

REVISED

5C

Information

Educator Preparation Committee

**Annual Report on Passing Rates of Commission-Approved
Examinations from 2010-2011 to 2014-2015**

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

Recommended Action: For information only

Presenter: Michael Taylor, Consultant, Professional Services Division

Strategic Plan Goal

I. Educator Quality

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

April 2016

REVISED

Annual Report on Passing Rates of Commission-Approved Examinations from 2010-2011 to 2014-2015

Introduction

This agenda item presents the passing rates for Commission-approved examinations over the past five years, 2010-2011 through 2014-2015. The purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates are discussed in detail. Additional data tables referenced throughout this item are presented in the [Appendices](#) on the Commission website.

Background

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

Basic Skills Examinations

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

Subject Matter Competency Examinations

Current law requires candidates for a preliminary multiple or single subject teaching credential to demonstrate competency in the content area(s) they will teach. Under California's No Child Left Behind federal compliance plan, candidates for the Multiple Subject Credential must meet this requirement through passing the Commission's adopted subject matter examination, currently the *California Subject Examinations for Teachers (CSET) Multiple Subjects examination*. The Every Student Succeeds Act (ESSA) has been recently signed into law and will affect this policy. There is a separate agenda item on ESSA being presented for discussion at this meeting. Single Subject Credential candidates may meet the subject matter requirement either by completing a Commission-approved subject matter program or by passing the appropriate content area CSET Single Subject examination. Education specialist candidates also use this option to verify subject matter knowledge. Both the subject matter programs and the CSET series of examinations are aligned with the state's K-12 student academic content standards. It is important to note that the CSET examinations measure candidates' subject matter knowledge, skills, and abilities, not their pedagogical knowledge. The CSET was first administered in 2003. Beginning with the May 2007 administration of the CSET: Multiple Subjects examination, an optional fourth subtest known as the CSET: Writing Skills examination was added. Candidates for a

REVISED

multiple subject credential may use the CSET: Multiple Subjects examination plus the CSET: Writing Skills subtest to verify basic skills as an alternative to passing the CBEST.

The *California Teachers of English Learners (CTEL)* examination is used by candidates other than those prepared in SB 2042 teacher preparation programs (such as, for example, out of state candidates) to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL).

For candidates seeking a bilingual authorization via examination, the bilingual-specific subtests of the *CSET: World Language examinations* are used to demonstrate bilingual language and cultural knowledge and skills.

The *Teaching Foundations Examinations (TFE)*, historically, and the National Evaluation Series (NES), currently, satisfy a part of the pedagogical portion of the Early Completion Option of the intern program for multiple subject and selected single subject credentials. The TFE was used from 2004 - 2013. The NES was adopted by the Commission beginning in 2013. The TFE is owned and administered by the Educational Testing Service. The NES is owned and administered by the Evaluation Systems group of Pearson. Neither is a Commission-owned examination.

Beginning in June 2011, the *California Preliminary Administrative Credential Examination (CPACE)*, an exam aligned specifically to California standards, replaced the prior *School Leaders Licensure Assessment (SLLA)*. The SLLA is no longer used by California candidates for an administrative services credential. The Commission more recently decided to update CPACE to include both content assessment and performance assessment components. The updated CPACE was first administered in July 2015.

Caveats about the Data

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

Definition of Terms

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

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee's knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who possess the knowledge and skills being measured are expected to perform well.
- Cumulative passing rate – the number of examinees who have passed the examination divided by the number of examinees who have taken all sections or subtests of the examination. Cumulative passing rate takes into account the fact that examinees can take the examination as many times as needed in order to pass. Please note that the 2014-2015 cohort for any

REVISED

examination has had fewer opportunities to retake the examination at the time of preparation of this report than prior cohorts, which would affect the cumulative passing rate.

- First-time passing rate – the number of examinees who passed all sections or subtests of the examination the first time they took each divided by the total number of first-time examinees who took all sections or subtests.

Institutional Data Reports

The Commission's examinations contractor provides institutional data reports concerning each institution's candidates for those candidates who chose to list the institution at the time of registration as a score recipient. The Commission determines which institutions are authorized score report recipients, and those institutions are listed in each registration bulletin under "Score Reporting Institutions." The individual at each authorized score recipient institution who receives the reports is determined by that institution. Each year, the Commission's examinations contractor requests each institution to designate an individual with his/her contact information. Throughout the year, however, institutions may contact the contractors to update their score reporting contact information. Score reports are provided following each test administration, and include data for examinees who selected that institution as a score recipient. The institutional score reports are posted one week after the examinee score data are available, and can be accessed by the institutional contact person from a secure, password-protected web site.

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

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

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

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

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

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

REVISED

All of the Commission examinations 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. Generally, examinees are only provided with scaled scores if they do not pass an examination. Examinees who pass an examination are notified only that they passed.

Teaching Performance Assessment (TPA)

California's teaching performance assessment requirement is currently being met by individual preparation programs where TPAs are administered and scored locally. The Commission is moving toward centrally scored models of TPA which we anticipate will provide statewide data in the near future. When they are available statewide passing rates for California's TPA will be provided in subsequent versions of this report.

REVISED

Report on Individual Commission Examinations

CBEST: California Basic Educational Skills Test

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

- passing the CBEST; or
- passing a basic skills examination from another state; or
- passing the CSET: Multiple Subjects plus the CSET: Writing Skills Test; or
- achieving qualifying scores on the SAT or ACT; or
- achieving a qualifying score on College Board Advanced Placement (AP) examinations; or
- passing both the math and the English sections of the California State University (CSU) Early Assessment Program (EAP); or
- passing both of the CSU placement examinations: English Placement Test and Entry Level Mathematics.

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts that are important to performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a single four-hour testing session. No individual test section is timed. Beginning in 2011, the computer-based CBEST became available on demand throughout the year at the contractor’s computer-based testing centers along with the six times per year paper-based test administrations.

Reading Section:

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

Mathematics Section:

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

Writing Section:

The CBEST Writing section assesses the candidate’s ability to write effectively. Candidates are provided two essay topics and are asked to write a response to each. One of the topics requires a

REVISED

written analysis of a specific situation or statement; the other asks the candidate to write about a personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their response.

Scoring of the CBEST

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

Table 1: CBEST State Passing Score Standard and Score Range

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

Examination Volume

The volume of CBEST examinations administered declined dramatically for a decade, from a high of 128,000 in 2001-2002 to less than 40,000 in 2011-2012. Since 2012 the number of administrations has been steadily increasing, climbing to more than 50,000 in 2014-2015.

Beginning in May 2007, two additional Commission examination options became available for individuals to meet the basic skills requirement. The first allows out-of-state individuals to use their home state’s basic skills examination, if the examination is comparable to CBEST, to satisfy this requirement. The second option allows individuals to satisfy this requirement by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: MS) plus the CSET: Writing Skills subtest. In 2014-15, 664 examinees took the CSET: Writing Skills examination, which is the best indicator for determining the number of people using this alternative option to meet the basic skills requirement. *See Appendix B2 for details on the CSET: Writing Skills subtest.*

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

REVISED

Table 2: Number of CBEST Examinees and Test Sections Administered, 2010 – 2015

Testing Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
2010-11	44,778	35,952	35,900	37,202
2011-12	39,798	32,090	32,136	33,524
2012-13	40,995	33,528	33,746	34,454
2013-14	45,219	37,448	37,502	38,094
2014-15	53,249	44,050	44,270	44,551

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in *Appendix A1: CBEST Preparation and Demographic Data, Cohorts 2010 to 2015*. Approximately 33 percent of all test takers reported Algebra II and/or Geometry as their highest mathematics course in high school, and over one-third reported that they completed Pre-calculus in high school. Almost two-thirds reported that they completed one to three Writing courses in high school. Less than one-fifth of the examinees reported completing one or two high school Oral Language courses. More than three-fourths reported high school grade point averages of at least 3.0. About four percent of the examinees reported high school grade point averages below 2.5. More than three-fourths of the examinees completed all of their high school education in California.

Half of the examinees reported that the highest college mathematics course they completed was Calculus and/or Statistics. About 6 percent reported completing no college mathematics courses. Nearly three-fourths reported completing one to three courses in Writing and about 40 percent reported taking college courses in Oral Language. More than two-thirds reported an undergraduate college grade point average of 3.0 or higher.

More than half of the examinees reported having a bachelor’s degree or a bachelor’s degree and additional units. About one-third had not yet earned a bachelor’s degree, but more than ten percent reported having a master’s degree. Almost 25 percent reported currently attending college while forty percent indicated it had been three years or less since they attended. Only 12 percent of examinees 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 (9.3%) reported taking test preparation courses. Nearly half reported taking the examination in order to obtain a teaching credential and another forty percent reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching. At the time they tested, nearly one-third of the examinees in the five-year cohorts reported being employed, but not in a school position. Another 26 percent reported being students.

Nearly 60% of the examinees reported that their fathers had completed at least some college and/or bachelor’s degree, and about 60% reported that their mothers had completed at least some college. When asked which their best language was, nearly all (94.8%) reported that it was English. More than two-thirds of the examinees were female, and fewer than half reported that “white” best describes their ethnic background. More than 12% of examinees did not indicate an ethnicity.

REVISED

Passing Rate

Table 3 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2010 through 2015. 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, 2010 – 15

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2010 to 2015	132,651	93,770	70.7	137,115	115,575	84.3
2010-11	24,026	16,875	70.2	25,022	21,682	86.7
2011-12	22,882	16,302	71.2	23,703	20,613	87.0
2012-13	24,765	17,678	71.4	25,648	22,267	86.8
2013-14	28,088	20,068	71.4	29,053	24,815	85.4
2014-15	32,890	22,847	69.5	33,689	26,198	77.8

The first-time passing rates for the past five years show a narrow range, from 69.5 percent to 71.4 percent, with an overall first-time passing rate of 70.7 percent for the 2010-2015 cohorts. In 2010-11, the cumulative passing rate was 70.2 percent and for 2014-15, it was 69.5 percent. The main reason for this seeming downward trend with the lowest passing rate in 2014-15 is that the recent cohort has not had a chance to repeat the sections they have not yet passed. The overall cumulative passing rate for the past five years is 84.3 percent. This situation also characterizes all of the cumulative data for 2014-15 presented below for the individual three subtests, since examinees from the recent cohort have not had a chance to repeat sections they have not yet passed.

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

Table 4: CBEST Reading Section – First-Time and Cumulative Passing Rates, 2010 – 2015

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2010 to 2015	139,292	111,804	80.3	139,292	119,275	85.6
2010-11	25,333	20,630	81.4	25,333	22,200	87.6
2011-12	23,971	19,359	80.8	23,971	20,866	87.0
2012-13	25,938	20,895	80.6	25,938	22,529	86.9
2013-14	29,439	23,490	79.8	29,439	25,223	85.7
2014-15	34,611	27,430	79.3	34,611	28,457	82.2

The first-time CBEST Reading passing rate is 80.3 percent, and the overall cumulative CBEST Reading passing rate is 85.6 percent. The first-time passing rate ranges from 79.3 percent in 2014-15 to 81.4 percent in 2010-11. The cumulative passing rate ranges from 82.2 percent in 2014-15 to 87.6 percent in 2010-11. While the cumulative passing rate hovers around 85% the first-time passing rate decreased slightly in the past five years.

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

REVISED

Table 5: CBEST Mathematics Section – First-Time and Cumulative Passing Rates, 2010 -2015

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2010 to 2015	138,969	110,714	79.7	138,969	119,530	86.0
2010-11	25,204	20,290	80.5	25,204	22,085	87.6
2011-12	23,930	19,219	80.3	23,930	20,997	87.7
2012-13	25,889	20,709	80.0	25,889	22,582	87.2
2013-14	29,374	23,286	79.3	29,374	25,306	86.2
2014-15	34,572	27,210	78.7	34,572	28,560	82.6

The overall first-time CBEST Mathematics passing rate is 79.7 percent and the overall cumulative CBEST Mathematics passing rate for the past five years is 86.0 percent. The first-time passing rate ranges from 78.7 percent in 2014-15 to 80.5 percent in 2010-11, showing a pattern of slight decrease. The cumulative passing rate ranges from 82.6 percent in 2014-15 to 87.7 percent in 2011-12.

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

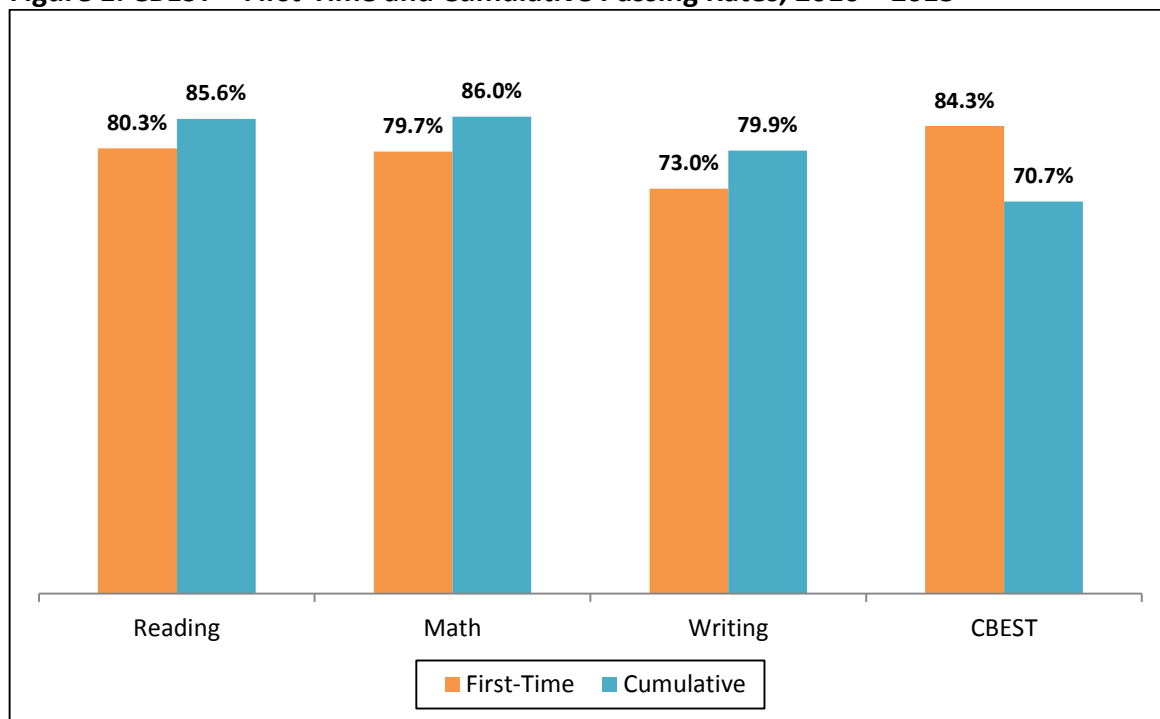
Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2010 – 2015

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2010 to 2015	137,885	100,604	73.0	137,885	110,185	79.9
2010-11	24,849	17,414	70.1	24,849	19,586	78.8
2011-12	23,776	17,288	72.7	23,776	19,241	80.9
2012-13	25,732	19,165	74.5	25,732	21,161	82.2
2013-14	29,217	21,931	75.1	29,217	23,956	82.0
2014-15	34,311	24,806	72.3	34,311	26,241	76.5

The overall first-time CBEST Writing passing rate is 73.0 percent, and the overall cumulative CBEST Writing passing rate for the past five years is 79.9 percent. The cumulative passing rate for 2014-15 may be slightly higher at the end of the next examination cycle because the examinees will have had additional chances to repeat the Writing Section.

REVISED

Figure 1: CBEST – First-Time and Cumulative Passing Rates, 2010 – 2015



In summary, the first-time passing rates for the CBEST Reading and Mathematics Sections for the past five years are at 80.3 percent and 79.7 percent, respectively. The first-time passing rate for the Writing Section is 73.0 percent. The cumulative passing rates for the Reading and Mathematics Sections have remained in the high eighty percentage range, at 85.6 percent and 86.0 percent, respectively. The cumulative passing rate for the Writing Section is 79.9 percent, approximately 5-6 percentage points lower than the other two sections. For all three sections together, the first-time passing rate is 70.7 percent and cumulative rate is 84.3 percent.

Passing Rates by Demographic Data

The passing rates by preparation and demographic data are presented in *Appendix A2: CBEST First-Time and Cumulative Passing Rate by Demographic Variables, 2010 to 2015*. First-time and cumulative passing rates by gender and ethnicity are shown in table 7 below.

REVISED

Table 7: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2010 – 15

CBEST	First-Time Passing Rate: Cohorts 2010 to 2015			Cumulative Passing Rate: Cohorts 2010 to 2015		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	132,651	93,770	70.7	137,115	115,575	84.3
Gender						
Female	90,381	62,110	68.7	93,736	77,954	83.2
Male	40,097	29,854	74.5	41,163	35,600	86.5
No response	2,173	1,806	83.1	2,216	2,021	91.2
Ethnicity						
African American	6,652	3,180	47.8	6,962	4,664	67.0
Asian American	5,421	3,895	71.9	5,637	4,625	82.0
Filipino	2,879	1,906	66.2	2,973	2,369	79.7
South East Asian	2,591	1,478	57.0	2,713	2,025	74.6
Pacific Islander	2,020	1,216	60.2	2,154	1,580	73.4
Mexican American	21,304	11,576	54.3	22,292	16,913	75.9
Latino	8,511	4,719	55.4	9,029	6,737	74.6
Native American	688	497	72.2	708	604	85.3
White	59,986	48,678	81.1	61,281	56,099	91.5
Other	5,949	3,971	66.8	6,190	5,003	80.8
No Response	16,650	12,654	76.0	17,176	14,956	87.1

Overall, the first-time passing rates based on educational background varied by high school preparation, high school grade point average, college preparation, and college grade point average.

CSET: California Subject Examinations for Teachers

With the exception of the bilingual assessments and the optional Writing Skills assessment, the California Subject Examinations for Teachers (CSET) tests measure the candidate’s competency in the subject matter they will be authorized to teach. The CSET series includes CSET: Multiple Subjects and CSET: Single Subjects. The CSET: Multiple Subjects examination consists of three subtests and an optional Writing Skills subtest; the CSET: Single Subjects examination consists of two to four subtests, depending on the candidate’s subject area. Most of the CSET examinations consist of both multiple-choice and constructed-response items. Examinees can choose to take one or more subtests of a given content area within a single testing session.

The CSET examinations are almost entirely computer-based. Most of the Commission’s computer-based examinations, including but not limited to the CSET, are offered year round on demand at the contractor’s computer-based testing sites. Testing sites are located throughout California, in all of the 50 states, at overseas locations, and by arrangement at military bases overseas. Based on the subject area, CSET examinations which are not available on-demand are administered during two to six testing windows per year. The CSET examination option was expanded for less commonly taught languages to include a combination of specific CSET language subtests plus a local target language skills assessment administered by agencies approved by the Commission. This process is currently used for Hebrew, Hindi, Italian, and Portuguese. Although not part of the CSET examination option, candidates in Native American languages may also qualify for a credential through a language and cultural assessment process conducted entirely by tribal agencies.

REVISED

CSET Revisions Underway

The Commission’s examinations contractor is currently working with California content expert panels on revisions to the CSET: Multiple Subjects and CSET: Science examinations to align them more closely with the Next Generation Science Standards adopted by the State Board of Education. This activity represents a range of work from revising subject matter requirements to establishing new passing score standards. The Commission’s adoption of new passing score standards for these exams beginning in 2017, could ultimately result in a change in passing rates for these CSET examinations.

CSET: English, CSET: Mathematics, and CSET: Multiple Subjects were recently updated to align with California’s Common Core State Standards. New examinations in these fields were launched during the 2014-2015 academic year.

Table 8: Structure of the CSET Examinations

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
Multiple Subjects	I	Reading, Language, and Literature; History and Social Science	52	4
	II	Science; Mathematics	52	4
	III	Physical Education; Human Development Visual and Performing Arts	39	3
	IV	Writing Skills	0	2
Single Subjects: Agriculture	I	Plant and Soil Science	25	2
		Ornamental Horticulture	15	1
	II	Animal Science Environmental Science and Natural Resource Management	25 15	2 1
Art	I	Agricultural Business and Economics	20	2
		Agricultural Systems Technology	20	1
II		Artistic Perception	20	1
	Historical and Cultural Context of the Visual Arts Aesthetic Writing	15 15	1 2	
Business	II	Creative Expression	30	3
		Connections, Relationships, and Applications History and Theories of Learning in Art	10 10	1 0
	III	Business Management Marketing	20 20	1 1
English	II	Accounting and Finance Economics	25 15	1 1
		Information Technology Business Environment and Communication	25 15	1 1
	I	Literature and Textual Analysis Composition and Rhetoric	50	0
		Language, Linguistics, and Literacy	50	0
III	Composition and Rhetoric Literature and Textual Analysis	0	2	
	IV	Communications: Speech, Media, and Creative Performance	0	4

REVISED

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	0
		Chronic and Communicable Diseases	20	1
	II	Nutrition and Fitness	15	1
		Mental and Emotional Health	10	0
		Alcohol, Tobacco, and Other Drugs	15	1
III	Family Life and Interpersonal Relationships	15	1	
	Consumer and Community Health	15	0	
	Environmental Health	10	0	
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	3
	II	Power and Energy	25	1
		Information and Communication	25	1
Project and Product Development		25	1	
World Languages** • American Sign Language	I	Literary and Cultural Texts and Traditions	10	1
		Cultural Analysis and Comparisons	20	1
	II	General Linguistics	10	0
		Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	20	2
		Linguistics of the Target Language –American Sign Language (Error Analysis)	0	1
		Language and Communication: Receptive Comprehension	18	1
III	Language and Communication: Expressive Production	0	2	
• Arabic • Armenian • Farsi • Filipino • Hmong • Khmer	I	General Linguistics	0	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	0	2
		Language and Communication: Reading Comprehension		2
	Language and Communication: Written Expression		1	
	Language and Communication: Oral Expression		2	
• Cantonese	I	General Linguistics	5	1
		Linguistics of the Target Language	15	3
	II	Literary and Cultural Texts and Traditions	10	2
		Cultural Analysis and Comparisons	10	1
	III	Language and Communication: Listening Comprehension		1
		Language and Communication: Reading Comprehension	10	1
		Language and Communication: Written Expression	0	2
		Language and Communication: Oral Expression	0	2
• French • German	I	General Linguistics	15	1
		Linguistics of the Target Language	25	2

REVISED

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
<ul style="list-style-type: none"> • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese 	II	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	20 20	1
	III	Language and Communication:		
		Listening Comprehension	15	1
		Reading Comprehension	15	1
		Written Comprehension	-	2
		Oral Expression	-	2
<ul style="list-style-type: none"> • Hebrew** • Hindi • Italian • Portuguese • Turkish 	I	General Linguistics	-	1
		Linguistics of the Target Language	-	2
		Literary and Cultural Texts and Traditions	-	1
		Cultural Analysis and Comparisons	-	2
		I	Number and Quantity; Algebra	35
Mathematics*	II	Geometry; Probability and Statistics	35	3
	III	Calculus	30	2
	Music	I	Artistic Perception	30
Historical and Cultural Foundations			15	1
Aesthetic Valuing			0	1
II		Creative Expression	30	2
		Connections, Relationships, and Applications	10	0
		III	Music Methodology and Repertoire	40
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	0
	III	Professional Foundations	16	0
Integration of Concepts		24	1	
Science***	I	General Science: Astronomy; Dynamic Processes of the Earth; Earth Resources; Waves; Forces and Motion; Electricity and Magnetism	58	2
	II	General Science: Ecology; Genetics and Evolution; Molecular Biology and Biochemistry; Cell and Organismal Biology; Heat Transfer and Thermodynamics; Structure and Properties of Matter	58	2
	III	Concentration: Biology/Life Science, Chemistry, Earth and Planetary Science, or Physics	50	3
	IV	<i>Specialized Science (no longer available)</i>	40	1
	Social Science	I	World History; World Geography	39
II		U.S. History; U.S. Geography	39	3
III		Civics; Economics; California History	40	3

* Successful completion of the full CSET: Mathematics examination requiring all three subtests would authorize a candidate who meets all requirements for the authorization to teach all mathematics coursework. The CSET: Foundational-Level Mathematics examination requiring subtests I and II authorizes teaching only in limited mathematics content areas: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.

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

REVISED

****The CSET: Science subtests I and II cover general science content while subtest III covers the candidate's area of concentration. A credential in this subject matter based on subtests I, II, and the specific science in III authorizes teaching general and integrated science and the area of concentration. The CSET: Science (specialized), which required passing the specific area of concentration in both subtests III and IV authorized teaching only in the specialized area and did not authorize teaching general and integrated science. The CSET Science (specialized) credential has been discontinued and the exams are no longer offered. The CSET: Foundational-Level General Science requires subtests I and II and authorizes teaching only in general, introductory, and integrated science (integrated science through Grade 8 only).*

Scoring of the CSET

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

Examination Volume

The first administration of the initial CSET examinations was in January 2003. During this first phase, CSET examinations in Multiple Subjects, English, Mathematics, Science, and Social Science were offered as well as Foundational-Level Mathematics. CSET examinations in Science (Specialized) were added in fall 2003. CSET examinations in World Languages (French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese) were first administered in fall 2004 as well as CSET examinations in Art, Music, and Physical Education. CSET examinations in Agriculture, American Sign Language, Business, Health Science, Home Economics, and Industrial and Technology Education were first administered in fall 2005. The CSET examination in Filipino was first administered in fall 2006. The CSET: Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations, and the CSET: Bilingual Methodology and CSET: Bilingual Culture subtests were added in 2007-2008 (see the section below regarding English Learner-related examinations for information on these two subtests). The Foundational-Level General Science authorization was added in 2009. The CSET: World Language examinations in Hebrew, Italian, and Portuguese were added in 2009-2010. Hindi was added in 2013.

The CSET: Multiple Subjects, CSET: English, and CSET: Mathematics examinations were recently updated to align with California's Common Core State Standards. Updated Multiple Subjects and English examinations were launched beginning in 2014-2015, and an updated Mathematics examination was launched in early 2015. The updated versions of these examinations function as new examinations and as such are shown on separate rows in the tables below. CSET: Science and CSET: Multiple Subjects are currently being updated to align with the Next Generation Science Standards. Passing rates for the updated Science examinations will be presented in future reports.

More than 330,000 examinees took multiple and single subject examinations since the inception of CSET in 2003. Among the total examinees, about half (49%) have been Multiple Subjects examinees.

REVISED

Table 9: CSET Multiple and Single Subjects - Total number of examinees, 2010 – 2015

CSET Examination	2003-2015	2014-15	2013-14	2012-13	2011-12	2010-11
All examinees	337,336	15,760	14,565	13,363	13,484	16,709
Multiple Subjects (2003)	157,245		6,748	5,839	4,590	6,767
Multiple Subjects Updated (2014)	7,168	7,168				
Writing	9,269	664	788	869	895	1,427
Single Subjects:						
Agriculture	201	15	12	13	16	13
Art	2,333	250	178	143	128	172
Business	674	21	37	36	34	48
English (2003)	26,164		1,506	1,454	1,460	1,702
English Updated (2014)	1,329	1,329				
Health Science	3,262	143	207	254	251	266
Home Economics	478	28	37	45	63	34
Industrial Technology Education	631	71	76	63	73	63
World Languages:						
American Sign Language	230	30	28	22	18	15
Arabic	50	7	7	5	8	8
Armenian	16	1	0	1	2	0
Cantonese	13	2	0	2	3	1
Farsi	11	0	3	1	2	1
Filipino	58	3	1	8	5	2
French	723	62	50	48	40	50
German	95	4	5	5	6	3
Hebrew	3	1	0	0	1	1
Hindi	6	2	4			
Hmong	21	2	0	2	2	1
Italian	44	5	11	7	9	12
Japanese	180	18	6	6	12	13
Khmer	2	0	0	0	1	0
Korean	176	12	16	19	22	15
Mandarin	1,045	65	67	61	55	70
Portuguese	11	1	2	4	1	1
Punjabi	16	0	0	1	1	2
Russian	54	3	6	1	4	2
Spanish	4,750	329	339	336	383	304
Vietnamese	64	9	12	3	5	1
Mathematics (2003)	10,103	46	239	220	444	472
Mathematics Updated (2015)	196	196				
Music	1,291	118	117	119	94	71
Physical Education	6,360	507	528	426	449	483
Science:						
Biological Sciences	11,894	685	595	582	593	579
Biological Sciences (Specialized) ¹	2,621	151	150	167	177	156
Chemistry	4,845	217	189	177	204	220
Chemistry (Specialized) ¹	1,477	113	95	92	106	114
Geosciences	3,976	145	133	105	144	138
Geosciences (Specialized) ¹	1,034	51	64	62	61	80
Physics	2,893	126	115	116	138	142

REVISED

CSET Examination	2003-2015	2014-15	2013-14	2012-13	2011-12	2010-11
All examinees	337,336	15,760	14,565	13,363	13,484	16,709
Physics (Specialized) ¹	992	78	70	64	75	99
Social Science	23,581	1383	1,367	1,316	1,424	1,531

¹ Effective July 2015, the Specialized Science examinations are no longer available.

Table 10 shows the numbers of examinees who took both Subtests I and II for CSET: Mathematics and CSET: Science respectively. Although candidates who pass Subtests I and II meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently possible to separate out the data for only those candidates who took these subtests for the purposes of obtaining a Foundational-Level Math or Science credential. Examinees for the full mathematics or science authorizations must also pass these two subtests in addition to passing a third subtest.

Table 10: CSET Mathematics and Science (Foundational Level) - Total number of examinees, 2010 – 2015

CSET Examination	2003-2015	2014-15	2013-14	2012-13	2011-12	2010-11
Updated Mathematics (2015) Subtests I and II*	465	465				
Mathematics Subtests I and II* (2003)	17,052	138	536	482	1,268	1,446
General Science Subtests I and II*	20,805	1,621	1,518	1,562	1,839	1,882

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

Table 11 presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects of Agriculture, Art, Business, English, Health Science, Home Economics, Industrial Technology Education, World Languages, Mathematics, Music, Physical Education, Science, and Social Science.

REVISED

Table 11: CSET – Annual and Cumulative Passing Rates, 2003 - 2015

CSET Examination	Annual Passing Rate			Cumulative Passing Rate		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Multiple Subjects (2003)				157,245	143,742	91.4
Multiple Subjects Updated (2014)	7,168	5,223	73	7,168	5,223	73
Writing	664	568	86	9,269	7,851	85
Single Subjects:						
Agriculture	15	4	27	201	104	52
Art	250	183	73	2,333	1,962	84
Business	21	11	52	674	380	56
English (2003)				26,164	20,894	79.9
English Updated (2014)	1,329	946	71	1,329	946	71
Health Science	143	72	50	3,262	2,455	75
Home Economics	28	14	50	478	339	71
Industrial Technology Education	71	47	66	631	532	84
World Languages:						
American Sign Language	30	10	33	230	124	54
Arabic	7	*	*	50	43	86
Armenian	1	*	*	16	14	88
Cantonese	2	*	*	13	8	62
Farsi	0	*	*	11	9	82
Filipino	3	*	*	58	54	93
French	62	47	76	723	630	87
German	4	*	*	95	76	80
Hebrew	1	*	*	3	*	*
Hmong	2	*	*	21	20	95
Hindi	2	*	*	6	*	*
Italian	5	*	*	44	42	96
Japanese	18	10	56	180	145	81
Khmer	0	*	*	2	*	*
Korean	12	11	92	176	157	89
Mandarin	65	56	86	1045	964	92
Portuguese	1	*	*	11	10	91
Punjabi	0	*	*	16	11	69
Russian	3	*	*	54	46	85
Spanish	329	214	65	4,750	4,110	87
Vietnamese	9	*	*	64	58	91
Mathematics (2003)	46	27	59	10,103	6,505	64
Mathematics Updated (2015)	196	100	51	196	100	51
Music	118	98	83	1,291	1,178	91
Physical Education	507	230	45	6,360	4,527	71
Sciences:						
Biological Sciences	685	427	62	11,894	9,396	79
Biological Sciences (Specialized)	151	84	56	2,621	1,910	73
Chemistry	217	155	71	4,845	3,874	80

REVISED

CSET Examination	Annual Passing Rate			Cumulative Passing Rate		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Chemistry (Specialized)	113	90	80	1,477	1,280	87
Geosciences	145	87	60	3,976	3,064	77
Geosciences (Specialized)	51	36	71	1,034	866	84
Physics	126	85	68	2,893	1,902	66
Physics (Specialized)	78	57	73	992	767	77
Social Science	1,383	798	58	23,581	18,739	80

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

Table 12 shows annual and cumulative passing rates for examinees who took both Subtests I and II for CSET: Mathematics and CSET: Science respectively. Although candidates who pass Subtests I and II meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently possible to separate out the data for only those candidates who took these subtests for the purposes of obtaining a Foundational-Level Math or Science credential. Examinees for the full mathematics or science authorizations must also pass these two subtests in addition to passing a third subtest.

Table 12: CSET Mathematics and Science (Foundational-Level) – Annual and Cumulative Passing Rates, 2003 - 2015

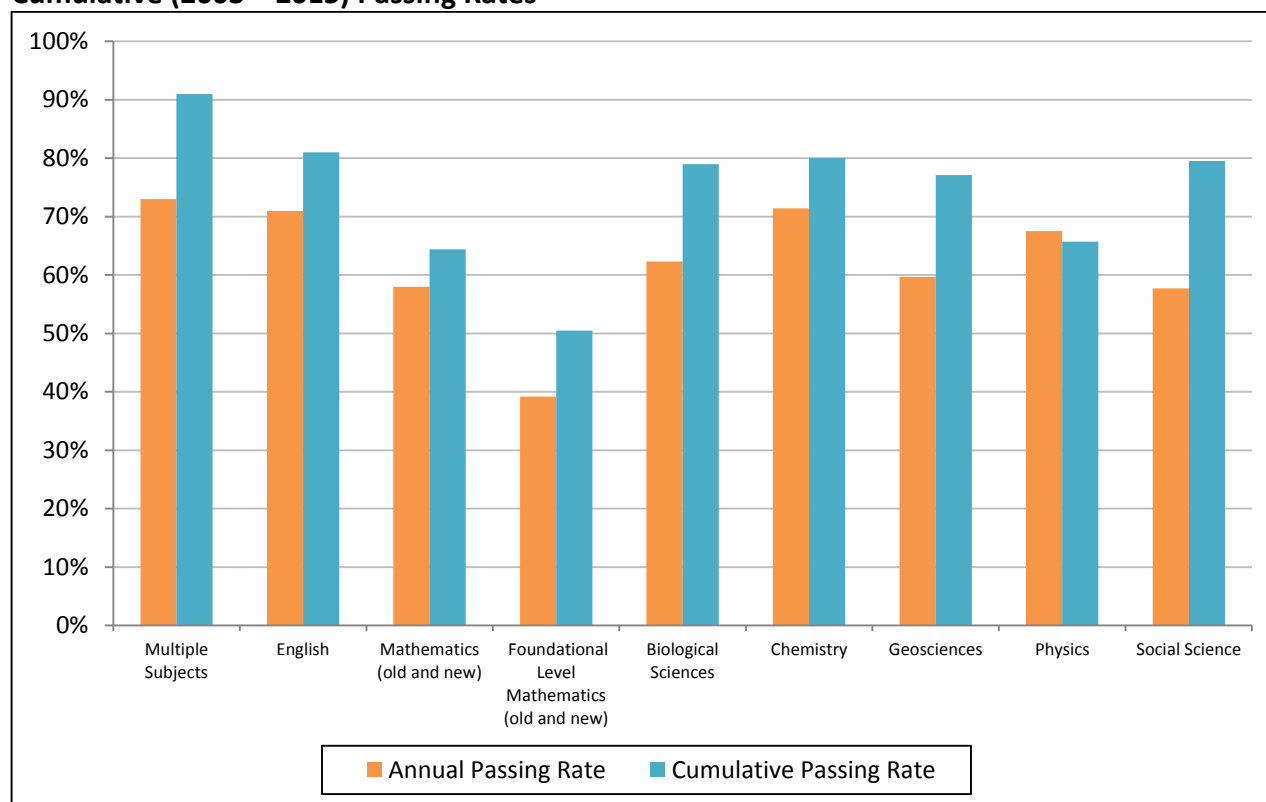
CSET Examination	Annual Passing Rate September 2014 – July 2015			Cumulative Passing Rate September 2003 – July 2015		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Mathematics (Subtests I and II)* (2003)	138	46	33	17,052	8,615	51
Mathematics (Subtests I and II)* Updated	465	172	37	465	172	37
General Science (Subtests I and II)*	1,621	1,177	72.5	20,805	17,175	82.6

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

For the CSET: Multiple Subjects, the annual passing rate for 2014-15 was 72.9 percent and the cumulative passing rate from 2003-2015 was 91.2 percent. For the single subjects, the cumulative passing rate varied by subject from 37 percent for a brand new Foundational Level Mathematics exam to 100 percent (Khmer, Hebrew, Hindi). English and Social Sciences had cumulative passing rates of 80.8 percent and 79.5 percent, respectively. The cumulative passing rate was in the 90% - 100% range for the following world languages: Filipino, Hebrew, Hmong, Italian, Khmer, Mandarin, Portuguese, and Vietnamese. These languages had relatively small total numbers of examinees, however. The cumulative passing rate for the sciences ranged from 65.7 percent for Physics to 86.7 percent for Chemistry (Specialized).

REVISED

Figure 2: CSET: Multiple Subjects and Single Subjects (high volume) – Annual (2014-2015) and Cumulative (2003 – 2015) Passing Rates



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

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

For the CSET: Multiple Subjects, the annual passing rate for 2014-15 was 72.9 percent. Table 13 below shows annual and cumulative passing rates by gender and ethnicity.

Table 13: CSET: Multiple Subjects – Annual and Cumulative Passing Rates by Gender and Ethnicity, 2003 –2015

	Annual Passing Rate September 2014– July 2015			Cumulative Passing Rate September 2003 – July 2015		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Multiple Subjects						
ALL EXAMINEES	7,168	5,223	72.9	166,040	151,354	91.2
Gender						
Female	5,823	4,177	71.7	137,336	125,110	91.1
Male	1,248	961	77.0	27,064	24,702	91.3
Ethnicity						
African American	227	120	52.9	6,905	5,513	79.8
Asian American	601	444	73.9	16,110	14,679	91.1
Hispanic American	1,570	904	57.6	36,198	31,437	86.8
Native American	40	32	80.0	958	855	89.2
White	3,594	2,852	79.4	87,563	82,181	93.9

REVISED

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

Examinees who took the CSET to obtain an initial multiple subject teaching credential or education specialist credential had similar passing rates: 83.6 percent and 83.4 percent, respectively. However, those who took the examination to add an authorization to an existing credential had a slightly lower passing rate of 72 percent.

Appendices B2 through B30 display CSET: Single Subject passing rates by selected demographic variables. Similar to the CSET: Multiple Subjects, the passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained. As an example, for the highest cumulative passing rates, scores for California trained candidates were higher in Agriculture than those trained outside the state, and females scored higher in English than males.

Updated Mathematics

CSET: Mathematics was the most recent CSET examination to be updated based on California's Common Core State Standards. Tables 14, 15, and 16 show for each subtest how passing rates change depending on an examinee's self-reported background in mathematics.

Table 14: Updated CSET: Mathematics Subtest I – Annual Passing Rates 2014-15

	First Attempt Annual Passing Rate		
	N Completed	N Passed	% Passed
ALL EXAMINEES	1,204	465	38.6
Undergraduate Coursework in Math			
24 or fewer semester credit hours	784	250	31.9
25 or more semester credit hours	341	192	56.3
Undergraduate Major			
Mathematics	239	156	65.3

Table 15: Updated CSET: Mathematics Subtest II – Annual Passing Rates 2014-15

	First Attempt Annual Passing Rate		
	N Completed	N Passed	% Passed
ALL EXAMINEES	935	393	42.0
Undergraduate Coursework in Math			
24 or fewer semester credit hours	551	206	37.4
25 or more semester credit hours	297	164	55.2
Undergraduate Major			
Mathematics	233	134	57.5

REVISED

Table 16: Updated CSET: Mathematics Subtest III – Annual Passing Rates 2014-15

	First Attempt Annual Passing Rate		
	N Completed	N Passed	% Passed
ALL EXAMINEES	415	198	47.7
Undergraduate Coursework in Math			
24 or fewer semester credit hours	181	83	45.9
25 or more semester credit hours	199	100	50.3
Undergraduate Major			
Mathematics	148	78	52.7

For each of the three updated CSET: Mathematics subtests, the initial passing rate was higher for examinees who have more formal education in mathematics.

Teaching Foundations Examinations (TFE) and National Evaluation Series (NES) Examinations

The Teaching Foundations Examinations (TFE) were used by CTC until 2013 to assess candidate pedagogical knowledge within specified content areas and to satisfy a portion of the Early Completion Option of the internship programs for California Multiple and Single Subject Teaching Credentials. The TFE have since been replaced by the National Evaluation Series (NES) examinations which are currently used for the same purpose. Candidates who pass the TFE or the NES must still meet the TPA requirement.

Teaching Foundations Examinations (TFE)

The TFE examinations were created by the Educational Testing Service (ETS) in five areas: Multiple Subjects, English, Mathematics, Science, and Social Science. Each TFE is comprised of a written examination and is four hours in length. In order to establish a passing score standard for the various tests within the TFE array, a sufficient number of examinees must take the initial administration of the particular TFE. Since there have not been enough examinees for the TFE Social Science examination to set a passing standard, there are no results reported for this examination. At this time, there have not been enough examinees for the TFE Social Science examination to set a passing score standard. There are, however, passing score standards for the remaining TFE tests.

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

Examination Volume

The TFE was administered four times a year. During its final year of administration fewer than 25 individuals took the TFE.

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

REVISED

questions comprise one-third of the total score and the constructed-response questions the remaining two-thirds. Candidates receive a scaled score computed from the total number of raw points in each component and the weighting of each component in a way that adjusts for the complexities of the questions. The raw scores for the TFE tests are converted to a scaled score.

Table 17: TFE California State Passing Score Standard and Score Range

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

TFE Passing Rates

Table 18 provides data for the passing rate the Teaching Foundations Examinations that were in use in California– Multiple Subject, English, Mathematics, and Science. The passing rate ranged from 75 percent for TFE: Science in 2011-12 to 100 percent for TFE: Mathematics in 2012-13.

Table 18: TFE Passing Rate by Subjects, 2010 – 2013

Testing Year	TFE: Multiple Subject			TFE: English			TFE: Mathematics			TFE: Science		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2010-11	103	98	95%	28	27	96%	52	49	94%	64	56	88%
2011-12	138	127	92%	18	18	100%	32	31	97%	52	39	75%
2012-13	104	89	86%	26	24	92%	45	45	100%	49	37	76%
2013-14	13	11	85%	1	*	*	1	*	*	8	*	*

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

National Evaluation Series (NES) Examinations

The National Evaluation Series Assessment of Professional Knowledge examinations were adopted by the Commission to replace the TFE in 2014 and to assess candidate pedagogical knowledge within specified content areas and to satisfy a portion of the Early Completion Option of the internship programs for California Multiple and Single Subject Teaching Credentials. The specific NES Assessments adopted by the Commission are shown below.

The two assessments are:

- National Evaluation Series (NES) Assessment of Professional Knowledge: Elementary (051)
- National Evaluation Series (NES) Assessment of Professional Knowledge: Secondary (052)

Each of the NES assessments contains 100 multiple choice questions, one case study written assignment, and one work product written assignment. The general structure of the examinations is shown below.

REVISED

Table 19: NES APK Test Structure

Content Domain	Test Question Format	Approximate Percentage of Test
I. Student Development and Learning	Multiple-Choice Questions	24%
II. Assessment, Instruction, and the Learning Environment	Multiple-Choice Questions	40%
	Written Assignment: Case Study	10%
III. The Professional Environment	Multiple-Choice Questions	16%
	Written Assignment: Work Product	10%

NES Passing Rates

Tables 20 and 21 below show the initial and cumulative passing rates for the first year of administration of the NES examinations in California.

Table 20: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual and Cumulative Passing Rates 2013 –2015

Subtest	Annual Passing Rate August 2014– July 2015			Cumulative Passing Rate December 2013 – July 2015		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
051 Assessment of Professional Knowledge - Elementary	274	261	95	425	405	95
052 Assessment of Professional Knowledge - Secondary	210	200	95	394	386	98

Table 21: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual and Cumulative Passing Rates by Gender and Ethnicity, 2013 –2015

All Subtests	Annual Passing Rate August 2014– July 2015			Cumulative Passing Rate December 2013 – July 2015		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	484	461	95	819	791	97
Gender						
Female	340	329	97	562	544	97
Male	138	126	91	247	237	96
Ethnicity						
African American	34	30	88	61	58	95
Asian American	44	41	93	87	83	95
Hispanic American	88	80	91	152	141	93
Native American	4	*	*	4	*	*
White	253	248	98	406	401	99

REVISED

RICA: Reading Instruction Competence Assessment

The Reading Instruction Competence Assessment (RICA) tests professional knowledge related to the teaching of reading. The RICA is the only Commission examination to assess candidate knowledge of content delivered as part of a Commission-approved educator preparation program. Effective October 1, 1998, most California-trained candidates for multiple subject credentials and, effective January 1, 2000, most California-trained education specialist candidates are required to pass the RICA. The RICA was revised in 2009 based on changes to the *Reading/Language Arts Framework for California Public Schools, K-12* and, beginning with the August 2009 administration, covers content within the following five domains:

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

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

A. The RICA Written Examination

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

RICA Multiple-Choice Section:

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

RICA Constructed-Response Section:

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

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

REVISED

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

B. The RICA Video Performance Assessment

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

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

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

Scoring the RICA

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

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

REVISED

Table 22: RICA State Passing Score Standard and Score range

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

Examination Volume

Table 23 provides the number of RICA assessments administered from August 2010 through July 2015. 2011-12 saw a significant decrease in the number of RICA administrations with nearly 5,000 fewer administrations than the previous year. Like other examinations, the number of RICA administrations began to increase in 2012.

Table 23: Number of RICA Assessments Administered, 2010 – 2015

Testing Year	RICA Examination Type	
	Written (WE)	Video (VPA)
2010-11	13,689	125
2011-12	8,963	112
2012-13	9,652	112
2013-14	10,179	146
2014-15	11,101	156

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2010 to 2015) of RICA participants who took the Written examination (WE) and/or the Video Performance Assessment (VPA) are provided in *Appendix D1*. More than 80 percent reported having a bachelor's degree or higher. About 10 percent reported having a master's degree and additional units. More than four-fifths reported an undergraduate grade point average of 3.0 or higher. Among examinees in university programs, nearly one-third had begun student teaching, 9 percent had finished student teaching, and another 10 percent had completed the program. Seven out of ten had completed a course in methods of reading instruction. English was reported as the best language of nearly all (93%) examinees. More than four-fifths of the examinees were female and about half reported that "White" best describes their ethnic background. The next largest ethnic groups among the examinees were Mexican American or Chicano (13.8%) and Latino (5.0%). About 70 percent indicated taking the RICA to satisfy the Multiple Subjects requirement and 20 percent indicated the Education Specialist requirement.

Table 24 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

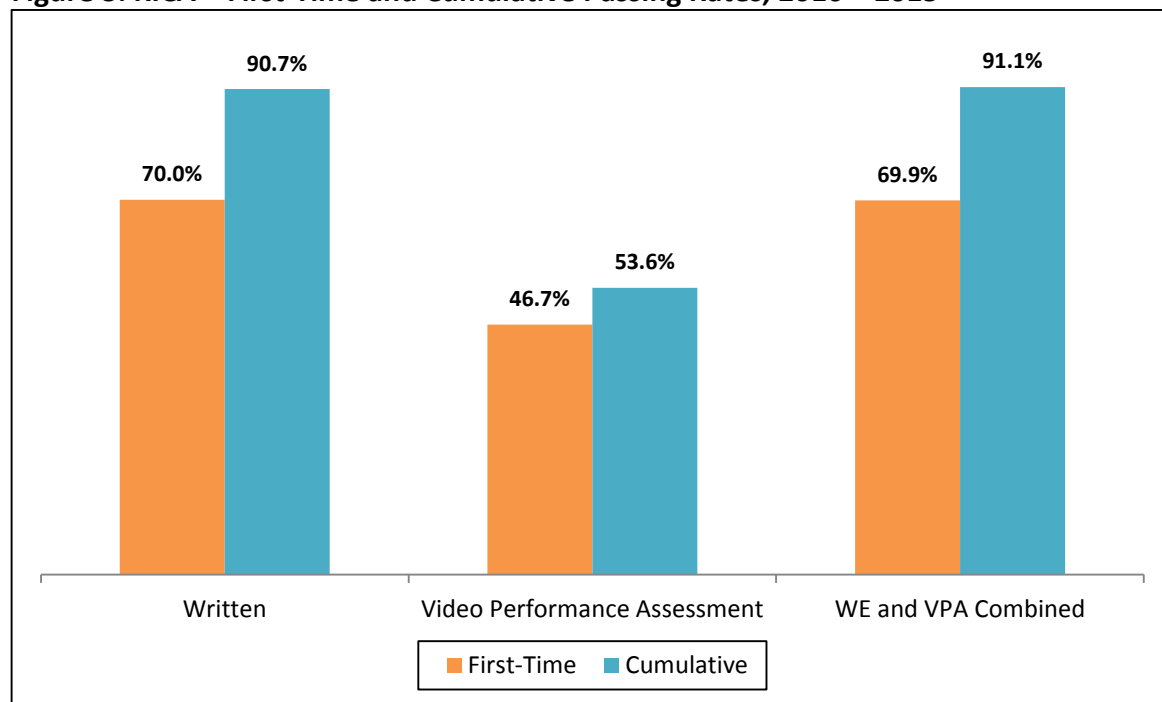
Table 24: RICA – First-Time and Cumulative Passing Rates, 2010 – 2015

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2010 to 2015	33,206	23,227	69.9	33,206	30,243	91.1
2010-11	8,264	5,710	69.1	8,264	7,706	93.2
2011-12	5,642	4,176	74.0	5,642	5,338	94.6
2012-13	6,136	4,319	70.4	6,136	5,783	94.2
2013-14	6,367	4,421	69.4	6,367	5,895	92.6
2014-15	6,797	4,601	67.7	6,797	5,521	81.2

REVISED

The first-time passing rate for RICA is relatively consistent, from 69.1 percent in 2010-11 to 74.0 percent in 2011-12. The cumulative passing rates remained above 90% through 2013-14. The 2014-15 cohort who took the revised RICA has a cumulative passing rate of 81.2 percent.

Figure 3: RICA – First-Time and Cumulative Passing Rates, 2010 – 2015



There is a difference of about 6 percentage points for the Video Performance Assessment and more than 20 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass initially typically retake the RICA, thereby leading to an increase in cumulative passing rates.

Passing Rate by Demographic Data

The first-time and cumulative passing rates for the combined RICA Written and Video Performance Assessment data are provided in *Appendix D2*. First-time and cumulative passing rates by gender and ethnicity are shown in table 25 below.

REVISED

Table 25: RICA—First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2010 – 2015

	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Gender						
Male	5,138	2,944	57.3	5,138	4,317	84.0
Female	27,415	19,759	72.1	27,415	25,313	92.3
No response	653	524	80.2	653	613	93.9
Ethnicity						
African American/Black	979	547	55.9	979	818	83.6
Asian American/Asian	1,247	960	77.0	1,247	1,159	92.9
Filipino	629	413	65.7	629	559	88.9
Southeast Asian American	487	325	66.7	487	444	91.2
Pacific Island American	109	66	60.6	109	100	91.7
Mexican American or Chicano	4,595	2,566	55.8	4,595	3,933	85.6
Latino, Latin American, Puerto Rican, Hispanic	1,659	950	57.3	1,659	1,435	86.5
Native American, American Indian	196	128	65.3	196	174	88.8
White, non-Hispanic	16,798	12,600	75.0	16,798	15,715	93.6
Other	1,532	1,052	68.7	1,532	1,362	88.9
Did not respond	4,975	3,620	72.8	4,975	4,544	91.3

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 93.3 percent and, for those indicating English as their best language, the cumulative passing rate was 91.2 percent.

California Teacher of English Learners (CTEL)

The purpose of the California Teacher of English Learners (CTEL) examination is for candidates who did not complete an SB 2042 teacher preparation program, veteran classroom teachers who need but do not have an English learner authorization, and out of state candidates who do not have an English learner authorization earned in another state to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL) in the general education classroom. Candidates who complete a Commission-approved SB 2042 preliminary teacher preparation program earn the English learner authorization through program coursework and fieldwork that incorporates preparation to teach English learners. The CTEL examination is criterion-referenced: that is, the examinee’s knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees.

The CTEL examination was first offered in 2005-2006 as an updated version of the prior CLAD examination. Passage of all three CTEL subtests is a way to satisfy one of the requirements for a CLAD certificate. The CTEL subtests’ content is provided below.

REVISED

CTEL Subtest 1: Language and Language Development

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

CTEL Subtest 2: Assessment and Instruction

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

CTEL Subtest 3: Culture and Inclusion

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

Examination Volume

The number of CTEL examinees has increased gradually from a low in 2011-12. It is important to keep in mind that the SB 2042 and AB 1059 legislation required preliminary preparation programs to incorporate preparation to teach English learners as part of the program's coursework and fieldwork. Following the transition of teacher preparation programs to approved programs under these requirements, the authorization to teach English learners in the regular education classroom was incorporated within the authorization of the preliminary credential for California-prepared multiple and single subject candidates. Additionally, individuals entering the California Education Specialist program (after 2008) also complete an EL authorization within their program. The primary candidate pool of CTEL test-takers now primarily represents veteran California teachers who need to add an authorization to teach English learners, out-of-state teachers who need to earn an EL authorization, and/or other credential holders who need to earn or add an EL authorization.

Table 26: Number of CTEL Examinations Administered, 2010– 2015

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2010-11	2,460	2,520	2,639
2011-12	1,677	1,647	1,703
2012-13	2,017	1,941	2,039
2013-14	2,168	2,016	2,092
2014-15	2,128	2,031	2,118

CTEL Passing Rates

Table 27 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2010-11 through 2014-15. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below. The cumulative passing rate for the 2014-15 cohort reflects the few times that this group has had an opportunity to retake the exam.

REVISED

Table 27: CTEL – First-Time and Cumulative Passing Rates, 2010 – 2015

Testing Year	First-time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Pass when all 3 are attempted
2010 to 2015	7,676	4,278	55.7	7,676	5,826	75.9
2010-11	1,809	1,018	56.3	1,809	1,411	78.0
2011-12	1,257	757	60.2	1,257	1,051	83.6
2012-13	1,552	884	57.0	1,552	1,254	80.8
2013-14	1,587	849	53.5	1,587	1,182	74.5
2014-15	1,471	770	52.3	1,471	928	63.1

CTEL, first administered in December 2005, shows a first-time passing rate of 55.7 percent for 2010 to 2015. There was a decrease of nearly 8 percent in the first-time passing rate between 2011-12 (60.2%) and 2014-15 (52.3%). The cumulative passing rate has historically remained fairly steady around 80 percent for cohorts who have had many opportunities to retest.

Table 28: CTEL–First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2010 – 2015

	First-Time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Pass when all 3 are attempted
Gender						
Female	5,577	3,282	58.8	6,021	4,394	73.0
Male	1,897	869	45.8	2,053	1,278	62.3
No response	202	127	62.9	212	154	72.6
Ethnicity						
African American/Black	257	79	30.7	304	133	43.8
Asian American/Asian	167	95	56.9	192	126	65.6
Filipino	90	31	34.4	192	126	65.6
Southeast Asian American	125	62	49.6	134	88	65.7
Pacific Island American	31	13	41.9	34	21	61.8
Mexican American or Chicano	284	108	38.0	331	181	54.7
Latino, Latin American, Puerto Rican, Hispanic	205	81	39.5	229	129	56.3
Native American, American Indian	37	19	51.4	42	26	61.9
White, non-Hispanic	4,970	2,913	58.6	5,275	3,912	74.2
Other	177	90	50.8	192	126	65.6
Did not respond	1,333	787	59.0	1,448	1,035	71.5

CSET: World Languages Bilingual-Specific Examinations

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

REVISED

referenced: that is, the examinee's knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees.

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

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

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

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

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

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

CSET: World Languages: Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; and Instruction and Assessment

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

REVISED

CSET: World Languages: Subtest V: Bilingual Culture

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

Table 29: Number of World Languages Bilingual-specific Examinations Administered, 2010 – 2015

Testing Year	Bilingual Education	Bilingual Culture	Target Language
	<i>CSET: WL: Subtest IV</i>	<i>CSET: WL: Spanish Subtest V</i>	<i>CSET: WL: Spanish Subtest III (also used for the Single Subject in Spanish)</i>
2010-11	420	380	296
2011-12	436	434	361
2012-13	374	381	287
2013-14	402	435	319
2014-15	415	430	340

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

CSET: World Language Bilingual Passing Rates

Table 30 shows data for both first-time and cumulative passing rates for the 2003-15 CSET: WL Bilingual cohorts who were seeking the Bilingual Authorization in Spanish. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below.

Table 30: CSET: WL Bilingual-specific Examinations for Spanish – First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2003 – 2015

Spanish (bilingual-specific)	Annual Passing Rate September 2014 – July 2015			Cumulative Passing Rate September 2003 – July 2015		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
All Examinees	340	318	93.5	2,836	2,693	95.0
Gender						
Male	63	59	93.7	539	522	96.8
Female	276	258	93.5	2,275	2,150	94.5
Ethnicity						
African American	1	*	*	19	19	100
Asian American	12	12	100	138	128	92.8
Hispanic American	242	229	94.6	1,868	1,802	96.5
Native American	1	*	*	4	*	*
White	52	48	92.3	524	483	92.2

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

The 2014-15 average annual passing rate for the CSET: WL bilingual-specific subtests is 65 percent, and the 2003-2015 cumulative passing rate is 86.5 percent.

REVISED

California Preliminary Administrative Credential Examination (CPACE)

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

The CPACE was first developed during 2010-11 and the initial CPACE administration was held in June 2011. At the February 2014 Commission meeting, the Commission authorized updating the CPACE to include a more performance-based approach to measuring the skills necessary for performing the job of a school site principal. At its August 2015 meeting the Commission adopted a new passing score standard for the updated CPACE.

CPACE is administered during four windows annually in February, June, July and October.

The set of administrator knowledge and skills described in the CPACE Content Specifications and reflected in the CPACE is organized into the following four domains:

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

To pass the CPACE, an examinee must pass two components or subtests. For the original CPACE (2011-2014), examinees needed to pass both the CPACE-Written and the CPACE-Video. For the updated CPACE (2015), examinees need to pass both the CPACE – Content Examination and the CPACE – Performance Assessment.

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

Tables 31 and 32 below show annual and cumulative passing rates for the previous version of CPACE (2011-2014).

Table 31: CPACE (2011-2014) Annual Passing Rates August 2014 to February 2015

CPACE Written			CPACE Video			Total CPACE		
N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
1,667	308	18.5	1,032	814	78.9	1,022	246	24.1

Table 32: CPACE (2011-2014) Cumulative Passing Rates (Life of Exam) June 2011 to February 2015

CPACE Written			CPACE Video			Total CPACE		
N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
4,489	1,458	32.5	3,404	2,846	83.6	3,349	1,351	40.3

REVISED

Table 33 below shows the annual passing rates for the initial administration of the updated version of CPACE (2015).

Table 33: Updated CPACE (2015) Annual Passing Rates (Initial Administration) July 2015

CPACE Content			CPACE Performance			Total CPACE		
N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
340	224	65.9	230	54	23.5	221	47	21.3

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

More than three quarters of examinees who took both the content and performance portions of CPACE report having a Master's or higher degree. Around half of these examinees (49%) reported that they have ten or fewer years' experience as an educator, and 52% indicated that they have completed no coursework related to school administration. Women are passing CPACE at a higher rate than men.

Summary Highlights, All Examinations

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2010-11 to 2014-15. The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, and CSET examinations clearly indicates that candidates persevere to take and pass the examinations, thus increasing the cumulative passing rates over time.

For the CBEST, after a decade of significant decrease in the examination volume the number of examinations administered is beginning to increase again, possibly indicating increased interest in the teaching profession as CBEST is often one of the very first exams taken by individuals at the time they begin to seek a teaching credential.

The RICA and CSET both also showed an increase in examination volume from 2011-12 to 2014-15. There have been more than 800,000 individual administrations of CSET examinations since 2003. Though the examination volume is low for world languages, there has been a steady number of examinees taking these new CSET examinations. The annual passing rate was 73 percent for the CSET: Multiple Subjects and the cumulative passing rate was 91.2 percent. For the single subjects, the cumulative passing rate varied by content area from 37 percent to 100 percent. The overall CSET annual and cumulative passing rate for CSET multiple and single subject was 67 percent and 82 percent, respectively.

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