



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**Report on Passing Rates of Commission-
Approved Examinations for
2002-03 to 2006-07**

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Vision Statement

Ensuring high quality educators for California's diverse students, schools and communities.

Mission Statement

The mission of the Commission on Teacher Credentialing is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

Report on Passing Rates of Commission-Approved Examinations for 2002-03 to 2006-07

Introduction

This agenda item presents the passing rates for all Commission-approved examinations for the past five years, 2002-03 through 2006-07. The purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates for the past five years are discussed in detail.

Background

The Commission on Teacher Credentialing (Commission) issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public school. California uses a number of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. In addition, state and federal legislation have mandated the development of new examinations in the past few years.

The California Basic Educational Skills Test (CBEST) is used to verify basic proficiency in reading, mathematics, and writing, which is required for nearly all credentials, certificates, and permits. Candidates are also required to take the CBEST for diagnostic purposes prior to admission to a program of professional preparation, and must pass the examination prior to certification. The CBEST was first administered in 1982.

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

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

The Crosscultural, Language and Academic Development (CLAD) and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) tests were used to identify candidates other than those prepared in SB 2042 teacher preparation programs who have demonstrated the level of knowledge and skills required to effectively teach English Learners

(EL). The CLAD/BCLAD was first administered in 1995. The CLAD was replaced with the California Teachers for English Learners examination (CTEL), which was first administered in 2005. The bilingual portion of the CLAD/BCLAD examinations was replaced with specific subtests of the CSET: Languages Other Than English examination in 2007.

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

The School Leaders Licensure Assessment (SLLA) measures whether potential entry-level principals and other school leaders have standards-relevant knowledge necessary for competent professional practice. The SLLA was first administered for California candidates in 2003.

Caveats about the Data

Passing rate data are based on examinees' test scores. When the total number of examinees for a given examination is less than 10, pass rate data are not provided. Preparation and demographic data are self-reported by examinees. For comparatively new examinations, such as the SLLA and TFE, preparation and demographic data are not available for all five years. Whenever demographic variables are available, the passing rate by demographic variables such as gender, ethnicity, educational level, preparation, and parents' education levels are presented in the Appendix. Examinations formerly used by the Commission, such as the Praxis and the Single Subject Assessments for Teachers (SSAT), have been phased out and are not discussed here.

Definition of Terms

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

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee's knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who know the content covered by the test would be expected to do well.
- Cumulative passing rate – the number of examinees who have passed the examination divided by the number of examinees who have taken all sections or subtests of the examination. Cumulative passing rate takes into account the fact that examinees can take the examination as many times as needed in order to pass.
- First-time passing rate – the number of examinees who passed the examination after taking all sections or subtests the first time they took the examination divided by the number of examinees who took all sections or subtests at their first administration.

Institutional Data Reports

The Commission determines which institutions are authorized score report recipients, and those institutions are listed in each registration bulletin under "Score Reporting Institutions." The individual who receives the reports for an institution is determined by that institution. Each year, the Commission's examinations contractors send out a form to each designated contact individual with his/her contact information to solicit confirmation of or updates to the institutional contact person's information. Throughout the year, however, institutions may contact the contractors to update their score reporting contact information.

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

The following files are available for downloading:

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

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

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

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

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

Report on Individual Commission Examinations

California Basic Educational Skills Test (CBEST)

The California Basic Educational Skills Test measures basic proficiency in reading, mathematics, and writing. Verifying basic skills proficiency is a requirement for nearly all credentials, certificates, and permits. With the passage of Senate Bill 1209 (Scott, Chap. 517, Stats. 2006), two additional options became available for verifying basic skills proficiency: (1) passing a basic skills examination from another state and (2) passing the CSET: Multiple Subjects plus the CSET: Writing Skills Test.

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts that are important to performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a single four-hour testing session. No individual test section is timed. The CBEST is administered six times per year at multiple sites in California as well as outside of California.

Reading Section:

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

Mathematics Section:

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

Writing Section:

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

Scoring of the CBEST

The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice questions that are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers.

The raw scores are then converted to scaled scores. The Writing Section consists of two essays, each of which is double-scored, using a holistic rubric that ranges from a low score of 1 to a high score of 4. The scores from both essays are summed, yielding a Writing Section raw score that can range from 4 to 16. The raw score is then converted to a scaled score.

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 	41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section

Examination Volume

The volume of CBEST examinations administered has fluctuated widely from year to year, ranging from 109,888 in 2002-03 to 74,122 in 2006-07. After a significant decrease of about 38,000 examinees between the 2002-03 and the 2005-06 administrations, the total number has increased slightly in the past year. This fluctuating trend has been noticed in the past twenty years the examination has been administered. The highest increase (51%) was noticed in 1996-97 followed by 31% in 2001-02. One of the reasons for the 1996-97 jump was the introduction of the Class Size Reduction program in grades K-3 throughout California, which increased the need for multiple subject teachers.

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

Table 2: Number of CBEST Examinees and Test Sections Administered, 2002 –2007

Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
2002-03	109,888	89,783	90,975	87,514
2003-04	83,720	67,977	68,077	66,591
2004-05	77,753	62,662	62,956	62,987
2005-06	72,002	57,929	57,950	58,373
2006-07	74,122	59,546	59,892	59,545

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in Appendix A1: CBEST Preparation and Demographic Data, Cohorts 2002-03 to 2006-07. Approximately 34 percent of all test takers reported Algebra II and/or Geometry as their highest mathematics course in high school, and over one-third reported that they completed Pre-calculus in high school. More than two-thirds reported that they completed one or two Writing courses in high school. Nearly one-fifth of the examinees completed one or two courses in Oral Language. More than three-fourths reported high school grade point averages of at least 3.0. Five percent of the examinees reported high school grade point averages below 2.5. More than two-thirds of the examinees completed all of their high school education in California.

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

More than half of the examinees reported having a bachelor’s degree or a bachelor’s degree and additional units. About one-third had not yet earned a bachelor’s degree, but about 12 percent reported having a master’s degree. Thirty percent reported currently attending college while 35 percent indicated it had been three years or less since they attended. Less than one-fifth reported that it had been more than ten years since they attended college.

Nearly two-thirds reported that they were currently enrolled in a teacher preparation program and another ten percent reported they were considering enrollment in a teacher preparation program. Few examinees (7%) reported taking test preparation courses. Nearly half reported taking the examination for obtaining a teaching credential and another one-third reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching. At the time they tested, more than one-third of the examinees in the five-year cohorts reported being employed, but not in a school position. Another 26 percent reported being students.

Almost two-thirds (63%) of the examinees reported that their fathers had completed at least some college and/or bachelor’s degree, and slightly less (62%) reported that their mothers had completed at least some college. When asked which was their best language, nearly all (93%) reported that it was English. Two-thirds of the examinees were female, and more than half reported that “white” best describes their ethnic background.

Passing Rate

Table 3 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2002 through 2007. 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, 2002– 07

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2002 to 2007	230,173	165,330	71.8%	240,169	205,616	85.6%
2002-03	62,694	45,574	72.7%	65,511	57,333	87.5%
2003-04	46,565	33,682	72.3%	48,743	42,699	87.6%
2004-05	42,770	30,612	71.6%	44,832	38,999	87.0%
2005-06	38,694	27,403	70.8%	40,423	34,364	85.0%
2006-07	39,450	28,059	71.1%	40,660	32,221	79.2%

The first-time passing rates for the past five years show a very steady pattern, ranging from 70.8 percent to 72.7 percent, with an overall passing rate of 71.8 percent for the 2002-2007 cohorts. In 2002-03, the cumulative passing rate was 87.5 percent and for 2006-07 it decreased to 79.2

percent. The main reason for this seeming downward trend with the lowest passing rate in 2006-07 is that the recent cohort has not had a chance to repeat the sections they have not yet passed. The overall cumulative passing rate for the past five years is 85.6 percent.

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

Table 4: CBEST Reading Section – First-Time and Cumulative Passing Rates, 2002 –2007

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2002 to 2007	245,048	198,494	81.0%	245,048	212,276	86.6%
2002-03	66,448	54,445	81.9%	66,448	58,740	88.4%
2003-04	49,538	40,371	81.5%	49,538	43,439	87.7%
2004-05	45,627	36,946	81.0%	45,627	39,714	87.0%
2005-06	41,199	33,128	80.4%	41,199	35,448	86.0%
2006-07	42,236	33,604	79.6%	42,236	34,935	82.7%

The first-time CBEST Reading passing rate is 81.0 percent, and the overall cumulative CBEST Reading passing rate is 86.6 percent. Both First-Time and Cumulative Passing Rates have been fairly steady for the past five years, with the first-time passing rate ranging from 81.9 percent in 2002-03 to 79.6 percent in 2006-07. The cumulative passing rate ranges from 86.0 percent in 2005-06 to 88.4 percent in 2002-03.

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, 2002 - 2007

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2002 to 2007	244,343	196,663	80.5%	244,343	211,952	86.7%
2002-03	66,203	53,436	80.7%	66,203	58,160	87.9%
2003-04	49,371	40,307	81.6%	49,371	43,714	88.5%
2004-05	45,495	36,572	80.4%	45,495	39,727	87.3%
2005-06	41,178	32,920	79.9%	41,178	35,491	86.2%
2006-07	42,096	33,426	79.4%	42,096	34,860	82.8%

The overall first-time CBEST Mathematics passing rate is 80.5 percent and the overall cumulative CBEST Mathematics passing rate for the past five years is 86.7 percent. The first-time passing rate shows a slight fluctuation, but remained fairly steady for the past five years, from 80.7 percent in 2002-03 to 79.4 percent in 2006-07. The cumulative passing rate ranges from 87.9 percent in 2002-03 to 86.2 percent in 2005-06, showing a slight declining pattern.

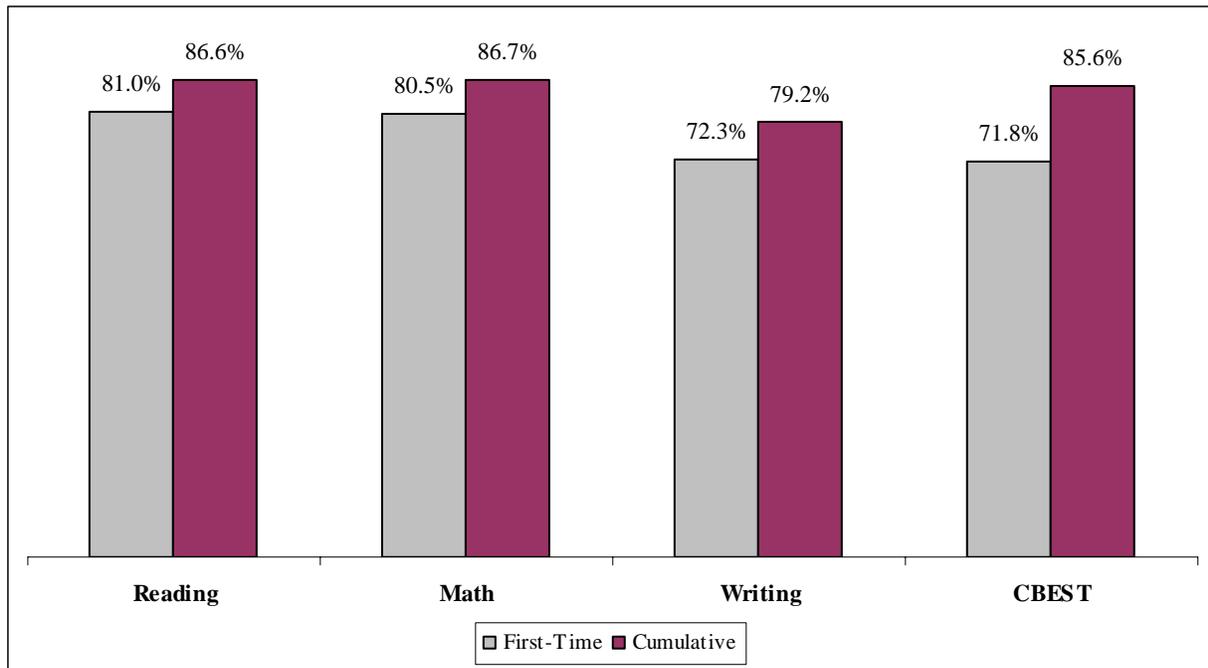
Table 6 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2002 –2007

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2002 to 2007	241,702	174,791	72.3%	241,702	191,402	79.2%
2002-03	65,057	48,168	74.0%	65,057	52,603	80.9%
2003-04	48,865	35,456	72.6%	48,865	39,123	80.1%
2004-05	45,079	31,967	70.9%	45,079	35,624	79.0%
2005-06	40,999	29,327	71.5%	40,999	32,289	78.8%
2006-07	41,702	29,873	71.6%	41,702	31,763	76.2%

The overall first-time CBEST Writing passing rate is 72.3 percent, and the overall cumulative CBEST Writing passing rate for the past five years is 79.2 percent. The passing rate for 2006-07 may be slightly higher at the end of the next examination cycle because the examinees will have had a chance to repeat the Writing Section either to improve their scores or to pass the section.

Figure 1: CBEST – First-Time and Cumulative Passing Rates, 2002 –2007



In summary, the first-time passing rates remained fairly steady for the CBEST Reading and Mathematics Sections for the past five years at 81.0 percent and 80.5 percent, respectively. The first-time passing rate for the Writing Section is 72.3 percent. Similarly, the cumulative passing rates for the Reading and Mathematics Sections have remained in the high eighty percentage range, at 86.6 percent and 86.7 percent, respectively. The cumulative passing rate for the Writing Section is 79.2 percent, approximately 8 percentage points lower than the other two sections. For

all three sections together, the first-time passing rate is 71.8 percent and cumulative rate is 85.6 percent. The difference (14 percentage points) between the first-time and cumulative passing rates reflects the fact that the examinees have multiple opportunities to take the examination.

Passing Rates by Demographic Data

The passing rates by preparation and demographic data are presented in Appendix A2: CBEST First-Time and Cumulative Passing Rate by Demographic Variables, July 2002 to June 2007.

Overall, the first-time passing rates based on educational background were in the low seventy percent, varying by high school preparation, high school grade point average, college preparation, and college grade point average. There was slight variation in the first-time passing rates by gender (70.2% for female and 73.9% for male), but there was substantial variation by ethnic groups. The first-time passing rate for White was 81 percent while it was around fifty percent for Latino (51%), Mexican American (54%), Filipino (52%), and South East Asian (53%); and less than fifty percent for African American (45%).

Overall, the cumulative passing rates were at the mid to high eighty percent and did not vary much by preparation or demographic variables. However, a positive relationship between grade point average (GPA) and cumulative passing rates was noticed – the passing rates for examinees with a GPA of 3.5 to 4.0 was 92 percent and the passing rate for examinees with a GPA below 2.5 was less than 75%. The examinees who reported English as their best language passed at a higher rate (87%) than the examinees who reported other languages as their best language – Spanish (57%) and other languages (52%). There is not much difference in the passing rates of females and males, but there are differences in passing rates among ethnic groups. Relatively high cumulative passing rates (92%) have been achieved by examinees who described themselves as White. Lower cumulative passing rates (68%) were achieved by those who described themselves as Filipino and South East Asian (71.0% and 70.5%, respectively), and African American (68%).

Reading Instruction Competence Assessment (RICA)

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

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

The RICA has two assessment options: the RICA Written Examination (WE) and the RICA Video Performance Assessment (VPA). Effective October 1, 1998, most candidates for Multiple Subject Credentials and, effective January 1, 2000, most California-trained Education Specialist candidates are required to pass either the Written Examination or the VPA. The RICA Written Examination is administered six times per year. The RICA VPA has three deadlines per year for submission of videos and other required materials.

A. The RICA Written Examination

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

RICA Multiple-choice Section:

This section consists of 70 multiple-choice questions: 60 “scorable” and 10 “nonscorable.” The questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized questions that assess the candidate’s ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction. Approximately 20 percent of the questions assess competencies in Domain I, 30 percent assess competencies in Domain II, 30 percent in Domain III, and 20 percent in Domain IV.

RICA Constructed-response Section:

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

1. Focused educational problems and instructional tasks – these items present problems or tasks in educational contexts, and require candidates first to consider information about a class, a group of students, an individual student, or an instructional situation, and then to provide explanations related to or devise appropriate instructional strategies or assessment approaches for the specified student(s). Four focused educational problems and instructional tasks are included in each examination. Each problem or task assesses one or more competencies in one of the four domains, with one problem or task for each domain. The problem or task for Domains I and IV each require a written response of approximately 50 words and those in Domains II and III each require a written response of approximately 150 words.

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

B. The RICA Video Performance Assessment

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

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

One video packet must be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one videotape should demonstrate the candidate’s competencies in Domains I and II, one should demonstrate the candidate’s competencies in Domains I and III, and the last Domains I and IV.

Scoring the RICA

The RICA Written examination consists of multiple-choice and constructed-response sections, with five constructed-response items in that section. A candidate’s score on the Written examination is determined based on the candidate’s combined performance on the multiple-choice and constructed-response sections. There is no penalty for wrong answers in the multiple-choice section. On the constructed-response section, each response receives two scores and the sum of the two scores for a response represents that response’s raw score. The raw scores for each of the five items are then weighted. A candidate’s total score for the RICA Written examination is the sum of the scores on the multiple-choice section and the weighted score from the constructed responses.

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

Table 7: RICA State Passing Score Standard and Score range

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

Examination Volume

Table 8 provides the number of RICA assessments administered from August 2002 through July 2007. The number of Written Examinations has decreased dramatically over the past two years between 2004-05 and 2006-07, by about 5,000 assessments administered. In the past five years, the number of examinees dropped almost by 8,000 or 33 percent. The number of Video Performance Assessments has also declined in the past two years.

Table 8: Number of RICA Assessments Administered, 2002 –2007

Year	RICA Examination Type	
	Written (WE)	Video (VPA)
2002-03	25,113	94
2003-04	26,674	113
2004-05	21,720	103
2005-06	19,678	80
2006-07	16,735	63

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2002 to 2007) of RICA participants who took the Written and/or VPA are provided in Appendix B1. More than four-fifths reported having a bachelor’s degree and additional units. About 8 percent reported having a master’s degree and additional units. Approximately three-fourths reported an undergraduate grade point

average of 3.0 or higher. Among examinees in university programs, nearly one-fifth had begun student teaching, 8 percent had finished student teaching, and another 6 percent had completed the program. More than three-fourths had completed a course in methods of reading instruction. English was reported as the best language of nearly all (91%) examinees. More than four-fifths of the examinees were female and more than half reported that “White” best describes their ethnic background. The next largest ethnic groups among the examinees were Mexican American or Chicano (15.6%) and Latino (6.7%).

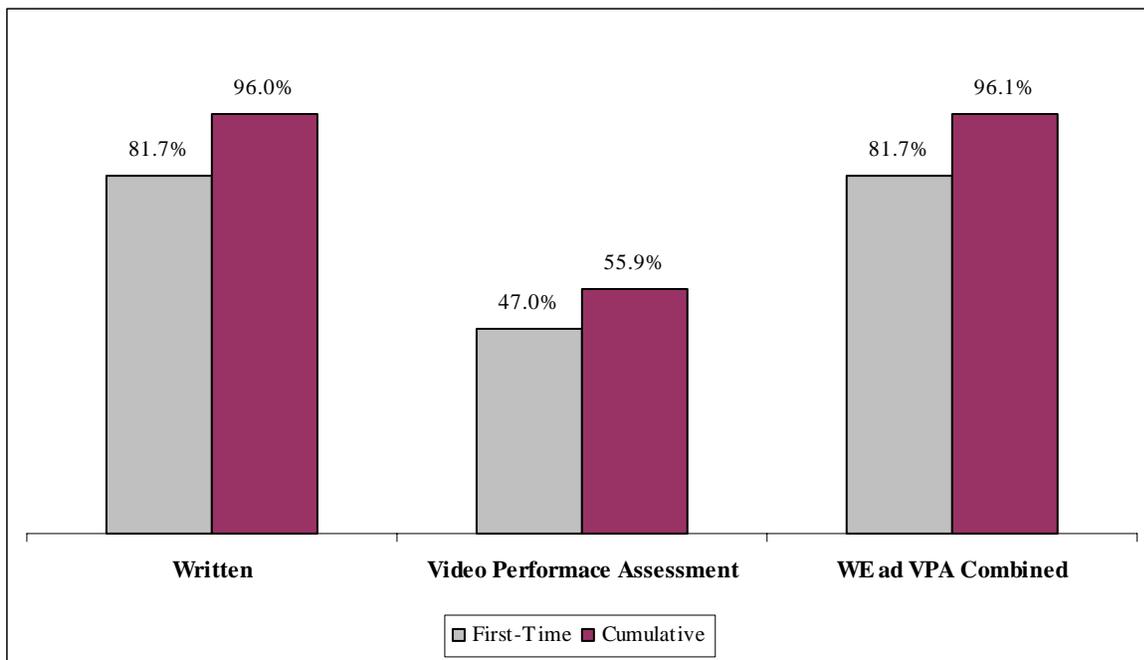
Table 9 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

Table 9: RICA – First-Time and Cumulative Passing Rates, 2002 –2007

Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2002 to 2007	79,389	64,827	81.7%	79,389	76,283	96.1%
2002-03	19,282	15,937	82.7%	19,282	18,846	97.7%
2003-04	19,110	15,544	81.3%	19,110	18,592	97.3%
2004-05	15,677	12,707	81.1%	15,677	15,136	96.5%
2005-06	13,486	10,874	80.6%	13,486	12,886	95.6%
2006-07	11,834	9,765	82.5%	11,834	10,823	91.5%

The first-time passing rate has shown a steady pattern, from 82.7 percent in 2002-03 to 82.5 percent in 2006-07. The cumulative passing rate has also remained fairly steady for the past four years, 97.7 percent in 2002-03 to 95.6 percent in 2005-06. As previously noted, the 2006-07 cohort has not yet had opportunities to retake the examination; therefore, the cumulative passing rate is around 91.5 percent.

Figure 2: RICA – First-Time and Cumulative Passing Rates, 2002 –2007



There is a difference of approximately 9 percentage points for the Video Performance Assessment and 14 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass repeat the Written and/or Video Performance, thereby leading to an increase in cumulative passing rates.

Passing Rate by Demographic Data

The first-time and cumulative passing rates for the combined RICA Written and VPA data are provided in Appendix B2. The first-time passing rate for RICA Written and VPA combined showed a slight variation by demographic variables. Females passed at a higher rate (84.3%) than males (69%). Lower passing rates were observed for African-American (65.8%) and Latino (70.5%) examinees. It is interesting to note that the same demographic variables such as GPA and English as their best language of communication had higher passing rates as well – 88 percent and 83 percent, respectively.

Similarly, the cumulative passing rate was in the high 90 percentage points and varied slightly by demographic variables. Females passed at a higher rate (97%) than males (93%). All ethnic groups had passing rates higher than 90 percent. There is a relationship between the cumulative passing rate and variables such as college GPA and best language of communication. The cumulative passing rate for examinees with a GPA of 3.5 or higher was 97.5 percent and, for those indicating English as their best language, the cumulative passing rate was 96.5 percent.

California Subject Examinations for Teachers (CSET)

The California Subject Examinations for Teachers measure the candidate's competency in the subject matter they will be authorized to teach. The CSET series includes CSET: Multiple Subjects and CSET: Single Subjects. The CSET: Multiple Subjects examination consists of three subtests; the CSET: Single Subjects consists of two to four subtests, depending on the candidate's subject area. Most of the CSET examinations consist of both multiple-choice and constructed-response items. Each testing session is five hours in length. Examinees can choose to take any or all subtests of a given content area within a single testing session. Individual subtests are not timed. The CSET are criterion-referenced examinations that measure the examinees' knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Based on the subject area, the CSET examinations are administered from two to six times per year, with areas such as Multiple Subjects and Mathematics offered six times per year, Home Economics and Art offered four times per year, and certain languages other than English offered twice per year.

Table 10: Structure of the CSET Examinations

CSET Examination	Subtest	Domains	# of Multiple-choice items	# of Constructed-response items
Multiple Subjects	I	Reading, Language, and Literature; History and Social Science	52	4
	II	Science; Mathematics	52	4
	III	Physical Education; Human Development Visual and Performing Arts	39	3
	IV	Writing	-	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
		Artistic Perception	20	1
	II	Historical and Cultural Context of the Visual Arts	15	1
		Aesthetic Writing	15	2
		Creative Expression	30	3
Business	I	Connections, Relationships, and Applications	10	1
		History and Theories of Learning in Art	10	-
	II	Business Management	20	1
		Marketing	20	1
	III	Accounting and Finance	25	1
		Economics	15	1
English	I	Information Technology	25	1
		Business Environment and Communication	15	1
	II	Literature and Textual Analysis Composition and Rhetoric	50	-
		Language, Linguistics, and Literacy	50	-
III	Composition and Rhetoric	-	2	
	Literature and Textual Analysis	-	2	
IV	Communications: Speech, Media, and Creative Performance	-	4	

CSET Examination	Subtest	Domains	# of Multiple-choice items	# of Constructed-response items
Health Science	I	Foundations of Health Education	10	1
		Human Growth and Development	10	-
		Chronic and Communicable Diseases	20	1
	II	Nutrition and Fitness	15	1
		Mental and Emotional Health	10	-
		Alcohol, Tobacco, and Other Drugs	15	1
	III	Family Life and Interpersonal Relationships	15	1
		Consumer and Community Health	15	-
		Environmental Health	10	-
Home Economics	I	Personal, Family, and Child Development	40	1
	II	Nutrition, Foods, and Hospitality	40	2
	III	Fashion and Textiles	12	1
Housing and Interior Design		12	1	
Consumer Education		16	2	
Industrial and Technology Education	I	Nature of Technology	45	2
				1
		Power and Energy	25	1
	Information and Communication	25	1	
	Project and Product Development	25	1	
Languages Other Than English*: • American Sign Language	I	Literary and Cultural Texts and Traditions	10	1
		Cultural Analysis and Comparisons	20	1
	II	General Linguistics	10	-
		Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	20	2
	III	Linguistics of the Target Language –American Sign Language (Error Analysis)	-	1
		Language and Communication: Receptive Comprehension	18	1
	Language and Communication: Expressive Production	-	2	
• Filipino	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	
• French • German • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese	I	General Linguistics	15	1
		Linguistics of the Target Language	25	2
	II	Literary and Cultural Texts and Traditions	20	1
		Cultural Analysis and Comparisons	20	
	III	Language and Communication: Listening Comprehension	15	1
		Language and Communication: Reading Comprehension	15	1
		Language and Communication: Written Comprehension	-	2
		Language and Communication: Oral Expression	-	2
Mathematics**	I	Algebra; Number Theory	30	4
	II	Geometry; Probability and Statistics	30	4

CSET Examination	Subtest	Domains	# of Multiple-choice items	# of Constructed-response items
	III	Calculus; History of Mathematics	30	4
Music	I	Artistic Perception	30	1
		Historical and Cultural Foundations	15	1
		Aesthetic Valuing	-	1
	II	Creative Expression	30	2
		Connections, Relationships, and Applications	10	-
	III	Music Methodology and Repertoire	40	2
Physical Education	I	Growth, Motor Development, and Motor Learning	20	1
		The Science of Human Movement	20	1
	II	The Sociology and Psychology of Human Movement	10	1
		Movement Concepts and Forms	24	1
		Assessment and Evaluation Principles	6	-
	III	Professional Foundations	16	-
		Integration of Concepts	24	1
Science***	I	General Science: Astronomy; Dynamic Processes of the Earth; Earth Resources; Waves; Forces and Motion; Electricity and Magnetism	58	2
	II	General Science: Ecology; Genetics and Evolution; Molecular Biology and Biochemistry; Cell and Organismal Biology; Heat Transfer and Thermodynamics; Structure and Properties of Matter	58	2
	III	Concentration: Biology/Life Science, Chemistry, Earth and Planetary Science, or Physics	50	3
Social Science	I	World History; World Geography	39	3
	II	U.S. History; U.S. Geography	39	3
	III	Civics; Economics; California History	40	3

**The CSET: Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations, and the CSET: Bilingual Methodology and CSET: Bilingual Culture subtests were added in 2007-2008; and will be included in the next report on examination passing rates.*

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

****The CSET: Science subtests I and II cover general science content while subtest III covers the candidate's area of concentration. A credential in this subject matter authorizes teaching general and integrated science and the area of concentration. The CSET: Science (specialized) authorizes teaching only in the specialized area and does not authorize teaching general and integrated science.*

Scoring of the CSET

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

Examination Volume

The first administration of the initial CSET examinations was in January 2003. During this first phase, CSET examinations in Multiple Subjects, English, Mathematics, Science, and Social Science were offered. CSET examinations in Science Specialized were added in fall 2003. CSET examinations in foreign languages (French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese) were first administered in fall 2004 as well as CSET examinations in Art, Music, Physical Education. CSET examinations in Agriculture, American Sign Language, Business, Health Science, Home Economics, and Industrial and Technology Education were first administered in fall 2005. The CSET examination in Filipino was first administered in fall 2006. There is a significant increase in the volume of CSET test takers; more than 137,000 examinees attempted multiple and single subject examinations since the inception of CSET in 2003. During 2003 to 2005, the number of total attempts was around 84,000. In the past two years, an additional 53,000 examinees have attempted CSET examinations. Among the total examinees, nearly two-thirds (63%) are Multiple Subject examinees.

Table 11: CSET Multiple and Single Subjects - Total number of examinees, 2003 –2007

	Cumulative # of Total Attempts
All examinees	137,866
Multiple Subjects	87,471
Single Subjects:	
Agriculture	54
Art	692
Business	237
English	11,501
Health Science	965
Home Economics	115
Industrial Technology Education	104
Languages Other Than English	
American Sign Language	65
Filipino	26
French	243
German	42
Japanese	61
Korean	37
Mandarin	380
Punjabi	5
Russian	13
Spanish	1,441
Vietnamese	14
Mathematics (Foundational-Level)	7,331
Mathematics	4,453
Music	400
Physical Education	1,861
Science:	
Biology/Life Science	4,456
Biology/Life (Specialized)	922
Chemistry	1,458
Chemistry (Specialized)	442
Earth/Planetary Science	1,183
Earth/Planetary Science (Specialized)	300

Physics	855
Physics (Specialized)	245
Social Science	9,679

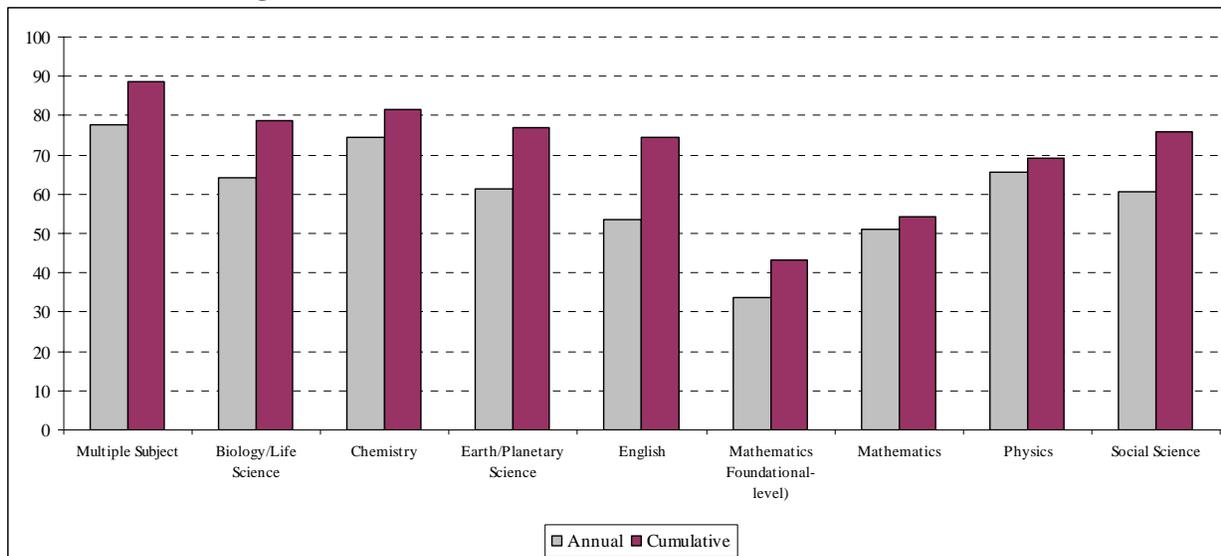
Table 12 presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects of Agriculture, Art, Business, English, Health Science, Home Economics, Industrial Technology Education, Languages Other Than English, Mathematics, Music, Physical Education, Science, and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

Table 12: CSET – Cumulative and Annual Passing Rates, 2003 to 2007

	Annual Passing Rate September 2006 – July 2007			Cumulative Passing Rate September 2003 – July 2007		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
	Multiple Subjects	8,992	6,983	77.7	87,471	77,444
Single Subjects						
Agriculture	22	7	31.8	54	26	48.1
Art	205	150	73.2	692	549	79.3
Business	110	57	51.8	237	128	54.0
English	1,748	934	53.4	11,501	8,573	74.5
Health Science	421	257	61.0	965	627	65.0
Home Economics	51	34	66.7	115	82	71.3
Industrial Technology Education	46	36	78.3	104	80	76.9
Languages Other Than English:						
American Sign Language	29	1	3.4	65	9	13.8
Filipino	26	26	100.0	26	26	100.0
French	68	57	83.8	243	205	84.4
German	11	7	63.6	42	34	81.0
Japanese	17	12	70.6	61	47	77.0
Korean	18	17	94.4	37	33	89.2
Mandarin	222	195	87.8	380	348	91.6
Punjabi	1	0	-	5	2	-
Russian	7	6	-	13	12	-
Spanish	421	319	75.8	1,441	1,226	85.1
Vietnamese	8	8	-	14	14	-
Mathematics (Foundational Level)	1,427	482	33.8	7,331	3,162	43.1
Mathematics	436	223	51.1	4,453	2,407	54.1
Music	127	112	88.2	400	358	89.5
Physical Education	568	301	53.0	1,861	1,181	63.5
Science:						
Biology/Life Science	586	376	64.2	4,456	3,507	78.7
Biology/Life (Specialized)	162	95	58.6	922	685	74.3
Chemistry	168	125	74.4	1,458	1,187	81.4
Chemistry (Specialized)	72	59	81.9	442	386	87.3
Earth/Planetary Science	135	83	61.5	1,183	909	76.8
Earth/Planetary Science (Specialized)	68	50	73.5	300	254	84.7
Physics	84	55	65.5	855	591	69.1
Physics (Specialized)	48	36	75.0	245	206	84.1
Social Science	1,344	817	60.8	9,679	7,354	76.0

The cumulative passing rate was 88.5 percent and the annual passing rate was 77.7 percent for the CSET: Multiple Subjects. For the single subjects, the cumulative passing rate varied from 13.8 percent to 100 percent. English and Social Sciences had cumulative passing rates of 74.5% and 76 percent, respectively. The cumulative passing rate was in the upper 80% for the following foreign languages: French, German, Korean, and Spanish; and in the 90% for Mandarin, Russian, and Vietnamese. The cumulative passing rate for the sciences ranged from 69.1 percent for Physics to 87.3 percent for Chemistry (Specialized).

Figure 3: CSET Multiple Subject and Single Subjects (high volume) – Annual and Cumulative Passing Rates, 2003 – 2007



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

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

For the CSET: Multiple Subjects, the annual passing rate was 77.7 percent. There is a slight difference in the annual passing rate by gender: 80 percent for male and 77 percent for female. The annual passing rate also varied by ethnicity – 53.2 percent for African American followed by 63.2 percent for Hispanic American. The highest passing rate of 83.8 percent was observed for White. Examinees who took the CSET to obtain an initial teaching credential and those who took the examination to add an authorization to an existing credential had almost the same passing rates: 80 percent and 80.6 percent, respectively.

The cumulative passing rate for Multiple Subjects was 88.5 percent. Although, as expected, the cumulative passing rate was higher than the annual rates due to multiple testing opportunities, a similar pattern was observed: passing rates differed by ethnicity, reason for taking the CSET, college/university training, and highest educational level. The passing rate was almost the same for male and female – 89.1 percent and 88.4 percent, respectively.

Appendices C2 through C13 display CSET single subject passing rates by selected demographic variables. Similar to the CSET Multiple Subject, the passing rates differed by gender, ethnicity,

GPA, reason for taking the CSET, college/university training, and highest education level attained.

Crosscultural, Language and Academic Development (CLAD), California Teacher of English Learners (CTEL), and Bilingual, Crosscultural, Language and Academic Development (BCLAD) Examinations

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

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

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

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

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

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

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

CLAD Subtest 3: Culture and Cultural Diversity

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

CTEL Subtest 1: Language and Language Development

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

CTEL Subtest 2: Assessment and Instruction

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

CTEL Subtest 3: Culture and Inclusion

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

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

BCLAD Subtest 4: Methodology for Primary-Language Instruction

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

BCLAD Subtest 5: The Culture of Emphasis

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

BCLAD Subtest 6: The Language of Emphasis

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

essay in the language of emphasis in response to a writing assignment presented in English and then translate a passage from English into the language of emphasis. All four components are available for Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, and Vietnamese. (*Note: Comparable examinations to Test 5 and Test 6 are available in Portuguese through the Merced County Office of Education.*)

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

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

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

Examination Volume

Each year from 2002-2006 about 4,000 examinees took the CLAD (Subtests 1, 2, 3). The number of examinees declined in 2005-06 but has risen for the CTEL to about 3,900. It is important to keep in mind that following the transition of teacher preparation programs to approved programs under SB 2042 program standards, the authorization to teach English learners in the regular education classroom was incorporated within the authorization of the SB 2042 preliminary credential for California-prepared candidates. The primary candidate pool of CTEL test-takers now is veteran California teachers who need to add an authorization to teach English learners, out of state teachers who need to earn an EL authorization, and/or other credential holders who need to earn or add an EL authorization.

Table 13: Number of CLAD/CTEL Examinations Administered, 2002 –2007

Year	CLAD Subtest 1	CLAD Subtest 2	CLAD Subtest 3
2002-03	4,149	4,108	4,167
2003-04	4,009	4,115	4,007
2004-05	4,542	4,863	4,551
2005-06*	576	1,199	840
2005-06**	2,463	2,293	2,449
2006-07**	3,901	3,748	3,934

**CLAD was replaced by CTEL in 2005. **Data for 2005-06 and 2006-07 refer to CTEL only.*

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

Table 14: Number of BCLAD Examinations Administered, 2002 to 2007

Year	BCLAD Subtest 4	BCLAD Subtest 5*	BCLAD Subtest 6**			
			Listening	Reading	Speaking	Writing
2002-03	971	999	934	905	975	1,008
2003-04	930	885	782	780	821	887
2004-05	1,232	1,096	923	932	954	1,025
2005-06	898	822	620	620	659	714
2006-07	936	831	603	588	616	646

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

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

CLAD/CTEL/BCLAD Passing Rates

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

Table 15: CLAD – First-Time and Cumulative Passing Rates, 2002 to – 2007

Year	First-time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests
2002 to 2005	9,862	5,115	51.9%	9,861	7,185	72.9%
2002-03	3,296	1,821	55.2%	3,296	2,511	76.2%
2003-04	3,124	1,625	52.0%	3,124	2,300	73.6%
2004-05	3,441	1,668	48.5%	3,441	2,374	69.0%

Table 16: CTEL – First-Time and Cumulative Passing Rates, 2005 to – 2007

Year	First-time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests
2005 to 2007	5,468	3,235	59.2%	2,342	1,732	74.0%
2005-06	2,342	1,353	57.8%	2,342	1,732	74.0%
2006-07	3,126	1,882	60.2%			

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

The cumulative passing rate for CLAD (Subtests 1, 2, 3) is 72.9 percent and the first-time passing rate is 51.9 percent for the past three cohorts. The cumulative passing rate showed a slight decrease to 69 percent in 2004-05. Similarly, the first-time passing rate also showed a slight declining pattern to 48.5 percent in 2004-05. CTEL is a fairly new examination and the first-time passing rate is around 60 percent for both years.

Table 17: BCLAD – First-Time and Cumulative Passing Rates, 2002 –2007

Year	First-time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests
2002 to 2007	2,143	598	27.9%	1,472	871	59.2%
2002-03	505	168	33.3%	505	330	65.3%
2003-04	449	138	30.7%	449	277	61.7%
2004-05	546	160	29.3%	546	318	58.2%
2005-06	360	65	18.1%	360	146	40.6%
2006-07	353	83	23.5%			

The first-time passing rate for BCLAD (Subtests 4, 5, 6) is 27.9 percent for the past five cohorts, and the cumulative passing rate is 59.2 percent. The cumulative passing rate shows a declining trend, from 65.3 percent in 2002-03 to 40.6 percent in 2005-06. Similarly, the first-time passing rate for BCLAD also showed a declining pattern, ranging from 33.3 percent in 2002-03 to 23.5 percent in 2006-07.

Teaching Foundations Examinations (TFE)

The Teaching Foundations Examinations are used to satisfy a portion of the early completion option of the internship programs for California Multiple and Single Subject Teaching Credentials. These tests are offered by the Educational Testing Service (ETS) in five areas: Multiple Subjects, English, Mathematics, Science, and Social Science. Each TFE is comprised of a written examination and is four hours in length.

The TFE includes 50 multiple-choice questions and additional constructed-response questions. The multiple-choice questions cover knowledge of human development, learning differences and special needs, instructing English learners, assessing student progress, classroom management techniques, and reading instruction. The two constructed-response questions in the TFE in English, Mathematics, Science, and Social Science cover methods in middle school and in high school. Four constructed-response questions are included in the TFE: Multiple Subjects, with individual questions covering teaching methods in each of the following: mathematics, social science, English, and science teaching methods. *Note: As with the other TFE content areas, a sufficient number of examinees must take the initial administration of the TFE: Social Science before a passing score standard can be established. At this time, there have not been enough examinees for the TFE Social Science examination to set a passing score standard.*

Examination Volume

The TFE is administered four times a year. Since the TFE examination is fairly new, data are available for the past four years only. About 250 examinees took the TFE examinations during the 2006-07.

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 18: TFE State Passing Score Standard and Score Range

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

TFE Passing Rates

Table 19 provides data for the passing rate for four of the five Teaching Foundations Examinations – Multiple Subjects, English, Mathematics, and Science. Though the Teaching Foundation Examinations have been offered for the past four years, a little over 100 examinees took the Multiple Subjects and less than 50 took the other Teaching Foundation Examinations in 2006-07. The passing rate ranged from 76 percent for TFE: Science to 98 percent for TFE: Mathematics. The examination volume is too low to report passing rate data by gender and ethnicity.

Table 19: TFE Passing Rate by Subjects, 2003 –2007

	2003-2004			2004-2005			2005-2006			2006-2007		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
TFE: Multiple Subjects	183	111	61%	7	7	-	45	40	89%	104	96	92%
TFE: English	70	44	63%	9	8	-	30	24	80%	47	39	83%
TFE: Mathematics	50	21	42%	5	3	-	23	18	78%	45	44	98%
TFE: Science	Test first administered in August 2006						90	60	67%	34	26	76%

School Leaders Licensure Assessment (SLLA)

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

- **Evaluation of Actions I** (one hour) is based on ten short vignettes covering situations a principal might encounter. In each case, candidates respond to a focused question that asks for next steps, factors influencing a decision, or possible consequences of an action.

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

Examination Volume

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

Scoring of the SLLA

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

Table 20: SLLA State Passing Score Standard and Score Range

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

SLLA Passing Rates

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

Table 21: SLLA Annual Passing Rate, 2003 – 2007

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

Table 22 provides the passing rate on the SLLA by gender and ethnicity for the past four years. For all four years, females passed at a higher rate than the males. Whites passed at a higher rate than other ethnic groups. In 2006-07, Whites passed at a rate of 84 percent, followed by Native Americans (77%), Asian Americans and Hispanics (73 percent and 69 percent, respectively), and African Americans (65 percent).

Table 22: SLLA Annual Passing Rate by Gender and Ethnicity, 2003 – 2007

	2003-2004			2004-2005			2005-2006			2006-2007		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Female	445	364	82%	563	477	85%	762	629	83%	831	686	83%
Male	233	165	71%	347	281	81%	363	245	67%	394	281	71%
African American	60	34	57%	67	36	54%	80	42	53%	97	63	65%
Asian American	20	15	75%	34	28	82%	37	26	70%	44	32	73%
Hispanic	60	47	78%	99	78	79%	139	96	69%	175	120	69%
Native American	10	7	70%	9	6	-	12	6	50%	13	10	77%
Pacific Islander	2	2	-	7	5	-	7	5	-	8	7	-
White	456	368	81%	544	483	89%	630	519	82%	807	680	84%

Summary Highlights

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2002-03 to 2006-07. The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, and CSET examinations clearly indicates that candidates persevere to take and pass the examinations, thus increasing the cumulative passing rates.

For the CBEST, after a significant decrease in the examination volume (by 38,000 examinees) between 2002-03 and 2005-06, there was a slight increase by about 3 percent in the number of CBEST examinees in 2006-07. The first-time passing rate was in the low 70 percent range and the cumulative passing rate was in the upper 80 percent range. There was a decline of 3 percentage points in the cumulative passing rate between the 2002-03 and 2006-07 cohorts.

For the RICA, there was a decrease in the volume by 8,000 or 33 percent, between 2002-03 and 2006-07. The first-time RICA passing rate was in the 80 percent range and the cumulative passing rate was in the upper 90 percent range. Both first-time and cumulative passing rates show a steady pattern for the past five cohorts, 2002-03 to 2006-07.

The CSET showed a significant increase in examination volume: more than 137,000 examinees have attempted multiple and single subject examinations since the inception of the CSET in

2003. Though the examination volume is low for languages other than English and specialized sciences, there has been a steady increase in the number of examinees taking these new CSET examinations. The annual passing rate was 77.7 percent for the CSET: Multiple Subjects and the cumulative passing rate was 88.5 percent. For the single subjects, the cumulative passing rate varied by content area from 13.8 percent to 100 percent. The overall CSET annual and cumulative passing rate is 67.9 percent and 81.5 percent, respectively.

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

Appendix

Appendix A1 – CBEST Preparation and Demographic Data, 2002 - 2007

Appendix A2 – CBEST First-time and Cumulative Passing Rates by Demographic Variables, 2002 - 2007

Appendix B1 – RICA Preparation and Demographic Data, 2002 - 2007

Appendix B2 – RICA First-time and Cumulative Passing Rates by Demographic Variables 2002 - 2007

Appendix C – CSET Annual and Cumulative Passing Rates by Demographic Variables, 2003 - 2007

Appendix C1	CSET: Multiple Subjects
Appendix C2	CSET: Multiple Subjects (Writing Skills only)
Appendix C3	CSET: Art
Appendix C4	CSET: Business
Appendix C5	CSET: English
Appendix C6	CSET: Health Science
Appendix C7	CSET: Home Economics
Appendix C8	CSET: Industrial and Technology Education
Appendix C9	CSET: Languages Other Than English (LOTE): French
Appendix C10	CSET: Languages Other Than English (LOTE): Spanish
Appendix C11	CSET: Mathematics (Foundational-level)
Appendix C12	CSET: Mathematics
Appendix C13	CSET: Music
Appendix C14	CSET: Physical Education
Appendix C15	CSET: Science: Biology/Life Science
Appendix C16	CSET: Science: Biology/Life Science (Specialized)
Appendix C17	CSET: Science: Chemistry
Appendix C18	CSET: Science: Chemistry (Specialized)
Appendix C19	CSET: Science: Earth/Planetary Science
Appendix C20	CSET: Science: Earth/Planetary Science (Specialized)
Appendix C21	CSET: Science: Physics
Appendix C22:	CSET: Science: Physics (Specialized)
Appendix C23:	CSET: Social Science

Note: For low incidence CSET examinations, passing rate data by demographic data are not provided

Appendix A1: CBEST Participation and Demographic Data, 2002 to 2007

	Cohorts 2002 to 2007	
	N	%
ALL EXAMINEES	245,874	100.0
Highest Level of high school Math Completed		
No High School Math	478	0.2
General Math/Algebra I	22,089	9.0
Algebra II and/or Geometry	83,139	33.8
Pre-calculus	90,637	36.9
Calculus	44,831	18.2
No response	4,700	1.9
Number of high school Literature courses		
No courses taken	25,242	10.3
1 course	60,449	24.6
2 or 3 courses	150,157	61.1
No response	10,026	4.1
Number of high school Writing courses		
No courses taken	64,636	26.3
1 course	88,000	35.8
2 or 3 courses	83,212	33.8
No response	10,026	4.1
Number of high school Oral Language courses		
No courses taken	186,910	76.0
1 or 2 courses	48,938	19.9
No response	10,026	4.1
High School GPA		
3.50 to 4.00	101,227	41.2
3.00 to 3.49	85,790	34.9
2.50 to 2.99	39,219	16.0
Below 2.50	11,932	4.9
No response	7,706	3.1
High School Attendance		
In California	170,322	69.3
Some in California	7,532	3.1
Not in California	64,472	26.2
No response	3,548	1.4
College Math		
No college math	17,785	7.2
HS-level courses	75,504	30.7
Calculus and/or Statistics	117,044	47.6
Advanced math	29,639	12.1
No response	5,902	2.4
College GPA		
3.50 to 4.00	64,276	26.1
3.00 to 3.49	101,398	41.2
2.50 to 2.99	59,971	24.4
Below 2.50	12,012	4.9
No response	8,217	3.3
Number of college Literature courses		
No courses taken	68,638	27.9
1 course	77,587	31.6
2 or 3 courses	92,131	37.5
No response	7,518	3.1

	Cohorts 2002 to 2007	
	N	%
Number of college Writing courses		
No courses taken	55,719	22.7
1 course	104,178	42.4
2 or 3 courses	78,459	31.9
No response	7,518	3.1
Number of college Oral Language courses		
No courses taken	133,723	54.4
1 or 2 courses	104,633	42.6
No response	7,518	3.1
Education Level		
HS/Lower Division College	16,939	6.9
Upper Division College	65,125	26.5
Bachelor's degree	89,013	36.2
Bachelor's degree + additional units	41,732	17.0
Master's degree	16,529	6.7
More than Master's degree	13,208	5.4
No response	3,328	1.4
Years away from college		
Currently attending college	74,434	30.3
Less than a year	45,840	18.6
1-3 years	40,498	16.5
4-10 years	33,458	13.6
More than 10 years	39,641	16.1
No response	12,003	4.9
Professional Preparation		
Enrolled in Professional Preparation Program	160,221	65.2
Completed Professional Preparation Program	24,063	9.8
Considering a Professional Preparation Program	25,102	10.2
Not enrolled in Professional Preparation Program	4,287	1.7
Have not begun Professional Preparation Program	22,110	9.0
No response	10,091	4.1
Special Preparation		
Took test preparation courses	17,189	7.0
Did not take test preparation courses	223,267	90.8
No response	5,418	2.2
Employment Status		
Student	64,926	26.4
Working as a teacher in a school	19,190	7.8
Working as school/district administrator	1,477	0.6
Working in another school role	32,165	13.1
Employed, but not in a school role	86,283	35.1
Unemployed outside the home	34,489	14.0
No response	7,344	3.0
Reason for Taking CBEST		
For teaching credential	121,509	49.4
For service credential	5,176	2.1
For Full-time or Part-time employment or substitute list	92,242	37.5
For admission to Professional Preparation program	23,607	9.6
No response	3,340	1.4
Type of Credential		
Elementary teaching	77,770	31.6

	Cohorts 2002 to 2007	
	N	%
Secondary teaching	58,148	23.6
Teaching adults	3,672	1.5
Teaching special education students	10,196	4.1
Admin. Services or school counseling	8,102	3.3
Emergency/substitute teaching	24,438	9.9
Other credential or permit	14,341	5.8
Not now seeking credential/permit	38,736	15.8
No response	10,471	4.3
Father's Education		
High school diploma or less	76,236	31.0
Some college	50,666	20.6
Bachelor's degree or higher	103,517	42.1
Unknown	10,932	4.4
No response	4,523	1.8
Mother's Education		
High school diploma or less	82,472	33.5
Some college	65,650	26.7
Bachelor's degree or higher	85,969	35.0
Unknown	7,515	3.1
No response	4,268	1.7
Best Language		
English	228,731	93.0
Spanish	6,661	2.7
Other languages	7,120	2.9
No response	3,362	1.4
Gender		
Female	166,071	67.5
Male	73,115	29.7
No response	6,688	2.7
Ethnicity		
African American	13,441	5.5
Asian American	17,239	7.0
Filipino	6,898	2.8
South East Asian	2,389	1.0
Pacific Islander	905	0.4
Mexican American	28,582	11.6
Latino	14,697	6.0
Native American	1,295	0.5
White	126,248	51.3
Other	13,424	5.5
No response	20,756	8.4

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variable, 2002 – 2007

	First-Time Passing Rate: Cohorts 2002 to 2007			Cumulative Passing Rate: Cohorts 2002 to 2007		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	230,173	165,330	71.8	240,169	205,616	85.6
High School Math Coursework						
No High School Math	383	216	56.4	437	315	72.1
General Math/Algebra I	19,170	9,742	50.8	20,875	14,918	71.5
Algebra II and/or Geometry	77,393	51,177	66.1	81,218	67,855	83.5
Pre-calculus	86,424	66,193	76.6	89,188	79,193	88.8
Calculus	42,609	34,845	81.8	43,975	39,498	89.8
No response	4,194	3,157	75.3	4,476	3,837	85.6
High School GPA						
3.50 to 4.00	97,200	79,998	82.3	99,826	91,288	91.4
3.00 to 3.49	79,991	54,174	67.7	83,676	69,937	83.6
2.50 to 2.99	35,459	20,199	57.0	37,875	29,445	77.7
Below 2.50	10,645	5,911	55.5	11,475	8,872	77.3
No response	6,878	5,048	73.4	7,317	6,074	83.0
High School Attendance						
In California	160,705	114,674	71.4	167,106	144,435	86.4
Some in California	6,842	4,667	68.2	7,288	6,049	83.0
Not in California	59,417	43,534	73.3	62,385	52,223	83.7
No response	3,209	2,455	76.5	3,390	2,909	85.8
College Math						
No college math	16,810	13,229	78.7	17,330	15,023	86.7
HS-level courses	70,006	46,590	66.6	73,365	60,540	82.5
Calculus and/or Statistics	110,920	83,262	75.1	115,037	101,375	88.1
Advanced math	27,094	18,246	67.3	28,799	23,935	83.1
No response	5,343	4,003	74.9	5,638	4,743	84.1
College GPA						
3.50 to 4.00	60,883	50,164	82.4	63,189	57,920	91.7
3.00 to 3.49	95,300	69,429	72.9	99,339	86,484	87.1
2.50 to 2.99	55,476	34,302	61.8	58,224	46,431	79.7
Below 2.50	11,039	6,110	55.3	11,571	8,471	73.2
No response	7,475	5,325	71.2	7,846	6,310	80.4
Number of High School Literature courses						
No courses taken	21,948	13,520	61.6	23,842	17,904	75.1
1 course	56,350	39,967	70.9	58,894	49,043	83.3
2 or 3 courses	143,472	106,176	74.0	148,208	131,451	88.7
No response	8,403	5,667	67.4	9,225	7,218	78.2
Number of High School Oral Language courses						
No courses taken	175,584	127,413	72.6	182,873	157,136	85.9
1 or 2 courses	46,186	32,250	69.8	48,071	41,262	85.8
No response	8,403	5,667	67.4	9,225	7,218	78.2
Education Level						
HS/Lower Division College	15,824	10,903	68.9	16,303	13,060	80.1
Upper Division College	60,791	42,996	70.7	63,752	55,419	86.9
Bachelor's degree	83,770	60,197	71.9	87,100	74,436	85.5
Bachelor's degree + additional units	38,888	27,545	70.8	40,781	34,886	85.5
Master's degree	15,441	11,700	75.8	16,096	13,748	85.4
More than Master's degree	12,446	9,738	78.2	12,953	11,374	87.8

	First-Time Passing Rate: Cohorts 2002 to 2007			Cumulative Passing Rate: Cohorts 2002 to 2007		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
No response	3,013	2,251	74.7	3,184	2,693	84.6
Years away from college						
Currently attending college	69,575	48,835	70.2	72,742	62,548	86.0
Less than a year	43,586	31,534	72.3	45,138	39,547	87.6
1-3 years	38,269	26,882	70.2	39,748	33,580	84.5
4-10 years	31,067	22,325	71.9	32,489	27,238	83.8
More than 10 years	36,582	27,410	74.9	38,510	33,004	95.7
No response	11,094	8,344	75.2	11,542	9,699	84.0
Professional Preparation						
Enrolled in Professional Preparation Program	151,164	112,059	74.1	156,840	135,218	86.2
Completed Professional Preparation Program	22,522	15,582	69.2	23,549	20,219	85.9
Considering a Professional Preparation Program	22,938	13,425	58.5	24,522	20,624	84.1
Not enrolled in Professional Preparation Program	3,820	2,211	57.9	4,097	3,067	74.9
Have not begun Professional Preparation Program	20,494	15,130	73.8	21,517	18,451	85.8
No response	9,235	6,923	75.0	9,644	8,037	83.3
Special Preparation						
Took test preparation courses	14,429	6,552	45.4	16,344	12,233	74.8
Did not take test preparation courses	210,798	154,971	73.5	218,627	188,898	86.4
No response	4,946	3,807	77.0	5,198	4,485	86.3
Employment Status						
Student	61,065	43,877	71.9	63,651	55,573	87.3
Working as a teacher in a school	17,622	12,174	69.1	18,646	15,736	84.4
Working as school/district administrator	1,355	910	67.2	1,436	1,154	80.4
Working in another school role	28,946	18,038	62.3	31,155	25,566	82.1
Employed, but not in a school role	81,810	60,223	73.6	84,526	72,444	85.7
Unemployed outside the home	32,583	24,835	76.2	33,678	29,062	86.3
No response	6,792	5,273	77.6	7,077	6,081	85.9
Reason for Taking CBEST						
For teaching credential	112,438	76,399	67.9	118,470	100,497	84.8
For service credential	4,827	3,406	70.6	5,072	4,429	87.3
For Full-time or Part-time employment or substitute list	87,810	6,482	75.7	90,382	77,662	85.9
For admission to Professional Preparation program	22,015	16,683	75.8	23,061	20,385	88.4
Other	3,083	2,360	76.5	3,184	2,643	83.0
Type of Credential						
Elementary teaching	71,758	47,398	66.1	75,846	63,802	84.1
Secondary teaching	54,924	41,461	75.5	57,076	50,345	88.2
Teaching adults	3,233	2,036	63.0	3,503	2,693	76.9
Teaching special education students	9,208	5,655	61.4	9,857	8,069	81.9
Admin. Services or school counseling	7,490	4,836	64.6	7,888	6,520	82.7
Emergency/substitute teaching	23,372	18,232	78.0	24,006	21,036	87.6
Other credential or permit	13,539	10,041	74.2	13,995	11,970	85.5
Not now seeking credential/permit	36,790	27,885	75.8	37,893	32,613	86.1
No response	9,859	7,786	79.0	10,105	8,568	84.8
Father's Education						

	First-Time Passing Rate: Cohorts 2002 to 2007			Cumulative Passing Rate: Cohorts 2002 to 2007		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
High school diploma or less	69,176	42,988	62.1	73,661	59,056	80.2
Some college	48,396	36,231	74.9	49,882	44,002	88.2
Bachelor's degree or higher	99,249	78,882	79.5	101,927	91,591	89.9
Unknown	9,218	4,024	43.7	10,348	7,171	69.3
No response	4,134	3,205	77.5	4,351	3,796	87.2
Mother's Education						
High school diploma or less	74,595	46,675	62.6	79,579	63,935	80.3
Some college	62,890	47,408	75.4	64,722	57,160	88.3
Bachelor's degree or higher	82,733	66,147	80.0	84,747	76,445	90.2
Unknown	6,059	2,062	34.0	7,012	4,469	63.7
No response	3,896	3,038	78.0	4,109	3,607	87.8
Best Language.						
English	217,506	160,611	73.8	224,820	196,247	87.3
Spanish	4,414	1,044	23.7	5,848	3,330	56.9
Other languages	5,175	1,325	25.6	6,276	3,274	52.2
No response	3,078	2,350	76.3	3,225	2,765	85.7
Gender						
Female	154,381	108,379	70.2	161,922	137,560	85.0
Male	69,262	51,169	73.9	71,654	61,950	86.5
No response	6,530	5,782	88.5	6,593	6,106	92.6
Ethnicity						
African American	12,018	5,419	45.1	12,869	8,727	67.8
Asian American	15,599	9,665	62.0	16,534	12,678	76.7
Filipino	6,264	3,257	52.0	6,634	4,713	71.0
South East Asian	2,070	1,103	53.3	2,260	1,594	70.5
Pacific Islander	852	546	64.1	889	710	79.9
Mexican American	25,221	13,509	53.6	27,498	21,275	77.4
Latino	12,386	6,369	51.4	13,822	10,103	73.1
Native American	1,235	866	70.1	1,273	1,086	85.3
White	121,924	98,742	81.0	124,872	115,000	92.1
Other	12,422	8,322	67.0	13,071	10,907	83.4
No response	20,182	17,532	86.9	20,447	18,823	92.1

Appendix B1: RICA Preparation and Demographic Data, 2002 – 2007

	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
ALL EXAMINEES	79,308	100.0	279	100.0	79,389	100.0
Educational Level						
High School diploma	2,293	2.9	0	0.0	2,293	2.9
Associate of Arts degree	1,291	1.6	0	0.0	1,291	1.6
Bachelor's degree	9,538	12.0	13	4.7	9,536	12.0
Bachelor's degree + additional credits	55,820	70.4	198	71.0	55,893	70.4
Master's degree	2,612	3.3	30	10.8	2,617	3.3
Master's degree + additional credits	3,563	4.5	27	9.7	3,570	4.5
Doctoral degree	393	0.5	2	0.7	394	0.5
Did not respond	3,798	4.8	9	3.2	3,795	4.8
College Grade Point Average						
3.50 to 4.00	28,652	36.1	73	26.2	28,675	36.1
3.00 to 3.49	32,565	41.1	135	48.4	32,615	41.1
2.50 to 2.99	12,040	15.2	55	19.7	12,050	15.2
2.00 to 2.49	1,676	2.1	9	3.2	1,678	2.1
Below 2.00	27	0.0	0	0.0	27	0.0
Did not attend college	3	0.0	0	0.0	3	0.0
Did not respond	4,345	5.5	7	2.5	4,341	5.5
Professional Preparation						
Not begun Professional Preparation	4,076	5.1	3	1.1	4,075	5.1
College/University Internship Program:						
First year in Program	9,179	11.6	6	2.2	9,176	11.6
Second year in Program	7,984	10.1	11	3.9	7,981	10.1
Completed Program	6,368	8.0	26	9.3	6,368	8.0
District Internship Program:						
First year in Program	2,327	2.9	1	0.4	2,327	2.9
Second year in Program	2,718	3.4	8	2.9	2,715	3.4
Completed Program	1,210	1.5	4	1.4	1,205	1.5
Non-intern College/University Program:						
Not begun student teaching	8,512	10.7	2	0.7	8,509	10.7
Begun student teaching	19,564	24.7	3	1.1	19,558	24.6
Completed student teaching	6,025	7.6	8	2.9	6,019	7.6
Completed Program	4,386	5.5	5	1.8	4,385	5.5
Did not respond	6,959	8.8	202	72.4	7,071	8.9
Preparation for Reading Instruction						
No preparation	4,066	5.1	18	6.5	4,072	5.1
Completed IHE course in Methods of Reading Instruction	59,746	75.3	129	46.2	59,771	75.3
Completed District Internship course	6,871	8.7	23	8.2	6,872	8.7
Observed Reading instruction in a K-12 school	26,055	32.9	57	20.4	26,064	32.8
Worked with individual students in K-12 school to improve their Reading skills	22,826	28.8	47	16.8	22,840	28.8
Had daily responsibility for classroom Reading instruction as student teacher or intern	27,149	34.2	67	24.0	27,175	34.2
Student teaching assignments						
None	21,606	27.2	13	4.7	21,599	27.2
One	23,521	29.7	23	8.2	23,518	29.6
Two	17,259	21.8	26	9.3	17,253	21.7
Three	3,861	4.9	6	2.2	3,849	4.8

	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
Four or more	3,672	4.6	10	3.6	3,671	4.6
Did not respond	9,389	11.8	201	72.0	9,499	12.0
Grade level Teaching Experience						
None	9,919	12.5	6	2.2	9,916	12.5
Pre K-2	46,032	58.0	80	28.7	46,040	58.0
3-5	39,969	50.4	83	29.7	39,988	50.4
6-8	6,036	7.6	38	13.6	6,040	7.6
9-12						
Best Language of Communication						
English	72,435	91.3	250	89.6	72,512	91.3
Spanish	2,207	2.8	17	6.1	2,211	2.8
Vietnamese	111	0.1	0	0.0	111	0.1
Cantonese	88	0.1	1	0.4	89	0.1
Hmong	71	0.1	0	0.0	71	0.1
Other	769	1.0	4	1.4	771	1.0
Did not respond	3,627	4.6	7	2.5	3,624	4.6
First language of Communication						
English only	54,544	68.8	201	72.0	54,603	68.8
English and one or more other languages	11,858	15.0	34	12.2	11,865	14.9
One or more languages other than English	9,143	11.5	36	12.9	9,155	11.5
Did not respond	3,763	4.7	8	2.9	3,766	4.7
Gender						
Female	65,002	82.0	165	59.1	65,065	82.0
Male	13,891	17.5	114	40.9	13,909	17.5
Did not respond	415	0.5	0	0.0	415	0.5
Ethnicity						
African American/Black	3,554	4.5	29	10.4	3,561	4.5
Asian American/Asian	4,506	5.7	6	2.2	4,508	5.7
Filipino	1,545	1.9	1	0.4	1,545	1.9
Southeast Asian American	644	0.8	0	0.0	644	0.8
Pacific Island American	266	0.3	0	0.0	266	0.3
Mexican American or Chicano	12,362	15.6	46	16.5	12,378	15.6
Latino, Latin American, Puerto Rican, Hispanic	5,332	6.7	13	4.7	5,335	6.7
Native American, American Indian	467	0.6	1	0.4	467	0.6
White, non-Hispanic	44,174	55.7	94	33.7	44,194	55.7
Other	4,979	6.3	11	3.9	4,980	6.3
Did not respond	1,479	1.9	78	28.0	1,511	1.9

Appendix B2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates, 2002 - 2007

	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	79,389	64,827	81.7	79,389	76,283	96.1
High School diploma						
High School diploma	2,414	2,076	86.0	2,293	2,211	96.4
Associate of Arts degree						
Associate of Arts degree	1,421	1,089	76.6	1,291	1,230	95.3
Bachelor's degree						
Bachelor's degree	9,887	7,800	78.9	9,536	9,110	95.5
Bachelor's degree + additional credits						
Bachelor's degree + additional credits	56,147	46,284	82.4	55,893	53,958	96.5
Master's degree						
Master's degree	2,353	1,822	77.4	2,617	2,442	93.3
Master's degree + additional credits						
Master's degree + additional credits	3,487	2,912	83.5	3,570	3,411	95.5
Doctoral degree						
Doctoral degree	387	348	89.9	394	379	96.2
Did not respond	3,293	2,496	75.8	3,795	3,542	93.3
College Grade Point Average						
3.50 to 4.00	28,489	25,099	88.1	28,675	27,961	97.5
3.00 to 3.49	32,699	26,457	80.9	32,615	31,299	96.0
2.50 to 2.99	12,564	9,124	72.6	12,050	11,373	94.4
2.00 to 2.49	1,716	1,112	64.8	1,678	1,536	91.5
Below 2.00	24	17	70.8	27	25	92.6
Did not attend college	4	2	50.0	3	3	100.0
Did not respond	3,893	3,016	77.5	4,341	4,086	94.1
Professional Preparation						
Not begun Professional Preparation	4,262	2,900	68.0	4,075	3,659	89.8
College/University Internship Program:						
First year in Program	9,895	8,194	82.8	9,176	8,919	97.2
Second year in Program	8,270	6,873	83.1	7,981	7,797	97.7
Completed Program	5,583	4,332	77.6	6,368	5,999	94.2
District Internship Program:						
First year in Program	2,421	1,917	79.2	2,327	2,220	95.4
Second year in Program	2,666	2,204	82.7	2,715	2,634	97.0
Completed Program	964	733	76.0	1,205	1,113	92.4
Non-intern College/University Program:						
Not begun student teaching	9,468	7,803	82.4	8,509	8,188	96.2
Begun student teaching	20,644	17,871	86.6	19,558	19,278	98.6
Completed student teaching	5,127	4,114	80.2	6,019	5,747	95.5
Completed Program	3,654	2,872	78.6	4,385	4,080	93.0
Did not respond	6,435	5,014	77.9	7,071	6,649	94.0
Preparation for Reading Instruction						
No preparation	4,144	2,866	69.2	4,072	3,706	91.0
Completed IHE course in Methods of Reading Instruction	60,634	50,611	83.5	59,771	57,874	96.8
Completed District Internship course	6,843	5,550	81.1	6,872	6,633	96.5
Observed Reading instruction in a K-12 school	26,953	22,723	84.3	26,064	25,327	97.2
Worked with individual students in K-12 school to improve their Reading skills	23,554	19,896	84.5	22,840	22,171	97.1
Had daily responsibility for classroom Reading instruction as student teacher or intern	27,358	23,523	86.0	27,175	26,570	97.8
Student teaching assignments						
None	23,907	18,885	79.0	21,599	20,655	95.6
One	23,736	20,037	84.4	23,518	22,900	97.4
Two	15,603	13,060	83.7	17,253	16,597	96.2
Three	3,755	3,139	83.6	3,849	3,710	96.4
Four or more	3,738	2,924	78.2	3,671	3,484	94.9

	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Did not respond	8,650	6,782	78.4	9,499	8,937	94.1
Grade-level Teaching Experience						
None	10,900	8,544	78.4	9,916	9,360	94.4
Pre K-2	45,874	38,309	83.5	46,040	44,556	96.8
3-5	39,539	33,150	83.8	39,988	38,729	96.9
6-8	16,962	13,842	81.6	16,948	16,260	95.9
9-12	6,154	4,608	74.9	6,040	5,653	93.6
Best Language of Communication						
English	72,941	60,530	83.0	72,512	69,963	96.5
Spanish	2,225	1,238	55.6	2,211	1,983	89.7
Vietnamese	107	66	61.7	111	98	88.3
Cantonese	88	55	62.5	89	81	91.0
Hmong	68	39	57.4	71	65	91.5
Other	798	502	62.9	771	703	91.2
Did not respond	3,162	2,397	75.8	3,624	3,390	93.5
First language of Communication						
English only	54,603	46,926	85.9	54,603	53,033	97.1
English and one or more other languages	11,865	9,022	76.0	11,865	11,213	94.5
One or more languages other than English	9,155	6,374	69.6	9,155	8,513	93.0
Did not respond	3,766	2,505	66.5	3,766	3,524	93.6
Gender.						
Female	65,065	54,848	84.3	65,065	62,980	96.8
Male	13,909	9,598	69.0	13,909	12,905	92.8
Did not respond	415	381	91.8	415	398	95.9
Ethnicity						
African American/Black	3,561	2,343	65.8	i	3,223	90.5
Asian American/Asian	4,508	3,701	82.1	4,508	4,346	96.4
Filipino	1,545	1,240	80.3	1,545	1,471	95.2
Southeast Asian American	644	474	73.6	644	606	94.1
Pacific Island American	266	208	78.2	266	252	94.7
Mexican American or Chicano	12,378	8,828	71.3	12,378	11,613	93.8
Latino, Latin American, Puerto Rican, Hispanic	5,335	3,760	70.5	5,335	4,997	93.7
Native American, American Indian	467	369	79.0	467	438	93.8
White, non-Hispanic	44,194	38,612	87.4	44,194	43,144	97.6
Other	4,980	3,968	79.7	4,980	4,741	95.2
Did not respond	1,511	1,324	87.6	1,511	1,452	96.1

Appendix C1: CSET Multiple Subjects – Annual and Cumulative Passing Rates, 2003 – 07

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	8,992	6,983	77.7	87,471	77,444	88.5
Ethnicity						
African American	342	182	53.2	4,078	3,022	74.1
Asian American	787	595	75.6	7,805	6,919	88.6
Hispanic American	1,682	1,063	63.2	20,052	16,619	82.9
Native American	52	38	73.1	499	419	84.0
White, non-Hispanic	5,168	4,331	83.8	47,274	43,536	92.1
Gender						
Female	7,313	5,636	77.1	72,503	64,089	88.4
Male	1,556	1,245	80.0	14,275	12,719	89.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	7,078	5,540	78.3	63,781	56,794	89.0
To obtain an initial Ed Special teaching credential	517	402	77.8	5,792	5,231	90.3
To add an authorization	237	191	80.6	7,040	6,501	92.3
To meet NCLB requirement – possess MSTC	430	321	74.7	4,875	4,025	82.6
College/University Training						
Community College in California				52,925	48,982	92.5
Institution in California				7,684	7,139	92.9
Outside of California				5,215	4,757	91.2
Highest Educational Level						
Fresh/Soph/Jr/Sr College	2,652	2,135	80.5	16,063	14,707	91.6
Bachelor's degree + additional credits	5,104	3,892	76.3	57,832	51,131	88.4
Master's degree or doctoral degree	733	587	80.1	733	587	80.1

Appendix C2: CSET Multiple Subjects (Writing Skills only) – Annual and Cumulative Passing Rates, 2006 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	133	79	59.4	133	79	59.4
Ethnicity						
African American	7	2	-	7	2	-
Asian American	11	6	54.5	11	6	54.5
Hispanic American	29	11	37.9	29	11	37.9
Native American	1	0	-	1	0	-
White, non-Hispanic	65	47	72.3	65	47	72.3
Gender						
Female	107	63	58.9	107	63	58.9
Male	23	13	56.5	23	13	56.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	102	59	57.8	102	59	57.8
To obtain an initial Ed Special teaching credential	8	6	-	8	6	-
To add an authorization	1	0	-	1	0	-
Highest Educational Level						
Fresh/Soph/Jr/Sr College	40	26	65.0	40	26	65.0
Bachelor's degree + additional credits	73	40	54.8	73	40	54.8
Master's degree or doctoral degree	12	9	75.0	12	9	75.0

*CSET: Multiple Subjects Writing Skills subtest was developed based on recommendation from SB 1209.

Appendix C3: CSET: Art – Annual and Cumulative Passing Rate, 2004 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	205	150	73.2	692	549	79.3
Ethnicity						
African American	3	2	-	15	8	53.3
Asian American	7	5	-	43	36	83.7
Hispanic American	28	19	67.9	88	66	75.0
Native American	0	0	-	4	3	-
White, non-Hispanic	140	104	74.3	458	371	81.0
Gender						
Female	138	102	73.9	456	355	77.9
Male	66	47	71.2	227	186	81.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	148	106	71.6	503	398	79.1
To obtain an initial Ed Special teaching credential	6	4	-	100	88	88.0
To add an authorization	42	33	78.6	59	44	74.6
College/University Training						
Community College in California				295	247	83.7
Institution in California				88	75	85.2
Outside of California				17	16	94.1
Educational Level						
Fresh/Soph/Jr/Sr College	6	3	-	24	18	75.0
Bachelor's degree + additional credits	155	112	72.3	520	416	80.0
Master's degree or doctoral degree	35	29	82.9	120	97	80.8

Appendix C4: CSET: Business – Annual and Cumulative Passing Rates, 2003 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	110	57	51.8	237	128	54.0
Ethnicity						
African American	5	0	-	17	4	23.5
Asian American	3	1	-	16	8	50.0
Hispanic American	9	3	-	25	12	48.0
Native American	3	1	-	4	1	-
White, non-Hispanic	85	50	58.8	160	94	58.8
Gender						
Female	45	21	46.7	98	45	45.9
Male	63	35	55.6	137	82	59.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	69	34	49.3	146	80	54.8
To obtain an initial Ed Special teaching credential	5	2	-	32	19	59.4
To add an authorization	28	17	60.7	34	19	55.9
College/University Training						
Community College in California				50	32	64.0
Institution in California				24	18	75.0
Outside of California				3	1	-
Educational Level						
Fresh/Soph/Jr/Sr College	3	0	-	3	0	-
Bachelor's degree + additional credits	61	32	52.5	142	77	54.2
Master's degree or doctoral degree	37	22	59.5	63	40	63.5

Appendix C5: CSET: English – Annual and Cumulative Passing Rates, 2003 –2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	1,748	934	53.4	11,501	8,573	74.5
Ethnicity						
African American	100	30	30.0	695	404	58.1
Asian American	98	51	52.0	722	546	75.6
Hispanic American	214	80	37.4	1,353	872	64.4
Native American	18	7	38.9	76	48	63.2
White, non-Hispanic	1,092	639	58.5	7,397	5,758	77.8
Gender						
Female	1,221	652	53.4	7,862	5,883	74.8
Male	502	267	53.2	3,504	2,582	73.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,270	696	54.8	8,399	6,384	76.0
To obtain an initial Ed Special teaching credential	29	9	31.0	1,634	1,234	75.5
To add an authorization	339	168	49.6	532	283	53.2
College/University Training						
Community College in California				5,474	4,338	79.2
Institution in California				2,025	1,723	85.1
Outside of California				445	337	75.7
Educational Level						
Fresh/Soph/Jr/Sr College	205	119	58.0	851	613	72.0
Bachelor's degree + additional credits	1,110	564	50.8	7,437	5,523	74.3
Master's degree or doctoral degree	307	184	59.9	2,249	1,731	77.0

Appendix C6: CSET: Health Science – Annual and Cumulative Passing Rates, 2005 – 07

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	421	257	61.0	965	627	65.0
Ethnicity						
African American	36	13	36.1	98	38	38.8
Asian American	25	13	52.0	57	36	63.2
Hispanic American	54	35	64.8	124	75	60.5
Native American	1	1	-	8	4	-
White, non-Hispanic	257	167	65.0	576	406	70.5
Gender						
Female	262	174	66.4	583	415	71.2
Male	155	82	52.9	369	204	55.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	207	124	59.9	515	322	62.5
To obtain an initial Ed Special teaching credential	36	21	58.3	179	126	70.4
To add an authorization	138	92	66.7	166	116	69.9
College/University Training						
Community College in California				243	171	70.4
Institution in California				58	48	82.8
Outside of California				49	35	71.4
Educational Level						
Fresh/Soph/Jr/Sr College	8	5	-	17	12	70.6
Bachelor's degree + additional credits	272	163	59.9	632	392	62.0
Master's degree or doctoral degree	105	69	65.7	213	155	72.8

Appendix C7: CSET: Home Economics – Annual and Cumulative Passing Rates, 2005 – 07

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	51	34	66.7	115	82	71.3
Ethnicity						
African American	3	1	-	4	1	-
Asian American	1	1	-	5	4	-
Hispanic American	2	0	-	10	5	-
Native American	-	-	-	-	-	-
White, non-Hispanic	37	27	73.0	80	60	75.0
Gender						
Female	48	31	64.6	7	4	57.1
Male	2	2	-	106	76	71.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	30	18	60.0	61	42	68.9
To obtain an initial Ed Special teaching credential	2	2	-	21	18	85.7
To add an authorization	15	12	80.0	20	15	75.0
College/University Training						
Community College in California				24	20	83.3
Institution in California				8	5	-
Outside of California				10	9	-
Educational Level						
Fresh/Soph/Jr/Sr College	5	1	-	7	3	-
Bachelor's degree + additional credits	32	22	68.8	72	51	70.8
Master's degree or doctoral degree	11	9	81.8	23	19	82.6

Appendix C8: CSET: Industrial & Technology Education – Annual and Cumulative Passing Rates, 2005 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	46	36	78.3	104	80	76.9
Ethnicity						
African American	2	0	-	4	2	-
Asian American	2	2	-	10	8	-
Hispanic American	2	2	-	8	7	-
Native American	-	-	-	-	-	-
White, non-Hispanic	36	29	80.6	77	59	76.6
Gender						
Female	3	1	-	12	6	50.0
Male	43	35	81.4	92	74	80.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	26	20	76.9	54	42	77.8
To obtain an initial Ed Special teaching credential	1	1	-	24	18	75.0
To add an authorization	13	11	84.6	15	13	86.7
College/University Training						
Community College in California				28	22	78.6
Institution in California				9	9	-
Outside of California				8	5	-
Educational Level						
Fresh/Soph/Jr/Sr College	3	2	-	5	3	-
Bachelor's degree + additional credits	29	22	75.9	61	47	77.0
Master's degree or doctoral degree	8	8	-	26	23	88.5

Appendix C9: CSET: French – Annual and Cumulative Passing Rates, 2004 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	68	57	83.8	243	205	84.4
Ethnicity						
African American	8	6	-	20	18	90.0
Asian American	3	2	-	11	8	72.7
Hispanic American	7	5	-	17	12	70.6
Native American	-	-	-	-	-	-
White, non-Hispanic	46	40	87.0	166	140	84.3
Gender						
Female	50	42	84.0	182	156	85.7
Male	17	14	82.4	57	45	78.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	44	39	88.6	150	129	86.0
To obtain an initial Ed Special teaching credential	1	1	-	49	43	87.8
To add an authorization	13	11	84.6	20	15	75.0
College/University Training						
Community College in California				47	42	89.4
Institution in California				75	65	86.7
Outside of California				20	17	85.0
Educational Level						
Fresh/Soph/Jr/Sr College	2	1	-	7	5	-
Bachelor's degree + additional credits	32	27	84.4	139	114	82.0
Master's degree or doctoral degree	25	23	92.0	74	67	90.5

Appendix C10: CSET: Spanish – Annual and Cumulative Passing Rates, 2004 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	421	319	75.8	1,441	1,226	85.1
Ethnicity						
African American	8	7	-	24	21	87.5
Asian American	1	1	-	15	12	80.0
Hispanic American	253	176	69.6	826	671	81.2
Native American	-	-	-	2	2	-
White, non-Hispanic	115	99	86.1	451	414	91.8
Gender						
Female	297	226	76.1	1,000	855	85.5
Male	118	88	74.6	425	358	84.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	271	201	74.2	904	760	84.1
To obtain an initial Ed Special teaching credential	12	8	66.7	280	256	91.4
To add an authorization	103	82	79.6	117	95	81.2
College/University Training						
Community College in California				480	433	90.2
Institution in California				254	239	94.1
Outside of California				87	74	85.1
Educational Level						
Fresh/Soph/Jr/Sr College	28	21	75.0	82	68	82.9
Bachelor's degree + additional credits	269	194	72.1	927	779	84.0
Master's degree or doctoral degree	86	74	86.0	279	252	90.3

Appendix C11: CSET: Mathematics (Foundational-Level) – Annual and Cumulative Passing Rates, 2003 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	1,427	482	33.8	7,331	3,162	43.1
Ethnicity						
African American	89	19	21.3	551	161	29.2
Asian American	214	92	43.0	1,058	541	51.1
Hispanic American	211	52	24.6	1,108	381	34.4
Native American	5	2	-	39	15	38.5
White, non-Hispanic	749	258	34.4	3,925	1,772	45.1
Gender						
Female	768	233	30.3	3,695	1,518	41.1
Male	642	244	38.0	3,572	1,616	45.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	951	361	38.0	4,586	2,110	46.0
To obtain an initial Ed Special teaching credential	20	2	10.0	1,475	560	38.0
To add an authorization	358	86	24.0	599	201	33.6
College/University Training						
Community College in California				3,094	1,341	43.3
Institution in California				918	476	51.9
Outside of California				400	176	44.0
Educational Level						
Fresh/Soph/Jr/Sr College	129	40	31.0	365	111	30.4
Bachelor's degree + additional credits	939	289	30.8	4,853	2,055	42.3
Master's degree or doctoral degree	266	119	44.7	1,435	674	47.0

Appendix C12: CSET: Mathematics – Annual and Cumulative Passing Rates, 2003 – 07

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	436	223	51.1	4,453	2,407	54.1
Ethnicity						
African American	15	2	13.3	269	74	27.5
Asian American	100	61	61.0	938	619	66.0
Hispanic American	37	13	35.1	474	181	38.2
Native American	2	1	-	13	5	38.5
White, non-Hispanic	229	115	50.2	2,261	1,228	54.3
Gender						
Female	189	79	41.8	1,854	921	49.7
Male	233	137	58.8	2,524	1,438	57.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	360	191	53.1	3,371	1,854	55.0
To obtain an initial Ed Special teaching credential	7	4	-	518	281	54.2
To add an authorization	43	15	34.9	141	61	43.3
College/University Training						
Community College in California				2,078	1,079	51.9
Institution in California				946	622	65.8
Outside of California				186	91	48.9
Educational Level						
Fresh/Soph/Jr/Sr College	82	38	46.3	343	191	55.7
Bachelor's degree + additional credits	231	104	45.0	2,691	1,348	50.1
Master's degree or doctoral degree	104	68	65.4	1,012	654	64.6

Appendix C13: CSET: Music – Annual and Cumulative Passing Rates, 2004 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	127	112	88.2	400	358	89.5
Ethnicity						
African American	2	1	-	15	9	60.0
Asian American	14	11	78.6	36	31	86.1
Hispanic American	11	10	90.9	34	29	85.3
Native American	-	-	-	3	3	-0
White, non-Hispanic	86	79	91.9	265	245	92.5
Gender						
Female	60	51	85.0	200	180	90.0
Male	65	59	90.8	197	175	88.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	114	103	90.4	317	290	91.5
To obtain an initial Ed Special teaching credential	3	3	-	56	47	83.9
To add an authorization	5	3	-	8	6	-
College/University Training						
Community College in California				148	135	91.2
Institution in California				82	76	92.7
Outside of California				3	2	-
Educational Level						
Fresh/Soph/Jr/Sr College	12	10	83.3	27	21	77.8
Bachelor's degree + additional credits	74	66	89.2	246	219	89.0
Master's degree or doctoral degree	36	31	86.1	108	101	93.5

Appendix C14: CSET: Physical Education – Annual and Cumulative Passing Rates, 2004 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	568	301	53.0	1,861	1,181	63.5
Ethnicity						
African American	34	7	20.6	140	54	38.6
Asian American	33	12	36.4	97	55	56.7
Hispanic American	56	24	42.9	225	116	51.6
Native American	7	3	-	13	8	61.5
White, non-Hispanic	389	230	59.1	1,221	838	68.6
Gender						
Female	240	128	53.3	769	493	64.1
Male	323	172	53.3	1,083	684	63.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	369	184	49.9	1,214	756	62.3
To obtain an initial Ed Special teaching credential	10	5	-	287	210	73.2
To add an authorization	156	96	61.5	193	113	58.5
College/University Training						
Community College in California				618	452	73.1
Institution in California				153	120	78.4
Outside of California				108	73	67.6
Educational Level						
Fresh/Soph/Jr/Sr College	24	11	45.8	57	30	52.6
Bachelor's degree + additional credits	398	216	54.3	1,272	800	62.9
Master's degree or doctoral degree	109	60	55.0	342	234	68.4

Appendix C15: CSET: Biology/Life Science – Annual and Cumulative Passing Rates, 2003 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	586	376	64.2	4,456	3,507	78.7
Ethnicity						
African American	22	7	31.8	190	107	56.3
Asian American	80	43	53.8	570	443	77.7
Hispanic American	71	36	50.7	535	376	70.3
Native American	4	4	100.0	45	35	77.8
White, non-Hispanic	342	239	69.9	2,658	2,171	81.7
Gender						
Female	359	223	62.1	2,620	2,005	76.5
Male	219	146	66.7	1,789	1,462	81.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	462	314	68.0	3,457	2,831	81.9
To obtain an initial Ed Special teaching credential	9	5	55.6	476	339	71.2
To add an authorization	66	28	42.4	151	73	48.3
College/University Training						
Community College in California				2,246	1,895	84.4
Institution in California				806	677	84.0
Outside of California				128	95	74.2
Educational Level						
Fresh/Soph/Jr/Sr College	87	67	77.0	332	285	85.8
Bachelor's degree + additional credits	359	223	62.1	3,036	2,398	79.0
Master's degree or doctoral degree	96	61	63.5	738	566	76.7

Appendix C16: CSET: Biology/Life Science (Specialized) – Annual and Cumulative Passing Rates, 2003 – 07

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	162	95	58.6	922	685	74.3
Ethnicity						
African American	6	1	-	53	26	49.1
Asian American	23	15	65.2	107	88	82.2
Hispanic American	18	12	66.7	129	88	68.2
Native American	-	-	-	5	5	-
White, non-Hispanic	102	58	56.9	528	401	75.9
Gender						
Female	112	67	59.8	595	432	72.6
Male	49	27	55.1	316	243	76.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	105	70	66.7	617	483	78.3
To obtain an initial Ed Special teaching credential	3	2	-	133	99	74.4
To add an authorization	35	14	40.0	57	27	47.4
College/University Training						
Community College in California				405	324	80.0
Institution in California				149	128	85.9
Outside of California				26	24	92.3
Educational Level						
Fresh/Soph/Jr/Sr College	13	10	76.9	57	45	78.9
Bachelor's degree + additional credits	95	56	58.9	571	428	75.0
Master's degree or doctoral degree	42	24	57.1	211	158	74.9

Appendix C17: CSET: Chemistry – Annual and Cumulative Passing Rates, 2003 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	168	125	74.4	1,458	1,187	81.4
Ethnicity						
African American	5	4	-	55	39	70.9
Asian American	24	19	79.2	231	197	85.3
Hispanic American	18	10	55.6	132	93	70.5
Native American	0	0	-	7	3	-
White, non-Hispanic	105	81	77.1	898	743	82.7
Gender						
Female	92	63	68.5	721	564	78.2
Male	72	59	81.9	718	610	85.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	138	107	77.5	1,010	849	84.1
To obtain an initial Ed Special teaching credential	1	1	-	254	203	79.9
To add an authorization	17	10	58.8	78	52	66.7
College/University Training						
Community College in California				680	572	84.1
Institution in California				342	299	87.4
Outside of California				23	19	82.6
Educational Level						
Fresh/Soph/Jr/Sr College	26	22	84.6	102	88	86.3
Bachelor's degree + additional credits	89	60	67.4	882	706	80.0
Master's degree or doctoral degree	44	39	88.6	373	322	86.3

Appendix C18: CSET: Chemistry (Specialized) – Annual and Cumulative Passing Rate, 2003 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	72	59	81.9	442	386	87.3
Ethnicity						
African American	2	2	-	16	12	75.0
Asian American	10	9	90.0	76	66	86.8
Hispanic American	10	5	50.0	49	38	77.6
Native American	-	-	-	1	1	-
White, non-Hispanic	38	33	86.8	246	220	89.4
Gender						
Female	42	35	83.3	228	190	83.3
Male	29	23	79.3	206	188	91.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	40	35	87.5	218	192	88.1
To obtain an initial Ed Special teaching credential	1	1	-	145	132	91.0
To add an authorization	27	20	74.1	31	20	64.5
College/University Training						
Community College in California				189	172	91.0
Institution in California				108	99	91.7
Outside of California				10	9	90.0
Educational Level						
Fresh/Soph/Jr/Sr College	9	7	77.8	24	22	91.7
Bachelor's degree + additional credits	36	30	83.3	238	209	87.8
Master's degree or doctoral degree	22	18	81.8	22	18	81.8

Appendix C19: CSET: Earth/Planetary Science – Annual and Cumulative Passing Rates, 2003 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	135	83	61.5	1,183	909	76.8
Ethnicity						
African American	3	0	-	20	8	40.0
Asian American	6	3	-	74	51	68.9
Hispanic American	12	6	50.0	96	62	64.6
Native American	1	0	-	17	12	70.6
White, non-Hispanic	102	67	65.7	875	695	79.4
Gender						
Female	62	30	48.4	490	343	70.0
Male	71	51	71.8	681	554	81.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	88	59	67.0	663	517	78.0
To obtain an initial Ed Special teaching credential	3	1	-	301	244	81.1
To add an authorization	36	21	58.3	107	69	64.5
College/University Training						
Community College in California				559	459	82.1
Institution in California				182	154	84.6
Outside of California				63	50	79.4
Educational Level						
Fresh/Soph/Jr/Sr College	5	4	-	37	32	86.5
Bachelor's degree + additional credits	87	50	57.5	774	594	76.7
Master's degree or doctoral degree	34	25	73.5	277	219	79.1

Appendix C20: CSET: Earth/Planetary Science (Specialized) – Annual and Cumulative Passing Rates, 2003 –2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	68	50	73.5	300	254	84.7
Ethnicity						
African American	1	1	-	4	4	-
Asian American	4	2	-	14	10	71.4
Hispanic American	8	4	-	30	22	73.3
Native American	1	1	-	4	2	-
White, non-Hispanic	47	37	78.7	213	186	87.3
Gender						
Female	36	23	63.9	130	104	80.0
Male	32	27	84.4	167	147	88.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	7	53.8	73	60	82.2
To obtain an initial Ed Special teaching credential	4	2	-	139	123	88.5
To add an authorization	43	36	83.7	51	42	82.4
College/University Training						
Community College in California				139	124	89.2
Institution in California				37	34	91.9
Outside of California				12	10	83.3
Educational Level						
Fresh/Soph/Jr/Sr College	1	1	-	5	5	-
Bachelor's degree + additional credits	36	25	69.4	178	151	84.8
Master's degree or doctoral degree	21	18	85.7	85	74	87.1

Appendix C21: CSET: Physics – Annual and Cumulative Passing Rates, 2003 –2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	84	55	65.5	855	591	69.1
Ethnicity						
African American	3	2	-	25	13	52.0
Asian American	8	4	-	118	79	66.9
Hispanic American	4	2	-	58	23	39.7
Native American	-	-	-	7	3	-
White, non-Hispanic	53	36	67.9	547	398	72.8
Gender						
Female	23	10	43.5	243	146	60.1
Male	57	43	75.4	592	429	72.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	60	38	63.3	556	411	73.9
To obtain an initial Ed Special teaching credential	1	1	-	171	101	59.1
To add an authorization	20	15	75.0	55	36	65.5
College/University Training						
Community College in California				382	274	71.7
Institution in California				214	157	73.4
Outside of California				28	15	53.6
Educational Level						
Fresh/Soph/Jr/Sr College	11	6	54.5	47	30	63.8
Bachelor's degree + additional credits	48	33	68.8	490	332	67.8
Master's degree or doctoral degree	20	14	70.0	20	14	70.0

Appendix C22: CSET: Physics (Specialized) – Annual and Cumulative Passing Rates, 2003 –2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	48	36	75.0	245	206	84.1
Ethnicity						
African American	-	-	-	2	1	-
Asian American	10	10	100.0	40	34	85.0
Hispanic American	3	2	-	24	19	79.2
Native American	-	-	-	-	-	-
White, non-Hispanic	31	22	71.0	152	130	85.5
Gender						
Female	21	14	66.7	65	47	72.3
Male	27	22	81.5	176	155	88.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	24	21	87.5	111	101	91.0
To obtain an initial Ed Special teaching credential	-	-	-	85	71	83.5
To add an authorization	22	13	59.1	29	19	65.5
College/University Training						
Community College in California				94	82	87.2
Institution in California				60	54	90.0
Outside of California				11	9	81.8
Educational Level						
Fresh/Soph/Jr/Sr College	4	4	-	12	12	100.0
Bachelor's degree + additional credits	30	22	73.3	125	106	84.8
Master's degree or doctoral degree	12	9	75.0	92	76	82.6

Appendix C23: CSET: Social Science – Annual and Cumulative Passing Rates, 2003 – 2007

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
All examinees	1,344	817	60.8	9,679	7,354	76.0
Ethnicity						
African American	50	18	36.0	483	290	60.0
Asian American	90	53	58.9	553	407	73.6
Hispanic American	221	102	46.2	1,546	1,067	69.0
Native American	9	3	-	72	45	62.5
White, non-Hispanic	830	546	65.8	5,983	4,714	78.8
Gender						
Female	544	277	50.9	3,869	2,708	70.0
Male	782	528	67.5	5,713	4,566	79.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,088	662	60.8	7,644	5,820	76.1
To obtain an initial Ed Special teaching credential	24	14	58.3	1,043	826	79.2
To add an authorization	150	89	59.3	227	139	61.2
College/University Training						
Community College in California				5,174	4,103	79.3
Institution in California				1,290	1,109	86.0
Outside of California				399	312	78.2
Educational Level						
Fresh/Soph/Jr/Sr College	240	138	57.5	950	665	70.0
Bachelor's degree + additional credits	839	502	59.8	6,425	4,819	75.0
Master's degree or doctoral degree	185	125	67.6	1,540	1,287	83.6