reporting should be available in the future.

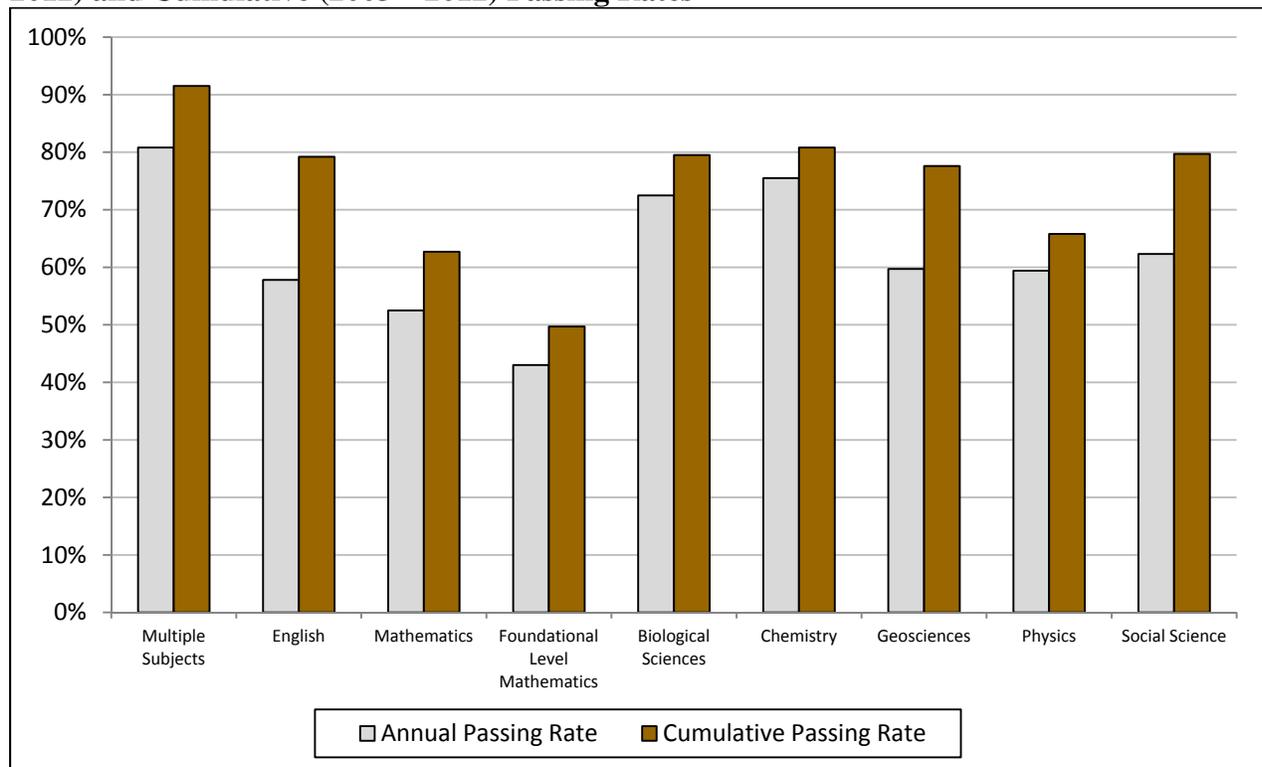
Table 10B: CSET Mathematics and Science (Foundational-Level) – Annual and Cumulative Passing Rates, 2003 - 2012

CSET Examination	Annual Passing Rate September 2011 – July 2012			Cumulative Passing Rate September 2003 – July 2012		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Mathematics (Subtests I and II)*	1,268	545	43.0%	15,877	7,892	49.7%
General Science (Subtests I and II)*	1,839	1,286	69.8%	16,104	13,226	82.1%

* The numbers for these two subtests incorporate all examinees who took only the respective two subtests and thus they also reflect both individuals seeking a foundational-level credential and those seeking the broader mathematics or science authorization

For the CSET: Multiple Subjects, the annual passing rate for 2010-11 was 81 percent and the cumulative passing rate from 2003-2012 was 91.5 percent. For the single subjects, the cumulative passing rate varied by subject from 48.7 percent (American Sign Language) to 100 percent (Khmer, Hebrew, Portuguese, Italian). English and Social Sciences had cumulative passing rates of 79.2 percent and 79.7 percent, respectively. The cumulative passing rate was in the 90% - 100% range for the following world languages: Filipino, Hebrew, Hmong, Italian, Khmer, Mandarin, Portuguese, and Vietnamese. These languages had relatively small total numbers of examinees, however. The cumulative passing rate for the sciences ranged from 65.8 percent for Physics to 87.1 percent for Chemistry (Specialized).

Figure 2: CSET: Multiple Subjects and Single Subjects (high volume) – Annual (2011-2012) and Cumulative (2003 – 2012) Passing Rates



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

Appendix B1 displays the CSET: Multiple Subjects passing rates by selected demographic variables.

For the CSET: Multiple Subjects, the annual passing rate for 2011-12 was 81 percent. Table 11 below shows annual and cumulative passing rates by gender and ethnicity.

Table 11: CSET: Multiple Subjects – Annual and Cumulative Passing Rates by Gender and Ethnicity, 2003 –2012

	Annual Passing Rate September 2011– July 2012			Cumulative Passing Rate September 2003 – July 2012		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Multiple Subjects						
ALL EXAMINEES	4,590	3,711	80.8%	141,609	129,619	91.5%
Gender						
Female	3,704	2,975	80.3%	23,042	21,089	91.5%
Male	804	659	82.0%	117,236	107,288	91.5%
Ethnicity						
African American	130	80	61.5%	6,080	4,875	80.2%
Asian American	376	310	82.4%	13,743	12,539	91.2%
Hispanic American	736	496	67.4%	30,881	27,099	87.8%
Native American	25	19	76.0%	808	714	88.4%
White	2,537	2,144	84.5%	75,564	71,075	94.1%

The cumulative passing rate for Multiple Subjects was 91.5 percent. Although, as expected, the cumulative passing rate was higher than the annual rate 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.

Examinees who took the CSET to obtain an initial multiple subject teaching credential or education specialist credential had similar passing rates: 81.5 percent and 79.1 percent, respectively. However, those who took the examination to add an authorization to an existing credential had a slightly higher passing rate of 82.6 percent.

Appendices B2 through B13 display CSET: Single Subject 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 an example, for the highest cumulative passing rates, scores for California trained candidates were higher in Agriculture than those trained outside the state, and females scored higher in English than males.

Teaching Foundations Examinations (TFE)

The Teaching Foundations Examinations (TFE) assess candidate pedagogical knowledge within specified content areas and are used to satisfy a portion of the Early Completion Option of the internship programs for California Multiple and Single Subject Teaching Credentials. Candidates who pass the TFE must still meet the TPA requirement. The TFE examinations 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. In order to establish a passing score standard for the various tests within the TFE array, a sufficient number of examinees must take the initial administration of the particular TFE. At this time, there have not been enough examinees for the TFE Social Science examination to set a passing score standard. There are, however, passing score standards for the remaining TFE tests.

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 2011-12, More than 130 examinees took TFE: Multiple Subjects and another 102 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 12: TFE California 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

Tables 13 and 14 provide data for the passing rate for four of the five Teaching Foundations Examinations – Multiple Subjects, English, Mathematics, and Science. The passing rate ranged from 71 percent for TFE: Science in 2009-10 to 100 percent for TFE: Mathematics in 2007-08.

Passing rates have decreased for the current year for TFE: Multiple Subject (by 3%), and TFE: Science (by 7%), and have increased for TFE: Mathematics (by 3%), and TFE: English (by 4%).

Table 13: TFE Passing Rate by Subjects, 2007 – 2012

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
2007-08	132	124	94%	57	46	81%	54	54	100%	65	58	89%
2008-09	137	132	96%	52	49	94%	72	71	99%	60	51	85%
2009-10	103	98	95%	32	29	91%	58	57	98%	65	46	71%
2010-11	103	98	95%	28	27	96%	52	49	94%	64	56	88%
2011-12	138	127	92%	18	18	100%	32	31	97%	52	39	75%

Table 14: TFE Passing Rate by Gender and Ethnicity, 2011-2012

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
TFE: Multiple Subjects	N Completed	102	36	9	12	23	*	*	66
	N Passed	96	31	5	12	18	*	*	65
	% Passed	94.12	86.11	55.56	100.00	78.26	*	*	98.48
TFE: English	N Completed	14	4	*	*	*	0	0	7
	N Passed	14	*	*	*	*	*	*	7
	% Passed	100.00	*	*	*	*	*	*	100.00
TFE: Mathematics	N Completed	17	15	*	6	*	*	*	17
	N Passed	17	14	*	6	*	*	*	17
	% Passed	100.00	93.33	*	100.00	*	*	*	100.00
TFE: Science	N Completed	26	26	*	13	*	*	*	23
	N Passed	23	16	*	8	*	*	*	18
	% Passed	88.46	61.54	*	61.54	*	*	*	78.26

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

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 assesses competencies in Domain 2; 13 percent in Domain 3; 20 percent in Domain 4; and 23 percent in Domain 5.

The 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 year round at the contractor’s computer-based testing centers as a computer-based assessment. 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 computer-based 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 answer 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. Responses to the constructed-response items account for half of a candidate’s total score, so candidates must perform well on both the multiple-choice and constructed-response sections to pass the RICA.

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 15: 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 16 provides the number of RICA assessments administered from August 2007 through July 2012. 2011-12 saw a significant decrease in the number of RICA administrations with nearly 5,000 fewer administrations than the previous year. With the exception of 2010-11, the number of RICA administrations had been declining from a high of over 26,000 exams administered in 2003-04.

Table 16: Number of RICA Assessments Administered, 2007 – 2012

Testing Year	RICA Examination Type	
	Written (WE)	Video (VPA)
2007-08	15,674	69
2008-09	15,540	67
Revised RICA		
2009-10	12,728	80
2010-11	13,691	125
2011-12	8,964	112

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2007 to 2012) of RICA participants who took the Written and/or Video Performance Assessment are provided in *Appendix D1*. More than 80 percent 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, nearly one-fourth had begun student teaching, 8 percent had finished student teaching, and another 6 percent had completed the program. Seven out of ten had completed a course in methods of reading instruction. English was reported as the best language of nearly all (93%) 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 (13.9%) and Latino (5.3%). About 70 percent indicated taking the RICA to satisfy the Multiple Subjects requirement and 17 percent indicated the Education Specialist requirement.

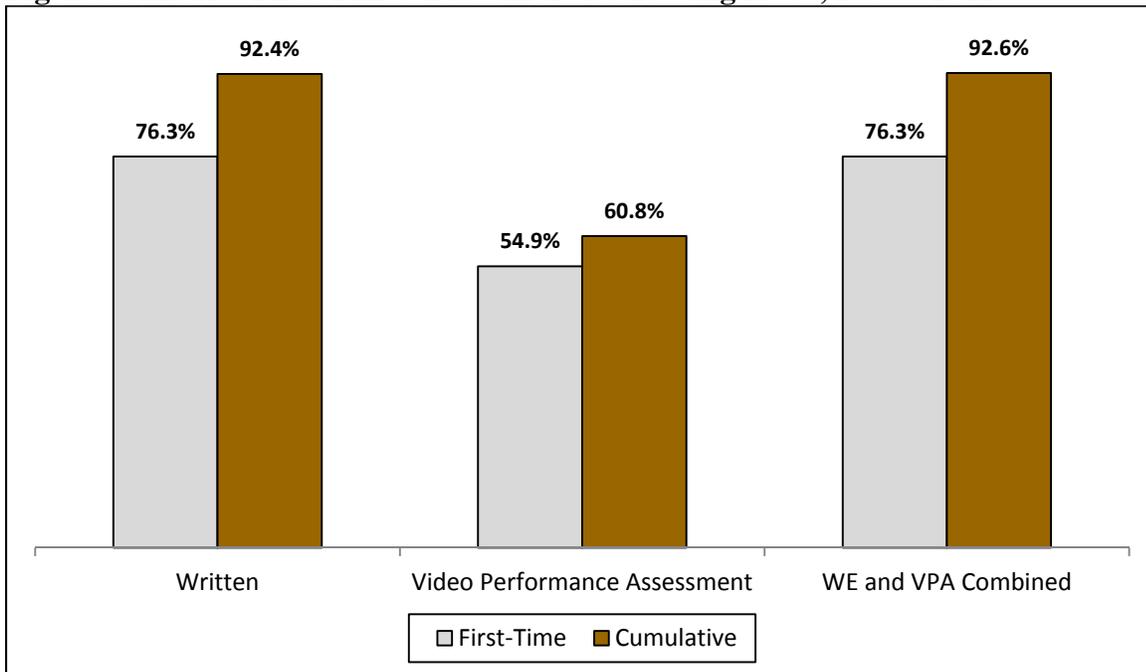
Table 17 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

Table 17: RICA – First-Time and Cumulative Passing Rates, 2007 – 2012

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2007 to 2012	45,265	34,532	76.3%	45,265	41,938	92.6%
2007-08	11,405	9,295	81.5%	11,405	11,047	96.9%
2008-09	11,391	9,228	81.0%	11,391	10,898	95.7%
Revised RICA						
2009-10	8,560	6,120	71.5 %	8,560	7,894	92.2%
2010-11	8,266	5,712	69.1%	8,266	7,388	89.4%
2011-12	5,643	4,177	74.0%	5,643	4,711	83.5%

The first-time passing rate for the prior version of the RICA was relatively consistent, from 82.5 percent in 2006-07 to 81.0 percent in 2008-09. The revised RICA first-time pass rate increased significantly from 2010-11 (69.1%) to 2011-12 (74%). The cumulative passing rates for both the original and revised RICA remained above 90% through 2009-10. The 2011-12 cohort who took the revised RICA has a cumulative passing rate of 83.5 percent.

Figure 3: RICA – First-Time and Cumulative Passing Rates, 2007 – 2012



There is a difference of about 6 percentage points for the Video Performance Assessment and 16 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 D2*. First-time and cumulative passing rates by gender and ethnicity are shown in table 18 below.

Table 18: RICA–First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2007 – 2012

	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Gender						
Male	6,940	4,374	63.0%	6,940	6,030	86.9%
Female	37,574	29,543	78.6%	37,574	35,217	93.7%
No response	751	615	81.9%	751	691	92.0%
Ethnicity						
African American/Black	1,444	877	60.7%	1,444	1,222	84.6%
Asian American/Asian	2,125	1,706	80.3%	2,125	2,013	94.7%
Filipino	895	669	74.7%	895	820	91.6%
Southeast Asian American	570	394	69.1%	570	512	89.8%
Pacific Island American	144	98	68.1%	144	128	88.9%
Mexican American or Chicano	6,299	4,046	64.2%	6,299	5,555	88.2%
Latino, Latin American, Puerto Rican, Hispanic	2,398	1,517	63.3%	2,398	2,120	88.4%
Native American, American Indian	241	173	71.8%	241	211	87.6%
White, non-Hispanic	23,320	19,232	82.5%	23,320	22,219	95.3%
Other	2,148	1,652	76.9%	2,148	1,989	92.6%
Did not respond	5,681	4,168	73.4%	5,681	5,149	90.6%

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 94.9 percent and, for those indicating English as their best language, the cumulative passing rate was 93.1 percent.

California Teacher of English Learners (CTEL)

The purpose of the California Teacher of English Learners (CTEL) examination is for candidates who did not complete an SB 2042 teacher preparation program, veteran classroom teachers who need but do not have an English learner authorization, and out of state candidates who do not have an English learner authorization earned in another state to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL) in the general education classroom. Candidates who complete a Commission-approved SB 2042 preliminary teacher preparation program earn the English learner authorization through program coursework and fieldwork that incorporates preparation to teach English learners. The CTEL examination is 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 CTEL examination was first offered in 2005-2006 as an updated version of the prior CLAD examination. Passage of all three CTEL subtests is a way to satisfy one of the requirements for a CLAD certificate.

The CTEL subtests’ content is provided below.

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.

Examination Volume

The number of CTEL examinees increased gradually from 2006-07 to more than 6,000 in 2008-09; however, there has been a decline of more than 70% in the numbers of administrations since 2008-09, with 2011-12 showing the smallest numbers ever. It is important to keep in mind that the SB 2042 and AB 1059 legislation required preliminary preparation programs to incorporate preparation to teach English learners as part of the program’s coursework and fieldwork. Following the transition of teacher preparation programs to approved programs under these 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 primarily represents 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 19: Number of CTEL Examinations Administered, 2007– 2012

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2007-08	5,345	5,201	5,667
2008-09	6,117	5,631	6,151
2009-10	4,295	4,284	4,244
2010-11	2,469	2,520	2,644
2011-12	1,687	1,654	1,706

CTEL Passing Rates

Table 20 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2007-08 through 2011-12. 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 2011-12 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 20: CTEL – First-Time and Cumulative Passing Rates, 2007 – 2012

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
2007 to 2012	15,792	9,530	60.3	15,792	12,683	80.3
2007-08	4,761	2,911	61.1	4,761	4,013	80.7
2008-09	4,883	3,058	62.6	4,883	4,000	77.3
2009-10	3,144	1,818	57.8	3,144	2,431	71.2
2010-11	1,786	1,008	56.4	1,786	1,334	74.7
2011-12	1,218	735	60.3	1,218	905	74.3

CTEL, first administered in December 2005, shows a first-time passing rate of 60.3 percent for 2007 to 2012. There was a decrease of more than 6 percent in the first-time passing rate between 2008-09 (62.6%) and 2010-11 (56.4%), with a slight increase for 2011-12 (60.3%). The cumulative passing rate has historically remained fairly steady around 80 percent for cohorts who have had many opportunities to retest, but does seem to show a decline for the 2009-10 cohort.

Table 21: CTEL–First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2007 – 2012

	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
Gender						
Female	10,507	6,824	64.9%	10,507	8,813	83.9%
Male	4,942	2,457	49.7%	4,942	3,590	72.6%
No response	343	249	72.6%	343	280	81.6%
Ethnicity						
African American/Black	679	211	31.1%	679	383	56.4%
Asian American/Asian	361	203	56.2%	361	267	74.0%
Filipino	297	95	32.0%	297	177	59.6%
Southeast Asian American	207	96	46.4%	207	152	73.4%
Pacific Island American	47	21	44.7%	47	34	72.3%
Mexican American or Chicano	698	298	42.7%	698	496	71.1%
Latino, Latin American, Puerto Rican, Hispanic	440	200	45.5%	440	310	70.5%
Native American, American Indian	109	54	49.5%	81	109	74.3%
White, non-Hispanic	10,821	7,011	64.8%	10,821	9,085	84.0%
Other	573	320	55.8%	449	573	78.4%
Did not respond	1,560	1,021	65.4%	1,560	1,249	80.1%

CSET: World Languages Bilingual-Specific Examinations

The purpose of the CSET: World Languages Bilingual-Specific subtests is for candidates to demonstrate they have the level of knowledge and skills required to effectively teach English learners and other students in bilingual classroom settings. The CSET: World Languages 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.

In 2007, the CSET: World Languages Bilingual-Specific examination series updated and replaced the three former BCLAD subtests, and the former CLAD and BCLAD examinations were discontinued as separate entities.

Passage of the two CSET: World Languages Bilingual-Specific subtests plus the CSET: World Language target language proficiency skills subtest is one way to satisfy the bilingual portion of the requirements for a Bilingual Authorization. An individual also needs an English learner authorization as well as an appropriate prerequisite credential as part of the requirements for a bilingual authorization.

The information below describes the content of the CSET: World Languages 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: World Languages: 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 World 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 meet 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.

Note: For the less commonly taught languages of Hebrew, Italian, and Portuguese, candidates must pass the alternative language assessment approved by the Commission for this purpose.

CSET: World Languages: 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: World Languages: 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.

Table 22: Number of World Languages Bilingual-specific Examinations Administered, 2007 – 2012

Testing Year	Bilingual Education	Bilingual Culture	Target Language
	<i>CSET: WL: Subtest IV</i>	<i>CSET: WL: Spanish Subtest V</i>	<i>CSET: WL: 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
2010-11	420	380	743
2011-12	436	434	361

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

CSET: World Language Bilingual Passing Rates

Table 23 shows data for both first-time and cumulative passing rates for the 2003-12 CSET: WL 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 23: CSET: WL Bilingual-specific Examinations for Spanish – First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2003 – 2012

Spanish (bilingual-specific)	Annual Passing Rate September 2011 – July 2012			Cumulative Passing Rate September 2003 – July 2012		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
All Examinees	266	137	51.5%	1,426	920	64.5%
Gender						
Male	38	24	63.2%	264	178	67.4%
Female	224	110	49.1%	1,146	729	63.6%
Ethnicity						
African American	0	0	NA	14	8	57.1%
Asian American	16	5	31.3%	82	38	46.3%
Hispanic American	175	87	49.7%	914	557	60.9%

Spanish (bilingual-specific)	Annual Passing Rate September 2011 – July 2012			Cumulative Passing Rate September 2003 – July 2012		
	N	N	%	N	N	%
	Attempted	Passed	Passed	Attempted	Passed	Passed
Native American	0	0	NA	2	*	*
White	49	32	65.3%	283	222	78.4%

Note: Pass rates are not reported for exams with fewer than five candidates.

The 2011-12 average annual passing rate for the CSET: WL bilingual-specific subtests is 76.7 percent, and the 2003-2012 cumulative passing rate is 80.5 percent.

School Leaders Licensure Assessment (SLLA #1010) and the California Preliminary Administrative Credential Examination (CPACE)

From 2002-2011 the School Leaders Licensure Assessment (SLLA) was used as the Commission- adopted exam option for a preliminary administrative services credential. In 2008, the Commission approved the development of a California-specific examination to replace the SLLA for this purpose, and in 2011, the newly developed, Commission-owned CPACE replaced the SLLA. The purpose of the SLLA and the California Preliminary Administrative Credential Examination (CPACE) is to measure whether entry-level principals and other school administrators have the standards-relevant knowledge necessary for competent professional practice.

SLLA #1010, 2007-2011

All sections of the SLLA consisted of constructed-response questions only. The six-hour assessment was divided into four sections:

- Evaluation of Actions I (one hour) was based on ten short vignettes covering situations a principal might encounter. In each case, candidates responded to a focused question that asked for next steps, factors influencing a decision, or possible consequences of an action.
- Evaluation of Actions II (one hour) contained six longer vignettes. Each presented a dilemma based on typical school issues. Candidates analyzed the circumstances and responded to a focused analytical question that required prioritizing action steps or articulating the relevant issues.
- Synthesis of Information and Problem Solving (two hours) contained two case studies involving teaching and learning issues. In each case, candidates proposed 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) focused on seven documents that related to teaching and learning issues. Candidates answered 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 remained around 1,300 in the last four years it was used.

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 each 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 total score.

Table 24: 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 25 provides the annual passing rate on the SLLA for the last five years it was administered in California.

Table 25: SLLA #1010 Annual Passing Rate, 2007 – 2011

Testing Year	N Completed	N Passed	% Passed
2006-2007	1,234	969	79%
2007-2008	1,379	1,070	78%
2008-2009	1,229	998	81%
2009-2010	1,336	1,124	84%
2010-2011	1,492	1,221	82%

The passing rate on the SLLA by gender and ethnicity for the last five years of administration in California is provided in table 26 below.

Table 26: SLLA #1010 Passing Rate by Gender and Ethnicity, 2010-2011

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
SLLA	N Completed	1021	471	121	77	266	10	10	896
	N Passed	881	340	74	67	193	8	7	783
	% Passed	86.29%	72.19%	61.16%	87.01%	72.56%	80.00%	70.00%	87.39%

CPACE

The CPACE was developed during 2010-11 as a California-specific examination for the administrative services credential, and the initial CPACE administration was held in June 2011. The set of administrator knowledge and skills described in the CPACE Content Specifications and reflected in the CPACE is organized into the following four domains:

Domain I: Visionary and Inclusive Leadership

- Domain II: Student Learning
- Domain III: Systems for Capacity Building
- Domain IV: Resource Management and Educational Law

To pass the CPACE, an examinee must pass both the CPACE-Written and the CPACE-Video.

CPACE-Written

The CPACE-Written is a three-hour and forty-five minute computer-based test that consists of 70 multiple-choice items, three focused assignments (short essays), and one case study. The multiple-choice items and constructed-response assignments are distributed across the four domains of the CPACE Content Specifications approximately as follows: 20% from Domain I, 30% from Domain II, 30% from Domain III, and 20% from Domain IV.

CPACE-Video

The CPACE-Video component requires the examinee to demonstrate knowledge, skills, and abilities in using effective communication skills in a professional interaction, such as facilitating a meeting. Although communication is specifically included as an example of the first competency of Domain I, the CPACE-Video addresses effective communication skills in professional interactions as described in all four domains of the CPACE Content Specifications. The holistic scoring approach used in assessing the video submissions allows reviewers to take into consideration aspects across domains in determining how well the examinee met the self-stated goals.

CPACE scores are reported on a standard range of 100-300, with the scaled score of 220 representing the minimum passing score as determined by the Commission.

Table 27: CPACE Annual Passing Rates October 2011 to June 2012

Testing Year	CPACE Written			CPACE Video		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2011-2012	813	338	41.6%	510	400	78.4%

Table 28: CPACE Cumulative Passing Rates (Since Inception) June 2011 to June 2012

CPACE Written			CPACE Video			Total CPACE		
N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
894	373	41.7%	585	455	77.8%	554	264	47.7%

CPACE passing rates by gender, ethnicity, and other demographic variables can be found in *Appendix F*. Because CPACE is the first Commission-owned exam to be used for the exam-only option for earning a preliminary administrative services credential, data is available for candidates utilizing the exam-only option which has not previously been available, including pass-rates based on background questions.

Three quarters of examinees who took both the written and video portions of CPACE report having a Master’s or higher degree. Just over half of these examinees (51%) reported that they have ten or fewer years’ experience as an educator, and 51% indicated that they have completed

no coursework related to school administration. Women are passing CPACE at a higher rate than men.

Summary Highlights, All Examinations

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2007-08 to 2011-12. 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 over time.

For the CBEST, there was a significant decrease in the examination volume (by 33,000 examinees) between 2007-08 and 2011-12. 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 2011-11, only 895 examinees took both the CSET: MS and the CSET: Writing Skills subtest. Both the first-time and the cumulative passing rates were in the 80 percent range. This is a clear indication that most of the decrease in the number of CBEST administrations is attributable to decreased interest in the teaching profession.

For the RICA, there was a decrease in the volume of administrations by more than 6,000, or 43 percent, between 2007-08 and 2011-12. Both initial and cumulative pass rates for the revised RICA appear to be somewhat lower than pass rates for its predecessor.

The CSET showed a decline in examination volume from 2010-11 to 2011-12. Still, nearly 800,000 examinees have attempted multiple and single subject examinations since the inception of the CSET in 2003. Though the examination volume is low for world languages and for specialized sciences, there has been a steady increase in the number of examinees taking these new CSET examinations. The annual passing rate was 81 percent for the CSET: Multiple Subjects and the cumulative passing rate was 91.5 percent. For the single subjects, the cumulative passing rate varied by content area from 48.7 percent to 100 percent. The overall CSET annual and cumulative passing rate for CSET multiple and single subject was 69 percent and 83 percent, respectively.

Additional information for all the exams can be found in the appendices.

**Report on Passing Rates of Commission-Approved Examinations
2007-08 to 2011-12
Appendices**

Appendix A: CBEST	36
A1 – CBEST Preparation and Demographic Data, 2007 - 2012	
A2 – CBEST First-time and Cumulative Passing Rates by Demographic Variables, 2007 - 2012	
Appendix B: CSET	42
B1 – CSET: Multiple Subjects	
B2 – CSET: Multiple Subjects (Writing Skills only)	
B3 – CSET: Agriculture	
B4 – CSET: Art	
B5 – CSET: Business	
B6 – CSET: English	
B7 – CSET: Health Science	
B8 – CSET: Home Economics	
B9 – CSET: Industrial and Technology Education	
B10 – CSET: World Language (WL): American Sign Language	
B11 – CSET: World Language (WL): French	
B12 – CSET: World Language (WL): Mandarin	
B13 – CSET: World Language (WL): Spanish	
B14 – CSET: Mathematics (Foundational-level)	
B15 – CSET: Mathematics	
B16 – CSET: Music	
B17 – CSET: Physical Education	
B18 – CSET: Science: Biology/Life Science	
B19 – CSET: Science: Biology/Life Science (Specialized)	
B20 – CSET: Science: Chemistry	
B21 – CSET: Science: Chemistry (Specialized)	
B22 – CSET: Science: Earth/Planetary Science	
B23 – CSET: Science: Earth/Planetary Science (Specialized)	
B24 – CSET: Science: Physics	
B25 – CSET: Science: Physics (Specialized)	
B26 – CSET: Social Science	
<i>Note: For low incidence CSET examinations, passing rate data by demographic data are not provided. Pass rates are not calculated for exams with less than five candidates.</i>	
Appendix C: TFE Passing Rate by Gender and Ethnicity.....	55
Appendix D: RICA	56
D1 – RICA Preparation and Demographic Data, 2007 - 2012	
D2 – RICA First-time and Cumulative Passing Rates by Demographic Variables, 2007 - 2012	
Appendix E: SLLA Passing Rate by Gender and Ethnicity	60
Appendix F: CPACE Annual and Cumulative Passing Rates.....	61

Appendix A1: CBEST Participation and Demographic Data, 2007 to 2012

CBEST	Cohorts 2007 to 2012	
	N	%
ALL EXAMINEES	162,240	100.0
Highest Level of High School Math Completed		
No High School Math	241	0.1
General Math/Algebra I	11,905	7.3
Algebra II and/or Geometry	54,286	33.5
Pre-calculus	59,676	36.8
Calculus	32,785	20.2
No response	3,347	2.1
Number of High School Literature Courses		
No courses taken	14,803	9.1
1 course	39,886	24.6
2 or 3 courses	101,199	62.4
No response	6,352	3.9
Number of High School Writing Courses		
No courses taken	49,277	30.4
1 course	57,962	35.7
2 or 3 courses	48,649	30.0
No response	6,352	3.9
Number of High School Oral Language Courses		
No courses taken	129,402	79.8
1 or 2 courses	26,486	16.3
No response	6,352	3.9
High School Grade Point Average		
3.50 to 4.00	72,539	44.7
3.00 to 3.49	55,043	33.9
2.50 to 2.99	23,129	14.3
Below 2.50	6,796	4.2
No response	4,733	2.9
High School Attendance		
In California	122,373	75.4
Some in California	4,340	2.7
Not in California	33,188	20.5
No response	2,339	1.4
College Math		
No college math	10,708	6.6
HS-level courses	47,819	29.5
Calculus and/or Statistics	81,428	50.2
Advanced math	18,115	11.2
No response	4,170	2.6
College Grade Point Average		
3.50 to 4.00	44,838	27.6
3.00 to 3.49	66,438	41.0
2.50 to 2.99	38,483	23.7
Below 2.50	7,113	4.4
No response	5,368	3.3
Number of College Literature Courses		
No courses taken	45,920	28.3
1 course	51,326	31.6
2 or 3 courses	59,973	37.0
No response	5,021	3.1

CBEST	Cohorts 2007 to 2012	
	N	%
Number of College Writing Courses		
No courses taken	41,039	25.3
1 course	67,475	41.6
2 or 3 courses	48,705	30.0
No response	5,021	3.1
Number of College Oral Language Courses		
No courses taken	92,054	56.7
1 or 2 courses	65,165	40.2
No response	5,021	3.1
Education Level		
HS/Lower Division College	9,390	5.8
Upper Division College	40,014	24.7
Bachelor's degree	66,749	41.1
Bachelor's degree + additional units	25,908	16.0
Master's degree	10,877	6.7
More than Master's degree	7,081	4.4
No response	2,221	1.4
Years Away from College		
Currently attending college	45,909	28.3
Less than a year	34,400	21.2
1-3 years	30,647	18.9
4-10 years	23,610	14.6
More than 10 years	21,190	13.1
No response	6,484	4.0
Professional Preparation		
Enrolled in Professional Preparation Program	107,426	66.2
Completed Professional Preparation Program	16,894	10.4
Considering a Professional Preparation Program	18,779	11.6
Not enrolled in Professional Preparation Program	2,098	1.3
Have not begun Professional Preparation Program	10,538	6.5
No response	6,505	4.0
Special Preparation		
Took test preparation courses	12,659	7.8
Did not take test preparation courses	145,806	89.9
No response	3,775	2.3
Employment Status		
Student	43,622	26.9
Working as a teacher in a school	9,135	5.6
Working as school/district administrator	761	0.5
Working in another school role	23,738	14.6
Employed, but not in a school role	52,464	32.3
Unemployed outside the home	27,767	17.1
No response	4,753	2.9
Reason for Taking CBEST		
For teaching credential	77,723	47.9
For service credential	4,316	2.7
For Full-time or Part-time employment or substitute list	61,654	38.0
For admission to Professional Preparation program	16,656	10.3
No response	1,891	1.2

CBEST	Cohorts 2007 to 2012	
	N	%
Type of Credential		
Elementary teaching	41,022	25.3
Secondary teaching	42,126	26.0
Teaching adults	1,840	1.1
Teaching special education students	8,596	5.3
Admin. Services or school counseling	7,005	4.3
Emergency/substitute teaching	15,492	9.5
Other credential or permit	10,977	6.8
Not now seeking credential/permit	25,719	15.9
No response	9,463	5.8
Father's Education		
High school diploma or less	51,792	31.9
Some college	33,492	20.6
Bachelor's degree or higher	66,748	41.1
Unknown	7,381	4.5
No response	2,827	1.7
Mother's Education		
High school diploma or less	51,854	32.0
Some college	43,023	26.5
Bachelor's degree or higher	59,678	36.8
Unknown	5,033	3.1
No response	2,652	1.6
Best Language		
English	153,463	94.6
Spanish	3,329	2.1
Other languages	3,307	2.0
No response	2,141	1.3
Gender		
Female	108,370	66.8
Male	50,024	30.8
No response	3,846	2.4
Ethnicity		
African American	8,513	5.2
Asian American	7,649	4.7
Filipino	4,112	2.5
South East Asian	2,742	1.7
Pacific Islander	2,536	1.6
Mexican American	21,489	13.2
Latino	9,338	5.8
Native American	823	0.5
White	74,987	46.2
Other	7,882	4.9
No response	22,169	13.7

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2007 – 2012

CBEST	First-Time Passing Rate: Cohorts 2007 to 2012			Cumulative Passing Rate: Cohorts 2007 to 2012		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	152,141	107,928	70.9	158,699	134,078	84.5
High School Math Coursework						
No High School Math	198	118	59.6	216	159	73.6
General Math/Algebra I	10,290	4,941	48.0	11,216	7,551	67.3
Algebra II and/or Geometry	50,550	31,709	62.7	53,005	42,587	80.3
Pre-calculus	56,926	43,377	76.2	58,858	52,079	88.5
Calculus	31,298	25,833	82.5	32,265	29,198	90.5
No response	2,879	1,950	67.7	3,139	2,504	79.8
High School Grade Point Average						
3.50 to 4.00	69,605	56,588	81.3	71,586	64,991	90.8
3.00 to 3.49	51,409	33,760	65.7	53,808	44,102	82.0
2.50 to 2.99	21,025	11,630	55.3	22,351	16,778	75.1
Below 2.50	6,006	3,141	52.3	6,526	4,721	72.3
No response	4,096	2,809	68.6	4,428	3,486	78.7
High School Attendance						
In California	115,963	81,619	70.4	120,314	102,289	85.0
Some in California	3,923	2,704	68.9	4,185	3,407	81.4
Not in California	30,243	22,220	73.5	32,015	26,658	83.3
No response	2,012	1,385	68.8	2,185	1,724	78.9
College Math						
No college math	10,082	7,895	78.3	10,442	8,882	85.1
HS-level courses	44,660	29,305	65.6	46,633	37,845	81.2
Calculus and/or Statistics	77,133	56,926	73.8	80,048	69,625	87.0
Advanced math	16,612	11,323	68.2	17,633	14,647	83.1
No response	3,654	2,479	67.8	3,943	3,079	78.1
College Grade Point Average						
3.50 to 4.00	42,460	34,636	81.6	44,116	40,209	91.1
3.00 to 3.49	62,465	44,631	71.4	65,080	55,767	85.7
2.50 to 2.99	35,894	21,985	61.2	37,531	29,375	78.3
Below 2.50	6,586	3,665	55.6	6,895	4,985	72.3
No response	4,736	3,011	63.6	5,077	3,742	73.7
Number of High School Literature Courses						
No courses taken	13,031	8,173	62.7	14,037	10,516	74.9
1 course	37,374	26,311	70.4	38,924	32,013	82.2
2 or 3 courses	96,457	70,052	72.6	99,919	87,139	87.2
No response	5,279	3,392	64.3	5,819	4,410	75.8
Number of High School Oral Language Courses						
No courses taken	122,013	87,329	71.6	126,910	107,629	84.8
1 or 2 courses	24,849	17,207	69.2	25,970	22,039	84.9
No response	5,279	3,392	64.3	5,819	4,410	75.8
Education Level						
HS/Lower Division College	8,896	5,981	67.2	9,120	7,164	78.6
Upper Division College	37,940	26,608	70.1	39,303	33,485	85.2
Bachelor's degree	62,674	44,606	71.2	65,336	55,232	84.5
Bachelor's degree + additional units	24,006	16,707	69.6	25,310	21,489	84.9
Master's degree	10,077	7,476	74.2	10,623	8,941	84.2
More than Master's degree	6,619	5,234	79.1	6,922	6,124	88.5
No response	1,929	1,316	68.2	2,085	1,643	78.8

CBEST	First-Time Passing Rate: Cohorts 2007 to 2012			Cumulative Passing Rate: Cohorts 2007 to 2012		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Years Away from College						
Currently attending college	43,679	30,566	70.0	45,111	38,160	84.6
Less than a year	32,773	23,381	71.3	33,929	29,274	86.3
1-3 years	28,816	20,080	69.7	30,072	25,154	83.6
4-10 years	21,784	15,457	71.0	22,926	19,017	82.9
More than 10 years	19,249	14,441	75.0	20,484	17,615	86.0
No response	5,840	4,003	68.5	6,177	4,858	78.6
Professional Preparation						
Enrolled in Professional Preparation	101,677	74,434	73.2	105,331	89,590	85.1
Completed Professional Preparation	15,918	11,076	69.6	16,597	14,152	85.3
Considering Professional Preparation	17,262	10,351	60.0	18,392	15,428	83.9
Not enrolled in Professional Preparation	1,816	1,049	57.8	1,993	1,428	71.7
Have not begun Professional Preparation	9,649	6,992	72.5	10,214	8,622	84.4
No response	5,819	4,026	69.2	6,172	4,858	78.7
Special Preparation						
Took test preparation courses	11,061	5,552	50.2	12,184	9,192	75.4
Did not take test preparation courses	137,750	100,092	72.7	142,940	122,033	85.4
No response	3,330	2,284	68.6	3,575	2,853	79.8
Employment Status						
Student	41,436	29,330	70.8	42,920	36,898	86.0
Working as a teacher in a school	8,265	5,627	68.1	8,839	7,245	82.0
Working as school/district administrator	692	456	65.9	729	585	80.2
Working in another school role	21,665	13,370	61.7	23,109	18,562	80.3
Employed, but not in a school role	49,772	36,713	73.8	51,445	44,130	85.8
Unemployed outside the home	26,069	19,450	74.6	27,144	23,023	84.8
No response	4,242	2,982	70.3	4,513	3,635	80.5
Reason for Taking CBEST						
For teaching credential	72,285	49,306	68.2	75,956	64,150	84.5
For service credential	4,014	2,808	70.0	4,240	3,686	86.9
For employment or substitute list	58,581	43,237	73.8	60,421	50,847	84.2
For admission to Professional Preparation	15,569	11,365	73.0	16,313	13,971	85.6
No Response	1,692	1,212	71.6	1,769	1,424	80.5
Type of Credential						
Elementary teaching	38,170	24,700	64.7	40,066	32,992	82.3
Secondary teaching	39,804	30,185	75.8	41,418	36,735	88.7
Teaching adults	1,598	985	61.6	1,737	1,315	75.7
Teaching special education students	7,779	4,621	59.4	8,357	6,648	79.6
Admin. Services or school counseling	6,446	4,002	62.1	6,839	5,511	80.6
Emergency/substitute teaching	14,783	11,422	77.3	15,250	13,327	87.4
Other credential or permit	10,301	7,477	72.6	10,726	9,076	84.6
Not now seeking credential/permit	24,492	17,926	73.2	25,226	21,101	83.6
No response	8,768	6,610	75.4	9,080	7,373	81.2

CBEST	First-Time Passing Rate: Cohorts 2007 to 2012			Cumulative Passing Rate: Cohorts 2007 to 2012		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Father's Education						
High school diploma or less	47,487	29,215	61.5	50,266	39,808	79.2
Some college	31,945	23,574	73.8	32,991	28,724	87.1
Bachelor's degree or higher	63,803	50,609	79.3	65,721	58,679	89.3
Unknown	6,403	2,749	42.9	7,038	4,689	66.6
No response	2,503	1,781	71.2	2,683	2,178	81.2
Mother's Education						
High school diploma or less	47,262	28,961	61.3	50,204	39,516	78.7
Some college	41,058	30,098	73.3	42,394	36,770	86.7
Bachelor's degree or higher	57,296	45,726	79.8	58,856	52,829	89.8
Unknown	4,190	1,480	35.3	4,736	2,919	61.6
No response	2,335	1,663	71.2	2,509	2,044	81.5
Best Language						
English	145,481	105,421	72.5	150,817	129,376	85.8
Spanish	2,390	547	22.9	2,969	1,593	53.7
Other languages	2,381	581	24.4	2,890	1,459	50.5
No response	1,889	1,379	73.0	2,023	1,650	81.6
Gender						
Female	100,981	69,514	68.8	105,786	88,276	83.4
Male	47,451	35,181	74.1	49,137	42,334	86.2
No response	3,709	3,233	87.2	3,776	3,468	91.8
Ethnicity						
African American	7,585	3,564	47.0	8,140	5,453	67.0
Asian American	6,984	4,801	68.7	7,369	5,924	80.4
Filipino	3,722	2,174	58.4	3,946	2,957	74.9
South East Asian	2,479	1,311	52.9	2,654	1,923	72.5
Pacific Islander	2,244	1,288	57.4	2,429	1,772	73.0
Mexican American	19,477	10,250	52.6	20,848	15,651	75.1
Latino	8,175	4,328	52.9	8,905	6,501	73.0
Native American	779	554	71.1	807	692	85.7
White	72,303	57,937	80.1	74,207	67,590	91.1
Other	7,282	4,885	67.1	7,647	6,289	82.2
No response	21,111	16,836	79.7	21,747	19,326	88.9

Appendix B1: CSET Multiple Subjects – Annual (2011-12) & Cumulative Passing Rates, 2003-12

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	4,590	3,711	80.8	141,609	129,619	91.5
Ethnicity						
African American	130	80	61.5	6,080	4,875	80.2
Asian American	376	310	82.4	13,743	12,539	91.2
Hispanic American	736	496	67.4	30,881	27,099	87.8
Native American	25	19	76.0	808	714	88.4
White, non-Hispanic	2,537	2,144	84.5	75,564	71,075	94.1
Gender						
Female	3,704	2,975	80.3	117,236	107,288	91.5
Male	804	659	82.0	23,042	21,089	91.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	3,679	2,999	81.5	106,896	98,162	91.8
To obtain an initial Ed Special teaching credential	474	375	79.1	5,248	4,649	88.6
To add an authorization	115	95	82.6	6,532	6,075	93.0
To meet NCLB requirement – possess MSTC	73	53	72.6	9,757	9,096	93.2
College/University Training						
In California	3,620	2,909	80.4	108,640	99,698	91.8
Outside of California	595	511	85.9	15,437	14,304	92.7
Highest Educational Level						
Fresh/Soph/Jr/Sr College	1,504	1,261	83.8	30,286	28,538	94.2
Bachelor’s degree + additional credits	2,484	1,980	79.7	89,903	82,091	91.3
Master’s degree or doctoral degree	310	247	79.7	11,354	10,175	89.6

Appendix B2: CSET Multiple Subjects (Writing Skills only) – Annual (2011-12) and Cumulative Passing Rates, 2003-12

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	895	752	84.0	6,948	5,782	83.2
Ethnicity						
African American	34	23	67.6	240	181	75.4
Asian American	77	58	75.3	707	518	73.3
Hispanic American	136	99	72.8	1,271	844	66.4
Native American	6	5	83.3	32	29	90.6
White, non-Hispanic	465	416	89.5	3,596	3,250	90.4
Gender						
Female	746	633	84.9	5,847	4,856	83.1
Male	136	106	77.9	995	823	82.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	685	573	83.6	5,551	4,657	83.9
To obtain an initial Ed Special teaching credential	137	122	89.1	549	463	84.3
To add an authorization	28	25	89.3	100	80	80.0
College/University Training						
In California	671	552	82.3	4,841	3,973	82.1
Outside of California	158	149	94.3	1,056	978	92.6
Highest Educational Level						
Fresh/Soph/Jr/Sr College	336	282	83.9	2,869	2,460	85.7
Bachelor’s degree + additional credits	458	391	85.4	3,378	2,781	82.3
Master’s degree or doctoral degree	45	42	93.3	322	281	87.3

Appendix B3: CSET: Agriculture – Annual (2011-12) and Cumulative Passing Rate, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	16	10	62.5	154	80	51.9
Ethnicity						
African American	0	0	NA	*	*	*
Asian American	*	*	*	8	*	*
Hispanic American	0	0	NA	7	5	71.4
Native American	0	0	NA	*	*	*
White, non-Hispanic	12	7	58.3	119	62	52.1
Gender						
Female	10	5	50.0	95	45	47.4
Male	5	*	*	55	32	58.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	8	5	62.5	110	61	55.5
To obtain an initial Ed Special teaching credential	*	*	*	8	*	*
To add an authorization	*	*	*	24	9	37.5
College/University Training						
In California	13	8	61.5	120	68	56.7
Outside of California	0	0	NA	13	*	*
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	19	8	42.1
Bachelor's degree + additional credits	8	5	62.5	101	53	52.5
Master's degree or doctoral degree	*	*	*	20	10	50.0

Appendix B4: CSET: Art – Annual (2011-12) and Cumulative Passing Rate, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	128	92	71.9	1,686	1,397	82.9
Ethnicity						
African American	*	*	*	27	16	59.3
Asian American	11	6	54.5	127	101	79.5
Hispanic American	12	9	75.0	198	157	79.3
Native American	*	*	*	24	18	75.0
White, non-Hispanic	74	55	74.3	1,042	886	85.0
Gender						
Female	99	70	70.7	1,154	938	81.3
Male	28	22	78.6	512	441	86.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	85	60	70.6	1,233	1,018	82.6
To obtain an initial Ed Special teaching credential	*	*	*	18	11	61.1
To add an authorization	32	27	84.4	360	311	86.4
College/University Training						
In California	100	71	71.0	1,234	1,021	82.7
Outside of California	17	14	82.4	320	276	86.3
Educational Level						
Fresh/Soph/Jr/Sr College	15	8	53.3	82	63	76.8
Bachelor's degree + additional credits	70	50	71.4	1,197	994	83.0
Master's degree or doctoral degree	34	28	82.4	329	282	85.7

Appendix B5: CSET: Business – Annual (2011-12) and Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	34	20	58.8	571	327	57.3
Ethnicity						
African American	*	*	*	40	11	27.5
Asian American	*	*	*	59	31	52.5
Hispanic American	*	*	*	59	32	54.2
Native American	0	0	NA	5	*	*
White, non-Hispanic	24	16	66.7	360	218	60.6
Gender						
Female	14	9	64.3	240	125	52.1
Male	19	10	52.6	328	200	61.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	19	10	52.6	356	197	55.3
To obtain an initial Ed Special teaching credential	0	0	NA	8	*	*
To add an authorization	13	8	61.5	148	89	60.1
College/University Training						
In California	24	15	62.5	361	208	57.6
Outside of California	5	*	*	121	72	59.5
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	6	*	*
Bachelor's degree + additional credits	12	6	50.0	328	178	54.3
Master's degree or doctoral degree	19	12	63.2	181	112	61.9

Appendix B6: CSET: English – Annual (2011-12) and Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,460	844	57.8	22,748	18,017	79.2
Ethnicity						
African American	51	26	51.0	1,235	822	66.6
Asian American	139	77	55.4	1,828	1,426	78.0
Hispanic American	200	92	46.0	2,772	1,985	71.6
Native American	*	*	*	125	95	76.0
White, non-Hispanic	844	521	61.7	14,007	11,467	81.9
Gender						
Female	1,024	602	58.8	15,786	12,527	79.4
Male	414	227	54.8	6,678	5,249	78.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	958	581	60.6	15,947	12,877	80.7
To obtain an initial Ed Special teaching credential	28	12	42.9	296	206	69.6
To add an authorization	368	190	51.6	4,726	3,593	76.0
College/University Training						
In California	1,051	597	56.8	15,347	12,047	78.5
Outside of California	262	159	60.7	4,527	3,774	83.4
Educational Level						
Fresh/Soph/Jr/Sr College	189	114	60.3	1,731	1,373	79.3
Bachelor's degree + additional credits	853	478	56.0	14,299	11,341	79.3
Master's degree or doctoral degree	317	195	61.5	4,788	3,822	79.8

Appendix B7: CSET: Health Science – Annual (2011-12) & Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	251	174	69.3	2,619	1,983	75.7
Ethnicity						
African American	10	5	50	179	96	53.6
Asian American	32	21	65.6	219	167	76.3
Hispanic American	42	29	69	347	244	70.3
Native American	*	*	*	17	12	70.6
White, non-Hispanic	140	100	71.4	1,583	1,253	79.2
Gender						
Female	154	114	74	1,640	1,302	79.4
Male	94	57	60.6	958	663	69.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	62	39	62.9	1,147	832	72.5
To obtain an initial Ed Special teaching credential	*	*	*	131	94	71.8
To add an authorization	165	122	73.9	1,112	888	79.9
College/University Training						
In California	163	113	69.3	1,758	1,322	75.2
Outside of California	29	18	62.1	335	258	77
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	47	29	61.7
Bachelor's degree + additional credits	129	83	64.3	1,590	1,172	73.7
Master's degree or doctoral degree	93	76	81.7	723	579	80.1

Appendix B8: CSET: Home Economics – Annual (2011-12) & Cumulative Passing Rates, 2005-12

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	63	40	63.5	358	261	72.9
Ethnicity						
African American	0	0	NA	6	*	*
Asian American	8	*	*	28	15	53.6
Hispanic American	7	*	*	28	18	64.3
Native American	0	0	NA	*	*	*
White, non-Hispanic	43	32	74.4	253	195	77.1
Gender						
Female	58	38	65.5	334	244	73.1
Male	*	*	*	20	14	70
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	18	9	50	151	104	68.9
To obtain an initial Ed Special teaching credential	0	0	NA	10	6	60
To add an authorization	36	27	75	160	128	80
College/University Training						
In California	36	23	63.9	208	149	71.6
Outside of California	5	*	*	47	36	76.6
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	8	*	*
Bachelor's degree + additional credits	35	23	65.7	208	153	73.6
Master's degree or doctoral degree	20	14	70	107	78	72.9

Appendix B9: CSET: Industrial & Technology Education –Annual (2011-12) and Cumulative Passing Rates, 2005-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	73	56	76.7	415	360	86.7
Ethnicity						
African American	*	*	*	9	6	66.7
Asian American	15	14	93.3	45	42	93.3
Hispanic American	6	2	33.3	33	23	69.7
Native American	0	0	NA	*	*	*
White, non-Hispanic	41	34	82.9	284	255	89.8
Gender						
Female	15	8	53.3	63	45	71.4
Male	58	48	82.8	350	313	89.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	18	11	61.1	157	133	84.7
To obtain an initial Ed Special teaching credential	*	*	*	*	*	*
To add an authorization	52	44	84.6	223	201	90.1
College/University Training						
In California	42	29	69	240	207	86.3
Outside of California	11	10	90.9	63	59	93.7
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	8	7	87.5
Bachelor's degree + additional credits	35	25	71.4	230	197	85.7
Master's degree or doctoral degree	31	26	83.9	138	124	89.9

Appendix B10: CSET: ASL – Annual (2011-12) and Cumulative Passing Rates, 2005-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	18	*	*	150	73	48.7
Ethnicity						
African American	0	0	NA	2	*	*
Asian American	*	*	*	8	*	*
Hispanic American	*	*	*	14	5	35.7
Native American	0	0	NA	*	*	*
White, non-Hispanic	12	*	*	106	54	50.9
Gender						
Female	14	*	*	126	61	48.4
Male	*	*	*	22	10	45.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	12	*	*	83	42	50.6
To obtain an initial Ed Special teaching credential	*	*	*	10	*	*
To add an authorization	*	*	33.3	48	24	50
College/University Training						
In California	11	*	*	109	54	49.5
Outside of California	*	*	*	26	12	46.2
Educational Level						
Fresh/Soph/Jr/Sr College	5	*	*	14	5	35.7
Bachelor's degree + additional credits	9	*	*	78	33	42.3
Master's degree or doctoral degree	*	*	*	51	31	60.8

Appendix B11: CSET: French – Annual (2011-12) and Cumulative Passing Rates, 2004-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	40	24	60	543	478	88
Ethnicity						
African American	0	0	NA	39	34	87.2
Asian American	*	*	*	32	27	84.4
Hispanic American	*	*	*	31	25	80.6
Native American	0	0	NA	*	*	*
White, non-Hispanic	27	19	70.4	350	312	89.1
Gender						
Female	30	19	63.3	406	365	89.9
Male	10	5	50	128	104	81.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	19	13	68.4	316	278	88
To obtain an initial Ed Special teaching credential	0	0	NA	*	*	*
To add an authorization	17	9	52.9	168	146	86.9
College/University Training						
In California	17	9	52.9	206	181	87.9
Outside of California	12	9	75	213	189	88.7
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	22	19	86.4
Bachelor's degree + additional credits	19	11	57.9	279	240	86
Master's degree or doctoral degree	13	7	53.8	186	168	90.3

Appendix B12: CSET: Mandarin – Annual (2011-12) and Cumulative Passing Rates, 2004-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	55	41	74.5	838	779	93
Ethnicity						
African American	0	0	NA	0	0	NA
Asian American	40	29	72.5	682	640	93.8
Hispanic American	0	0	NA	0	0	NA
Native American	0	0	NA	0	0	NA
White, non-Hispanic	*	*	*	15	10	66.7
Gender						
Female	34	26	76.5	676	632	93.5
Male	15	9	60	140	126	90
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	29	24	82.8	528	499	94.5
To obtain an initial Ed Special teaching credential	*	*	*	31	26	83.9
To add an authorization	14	9	64.3	169	150	88.8
College/University Training						
In California	13	7	53.8	163	139	85.3
Outside of California	24	19	79.2	354	340	96
Educational Level						
Fresh/Soph/Jr/Sr College	0	0	NA	17	16	94.1
Bachelor's degree + additional credits	25	17	68	311	278	89.4
Master's degree or doctoral degree	20	16	80	390	371	95.1

Appendix B13: CSET: Spanish – Annual (2011-12) and Cumulative Passing Rates, 2004-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	383	284	74.2	3,556	3,088	86.8
Ethnicity						
African American	*	*	*	44	40	90.9
Asian American	14	9	64.3	109	93	85.3
Hispanic American	231	170	73.6	2,078	1,772	85.3
Native American	*	*	*	9	7	77.8
White, non-Hispanic	74	58	78.4	940	855	91
Gender						
Female	270	200	74.1	2,510	2,187	87.1
Male	106	78	73.6	998	861	86.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	247	191	77.3	2,256	1,977	87.6
To obtain an initial Ed Special teaching credential	*	*	*	33	28	84.8
To add an authorization	99	70	70.7	913	795	87.1
College/University Training						
In California	246	186	75.6	2,020	1,745	86.4
Outside of California	61	45	73.8	781	714	91.4
Educational Level						
Fresh/Soph/Jr/Sr College	43	34	79.1	276	246	89.1
Bachelor's degree + additional credits	206	155	75.2	2,124	1,834	86.3
Master's degree or doctoral degree	88	69	78.4	781	703	90

Appendix B14: CSET: Mathematics (Foundational-Level) – Annual (2011-12) and Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,268	545	43.0	15,877	7,892	49.7
Ethnicity						
African American	62	13	21.0	997	347	34.8
Asian American	215	123	57.2	2,595	1,488	57.3
Hispanic American	244	72	29.5	2,572	1,075	41.8
Native American	*	*	*	72	23	31.9
White, non-Hispanic	572	250	43.7	8,032	4,137	51.5
Gender						
Female	769	315	41.0	8,701	4,245	48.8
Male	479	220	45.9	7,013	3,558	50.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	785	364	46.4	9,639	5,088	52.8
To obtain an initial Ed Special teaching credential	12	*	*	159	45	28.3
To add an authorization	317	118	37.2	4,690	2,073	44.2
College/University Training						
In California	819	324	39.6	10,334	4,910	47.5
Outside of California	179	105	58.7	2,610	1,482	56.8
Educational Level						
Fresh/Soph/Jr/Sr College	136	74	54.4	852	380	44.6
Bachelor's degree + additional credits	774	315	40.7	10,243	5,002	48.8
Master's degree or doctoral degree	257	110	42.8	3,370	1,758	52.2

Appendix B15: CSET: Mathematics – Annual (2011-12) & Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	444	233	52.5	9,083	5,699	62.7
Ethnicity						
African American	16	7	43.8	430	171	39.8
Asian American	85	49	57.6	2,057	1,490	72.4
Hispanic American	63	24	38.1	1,044	502	48.1
Native American	*	*	*	35	14	40.0
White, non-Hispanic	198	107	54.0	4,451	2,809	63.1
Gender						
Female	218	104	47.7	4,068	2,428	59.7
Male	212	118	55.7	4,861	3,155	64.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	358	187	52.2	6,467	4,089	63.2
To obtain an initial Ed Special teaching credential	*	*	*	61	37	60.7
To add an authorization	42	22	52.4	1,768	1,108	62.7
College/University Training						
In California	305	154	50.5	5,595	3,392	60.6
Outside of California	84	53	63.1	2,195	1,549	70.6
Educational Level						
Fresh/Soph/Jr/Sr College	96	46	47.9	800	504	63.0
Bachelor's degree + additional credits	233	113	48.5	5,305	3,168	59.7
Master's degree or doctoral degree	76	52	68.4	2,175	1,530	70.3

Appendix B16: CSET: Music – Annual (2011-12) and Cumulative Passing Rates, 2004-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	94	80	85.1	899	821	91.3
Ethnicity						
African American	*	*	*	26	20	76.9
Asian American	7	5	71.4	96	87	90.6
Hispanic American	9	6	66.7	90	82	91.1
Native American	*	*	*	5	*	*
White, non-Hispanic	58	53	91.4	572	530	92.7
Gender						
Female	40	34	85	438	400	91.3
Male	52	44	84.6	452	413	91.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	72	61	84.7	749	696	92.9
To obtain an initial Ed Special teaching credential	0	0	NA	10	7	70
To add an authorization	11	11	100	96	83	86.5
College/University Training						
In California	63	53	84.1	608	561	92.3
Outside of California	22	20	90.9	231	210	90.9
Educational Level						
Fresh/Soph/Jr/Sr College	14	14	100	81	75	92.6
Bachelor's degree + additional credits	55	45	81.8	543	498	91.7
Master's degree or doctoral degree	22	19	86.4	240	218	90.8

Appendix B17: CSET: Physical Education – Annual (2011-12) and Cumulative Passing Rates, 2004-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	449	206	45.9	4,796	3,400	70.9
Ethnicity						
African American	23	*	*	323	167	51.7
Asian American	47	22	46.8	369	253	68.6
Hispanic American	62	20	32.3	627	381	60.8
Native American	*	*	*	40	21	52.5
White, non-Hispanic	246	125	50.8	2,959	2,234	75.5
Gender						
Female	178	78	43.8	1,996	1,429	71.6
Male	261	122	46.7	2,765	1,952	70.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	242	102	42.1	2,966	2,104	70.9
To obtain an initial Ed Special teaching credential	7	*	*	68	39	57.4
To add an authorization	163	88	54	1,330	970	72.9
College/University Training						
In California	286	133	46.5	3,090	2,209	71.5
Outside of California	46	21	45.7	615	451	73.3
Educational Level						
Fresh/Soph/Jr/Sr College	26	8	30.8	135	79	58.5
Bachelor's degree + additional credits	270	119	44.1	3,181	2,244	70.5
Master's degree or doctoral degree	110	61	55.5	963	728	75.6

Appendix B18: CSET Science: Biology/Life Science – Annual (2011-12) and Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	593	430	72.5	9,264	7,369	79.5
Ethnicity						
African American	15	8	53.3	321	196	61.1
Asian American	102	82	80.4	1,466	1,164	79.4
Hispanic American	81	49	60.5	1,096	786	71.7
Native American	5	*	*	68	55	80.9
White, non-Hispanic	273	198	72.5	5,225	4,270	81.7
Gender						
Female	378	265	70.1	5,656	4,400	77.8
Male	201	153	76.1	3,485	2,863	82.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	441	341	77.3	6,734	5,668	84.2
To obtain an initial Ed Special teaching credential	*	*	*	68	48	70.6
To add an authorization	88	47	53.4	1,671	1,093	65.4
College/University Training						
In California	420	300	71.4	6,142	4,903	79.8
Outside of California	106	87	82.1	1,959	1,643	83.9
Educational Level						
Fresh/Soph/Jr/Sr College	132	112	84.8	942	858	91.1
Bachelor's degree + additional credits	322	229	71.1	5,935	4,727	79.6
Master's degree or doctoral degree	93	62	66.7	1,625	1,236	76.1

Appendix B19: CSET Science: Biology/Life Science (Specialized) – Annual (2011-12) and Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	177	112	63.3	2,074	1,536	74.1
Ethnicity						
African American	*	*	*	96	55	57.3
Asian American	24	17	70.8	313	245	78.3
Hispanic American	23	13	56.5	265	183	69.1
Native American	*	*	*	13	8	61.5
White, non-Hispanic	90	57	63.3	1,144	869	76
Gender						
Female	102	65	63.7	1,353	973	71.9
Male	71	44	62	696	544	78.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	104	77	74	1,294	1,031	79.7
To obtain an initial Ed Special teaching credential	0	0	NA	26	20	76.9
To add an authorization	50	25	50	486	314	64.6
College/University Training						
In California	123	76	61.8	1,304	962	73.8
Outside of California	29	23	79.3	430	351	81.6
Educational Level						
Fresh/Soph/Jr/Sr College	26	15	57.7	160	123	76.9
Bachelor's degree + additional credits	101	63	62.4	1,232	923	74.9
Master's degree or doctoral degree	42	31	73.8	493	370	75.1

Appendix B20: CSET Science: Chemistry – Annual (2011-12) & Cumulative Passing Rates, 2003-12

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	204	154	75.5	3,622	2,927	80.8
Ethnicity						
African American	11	6	54.5	122	82	67.2
Asian American	46	38	82.6	742	623	84.0
Hispanic American	24	13	54.2	373	275	73.7
Native American	*	*	*	13	9	69.2
White, non-Hispanic	77	58	75.3	1,961	1,610	82.1
Gender						
Female	117	81	69.2	1,885	1,451	77.0
Male	81	67	82.7	1,682	1,431	85.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	155	120	77.4	2,188	1,863	85.1
To obtain an initial Ed Special teaching credential	0	0	NA	12	9	75.0
To add an authorization	26	16	61.5	1,126	839	74.5
College/University Training						
In California	121	92	76.0	2,215	1,781	80.4
Outside of California	58	43	74.1	1,017	865	85.1
Educational Level						
Fresh/Soph/Jr/Sr College	49	41	83.7	319	278	87.1
Bachelor's degree + additional credits	101	72	71.3	2,078	1,660	79.9
Master's degree or doctoral degree	39	29	74.4	959	795	82.9

Appendix B21: CSET Science: Chemistry (Specialized) – Annual (2011-2012) and Cumulative Passing Rate, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	106	81	76.4	1,143	995	87.1
Ethnicity						
African American	*	*	*	41	31	75.6
Asian American	26	18	69.2	242	214	88.4
Hispanic American	9	*	*	112	85	75.9
Native American	0	0	NA	*	*	*
White, non-Hispanic	46	40	87	596	531	89.1
Gender						
Female	46	34	73.9	580	489	84.3
Male	52	40	76.9	543	488	89.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	42	37	88.1	524	465	88.7
To obtain an initial Ed Special teaching credential	*	*	100	14	14	100
To add an authorization	47	35	74.5	475	407	85.7
College/University Training						
In California	64	51	79.7	677	589	87
Outside of California	24	21	87.5	293	260	88.7
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	69	63	91.3
Bachelor's degree + additional credits	56	43	76.8	602	521	86.5
Master's degree or doctoral degree	36	32	88.9	372	332	89.2

Appendix B22: CSET Science: Earth/Planetary Science – Annual (2011-12) and Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	144	86	59.7	3,124	2,424	77.6
Ethnicity						
African American	*	*	*	58	29	50
Asian American	7	*	*	330	232	70.3
Hispanic American	11	7	63.6	287	191	66.6
Native American	*	*	*	38	33	86.8
White, non-Hispanic	100	59	59	2,110	1,696	80.4
Gender						
Female	81	41	50.6	1,496	1,077	72
Male	62	44	71	1,603	1,324	82.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	88	50	56.8	1,496	1,172	78.3
To obtain an initial Ed Special teaching credential	0	0	NA	18	13	72.2
To add an authorization	47	30	63.8	1,330	1,035	77.8
College/University Training						
In California	107	61	57	2,039	1,565	76.8
Outside of California	23	16	69.6	575	481	83.7
Educational Level						
Fresh/Soph/Jr/Sr College	13	7	53.8	113	91	80.5
Bachelor's degree + additional credits	89	49	55.1	1,917	1,482	77.3
Master's degree or doctoral degree	33	25	75.8	844	679	80.5

Appendix B23: CSET Science: Earth/Planetary Science (Specialized) – Annual (2011-12) and Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	61	50	82	820	687	83.8
Ethnicity						
African American	*	*	*	15	10	66.7
Asian American	6	*	*	77	51	66.2
Hispanic American	5	*	*	81	61	75.3
Native American	*	*	*	10	8	80
White, non-Hispanic	39	36	92.3	541	473	87.4
Gender						
Female	36	28	77.8	383	307	80.2
Male	24	21	87.5	425	368	86.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	11	9	81.8	221	179	81
To obtain an initial Ed Special teaching credential	0	0	NA	8	6	75
To add an authorization	43	36	83.7	504	433	85.9
College/University Training						
In California	38	32	84.2	529	448	84.7
Outside of California	6	*	*	137	112	81.8
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	14	11	78.6
Bachelor's degree + additional credits	35	28	80	463	394	85.1
Master's degree or doctoral degree	20	17	85	262	220	84

Appendix B24: CSET Science: Physics – Annual (2011-12) & Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	138	82	59.4	2,127	1,399	65.8
Ethnicity						
African American	*	*	*	47	25	53.2
Asian American	23	13	56.5	376	236	62.8
Hispanic American	16	5	31.3	181	86	47.5
Native American	*	*	*	13	5	38.5
White, non-Hispanic	69	46	66.7	1,239	858	69.2
Gender						
Female	51	25	49	676	364	53.8
Male	84	54	64.3	1,414	1,007	71.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	105	65	61.9	1,222	887	72.6
To obtain an initial Ed Special teaching credential	0	0	NA	8	6	75
To add an authorization	24	15	62.5	707	397	56.2
College/University Training						
In California	85	45	52.9	1,227	798	65
Outside of California	39	30	76.9	613	432	70.5
Educational Level						
Fresh/Soph/Jr/Sr College	24	12	50	145	104	71.7
Bachelor's degree + additional credits	73	43	58.9	1,175	749	63.7
Master's degree or doctoral degree	34	23	67.6	626	443	70.8

Appendix B25: CSET Science: Physics (Specialized) – Annual (2011-12) and Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	75	42	56	739	570	77.1
Ethnicity						
African American	*	*	*	12	8	66.7
Asian American	18	9	50	145	113	77.9
Hispanic American	8	*	*	68	41	60.3
Native American	0	0	NA	*	*	*
White, non-Hispanic	34	24	70.6	411	328	79.8
Gender						
Female	16	8	50	209	141	67.5
Male	58	33	56.9	515	415	80.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	23	16	69.6	300	251	83.7
To obtain an initial Ed Special teaching credential	*	*	*	14	12	85.7
To add an authorization	41	21	51.2	353	254	72
College/University Training						
In California	48	27	56.3	410	307	74.9
Outside of California	15	10	66.7	218	182	83.5
Educational Level						
Fresh/Soph/Jr/Sr College	*	*	*	38	33	86.8
Bachelor's degree + additional credits	36	17	47.2	352	265	75.3
Master's degree or doctoral degree	28	19	67.9	290	228	78.6

Appendix B26: CSET: Social Science – Annual (2011-12) & Cumulative Passing Rates, 2003-2012

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,424	887	62.3	18,943	15,090	79.7
Ethnicity						
African American	52	18	34.6	822	529	64.4
Asian American	117	66	56.4	1,486	1,174	79.0
Hispanic American	214	115	53.7	2,936	2,161	73.6
Native American	13	5	38.5	138	97	70.3
White, non-Hispanic	757	500	66.1	11,188	9,179	82.0
Gender						
Female	660	362	54.8	8,024	5,973	74.4
Male	738	508	68.8	10,696	8,934	83.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,073	670	62.4	14,531	11,643	80.1
To obtain an initial Ed Special teaching credential	19	11	57.9	204	163	79.9
To add an authorization	237	157	66.2	2,755	2,180	79.1
College/University Training						
In California	1,069	664	62.1	13,557	10,715	79.0
Outside of California	217	152	70.0	2,958	2,489	84.1
Educational Level						
Fresh/Soph/Jr/Sr College	230	137	59.6	1,983	1,521	76.7
Bachelor's degree + additional credits	849	537	63.3	12,289	9,734	79.2
Master's degree or doctoral degree	253	162	64.0	3,212	2,687	83.7

Appendix C: TFE Passing Rate by Gender and Ethnicity, 2011-2012

		Gender		Ethnicity					
		Female	Male	African America n	Asian America n	Hispanic	Native America n	Pacific Islander	White
TFE: Multiple Subjects	N Completed	102	36	9	12	23	*	*	66
	N Passed	96	31	5	12	18	*	*	65
	% Passed	94.12	86.11	55.56	100.00	78.26	*	*	98.48
TFE: English	N Completed	14	*	*	*	*	0	0	7
	N Passed	14	*	*	*	*	*	*	7
	% Passed	100.00	*	*	*	*	*	*	100.00
TFE: Mathematics	N Completed	17	15	*	6	*	0	0	17
	N Passed	17	14	*	6	*	*	*	17
	% Passed	100.00	93.33	*	100.00	*	*	*	100.00
TFE: Science	N Completed	26	26	*	13	*	0	*	23
	N Passed	23	16	*	8	*	*	*	18
	% Passed	88.46	61.54	*	61.54	*	*	*	78.26

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

Appendix D1: RICA Preparation and Demographic Data, 2007 – 2012

RICA (2007 - 2012)	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
ALL EXAMINEES	45,184	100.0	286	100.0	45,265	100.0
Educational Level						
High School diploma	1,657	3.7	8	2.8	1,662	3.7
Associate of Arts degree	965	2.1	5	1.7	968	2.1
Bachelor's degree	7,132	15.8	21	7.3	7,137	15.8
Bachelor's degree + additional credits	29,605	65.5	177	61.9	29,661	65.5
Master's degree	1,729	3.8	15	5.2	1,728	3.8
Master's degree + additional credits	1,852	4.1	30	10.5	1,862	4.1
Doctoral degree	158	0.3	*	*	160	0.4
Did not respond	2,086	4.6	28	9.8	2,087	4.6
College Grade Point Average						
3.50 to 4.00	19,027	42.1	92	32.2	19,066	42.1
3.00 to 3.49	18,104	40.1	106	37.1	18,130	40.1
2.50 to 2.99	5,167	11.4	52	18.2	5,177	11.4
2.00 to 2.49	544	1.2	7	2.4	547	1.2
Below 2.00	11	0.0	*	*	12	0.0
Did not attend college	5	0.0	0	NA	5	0.0
Did not respond	2,326	5.1	28	9.8	2,328	5.1
Reason for Taking RICA						
Multiple Subject Teaching Credential	31,590	69.9	171	59.8	31,663	70.0
Education Specialist Instruction Credential	7,737	17.1	86	30.1	7,758	17.1
No Response	5,857	13.0	29	10.1	5,844	12.9
Professional Preparation						
Not begun Professional Preparation	2,651	5.9	20	7.0	2,661	5.9
College/University Internship Program:						
First year in Program	5,732	12.7	14	4.9	5,735	12.7
Second year in Program	4,160	9.2	20	7.0	4,162	9.2
Completed Program	3,827	8.5	65	22.7	3,855	8.5
District Internship Program:						
First year in Program	1,334	3.0	9	3.1	1,333	2.9
Second year in Program	1,411	3.1	27	9.4	1,415	3.1
Completed Program	850	1.9	22	7.7	865	1.9
Non-intern College/University Program:						
Not begun student teaching	4,094	9.1	8	2.8	4,096	9.0
Begun student teaching	10,947	24.2	30	10.5	10,957	24.2
Completed student teaching	3,605	8.0	20	7.0	3,608	8.0
Completed Program	2,713	6.0	19	6.6	2,722	6.0
Did not respond	3,860	8.5	32	11.2	3,856	8.5
Preparation for Reading Instruction						
No preparation	3,366	7.4	22	7.7	3,365	7.4
Completed IHE course in Methods of Reading Instruction	32,019	70.9	152	53.1	32,074	70.9
Completed District Internship course	3,463	7.7	39	13.6	3,479	7.7
Observed Reading instruction in a K-12 school	13,773	30.5	70	24.5	13,797	30.5
Worked with individual students in K-12 school to improve their Reading skills	11,672	25.8	56	19.6	11,693	25.8
Had daily responsibility for classroom Reading instruction as student teacher or intern	14,347	31.8	86	30.1	14,385	31.8

RICA (2007 - 2012)	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
Student Teaching Assignments						
None	10,782	23.9	55	19.2	10,799	23.9
One	13,160	29.1	67	23.4	13,187	29.1
Two	10,796	23.9	84	29.4	10,835	23.9
Three	2,456	5.4	27	9.4	2,466	5.4
Four or more	1,989	4.4	23	8.0	2,000	4.4
Did not respond	17	0.0	0	NA	17	0.0
Grade Level Teaching Experience						
None	36,780	81.4	241	84.3	36,868	81.4
Pre K-2	26,893	59.5	153	53.5	26,962	59.6
Grades 3-5	23,347	51.7	130	45.5	23,403	51.7
Grades 6-8	9,745	21.6	83	29.0	9,778	21.6
Grades 9-12	4,276	9.5	75	26.2	4,295	9.5
Best Language of Communication						
English	42,129	93.2	249	87.1	42,200	93.2
Spanish	768	1.7	6	2.1	772	1.7
Vietnamese	37	0.1	*	*	38	0.1
Cantonese	18	0.0	0	NA	18	0.0
Hmong	30	0.1	0	NA	30	0.1
Other	306	0.7	*	*	306	0.7
Did not respond	1,896	4.2	29	10.1	1,901	4.2
First Language of Communication						
English only	32,095	71.0	194	67.8	32,154	71.0
English and one or more other languages	6,999	15.5	42	14.7	7,011	15.5
One or more languages other than English	4,113	9.1	20	7.0	4,120	9.1
Did not respond	1,977	4.4	30	10.5	1,980	4.4
Gender						
Male	6,919	15.3	96	33.6	6,940	15.3
Female	37,514	83.0	189	66.1	37,574	83.0
Did not respond	751	1.7	*	*	751	1.7
Ethnicity						
African American/Black	1,444	3.2	10	3.5	1,444	3.2
Asian American/Asian	2,125	4.7	6	2.1	2,125	4.7
Filipino	895	2.0	*	*	895	2.0
Southeast Asian American	570	1.3	*	*	570	1.3
Pacific Island American	144	0.3	0	NA	144	0.3
Mexican American or Chicano	6,298	13.9	38	13.3	6,299	13.9
Latino, Latin American, Puerto Rican, Hispanic	2,396	5.3	16	5.6	2,398	5.3
Native American, American Indian	241	0.5	*	*	241	0.5
White, non-Hispanic	23,313	51.6	104	36.4	23,320	51.5
Other	2,147	4.8	8	2.8	2,148	4.7
Did not respond	5,611	12.4	98	34.3	5,681	12.6

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates, 2007 - 2012

RICA (2007 - 2012)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	45,265	34,532	76.3	45,265	41,938	92.6
Educational Level						
High School diploma	1,801	1,412	78.4	1,662	1,591	95.7
Associate of Arts degree	1,094	751	68.6	968	882	91.1
Bachelor's degree	7,455	5,571	74.7	7,137	6,588	92.3
Bachelor's degree + additional credits	29,675	23,036	77.6	29,661	27,749	93.6
Master's degree	1,525	1,077	70.6	1,728	1,486	86.0
Master's degree + additional credits	1,826	1,404	76.9	1,862	1,677	90.1
Doctoral degree	159	136	85.5	160	146	91.3
Did not respond	1,730	1,145	66.2	2,087	1,819	87.2
College Grade Point Average						
3.50 to 4.00	18,884	15,718	83.2	19,066	18,096	94.9
3.00 to 3.49	18,300	13,552	74.1	18,130	16,709	92.2
2.50 to 2.99	5,488	3,558	64.8	5,177	4,611	89.1
2.00 to 2.49	566	331	58.5	547	459	83.9
Below 2.00	9	6	66.7	12	8	66.7
Did not attend college	7	*	*	5	*	*
Did not respond	2,011	1,363	67.8	2,328	2,051	88.1
Reason for Taking RICA						
Multiple Subject Teaching Credential	32,007	25,111	78.5	31,663	29,690	93.8
Education Specialist Instruction Credential	7,781	5,571	71.6	7,758	7,048	90.8
No Response	5,477	3,850	70.3	5,844	5,200	89.0
Professional Preparation						
Not begun Professional Preparation	2,875	1,793	62.4	2,661	2,273	85.4
College/University Internship Program:	6,311	5,055	80.1	5,735	5,524	96.3
First year in Program	4,351	3,364	77.3	4,162	3,952	95.0
Second year in Program	3,090	2,246	72.7	3,855	3,398	88.1
Completed Program	1,499	1,099	73.3	1,333	1,255	94.1
District Internship Program:	1,444	1,037	71.8	1,415	1,331	94.1
First year in Program	629	443	70.4	865	746	86.2
Second year in Program	4,640	3,620	78.0	4,096	3,833	93.6
Completed Program	11,880	9,710	81.7	10,957	10,661	97.3
Non-intern College/University Program:	2,921	2,165	74.1	3,608	3,174	88.0
Not begun student teaching	2,133	1,549	72.6	2,722	2,341	86.0
Begun student teaching	3,492	2,451	70.2	3,856	3,450	89.5
Completed student teaching	2,875	1,793	62.4	2,661	2,273	85.4
Completed Program	6,311	5,055	80.1	5,735	5,524	96.3
Did not respond	4,351	3,364	77.3	4,162	3,952	95.0
Preparation for Reading Instruction						
No preparation	3,415	2,268	66.4	3,365	2,960	88.0
Completed IHE course in Methods of Reading Instruction	32,432	25,559	78.8	32,074	30,109	93.9
Completed District Internship course	3,509	2,603	74.2	3,479	3,233	92.9
Observed Reading instruction in a K-12 school	14,311	11,347	79.3	13,797	12,978	94.1
Worked with individual students in K-12 school to improve their Reading skills	12,135	9,617	79.3	11,693	11,010	94.2
Had daily responsibility for classroom Reading instruction as student teacher or intern	14,457	11,661	80.7	14,385	13,591	94.5

RICA (2007 - 2012)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Student Teaching Assignments						
None	12,114	9,038	74.6	10,799	10,053	93.1
One	13,602	10,761	79.1	13,187	12,537	95.1
Two	9,660	7,512	77.8	10,835	9,955	91.9
Three	2,398	1,836	76.6	2,466	2,275	92.3
Four or more	2,058	1,502	73.0	2,000	1,819	91.0
Did not respond	8	6	75.0	17	11	64.7
Grade Level Teaching Experience						
None	6,286	4,569	72.7	5,607	5,115	91.2
Pre K-2	36,663	28,381	77.4	36,868	34,366	93.2
Grades 3-5	2,316	1,582	68.3	2,790	2,457	88.1
Grades 6-8	6,286	4,569	72.7	5,607	5,115	91.2
Grades 9-12	36,663	28,381	77.4	36,868	34,366	93.2
Best Language of Communication						
English	42,554	32,875	77.3	42,200	39,297	93.1
Spanish	767	377	49.2	772	639	82.8
Vietnamese	39	25	64.1	38	30	78.9
Cantonese	17	11	64.7	18	17	94.4
Hmong	25	8	32.0	30	25	83.3
Other	295	190	64.4	306	266	86.9
Did not respond	1,568	1,046	66.7	1,901	1,664	87.5
First Language of Communication						
English only	32,154	25,940	80.7	32,154	30,328	94.3
English and one or more other languages	7,011	4,868	69.4	7,011	6,265	89.4
One or more languages other than English	4,120	2,626	63.7	4,120	3,608	87.6
Did not respond	1,980	1,098	55.5	1,980	1,737	87.7
Gender						
Male	6,940	4,374	63.0	6,940	6,030	86.9
Female	37,574	29,543	78.6	37,574	35,217	93.7
Did not respond	751	615	81.9	751	691	92.0
Ethnicity						
African American/Black	1,444	877	60.7	1,444	1,222	84.6
Asian American/Asian	2,125	1,706	80.3	2,125	2,013	94.7
Filipino	895	669	74.7	895	820	91.6
Southeast Asian American	570	394	69.1	570	512	89.8
Pacific Island American	144	98	68.1	144	128	88.9
Mexican American or Chicano	6,299	4,046	64.2	6,299	5,555	88.2
Latino, Latin American, Puerto Rican, Hispanic	2,398	1,517	63.3	2,398	2,120	88.4
Native American, American Indian	241	173	71.8	241	211	87.6
White, non-Hispanic	23,320	19,232	82.5	23,320	22,219	95.3
Other	2,148	1,652	76.9	2,148	1,989	92.6
Did not respond	5,681	4,168	73.4	5,681	5,149	90.6

Appendix E: SLLA Annual Passing Rate by Gender and Ethnicity, 2006-2011

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
2006-2011	N Completed	4310	1998	450	253	953	60	46	3955
	N Passed	3847	1533	322	219	744	53	42	3517
	% Passed	89.26	76.73	71.56	86.56	78.07	88.33	91.30	88.93
2006-07	N Completed	836	398	99	34	176	13	8	808
	N Passed	687	282	63	25	120	10	7	681
	% Passed	82.18	70.85	63.64	73.53	68.18	76.92	87.5	84.28
2007-08	N Completed	927	452	103	54	187	18	10	826
	N Passed	770	300	61	47	122	14	10	684
	% Passed	83.06	66.37	59.22	87.04	65.24	77.78	100.00	82.81
2008-09	N Completed	813	416	95	36	189	16	5	755
	N Passed	693	305	58	27	148	14	5	633
	% Passed	85.24	73.32	61.05	75.00	78.31	87.50	100.00	83.84
2009-10	N Completed	923	413	94	62	216	7	13	840
	N Passed	818	306	66	53	162	7	13	737
	% Passed	88.62	74.09	70.21	85.48	75.00	100.00	100.00	87.74
2010-11	N Completed	1021	471	121	77	266	10	10	896
	N Passed	881	340	74	67	193	8	7	783
	% Passed	86.29	72.19	61.16	87.01	72.56	80.00	70.00	87.39

Note: Pass rates are not calculated for exams with fewer than five candidates.

Appendix F: CPACE (Written & Video combined) Annual (October 2011 – June 2012) and Cumulative (since inception, June 2011 – October 2012) Passing Rates

CPACE (2011 - 2012)	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	491	234	47.7	554	264	47.7
Ethnicity						
Not Specified	65	33	50.8	71	34	47.9
African American/Black	22	5	22.7	26	6	23.1
Japanese American/Japanese	*	*	*	*	*	*
Chinese American/Chinese	8	0	0	9	0	0
Korean American/Korean	*	*	*	*	*	*
Filipino American/Filipino	6	*	*	7	*	*
Vietnamese American/Vietnamese	*	*	*	*	*	*
Other SE Asian Amer/SE Asian	*	*	*	*	*	*
Asian Indian American/Asian Indian	*	*	*	*	*	*
Hawaiian	0	0	NA	0	0	NA
Guamanian	0	0	NA	0	0	NA
Other Pacific Islander Amer/Other Pacific Islander	*	*	*	*	*	*
Mexican American/Chicano	49	19	38.8	54	21	38.9
Latino/Latino American/Puerto Rican/Other Hispanic	25	9	36	26	9	34.6
Native Amer/Amer Indian/Alaskan Native	*	*	*	*	*	*
White (non-Hispanic)	280	150	53.6	319	174	54.5
Other	18	9	50	22	9	40.9
Gender						
No response	*	*	*	*	*	*
Male	140	59	42.1	164	68	41.5
Female	348	174	50	386	195	50.5
Best Language						
No response	22	10	45.5	30	14	46.7
English	467	224	48	521	250	48
Spanish	*	*	*	*	*	*
Hmong	0	0	NA	0	0	NA
Other	*	*	*	*	*	*
First Language						
No response	22	10	45.5	30	14	46.7
English only	374	200	53.5	420	222	52.9
English and one or more other languages	61	15	24.6	65	17	26.2
One or more languages other than English	34	9	26.5	39	11	28.2
Education Level						
No response	22	10	45.5	38	16	42.1
Bachelor's	*	*	*	84	37	44
Bachelor's and additional credits	91	40	44	51	21	41.2
Master's	95	51	53.7	114	57	50
Master's and additional credits	255	119	46.7	107	52	48.6
Doctorate	25	13	52	72	35	48.6

CPACE (2011 - 2012)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Years Since Schooling						
No response	28	12	42.9	38	16	42.1
Currently attending college or graduate school	75	33	44	84	37	44
Less than 1 year	48	20	41.7	51	21	41.2
1-3 years	100	51	51	114	57	50
4-6 years	95	48	50.5	107	52	48.6
7-10 years	67	31	46.3	72	35	48.6
More than 10 years	78	39	50	88	46	52.3
College Grade Point Average						
No response	31	16	51.6	40	20	50
3.5 to 4.0	260	131	50.4	289	146	50.5
3.0 to 3.49	153	63	41.2	174	71	40.8
2.5 to 2.99	46	24	52.2	50	27	54
2.0 to 2.49	*	*	*	*	*	*
Credential Types						
Elementary Teaching	143	78	54.5	156	85	54.5
Elementary Teaching, Secondary Teaching	28	13	46.4	32	15	46.9
Elementary Teaching, Secondary Teaching, Special Education	*	*	*	*	*	*
Elementary Teaching, Secondary Teaching, Special Education, Clinical or Rehabilitative Services	0	0	NA	0	0	NA
Elementary Teaching, Secondary Teaching, Designated Subjects Teaching	0	0	NA	0	0	NA
Elementary Teaching, Secondary Teaching, Pupil Personnel Services	*	*	*	*	*	*
Elementary Teaching, Secondary Teaching, Child Development Permit	*	*	*	*	*	*
Elementary Teaching, Special Education	26	13	50	28	14	50
Elementary Teaching, Special Education, Designated Subjects Teaching	*	*	*	*	*	*
Elementary Teaching, Special Education, Pupil Personnel Services	*	*	*	*	*	*
Elementary Teaching, Designated Subjects Teaching	7	*	*	8	*	*
Elementary Teaching, Pupil Personnel Services	9	5	55.6	9	5	55.6
Elementary Teaching, Teacher Librarian Services	0	0	NA	0	0	NA
Elementary Teaching, Child Development Permit	0	0	NA	*	*	*
Secondary Teaching	134	65	48.5	163	80	49.1
Secondary Teaching, Special Education	9	*	*	9	*	*
Secondary Teaching, Special Education, Designated Subjects Teaching, Pupil Personnel Services, School Nurse	0	0	NA	0	0	NA
Secondary Teaching, Special Education, Pupil Personnel Services	0	0	NA	0	0	NA
Secondary Teaching, Designated Subjects Teaching	8	*	*	8	*	*
Secondary Teaching, Designated Subjects Teaching, Pupil Personnel Services	*	*	*	*	*	*
Secondary Teaching, Pupil Personnel Services	5	*	*	5	*	*
Special Education	40	15	37.5	42	16	38.1

	First-Time Passing Rate			Cumulative Passing Rate		
	N Comple ted	N Passed	% Passed	N Comple ted	N Passed	% Passe d
CPACE (2011 - 2012)						
Special Education, Pupil Personnel Services	0	0	NA	0	0	NA
Designated Subjects Teaching	5	*	*	0	0	NA
Designated Subjects Teaching, Pupil Personnel Services	*	*	*	5	*	*
Designated Subjects Teaching, Child Development Permit	0	0	NA	*	*	*
Pupil Personnel Services	52	21	40.4	*	*	*
Pupil Personnel Services, Clinical or Rehabilitative Services	0	0	NA	57	25	43.9
Speech-Language Pathology Services	*	*	50	0	0	NA
Speech-Language Pathology Services, Clinical or Rehabilitative Services	*	*	*	*	*	*
Clinical or Rehabilitative Services	*	*	*	*	*	*
School Nurse	*	*	*	*	*	*
Child Development Permit	*	*	*	*	*	*
Employment Status						
No response	30	14	46.7	39	18	46.2
Elementary school	124	68	54.8	139	75	54
Middle school	68	27	39.7	72	28	38.9
Secondary school	154	63	40.9	176	75	42.6
Adult education	5	0	0	5	0	0
School district level	60	33	55	68	38	55.9
County Office of Education level	22	12	54.5	24	12	50
Employed in another educational setting	18	11	61.1	18	11	61.1
Employed, but not in an educational setting	*	*	*	*	*	*
Unemployed	9	0	0	12	0	0
Education Assignment						
No response	26	13	50	36	17	47.2
General education teacher	216	94	43.5	241	107	44.4
Special education teacher	49	20	40.8	53	21	39.6
Adult or vocational education teacher	6	0	0	7	0	0
Program coordinator	72	39	54.2	86	45	52.3
Consultant	8	6	75	10	7	70
Counselor	33	15	45.5	34	15	44.1
Librarian	0	0	NA	0	0	NA
Nurse	*	*	*	*	*	*
Psychologist	18	12	66.7	20	14	70
Speech pathologist	5	*	*	5	*	*
Other non-administrative public school position	43	26	60.5	44	27	61.4
Currently not in an education assignment	13	6	46.2	16	8	50
Experience as an Educator						
No response	24	11	45.8	34	15	44.1
less than 3 years	11	*	*	12	*	*
3-5 years	72	33	45.8	81	37	45.7
6-10 years	173	85	49.1	189	95	50.3
11 or more years	211	102	48.3	238	114	47.9
Experience Related to Administration						
California public school (K-12)	264	118	44.7	300	137	45.7
California public school (K-12), Out-of-state public school (K-12)	9	6	66.7	11	7	63.6
California public school (K-12), Out-of-state	*	*	*	*	*	*

	First-Time Passing Rate			Cumulative Passing Rate		
	N Comple ted	N Passed	% Passed	N Comple ted	N Passed	% Passe d
CPACE (2011 - 2012)						
public school (K-12), Private school (K-12)						
California public school (K-12), Out-of-state public school (K-12), Private school (K-12), Non-educational administrative experience	*	*	*	*	*	*
California public school (K-12), Out-of-state public school (K-12), Non-educational administrative experience	7	*	*	7	*	*
California public school (K-12), Private school (K-12)	5	*	*	6	*	*
California public school (K-12), Private school (K-12), Non-educational administrative experience	7	5	71.4	7	5	71.4
California public school (K-12), Private school (K-12), No administrative experience	*	*	*	*	*	*
California public school (K-12), Non-educational administrative experience	34	13	38.2	39	17	43.6
California public school (K-12), No administrative experience	5	*	*	6	*	*
Out-of-state public school (K-12)	5	*	*	5	*	*
Out-of-state public school (K-12), Non-educational administrative experience	*	*	*	*	*	*
Private school (K-12)	9	*	*	12	5	41.7
Private school (K-12), Non-educational administrative experience	*	*	*	*	*	*
Non-educational administrative experience	28	14	50	33	17	51.5
Non-educational administrative experience, No administrative experience	*	*	*	*	*	*
No administrative experience	111	61	55	120	63	52.5
School Administration Related Coursework						
No response	45	23	51.1	56	27	48.2
1-6 semester credit hours	77	39	50.6	89	45	50.6
7-15 semester credit hours	26	10	38.5	28	10	35.7
16-24 semester credit hours	26	15	57.7	31	18	58.1
25 or more semester credit hours	58	24	41.4	66	27	40.9
None	259	123	47.5	284	137	48.2