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Information

Professional Services Committee

Annual Report on Passing Rates of Commission-Approved Examinations from 2008-2009 to 2012-2013

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

Presenter: Michael Taylor, Consultant,
Professional Services Division

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.

February 2014

Annual Report on Passing Rates of Commission-Approved Examinations from 2008-2009 to 2012-2013

Introduction

This agenda item presents the passing rates for Commission-approved examinations over the past five years, 2008-2009 through 2012-2013. The purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates are discussed in detail. Additional data tables referenced throughout this item are presented in an appendix to this agenda item available on the Commission website.

Background

The Commission on Teacher Credentialing (Commission) issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public 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 adopt an administrator performance assessment to be used in combination with a separate content assessment to replace the CPACE as the examinations for the expedited route to a preliminary administrative services credential. CPACE will have its final administration in June 2014, and it is expected that the new assessments for the expedited route will be in place in 2015.

Caveats about the Data

Passing rate data are based on examinees' test scores. When the total number of examinees for a given examination is less than 10 pass rate data may not be 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 Appendix.

Definition of Terms

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

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee’s knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who 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 2012-2013 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 contractor 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 and 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” questions that are being field-tested and are not used to determine a candidate’s score. 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. There was a slight increase for 2012-13 to 40,995. Overall, this is a decline of roughly 30,000 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. For the past three years the number of CBEST administrations has lingered below 50,000 per year. Prior to 2011 the last year in which the CBEST was administered fewer than 50,000 times was 1983.

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 2012-13, 869 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, 2008 – 2013

Testing Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
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
2012-13	40,995	33,528	33,746	34,454

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in *Appendix A1: CBEST Preparation and Demographic Data, Cohorts 2008 to 2013*. Approximately 32 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. Almost three-fourths 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. Approximately seventy percent 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 six percent reported completing no college mathematics courses. Nearly three-fourths reported completing one to three courses in Writing and about forty 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. Thirty percent reported currently attending college while forty percent indicated it had been three years or less since they attended. Only ten 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 twelve percent reported they were considering enrollment in a teacher preparation program. Few examinees (8%) reported taking test preparation courses. 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 28 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 reported that their mothers had completed at least some college. When asked which their best language was, nearly all 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. Approximately 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, 2008 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, 2008-2013

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2008 to 2013	138,572	98,448	71.0%	143,602	121,565	84.7%
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%
2012-13	24,733	17,678	71.5%	25,271	20,129	79.7%

The first-time passing rates for the past five years show a steady pattern, ranging from 70.3 percent to 73.3 percent, with an overall first-time passing rate of 71 percent for the 2008-2013 cohorts. In 2008-09, the cumulative passing rate was 86.1 percent and for 2012-13, it was 79.7 percent. The main reason for this seeming downward trend with the lowest passing rate in 2011-12 is that recent cohorts have not had a chance to repeat the sections they have not yet passed. The overall cumulative passing rate for the past five years is 84.7 percent. This situation also characterizes all of the cumulative data for 2012-13 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, 2008 – 2013

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2008 to 2013	146,066	118,206	80.9%	146,066	126,034	86.3%
2008-09	40,454	32,506	80.4%	40,454	34,941	86.4%
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%
2012-13	25,911	20,879	80.6%	25,911	21,649	83.6%

The first-time CBEST Reading passing rate is 80.9 percent, and the overall cumulative CBEST Reading passing rate is 86.3 percent. The first-time passing rate ranges from 80.4 percent in 2008-09 to 81.7 percent in 2009-10. The cumulative passing rate ranges from 83.6 percent in 2012-13 to 87.5 percent in 2009-10. While the cumulative passing rate hovers around 85% the first-time passing rate has hovered around 81% 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, 2008 - 2013

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2008 to 2013	145,665	117,154	80.4%	145,665	125,886	86.4%
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%
2012-13	25,876	20,701	80.0%	25,876	21,619	83.5%

The overall first-time CBEST Mathematics passing rate is 80.4 percent and the overall cumulative CBEST Mathematics passing rate for the past five years is 86.4 percent. The first-time passing rate ranges from 80 percent in 2012-13 to 80.8 percent in 2009-10. The cumulative passing rate ranges from 83.4 percent in 2011-12 to 87.0 percent in 2008-09.

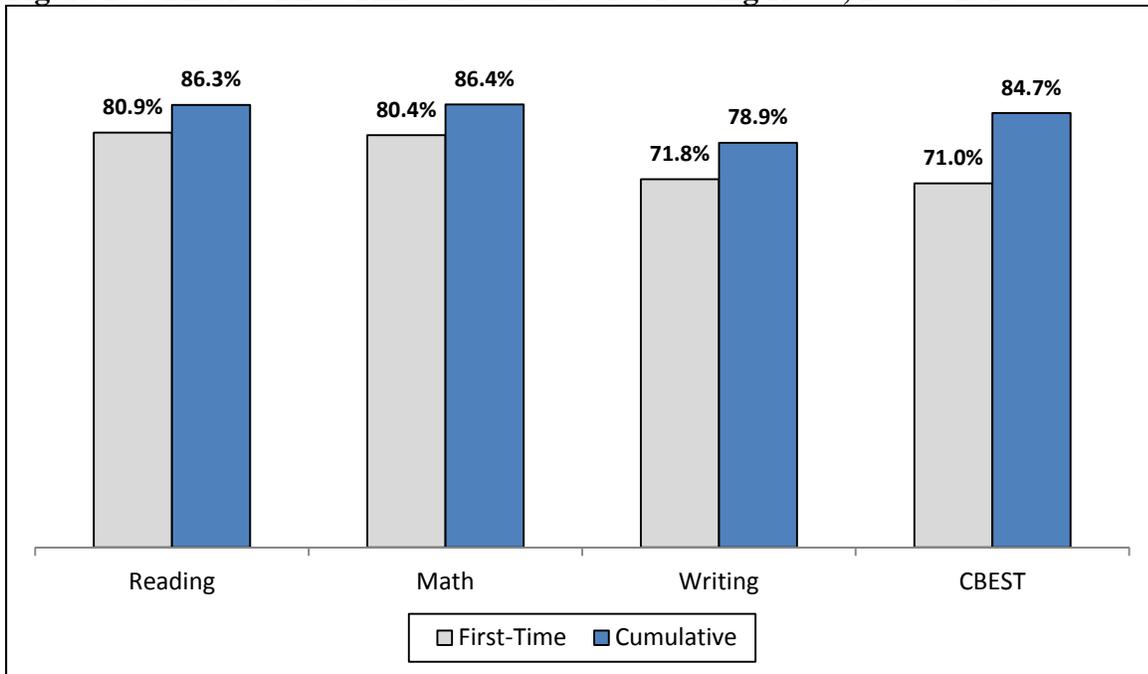
Table 6 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2008 – 2013

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2008 to 2013	144,491	103,726	71.8%	144,491	114,026	78.9%
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%
2012-13	25,750	19,184	74.5%	25,750	20,295	78.8%

The overall first-time CBEST Writing passing rate is 71.8 percent, and the overall cumulative CBEST Writing passing rate for the past five years is 78.9 percent. The cumulative passing rate for the most recent years 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, 2008 – 2013



In summary, the first-time passing rates for the CBEST Reading and Mathematics Sections for the past five years are at 80.9 percent and 80.4 percent, respectively. The first-time passing rate for the Writing Section is 71.8 percent. The cumulative passing rates for the Reading and Mathematics Sections have remained in the high eighty percentage range, at 86.3 percent and 86.4 percent, respectively. The cumulative passing rate for the Writing Section is 78.9 percent. For all three sections together, the first-time passing rate is 71 percent and cumulative rate is 84.7 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, 2008 to 2013*. 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, 2008 – 2013

CBEST	First-Time Passing Rate: Cohorts 2008 to 2013			Cumulative Passing Rate: Cohorts 2008 to 2013		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	138,572	98,448	71.0%	143,602	121,565	84.7%
Gender						
Female	92,543	63,911	69.1%	96,252	80,540	83.7%
Male	43,066	31,985	74.3%	44,331	38,263	86.3%
No response	2,963	2,552	86.1%	3,019	2,762	91.5%
Ethnicity						
African American	6,698	3,213	48.0%	7,092	4,795	67.6%
Asian American	5,606	3,919	69.9%	5,869	4,750	80.9%
Filipino	3,163	1,978	62.5%	3,299	2,542	77.1%
South East Asian	2,600	1,427	54.9%	2,745	2,016	73.4%

CBEST	First-Time Passing Rate: Cohorts 2008 to 2013			Cumulative Passing Rate: Cohorts 2008 to 2013		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Pacific Islander	2,327	1,390	59.7%	2487	1,844	74.1%
Mexican American	18,844	9,885	52.5%	19,936	15,037	75.4%
Latino	7,627	4,057	53.2%	8,216	6,031	73.4%
Native American	719	529	73.6%	734	635	86.5%
White	64,738	51,698	79.9%	66,239	60,388	91.2%
Other	6,322	4,211	66.6%	6,613	5,441	82.3%
No Response	19,928	16,141	81.0%	20,372	18,086	88.8%

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 (WL) 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, Portuguese and Hindi. 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, Hindi, 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 later 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
II		Artistic Perception	20	1
	Historical and Cultural Context of the Visual Arts Aesthetic Writing	15 15	1 2	
Business	II	Creative Expression	30	3
		Connections, Relationships, and Applications History and Theories of Learning in Art	10 10	1 -
	III	Business Management Marketing	20 20	1 1
English	II	Accounting and Finance Economics	25 15	1 1
		Information Technology Business Environment and Communication	25 15	1 1
	I	Literature and Textual Analysis Composition and Rhetoric	50	-
		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

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
	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
Home Economics		Housing and Interior Design	12	1
		Consumer Education	16	2
Industrial and Technology Education	I	Nature of Technology	45	2
	II	Power and Energy	25	1
		Information and Communication	25	1
Project and Product Development		25	1	
World Languages**	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
III	Language and Communication: Expressive Production	-	2	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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	10	1
		Language and Communication: Written Expression	-	2
		Language and Communication: Oral Expression	-	2
<ul style="list-style-type: none"> • French • German • Japanese • Korean 	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	

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

* 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. The CSET: World Language examination in Hindi was recently added in 2013.

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 – 2013

CSET Examination	2003-2013	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
All examinees	273,827	13,363	13,484	16,709	21,583	25,195
Multiple Subjects						
Multiple Subjects	148,970	5,839	4,590	6,767	9,424	11,679
Writing	7,817	869	895	1,427	1,310	1,495
Single Subjects:						
Agriculture	171	13	16	13	16	19
Art	1,852	143	128	172	158	242
Business	609	36	34	48	58	81
English	24,420	1,454	1,460	1,702	2,097	2,380
Health Science	2,885	254	251	266	344	340
Home Economics	405	45	63	34	41	53
Industrial Technology Education	481	63	73	63	49	55

CSET Examination	2003-2013	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
All examinees	273,827	13,363	13,484	16,709	21,583	25,195
World Languages:						
American Sign Language	172	22	18	15	18	14
Arabic	35	8	8	8	5	3
Armenian	15	5	2	0	4	6
Cantonese	11	2	3	1	2	1
Farsi	7	1	2	1	2	
Filipino	54	8	5	2	3	4
French	594	48	40	50	72	66
German	85	5	6	3	10	8
Hebrew	2	0	1	1	0	0
Hmong	19	2	2	1	5	4
Italian	28	7	9	12	0	0
Japanese	153	6	12	13	14	17
Khmer	2	0	1	0	0	0
Korean	144	19	22	15	21	12
Mandarin	904	61	55	70	91	101
Portuguese	8	4	1	1	2	0
Punjabi	16	1	1	2	3	1
Russian	45	1	4	2	8	9
Spanish	3,965	336	383	304	409	414
Vietnamese	40	3	5	1	3	5
Mathematics	9,512	220	444	472	759	908
Music	1,026	119	94	71	94	105
Physical Education	5,252	426	449	483	528	658
Science:						
Biological Sciences	10,114	1,316	593	579	892	947
Biological Sciences (Specialized)	2,269	167	177	156	209	206
Chemistry	4,033	177	204	220	334	398
Chemistry (Specialized)	1,247	92	106	114	118	140
Geosciences	3,424	105	144	138	307	341
Geosciences (Specialized)	898	62	61	80	92	112
Physics	2,393	116	138	99	83	92
Physics (Specialized)	819	64	75	99	80	97
Social Science	20,436	1,316	1,424	579	892	947

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 – 2013

CSET Examination	2003-2013	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Mathematics (Subtests I and II)*	16,320	482	1,268	1,446	1,793	1,977
General Science (Subtests I and II)*	17,666	1,562	1,839	1,882	2,012	1,750

* 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 - 2013

CSET Examination	Annual Passing Rate September 2012 – July 2013			Cumulative Passing Rate September 2003 – July 2013		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Multiple Subjects	5,839	4,624	79.2%	148,970	136,374	91.5%
Writing	869	749	86.2%	7,817	6,550	83.8%
Single Subjects:						
Agriculture	13	5	38.5%	171	91	53.2%
Art	143	105	73.4%	1,852	1,551	83.7%
Business	36	15	41.7%	609	345	56.7%
English	1,454	849	58.4%	24,420	19,415	79.5%
Health Science	254	157	61.8%	2,885	2,187	75.8%
Home Economics	45	23	51.1%	405	293	72.3%
Industrial Technology Education	63	46	73.0%	481	411	85.4%
World Languages:						
American Sign Language	22	9	40.9%	172	87	50.6%
Arabic	5	*	*	35	31	88.6%
Armenian	1	*	*	15	13	86.7%
Cantonese	2	*	*	11	6	54.5%
Farsi	1	*	*	7	*	*
Filipino	8	*	*	54	49	90.7%
French	48	38	79.2%	594	527	88.7%
German	5	5	100.0%	85	68	80.0%
Hebrew	0	*	*	2	*	*
Hmong	2	*	*	19	18	94.7%
Italian	7	*	*	28	28	100%
Japanese	6	*	*	153	126	82.4%
Khmer	0	*	*	2	*	*
Korean	19	10	52.6%	144	123	85.4%
Mandarin	61	53	86.9%	904	842	93.1%
Portuguese	4	*	*	8	*	*
Punjabi	1	*	*	16	11	68.8%
Russian	1	*	*	45	41	91.1%
Spanish	336	238	70.8%	3,965	3,431	86.5%
Vietnamese	3	*	*	40	38	95.0%
Mathematics	220	155	70.5%	9,512	6,028	63.4%
Music	119	106	89.1%	1,026	939	91.5%

CSET Examination	Annual Passing Rate September 2012 – July 2013			Cumulative Passing Rate September 2003 – July 2013		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Physical Education	426	191	44.8%	5,252	3,728	71.0%
Sciences:						
Biological Sciences	582	418	71.8%	10,114	8,048	79.6%
Biological Sciences (Specialized)	167	98	58.7%	2,269	1,662	73.2%
Chemistry	177	140	79.1%	4,033	3,260	80.8%
Chemistry (Specialized)	92	75	81.5%	1,247	1,087	87.2%
Geosciences	105	62	59.0%	3,424	2,657	77.6%
Geosciences (Specialized)	62	49	79.0%	898	757	84.3%
Physics	116	69	59.5%	2,393	1,562	65.3%
Physics (Specialized)	64	41	64.1%	819	631	77.0%
Social Science	1,316	838	63.7%	20,436	16,322	79.9%

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.

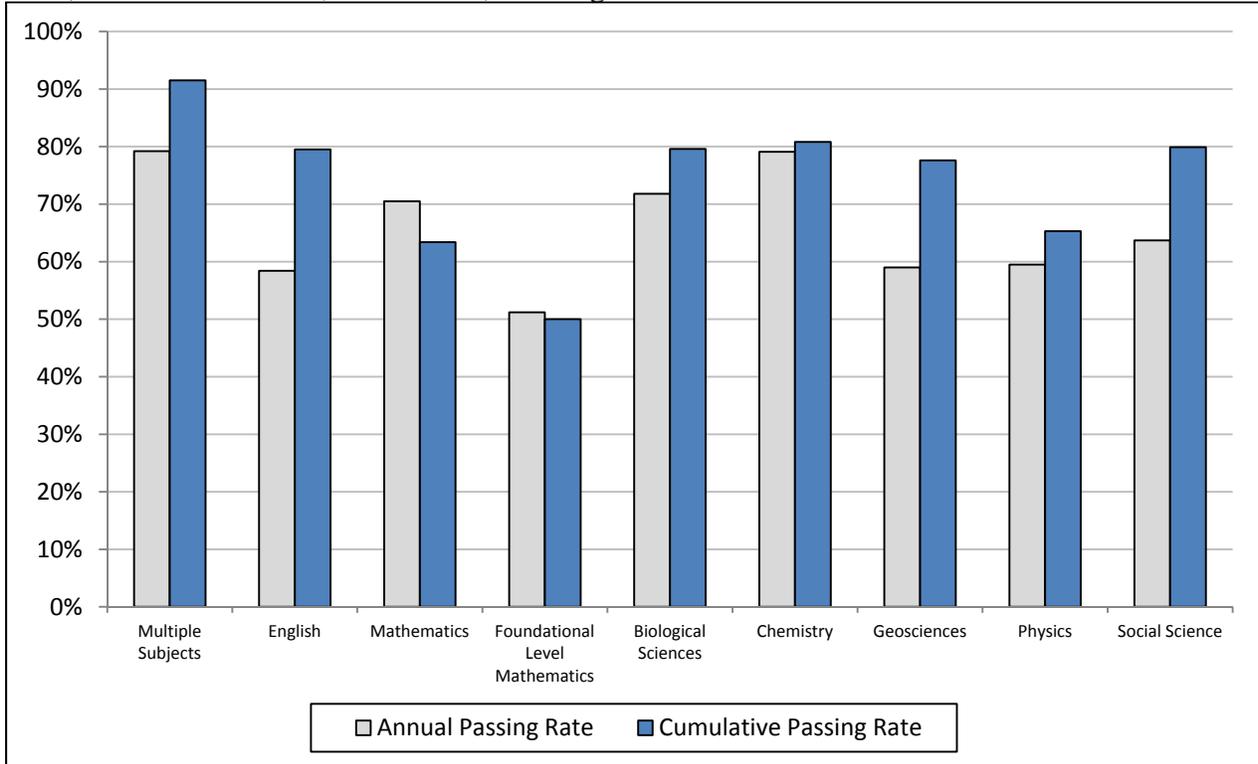
Table 10B: CSET Mathematics and Science (Foundational-Level) – Annual and Cumulative Passing Rates, 2003 - 2013

CSET Examination	Annual Passing Rate September 2011 – July 2013			Cumulative Passing Rate September 2003 – July 2013		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Mathematics (Subtests I and II)*	482	247	51.2%	16,320	8,165	50.0
General Science (Subtests I and II)*	1,562	1,162	74.3%	17,666	14,564	82.4%

** 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 2012-13 was 79.2 percent and the cumulative passing rate from 2003-2013 was 91.5 percent. For the single subjects, the cumulative passing rate varied by subject from 50.6 percent (American Sign Language) to 100 percent (Italian). English and Social Sciences had cumulative passing rates of 79.5 percent and 79.9 percent, respectively. The cumulative passing rate was in the 90% - 100% range for the following world languages: Filipino, Hebrew, Hmong, Italian, Khmer, Mandarin, and Vietnamese. These languages had relatively small total numbers of examinees, however. The cumulative passing rate for the sciences ranged from 65.3 percent for Physics to 87.2 percent for Chemistry (Specialized).

Figure 2: CSET: Multiple Subjects and Single Subjects (high volume) – Annual (2012-2013) and Cumulative (2003 – 2013) 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 2012-13 was 79 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 –2013

Multiple Subjects	Annual Passing Rate September 2012– July 2013			Cumulative Passing Rate September 2003 – July 2013		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All Examinees	5,839	4,624	79.2%	148,970	136,374	91.5%
Gender						
Female	4,739	3,715	78.4%	123,275	112,821	91.5%
Male	981	807	82.3%	24,245	22,204	91.6%
Ethnicity						
African American	203	118	58.1%	6,333	5,079	80.2%
Asian American	525	422	80.4%	14,495	13,220	91.2%
Hispanic American	1,063	699	65.8%	32,356	28,384	87.7%
Native American	35	28	80.0%	855	758	88.7%
White	3,003	2,514	83.7%	79,232	74,538	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: 79.8 percent and 76.1 percent, respectively. However, those who took the examination to add an authorization to an existing credential had a slightly higher passing rate of 88.9 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.

Use of the TFEs for the early completion option in California ended in 2013. The Commission has since adopted a two-part examination process for entry into the early completion option including the National Evaluation Series (NES) examinations published by Pearson coupled with a first-attempt passing score on the subject specific pedagogy portion of the teaching performance assessment. Because this transition has only just occurred passing rates for the recently adopted examinations are not yet available.

Examination Volume

The TFE was administered four times a year. In 2012-13, More than 100 examinees took TFE: Multiple Subjects and another 121 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 2012-13. Passing rates have decreased for the current year for TFE: Multiple Subject (by 9%), TFE: English (by 7%) and TFE: Mathematics (by 3%) and remained the same for TFE: Science.

Table 13: TFE Passing Rate by Subjects, 2008 – 2013

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
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%
2012-13	108	90	83%	27	25	93%	46	46	100%	48	36	75%

Table 14: TFE Passing Rate by Gender and Ethnicity, 2012-2013

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
TFE: Multiple Subjects	N Completed	81	26	12	7	26	0	2	39
	N Passed	71	19	7	*	21	*	*	34
	% Passed	87.65	73.08	58.33	*	80.77	*	*	87.18
TFE: English	N Completed	21	6	4	2	2	0	0	12
	N Passed	19	*	*	*	*	*	*	11

	% Passed	Gender		Ethnicity					
		90.48	*	*	*	*	*	*	91.67
TFE: Mathematics	N Completed	22	24	1	8	7	0	0	19
	N Passed	22	24	*	*	*	*	*	19
	% Passed	100.00	100.00	*	*	*	*	*	100.00
TFE: Science	N Completed	33	15	2	5	6	1	0	24
	N Passed	24	12	*	*	*	*	*	17
	% Passed	72.73	80.00	*	*	*	*	*	70.83

Note: Pass rates are not calculated for exams with fewer than ten 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” questions that are being field-tested and are not used to determine a candidate’s score. 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 2008 through July 2013. 2011-12 saw a significant decrease in the number of RICA administrations with nearly 5,000 fewer administrations than the previous year. While there was a slight increase in the number of administrations for 2012-13, the numbers remain quite low compared with the high of over 26,000 exams administered in 2003-04.

Table 16: Number of RICA Assessments Administered, 2008 – 2013

Testing Year	RICA Examination Type	
	Written (WE)	Video (VPA)
2008-09	15,540	67
Revised RICA		
2009-10	12,728	80
2010-11	13,691	125
2011-12	8,964	112
2012-13	9,652	112

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2008 to 2013) 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, 9 percent had finished student teaching, and another 8 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 (13.8%) and Latino (5.2%). About 70 percent indicated taking the RICA to satisfy the Multiple Subjects requirement and 18 percent indicated the Education Specialist requirement.

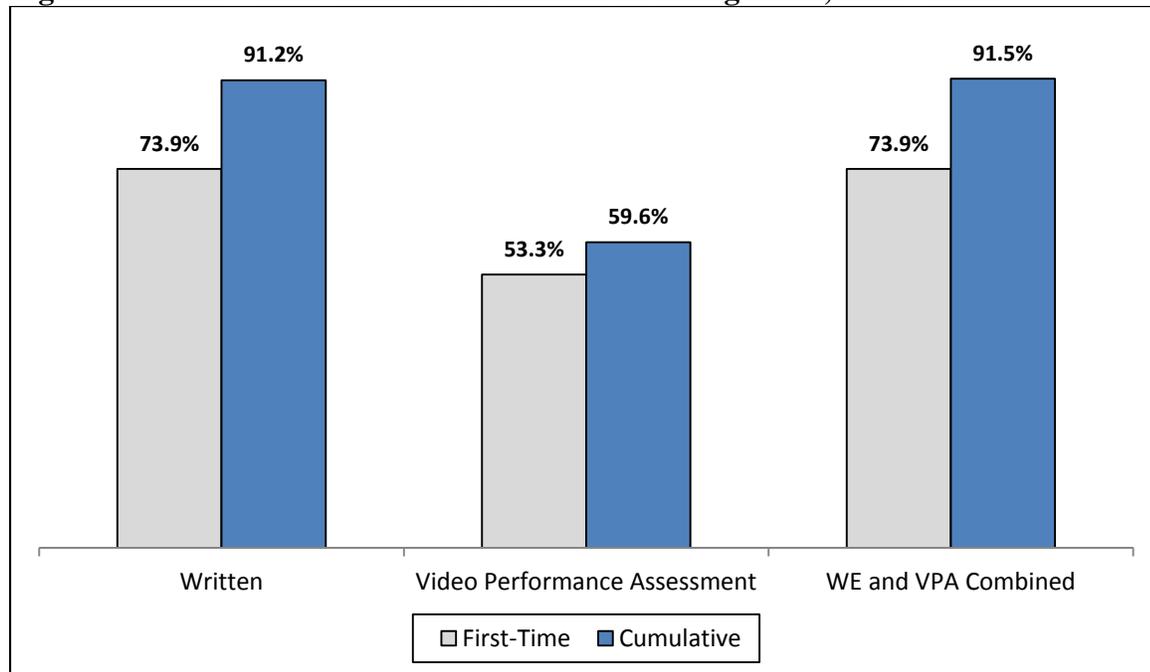
Table 17 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

Table 17: RICA – First-Time and Cumulative Passing Rates, 2008 – 2013

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2008 to 2013	39,990	29,550	73.9%	39,990	36,595	91.5%
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%
2012-13	6,136	4,319	70.4%	6,136	4,960	80.8%

The first-time passing rate for the prior version of the RICA was relatively consistent, hovering around 80 percent. The revised RICA first-time pass rate increased significantly from 2010-11 (69.1%) to 2011-12 (74%), dropping back a little for 2012-13 to 70.4%. The cumulative passing rates for both the original and revised RICA remained above 90% through 2009-10. The 2012-13 cohort who took the revised RICA has a cumulative passing rate of 80.8 percent.

Figure 3: RICA – First-Time and Cumulative Passing Rates, 2008 – 2013



There is a difference of about 6 percentage points for the Video Performance Assessment and 17 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, 2008 – 2013

	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Gender						
Male	6,128	3,715	60.6%	6,128	5,250	85.7%
Female	33,047	25,183	76.2%	33,047	30,592	92.6%
No response	815	652	80.0%	815	753	92.4%
Ethnicity						
African American/Black	1,282	737	57.5%	1,282	1,067	83.2%
Asian American/Asian	1,511	1,209	80.0%	1,511	1,421	94.0%
Filipino	819	581	70.9%	819	734	89.6%
Southeast Asian American	578	390	67.5%	578	516	89.3%
Pacific Island American	133	84	63.2%	133	118	88.7%
Mexican American or Chicano	5,519	3,294	59.7%	5,519	4,698	85.1%
Latino, Latin American, Puerto Rican, Hispanic	2,084	1,265	60.7%	2,084	1,818	87.2%
Native American, American Indian	209	147	70.3%	209	181	86.6%
White, non-Hispanic	20,609	16,431	79.7%	20,609	19,411	94.2%
Other	2,148	1,566	72.9%	2,148	1,957	91.1%
Did not respond	5,098	3,846	75.4%	5,098	4,674	91.7%

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 94.1 percent and, for those indicating English as their best language, the cumulative passing rate was 93.4 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 CTET 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. More recently, CTEL has been updated to reflect changes to the scope of authorizations for teaching English learners.

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. Still, the total number of CTEL administrations did increase slightly for 2012-13 to roughly 2,000 per subtest.

Table 19: Number of CTEL Examinations Administered, 2008– 2013

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
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
2012-13	2,017	1,941	2,039

CTEL Passing Rates

Table 20 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2008-09 through 2012-13. 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 2012-13 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, 2008 – 2013

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
2008 to 2013	12,548	7,476	59.6%	12,548	9,817	78.2%
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%
2012-13	1,467	827	56.4%	1,467	976	66.5%

CTEL, first administered in December 2005, shows a first-time passing rate of 59.6 percent for 2008 to 2013. The first-time passing rate remains around sixty percent. The cumulative passing rate has historically remained fairly steady around eighty 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, 2008 – 2013

	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	8,415	5,371	63.8%	8,415	6,882	81.8%
Male	3,820	1,888	49.4%	3,820	2,687	70.3%
No response	313	217	69.3%	313	248	79.2%
Ethnicity						
African American/Black	507	156	30.8%	507	276	54.4%
Asian American/Asian	286	166	58.0%	286	210	73.4%
Filipino	165	67	40.6%	165	99	60.0%
Southeast Asian American	187	96	51.3%	187	134	71.7%
Pacific Island American	40	15	37.5%	40	28	70.0%
Mexican American or Chicano	533	223	41.8%	533	363	68.1%
Latino, Latin American, Puerto Rican, Hispanic	323	150	46.4%	323	219	67.8%
Native American, American Indian	79	43	54.4%	79	59	74.7%
White, non-Hispanic	8,402	5,337	63.5%	8,402	6,878	81.9%
Other	384	208	54.2%	384	287	74.7%
Did not respond	1,642	1015	61.8%	1,642	1,264	77.0%

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.

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, 2008 – 2013

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>
2008-09	452	379	840
2009-10	618	572	922
2010-11	420	380	743
2011-12	436	434	361
2012-13	374	381	287

**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 2003-13 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 – 2013

Spanish (bilingual-specific)	Annual Passing Rate September 2012 – July 2013			Cumulative Passing Rate September 2003 – July 2013		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
All Examinees	218	98	45%	1,723	1,113	64.6%
Gender						
Male	34	17	50%	316	214	67.7%
Female	183	80	43.7%	1,390	885	63.7%
Ethnicity						
African American	2	*	*	16	10	62.5%
Asian American	7	*	*	95	51	53.7%
Hispanic American	142	46	32.4%	1,109	667	60.1%
Native American	0	*	*	2	*	*
White	49	31	63.3%	351	274	78.1%

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

The 2012-13 average annual passing rate for the CSET: WL bilingual-specific subtests is 69.9 percent, and the 2003-2013 cumulative passing rate is 80.6 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, 2008 – 2011

Testing Year	N Completed	N Passed	% Passed
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 August 2012 to July 2013

Testing Year	CPACE Written			CPACE Video		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2012-2013	1,076	335	31.1%	644	542	84.2%

Table 28: CPACE Cumulative Passing Rates (Since Inception) June 2011 to July 2013

CPACE Written			CPACE Video			Total CPACE		
N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
1,791	708	39.5%	1,187	997	84.0%	1,148	577	50.3%

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.

Eighty percent of examinees who took both the written and video portions of CPACE report having a Master's or higher degree. Nearly half of these examinees (48%) reported that they have eleven or more years' experience as an educator, and 53% indicated that they have completed no coursework related to school administration. Women are passing CPACE at a higher rate than men.

In 2013 the Commission took action to end the use of CPACE and to begin work on new content and performance assessments to be used as the expedited route for obtaining a preliminary administrative services credential. The final administration of CPACE will occur in June 2014.

Summary Highlights, All Examinations

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2008-09 to 2012-13. 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. The number of examinees increased slightly for 2012-13 but it is still too soon to know if this is the beginning of an increasing trend. 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 2012-13, only 869 examinees took the CSET: Writing Skills subtest. Both the first-time and the cumulative passing rates were in the 80 percent range. This could well be an 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, and the number of administrations remained about the same for 2012-13. 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, more than 250,000 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 newer 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 72 percent and 84 percent, respectively.

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

**Report on Passing Rates of Commission-Approved Examinations
2008-09 to 2012-13
Appendices**

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B22 – CSET: Science: Earth/Planetary Science	
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B24 – CSET: Science: Physics	
B25 – CSET: Science: Physics (Specialized)	
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 <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 ten candidates.</i>	
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Appendix A1: CBEST Participation and Demographic Data, 2008 to 2013

CBEST	Cohorts 2008 to 2013	
	N	%
ALL EXAMINEES	146,601	100.0
Highest Level of High School Math Completed		
No High School Math	204	0.1
General Math/Algebra I	10,236	7.0
Algebra II and/or Geometry	48,222	32.9
Pre-calculus	54,184	37.0
Calculus	30,282	20.7
No response	3,473	2.4
Number of High School Literature Courses		
No courses taken	12,333	8.4
1 course	34,718	23.7
2 or 3 courses	93,511	63.8
No response	6,039	4.1
Number of High School Writing Courses		
No courses taken	42,622	29.1
1 course	50,980	34.8
2 or 3 courses	46,960	32.0
No response	6,039	4.1
Number of High School Oral Language Courses		
No courses taken	116,362	79.4
1 or 2 courses	24,200	16.5
No response	6,039	4.1
High School Grade Point Average		
3.50 to 4.00	66,595	45.4
3.00 to 3.49	48,961	33.4
2.50 to 2.99	20,304	13.8
Below 2.50	6,008	4.1
No response	4,733	3.2
High School Attendance		
In California	112,055	76.4
Some in California	3,673	2.5
Not in California	28,423	19.4
No response	2,450	1.7
College Math		
No college math	9,359	6.4
HS-level courses	42,375	28.9
Calculus and/or Statistics	73,889	50.4
Advanced math	16,812	11.5
No response	4,166	2.8
College Grade Point Average		
3.50 to 4.00	41,428	28.3
3.00 to 3.49	59,812	40.8
2.50 to 2.99	34,053	23.2
Below 2.50	6,109	4.2
No response	5,199	3.5
Number of College Literature Courses		
No courses taken	40,456	27.6
1 course	44,993	30.7
2 or 3 courses	56,243	38.4
No response	4,909	3.3

CBEST	Cohorts 2008 to 2013	
	N	%
Number of College Writing Courses		
No courses taken	35,951	24.5
1 course	60,019	40.9
2 or 3 courses	45,722	31.2
No response	4,909	3.3
Number of College Oral Language Courses		
No courses taken	83,028	56.6
1 or 2 courses	58,664	40.0
No response	4,909	3.3
Education Level		
HS/Lower Division College	8,200	5.6
Upper Division College	36,780	25.1
Bachelor's degree	60,726	41.4
Bachelor's degree + additional units	22,588	15.4
Master's degree	9,869	6.7
More than Master's degree	6,081	4.1
No response	2,357	1.6
Years Away from College		
Currently attending college	42,198	28.8
Less than a year	31,441	21.4
1-3 years	28,421	19.4
4-10 years	21,277	14.5
More than 10 years	17,379	11.9
No response	5,885	4.0
Professional Preparation		
Enrolled in Professional Preparation Program	95,765	65.3
Completed Professional Preparation Program	15,884	10.8
Considering a Professional Preparation Program	17,566	12.0
Not enrolled in Professional Preparation Program	1,716	1.2
Have not begun Professional Preparation Program	9,411	6.4
No response	6,259	4.3
Special Preparation		
Took test preparation courses	11,664	8.0
Did not take test preparation courses	131,091	89.4
No response	3,846	2.6
Employment Status		
Student	40,544	27.7
Working as a teacher in a school	7,667	5.2
Working as school/district administrator	647	0.4
Working in another school role	21,826	14.9
Employed, but not in a school role	45,065	30.7
Unemployed outside the home	26,174	17.9
No response	4,678	3.2
Reason for Taking CBEST		
For teaching credential	71,505	48.8
For service credential	4,045	2.8
For Full-time or Part-time employment or substitute list	53,360	36.4
For admission to Professional Preparation program	15,898	10.8
No response	1,793	1.2

CBEST	Cohorts 2008 to 2013	
	N	%
Type of Credential		
Elementary teaching	37,164	25.4
Secondary teaching	38,506	26.3
Teaching adults	1,320	0.9
Teaching special education students	8,612	5.9
Admin. Services or school counseling	6,122	4.2
Emergency/substitute teaching	13,476	9.2
Other credential or permit	10,304	7.0
Not now seeking credential/permit	21,795	14.9
No response	9,302	6.3
Father's Education		
High school diploma or less	46,956	32.0
Some college	29,953	20.4
Bachelor's degree or higher	59,810	40.8
Unknown	6,905	4.7
No response	2,977	2.0
Mother's Education		
High school diploma or less	46,375	31.6
Some college	38,323	26.1
Bachelor's degree or higher	54,516	37.2
Unknown	4,576	3.1
No response	2,811	1.9
Best Language		
English	138,878	94.7
Spanish	2,879	2.0
Other languages	2,668	1.8
No response	2,176	1.5
Gender		
Female	98,453	67.2
Male	45,071	30.7
No response	3,077	2.1
Ethnicity		
African American	7,390	5.0
Asian American	6,057	4.1
Filipino	3,414	2.3
South East Asian	2,832	1.9
Pacific Islander	2,598	1.8
Mexican American	20,488	14.0
Latino	8,580	5.9
Native American	748	0.5
White	66,930	45.7
Other	6,800	4.6
No response	20,764	14.2

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2008 – 2013

CBEST	First-Time Passing Rate: Cohorts 2008 to 2013			Cumulative Passing Rate: Cohorts 2008 to 2013		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	138,572	98,448	71.0	143,602	121,565	84.7
High School Math Coursework						
No High School Math	170	100	58.8	184	134	72.8
General Math/Algebra I	8,969	4,270	47.6	9,680	6,519	67.3
Algebra II and/or Geometry	45,219	28,040	62.0	47,121	37,679	80.0
Pre-calculus	52,031	39,757	76.4	53,481	47,418	88.7
Calculus	29,117	24,165	83.0	29,842	27,162	91.0
No response	3,066	2,116	69.0	3,294	2,653	80.5
High School Grade Point Average						
3.50 to 4.00	64,216	52,193	81.3	65,779	59,793	90.9
3.00 to 3.49	46,122	30,254	65.6	47,883	39,264	82.0
2.50 to 2.99	18,645	10,296	55.2	19,688	14,814	75.2
Below 2.50	5,393	2,799	51.9	5,776	4,151	71.9
No response	4,196	2,906	69.3	4,476	3,543	79.2
High School Attendance						
In California	106,892	75,148	70.3	110,264	93,774	85.0
Some in California	3,367	2,328	69.1	3,562	2,899	81.4
Not in California	26,152	19,467	74.4	27,466	23,044	83.9
No response	2,161	1,505	69.6	2,310	1,848	80.0
College Math						
No college math	8,837	6,985	79.0	9,131	7,822	85.7
HS-level courses	39,842	26,114	65.5	41,371	33,608	81.2
Calculus and/or Statistics	70,538	52,002	73.7	72,721	63,234	87.0
Advanced math	15,620	10,763	68.9	16,409	13,745	83.8
No response	3,735	2,584	69.2	3,970	3,156	79.5
College Grade Point Average						
3.50 to 4.00	39,529	32,277	81.7	40,829	37,253	91.2
3.00 to 3.49	56,688	40,458	71.4	58,656	50,334	85.8
2.50 to 2.99	31,993	19,502	61.0	33,239	25,979	78.2
Below 2.50	5,704	3,188	55.9	5,936	4,297	72.4
No response	4,658	3,023	64.9	4,942	3,702	74.9
Number of High School Literature Courses						
No courses taken	10,978	6,817	62.1	11,725	8,754	74.7
1 course	32,748	22,977	70.2	33,902	27,909	82.3
2 or 3 courses	89,687	65,301	72.8	92,363	80,624	87.3
No response	5,159	3,353	65.0	5,612	4,278	76.2
Number of High School Oral Language Courses						
No courses taken	110,504	78,998	71.5	114,237	97,005	84.9
1 or 2 courses	22,909	16,097	70.3	23,753	20,282	85.4
No response	5,159	3,353	65.0	5,612	4,278	76.2
Education Level						
HS/Lower Division College	7,815	5,277	67.5	7,971	6,304	79.1
Upper Division College	35,147	24,722	70.3	36,215	30,993	85.6
Bachelor's degree	57,456	40,758	70.9	59,517	50,219	84.4
Bachelor's degree + additional units	21,111	14,777	70.0	22,082	18,811	85.2
Master's degree	9,229	6,894	74.7	9,631	8,138	84.5
More than Master's degree	5,714	4,564	79.9	5,946	5,303	89.2
No response	2,100	1,456	69.3	2,240	1,797	80.2

CBEST	First-Time Passing Rate: Cohorts 2008 to 2013			Cumulative Passing Rate: Cohorts 2008to 2013		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Years Away from College						
Currently attending college	40,424	28,385	70.2	41,527	35,313	85.0
Less than a year	30,208	21,511	71.2	31,048	26,768	86.2
1-3 years	26,883	18,724	69.6	27,882	23,330	83.7
4-10 years	19,862	14,189	71.4	20,713	17,249	83.3
More than 10 years	15,849	11,970	75.5	16,799	14,449	86.0
No response	5,346	3,669	68.6	5,633	4,456	79.1
Professional Preparation						
Enrolled in Professional Preparation	91,222	66,713	73.1	93,994	79,947	85.1
Completed Professional Preparation	15,127	10,492	69.4	15,625	13,302	85.1
Considering Professional Preparation	16,353	9,981	61.0	17,236	14,592	84.7
Not enrolled in Professional Preparation	1,500	861	57.4	1,641	1,170	71.3
Have not begun Professional Preparation	8,720	6,481	74.3	9,146	7,822	85.5
No response	5,650	3,920	69.4	5,960	4,732	79.4
Special Preparation						
Took test preparation courses	10,405	5,277	50.7	11,281	8,559	75.9
Did not take test preparation courses	124,718	90,804	72.8	128,653	110,073	85.6
No response	3,449	2,367	68.6	3,668	2,933	80.0
Employment Status						
Student	38,790	27,471	70.8	39,945	34,472	86.3
Working as a teacher in a school	7,058	4,942	70.0	7,442	6,160	82.8
Working as school/district administrator	592	383	64.7	620	486	78.4
Working in another school role	20,197	12,601	62.4	21,301	17,219	80.8
Employed, but not in a school role	43,020	31,665	73.6	44,237	37,935	85.8
Unemployed outside the home	24,691	18,397	74.5	25,595	21,691	84.7
No response	4,224	2,989	70.8	4,462	3,602	80.7
Reason for Taking CBEST						
For teaching credential	67,151	45,975	68.5	70,008	59,429	84.9
For service credential	3,828	2,764	72.2	3,982	3,520	88.4
For employment or substitute list	50,991	37,634	73.8	52,330	43,889	83.9
For admission to Professional Preparation	14,986	10,939	73.0	15,591	13,372	85.8
No Response	1,616	1,136	70.3	1,691	1,355	80.1
Type of Credential						
Elementary teaching	34,888	22,612	64.8	36,357	30,018	82.6
Secondary teaching	36,646	27,970	76.3	37,926	33,832	89.2
Teaching adults	1,162	697	60.0	1,245	927	74.5
Teaching special education students	7,939	4,698	59.2	8,405	6,737	80.2
Admin. Services or school counseling	5,714	3,599	63.0	5,998	4,861	81.0
Emergency/substitute teaching	12,926	9,954	77.0	13,266	11,529	86.9
Other credential or permit	9,771	7,169	73.4	10,082	8,590	85.2
Not now seeking credential/permit	20,860	15,228	73.0	21,386	17,812	83.3
No response	8,666	6,521	75.2	8,937	7,259	81.2

CBEST	First-Time Passing Rate: Cohorts 2008 to 2013			Cumulative Passing Rate: Cohorts 2008 to 2013		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Father's Education						
High school diploma or less	43,572	26,854	61.6	45,676	36,279	79.4
Some college	28,748	21,214	73.8	29,524	25,717	87.1
Bachelor's degree or higher	57,486	45,844	79.7	58,946	52,822	89.6
Unknown	6,082	2,603	42.8	6,611	4,414	66.8
No response	2,684	1,933	72.0	2,845	2,333	82.0
Mother's Education						
High school diploma or less	42,756	26,184	61.2	44,982	35,459	78.8
Some college	36,790	26,957	73.3	37,787	32,799	86.8
Bachelor's degree or higher	52,610	42,100	80.0	53,810	48,415	90.0
Unknown	3,892	1,382	35.5	4,340	2,684	61.8
No response	2,524	1,825	72.3	2,683	2,208	82.3
Best Language						
English	132,508	96,067	72.5	136,594	117,337	85.9
Spanish	2,151	507	23.6	2,588	1,423	55.0
Other languages	1,969	452	23.0	2,353	1,111	47.2
No response	1,944	1,422	73.1	2,067	1,694	82.0
Gender						
Female	92,543	63,911	69.1	96,252	80,540	83.7
Male	43,066	31,985	74.3	44,331	38,263	86.3
No response	2,963	2,552	86.1	3,019	2,762	91.5
Ethnicity						
African American	6,698	3,213	48.0	7,092	4,795	67.6
Asian American	5,606	3,919	69.9	5,869	4,750	80.9
Filipino	3,163	1,978	62.5	3,299	2,542	77.1
South East Asian	2,600	1,427	54.9	2,745	2,016	73.4
Pacific Islander	2,327	1,390	59.7	2,487	1,844	74.1
Mexican American	18,844	9,885	52.5	19,936	15,037	75.4
Latino	7,627	4,057	53.2	8,216	6,031	73.4
Native American	719	529	73.6	734	635	86.5
White	64,738	51,698	79.9	66,239	60,388	91.2
Other	6,322	4,211	66.6	6,613	5,441	82.3
No response	19,928	16,141	81.0	20,372	18,086	88.8

Appendix B1: CSET Multiple Subjects – Annual (2012-13) & Cumulative Passing Rates, 2003-13

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	5,839	4,624	79.2	148,970	136,374	91.5
Ethnicity						
African American	203	118	58.1	6,333	5,079	80.2
Asian American	525	422	80.4	14,495	13,220	91.2
Hispanic American	1,063	699	65.8	32,356	28,384	87.7
Native American	35	28	80.0	855	758	88.7
White, non-Hispanic	3,003	2,514	83.7	79,232	74,538	94.1
Gender						
Female	4,739	3,715	78.4	123,275	112,821	91.5
Male	981	807	82.3	24,245	22,204	91.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	4,443	3,544	79.8	112,152	103,065	91.9
To obtain an initial Ed Special teaching credential	662	504	76.1	6,199	5,481	88.4
To add an authorization	81	72	88.9	6,604	6,165	93.4
To meet NCLB requirement – possess MSTC	64	51	79.7	9,882	9,217	93.3
College/University Training						
In California	4,511	3,551	78.7	114,410	105,015	91.8
Outside of California	704	591	83.9	16,231	15,032	92.6
Highest Educational Level						
Fresh/Soph/Jr/Sr College	1,671	1,340	80.2	32,032	30,197	94.3
Bachelor’s degree + additional credits	3,334	2,618	78.5	94,325	86,113	91.3
Master’s degree or doctoral degree	413	344	83.3	11,916	10,689	89.7

Appendix B2: CSET Multiple Subjects (Writing Skills only) – Annual (2012-13) and Cumulative Passing Rates, 2003-13

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	869	749	86.2	7,817	6,550	83.8
Ethnicity						
African American	27	22	81.5	267	203	76.0
Asian American	68	49	72.1	777	571	73.5
Hispanic American	142	98	69.0	1,414	949	67.1
Native American	2	*	*	34	30	88.2
White, non-Hispanic	460	428	93.0	4,060	3,691	90.9
Gender						
Female	732	635	86.7	6,580	5,509	83.7
Male	120	98	81.7	1,116	924	82.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	649	564	86.9	6,190	5,231	84.5
To obtain an initial Ed Special teaching credential	103	87	84.5	658	555	84.3
To add an authorization	10	10	100.0	109	90	82.6
College/University Training						
In California	682	581	85.2	5,522	4,571	82.8
Outside of California	113	105	92.9	1,169	1,084	92.7
Highest Educational Level						
Fresh/Soph/Jr/Sr College	317	277	87.4	3,175	2,740	86.3
Bachelor’s degree + additional credits	439	380	86.6	3,827	3,176	83.0
Master’s degree or doctoral degree	31	30	96.8	353	311	88.1

Appendix B3: CSET: Agriculture – Annual (2012-13) and Cumulative Passing Rate, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	13	5	38.5	171	91	53.2
Ethnicity						
African American	0	0	.	1	*	*
Asian American	2	*	*	9	*	*
Hispanic American	0	0	.	7	*	*
Native American	0	0	.	2	*	*
White, non-Hispanic	10	4	40.0	133	70	52.6
Gender						
Female	7	*	*	62	38	61.3
Male	6	*	*	105	50	47.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	8	*	*	118	65	55.1
To obtain an initial Ed Special teaching credential	0	0	.	9	*	*
To add an authorization	4	*	*	28	12	42.9
College/University Training						
In California	5	*	*	127	72	56.7
Outside of California	3	*	*	16	5	31.3
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	22	9	40.9
Bachelor's degree + additional credits	6	*	*	109	58	53.2
Master's degree or doctoral degree	3	*	*	22	11	50.0

Appendix B4: CSET: Art – Annual (2012-13) and Cumulative Passing Rate, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	143	105	73.4	1,852	1,551	83.7
Ethnicity						
African American	0	0	.	28	17	60.7
Asian American	10	8	80.0	139	114	82.0
Hispanic American	18	7	38.9	220	170	77.3
Native American	1	*	*	26	19	73.1
White, non-Hispanic	82	66	80.5	1,134	978	86.2
Gender						
Female	92	69	75.0	1,263	1,048	83.0
Male	48	35	72.9	565	483	85.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	115	89	77.4	1,372	1,146	83.5
To obtain an initial Ed Special teaching credential	1	*	*	19	12	63.2
To add an authorization	13	10	76.9	371	325	87.6
College/University Training						
In California	102	77	75.5	1,352	1,135	83.9
Outside of California	24	17	70.8	349	300	86.0
Educational Level						
Fresh/Soph/Jr/Sr College	6	*	*	83	69	83.1
Bachelor's degree + additional credits	85	59	69.4	1,302	1,083	83.2
Master's degree or doctoral degree	43	35	81.4	380	332	87.4

Appendix B5: CSET: Business – Annual (2012-13) and Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	36	15	41.7	609	345	56.7
Ethnicity						
African American	2	*	*	43	12	27.9
Asian American	4	*	*	63	33	52.4
Hispanic American	3	*	*	63	32	50.8
Native American	0	0	.	5	*	*
White, non-Hispanic	22	13	59.1	383	232	60.6
Gender						
Female	18	2	11.1	259	128	49.4
Male	17	13	76.5	346	215	62.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	16	5	31.3	371	204	55.0
To obtain an initial Ed Special teaching credential	1	*	*	9	*	*
To add an authorization	14	8	57.1	163	98	60.1
College/University Training						
In California	24	10	41.7	383	219	57.2
Outside of California	4	*	*	126	75	59.5
Educational Level						
Fresh/Soph/Jr/Sr College	0	0	.	5	*	*
Bachelor's degree + additional credits	21	8	38.1	348	187	53.7
Master's degree or doctoral degree	13	6	46.2	196	120	61.2

Appendix B6: CSET: English – Annual (2012-13) and Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,454	849	58.4	24,420	19,415	79.5
Ethnicity						
African American	47	21	44.7	1,290	865	67.1
Asian American	116	73	62.9	1,984	1,571	79.2
Hispanic American	223	107	48.0	3,036	2,181	71.8
Native American	5	*	*	133	100	75.2
White, non-Hispanic	816	497	60.9	14,921	12,252	82.1
Gender						
Female	1,002	589	58.8	16,946	13,502	79.7
Male	430	246	57.2	7,170	5,657	78.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,057	612	57.9	17,179	13,863	80.7
To obtain an initial Ed Special teaching credential	37	20	54.1	345	239	69.3
To add an authorization	240	147	61.3	4,935	3,820	77.4
College/University Training						
In California	1,060	608	57.4	16,550	13,048	78.8
Outside of California	250	154	61.6	4,794	3,995	83.3
Educational Level						
Fresh/Soph/Jr/Sr College	162	95	58.6	1,869	1,485	79.5
Bachelor's degree + additional credits	865	495	57.2	15,284	12,162	79.6
Master's degree or doctoral degree	315	192	61.0	5,174	4,143	80.1

Appendix B7: CSET: Health Science – Annual (2012-13) & Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	254	157	61.8	2,885	2,187	75.8
Ethnicity						
African American	16	8	50.0	197	111	56.3
Asian American	26	18	69.2	249	195	78.3
Hispanic American	32	16	50.0	379	264	69.7
Native American	1	*	*	19	13	68.4
White, non-Hispanic	142	92	64.8	1,727	1,364	79.0
Gender						
Female	141	99	70.2	1,789	1,429	79.9
Male	111	56	50.5	1,072	737	68.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	91	43	47.3	1,247	895	71.8
To obtain an initial Ed Special teaching credential	6	*	*	136	96	70.6
To add an authorization	95	75	78.9	1,198	977	81.6
College/University Training						
In California	178	101	56.7	1,945	1,453	74.7
Outside of California	29	24	82.8	362	287	79.3
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	45	29	64.4
Bachelor's degree + additional credits	124	63	50.8	1,715	1,257	73.3
Master's degree or doctoral degree	103	78	75.7	831	669	80.5

Appendix B8: CSET: Home Economics – Annual (2012-13) & Cumulative Passing Rates, 2005-13

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	45	23	51.1	405	293	72.3
Ethnicity						
African American	1	*	*	7	*	*
Asian American	3	*	*	33	19	57.6
Hispanic American	2	*	*	30	20	66.7
Native American	0	0	.	2	*	*
White, non-Hispanic	27	15	55.6	281	214	76.2
Gender						
Female	38	21	55.3	374	274	73.3
Male	5	*	*	25	15	60.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	5	38.5	162	111	68.5
To obtain an initial Ed Special teaching credential	1	*	*	12	7	58.3
To add an authorization	22	12	54.5	185	146	78.9
College/University Training						
In California	229	160	69.9	229	160	69.9
Outside of California	51	39	76.5	51	39	76.5
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	9	*	*
Bachelor's degree + additional credits	21	10	47.6	230	167	72.6
Master's degree or doctoral degree	17	10	58.8	126	92	73.0

Appendix B9: CSET: Industrial & Technology Education –Annual (2012-13) and Cumulative Passing Rates, 2005-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	63	46	73.0	481	411	85.4
Ethnicity						
African American	2	*	*	11	8	72.7
Asian American	11	8	72.7	56	50	89.3
Hispanic American	7	*	*	41	29	70.7
Native American	0	0	.	1	*	*
White, non-Hispanic	36	25	69.4	322	284	88.2
Gender						
Female	15	9	60.0	79	55	69.6
Male	47	36	76.6	399	353	88.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	18	12	66.7	176	146	83.0
To obtain an initial Ed Special teaching credential	0	0	.	3	*	*
To add an authorization	38	29	76.3	262	233	88.9
College/University Training						
In California	31	23	74.2	271	231	85.2
Outside of California	9	*	*	74	68	91.9
Educational Level						
Fresh/Soph/Jr/Sr College	0	0	.	7	*	*
Bachelor's degree + additional credits	33	25	75.8	263	224	85.2
Master's degree or doctoral degree	27	19	70.4	168	145	86.3

Appendix B10: CSET: ASL – Annual (2012-13) and Cumulative Passing Rates, 2005-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	22	9	40.9	172	87	50.6
Ethnicity						
African American	0	0	.	2	*	*
Asian American	1	*	*	8	*	*
Hispanic American	4	*	*	18	7	38.9
Native American	0	0	.	1	*	*
White, non-Hispanic	14	6	42.9	121	63	52.1
Gender						
Female	20	8	40.0	146	74	50.7
Male	2	*	*	24	11	45.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	8	61.5	98	54	55.1
To obtain an initial Ed Special teaching credential	1	*	*	11	4	36.4
To add an authorization	5	*	*	51	25	49.0
College/University Training						
In California	20	9	45.0	128	67	52.3
Outside of California	0	0	.	27	13	48.1
Educational Level						
Fresh/Soph/Jr/Sr College	6	*	*	18	8	44.4
Bachelor's degree + additional credits	6	*	*	84	40	47.6
Master's degree or doctoral degree	8	*	*	60	35	58.3

Appendix B11: CSET: French – Annual (2012-13) and Cumulative Passing Rates, 2004-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	48	38	79.2	594	527	88.7
Ethnicity						
African American	2	*	*	41	36	87.8
Asian American	2	*	*	36	32	88.9
Hispanic American	3	*	*	36	30	83.3
Native American	0	0	.	1	*	*
White, non-Hispanic	31	25	80.6	382	342	89.5
Gender						
Female	38	30	78.9	447	404	90.4
Male	9	*	*	137	113	82.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	32	25	78.1	348	307	88.2
To obtain an initial Ed Special teaching credential	1	*	*	6	*	*
To add an authorization	8	*	*	176	158	89.8
College/University Training						
In California	29	24	82.8	236	211	89.4
Outside of California	10	8	80.0	222	198	89.2
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	25	21	84.0
Bachelor's degree + additional credits	26	19	73.1	305	264	86.6
Master's degree or doctoral degree	12	11	91.7	199	183	92.0

Appendix B12: CSET: Mandarin – Annual (2012-13) and Cumulative Passing Rates, 2004-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	61	53	86.9	904	842	93.1
Ethnicity						
African American	0	0	.	0	0	.
Asian American	49	41	83.7	736	689	93.6
Hispanic American	0	0	.	0	0	.
Native American	0	0	.	0	0	.
White, non-Hispanic	1	*	*	16	12	75.0
Gender						
Female	46	39	84.8	726	679	93.5
Male	11	10	90.9	153	139	90.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	29	24	82.8	557	526	94.4
To obtain an initial Ed Special teaching credential	6	*	*	37	31	83.8
To add an authorization	11	11	100.0	181	165	91.2
College/University Training						
In California	15	13	86.7	180	155	86.1
Outside of California	26	23	88.5	379	366	96.6
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	21	18	85.7
Bachelor's degree + additional credits	16	14	87.5	326	294	90.2
Master's degree or doctoral degree	30	27	90.0	423	404	95.5

Appendix B13: CSET: Spanish – Annual (2012-13) and Cumulative Passing Rates, 2004-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	336	238	70.8	3,965	3,431	86.5
Ethnicity						
African American	0	0	.	46	41	89.1
Asian American	12	7	58.3	128	107	83.6
Hispanic American	205	134	65.4	2,318	1,962	84.6
Native American	0	0	.	9	*	*
White, non-Hispanic	74	63	85.1	1,028	938	91.2
Gender						
Female	227	164	72.2	2,791	2,424	86.9
Male	108	74	68.5	1,123	965	85.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	245	169	69.0	2,539	2,205	86.8
To obtain an initial Ed Special teaching credential	6	*	*	45	37	82.2
To add an authorization	46	39	84.8	962	850	88.4
College/University Training						
In California	231	161	69.7	2,285	1,963	85.9
Outside of California	52	41	78.8	838	770	91.9
Educational Level						
Fresh/Soph/Jr/Sr College	46	33	71.7	319	282	88.4
Bachelor's degree + additional credits	181	121	66.9	2,344	2,014	85.9
Master's degree or doctoral degree	78	61	78.2	879	784	89.2

Appendix B14: CSET: Mathematics (Foundational-Level) – Annual (2012-13) and Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	482	247	51.2	16,320	8,165	50.0
Ethnicity						
African American	14	4	28.6	1,006	350	34.8
Asian American	88	57	64.8	2,681	1,544	57.6
Hispanic American	85	32	37.6	2,657	1,115	42.0
Native American	3	*	*	73	24	32.9
White, non-Hispanic	217	110	50.7	8,229	4,270	51.9
Gender						
Female	263	119	45.2	8,965	4,396	49.0
Male	210	120	57.1	7,188	3,675	51.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	153	86	56.2	9,543	5,092	53.4
To obtain an initial Ed Special teaching credential	2	*	*	164	46	28.0
To add an authorization	5	*	*	4,599	2,060	44.8
College/University Training						
In California	322	159	49.4	10,661	5,100	47.8
Outside of California	74	43	58.1	2,677	1,519	56.7
Educational Level						
Fresh/Soph/Jr/Sr College	84	48	57.1	898	407	45.3
Bachelor's degree + additional credits	281	142	50.5	10,516	5,177	49.2
Master's degree or doctoral degree	75	41	54.7	3,449	1,806	52.4

Appendix B15: CSET: Mathematics – Annual (2012-13) & Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	220	155	70.5	9,512	6,028	63.4
Ethnicity						
African American	10	7	70.0	448	182	40.6
Asian American	46	35	76.1	2,153	1,561	72.5
Hispanic American	26	14	53.8	1,102	546	49.5
Native American	0	0	.	36	14	38.9
White, non-Hispanic	108	81	75.0	4,650	2,970	63.9
Gender						
Female	107	63	58.9	4,283	2,582	60.3
Male	106	85	80.2	5,066	3,322	65.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	131	95	72.5	6,628	4,265	64.3
To obtain an initial Ed Special teaching credential	2	*	*	67	39	58.2
To add an authorization	6	*	*	1,846	1,167	63.2
College/University Training						
In California	136	87	64.0	5,871	3,601	61.3
Outside of California	47	42	89.4	2,279	1,625	71.3
Educational Level						
Fresh/Soph/Jr/Sr College	56	36	64.3	844	551	65.3
Bachelor's degree + additional credits	103	72	69.9	5,537	3,343	60.4
Master's degree or doctoral degree	32	27	84.4	2,272	1,603	70.6

Appendix B16: CSET: Music – Annual (2012-13) and Cumulative Passing Rates, 2004-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	119	106	89.1	1,026	939	91.5
Ethnicity						
African American	1	*	*	27	21	77.8
Asian American	12	11	91.7	109	99	90.8
Hispanic American	17	14	82.4	109	99	90.8
Native American	0	0	.	5	*	*
White, non-Hispanic	70	64	91.4	645	600	93.0
Gender						
Female	62	57	91.9	503	462	91.8
Male	57	49	86.0	514	469	91.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	104	95	91.3	860	800	93.0
To obtain an initial Ed Special teaching credential	3	*	*	13	9	69.2
To add an authorization	8	*	*	104	91	87.5
College/University Training						
In California	90	78	86.7	703	648	92.2
Outside of California	23	22	95.7	254	233	91.7
Educational Level						
Fresh/Soph/Jr/Sr College	18	17	94.4	99	93	93.9
Bachelor's degree + additional credits	71	63	88.7	617	568	92.1
Master's degree or doctoral degree	26	22	84.6	271	244	90.0

Appendix B17: CSET: Physical Education – Annual (2012-13) and Cumulative Passing Rates, 2004-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	426	191	44.8	5,252	3,728	71.0
Ethnicity						
African American	25	6	24.0	348	178	51.1
Asian American	39	19	48.7	412	289	70.1
Hispanic American	68	22	32.4	706	430	60.9
Native American	5	*	*	45	26	57.8
White, non-Hispanic	224	106	47.3	3,198	2,411	75.4
Gender						
Female	167	78	46.7	2,174	1,559	71.7
Male	257	112	43.6	3,042	2,147	70.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	274	110	40.1	3,264	2,301	70.5
To obtain an initial Ed Special teaching credential	13	4	30.8	84	49	58.3
To add an authorization	100	55	55.0	1,418	1,050	74.0
College/University Training						
In California	278	119	42.8	3,380	2,423	71.7
Outside of California	52	23	44.2	675	485	71.9
Educational Level						
Fresh/Soph/Jr/Sr College	16	6	37.5	146	86	58.9
Bachelor's degree + additional credits	254	102	40.2	3,452	2,437	70.6
Master's degree or doctoral degree	125	64	51.2	1,102	819	74.3

Appendix B18: CSET Science: Biology/Life Science – Annual (2012-13) and Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	582	418	71.8	10,114	8,048	79.6
Ethnicity						
African American	17	7	41.2	351	212	60.4
Asian American	91	70	76.9	1,605	1,284	80.0
Hispanic American	74	42	56.8	1,207	858	71.1
Native American	2	*	*	71	56	78.9
White, non-Hispanic	305	225	73.8	5,684	4,649	81.8
Gender						
Female	347	244	70.3	6,150	4,798	78.0
Male	225	168	74.7	3,828	3,135	81.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	308	233	75.6	7,084	6,005	84.8
To obtain an initial Ed Special teaching credential	5	*	*	77	54	70.1
To add an authorization	14	9	64.3	1,695	1,146	67.6
College/University Training						
In California	424	318	75.0	6,763	5,405	79.9
Outside of California	105	76	72.4	2,095	1,754	83.7
Educational Level						
Fresh/Soph/Jr/Sr College	126	112	88.9	1,067	978	91.7
Bachelor's degree + additional credits	340	231	67.9	6,446	5,132	79.6
Master's degree or doctoral degree	90	64	71.1	1,789	1,349	75.4

Appendix B19: CSET Science: Biology/Life Science (Specialized) – Annual (2012-13) and Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	167	98	58.7	2,269	1,662	73.2
Ethnicity						
African American	4	*	*	103	57	55.3
Asian American	16	15	93.8	339	265	78.2
Hispanic American	22	12	54.5	292	201	68.8
Native American	0	0	.	13	9	69.2
White, non-Hispanic	95	52	54.7	1,248	931	74.6
Gender						
Female	97	54	55.7	1,473	1,048	71.1
Male	65	40	61.5	766	591	77.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	76	48	63.2	1,370	1,087	79.3
To obtain an initial Ed Special teaching credential	5	*	*	31	23	74.2
To add an authorization	17	9	52.9	496	328	66.1
College/University Training						
In California	119	70	58.8	1,436	1,052	73.3
Outside of California	18	10	55.6	454	367	80.8
Educational Level						
Fresh/Soph/Jr/Sr College	43	28	65.1	201	151	75.1
Bachelor's degree + additional credits	80	48	60.0	1,322	985	74.5
Master's degree or doctoral degree	32	16	50.0	534	397	74.3

Appendix B20: CSET Science: Chemistry – Annual (2012-13) & Cumulative Passing Rates, 2003-13

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	177	140	79.1	4,033	3,260	80.8
Ethnicity						
African American	2	*	*	132	90	68.2
Asian American	33	28	84.8	812	680	83.7
Hispanic American	19	10	52.6	424	312	73.6
Native American	0	0	.	14	9	64.3
White, non-Hispanic	88	75	85.2	2,172	1,785	82.2
Gender						
Female	101	76	75.2	1,872	1,592	85.0
Male	71	61	85.9	2,098	1,617	77.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	108	89	82.4	2,352	2,009	85.4
To obtain an initial Ed Special teaching credential	1	*	*	13	10	76.9
To add an authorization	8	*	*	1,189	899	75.6
College/University Training						
In California	123	96	78.0	2,502	2,010	80.3
Outside of California	44	38	86.4	1,103	944	85.6
Educational Level						
Fresh/Soph/Jr/Sr College	47	37	78.7	367	321	87.5
Bachelor's degree + additional credits	97	76	78.4	2,297	1,840	80.1
Master's degree or doctoral degree	27	23	85.2	1,077	886	82.3

Appendix B21: CSET Science: Chemistry (Specialized) – Annual (2012-2013) and Cumulative Passing Rate, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	92	75	81.5	1,247	1,087	87.2
Ethnicity						
African American	1	*	*	43	32	74.4
Asian American	16	13	81.3	261	232	88.9
Hispanic American	7	*	*	121	94	77.7
Native American	0	0	.	4	*	*
White, non-Hispanic	52	41	78.8	652	580	89.0
Gender						
Female	42	31	73.8	627	527	84.1
Male	47	41	87.2	597	539	90.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	32	27	84.4	558	496	88.9
To obtain an initial Ed Special teaching credential	1	*	*	15	15	100.0
To add an authorization	24	22	91.7	496	433	87.3
College/University Training						
In California	53	44	83.0	734	641	87.3
Outside of California	22	20	90.9	321	287	89.4
Educational Level						
Fresh/Soph/Jr/Sr College	6	*	*	74	67	90.5
Bachelor's degree + additional credits	44	38	86.4	653	571	87.4
Master's degree or doctoral degree	31	26	83.9	407	362	88.9

Appendix B22: CSET Science: Earth/Planetary Science – Annual (2012-13) and Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	105	62	59.0	3,424	2,657	77.6
Ethnicity						
African American	0	0	.	61	31	50.8
Asian American	5	*	*	356	255	71.6
Hispanic American	8	*	*	324	215	66.4
Native American	1	*	*	40	33	82.5
White, non-Hispanic	64	40	62.5	2,286	1,840	80.5
Gender						
Female	60	34	56.7	1,653	1,197	72.4
Male	42	27	64.3	1,742	1,435	82.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	38	23	60.5	1,562	1,240	79.4
To obtain an initial Ed Special teaching credential	1	*	*	23	16	69.6
To add an authorization	10	6	60.0	1,377	1,092	79.3
College/University Training						
In California	68	39	57.4	2,246	1,723	76.7
Outside of California	20	15	75.0	619	521	84.2
Educational Level						
Fresh/Soph/Jr/Sr College	9	*	*	121	101	83.5
Bachelor's degree + additional credits	63	33	52.4	2,096	1,622	77.4
Master's degree or doctoral degree	28	21	75.0	934	747	80.0

Appendix B23: CSET Science: Earth/Planetary Science (Specialized) – Annual (2012-13) and Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	62	49	79.0	898	757	84.3
Ethnicity						
African American	1	*	*	16	11	68.8
Asian American	3	*	*	80	56	70.0
Hispanic American	6	*	*	89	65	73.0
Native American	1	*	*	11	8	72.7
White, non-Hispanic	37	30	81.1	588	516	87.8
Gender						
Female	28	19	67.9	419	335	80.0
Male	33	29	87.9	466	409	87.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	11	10	90.9	234	193	82.5
To obtain an initial Ed Special teaching credential	2	*	*	11	8	72.7
To add an authorization	16	14	87.5	521	452	86.8
College/University Training						
In California	35	26	74.3	571	484	84.8
Outside of California	12	12	100.0	156	131	84.0
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	15	13	86.7
Bachelor's degree + additional credits	33	23	69.7	507	430	84.8
Master's degree or doctoral degree	19	17	89.5	287	244	85.0

Appendix B24: CSET Science: Physics – Annual (2012-13) & Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	116	69	59.5	2,393	1,562	65.3
Ethnicity						
African American	2	*	*	52	29	55.8
Asian American	19	11	57.9	432	269	62.3
Hispanic American	12	5	41.7	207	98	47.3
Native American	1	*	*	17	6	35.3
White, non-Hispanic	65	38	58.5	1,375	943	68.6
Gender						
Female	34	23	67.6	773	423	54.7
Male	80	44	55.0	1,580	1,110	70.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	64	40	62.5	1,314	954	72.6
To obtain an initial Ed Special teaching credential	0	0	.	9	*	*
To add an authorization	5	*	*	743	427	57.5
College/University Training						
In California	73	39	53.4	1,392	895	64.3
Outside of California	28	20	71.4	666	475	71.3
Educational Level						
Fresh/Soph/Jr/Sr College	30	24	80.0	175	134	76.6
Bachelor's degree + additional credits	57	29	50.9	1,314	823	62.6
Master's degree or doctoral degree	21	12	57.1	692	488	70.5

Appendix B25: CSET Science: Physics (Specialized) – Annual (2012-13) and Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	64	41	64.1	819	631	77.0
Ethnicity						
African American	3	*	*	15	10	66.7
Asian American	14	9	64.3	167	131	78.4
Hispanic American	5	*	*	74	47	63.5
Native American	1	*	*	5	*	*
White, non-Hispanic	28	17	60.7	444	350	78.8
Gender						
Female	17	8	47.1	229	152	66.4
Male	45	31	68.9	573	463	80.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	24	19	79.2	329	275	83.6
To obtain an initial Ed Special teaching credential	0	0	.	15	13	86.7
To add an authorization	17	9	52.9	372	270	72.6
College/University Training						
In California	37	25	67.6	456	350	76.8
Outside of California	16	13	81.3	241	198	82.2
Educational Level						
Fresh/Soph/Jr/Sr College	5	*	*	43	38	88.4
Bachelor's degree + additional credits	23	14	60.9	385	292	75.8
Master's degree or doctoral degree	31	21	67.7	326	255	78.2

Appendix B26: CSET: Social Science – Annual (2012-13) & Cumulative Passing Rates, 2003-2013

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,316	838	63.7	20,436	16,322	79.9
Ethnicity						
African American	40	15	37.5	872	562	64.4
Asian American	94	53	56.4	1,617	1,281	79.2
Hispanic American	217	120	55.3	3,187	2,354	73.9
Native American	8	*	*	148	107	72.3
White, non-Hispanic	738	483	65.4	12,021	9,860	82.0
Gender						
Female	564	319	56.6	8,673	6,489	74.8
Male	730	503	68.9	11,521	9,637	83.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,019	654	64.2	15,673	12,592	80.3
To obtain an initial Ed Special teaching credential	25	14	56.0	244	188	77.0
To add an authorization	160	111	69.4	2,903	2,328	80.2
College/University Training						
In California	977	619	63.4	14,658	11,626	79.3
Outside of California	224	152	67.9	3,200	2,686	83.9
Educational Level						
Fresh/Soph/Jr/Sr College	216	135	62.5	2,164	1,673	77.3
Bachelor's degree + additional credits	748	464	62.0	13,153	10,452	79.5
Master's degree or doctoral degree	262	192	73.3	3,528	2,960	83.9

Appendix C: TFE Multiple Subjects Annual Passing Rate by Gender and Ethnicity, 2008-2013

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
2008-2013	N Completed	430	146	46	39	88	2	8	288
	N Passed	413	132	36	37	79	*	*	280
	% Passed	96.05	90.41	78.26	94.87	89.77	*	*	97.22
2008-09	N Completed	100	37	13	11	14	0	2	77
	N Passed	97	35	12	11	14	*	*	75
	% Passed	97.00	94.59	92.31	100.00	100.00	*	*	97.40
2009-10	N Completed	69	34	8	3	17	1	2	57
	N Passed	68	30	*	*	16	*	*	55
	% Passed	98.55	88.24	*	*	94.12	*	*	96.49
2010-11	N Completed	83	20	5	7	13	0	1	52
	N Passed	81	17	*	*	10	*	*	51
	% Passed	97.59	85.00	*	*	76.92	*	*	98.08
2011-12	N Completed	102	36	9	12	23	1	1	66
	N Passed	96	31	*	12	18	*	*	65
	% Passed	94.12	86.11	*	100.00	78.26	*	*	98.48
2012-13	N Completed	81	26	12	7	26	0	2	39
	N Passed	71	19	7	*	21	*	*	34
	% Passed	87.65	73.08	58.33	*	80.77	*	*	87.18

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

Appendix D1: RICA Preparation and Demographic Data, 2008 – 2013

RICA (2008 - 2013)	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
ALL EXAMINEES	39,904	100	334.0	100	39,990	100.0
Educational Level						
High School diploma	1,425	4	7	2	1,429	3.6
Associate of Arts degree	735	2	7	2	740	1.9
Bachelor's degree	6,556	16	26	8	6,558	16.4
Bachelor's degree + additional credits	25,625	64	206	62	25,684	64.2
Master's degree	1,723	4	26	8	1,727	4.3
Master's degree + additional credits	1,657	4	41	12	1,680	4.2
Doctoral degree	137	0	0	0	137	0.3
Did not respond	2,046	5	21	6	2,035	5.1
College Grade Point Average						
3.50 to 4.00	17,215	43	110	33	17,258	43.2
3.00 to 3.49	15,641	39	137	41	15,681	39.2
2.50 to 2.99	4,321	11	54	16	4,328	10.8
2.00 to 2.49	431	1	12	4	437	1.1
Below 2.00	10	0	0	0	10	0.0
Did not attend college	6	0	0	0	6	0.0
Did not respond	2,280	6	21	6	2,270	5.7
Reason for Taking RICA						
Multiple Subject Teaching Credential	27,531	69	205	61	27,619	69.1
Education Specialist Instruction Credential	7,367	19	106	32	7,393	18.5
No Response	5,006	13	23	7	4,978	12.4
Professional Preparation						
Not begun Professional Preparation	2,213	6	19	6	2,224	5.6
College/University Internship Program:						
First year in Program	4,852	12	17	5	4,855	12.1
Second year in Program	3,426	9	20	6	3,427	8.6
Completed Program	3,644	9	77	23	3,674	9.2
District Internship Program:						
First year in Program	1,054	3	11	3	1,055	2.6
Second year in Program	1,147	3	30	9	1,150	2.9
Completed Program	789	2	21	6	801	2.0
Non-intern College/University Program:						
Not begun student teaching	3,355	8	6	2	3,355	8.4
Begun student teaching	9,217	23	37	11	9,234	23.1
Completed student teaching	3,480	9	29	9	3,484	8.7
Completed Program	3,034	8	41	12	3,056	7.6
Did not respond	3,693	9	26	8	3,675	9.2
Preparation for Reading Instruction						
No preparation	2,978	8	33	10	2,975	7.4
Completed IHE course in Methods of Reading Instruction	28,027	70	182	55	28,098	70.3
Completed District Internship course	3,126	8	51	15	3,146	7.9
Observed Reading instruction in a K-12 school	12,172	31	86	26	12,210	30.5
Worked with individual students in K-12 school to improve their Reading skills	10,383	26	73	22	10,415	26.0
Had daily responsibility for classroom Reading instruction as student teacher or intern	12,837	32	106	32	12,882	32.2

RICA (2007 - 2012)	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
Student Teaching Assignments						
None	8,590	22	51	15	8,607	21.5
One	11,191	28	73	22	11,214	28.0
Two	10,149	25	112	34	10,201	25.5
Three	2,240	6	35	11	2,254	5.6
Four or more	1,742	4	29	9	1,755	4.4
Did not respond	5,725	14	23	7	5,683	14.2
Grade Level Teaching Experience						
None	4,604	12	16	5	4,601	11.5
Pre K-2	24,162	61	194	58	24,244	60.6
Grades 3-5	21,005	53	165	49	21,071	52.7
Grades 6-8	8,541	21	97	29	8,577	21.4
Grades 9-12	3,839	10	82	25	3,861	9.7
Best Language of Communication						
English	37,155	93	298	89	37,245	93.1
Spanish	596	2	11	3	599	1.5
Vietnamese	23	0	0	0	23	0.1
Cantonese	10	0	0	0	10	0.0
Hmong	19	0	0	0	19	0.0
Other	234	1	4	1	236	0.6
Did not respond	1,867	5	21	6	1,858	4.6
First Language of Communication						
English only	28,489	71	232	70	28,565	71.4
English and one or more other languages	6,080	15	53	16	6,092	15.2
One or more languages other than English	3,385	9	27	8	3,392	8.5
Did not respond	1,950	5	22	7	1,941	4.9
Gender						
Male	6,108	15	105	31	6,128	15.3
Female	32,981	83	226	68	33,047	82.6
Did not respond	815	2	3	1	815	2.0
Ethnicity						
African American/Black	1,278	3	19	6	1,282	3.2
Asian American/Asian	1,511	4	1	0	1,511	3.8
Filipino	812	2	17	5	819	2.0
Southeast Asian American	578	1	3	1	578	1.4
Pacific Island American	133	0	1	0	133	0.3
Mexican American or Chicano	5,516	14	32	10	5,519	13.8
Latino, Latin American, Puerto Rican, Hispanic	2,084	5	18	5	2,084	5.2
Native American, American Indian	209	1	1	0	209	0.5
White, non-Hispanic	20,588	52	91	27	20,609	51.5
Other	2,147	5	12	4	2,148	5.4
Did not respond	5,048	13	139	42	5,098	12.7

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates, 2008 - 2013

RICA (2008 - 2013)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	39,990	29,550	73.9	39,990	36,595	91.5
Educational Level						
High School diploma	1,584	1,209	76.3	1,429	1,370	95.9
Associate of Arts degree	869	575	66.2	740	683	92.3
Bachelor's degree	6,883	5,006	72.7	6,558	5,980	91.2
Bachelor's degree + additional credits	25,821	19,399	75.1	25,684	23,757	92.5
Master's degree	1,474	1,022	69.3	1,727	1,462	84.7
Master's degree + additional credits	1,638	1,207	73.7	1,680	1,475	87.8
Doctoral degree	138	119	86.2	137	127	92.7
Did not respond	1,583	1,013	64.0	2,035	1,741	85.6
College Grade Point Average						
3.50 to 4.00	17,138	13,903	81.1	17,258	16,232	94.1
3.00 to 3.49	15,897	11,292	71.0	15,681	14,249	90.9
2.50 to 2.99	4,623	2,874	62.2	4,328	3,780	87.3
2.00 to 2.49	458	244	53.3	437	356	81.5
Below 2.00	8	*	*	10	7	70.0
Did not attend college	7	*	*	6	*	*
Did not respond	1,859	1,228	66.1	2,270	1,967	86.7
Reason for Taking RICA						
Multiple Subject Teaching Credential	27,954	21,300	76.2	27,619	25,594	92.7
Education Specialist Instruction Credential	7,431	5,121	68.9	7,393	6,630	89.7
No Response	4,605	3,129	67.9	4,978	4,371	87.8
Professional Preparation						
Not begun Professional Preparation	2,387	1,432	60.0	2,224	1,867	83.9
College/University Internship Program:						
First year in Program	5,414	4,221	78.0	4,855	4,633	95.4
Second year in Program	3,691	2,760	74.8	3,427	3,237	94.5
Completed Program	2,976	2,064	69.4	3,674	3,174	86.4
District Internship Program:						
First year in Program	1,200	863	71.9	1,055	990	93.8
Second year in Program	1,187	800	67.4	1,150	1,059	92.1
Completed Program	567	375	66.1	801	669	83.5
Non-intern College/University Program:						
Not begun student teaching	3,883	2,959	76.2	3,355	3,134	93.4
Begun student teaching	10,220	8,114	79.4	9,234	8,950	96.9
Completed student teaching	2,939	2,119	72.1	3,484	3,093	88.8
Completed Program	2,340	1,663	71.1	3,056	2,561	83.8
Did not respond	3,186	2,180	68.4	3,675	3,228	87.8
Preparation for Reading Instruction						
No preparation	2,996	1,921	64.1	2,975	2,569	86.4
Completed IHE course in Methods of Reading Instruction	28,524	21,797	76.4	28,098	26,102	92.9
Completed District Internship course	3,153	2,245	71.2	3,146	2,855	90.8
Observed Reading instruction in a K-12 school	12,762	9,803	76.8	12,210	11,382	93.2
Worked with individual students in K-12 school to improve their Reading skills	10,819	8,320	76.9	10,415	9,709	93.2
Had daily responsibility for classroom Reading instruction as student teacher or intern	13,013	10,177	78.2	12,882	12,046	93.5

RICA (2008 - 2013)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Student Teaching Assignments						
None	9,861	7,165	72.7	8,607	7,973	92.6
One	11,696	8,977	76.8	11,214	10,566	94.2
Two	9,105	6,865	75.4	10,201	9,265	90.8
Three	2,178	1,613	74.1	2,254	2,046	90.8
Four or more	1,827	1,279	70.0	1,755	1,564	89.1
Did not respond	5,065	3,471	68.5	5,683	4,963	87.3
Grade Level Teaching Experience						
None	5,244	3,696	70.5	4,601	4,164	90.5
Pre K-2	23,980	18,174	75.8	24,244	22,377	92.3
Grades 3-5	20,538	15,609	76.0	21,071	19,402	92.1
Grades 6-8	8,418	6,159	73.2	8,577	7,770	90.6
Grades 9-12	3,811	2,496	65.5	3,861	3,374	87.4
Best Language of Communication						
English	37,675	28,170	74.8	37,245	34,267	92.0
Spanish	609	281	46.1	599	483	80.6
Vietnamese	24	15	62.5	23	18	78.3
Cantonese	9	*	*	10	9	90.0
Hmong	16	4	25.0	19	15	78.9
Other	227	144	63.4	236	202	85.6
Did not respond	1,430	929	65.0	1,858	1,601	86.2
First Language of Communication						
English only	28,850	22,425	77.7	28,565	26,687	93.4
English and one or more other languages	6,190	4,083	66.0	6,092	5,340	87.7
One or more languages other than English	3,452	2,065	59.8	3,392	2,893	85.3
Did not respond	1,498	977	65.2	1,941	1,675	86.3
Gender						
Male	6,128	3,715	60.6	6,128	5,250	85.7
Female	33,047	25,183	76.2	33,047	30,592	92.6
Did not respond	815	652	80.0	815	753	92.4
Ethnicity						
African American/Black	1,282	737	57.5	1,282	1,067	83.2
Asian American/Asian	1,511	1,209	80.0	1,511	1,421	94.0
Filipino	819	581	70.9	819	734	89.6
Southeast Asian American	578	390	67.5	578	516	89.3
Pacific Island American	133	84	63.2	133	118	88.7
Mexican American or Chicano	5,519	3,294	59.7	5,519	4,698	85.1
Latino, Latin American, Puerto Rican, Hispanic	2,084	1,265	60.7	2,084	1,818	87.2
Native American, American Indian	209	147	70.3	209	181	86.6
White, non-Hispanic	20,609	16,431	79.7	20,609	19,411	94.2
Other	2,148	1,566	72.9	2,148	1,957	91.1
Did not respond	5,098	3,846	75.4	5,098	4,674	91.7

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	*	681
	% Passed	82.18	70.85	63.64	73.53	68.18	76.92	*	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	*	633
	% Passed	85.24	73.32	61.05	75.00	78.31	87.50	*	83.84
2009-10	N Completed	923	413	94	62	216	7	13	840
	N Passed	818	306	66	53	162	*	13	737
	% Passed	88.62	74.09	70.21	85.48	75.00	*	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 ten candidates.

Appendix F: CPACE (Written & Video combined) Annual (October 2012 – June 2013) and Cumulative (since inception, June 2011 – October 2013) Passing Rates

CPACE (2012 - 2013)	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	626	280	44.7	1,148	577	50.3
Ethnicity						
Not Specified	81	30	37.0	147	67	45.6
African American/Black	24	8	33.3	48	15	31.3
Japanese American/Japanese	6	*	*	9	*	*
Chinese American/Chinese	6	*	*	15	3	20.0
Korean American/Korean	4	*	*	7	*	*
Filipino American/Filipino	11	4	36.4	16	7	43.8
Cambodian American/Cambodian	0	0	.	0	0	.
Vietnamese American/Vietnamese	2	*	*	6	*	*
Other SE Asian Amer/SE Asian	0	0	.	1	*	*
Asian Indian American/Asian Indian	7	*	*	9	*	*
Hawaiian	0	0	.	0	0	.
Guamanian	0	0	.	0	0	.
Other Pacific Islander Amer/Other Pacific Islander	2	*	*	3	*	*
Mexican American/Chicano	54	23	42.6	105	48	45.7
Latino/Latino American/Puerto Rican/Other Hispanic	25	12	48.0	49	21	42.9
Native Amer/Amer Indian/Alaskan Native	5	*	*	8	*	*
White (non-Hispanic)	387	186	48.1	691	384	55.6
Other	12	6	50.0	34	15	44.1
Gender						
No response	5	*	*	8	*	*
Male	186	70	37.6	342	147	43.0
Female	435	207	47.6	798	426	53.4
Best Language						
No response	10	6	60.0	24	12	50.0
English	611	272	44.5	1,118	563	50.4
Spanish	2	*	*	3	*	*
Vietnamese	1	*	*	1	*	*
Cantonese	1	*	*	1	*	*
Hmong	0	0	.	0	0	.
Other	1	*	*	1	*	*
First Language						
No response	10	7	70.0	25	13	52.0
English only	519	238	45.9	936	494	52.8
English and one or more other languages	65	28	43.1	114	49	43.0
One or more languages other than English	32	7	21.9	73	21	28.8
Education Level						
No response	9	*	*	26	13	50.0
Bachelor's	2	*	*	4	*	*
Bachelor's and additional credits	114	53	46.5	206	107	51.9
Master's	144	55	38.2	255	121	47.5
Master's and additional credits	321	144	44.9	592	292	49.3
Doctorate	36	23	63.9	65	44	67.7

CPACE (2012 - 2013)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Years Since Schooling						
No response	13	8	61.5	31	17	54.8
Currently attending college or graduate school	83	39	47.0	153	77	50.3
Less than 1 year	54	20	37.0	97	41	42.3
1-3 years	121	48	39.7	236	117	49.6
4-6 years	131	56	42.7	248	119	48.0
7-10 years	121	50	41.3	190	91	47.9
More than 10 years	103	59	57.3	193	115	59.6
College Grade Point Average						
No response	22	14	63.6	45	26	57.8
3.5 to 4.0	367	170	46.3	658	343	52.1
3.0 to 3.49	186	75	40.3	341	158	46.3
2.5 to 2.99	45	20	44.4	97	49	50.5
2.0 to 2.49	5	*	*	6	*	*
Credential Types						
Elementary Teaching	295	138	46.8	531	278	52.4
Secondary Teaching	310	148	47.7	477	253	53.0
Special Education	107	44	41.1	193	83	43.0
Designated Subjects Teaching	33	12	36.4	58	21	36.2
Pupil Personnel Services	87	33	37.9	161	79	49.1
Speech-Language Pathology Services	5	*	*	9	*	*
Clinical or Rehabilitative Services	2	*	*	7	*	*
School Nurse	0	0		4	*	*
Child Development Permit	7	*	*	11	4	36.4
Employment Status						
No response	15	9	60.0	39	22	56.4
Elementary school	143	59	41.3	263	136	51.7
Middle school	83	39	47.0	152	76	50.0
Secondary school	195	90	46.2	362	175	48.3
Adult education	11	1	9.1	16	3	18.8
School district level	88	43	48.9	163	90	55.2
County Office of Education level	20	10	50.0	41	24	58.5
Employed in another educational setting	17	4	23.5	37	18	48.6
Employed, but not in an educational setting	1	*	*	2	*	*
Unemployed	4	*	*	15	6	40.0
K-8 school	49	23	46.9	58	25	43.1
Education Assignment						
No response	15	10	66.7	39	24	61.5
General education teacher	280	124	44.3	511	249	48.7
Special education teacher	72	26	36.1	124	49	39.5
Adult or vocational education teacher	9	*	*	14	2	14.3
Program coordinator	111	61	55.0	202	116	57.4
Consultant	6	*	*	17	12	70.6
Counselor	37	12	32.4	71	30	42.3
Librarian	3	*	*	3	*	*
Nurse	0	0		3	*	*
Psychologist	24	10	41.7	40	24	60.0
Speech pathologist	5	*	*	10	5	50.0
Other non-administrative public school position	55	25	45.5	92	53	57.6
Currently not in an education assignment	9	*	*	22	12	54.5

	First-Time Passing Rate			Cumulative Passing Rate		
	N Comple ted	N Passed	% Passed	N Comple ted	N Passed	% Passe d
CPACE (2012 - 2013)						
Experience as an Educator						
No response	11	6	54.5	30	16	53.3
less than 3 years	15	5	33.3	26	10	38.5
3-5 years	49	19	38.8	112	54	48.2
6-10 years	239	96	40.2	429	205	47.8
11 or more years	312	154	49.4	551	292	53.0
Experience Related to Administration						
California public school (K-12)	400	196	49.0	737	394	53.5
Out-of-state public school (K-12)	13	9	69.2	45	23	51.1
Private school (K-12)	31	15	48.4	63	34	54.0
Non-educational administrative experience	92	50	54.3	178	94	52.8
No administrative experience	74	25	33.8	186	96	51.6
Mentor/master teacher or support provider	216	108	50.0	239	110	46.0
Teacher on special assignment	144	72	50.0	169	76	45.0
Program coordinator or director	156	84	53.8	153	80	52.3
School Administration Related Coursework						
No response	34	22	64.7	71	44	62.0
1-6 semester credit hours	95	46	48.4	186	98	52.7
7-15 semester credit hours	47	27	57.4	75	36	48.0
16-24 semester credit hours	39	18	46.2	70	38	54.3
25 or more semester credit hours	72	32	44.4	141	65	46.1
None	339	135	39.8	605	296	48.9