# 4F

## Information

***Educator Preparation Committee***

## Annual Report on Passing Rates of Commission-Approved Examinations from 2012-13 to 2016-17

**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

**Presenters:** Kathryn Polster, Analyst, and Mike 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

# Annual Report on Passing Rates of Commission-Approved Examinations from 2012-13 to 2016-17

**Introduction**

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2012-13 through 2016-17. 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 to this agenda item and are available on the Commission website.

**Background**

The 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.

**Availability of Examinations**

The majority of Commission examinations are offered year-round on demand at the contractor's computer-based testing sites which are located throughout California, in all of the 50 states, at overseas locations, and by arrangement at military bases overseas. Some examinations however may not be available on-demand due to lower candidate volume or exam type (e.g. paper-based exams or some exams using video). The Commission's examination website provides specific details for each examination and it's availability throughout the testing year.

**Basic Skills Examinations**

Candidates for most credentials, certificates, and permits are required to demonstrate proficiency in basic reading, mathematics, and writing skills. The 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 any of the 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. Single Subject Credential candidates may meet the subject matter requirement either by completing a Commission-approved subject matter program or by passing the appropriate California Subject Examinations for Teachers (CSET) single subject content area examination. Education specialist candidates may

also use this option to verify subject matter knowledge. Both the Commission-approved 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 of how to teach that particular subject to K-12 students.

The CSET was first administered in 2003. Beginning with the May 2007 administration of the CSET: Multiple Subjects examination, an optional fourth subtest known as the CSET: Writing Skills examination was added. Candidates for a multiple subject credential may use the CSET: Multiple Subjects examination plus the CSET: Writing Skills subtest to verify basic skills as an alternative to passing the CBEST. Additional CSETs have been added as needed over the years for additional credentials and authorizations, particularly in the World Languages. Beginning in 2014 the CSET Multiple Subjects, English, and Mathematics examinations were updated to better align with California's Common Core State Standards. From 2015 to 2017 Commission staff worked with the Commission's examinations contractor to update the CSET: Science examinations to align with the Next Generation Science Standards (NGSS). Passing rates for the CSETs revised to align with Common Core State Standards are included in this report. Passing rates for the updated CSET: Science assessments are not included in this report as those revised examinations only became operational for the 2017-18 academic year.

The *California Teachers of English Learners (CTEL)* examination is used by candidates other than those prepared in SB 2042 teacher preparation programs or other previously available English-learner preparation options (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, pedagogical methodology, and cultural knowledge and skills.

The National Evaluation Series (NES), currently satisfies a part of the pedagogical portion of the Early Completion Option of the intern program for multiple subject and selected single subject credentials. The NES was adopted by the Commission beginning in 2013. The NES is owned and administered by the Evaluation Systems group of Pearson and is not 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 updated CPACE to include both content assessment and performance assessment components. The updated CPACE was first administered in July 2015. Passing rates for the updated CPACE are included in this report.

**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, and may not be an accurate reflection of candidate demographics. Whenever demographic variables are available, the passing rate by demographic variables such as gender, ethnicity, educational level, preparation, and parents' education levels are presented in the appendices.

**Definition of Terms**

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

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee's knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who possess the knowledge and skills being measured are expected to perform well.
- Cumulative passing rate – the number of examinees who have passed the examination divided by the number of examinees who have taken all sections or subtests of the examination. Cumulative passing rate takes into account the fact that examinees can take the examination as many times as needed in order to pass. Please note that the 2016-17 cohort for any examination has had fewer opportunities to retake the examination at the time of preparation of this report than prior cohorts, which would affect the cumulative passing rate.
- First-time passing rate – the number of examinees who passed all sections or subtests of the examination the first time they took each divided by the total number of first-time examinees who took all sections or subtests.

**Institutional Data Reports**

Institutional data reports are generated by the Commission's examinations contractor. Candidates are able to choose which institutions will receive their score and data at the time of registration. The Commission determines which institutions are authorized score report recipients, and those institutions are listed in each examination registration bulletin under "Score Reporting Institutions." The individual at each authorized score recipient institution who receives the reports is determined by that institution and each year, the Commission's examinations contractor requests updated contact information. Institutions may contact the contractor to update their score reporting contact information as necessary. 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. Examinees own their scores and determine at the time of registration which institutions can access their scores.

Information about examinee scores is made available to the institutions as described above. The files available for downloading may include the following:

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

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

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

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

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

All of the Commission examinations are criterion-referenced and measure the examinees' knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees are provided with scaled scores only if they do not pass an examination. Examinees who pass an examination are notified only that they passed.

At its June 2016 meeting, the Commission acted to extend the period of test score validity from five years to ten years. As of April 2017, scores for all Commission examinations became valid for use toward a California credential for ten years from the date of test administration. The only exception is the CBEST, for which passing scores remain valid and may be used indefinitely toward earning a credential.

# 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) examination; 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. Though these examinations are no longer administered by the CSU candidates who previously passed the examinations may still use those scores to meet the basic skills requirement.

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts 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 in both paper and computer-based formats. The computer-based CBEST is available on demand throughout the year at the contractor's computer-based testing centers along with the six times per year paper-based test administrations.

*Reading Section:*

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

*Mathematics Section:*

The CBEST Mathematics section consists of 50 multiple-choice questions - 40 "scorable" and 10 "nonscorable." The questions require the candidate to solve mathematical problems, and most are presented as word problems. The questions assess skills in three

major areas: (a) estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the questions are from skill area (a), 35 percent from skill area (b), and 35 percent from skill area (c).

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

**Scoring of the CBEST**
The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice questions that are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores. The Writing section consists of two essays, each of which is double-scored by qualified, calibrated scorers, 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. The minimum passing standard for the CBEST is a total score of 123. It is not possible, however, to pass the CBEST if any section score is below 37, regardless of how high the total score may be.

**Table 1: CBEST State Passing Score Standard and Score Range**

| Test Name | State Passing Score Standard | Score Range |
|---|---|---|
| CBEST<br>• Reading<br>• Mathematics<br>• Writing | a scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123) | 20 – 80 for each section |

**Examination Volume**
The volume of CBEST examinations administered has increased by over 13,000 per year during the last five years. There were nearly 41,000 CBEST examinations administered in 2012-13 and over 63,000 in 2016-17.

Candidates may also meet the Basic Skills Requirement by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: MS) plus the CSET: Writing Skills subtest. In 2016-17, 436 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 B3 for details on the CSET: Writing Skills subtest).

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

**Table 2: Number of CBEST Examinees and Test Sections Administered, 2012-17**

| Testing Year | Total Number of Examinees | Total Number of Test Sections Administered | | |
|---|---|---|---|---|
| | | ***Reading*** | ***Mathematics*** | ***Writing*** |
| 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 |
| 2015-16 | 59,088 | 47,918 | 47,694 | 49,592 |
| 2016-17 | 63,069 | 49,516 | 50,131 | 52,339 |

**Preparation and Demographic Data**

The preparation and demographic data for the CBEST are presented in *Appendix A1: CBEST Preparation and Demographic Data, 2012 to 2017.* Approximately 33 percent of all test takers who chose to answer the background questions 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 to three Writing courses in high school. Slightly more than one-fifth of the examinees reported completing one or two high school Oral Language courses. More than two-thirds 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.

Half of the examinees reported that the highest college mathematics course they completed was Calculus and/or Statistics. About six percent reported completing no college mathematics courses. Nearly three-fourths reported completing one to three courses in Writing and about 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-quarter 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 about forty percent indicated it had been three years or less since they attended. Twelve 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 professional preparation program and another ten percent reported they were considering enrollment in a professional preparation program. Few examinees 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 22 percent reported being students.

Nearly 60 percent of the examinees reported that their fathers had completed at least some college, and about 60 percent reported that their mothers had completed at least some college. When asked which their best language was, nearly all reported that it was English. More than two-thirds of the examinees were female, and nearly half reported that "white" best describes their ethnic background. Almost 12 percent of examinees did not indicate an ethnicity.

**Passing Rate**

Table 3 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2012 through 2017. 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, 2012-17**

| Testing Year | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 2012-17 | 163,669 | 112,377 | 68.7 | 163,669 | 137,670 | 84.1 |
| 2016-17 | 37,673 | 25,175 | 66.8 | 37,673 | 28,691 | 76.2 |
| 2015-16 | 36,942 | 25,056 | 67.8 | 36,942 | 31,045 | 84.0 |
| 2014-15 | 34,229 | 23,476 | 68.6 | 34,229 | 29,524 | 86.3 |
| 2013-14 | 29,130 | 20,555 | 70.6 | 29,130 | 25,703 | 88.2 |
| 2012-13 | 25,695 | 18,115 | 70.5 | 25,695 | 22,707 | 88.4 |

The first-time passing rates for the past five years show a narrow range, from 66.8 percent to 70.6 percent, with an overall first-time passing rate of 68.7 percent for the 2012-17 cohorts. In 2012-13, the cumulative passing rate was 70.5 percent and for 2016-17, it was 66.8 percent. The main reason for this seeming downward trend with the lowest passing rate in 2016-17 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 84.1 percent. This situation also characterizes all of the cumulative data for 2016-17 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, 2012–17**

| Testing Year | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 2012-17 | 166,207 | 133,331 | 80.2 | 166,207 | 143,198 | 86.2 |
| 2016-17 | 38,805 | 31,032 | 80.0 | 38,805 | 32,229 | 83.1 |
| 2015-16 | 37,473 | 30,532 | 81.5 | 37,473 | 32,692 | 87.2 |
| 2014-15 | 34,621 | 27,430 | 79.2 | 34,621 | 29,875 | 86.3 |
| 2013-14 | 29,419 | 23,476 | 79.8 | 29,419 | 25,682 | 87.3 |

| Testing Year | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 2012-13 | 25,889 | 20,861 | 80.6 | 25,889 | 22,720 | 87.8 |

The first-time CBEST Reading passing rate is 80.2 percent, and the overall cumulative CBEST Reading passing rate is 86.2 percent. The first-time passing rate ranges from 79.2 percent in 2014-15 to 81.5 percent in 2015-16. The cumulative passing rate ranges from 83.1 percent in 2016-17 to 87.8 percent in 2012-13.

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, 2012–17**

| Testing Year | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 2012-17 | 165,789 | 130,807 | 78.9 | 165,789 | 142,505 | 86.0 |
| 2016-17 | 38,691 | 30,292 | 78.3 | 38,691 | 31,841 | 82.3 |
| 2015-16 | 37,373 | 29,394 | 78.7 | 37,373 | 32,126 | 86.0 |
| 2014-15 | 34,570 | 27,201 | 78.7 | 34,570 | 30,054 | 86.9 |
| 2013-14 | 29,343 | 23,264 | 79.3 | 29,343 | 25,729 | 87.7 |
| 2012-13 | 25,812 | 20,656 | 80.0 | 25,812 | 22,755 | 88.2 |

The overall first-time CBEST Mathematics passing rate is 78.9 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 78.3 percent in 2016-17 to 80.0 percent in 2012-13. The cumulative passing rate ranges from 82.3 percent in 2016-17 to 88.2 percent in 2012-13.

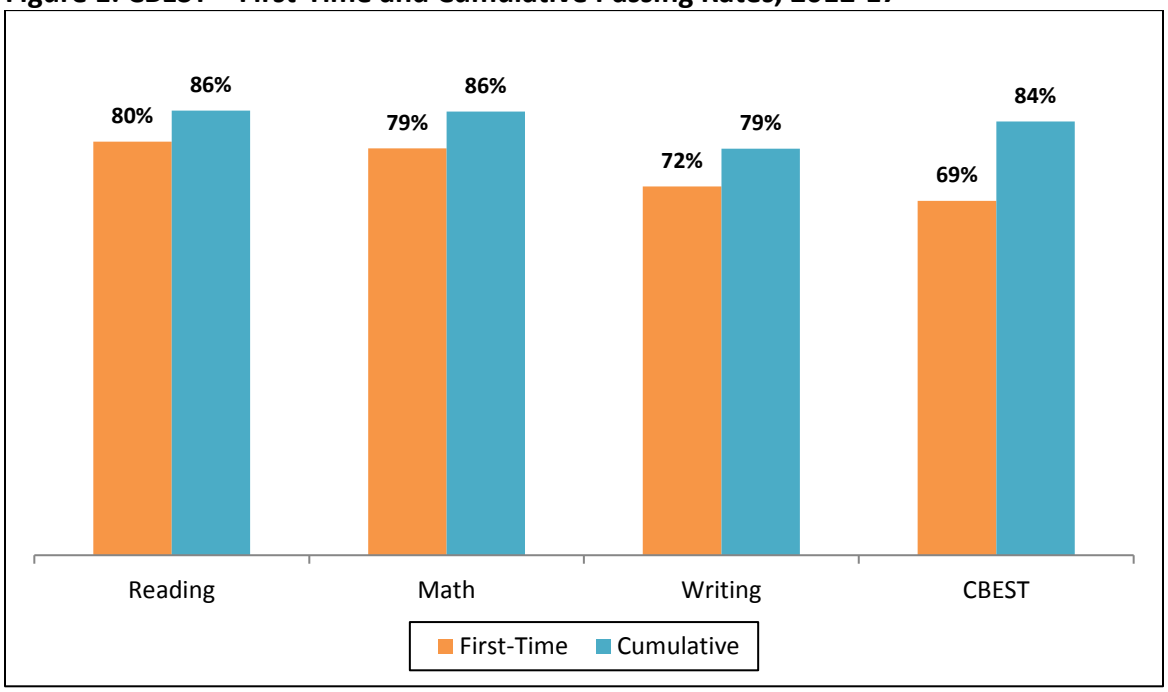
Table 6 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

**Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2012–17**

| Testing Year | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 2012-17 | 164,607 | 117,620 | 71.5 | 164,607 | 129785 | 78.8 |
| 2016-17 | 38499 | 25,742 | 66.9 | 38,499 | 27547 | 71.6 |
| 2015-16 | 37,168 | 26,152 | 70.4 | 37,168 | 29,112 | 78.3 |
| 2014-15 | 34,275 | 24,782 | 72.3 | 34,275 | 27,636 | 80.6 |
| 2013-14 | 29,158 | 21,896 | 75.1 | 29,158 | 24,244 | 83.1 |
| 2012-13 | 25,507 | 19,048 | 74.7 | 25,507 | 21,246 | 83.3 |

The overall first-time CBEST Writing passing rate is 71.5 percent, and the overall cumulative CBEST Writing passing rate for the past five years is 78.8 percent. The cumulative passing rate for 2016-17 may be slightly higher at the end of the next examination cycle because the examinees will have had additional chances to repeat the Writing Section.

**Figure 1: CBEST – First-Time and Cumulative Passing Rates, 2012-17**




The first-time passing rates for the CBEST Reading and Mathematics sections for the past five years are at 80.2 percent and 78.9 percent, respectively. The first-time passing rate for the Writing Section is 71.5 percent. The cumulative passing rates for the Reading and Mathematics Sections have remained in the high eighty percentage range, at 86.2 percent and 86.0 percent, respectively. The cumulative passing rate for the Writing Section is 78.8 percent, approximately seven to eight percentage points lower than the other two sections. For all three sections together, the first-time passing rate is 68.7 percent and cumulative rate is 84.1 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, 2012 to 2017.* First-time and cumulative passing rates by gender and ethnicity are shown in Table 7.

**Table 7: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2012-17**

| CBEST | First-Time Passing Rate: Cohorts 2012 to 2017 | | | Cumulative Passing Rate: Cohorts 2012 to 2017 | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 166,796 | 112,377 | 68.7 | 166,796 | 137,671 | 84.1 |
| **Gender** | | | | | | |
| **Female** | 114,702 | 74,795 | 66.6 | 114,702 | 93,258 | 83.0 |
| **Male** | 49,927 | 35,831 | 72.8 | 49,927 | 42,465 | 86.3 |
| **No response** | 2,167 | 1,751 | 82.3 | 2,167 | 1,948 | 91.6 |
| **Ethnicity** | | | | | | |
| **African American** | 9,190 | 4,198 | 47.3 | 9,190 | 6,026 | 67.8 |
| **Asian American** | 6,389 | 4,301 | 68.9 | 6,389 | 5,102 | 81.7 |
| **Filipino** | 3,542 | 2,227 | 64.5 | 3,542 | 2,753 | 79.8 |
| **South East Asian** | 3,304 | 1,859 | 57.4 | 3,304 | 2,451 | 75.7 |
| **Pacific Islander** | 699 | 440 | 64.7 | 699 | 547 | 80.4 |
| **Mexican American** | 30,595 | 16,202 | 54.2 | 30,595 | 23,144 | 77.4 |
| **Latino** | 12,303 | 6,411 | 53.7 | 12,303 | 8,952 | 75.0 |
| **Native American** | 862 | 583 | 68.5 | 862 | 713 | 83.8 |
| **White** | 70,001 | 56,062 | 80.9 | 70,001 | 63,767 | 92.0 |
| **Other** | 10,050 | 6,028 | 61.7 | 10,050 | 7,579 | 77.6 |
| **No Response** | 19,861 | 14,066 | 72.4 | 19,861 | 16,637 | 85.6 |

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. This information and more is available in the appendices of this item.

**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 examinations consist 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 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.

**Recent CSET Revisions**

The Commission's examinations contractor completed work in 2016-17 with California content expert advisory panels to revise 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 represented 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 in October 2017 could ultimately result in a future change in passing rates for these CSET examinations.

The CSET: English, CSET: Mathematics, and CSET: Multiple Subjects examinations were updated in 2013-14 to align with California's Common Core State Standards. Updated 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;<br>History and Social Science | 52 | 4 |
| | II | Science; Mathematics | 52 | 4 |
| | III | Physical Education; Human Development<br>Visual and Performing Arts | 39 | 3 |
| | IV | Writing Skills | 0 | 2 |
| Single Subjects: Agriculture | I | Plant and Soil Science<br>Ornamental Horticulture | 25<br>15 | 2<br>1 |
| | II | Animal Science<br>Environmental Science and Natural Resource Management | 25<br>15 | 2<br>1 |
| | III | Agricultural Business and Economics<br>Agricultural Systems Technology | 20<br>20 | 2<br>1 |
| Art | I | Artistic Perception<br>Historical and Cultural Context of the Visual Arts<br>Aesthetic Writing | 20<br>15<br>15 | 1<br>1<br>2 |
| | II | Creative Expression<br>Connections, Relationships, and Applications<br>History and Theories of Learning in Art | 30<br>10<br>10 | 3<br>1<br>0 |
| Business | I | Business Management<br>Marketing | 20<br>20 | 1<br>1 |
| | II | Accounting and Finance<br>Economics | 25<br>15 | 1<br>1 |
| | III | Information Technology<br>Business Environment and Communication | 25<br>15 | 1<br>1 |
| English | I | Literature and Textual Analysis<br>Composition and Rhetoric | 50 | 0 |
| | II | Language, Linguistics, and Literacy | 50 | 0 |
| | III | Composition and Rhetoric<br>Literature and Textual Analysis | 0 | 2 |
| | IV | Communications: Speech, Media, and Creative Performance | 0 | 4 |
| English Language Development | I | Knowledge of English Learners in California and the United States<br>Applied Linguistics | 10<br>34 | 1<br>2 |

| CSET Examination | Subtest | Domains | # of Multiple choice items | # of Constructed response items |
|---|---|---|---|---|
| | II | Cultural Foundations<br>Foundations of English Learner Education in California and the United States | 17<br>15 | 1<br>1 |
| | III | Principals of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency | 24 | 2 |
| Health Science | I | Foundations of Health Education<br>Human Growth and Development<br>Chronic and Communicable Diseases | 10<br>10<br>20 | 1<br>0<br>1 |
| | II | Nutrition and Fitness<br>Mental and Emotional Health<br>Alcohol, Tobacco, and Other Drugs | 15<br>10<br>15 | 1<br>0<br>1 |
| | III | Family Life and Interpersonal Relationships<br>Consumer and Community Health<br>Environmental Health | 15<br>15<br>10 | 1<br>0<br>0 |
| Home Economics | I | Personal, Family, and Child Development | 40 | 1 |
| | II | Nutrition, Foods, and Hospitality | 40 | 2 |
| | III | Fashion and Textiles<br>Housing and Interior Design<br>Consumer Education | 12<br>12<br>16 | 1<br>1<br>2 |
| Industrial and Technology Education | I | Nature of Technology | 45 | 3 |
| | II | Power and Energy<br>Information and Communication<br>Project and Product Development | 25<br>25<br>25 | 1<br>1<br>1 |
| Preliminary Educational Technology | I | Basic Operations, Concepts, and Issues of Computer-based Technology<br>Productivity Applications of Computer-based Technology | 40<br>30 | 0<br>2 |
| | II | Teaching and Learning Applications of Computer-based Technology | 40 | 3 |
| World Languages**<br>• American Sign Language | I | Literary and Cultural Texts and Traditions<br>Cultural Analysis and Comparisons | 10<br>20 | 1<br>1 |
| | II | General Linguistics<br>Linguistics of the Target Language –American Sign Language ( Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics) | 10<br>20 | 0<br>2 |
| | III | Linguistics of the Target Language –American Sign Language (Error Analysis)<br>Language and Communication: Receptive Comprehension<br>Language and Communication: Expressive Production | 0<br>18<br>0 | 1<br>1<br>2 |
| • Arabic<br>• Armenian<br>• Farsi<br>• Filipino | I | General Linguistics<br>Linguistics of the Target Language<br>Literary and Cultural Texts and Traditions<br>Cultural Analysis and Comparisons | 0 | 1<br>3<br>1<br>1 |

| CSET Examination | Subtest | Domains | # of Multiple choice items | # of Constructed response items |
|---|---|---|---|---|
| • Hmong<br>• Khmer | II | Language and Communication: Listening Comprehension<br>Language and Communication: Reading Comprehension<br>Language and Communication: Written Expression<br>Language and Communication: Oral Expression | 0<br><br><br><br> | 2<br><br>2<br>1<br>2 |
| • Cantonese | I | General Linguistics<br>Linguistics of the Target Language | 5<br>15 | 1<br>3 |
| | II | Literary and Cultural Texts and Traditions<br>Cultural Analysis and Comparisons | 10<br>10 | 2<br>1<br>1 |
| | III | Language and Communication: Listening Comprehension<br>Language and Communication: Reading Comprehension<br>Language and Communication: Written Expression<br>Language and Communication: Oral Expression | 10<br><br>10<br>0<br>0 | 1<br><br>1<br>2<br>2 |
| • French<br>• German<br>• Japanese<br>• Korean<br>• Mandarin<br>• Punjabi<br>• Russian<br>• Spanish<br>• Vietnamese | I | General Linguistics<br>Linguistics of the Target Language | 15<br>25 | 1<br>2 |
| | II | Literary and Cultural Texts and Traditions<br>Cultural Analysis and Comparisons | 20<br>20 | 1 |
| | III | Language and Communication:<br>Listening Comprehension<br>Reading Comprehension<br>Written Comprehension<br>Oral Expression | <br>15<br>15<br>-<br>- | <br>1<br>1<br>2<br>2 |
| • Hebrew**<br>• Hindi<br>• Italian<br>• Portuguese<br>• Turkish | I | General Linguistics<br>Linguistics of the Target Language<br>Literary and Cultural Texts and Traditions<br>Cultural Analysis and Comparisons | -<br>-<br>-<br>- | 1<br>2<br>1<br>2 |
| Mathematics* | I | Number and Quantity; Algebra | 35 | 3 |
| | II | Geometry; Probability and Statistics | 35 | 3 |
| | III | Calculus | 30 | 2 |
| Music | I | Artistic Perception<br>Historical and Cultural Foundations<br>Aesthetic Valuing | 30<br>15<br>0 | 1<br>1<br>1 |
| | II | Creative Expression<br>Connections, Relationships, and Applications | 30<br>10 | 2<br>0 |
| | III | Music Methodology and Repertoire | 40 | 2 |
| Physical Education | I | Growth, Motor Development, and Motor Learning<br>The Science of Human Movement | 20<br>20 | 1<br>1 |
| | II | The Sociology and Psychology of Human Movement<br>Movement Concepts and Forms<br>Assessment and Evaluation Principles | 10<br>24<br>6 | 1<br>1<br>0 |
| | III | Professional Foundations<br>Integration of Concepts | 16<br>24 | 0<br>1 |
| Science*** | I | General Science: Astronomy; Dynamic Processes of the Earth; Earth Resources; Waves; Forces and Motion; Electricity and Magnetism | 58 | 2 |

| CSET Examination | Subtest | Domains | # of Multiple choice items | # of Constructed response items |
|---|---|---|---|---|
| | II | General Science: Ecology; Genetics and Evolution; Molecular Biology and Biochemistry; Cell and Organismal Biology; Heat Transfer and Thermodynamics; Structure and Properties of Matter | 58 | 2 |
| | III | Concentration: Biology/Life Science, Chemistry, Earth and Planetary Science, or Physics | 50 | 3 |
| | *IV* | *Specialized Science (no longer available)* | *40* | *1* |
| Social Science | I | World History; World Geography | 39 | 3 |
| | II | U.S. History; U.S. Geography | 39 | 3 |
| | III | Civics; Economics; California History | 40 | 3 |
| Writing Skills | I | Expository Writing<br>Expressive Writing | 0<br>0 | 1<br>1 |

** 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.*

****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

Candidates must earn a passing score on each of the examination's subtests to pass the entire CSET. Each subtest is scored separately. For each 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 series of examinations was in January 2003. During this first phase Multiple Subjects, English, Mathematics, Science, and Social Science were offered as well as Foundational-Level Mathematics. World Languages (French, German, Japanese, Korean,

Mandarin, Punjabi, Russian, Spanish, and Vietnamese) were first administered in fall 2004 as well as Art, Music, and Physical Education. Agriculture, American Sign Language, Business, Health Science, Home Economics, and Industrial and Technology Education were first administered in fall 2005. Filipino was first administered in fall 2006. The Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations, and the Bilingual Methodology and Bilingual Culture subtests were added in 2007-08 (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. World Language examinations in Hebrew, Italian, and Portuguese were added in 2009-10. Hindi was added in 2013.

The Multiple Subjects, English, and Mathematics examinations were updated to align with California's Common Core State Standards. Updated Multiple Subjects and English examinations were launched beginning in 2014-15, and an updated Mathematics examination was launched in early 2015. The updated versions are technically new examinations because they contain new and revised questions that measure additional content which was not measured by the previous versions of the exams and thus are shown on separate rows in the tables below. The CSET: Science and CSET: Multiple Subjects examinations were recently updated to align with the Next Generation Science Standards. Passing rates for the updated CSET: Science examinations will be presented in future reports.

More than 370,000 examinees took multiple and single subject matter examinations since the inception of CSET in 2003. Among the total examinees, about half have been Multiple Subjects examinees.

**Table 9: CSET Multiple and Single Subjects – Total number of examinees (Total Attempts), 2012-17**

| CSET Examination | 2003-17 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|---|
| **All examinees** | **374,375** | **13,363** | **14,565** | **15,760** | **15,958** | **17,573** |
| | | | | | | |
| **Multiple Subjects (2003)** | 157,532 | 5,839 | 6,748 | | | |
| **Multiple Subjects Updated (2014)** | 28,702 | | | 7,168 | 8,318 | 8,838 |
| Writing | 10,231 | 869 | 788 | 664 | 526 | 436 |
| | | | | | | |
| **Single Subjects:** | | | | | | |
| Agriculture | 239 | 13 | 12 | 15 | 17 | 20 |
| Art | 2,829 | 143 | 178 | 250 | 201 | 260 |
| Business | 737 | 36 | 37 | 21 | 28 | 31 |
| English (2003) | 26,164 | 1,454 | 1,506 | | | |
| English Updated (2014) | 4,669 | | | 1,329 | 1,380 | 1,574 |
| English Language Development | 63 | | | 11 | 17 | 22 |
| Health Science | 3,566 | 254 | 207 | 143 | 135 | 150 |
| Home Economics | 542 | 45 | 37 | 28 | 30 | 29 |
| Industrial Technology Education | 813 | 63 | 76 | 71 | 73 | 102 |
| Preliminary Educational Technology | 2,973 | 187 | 225 | 208 | 196 | 158 |
| World Languages: | | | | | | |
| American Sign Language | 271 | 22 | 28 | 30 | 24 | 15 |
| Arabic | 61 | 5 | 7 | 7 | 8 | 3 |

| CSET Examination | 2003-17 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|---|
| **All examinees** | **374,375** | **13,363** | **14,565** | **15,760** | **15,958** | **17,573** |
| Armenian | 21 | 1 | 0 | 1 | 1 | 3 |
| Cantonese | 13 | 2 | 0 | 2 | 0 | 0 |
| Farsi | 11 | 1 | 3 | 0 | 0 | 0 |
| Filipino | 62 | 8 | 1 | 3 | 2 | 1 |
| French | 805 | 48 | 50 | 62 | 45 | 31 |
| German | 106 | 5 | 5 | 4 | 6 | 5 |
| Hebrew | 5 | 0 | 0 | 1 | 2 | 0 |
| Hindi | 8 | | 4 | 2 | 1 | 1 |
| Hmong | 28 | 2 | 0 | 2 | 3 | 3 |
| Italian | 61 | 7 | 11 | 5 | 56 | 5 |
| Japanese | 198 | 6 | 6 | 18 | 10 | 5 |
| Khmer | 2 | 0 | 0 | 0 | 0 | 0 |
| Korean | 202 | 19 | 16 | 12 | 10 | 11 |
| Mandarin | 1,181 | 61 | 67 | 65 | 53 | 60 |
| Portuguese | 13 | 4 | 2 | 1 | 1 | 1 |
| Punjabi | 18 | 1 | 0 | 0 | 0 | 1 |
| Russian | 57 | 1 | 6 | 3 | 1 | 2 |
| Spanish | 5,267 | 336 | 339 | 329 | 191 | 208 |
| Turkish | 4 | | | | 4 | 0 |
| Vietnamese | 83 | 3 | 12 | 9 | 6 | 11 |
| Mathematics (2003) | 10,103 | 220 | 239 | 46 | | |
| Mathematics Updated (2015) | 1,122 | | | 196 | 300 | 374 |
| Music | 1,567 | 119 | 117 | 118 | 106 | 128 |
| Physical Education | 7,698 | 426 | 528 | 507 | 573 | 636 |
| Science: | | | | | | |
| Biological Sciences | 13,595 | 582 | 595 | 685 | 536 | 739 |
| Chemistry | 5,604 | 177 | 189 | 217 | 176 | 239 |
| Geosciences | 4,388 | 105 | 133 | 145 | 107 | 107 |
| Physics | 3,339 | 116 | 115 | 126 | 113 | 128 |
| Social Science | 26,243 | 1,316 | 1,367 | 1,383 | 1,023 | 1,279 |

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, 2012-17**

| CSET Examination | 2003-17 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|---|
| Updated Mathematics (2015) Subtests I and II* | 1,813 | | | 465 | 565 | 593 |
| Mathematics Subtests I and II* (2003) | 17,052 | 482 | 536 | 138 | | |
| General Science Subtests I and II* | 4,309 | 510 | 438 | 424 | 340 | 415 |

** 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.

**Table 11: CSET – Annual and Cumulative Passing Rates, 2003-17**

| CSET Examination | Annual Passing Rate (2016-17) | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Attempted | N Passed | % Passed | N Attempted | N Passed | % Passed |
| **All Examinations** | 17,573 | 12,021 | 68.4 | 374,375 | 302,384 | 80.8 |
| Multiple Subjects (2003) | | | | 157,532 | 143,992 | 91.4 |
| Multiple Subjects Updated (2014) | 8,838 | 6,379 | 72.2 | 28,702 | 23,210 | 80.9 |
| Writing | 436 | 351 | 80.5 | 10,231 | 8,667 | 84.7 |
| **Single Subjects:** | | | | | | |
| Agriculture | 20 | 3 | 15.0 | 239 | 126 | 52.7 |
| Art | 260 | 186 | 71.5 | 2,829 | 2,393 | 84.6 |
| Business | 31 | 8 | 25.8 | 737 | 410 | 55.6 |
| English (2003) | | | | 26,164 | 20,894 | 79.9 |
| English Updated (2014) | 1,574 | 1,146 | 72.8 | 4,669 | 3,739 | 80.1 |
| English Language Development | 22 | 1 | 4.5 | 63 | 5 | 7.9 |
| Health Science | 150 | 77 | 51.3 | 3,566 | 2,682 | 75.2 |
| Home Economics | 29 | 15 | 51.7 | 542 | 388 | 71.6 |
| Industrial Technology Education | 102 | 82 | 80.4 | 813 | 690 | 84.9 |
| Preliminary Educational Technology | 158 | 155 | 98.1 | 2,973 | 2,877 | 96.8 |
| World Languages: | | | | | | |
| American Sign Language | 15 | 4 | 26.7 | 271 | 154 | 56.8 |
| Arabic | 3 | * | * | 61 | 55 | 90.2 |
| Armenian | 3 | * | * | 21 | 18 | 85.7 |
| Cantonese | 0 | 0 | 0.0 | 13 | 8 | 61.5 |
| Farsi | 0 | 0 | 0.0 | 11 | 9 | 81.8 |
| Filipino | 1 | * | * | 62 | 58 | 93.5 |
| French | 31 | 23 | 74.2 | 805 | 706 | 87.7 |
| German | 5 | * | * | 106 | 85 | 80.2 |
| Hebrew | 0 | 0 | 0.0 | 5 | * | * |
| Hmong | 3 | * | * | 28 | 25 | 89.3 |
| Hindi | 1 | * | * | 8 | * | * |
| Italian | 5 | * | * | 61 | 59 | 96.7 |

| CSET Examination | Annual Passing Rate (2016-17) | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Attempted | N Passed | % Passed | N Attempted | N Passed | % Passed |
| Japanese | 5 | * | * | 198 | 161 | 81.3 |
| Khmer | 0 | 0 | 0.0 | 2 | * | * |
| Korean | 11 | 10 | 90.9 | 202 | 182 | 90.1 |
| Mandarin | 60 | 56 | 93.3 | 1,181 | 1,094 | 92.6 |
| Portuguese | 1 | * | * | 13 | 12 | 92.3 |
| Punjabi | 1 | * | * | 18 | 11 | 61.1 |
| Russian | 2 | * | * | 57 | 49 | 86.0 |
| Spanish | 208 | 158 | 76.0 | 5,267 | 4,590 | 87.1 |
| Turkish | 0 | 0 | 0.0 | 4 | * | * |
| Vietnamese | 11 | 9 | 81.8 | 83 | 77 | 92.8 |
| Mathematics (2003) | | | | 10,103 | 6,505 | 64.4 |
| Mathematics Updated (2015) | 374 | 234 | 62.6 | 1,122 | 728 | 64.9 |
| Music | 128 | 109 | 85.2 | 1,567 | 1,441 | 92.0 |
| Physical Education | 636 | 295 | 46.4 | 7,698 | 5,499 | 71.4 |
| Sciences: | | | | | | |
| Biological Sciences | 739 | 500 | 67.7 | 13,595 | 10,750 | 79.1 |
| Chemistry | 239 | 179 | 74.9 | 5,604 | 4,471 | 79.8 |
| Geosciences | 107 | 69 | 64.5 | 4,388 | 3,384 | 77.1 |
| Physics | 128 | 66 | 51.6 | 3,339 | 2,134 | 63.9 |
| Social Science | 1,279 | 872 | 68.2 | 26,243 | 21,082 | 80.3 |

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

For the CSET: Multiple Subjects, the annual passing rate for 2016-17 was 72.2 percent and the cumulative passing rate from 2014-17 was 80.9 percent. For the single subjects, the cumulative passing rate varied by subject from less than 10 percent for English Language Development to 100 percent for Khmer, Hebrew, and Hindi. English and Social Sciences had cumulative passing rates of 80.1 percent and 80.3 percent, respectively. The cumulative passing rate was in the 90 percent to 100 percent range for the following world languages: Filipino, Italian, Korean, Mandarin, Portuguese, and Vietnamese. These languages had relatively small total numbers of examinees, however. The cumulative passing rate for the sciences ranged from 63.6 percent for Physics to 79.8 percent for Chemistry.

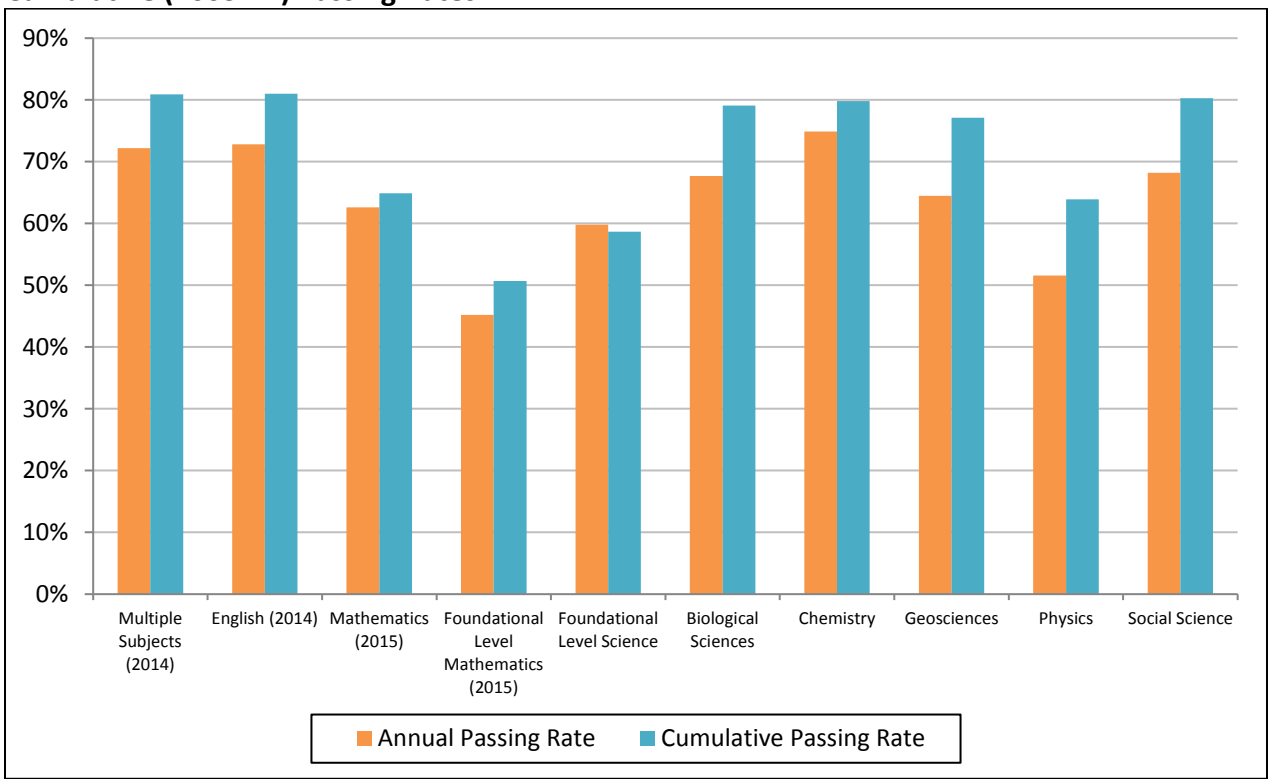
Table 12 shows annual and cumulative passing rates for examinees who took both Subtests I and II for Mathematics and Science respectively. Although candidates who pass Subtests I and II meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently 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, 2003-17**

| CSET Examination | Annual Passing Rate September 2016 – July 2017 | | | Cumulative Passing Rate September 2003 – July 2017 | | |
|---|---|---|---|---|---|---|
| | N Attempted | N Passed | % Passed | N Attempted | N Passed | % Passed |
| Mathematics (Subtests I and II)* (2003) | | | | 17,052 | 8,615 | 50.5 |
| Mathematics (Subtests I and II)* Updated | 593 | 268 | 45.2 | 1,813 | 919 | 50.7 |
| General Science (Subtests I and II)* | 415 | 248 | 59.8 | 4,309 | 2,529 | 58.7 |

** 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*

**Figure 2: CSET: Multiple Subjects and Single Subjects (high volume) – Annual (2016-17) and Cumulative (2003-17) Passing Rates**




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

For the Multiple Subjects, the annual passing rate for 2016-17 was 72.2 percent. Table 13 shows annual and cumulative passing rates by gender and ethnicity, as self-reported by examinees.

**Table 13: CSET: Multiple Subjects – Annual (2016-17) and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2014-17**

| Multiple Subjects | Annual Passing Rate September 2016– July 2017 | | | Cumulative Passing Rate September 2014 – July 2017 | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 8,838 | 6,379 | 72.2 | 28,702 | 23,210 | 80.9 |
| **Gender** | | | | | | |
| **Female** | 7,130 | 5,064 | 71.0 | 23,488 | 18,841 | 80.2 |
| **Male** | 1,625 | 1,247 | 76.7 | 4,920 | 4,117 | 83.7 |
| **Ethnicity** | | | | | | |
| **African American** | 310 | 180 | 58.1 | 1,017 | 690 | 67.8 |
| **Asian American** | 815 | 594 | 72.9 | 2,446 | 2,002 | 81.8 |
| **Hispanic American** | 2,080 | 1,224 | 58.8 | 7,116 | 5,078 | 71.4 |
| **Native American** | 48 | 32 | 66.7 | 159 | 127 | 79.9 |
| **White** | 4,243 | 3,331 | 78.5 | 13,496 | 11,636 | 86.2 |

The cumulative passing rate for Multiple Subjects was 80.9 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. This information and more can be found in the appendices.

Examinees who reported taking the CSET to obtain an initial multiple subject teaching credential or Education Specialist credential had similar passing rates: 82.1 percent and 79.4 percent, respectively. However, those who reported taking the examination to add an authorization to an existing credential had a higher passing rate of 84.6 percent.

*Appendices B4 through B27* 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 only slightly higher in English than males.

**Updated Mathematics**

The CSET: Mathematics was the most recent CSET examination included in this report to be updated based on California's Common Core State Standards. Table 14 shows how passing rates changed depending on an examinee's self-reported background in mathematics.

**Table 14: Updated CSET: Mathematics – Annual (2016-17) and Cumulative Passing Rates by Candidate Answers to Background Questions, 2014-17**

| | Annual Passing Rate September 2016 – July 2017 | | | Cumulative Passing Rate January 2015 – July 2017 | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | | | | | | |
| **Undergraduate Coursework in Math** | | | | | | |
| 24 or fewer semester credit hours | 154 | 83 | 53.9 | 481 | 279 | 58.0 |
| 25 or more semester credit hours | 173 | 119 | 68.8 | 521 | 365 | 70.1 |
| Hold a degree in the subject area(s) of the subtest(s) | 127 | 87 | 68.5 | 405 | 272 | 67.2 |
| **Undergraduate Major** | | | | | | |
| Mathematics | 142 | 97 | 68.3 | 454 | 316 | 69.6 |

For the updated CSET: Mathematics examinations, the passing rate was higher for examinees who have more formal education in mathematics.

**National Evaluation Series (NES) Examinations**

The National Evaluation Series - Assessment of Professional Knowledge (NES-APK) examinations were adopted by the Commission in 2014 for use within the Early Completion Option (ECO) of Intern preparation programs. This examination assesses candidate pedagogical knowledge within specified content areas. Passing this examination allows ECO candidates to waive preparation coursework within the Intern program. The specific NES APK Assessments adopted by the Commission are shown below.

- 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.

**Table 19: NES Assessment of Professional Knowledge 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 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 2013-17**

| Subtest | Annual Passing Rate August 2016– July 2017 | | | Cumulative Passing Rate December 2013 – July 2017 | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 051 Assessment of Professional Knowledge - Elementary | 429 | 403 | 94 | 1,186 | 1,128 | 95 |
| 052 Assessment of Professional Knowledge - Secondary | 324 | 307 | 95 | 948 | 920 | 97 |

**Table 21: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2013-17**

| All Subtests | Annual Passing Rate August 2016– July 2017 | | | Cumulative Passing Rate December 2013 – July 2017 | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| ALL EXAMINEES | 753 | 710 | 94 | 2,134 | 2,048 | 96 |
| **Gender** | | | | | | |
| Female | 533 | 505 | 95 | 1,504 | 1,448 | 96 |
| Male | 214 | 199 | 93 | 605 | 575 | 95 |
| **Ethnicity** | | | | | | |
| African American | 42 | 39 | 93 | 128 | 122 | 95 |
| Asian American | 89 | 74 | 83 | 207 | 186 | 90 |
| Hispanic American | 143 | 133 | 93 | 386 | 360 | 93 |
| Native American | 4 | * | * | 12 | 12 | 100 |
| White | 373 | 364 | 98 | 1,103 | 1,085 | 98 |

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

**RICA: Reading Instruction Competence Assessment**

The Reading Instruction Competence Assessment (RICA) tests professional knowledge related to the teaching of reading, including both content and applied pedagogical knowledge. Passing the RICA examination is required for all Preliminary Multiple Subject teachers and most California-trained Education Specialist candidates. The RICA 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 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.

Candidates have two options for taking the RICA Examination: the Written Examination and the Video Performance Assessment. Each of these examination options is discussed below.

**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 constructed-response questions as described below.

*RICA Constructed-Response Section:*

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

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

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

**B. The RICA Video Performance Assessment**

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

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the video recorded instruction, such as information about the

students in the class/group, a lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;

- a ten-minute video of the candidate providing the reading instruction; and
- a completed Reflection Form, in which the candidate provides an appraisal of the video-recorded instruction, suggestions for further or alternative instructional strategies, and similar information.

One video packet must be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one videotape should demonstrate the candidate's competencies in Domains 1 and 2, one should demonstrate the candidate's competencies in Domains 1 and 4, and the last Domains 1 and 5. Doman 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 a score from two qualified and calibrated scorers, each working independently. The sum of the two scores for each 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 qualified and calibrated scorers, each working independently, 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 scorers. This raw score is then converted to a scaled score.

**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 2012 through July 2017. The number of RICA administrations has increased each of the last five years.

**Table 23: Number of RICA Assessments Administered, 2012-17**

| Testing Year | RICA Examination Type | |
|---|---|---|
| | Written (WE) | Video (VPA) |
| 2012-13 | 9,652 | 112 |
| 2013-14 | 10,179 | 146 |
| 2014-15 | 11,101 | 156 |
| 2015-16 | 11,765 | 144 |
| 2016-17 | 13,073 | 176 |

**Preparation and Demographic Data**

Preparation and demographic data for five annual cohorts (2012 to 2017) 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 who responded to the background questions reported having a bachelor's degree or higher. Less than five 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-fifth had begun student teaching, 7.6 percent had finished student teaching, and another 10.7 percent had completed the program. More than six out of ten had completed a course in methods of reading instruction. English was reported as the best language of nearly all examinees. More than four-fifths of the responding examinees were female and about half reported that "White" best describes their ethnic background. The next largest ethnic groups among the examinees were stated to be Mexican American or Chicano and Latino. Almost 70 percent indicated taking the RICA to satisfy the Multiple Subjects requirement and almost 20 percent indicated the Education Specialist requirement.

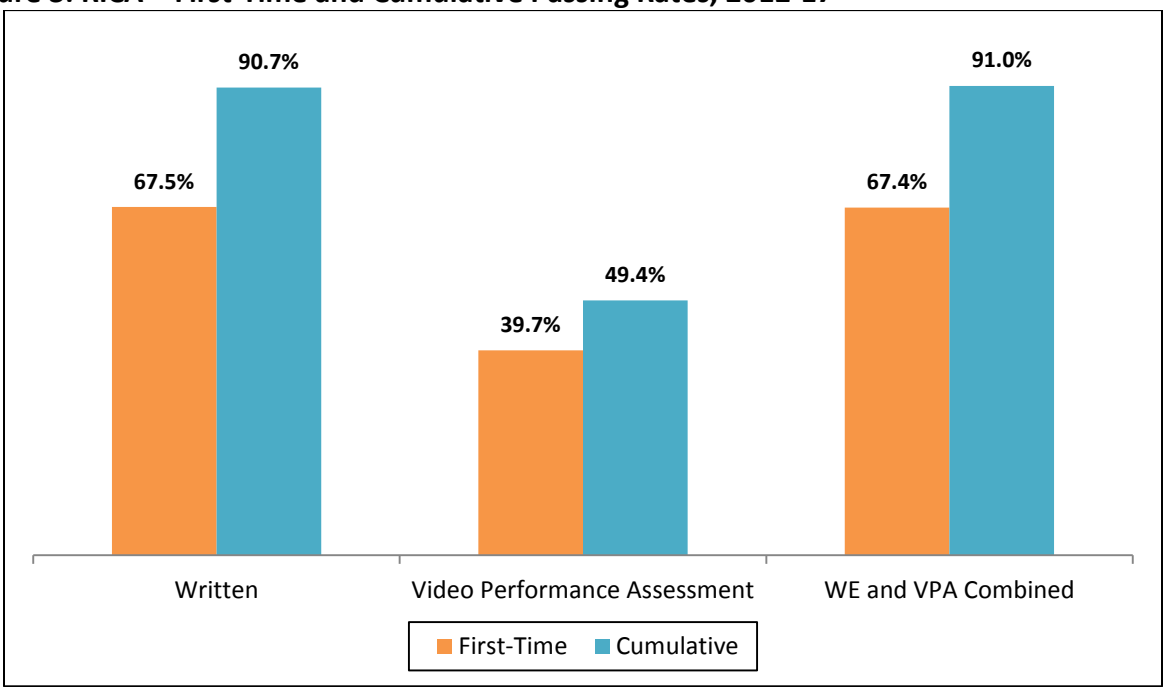
Table 24 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

**Table 24: RICA – First-Time and Cumulative Passing Rates, 2012-17**

| Testing Year | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 2012-17 | 33,976 | 22,892 | 67.4 | 33,976 | 30,931 | 91.0 |
| 2012-13 | 6,136 | 4,319 | 70.4 | 6,136 | 5,862 | 95.5 |
| 2013-14 | 6,366 | 4,420 | 69.4 | 6,366 | 6,078 | 95.5 |
| 2014-15 | 6,797 | 4,601 | 67.7 | 6,797 | 6,386 | 94.0 |
| 2015-16 | 7,013 | 4,538 | 64.7 | 7,013 | 6,453 | 92.0 |
| 2016-17 | 7,664 | 5,014 | 65.4 | 7,664 | 6,152 | 80.3 |

The first-time passing rate for RICA is relatively consistent, from 64.7 percent in 2015-16 to 70.4 percent in 2012-13. The cumulative passing rates remained above 90 percent through 2015-16. The 2016-17 cohort who took the RICA has a cumulative passing rate of 80.3 percent.

**Figure 3: RICA – First-Time and Cumulative Passing Rates, 2012-17**




There is a difference of about five 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 Candidate-Reported 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 candidate-reported gender and ethnicity are shown in Table 25 below.

**Table 25: RICA – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2012-17**

| | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **Gender** | | | | | | |
| Male | 5,338 | 2,923 | 54.8 | 5,338 | 4,542 | 85.1 |
| Female | 28,170 | 19,584 | 69.5 | 28,170 | 25,944 | 92.1 |
| No response | 468 | 385 | 82.3 | 468 | 445 | 95.1 |
| **Ethnicity** | | | | | | |
| African American/Black | 1,010 | 555 | 55.0 | 1,010 | 853 | 84.5 |
| Asian American/Asian | 1,254 | 945 | 75.4 | 1,254 | 1,170 | 93.3 |
| Filipino | 606 | 404 | 66.7 | 606 | 552 | 91.1 |
| Southeast Asian American | 524 | 349 | 66.6 | 524 | 476 | 90.8 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Pacific Island American | 102 | 54 | 52.9 | 102 | 87 | 85.3 |
| Mexican American or Chicano | 5,205 | 2,836 | 54.5 | 5,205 | 4,475 | 86.0 |
| Latino, Latin American, Puerto Rican, Hispanic | 1,989 | 1,138 | 57.2 | 1,989 | 1,735 | 87.2 |
| Native American, American Indian | 198 | 117 | 59.1 | 198 | 179 | 90.4 |
| White, non-Hispanic | 16,965 | 12,254 | 72.2 | 16,965 | 15,834 | 93.3 |
| Other | 1,643 | 1,065 | 64.8 | 1,643 | 1,456 | 88.6 |
| Did not respond | 4,480 | 3,175 | 70.9 | 4,480 | 4,114 | 91.8 |

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 93.2 percent and, for those indicating English as their best language, the cumulative passing rate was 91.4 percent.

**California Teacher of English Learners (CTEL)**

The purpose of the California Teacher of English Learners (CTEL) examination is for candidates who did not complete an SB 2042 teacher preparation program, veteran classroom teachers who need but do not have an English learner authorization, and out of state candidates who do not have an English learner authorization earned in another state to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL) in the general education classroom. Candidates who complete a Commission-approved SB 2042 preliminary teacher preparation program earn the English learner authorization through program coursework and fieldwork that incorporates preparation to teach English learners. The 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 subtests' content is provided below.

*CTEL Subtest 1: Language and Language Development*

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

*CTEL Subtest 2: Assessment and Instruction*

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

*CTEL Subtest 3: Culture and Inclusion*

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

**Examination Volume**

Table 26 shows the total number of CTEL examinations administered over the past five years and indicates an increase for 2016-17 over previous years. 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 a California Education Specialist preparation 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, 2012-17**

| Testing Year | CTEL Subtest 1 | CTEL Subtest 2 | CTEL Subtest 3 |
|---|---|---|---|
| 2012-13 | 2,017 | 1,941 | 2,039 |
| 2013-14 | 2,168 | 2,016 | 2,092 |
| 2014-15 | 2,128 | 2,031 | 2,118 |
| 2015-16 | 2,183 | 1,984 | 2,145 |
| 2016-17 | 2,649 | 2,401 | 2,552 |

**CTEL Passing Rates**

Table 27 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2012-13 through 2016-17. 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 2016-17 cohort reflects the fewer times that this group has had an opportunity to retake the exam.

**Table 27: CTEL – First-Time and Cumulative Passing Rates, 2012-17**

| 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 |
| 2012-17 | 8,066 | 4,230 | 52.4 | 8,066 | 5991 | 74.3 |
| 2012-13 | 1,558 | 887 | 56.9 | 1,558 | 1275 | 81.8 |
| 2013-14 | 1,601 | 858 | 53.6 | 1,601 | 1266 | 79.1 |
| 2014-15 | 1,572 | 837 | 53.2 | 1,572 | 1239 | 78.8 |
| 2015-16 | 1,561 | 751 | 48.1 | 1,561 | 1141 | 73.1 |
| 2016-17 | 1,774 | 897 | 50.6 | 1,774 | 1070 | 60.3 |

CTEL, first administered in December 2005, shows a first-time passing rate of 52.4 percent for 2012 to 2017. The first time and cumulative passing rate for all three subtests has remained fairly stable over five years.

**Table 28: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2012-17**

| | 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 | 6,085 | 3,336 | 54.8 | 6,085 | 4,666 | 76.7 |
| Male | 1,794 | 777 | 43.3 | 1,794 | 1176 | 65.6 |
| No response | 187 | 117 | 62.6 | 187 | 149 | 79.7 |
| **Ethnicity** | | | | | | |
| African American/Black | 280 | 84 | 30.0 | 280 | 144 | 51.4 |
| Asian American/Asian | 201 | 99 | 49.3 | 201 | 147 | 73.1 |
| Filipino | 106 | 29 | 27.4 | 106 | 51 | 48.1 |
| Southeast Asian American | 55 | 29 | 52.7 | 55 | 39 | 70.9 |
| Pacific Island American | 30 | 12 | 40.0 | 30 | 18 | 60.0 |
| Mexican American or Chicano | 307 | 117 | 38.1 | 307 | 186 | 60.6 |
| Latino, Latin American, Puerto Rican, Hispanic | 261 | 100 | 38.3 | 261 | 162 | 62.1 |
| Native American, American Indian | 37 | 17 | 45.9 | 37 | 26 | 70.3 |
| White, non-Hispanic | 5,114 | 2,847 | 55.7 | 5,114 | 3,952 | 77.3 |
| Other | 294 | 132 | 44.9 | 294 | 201 | 68.4 |
| Did not respond | 1,381 | 764 | 55.3 | 1,381 | 1,065 | 77.1 |

**CSET: World Languages Bilingual-Specific Examinations**

The purpose of the CSET: World Languages Bilingual-Specific subtests is for candidates to demonstrate they have the level of knowledge and skills required to effectively teach English learners and other students in bilingual classroom settings. The CSET: World Languages examinations are criterion-referenced: that is, the examinee's knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees.

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. Examinations are available for American Sign Language, Arabic, Armenian, Cantonese, Farsi,

Filipino, French, German, Hebrew, Hindi, Hmong, Italian, Japanese, Khmer, Korean, Mandarin, Portuguese, Punjabi, Russian, Spanish, Turkish, 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. The alternative language assessments mirror the CSET subtest structure and content but are developed, administered and scored by local educational and/or cultural agencies representative of those languages and cultures, as approved by the Commission.

*CSET: World Languages: Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; and Instruction and Assessment*
This test covers foundations of bilingual education; bilingualism and biliteracy; intercultural communication and culturally inclusive instruction; school, home, and community collaboration; language and literacy instruction and assessment in bilingual education settings; content instruction and assessment in bilingual education settings; and evaluation, use, and augmentation of materials in bilingual education settings. Subtest 4 is in English, does not focus on any specific language, and consists of 50 multiple-choice questions.

*CSET: World Languages: Subtest V: Bilingual Culture*
There are multiple versions of this subtest, each focusing on a specific culture. Each version covers the following for the target population: the geographic and demographic contexts; the historical context; the sociopolitical context; the sociocultural context; and cross cultural, 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 for Spanish Administered, 2012-17**

| Testing Year | Bilingual Education | Bilingual Culture | Target Language |
|---|---|---|---|
| | ***CSET: WL: Subtest IV*** | ***CSET: WL: Spanish Subtest V*** | ***CSET: WL: Spanish Subtest III (also used for the Single Subject in Spanish)*** |
| 2012-13 | 374 | 381 | 287 |
| 2013-14 | 402 | 435 | 319 |
| 2014-15 | 415 | 430 | 340 |
| 2015-16 | 277 | 291 | 201 |
| 2016-17 | 358 | 378 | 248 |

**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-Specific Examinations Passing Rates for Spanish**

Table 30 shows data for both first-time and cumulative passing rates for the 2003-17 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 Candidate-Reported Gender and Ethnicity, 2003-17**

| Spanish (bilingual-specific) | Annual Passing Rate September 2016 – July 2017 | | | Cumulative Passing Rate September 2003 – July 2017 | | |
|---|---|---|---|---|---|---|
| | N Attempted | N Passed | % Passed | N Attempted | N Passed | % Passed |
| **All Examinees** | 248 | 228 | 91.9 | 3,409 | 3,240 | 95.0 |
| **Gender** | | | | | | |
| **Male** | 47 | 40 | 85.1 | 635 | 609 | 95.9 |
| **Female** | 201 | 188 | 93.5 | 2,747 | 2,606 | 94.9 |
| **Ethnicity** | | | | | | |
| **African American** | 2 | * | * | 21 | 21 | 100.0 |
| **Asian American** | 4 | 3 | 75.0 | 122 | 111 | 91.0 |
| **Hispanic American** | 173 | 161 | 93.1 | 2,278 | 2,196 | 96.4 |
| **Native American** | 0 | 0 | 0.0 | 4 | * | * |
| **White** | 36 | 33 | 91.7 | 599 | 554 | 92.5 |

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

The 2016-17 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is 91.9 percent, and the 2003-17 cumulative passing rate is 95 percent.

**California Preliminary Administrative Credential Examination (CPACE)**

In 2008, the Commission approved the development of a California-specific examination, and in 2011 the Commission-owned CPACE became operational. 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.

The CPACE is administered during three windows annually in February, June, 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 six domains:

Domain I: Visionary and Inclusive Leadership
Domain II: Instructional Leadership
Domain III: School Improvement Leadership
Domain IV: Professional Learning and Growth Leadership
Domain V: Organizational and Systems Leadership
Domain VI: Community Leadership

To pass the CPACE, an examinee must pass two components or subtests. For the original CPACE (2011-14), 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.

Table 31 shows the cumulative passing rates for CPACE (2011-14).

**Table 31: Discontinued CPACE (2011-14) Cumulative Passing Rates (Life of Exam) June 2011 to February 2014**

| 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 |

Table 32 shows the annual and cumulative passing rates for the initial administration of the updated version of CPACE (2015).

**Table 32: CPACE (2015) Annual (2016-17) and Cumulative (2015-17) Passing Rates**

| | CPACE Content | | | CPACE Performance | | | Total CPACE | | |
|---|---|---|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 2016-17 | 1,080 | 812 | 75.2 | 1,140 | 422 | 37.0 | 1,130 | 408 | 36.1 |
| Cumulative (2015-2017) | 2,279 | 1,741 | 76.4 | 1,871 | 815 | 43.6 | 1,846 | 794 | 43.0 |

CPACE passing rates by candidate-reported gender, ethnicity, and other demographic variables can be found in *Appendix E*, including pass-rates based on candidate responses to background questions.

More than three quarters of examinees who took both the content and performance portions of CPACE in 2016-17 report and who responded to this background question reported having a Master's or higher degree. Nearly half of these examinees reported that they have ten or fewer years' experience as an educator and 58 percent indicated that they have completed no coursework related to school administration. Many more women than men complete both sections of CPACE and 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, 2012-13 to 2016-17. 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.

CBEST hit an all-time low in numbers of administrations during the recession, however, this report shows consistent increases in the number of administrations over the last five years, which would indicate renewed interest in the teaching profession. The CBEST is typically the first exam taken by individuals when they begin to seek a teaching credential.

The RICA and the CSET both also showed an increase in examination volume from 2012-13 to 2016-17. There have been more than 1,000,000 individual subtest 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 newer CSET examinations. The annual passing rate was 72 percent for the CSET: Multiple Subjects and the cumulative passing rate was 80 percent.

Additional exam data, including first time and cumulative passing rates for exams by examinee-reported demographics and examinee answers to background questions can be found in the appendices.

**Report on Passing Rates of Commission-Approved Examinations**
**2012-13 to 2016-17**
**Appendices**

***All demographic and background information included in these appendices is self-reported by examinees. Examinees are not required to provide demographic or background information.***

**Appendix A: CBEST.....37**
A1 – CBEST Participation and Demographic Data, 2012-2017
A2 – CBEST First-time and Cumulative Passing Rates by Demographic Variables, 2012-2017

**Appendix B: CSET.....40**
B1 – Updated CSET: Multiple Subjects
B2 – CSET: Multiple Subjects
B3 – CSET: Multiple Subjects (Writing Skills only)
B4 – CSET: Agriculture
B5 – CSET: Art
B6 – CSET: Business
B7 – Updated CSET: English
B8 – CSET: English
B9 – CSET: English Language Development
B10 – CSET: Health Science
B11 – CSET: Home Economics
B12 – CSET: Industrial and Technology Education
B13 – CSET: World Language (WL): American Sign Language
B14 – CSET: World Language (WL): French
B15 – CSET: World Language (WL): Mandarin
B16 – CSET: World Language (WL): Spanish
B17 – Updated CSET: Mathematics (Foundational-level)
B18 – CSET: Mathematics (Foundational-level)
B19 – Updated CSET: Mathematics
B20 – CSET: Mathematics
B21 – CSET: Music
B22 – CSET: Physical Education
B23 – CSET: Preliminary Education Technology
B24 – CSET: Science (Foundational-level)
B25 – CSET: Science: Biology/Life Science
B26 – CSET: Science: Chemistry
B27 – CSET: Science: Earth/Planetary Science
B28 – CSET: Science: Physics
B29 – CSET: Social Science

*Note: For low incidence CSET examinations, passing rate data by demographic data are not provided. Pass rates are not calculated for exams with less than ten candidates.*

**Appendix C: NES Passing Rate by Gender and Ethnicity .....58**
C1 – NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2016-17) & Cumulative Passing Rates, 2013-17

**Appendix D: RICA.....59**
D1 – RICA Preparation and Demographic Data, 2010-2017
D2 – RICA First-time and Cumulative Passing Rates by Demographic Variables, 2010-2017

**Appendix E: CPACE Annual and Cumulative Passing Rates.....63**
E1 – CPACE (Content & Performance combined) Annual (2016-2017) and Cumulative (2015-2017) Passing Rates

**Appendix A1: CBEST Participation and Demographic Data, 2012 to 2017**

| CBEST | Cohorts 2012 to 2017 | |
|---|---|---|
| | N | % |
| **ALL EXAMINEES** | 166,796 | 100.0 |
| **Highest Level of High School Math Completed** | | |
| No High School Math | 283 | 0.2 |
| General Math/Algebra I | 12,311 | 7.4 |
| Algebra II and/or Geometry | 54,557 | 32.7 |
| Pre-calculus | 61,165 | 36.7 |
| Calculus | 32,433 | 19.4 |
| No response | 6,047 | 3.6 |
| **Number of High School Literature Courses** | | |
| No courses taken | 14,307 | 8.6 |
| 1 course | 37,728 | 22.6 |
| 2 or 3 courses | 107,288 | 64.3 |
| No response | 7,473 | 4.5 |
| **Number of High School Writing Courses** | | |
| No courses taken | 43,141 | 25.9 |
| 1 course | 50,432 | 30.2 |
| 2 or 3 courses | 65,750 | 39.4 |
| No response | 7,473 | 4.5 |
| **Number of High School Oral Language Courses** | | |
| No courses taken | 121,707 | 73.0 |
| 1 or 2 courses | 37,616 | 22.6 |
| No response | 7,473 | 4.5 |
| **High School Grade Point Average** | | |
| 3.50 to 4.00 | 73,422 | 44.0 |
| 3.00 to 3.49 | 56,146 | 33.7 |
| 2.50 to 2.99 | 22,855 | 13.7 |
| Below 2.50 | 6,752 | 4.0 |
| No response | 7,621 | 4.6 |
| **High School Attendance** | | |
| In California | 130,015 | 77.9 |
| Some in California | 3,671 | 2.2 |
| Not in California | 29,068 | 17.4 |
| No response | 4,042 | 2.4 |
| **College Math** | | |
| No college math | 9,552 | 5.7 |
| HS-level courses | 38,589 | 23.1 |
| Calculus and/or Statistics | 81,925 | 49.1 |
| Advanced math | 30,054 | 18.0 |
| No response | 6,676 | 4.0 |
| **College Grade Point Average** | | |
| 3.50 to 4.00 | 48,329 | 29.0 |
| 3.00 to 3.49 | 67,619 | 40.5 |
| 2.50 to 2.99 | 36,535 | 21.9 |
| Below 2.50 | 6,252 | 3.7 |
| No response | 8,061 | 4.8 |
| **Number of College Literature Courses** | | |
| No courses taken | 41,363 | 24.8 |
| 1 course | 47,613 | 28.5 |
| 2 or 3 courses | 69,595 | 41.7 |

| CBEST | Cohorts 2012 to 2017 | |
|---|---|---|
| | N | % |
| No response | 8,225 | 4.9 |
| **Number of College Writing Courses** | | |
| No courses taken | 39,402 | 23.6 |
| 1 course | 63,373 | 38.0 |
| 2 or 3 courses | 55,796 | 33.5 |
| No response | 8,225 | 4.9 |
| **Number of College Oral Language Courses** | | |
| No courses taken | 88,913 | 53.3 |
| 1 or 2 courses | 69,658 | 41.8 |
| No response | 8,225 | 4.9 |
| **Education Level** | | |
| HS/Lower Division College | 6,944 | 4.2 |
| Upper Division College | 36,066 | 21.6 |
| Bachelor's degree | 76,404 | 45.8 |
| Bachelor's degree + additional units | 23,489 | 14.1 |
| Master's degree | 12,939 | 7.8 |
| More than Master's degree | 7,055 | 4.2 |
| No response | 3,899 | 2.3 |
| **Years Away from College** | | |
| Currently attending college | 40,872 | 24.5 |
| Less than a year | 34,671 | 20.8 |
| 1-3 years | 35,625 | 21.4 |
| 4-10 years | 28,168 | 16.9 |
| More than 10 years | 20,185 | 12.1 |
| No response | 7,275 | 4.4 |
| **Professional Preparation** | | |
| Enrolled in Professional Preparation Program | 108,009 | 64.8 |
| Completed Professional Preparation Program | 18,271 | 11.0 |
| Considering a Professional Preparation Program | 18,197 | 10.9 |
| Not enrolled in Professional Preparation Program | 2,061 | 1.2 |
| Have not begun Professional Preparation Program | 11,103 | 6.7 |
| No response | 9,155 | 5.5 |
| **Special Preparation** | | |
| Took test preparation courses | 18,267 | 11.0 |
| Did not take test preparation courses | 142,232 | 85.3 |
| No response | 6,297 | 3.8 |
| **Employment Status** | | |
| Student | 36,983 | 22.2 |
| Working as a teacher in a school | 11,056 | 6.6 |
| Working as school/district administrator | 965 | 0.6 |
| Working in another school role | 32,002 | 19.2 |
| Employed, but not in a school role | 51,859 | 31.1 |
| Unemployed outside the home | 26,808 | 16.1 |
| No response | 7,123 | 4.3 |
| **Reason for Taking CBEST** | | |
| For teaching credential | 76,513 | 45.9 |
| For service credential | 4,701 | 2.8 |
| For Full-time or Part-time employment or substitute list | 65,630 | 39.3 |
| For admission to Professional Preparation program | 17,419 | 10.4 |
| No response | 2,533 | 1.5 |

| CBEST | Cohorts 2012 to 2017 | |
|---|---|---|
| | N | % |
| **Type of Credential** | | |
| Elementary teaching | 43,499 | 26.1 |
| Secondary teaching | 38,323 | 23.0 |
| Teaching adults | 1,044 | 0.6 |
| Teaching special education students | 11,185 | 6.7 |
| Admin. Services or school counseling | 7,637 | 4.6 |
| Emergency/substitute teaching | 19,674 | 11.8 |
| Other credential or permit | 12,955 | 7.8 |
| Not now seeking credential/permit | 21,165 | 12.7 |
| No response | 43,499 | 26.1 |
| **Father's Education** | | |
| High school diploma or less | 60,226 | 36.1 |
| Some college | 31,925 | 19.1 |
| Bachelor's degree or higher | 60,724 | 36.4 |
| Unknown | 8,935 | 5.4 |
| No response | 4,986 | 3.0 |
| **Mother's Education** | | |
| High school diploma or less | 56,470 | 33.9 |
| Some college | 41,113 | 24.6 |
| Bachelor's degree or higher | 58,771 | 35.2 |
| Unknown | 5,632 | 3.4 |
| No response | 4,810 | 2.9 |
| **Best Language** | | |
| English | 158,156 | 94.8 |
| Spanish | 2,969 | 1.8 |
| Other languages | 2,323 | 1.4 |
| No response | 3,348 | 2.0 |
| **Gender** | | |
| Female | 114,702 | 68.8 |
| Male | 49,927 | 29.9 |
| No response | 2,167 | 1.3 |
| **Ethnicity** | | |
| African American | 9,190 | 5.5 |
| Asian American | 6,389 | 3.8 |
| Filipino | 3,542 | 2.1 |
| South East Asian | 3,304 | 2.0 |
| Pacific Islander | 699 | 0.4 |
| Mexican American | 30,595 | 18.3 |
| Latino | 12,303 | 7.4 |
| Native American | 862 | 0.5 |
| White | 70,001 | 42.0 |
| Other | 10,050 | 6.0 |
| No response | 19,861 | 11.9 |

**Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2012 - 2017**

| CBEST | First-Time Passing Rate: Cohorts 2012 to 2017 | | | Cumulative Passing Rate: Cohorts 2012 to 2017 | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 166,796 | 112,377 | 68.7 | 166,796 | 137,671 | 84.1 |
| **High School Math Coursework** | | | | | | |
| No High School Math | 277 | 102 | 40.2 | 283 | 168 | 64.1 |
| General Math/Algebra I | 11,474 | 4,505 | 41.3 | 12,311 | 7,623 | 65.1 |
| Algebra II and/or Geometry | 55,175 | 31,742 | 58.8 | 54,557 | 42,570 | 79.7 |
| Pre-calculus | 61,429 | 45,487 | 75.0 | 61,165 | 53,267 | 88.2 |
| Calculus | 32,394 | 26,393 | 82.4 | 32,433 | 29,151 | 90.9 |
| No response | 6,047 | 4,148 | 71.3 | 6,047 | 4,892 | 84.1 |
| **High School Grade Point Average** | | | | | | |
| 3.50 to 4.00 | 73,345 | 57,517 | 79.3 | 73,422 | 65,527 | 90.2 |
| 3.00 to 3.49 | 56,197 | 34,861 | 63.3 | 56,146 | 44,887 | 81.5 |
| 2.50 to 2.99 | 22,996 | 11,615 | 52.0 | 22,855 | 16,447 | 74.2 |
| Below 2.50 | 6,637 | 3,205 | 50.1 | 6,752 | 4,740 | 72.8 |
| No response | 7,621 | 5,179 | 71.0 | 7,621 | 6,070 | 83.2 |
| **High School Attendance** | | | | | | |
| In California | 129,830 | 87,457 | 68.4 | 130,015 | 108,320 | 84.6 |
| Some in California | 3,663 | 2,372 | 66.5 | 3,671 | 2,959 | 82.6 |
| Not in California | 29,261 | 19,786 | 69.7 | 29,068 | 23,161 | 82.1 |
| No response | 4,042 | 2,762 | 71.5 | 4,042 | 3,231 | 83.6 |
| **College Math** | | | | | | |
| No college math | 9,647 | 6,963 | 73.8 | 9,552 | 7,965 | 85.3 |
| HS-level courses | 38,310 | 21,980 | 58.8 | 38,589 | 29,447 | 78.2 |
| Calculus and/or Statistics | 81,868 | 58,109 | 72.0 | 81,925 | 69,936 | 86.6 |
| Advanced math | 30,295 | 20,785 | 69.9 | 30,054 | 25,007 | 84.8 |
| No response | 6,676 | 4,540 | 70.8 | 6,676 | 5,316 | 82.9 |
| **College Grade Point Average** | | | | | | |
| 3.50 to 4.00 | 47,690 | 37,438 | 79.6 | 48,329 | 43,032 | 90.3 |
| 3.00 to 3.49 | 67,183 | 45,174 | 68.5 | 67,619 | 56,119 | 84.5 |
| 2.50 to 2.99 | 37,398 | 21,165 | 57.8 | 36,535 | 27,876 | 78.0 |
| Below 2.50 | 6,464 | 3,302 | 52.7 | 6,252 | 4,403 | 72.6 |
| No response | 8,061 | 5,298 | 68.4 | 8,061 | 6,241 | 80.5 |
| **Number of High School Literature Courses** | | | | | | |
| No courses taken | 13,652 | 5,617 | 43.4 | 14,307 | 8,979 | 66.1 |
| 1 course | 37,502 | 22,107 | 60.4 | 37,728 | 29,330 | 79.6 |
| 2 or 3 courses | 108,169 | 79,485 | 74.3 | 107,288 | 93,278 | 88.0 |
| No response | 7,473 | 5,168 | 71.7 | 7,473 | 6,084 | 84.4 |
| **Number of High School Oral Language Courses** | | | | | | |
| No courses taken | 121,346 | 82,711 | 69.3 | 121,707 | 101,804 | 85.0 |
| 1 or 2 courses | 37,977 | 24,498 | 66.1 | 37,616 | 29,783 | 81.2 |
| No response | 7,473 | 5,168 | 71.7 | 7,473 | 6,084 | 84.4 |
| **Education Level** | | | | | | |
| HS/Lower Division College | 7,873 | 4,463 | 58.3 | 6,944 | 5,164 | 76.7 |
| Upper Division College | 38,959 | 24,914 | 64.9 | 36,066 | 30,517 | 85.9 |
| Bachelor's degree | 74,328 | 50,493 | 69.2 | 76,404 | 62,580 | 83.4 |
| Bachelor's degree + additional units | 22,130 | 15,745 | 72.5 | 23,489 | 19,730 | 85.6 |
| Master's degree | 12,611 | 8,831 | 71.6 | 12,939 | 10,490 | 82.9 |
| More than Master's degree | 6,996 | 5,261 | 76.4 | 7,055 | 6,053 | 87.3 |
| No response | 3,899 | 2,670 | 71.3 | 3,899 | 3,137 | 83.8 |

| CBEST | First-Time Passing Rate: Cohorts 2012 to 2017 | | | Cumulative Passing Rate: Cohorts 2012 to 2017 | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **Years Away from College** | | | | | | |
| Currently attending college | 44,667 | 28,269 | 64.3 | 40,872 | 34,323 | 85.3 |
| Less than a year | 34,292 | 23,792 | 70.2 | 34,671 | 29,535 | 86.1 |
| 1-3 years | 33,424 | 23,074 | 70.2 | 35,625 | 29,189 | 83.3 |
| 4-10 years | 27,098 | 18,397 | 69.6 | 28,168 | 22,494 | 81.7 |
| More than 10 years | 20,040 | 14,049 | 72.2 | 20,185 | 16,503 | 84.2 |
| No response | 7,275 | 4,796 | 68.5 | 7,275 | 5,627 | 80.4 |
| **Professional Preparation** | | | | | | |
| Enrolled in Professional Preparation | 110,343 | 75,103 | 69.2 | 108,009 | 89,650 | 84.5 |
| Completed Professional Preparation | 18,301 | 12,128 | 67.3 | 18,271 | 15,216 | 84.5 |
| Considering Professional Preparation | 16,110 | 10,301 | 65.0 | 18,197 | 15,042 | 83.9 |
| Not enrolled in Professional Preparation | 1,905 | 1,051 | 57.9 | 2,061 | 1,458 | 73.9 |
| Have not begun Professional Preparation | 10,982 | 7,758 | 72.3 | 11,103 | 9,246 | 85.2 |
| No response | 9,155 | 6,036 | 68.7 | 9,155 | 7,059 | 80.4 |
| **Special Preparation** | | | | | | |
| Took test preparation courses | 15,564 | 9,149 | 60.7 | 18,267 | 13,735 | 77.4 |
| Did not take test preparation courses | 144,935 | 98,966 | 69.4 | 142,232 | 118,892 | 85.0 |
| No response | 6,297 | 4,262 | 70.1 | 6,297 | 5,044 | 83.0 |
| **Employment Status** | | | | | | |
| Student | 37,806 | 25,542 | 68.5 | 36,983 | 31,802 | 87.2 |
| Working as a teacher in a school | 10,682 | 6,896 | 66.3 | 11,056 | 8,663 | 80.4 |
| Working as school/district administrator | 850 | 486 | 58.6 | 965 | 676 | 71.8 |
| Working in another school role | 31,200 | 18,717 | 61.4 | 32,002 | 25,111 | 80.3 |
| Employed, but not in a school role | 52,237 | 36,748 | 71.5 | 51,859 | 43,422 | 85.1 |
| Unemployed outside the home | 26,898 | 19,138 | 72.5 | 26,808 | 22,302 | 84.8 |
| No response | 7,123 | 4,850 | 70.5 | 7,123 | 5,695 | 82.7 |
| **Reason for Taking CBEST** | | | | | | |
| For teaching credential | 75,997 | 49,730 | 66.7 | 76,513 | 63,520 | 84.6 |
| For service credential | 4,505 | 3,165 | 71.3 | 4,701 | 4,017 | 86.7 |
| For employment or substitute list | 65,750 | 45,552 | 70.6 | 65,630 | 53,470 | 83.0 |
| For admission to Professional Preparation | 18,011 | 12,175 | 68.9 | 17,419 | 14,658 | 85.7 |
| No Response | 2,533 | 1,755 | 72.1 | 2,533 | 2,006 | 82.4 |
| **Type of Credential** | | | | | | |
| Elementary teaching | 43,566 | 26,835 | 62.9 | 43,499 | 34,983 | 82.1 |
| Secondary teaching | 38,256 | 27,930 | 74.0 | 38,323 | 33,520 | 88.7 |
| Teaching adults | 995 | 525 | 55.9 | 1,044 | 700 | 70.8 |
| Teaching special education students | 11,155 | 6,285 | 57.6 | 11,185 | 8,698 | 79.4 |
| Admin. Services or school counseling | 7,518 | 4,335 | 58.8 | 7,637 | 5,925 | 79.1 |
| Emergency/substitute teaching | 19,364 | 14,451 | 75.6 | 19,674 | 16,761 | 86.3 |
| Other credential or permit | 13,247 | 9,060 | 69.7 | 12,955 | 10,698 | 84.2 |
| Not now seeking credential/permit | 21,381 | 14,743 | 70.3 | 21,165 | 17,415 | 83.9 |
| No response | 11,314 | 8,213 | 75.1 | 11,314 | 8,971 | 82.1 |
| **Father's Education** | | | | | | |
| High school diploma or less | 60,536 | 35,329 | 59.7 | 60,226 | 46,673 | 79.3 |
| Some college | 31,922 | 22,860 | 72.5 | 31,925 | 27,443 | 87.1 |
| Bachelor's degree or higher | 60,742 | 47,027 | 78.6 | 60,724 | 53,562 | 89.5 |
| Unknown | 8,610 | 3,650 | 44.0 | 8,935 | 5,914 | 68.6 |
| No response | 4,986 | 3,511 | 73.0 | 4,986 | 4,079 | 84.8 |

| CBEST | First-Time Passing Rate: Cohorts 2012 to 2017 | | | Cumulative Passing Rate: Cohorts 2012 to 2017 | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **Mother's Education** | | | | | | |
| High school diploma or less | 56,904 | 32,409 | 58.4 | 56,470 | 43,091 | 78.3 |
| Some college | 41,050 | 29,090 | 71.9 | 41,113 | 35,058 | 86.5 |
| Bachelor's degree or higher | 58,819 | 45,630 | 78.5 | 58,771 | 52,097 | 89.7 |
| Unknown | 5,213 | 1,845 | 37.1 | 5,632 | 3,469 | 64.4 |
| No response | 4,810 | 3,403 | 73.4 | 4,810 | 3,956 | 85.3 |
| **Best Language** | | | | | | |
| English | 158,205 | 108,814 | 69.9 | 158,156 | 132,415 | 85.1 |
| Spanish | 2,948 | 666 | 24.4 | 2,969 | 1,494 | 54.2 |
| Other languages | 2,295 | 488 | 23.4 | 2,323 | 1,022 | 48.4 |
| No response | 3,348 | 2,409 | 75.0 | 3,348 | 2,740 | 85.3 |
| **Gender** | | | | | | |
| Female | 114,702 | 74,795 | 66.6 | 114,702 | 93,258 | 83.0 |
| Male | 49,927 | 35,831 | 72.8 | 49,927 | 42,465 | 86.3 |
| No response | 2,167 | 1,751 | 82.3 | 2,167 | 1,948 | 91.6 |
| **Ethnicity** | | | | | | |
| African American | 9,190 | 4,198 | 47.3 | 9,190 | 6,026 | 67.8 |
| Asian American | 6,389 | 4,301 | 68.9 | 6,389 | 5,102 | 81.7 |
| Filipino | 3,542 | 2,227 | 64.5 | 3,542 | 2,753 | 79.8 |
| South East Asian | 3,304 | 1,859 | 57.4 | 3,304 | 2,451 | 75.7 |
| Pacific Islander | 699 | 440 | 64.7 | 699 | 547 | 80.4 |
| Mexican American | 30,595 | 16,202 | 54.2 | 30,595 | 23,144 | 77.4 |
| Latino | 12,303 | 6,411 | 53.7 | 12,303 | 8,952 | 75.0 |
| Native American | 862 | 583 | 68.5 | 862 | 713 | 83.8 |
| White | 70,001 | 56,062 | 80.9 | 70,001 | 63,767 | 92.0 |
| Other | 10,050 | 6,028 | 61.7 | 10,050 | 7,579 | 77.6 |
| No response | 19,861 | 14,066 | 72.4 | 19,861 | 16,637 | 85.6 |

**Appendix B1: Updated CSET Multiple Subjects – Annual (2016-17) and Cumulative Passing Rates, 2014-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 8,838 | 6,379 | 72.2 | 28,702 | 23,210 | 80.9 |
| **Ethnicity** | | | | | | |
| African American | 310 | 180 | 58.1 | 1,017 | 690 | 67.8 |
| Asian American | 815 | 594 | 72.9 | 2,446 | 2,002 | 81.8 |
| Hispanic American | 2,080 | 1,224 | 58.8 | 7,116 | 5,078 | 71.4 |
| Native American | 48 | 32 | 66.7 | 159 | 127 | 79.9 |
| White, non-Hispanic | 4,243 | 3,331 | 78.5 | 13,496 | 11,636 | 86.2 |
| **Gender** | | | | | | |
| Female | 7,130 | 5,064 | 71.0 | 23,488 | 18,841 | 80.2 |
| Male | 1,625 | 1,247 | 76.7 | 4,920 | 4,117 | 83.7 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 6,801 | 4,969 | 73.1 | 21,472 | 17,633 | 82.1 |
| To obtain an initial Ed Special teaching credential | 1,068 | 749 | 70.1 | 3,516 | 2,790 | 79.4 |
| To add an authorization | 50 | 40 | 80.0 | 175 | 148 | 84.6 |
| To meet NCLB requirement – possess MSTC | 37 | 18 | 48.6 | 275 | 206 | 74.9 |
| **College/University Training** | | | | | | |
| In California | 6,846 | 4,861 | 71.0 | 22,806 | 18,346 | 80.4 |
| Outside of California | 969 | 766 | 79.1 | 2,755 | 2,342 | 85.0 |
| **Highest Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 1,976 | 1,482 | 75.0 | 5,760 | 4,952 | 86.0 |
| Bachelor's degree + additional credits | 5,481 | 3,903 | 71.2 | 18,120 | 14,520 | 80.1 |
| Master's degree or doctoral degree | 676 | 519 | 76.8 | 2,186 | 1,765 | 80.7 |

**Appendix B2: CSET Multiple Subjects – Annual (2014-15) and Cumulative Passing Rates, 2003-14**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | | | | 157,245 | 143,742 | 91.4 |
| **Ethnicity** | | | | | | |
| African American | | | | 6,614 | 5,301 | 80.1 |
| Asian American | | | | 15,296 | 13,956 | 91.2 |
| Hispanic American | | | | 34,162 | 29,841 | 87.4 |
| Native American | | | | 909 | 809 | 89.0 |
| White, non-Hispanic | | | | 83,302 | 78,308 | 94.0 |
| **Gender** | | | | | | |
| Female | | | | 130,110 | 118,905 | 91.4 |
| Male | | | | 25,603 | 23,394 | 91.4 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | | | | 117,935 | 108,265 | 91.8 |
| To obtain an initial Ed Special teaching credential | | | | 7,242 | 6,370 | 88.0 |
| To add an authorization | | | | 6,681 | 6,237 | 93.4 |
| To meet NCLB requirement – possess MSTC | | | | 10,038 | 9,356 | 93.2 |
| **College/University Training** | | | | | | |
| In California | | | | 120,974 | 110,848 | 91.6 |
| Outside of California | | | | 16,961 | 15,706 | 92.6 |
| **Highest Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | | | | 33,807 | 31,795 | 94.0 |
| Bachelor's degree + additional credits | | | | 99,396 | 90,638 | 91.2 |
| Master's degree or doctoral degree | | | | 12,584 | 11,273 | 89.6 |

**Appendix B3: CSET Multiple Subjects (Writing Skills only) – Annual (2016-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 436 | 351 | 80.5 | 10,231 | 8,667 | 84.7 |
| **Ethnicity** | | | | | | |
| African American | 14 | 11 | 78.6 | 337 | 258 | 76.6 |
| Asian American | 57 | 37 | 64.9 | 993 | 752 | 75.7 |
| Hispanic American | 96 | 66 | 68.8 | 1,854 | 1,294 | 69.8 |
| Native American | 0 | 0 | 0.0 | 50 | 38 | 76.0 |
| White, non-Hispanic | 194 | 172 | 88.7 | 5,276 | 4,825 | 91.5 |
| **Gender** | | | | | | |
| Female | 350 | 280 | 80.0 | 8,609 | 7,286 | 84.6 |
| Male | 79 | 65 | 82.3 | 1,466 | 1,229 | 83.8 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 342 | 281 | 82.2 | 8,145 | 6,969 | 85.6 |
| To obtain an initial Ed Special teaching credential | 46 | 34 | 73.9 | 1,007 | 843 | 83.7 |
| To add an authorization | 3 | * | * | 120 | 103 | 85.8 |
| **College/University Training** | | | | | | |
| In California | 328 | 270 | 82.3 | 7,513 | 6,303 | 83.9 |
| Outside of California | 55 | 44 | 80.0 | 1,478 | 1,360 | 92.0 |
| **Highest Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 113 | 96 | 85.0 | 3,917 | 3,422 | 87.4 |
| Bachelor's degree + additional credits | 244 | 197 | 80.7 | 5,142 | 4,314 | 83.9 |
| Master's degree or doctoral degree | 31 | 24 | 77.4 | 462 | 409 | 88.5 |

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

**Appendix B4: CSET: Agriculture – Annual (2016-17) and Cumulative Passing Rate, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 20 | * | * | 239 | 126 | 52.7 |
| **Ethnicity** | | | | | | |
| African American | 0 | 0 | 0 | 2 | * | * |
| Asian American | 0 | 0 | 0 | 9 | * | * |
| Hispanic American | 2 | * | * | 18 | 12 | 66.7 |
| Native American | 1 | * | * | 3 | * | * |
| White, non-Hispanic | 16 | 3 | 18.8 | 180 | 93 | 51.7 |
| **Gender** | | | | | | |
| Female | 12 | 1 | 8.3 | 148 | 75 | 50.7 |
| Male | 8 | * | * | 88 | 49 | 55.7 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 13 | 1 | 7.7 | 164 | 92 | 56.1 |
| To obtain an initial Ed Special teaching credential | 1 | * | * | 13 | 6 | 46.2 |
| To add an authorization | 3 | * | * | 39 | 15 | 38.5 |
| **College/University Training** | | | | | | |
| In California | 14 | 2 | 14.3 | 167 | 93 | 55.7 |
| Outside of California | 5 | * | * | 23 | 9 | 39.1 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 5 | * | * | 33 | 12 | 36.4 |
| Bachelor's degree + additional credits | 11 | 2 | 18.2 | 153 | 86 | 56.2 |
| Master's degree or doctoral degree | 3 | * | * | 30 | 13 | 43.3 |

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

**Appendix B5: CSET: Art – Annual (2016-17) and Cumulative Passing Rate, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 260 | 186 | 71.5 | 2,829 | 2,393 | 84.6 |
| **Ethnicity** | | | | | | |
| African American | 2 | * | * | 45 | 29 | 64.4 |
| Asian American | 15 | 11 | 73.3 | 189 | 154 | 81.5 |
| Hispanic American | 55 | 31 | 56.4 | 362 | 276 | 76.2 |
| Native American | 0 | 0 | 0.0 | 30 | 23 | 76.7 |
| White, non-Hispanic | 145 | 114 | 78.6 | 1,680 | 1,463 | 87.1 |
| **Gender** | | | | | | |
| Female | 201 | 146 | 72.6 | 1,970 | 1,657 | 84.1 |
| Male | 55 | 36 | 65.5 | 817 | 698 | 85.4 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 223 | 162 | 72.6 | 2,156 | 1,822 | 84.5 |
| To obtain an initial Ed Special teaching credential | 5 | * | * | 44 | 34 | 77.3 |
| To add an authorization | 15 | 9 | 60.0 | 474 | 419 | 88.4 |
| **College/University Training** | | | | | | |
| In California | 180 | 125 | 69.4 | 1,791 | 1,515 | 84.6 |
| Outside of California | 58 | 45 | 77.6 | 459 | 398 | 86.7 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 12 | 4 | 33.3 | 138 | 113 | 81.9 |
| Bachelor's degree + additional credits | 183 | 135 | 73.8 | 1,932 | 1,630 | 84.4 |
| Master's degree or doctoral degree | 50 | 36 | 72.0 | 618 | 539 | 87.2 |

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

**Appendix B6: CSET: Business – Annual (2016-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 31 | 8 | 25.8 | 737 | 410 | 55.6 |
| **Ethnicity** | | | | | | |
| African American | 1 | * | * | 51 | 14 | 27.5 |
| Asian American | 4 | * | * | 65 | 32 | 49.2 |
| Hispanic American | 1 | * | * | 71 | 38 | 53.5 |
| Native American | 0 | 0 | 0.0 | 5 | * | * |
| White, non-Hispanic | 14 | 2 | 14.3 | 467 | 275 | 58.9 |
| **Gender** | | | | | | |
| Female | 10 | 1 | 10.0 | 308 | 152 | 49.4 |
| Male | 19 | 6 | 31.6 | 421 | 253 | 60.1 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 19 | 5 | 26.3 | 453 | 242 | 53.4 |
| To obtain an initial Ed Special teaching credential | 1 | * | * | 11 | 3 | 27.3 |
| To add an authorization | 8 | * | * | 202 | 122 | 60.4 |
| **College/University Training** | | | | | | |
| In California | 23 | 6 | 26.1 | 437 | 241 | 55.1 |
| Outside of California | 4 | * | * | 128 | 70 | 54.7 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 0 | 0 | 0.0 | 6 | * | * |
| Bachelor's degree + additional credits | 14 | 2 | 14.3 | 414 | 216 | 52.2 |
| Master's degree or doctoral degree | 14 | 5 | 35.7 | 248 | 151 | 60.9 |

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

**Appendix B7: Updated CSET: English – Annual (2016-17) and Cumulative Passing Rates, 2014-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 1,574 | 1,146 | 72.8 | 4,669 | 3,739 | 80.1 |
| **Ethnicity** | | | | | | |
| African American | 69 | 30 | 43.5 | 194 | 126 | 64.9 |
| Asian American | 115 | 80 | 69.6 | 351 | 280 | 79.8 |
| Hispanic American | 251 | 144 | 57.4 | 753 | 542 | 72.0 |
| Native American | 8 | * | * | 30 | 22 | 73.3 |
| White, non-Hispanic | 841 | 660 | 78.5 | 2,469 | 2,050 | 83.0 |
| **Gender** | | | | | | |
| Female | 1,061 | 762 | 71.8 | 3,117 | 2,493 | 80.0 |
| Male | 489 | 362 | 74.0 | 1,478 | 1,176 | 79.6 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 1,336 | 971 | 72.7 | 3,859 | 3,105 | 80.5 |
| To obtain an initial Ed Special teaching credential | 33 | 17 | 51.5 | 114 | 79 | 69.3 |
| To add an authorization | 101 | 77 | 76.2 | 332 | 267 | 80.4 |
| **College/University Training** | | | | | | |
| In California | 1,166 | 827 | 70.9 | 3,457 | 2,737 | 79.2 |
| Outside of California | 264 | 208 | 78.8 | 810 | 680 | 84.0 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 187 | 140 | 74.9 | 474 | 398 | 84.0 |
| Bachelor's degree + additional credits | 950 | 675 | 71.1 | 2,846 | 2,262 | 79.5 |
| Master's degree or doctoral degree | 326 | 243 | 74.5 | 959 | 764 | 79.7 |

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

**Appendix B8: CSET: English – Annual (2016-17) and Cumulative Passing Rates, 2003-14**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | | | | 26,164 | 20,894 | 79.9 |
| **Ethnicity** | | | | | | |
| African American | | | | 1,358 | 908 | 66.9 |
| Asian American | | | | 2,147 | 1,693 | 78.9 |
| Hispanic American | | | | 3,310 | 2,398 | 72.4 |
| Native American | | | | 143 | 107 | 74.8 |
| White, non-Hispanic | | | | 15,848 | 13,079 | 82.5 |
| **Gender** | | | | | | |
| Female | | | | 18,156 | 14,520 | 80.0 |
| Male | | | | 7,687 | 6,099 | 79.3 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | | | | 18,524 | 14,985 | 80.9 |
| To obtain an initial Ed Special teaching credential | | | | 392 | 274 | 69.9 |
| To add an authorization | | | | 5,155 | 4,013 | 77.8 |
| **College/University Training** | | | | | | |
| In California | | | | 17,807 | 14,095 | 79.2 |
| Outside of California | | | | 5,096 | 4,264 | 83.7 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | | | | 2,029 | 1,613 | 79.5 |
| Bachelor's degree + additional credits | | | | 16,349 | 13,057 | 79.9 |
| Master's degree or doctoral degree | | | | 5,564 | 4,470 | 80.3 |

**Appendix B9: CSET: English Language Development – Annual (2016-17) and Cumulative Passing Rates, 2014-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 22 | 1 | 4.5 | 63 | 5 | 7.9 |
| **Ethnicity** | | | | | | |
| African American | 1 | * | * | 2 | * | * |
| Asian American | 1 | * | * | 3 | * | * |
| Hispanic American | 6 | * | * | 14 | * | * |
| Native American | 0 | 0 | 0.0 | 0 | 0 | 0.0 |
| White, non-Hispanic | 7 | * | * | 27 | * | * |
| **Gender** | | | | | | |
| Female | 17 | 1 | 5.9 | 48 | 4 | 8.3 |
| Male | 5 | * | * | 14 | 1 | 7.1 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 2 | * | * | 7 | * | * |
| To obtain an initial Ed Special teaching credential | 0 | 0 | 0.0 | 3 | * | * |
| To add an authorization | 0 | 0 | 0.0 | 8 | * | * |
| **College/University Training** | | | | | | |
| In California | 14 | 1 | 7.1 | 40 | 5 | 12.5 |
| Outside of California | 2 | * | * | 5 | * | * |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 0 | 0 | 0.0 | 1 | * | * |
| Bachelor's degree + additional credits | 6 | * | * | 26 | 1 | 3.8 |
| Master's degree or doctoral degree | 12 | 1 | 8.3 | 27 | 4 | 14.8 |

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

**Appendix B10: CSET: Health Science – Annual (2016-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 150 | 77 | 51.3 | 3,566 | 2,682 | 75.2 |
| **Ethnicity** | | | | | | |
| African American | 8 | * | * | 220 | 125 | 56.8 |
| Asian American | 10 | 5 | 50.0 | 273 | 202 | 74.0 |
| Hispanic American | 15 | 10 | 66.7 | 475 | 333 | 70.1 |
| Native American | 3 | * | * | 26 | 19 | 73.1 |
| White, non-Hispanic | 86 | 41 | 47.7 | 2,121 | 1,657 | 78.1 |
| **Gender** | | | | | | |
| Female | 102 | 55 | 53.9 | 2,199 | 1,732 | 78.8 |
| Male | 47 | 21 | 44.7 | 1,334 | 921 | 69.0 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 63 | 30 | 47.6 | 1,524 | 1,095 | 71.9 |
| To obtain an initial Ed Special teaching credential | 4 | * | * | 150 | 106 | 70.7 |
| To add an authorization | 42 | 28 | 66.7 | 1,424 | 1,161 | 81.5 |
| **College/University Training** | | | | | | |
| In California | 96 | 51 | 53.1 | 2,249 | 1,689 | 75.1 |
| Outside of California | 18 | 7 | 38.9 | 416 | 320 | 76.9 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 4 | * | * | 57 | 34 | 59.6 |
| Bachelor's degree + additional credits | 81 | 44 | 54.3 | 2,091 | 1,535 | 73.4 |
| Master's degree or doctoral degree | 45 | 26 | 57.8 | 1,066 | 852 | 79.9 |

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

**Appendix B11: CSET: Home Economics – Annual (2016-17) and Cumulative Passing Rates, 2005-13**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 29 | 15 | 51.7 | 542 | 388 | 71.6 |
| **Ethnicity** | | | | | | |
| African American | 2 | * | * | 12 | 3 | 25.0 |
| Asian American | 1 | * | * | 38 | 20 | 52.6 |
| Hispanic American | 2 | * | * | 45 | 26 | 57.8 |
| Native American | 1 | * | * | 6 | * | * |
| White, non-Hispanic | 15 | 9 | 60.0 | 367 | 282 | 76.8 |
| **Gender** | | | | | | |
| Female | 23 | 13 | 56.5 | 497 | 358 | 72.0 |
| Male | 6 | * | * | 37 | 23 | 62.2 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 11 | 4 | 36.4 | 230 | 153 | 66.5 |
| To obtain an initial Ed Special teaching credential | 2 | * | * | 14 | 10 | 71.4 |
| To add an authorization | 12 | 6 | 50.0 | 238 | 183 | 76.9 |
| **College/University Training** | | | | | | |
| In California | 19 | 9 | 47.4 | 283 | 192 | 67.8 |
| Outside of California | 2 | * | * | 65 | 52 | 80.0 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 0 | 0 | 0.0 | 13 | 7 | 53.8 |
| Bachelor's degree + additional credits | 13 | 6 | 46.2 | 303 | 219 | 72.3 |
| Master's degree or doctoral degree | 15 | 8 | 53.3 | 178 | 127 | 71.3 |

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

**Appendix B12: CSET: Industrial & Technology Education – Annual (2016-17) and Cumulative Passing Rates, 2005-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 102 | 82 | 80.4 | 813 | 690 | 84.9 |
| **Ethnicity** | | | | | | |
| African American | 0 | 0 | 0.0 | 18 | 12 | 66.7 |
| Asian American | 5 | * | * | 78 | 66 | 84.6 |
| Hispanic American | 10 | 5 | 50.0 | 76 | 53 | 69.7 |
| Native American | 1 | * | * | 7 | * | * |
| White, non-Hispanic | 68 | 56 | 82.4 | 530 | 465 | 87.7 |
| **Gender** | | | | | | |
| Female | 25 | 18 | 72.0 | 159 | 117 | 73.6 |
| Male | 76 | 63 | 82.9 | 645 | 564 | 87.4 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 36 | 26 | 72.2 | 302 | 245 | 81.1 |
| To obtain an initial Ed Special teaching credential | 5 | * | * | 15 | 9 | 60.0 |
| To add an authorization | 51 | 44 | 86.3 | 418 | 371 | 88.8 |
| **College/University Training** | | | | | | |
| In California | 58 | 44 | 75.9 | 433 | 361 | 83.4 |
| Outside of California | 10 | 10 | 100.0 | 101 | 92 | 91.1 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 0 | 0 | 0.0 | 9 | * | * |
| Bachelor's degree + additional credits | 49 | 37 | 75.5 | 418 | 349 | 83.5 |
| Master's degree or doctoral degree | 47 | 39 | 83.0 | 319 | 275 | 86.2 |

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

**Appendix B13: CSET: ASL – Annual (2014-15) and Cumulative Passing Rates, 2005-13**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 15 | 4 | 26.7 | 271 | 154 | 56.8 |
| **Ethnicity** | | | | | | |
| African American | 0 | 0 | 0.0 | 5 | * | * |
| Asian American | 1 | * | * | 12 | 9 | 75.0 |
| Hispanic American | 5 | * | * | 33 | 11 | 33.3 |
| Native American | 0 | 0 | 0.0 | 2 | * | * |
| White, non-Hispanic | 7 | * | * | 184 | 109 | 59.2 |
| **Gender** | | | | | | |
| Female | 13 | 3 | 23.1 | 227 | 127 | 55.9 |
| Male | 2 | * | * | 42 | 25 | 59.5 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 13 | 3 | 23.1 | 172 | 103 | 59.9 |
| To obtain an initial Ed Special teaching credential | 0 | 0 | 0.0 | 15 | 4 | 26.7 |
| To add an authorization | 1 | * | * | 66 | 39 | 59.1 |
| **College/University Training** | | | | | | |
| In California | 11 | 3 | 27.3 | 207 | 119 | 57.5 |
| Outside of California | 0 | 0 | 0.0 | 34 | 19 | 55.9 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 4 | * | * | 25 | 11 | 44.0 |
| Bachelor's degree + additional credits | 9 | * | * | 152 | 78 | 51.3 |
| Master's degree or doctoral degree | 1 | * | * | 80 | 58 | 72.5 |

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

**Appendix B14: CSET: French – Annual (2016-17) and Cumulative Passing Rates, 2004-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 31 | 23 | 74.2 | 805 | 706 | 87.7 |
| **Ethnicity** | | | | | | |
| African American | 1 | * | * | 47 | 37 | 78.7 |
| Asian American | 0 | 0 | 0.0 | 43 | 38 | 88.4 |
| Hispanic American | 2 | * | * | 60 | 45 | 75.0 |
| Native American | 0 | 0 | 0.0 | 2 | * | * |
| White, non-Hispanic | 22 | 16 | 72.7 | 510 | 456 | 89.4 |
| **Gender** | | | | | | |
| Female | 19 | 17 | 89.5 | 595 | 533 | 89.6 |
| Male | 12 | 6 | 50.0 | 194 | 157 | 80.9 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 24 | 19 | 79.2 | 500 | 435 | 87.0 |
| To obtain an initial Ed Special teaching credential | 0 | 0 | 0 | 13 | 10 | 76.9 |
| To add an authorization | 2 | * | * | 195 | 174 | 89.2 |
| **College/University Training** | | | | | | |
| In California | 17 | 11 | 64.7 | 295 | 251 | 85.1 |
| Outside of California | 8 | * | * | 226 | 199 | 88.1 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 2 | * | * | 38 | 34 | 89.5 |
| Bachelor's degree + additional credits | 16 | 14 | 87.5 | 397 | 340 | 85.6 |
| Master's degree or doctoral degree | 9 | * | * | 279 | 250 | 89.6 |

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

**Appendix B15: CSET: Mandarin – Annual (2014-15) and Cumulative Passing Rates, 2004-15**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 60 | 56 | 93.3 | 1,181 | 1,094 | 92.6 |
| **Ethnicity** | | | | | | |
| African American | 1 | * | * | 1 | * | * |
| Asian American | 46 | 44 | 95.7 | 942 | 879 | 93.3 |
| Hispanic American | 0 | 0 | 0.0 | 1 | * | * |
| Native American | 0 | 0 | 0.0 | 0 | 0 | 0.0 |
| White, non-Hispanic | 1 | * | * | 22 | 17 | 77.3 |
| **Gender** | | | | | | |
| Female | 49 | 47 | 95.9 | 967 | 900 | 93.1 |
| Male | 9 | * | * | 185 | 166 | 89.7 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 36 | 32 | 88.9 | 733 | 685 | 93.5 |
| To obtain an initial Ed Special teaching credential | 2 | * | * | 49 | 42 | 85.7 |
| To add an authorization | 3 | * | * | 193 | 175 | 90.7 |
| **College/University Training** | | | | | | |
| In California | 12 | 11 | 91.7 | 202 | 169 | 83.7 |
| Outside of California | 15 | 14 | 93.3 | 423 | 403 | 95.3 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 5 | * | * | 29 | 25 | 86.2 |
| Bachelor's degree + additional credits | 14 | 13 | 92.9 | 403 | 362 | 89.8 |
| Master's degree or doctoral degree | 23 | 21 | 91.3 | 538 | 507 | 94.2 |

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

**Appendix B16: CSET: Spanish – Annual (2016-17) and Cumulative Passing Rates, 2004-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 208 | 158 | 76.0 | 5,267 | 4,590 | 87.1 |
| **Ethnicity** | | | | | | |
| African American | 2 | * | * | 54 | 47 | 87.0 |
| Asian American | 5 | * | * | 126 | 108 | 85.7 |
| Hispanic American | 124 | 92 | 74.2 | 3,157 | 2,702 | 85.6 |
| Native American | 0 | 0 | 0.0 | 12 | 10 | 83.3 |
| White, non-Hispanic | 43 | 35 | 81.4 | 1,274 | 1,166 | 91.5 |
| **Gender** | | | | | | |
| Female | 152 | 116 | 76.3 | 3,737 | 3,268 | 87.4 |
| Male | 53 | 39 | 73.6 | 1,473 | 1,276 | 86.6 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 174 | 133 | 76.4 | 3,576 | 3,122 | 87.3 |
| To obtain an initial Ed Special teaching credential | 5 | * | * | 69 | 57 | 82.6 |
| To add an authorization | 16 | 11 | 68.8 | 1,100 | 973 | 88.5 |
| **College/University Training** | | | | | | |
| In California | 140 | 103 | 73.6 | 2,717 | 2,330 | 85.8 |
| Outside of California | 31 | 27 | 87.1 | 802 | 727 | 90.6 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 24 | 17 | 70.8 | 411 | 367 | 89.3 |
| Bachelor's degree + additional credits | 122 | 93 | 76.2 | 3,086 | 2,662 | 86.3 |
| Master's degree or doctoral degree | 50 | 40 | 80.0 | 1,230 | 1,103 | 89.7 |

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

**Appendix B17: Updated CSET: Mathematics (Foundational-Level) – Annual (2015-17) and Cumulative Passing Rates, 2015-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 593 | 268 | 45.2 | 1,813 | 919 | 50.7 |
| **Ethnicity** | | | | | | |
| African American | 22 | 4 | 18.2 | 77 | 21 | 27.3 |
| Asian American | 109 | 63 | 57.8 | 275 | 171 | 62.2 |
| Hispanic American | 132 | 47 | 35.6 | 425 | 172 | 40.5 |
| Native American | 1 | * | * | 7 | * | * |
| White, non-Hispanic | 236 | 110 | 46.6 | 742 | 404 | 54.4 |
| **Gender** | | | | | | |
| Female | 325 | 147 | 45.2 | 1,024 | 522 | 51.0 |
| Male | 257 | 113 | 44.0 | 767 | 383 | 49.9 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 259 | 113 | 43.6 | 702 | 330 | 47.0 |
| To obtain an initial Ed Special teaching credential | 4 | * | * | 22 | 10 | 45.5 |
| To add an authorization | 7 | * | * | 31 | 8 | 25.8 |
| **College/University Training** | | | | | | |
| In California | 401 | 155 | 38.7 | 1,223 | 568 | 46.4 |
| Outside of California | 119 | 71 | 59.7 | 329 | 191 | 58.1 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 80 | 38 | 47.5 | 166 | 91 | 54.8 |
| Bachelor's degree + additional credits | 368 | 159 | 43.2 | 1,148 | 561 | 48.9 |
| Master's degree or doctoral degree | 99 | 46 | 46.5 | 289 | 152 | 52.6 |

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

**Appendix B18: CSET: Mathematics (Foundational-Level) – Annual (2016-17) and Cumulative Passing Rates, 2003-15**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | | | | 17,052 | 8,615 | 50.5 |
| **Ethnicity** | | | | | | |
| African American | | | | 1,025 | 365 | 35.6 |
| Asian American | | | | 2,566 | 1,503 | 58.6 |
| Hispanic American | | | | 2,811 | 1,202 | 42.8 |
| Native American | | | | 105 | 40 | 38.1 |
| White, non-Hispanic | | | | 8,657 | 4,521 | 52.2 |
| **Gender** | | | | | | |
| Female | | | | 9,402 | 4,684 | 49.8 |
| Male | | | | 7,479 | 3,837 | 51.3 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | | | | 9,671 | 5,196 | 53.7 |
| To obtain an initial Ed Special teaching credential | | | | 165 | 48 | 29.1 |
| To add an authorization | | | | 4,575 | 2,059 | 45.0 |
| **College/University Training** | | | | | | |
| In California | | | | 8,922 | 4,463 | 50.0 |
| Outside of California | | | | 2,153 | 1,289 | 59.9 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | | | | 932 | 436 | 46.8 |
| Bachelor's degree + additional credits | | | | 11,017 | 5,491 | 49.8 |
| Master's degree or doctoral degree | | | | 3,598 | 1,886 | 52.4 |

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

**Appendix B19: Updated CSET: Mathematics – Annual (2016-17) and Cumulative Passing Rates, 2015-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 374 | 234 | 62.6 | 1,122 | 728 | 64.9 |
| **Ethnicity** | | | | | | |
| African American | 5 | * | * | 31 | 19 | 61.3 |
| Asian American | 110 | 75 | 68.2 | 243 | 174 | 71.6 |
| Hispanic American | 62 | 25 | 40.3 | 195 | 87 | 44.6 |
| Native American | 1 | * | * | 3 | * | * |
| White, non-Hispanic | 145 | 95 | 65.5 | 466 | 310 | 66.5 |
| **Gender** | | | | | | |
| Female | 162 | 87 | 53.7 | 516 | 289 | 56.0 |
| Male | 204 | 143 | 70.1 | 581 | 418 | 71.9 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 257 | 160 | 62.3 | 769 | 508 | 66.1 |
| To obtain an initial Ed Special teaching credential | 3 | * | * | 11 | 6 | 54.5 |
| To add an authorization | 7 | * | * | 31 | 24 | 77.4 |
| **College/University Training** | | | | | | |
| In California | 254 | 140 | 55.1 | 785 | 484 | 61.7 |
| Outside of California | 74 | 61 | 82.4 | 213 | 156 | 73.2 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 73 | 43 | 58.9 | 182 | 125 | 68.7 |
| Bachelor's degree + additional credits | 199 | 113 | 56.8 | 654 | 390 | 59.6 |
| Master's degree or doctoral degree | 60 | 49 | 81.7 | 164 | 128 | 78.0 |

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

**Appendix B20: CSET: Mathematics – Annual (2016-17) and Cumulative Passing Rates, 2003-15**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | | | | 10,103 | 6,505 | 64.4 |
| **Ethnicity** | | | | | | |
| African American | | | | 460 | 194 | 42.2 |
| Asian American | | | | 2,167 | 1,614 | 74.5 |
| Hispanic American | | | | 1,206 | 612 | 50.7 |
| Native American | | | | 61 | 28 | 45.9 |
| White, non-Hispanic | | | | 4,946 | 3,203 | 64.8 |
| **Gender** | | | | | | |
| Female | | | | 4,557 | 2,787 | 61.2 |
| Male | | | | 5,369 | 3,583 | 66.7 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | | | | 6,985 | 4,558 | 65.3 |
| To obtain an initial Ed Special teaching credential | | | | 68 | 39 | 57.4 |
| To add an authorization | | | | 1,941 | 1,241 | 63.9 |
| **College/University Training** | | | | | | |
| In California | | | | 4,463 | 2,907 | 65.1 |
| Outside of California | | | | 1,560 | 1,149 | 73.7 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | | | | 892 | 604 | 67.7 |
| Bachelor's degree + additional credits | | | | 5,903 | 3,615 | 61.2 |
| Master's degree or doctoral degree | | | | 2,410 | 1,712 | 71.0 |

**Appendix B21: CSET: Music – Annual (2016-17) and Cumulative Passing Rates, 2004-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 128 | 109 | 85.2 | 1,567 | 1,441 | 92.0 |
| **Ethnicity** | | | | | | |
| African American | 6 | * | * | 42 | 33 | 78.6 |
| Asian American | 9 | * | * | 148 | 137 | 92.6 |
| Hispanic American | 18 | 15 | 83.3 | 197 | 181 | 91.9 |
| Native American | 0 | 0 | 0.0 | 6 | * | * |
| White, non-Hispanic | 74 | 63 | 85.1 | 949 | 887 | 93.5 |
| **Gender** | | | | | | |
| Female | 57 | 47 | 82.5 | 733 | 677 | 92.4 |
| Male | 68 | 59 | 86.8 | 811 | 744 | 91.7 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 119 | 103 | 86.6 | 1,349 | 1,255 | 93.0 |
| To obtain an initial Ed Special teaching credential | 1 | * | * | 19 | 17 | 89.5 |
| To add an authorization | 4 | * | * | 131 | 114 | 87.0 |
| **College/University Training** | | | | | | |
| In California | 91 | 78 | 85.7 | 956 | 882 | 92.3 |
| Outside of California | 32 | 27 | 84.4 | 300 | 274 | 91.3 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 13 | 10 | 76.9 | 156 | 145 | 92.9 |
| Bachelor's degree + additional credits | 82 | 72 | 87.8 | 953 | 886 | 93.0 |
| Master's degree or doctoral degree | 27 | 22 | 81.5 | 397 | 361 | 90.9 |

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

**Appendix B22: CSET: Physical Education – Annual (2016-17) and Cumulative Passing Rates, 2004-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 636 | 295 | 46.4 | 7,698 | 5,499 | 71.4 |
| **Ethnicity** | | | | | | |
| African American | 34 | 12 | 35.3 | 471 | 250 | 53.1 |
| Asian American | 48 | 19 | 39.6 | 537 | 380 | 70.8 |
| Hispanic American | 102 | 35 | 34.3 | 1,125 | 694 | 61.7 |
| Native American | 3 | * | * | 63 | 39 | 61.9 |
| White, non-Hispanic | 335 | 179 | 53.4 | 4,544 | 3,448 | 75.9 |
| **Gender** | | | | | | |
| Female | 263 | 117 | 44.5 | 3,158 | 2,260 | 71.6 |
| Male | 368 | 176 | 47.8 | 4,482 | 3,203 | 71.5 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 479 | 219 | 45.7 | 5,058 | 3,591 | 71.0 |
| To obtain an initial Ed Special teaching credential | 22 | 5 | 22.7 | 152 | 83 | 54.6 |
| To add an authorization | 74 | 45 | 60.8 | 1,787 | 1,361 | 76.2 |
| **College/University Training** | | | | | | |
| In California | 419 | 200 | 47.7 | 4,566 | 3,256 | 71.3 |
| Outside of California | 63 | 26 | 41.3 | 840 | 599 | 71.3 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 21 | 3 | 14.3 | 219 | 122 | 55.7 |
| Bachelor's degree + additional credits | 412 | 187 | 45.4 | 5,056 | 3,617 | 71.5 |
| Master's degree or doctoral degree | 130 | 75 | 57.7 | 1,678 | 1,251 | 74.6 |

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

**Appendix B23: CSET: Preliminary Educational Technology – Annual (2016-17) and Cumulative Passing Rates, 2005-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 158 | 155 | 98.1 | 2,973 | 2,877 | 96.8 |
| **Ethnicity** | | | | | | |
| African American | 2 | * | * | 70 | 64 | 91.4 |
| Asian American | 15 | 15 | 100.0 | 262 | 253 | 96.6 |
| Hispanic American | 16 | 14 | 87.5 | 317 | 290 | 91.5 |
| Native American | 4 | * | * | 25 | 25 | 100.0 |
| White, non-Hispanic | 96 | 96 | 100.0 | 1,870 | 1,832 | 98.0 |
| **Gender** | | | | | | |
| Female | 96 | 95 | 99.0 | 1,800 | 1,738 | 96.6 |
| Male | 58 | 56 | 96.6 | 1,129 | 1,096 | 97.1 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 120 | 118 | 98.3 | 2,212 | 2,142 | 96.8 |
| To obtain an initial Ed Special teaching credential | 11 | 11 | 100.0 | 193 | 188 | 97.4 |
| To add an authorization | 6 | * | * | 228 | 222 | 97.4 |
| **College/University Training** | | | | | | |
| In California | 71 | 69 | 97.2 | 1,286 | 1,239 | 96.3 |
| Outside of California | 14 | 14 | 100.0 | 234 | 232 | 99.1 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 3 | * | * | 107 | 97 | 90.7 |
| Bachelor's degree + additional credits | 102 | 101 | 99.0 | 2,037 | 1,975 | 97.0 |
| Master's degree or doctoral degree | 41 | 40 | 97.6 | 597 | 587 | 98.3 |

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

**Appendix B24: Updated CSET: Science (Foundational-Level) – Annual (2015-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 415 | 248 | 59.8 | 4,309 | 2,529 | 58.7 |
| **Ethnicity** | | | | | | |
| African American | 11 | 2 | 18.2 | 170 | 49 | 28.8 |
| Asian American | 42 | 23 | 54.8 | 485 | 290 | 59.8 |
| Hispanic American | 71 | 36 | 50.7 | 683 | 288 | 42.2 |
| Native American | 1 | * | * | 29 | 19 | 65.5 |
| White, non-Hispanic | 215 | 133 | 61.9 | 2,318 | 1,496 | 64.5 |
| **Gender** | | | | | | |
| Female | 243 | 133 | 54.7 | 2,742 | 1,501 | 54.7 |
| Male | 166 | 109 | 65.7 | 1,511 | 983 | 65.1 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 58 | 28 | 48.3 | 1,169 | 643 | 55.0 |
| To obtain an initial Ed Special teaching credential | 2 | * | * | 47 | 24 | 51.1 |
| To add an authorization | 6 | * | * | 1,104 | 680 | 61.6 |
| **College/University Training** | | | | | | |
| In California | 294 | 173 | 58.8 | 3,057 | 1,804 | 59.0 |
| Outside of California | 74 | 50 | 67.6 | 584 | 408 | 69.9 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 24 | 14 | 58.3 | 157 | 104 | 66.2 |
| Bachelor's degree + additional credits | 269 | 168 | 62.5 | 2,635 | 1,571 | 59.6 |
| Master's degree or doctoral degree | 98 | 54 | 55.1 | 1,127 | 677 | 60.1 |

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

**Appendix B25: CSET Science: Biology/Life Science – Annual (2016-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 739 | 500 | 67.7 | 13,595 | 10,750 | 79.1 |
| **Ethnicity** | | | | | | |
| African American | 17 | 5 | 29.4 | 435 | 254 | 58.4 |
| Asian American | 106 | 85 | 80.2 | 1,900 | 1,536 | 80.8 |
| Hispanic American | 135 | 64 | 47.4 | 1,783 | 1,250 | 70.1 |
| Native American | 3 | * | * | 110 | 86 | 78.2 |
| White, non-Hispanic | 356 | 257 | 72.2 | 7,448 | 6,068 | 81.5 |
| **Gender** | | | | | | |
| Female | 454 | 288 | 63.4 | 8,315 | 6,427 | 77.3 |
| Male | 279 | 208 | 74.6 | 5,088 | 4,161 | 81.8 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 143 | 72 | 50.3 | 7,999 | 6,789 | 84.9 |
| To obtain an initial Ed Special teaching credential | 1 | * | * | 101 | 67 | 66.3 |
| To add an authorization | 7 | * | * | 1,837 | 1,276 | 69.5 |
| **College/University Training** | | | | | | |
| In California | 555 | 384 | 69.2 | 7,405 | 5,687 | 76.8 |
| Outside of California | 119 | 82 | 68.9 | 1,941 | 1,566 | 80.7 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 124 | 103 | 83.1 | 1,508 | 1,369 | 90.8 |
| Bachelor's degree + additional credits | 470 | 314 | 66.8 | 8,614 | 6,815 | 79.1 |
| Master's degree or doctoral degree | 93 | 53 | 57.0 | 2,434 | 1,809 | 74.3 |

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

**Appendix B26: CSET Science: Chemistry – Annual (2016-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 239 | 179 | 74.9 | 5,604 | 4,471 | 79.8 |
| **Ethnicity** | | | | | | |
| African American | 2 | * | * | 167 | 114 | 68.3 |
| Asian American | 49 | 38 | 77.6 | 1,040 | 855 | 82.2 |
| Hispanic American | 36 | 24 | 66.7 | 645 | 460 | 71.3 |
| Native American | 2 | * | * | 35 | 25 | 71.4 |
| White, non-Hispanic | 104 | 84 | 80.8 | 2,936 | 2,412 | 82.2 |
| **Gender** | | | | | | |
| Female | 119 | 82 | 68.9 | 2,956 | 2,244 | 75.9 |
| Male | 114 | 93 | 81.6 | 2,559 | 2,159 | 84.4 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 48 | 24 | 50.0 | 2,738 | 2,325 | 84.9 |
| To obtain an initial Ed Special teaching credential | 0 | 0 | 0.0 | 17 | 14 | 82.4 |
| To add an authorization | 4 | * | * | 1,338 | 1,023 | 76.5 |
| **College/University Training** | | | | | | |
| In California | 169 | 126 | 74.6 | 3,033 | 2,347 | 77.4 |
| Outside of California | 47 | 37 | 78.7 | 1,086 | 902 | 83.1 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 50 | 42 | 84.0 | 564 | 496 | 87.9 |
| Bachelor's degree + additional credits | 135 | 96 | 71.1 | 3,164 | 2,495 | 78.9 |
| Master's degree or doctoral degree | 37 | 27 | 73.0 | 1,465 | 1,183 | 80.8 |

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

**Appendix B27: CSET Science: Earth/Planetary Science – Annual (2016-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 107 | 69 | 64.5 | 4,388 | 3,384 | 77.1 |
| **Ethnicity** | | | | | | |
| African American | 2 | * | * | 78 | 38 | 48.7 |
| Asian American | 7 | * | * | 377 | 269 | 71.4 |
| Hispanic American | 18 | 9 | 50.0 | 448 | 294 | 65.6 |
| Native American | 0 | 0 | 0.0 | 48 | 37 | 77.1 |
| White, non-Hispanic | 62 | 45 | 72.6 | 2,890 | 2,315 | 80.1 |
| **Gender** | | | | | | |
| Female | 55 | 33 | 60.0 | 2,168 | 1,567 | 72.3 |
| Male | 50 | 34 | 68.0 | 2,171 | 1,774 | 81.7 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 22 | 11 | 50.0 | 1,766 | 1,404 | 79.5 |
| To obtain an initial Ed Special teaching credential | 0 | 0 | 0.0 | 30 | 20 | 66.7 |
| To add an authorization | 2 | 1 | 50.0 | 1,487 | 1,196 | 80.4 |
| **College/University Training** | | | | | | |
| In California | 85 | 56 | 65.9 | 2,488 | 1,843 | 74.1 |
| Outside of California | 11 | 8 | 72.7 | 573 | 465 | 81.2 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 14 | 8 | 57.1 | 182 | 150 | 82.4 |
| Bachelor's degree + additional credits | 71 | 47 | 66.2 | 2,692 | 2,082 | 77.3 |
| Master's degree or doctoral degree | 16 | 10 | 62.5 | 1,165 | 920 | 79.0 |

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

**Appendix B28: CSET Science: Physics – Annual (2016-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 128 | 66 | 51.6 | 3,339 | 2,134 | 63.9 |
| **Ethnicity** | | | | | | |
| African American | 2 | * | * | 73 | 36 | 49.3 |
| Asian American | 25 | 14 | 56.0 | 515 | 316 | 61.4 |
| Hispanic American | 19 | 8 | 42.1 | 328 | 156 | 47.6 |
| Native American | 0 | 0 | 0.0 | 24 | 13 | 54.2 |
| White, non-Hispanic | 64 | 34 | 53.1 | 1,909 | 1,284 | 67.3 |
| **Gender** | | | | | | |
| Female | 33 | 14 | 42.4 | 1,087 | 577 | 53.1 |
| Male | 94 | 51 | 54.3 | 2,197 | 1,516 | 69.0 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 36 | 11 | 30.6 | 1,530 | 1,129 | 73.8 |
| To obtain an initial Ed Special teaching credential | 1 | * | * | 12 | 5 | 41.7 |
| To add an authorization | 0 | 0 | 0.0 | 850 | 498 | 58.6 |
| **College/University Training** | | | | | | |
| In California | 86 | 42 | 48.8 | 1,737 | 1,035 | 59.6 |
| Outside of California | 27 | 16 | 59.3 | 668 | 447 | 66.9 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 18 | 10 | 55.6 | 266 | 203 | 76.3 |
| Bachelor's degree + additional credits | 76 | 34 | 44.7 | 1,800 | 1,100 | 61.1 |
| Master's degree or doctoral degree | 26 | 16 | 61.5 | 996 | 664 | 66.7 |

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

**Appendix B29: CSET: Social Science – Annual (2016-17) and Cumulative Passing Rates, 2003-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 1,279 | 872 | 68.2 | 26,243 | 21,082 | 80.3 |
| **Ethnicity** | | | | | | |
| African American | 36 | 14 | 38.9 | 1,063 | 688 | 64.7 |
| Asian American | 72 | 51 | 70.8 | 1,758 | 1,398 | 79.5 |
| Hispanic American | 269 | 151 | 56.1 | 4,349 | 3,220 | 74.0 |
| Native American | 5 | * | * | 201 | 151 | 75.1 |
| White, non-Hispanic | 690 | 506 | 73.3 | 15,192 | 12,565 | 82.7 |
| **Gender** | | | | | | |
| Female | 529 | 316 | 59.7 | 11,065 | 8,317 | 75.2 |
| Male | 738 | 546 | 74.0 | 14,868 | 12,508 | 84.1 |
| **Reason for Taking the CSET** | | | | | | |
| To obtain an initial MS/SS teaching credential | 264 | 146 | 55.3 | 18,113 | 14,743 | 81.4 |
| To obtain an initial Ed Special teaching credential | 11 | 4 | 36.4 | 328 | 254 | 77.4 |
| To add an authorization | 12 | 9 | 75.0 | 3,142 | 2,531 | 80.6 |
| **College/University Training** | | | | | | |
| In California | 913 | 624 | 68.3 | 14,355 | 11,376 | 79.2 |
| Outside of California | 184 | 136 | 73.9 | 2,873 | 2,382 | 82.9 |
| **Educational Level** | | | | | | |
| Fresh/Soph/Jr/Sr College | 190 | 133 | 70.0 | 2,739 | 2,185 | 79.8 |
| Bachelor's degree + additional credits | 764 | 491 | 64.3 | 16,876 | 13,462 | 79.8 |
| Master's degree or doctoral degree | 228 | 187 | 82.0 | 4,678 | 3,905 | 83.5 |

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

**Appendix C1: NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2016-17) and Cumulative Passing Rates, 2013-17**

| | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 753 | 710 | 94 | 2,134 | 2,048 | 96 |
| **Ethnicity** | | | | | | |
| African American | 42 | 39 | 93 | 128 | 122 | 95 |
| Asian American | 89 | 74 | 83 | 207 | 186 | 90 |
| Hispanic American | 143 | 133 | 93 | 386 | 360 | 93 |
| Native American | 4 | * | * | 12 | 12 | 100 |
| White, non-Hispanic | 373 | 364 | 98 | 1,103 | 1,085 | 98 |
| **Gender** | | | | | | |
| Female | 533 | 505 | 95 | 1,504 | 1,448 | 96 |
| Male | 214 | 199 | 93 | 605 | 575 | 95 |
| **Certification Status** | | | | | | |
| Seeking admission to educator prep program | 162 | 154 | 95 | 496 | 473 | 95 |
| Completed/completing educator prep program in CA | 411 | 391 | 95 | 1,096 | 1,055 | 96 |
| Completed/completing educator prep program outside CA | 77 | 71 | 92 | 211 | 200 | 95 |
| Completed/completing approved alternative route | 70 | 69 | 99 | 229 | 228 | 100 |
| CA Credentialed educator seeking additional authorization | 24 | 20 | 83 | 59 | 54 | 92 |
| Out of state credentialed educator seeking CA credential | 9 | * | * | 43 | 38 | 88 |
| **Best Language** | | | | | | |
| English | 742 | 701 | 94 | 2,108 | 2,028 | 96 |
| Other | 11 | 9 | 82 | 26 | 20 | 77 |
| **Educational Level** | | | | | | |
| High School or some college | 188 | 181 | 96 | 541 | 512 | 95 |
| Bachelor's degree | 412 | 391 | 95 | 1,195 | 1,128 | 94 |
| Master's degree or doctoral degree | 153 | 138 | 90 | 398 | 361 | 91 |

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

**Appendix D1: RICA Preparation and Demographic Data, 2010-17**

| RICA (2010-2017) | Written Exam (WE) | | Video Performance Assessment (VPA) | | WE and VPA combined | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| **ALL EXAMINEES** | 33,876 | 100.0 | 433 | 100.0 | 33,976 | 100.0 |
| **Educational Level** | | | | | | |
| High School diploma | 727 | 2.1 | 3 | 0.7 | 728 | 2.1 |
| Associate of Arts degree | 372 | 1.1 | 3 | 0.7 | 374 | 1.1 |
| Bachelor's degree | 5,442 | 16.1 | 45 | 10.4 | 5,452 | 16.0 |
| Bachelor's degree + additional credits | 21,266 | 62.8 | 287 | 66.3 | 21,344 | 62.8 |
| Master's degree | 2,097 | 6.2 | 46 | 10.6 | 2,110 | 6.2 |
| Master's degree + additional credits | 1,588 | 4.7 | 31 | 7.2 | 1,602 | 4.7 |
| Doctoral degree | 116 | 0.3 | 0 | 0.0 | 116 | 0.3 |
| Did not respond | 2,268 | 6.7 | 18 | 4.2 | 2,250 | 6.6 |
| **College Grade Point Average** | | | | | | |
| 3.50 to 4.00 | 15,629 | 46.1 | 174 | 40.2 | 15,684 | 46.2 |
| 3.00 to 3.49 | 12,203 | 36.0 | 169 | 39.0 | 12,249 | 36.1 |
| 2.50 to 2.99 | 3,114 | 9.2 | 59 | 13.6 | 3,127 | 9.2 |
| 2.00 to 2.49 | 335 | 1.0 | 11 | 2.5 | 335 | 1.0 |
| Below 2.00 | 5 | 0.0 | 2 | 0.5 | 7 | 0.0 |
| Did not attend college | 4 | 0.0 | 0 | 0.0 | 4 | 0.0 |
| Did not respond | 2,586 | 7.6 | 18 | 4.2 | 2,570 | 7.6 |
| **Reason for Taking RICA** | | | | | | |
| Multiple Subject Teaching Credential | 23,125 | 68.3 | 290 | 67.0 | 23,220 | 68.3 |
| Education Specialist Instruction Credential | 6,636 | 19.6 | 125 | 28.9 | 6,668 | 19.6 |
| No Response | 4,115 | 12.1 | 18 | 4.2 | 4,088 | 12.0 |
| **Professional Preparation** | | | | | | |
| Not begun Professional Preparation | 1,435 | 4.2 | 26 | 6.0 | 1,444 | 4.3 |
| College/University Internship Program: | | | | | | |
| First year in Program | 4,064 | 12.0 | 29 | 6.7 | 4,075 | 12.0 |
| Second year in Program | 2,732 | 8.1 | 33 | 7.6 | 2,738 | 8.1 |
| Completed Program | 3,459 | 10.2 | 92 | 21.2 | 3,486 | 10.3 |
| District Internship Program: | | | | | | |
| First year in Program | 1,231 | 3.6 | 23 | 5.3 | 1,236 | 3.6 |
| Second year in Program | 1,035 | 3.1 | 27 | 6.2 | 1,044 | 3.1 |
| Completed Program | 773 | 2.3 | 22 | 5.1 | 777 | 2.3 |
| Non-intern College/University Program: | | | | | | |
| Not begun student teaching | 2,054 | 6.1 | 10 | 2.3 | 2,056 | 6.1 |
| Begun student teaching | 6,742 | 19.9 | 28 | 6.5 | 6,753 | 19.9 |
| Completed student teaching | 2,590 | 7.6 | 34 | 7.9 | 2,594 | 7.6 |
| Completed Program | 3,620 | 10.7 | 81 | 18.7 | 3,646 | 10.7 |
| Did not respond | 4,141 | 12.2 | 28 | 6.5 | 4,127 | 12.1 |
| **Preparation for Reading Instruction** | | | | | | |
| No preparation | 27,707 | 81.8 | 378 | 87.3 | 27,827 | 81.9 |
| Completed IHE course in Methods of Reading Instruction | 22,527 | 66.5 | 250 | 57.7 | 22,605 | 66.5 |
| Completed District Internship course | 3,966 | 11.7 | 75 | 17.3 | 3,990 | 11.7 |
| Observed Reading instruction in a K-12 school | 10,035 | 29.6 | 112 | 25.9 | 10,071 | 29.6 |
| Worked with individual students in K-12 school to improve their Reading skills | 8,735 | 25.8 | 114 | 26.3 | 8,773 | 25.8 |
| Had daily responsibility for classroom Reading instruction as student teacher or intern | 10,894 | 32.2 | 155 | 35.8 | 10,956 | 32.2 |
| **Student Teaching Assignments** | | | | | | |
| None | 5,225 | 15.4 | 60 | 13.9 | 5,247 | 15.4 |
| One | 8,483 | 25.0 | 104 | 24.0 | 8,520 | 25.1 |
| Two | 9,093 | 26.8 | 118 | 27.3 | 9,122 | 26.8 |
| Three | 2,055 | 6.1 | 50 | 11.5 | 2,069 | 6.1 |

| RICA (2010-2017) | Written Exam (WE) | | Video Performance Assessment (VPA) | | WE and VPA combined | |
|---|---|---|---|---|---|---|
| | N | % | N | % | N | % |
| Four or more | 1,340 | 4.0 | 23 | 5.3 | 1,349 | 4.0 |
| Did not respond | 2,002 | 5.9 | 58 | 13.4 | 2,029 | 6.0 |
| **Grade Level Teaching Experience** | | | | | | |
| None | 28,155 | 83.1 | 396 | 91.5 | 28,271 | 83.2 |
| Pre K-2 | 20,550 | 60.7 | 254 | 58.7 | 20,623 | 60.7 |
| Grades 3-5 | 18,379 | 54.3 | 235 | 54.3 | 18,442 | 54.3 |
| Grades 6-8 | 7,248 | 21.4 | 121 | 27.9 | 7,279 | 21.4 |
| Grades 9-12 | 3,073 | 9.1 | 80 | 18.5 | 3,096 | 9.1 |
| **Best Language of Communication** | | | | | | |
| English | 31,360 | 92.6 | 400 | 92.4 | 31,469 | 92.6 |
| Spanish | 303 | 0.9 | 6 | 1.4 | 303 | 0.9 |
| Vietnamese | 2 | 0.0 | 0 | 0.0 | 2 | 0.0 |
| Cantonese | 7 | 0.0 | 0 | 0.0 | 7 | 0.0 |
| Hmong | 4 | 0.0 | 0 | 0.0 | 4 | 0.0 |
| Other | 118 | 0.3 | 9 | 2.1 | 124 | 0.4 |
| Did not respond | 2,082 | 6.1 | 18 | 4.2 | 2,067 | 6.1 |
| **First Language of Communication** | | | | | | |
| English only | 23,657 | 69.8 | 296 | 68.4 | 23,744 | 69.9 |
| English and one or more other languages | 5,428 | 16.0 | 79 | 18.2 | 5,444 | 16.0 |
| One or more languages other than English | 2,591 | 7.6 | 40 | 9.2 | 2,605 | 7.7 |
| Did not respond | 2,200 | 6.5 | 18 | 4.2 | 2,183 | 6.4 |
| **Gender** | | | | | | |
| Male | 5,318 | 15.7 | 118 | 27.3 | 5,338 | 15.7 |
| Female | 28,090 | 82.9 | 315 | 72.7 | 28,170 | 82.9 |
| Did not respond | 468 | 1.4 | 0 | 0.0 | 468 | 1.4 |
| **Ethnicity** | | | | | | |
| African American/Black | 1,004 | 3.0 | 26 | 6.0 | 1,010 | 3.0 |
| Asian American/Asian | 1,253 | 3.7 | 4 | 0.9 | 1,254 | 3.7 |
| Filipino | 604 | 1.8 | 3 | 0.7 | 606 | 1.8 |
| Southeast Asian American | 522 | 1.5 | 5 | 1.2 | 524 | 1.5 |
| Pacific Island American | 102 | 0.3 | 5 | 1.2 | 102 | 0.3 |
| Mexican American or Chicano | 5,191 | 15.3 | 88 | 20.3 | 5,205 | 15.3 |
| Latino, Latin American, Puerto Rican, Hispanic | 1,984 | 5.9 | 30 | 6.9 | 1,989 | 5.9 |
| Native American, American Indian | 196 | 0.6 | 3 | 0.7 | 198 | 0.6 |
| White, non-Hispanic | 16,911 | 49.9 | 210 | 48.5 | 16,965 | 49.9 |
| Other | 1,634 | 4.8 | 27 | 6.2 | 1,643 | 4.8 |
| Did not respond | 4,475 | 13.2 | 32 | 7.4 | 4,480 | 13.2 |

**Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates, 2010-17**

| RICA (2010-17) | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 33,976 | 22,892 | 67.4 | 33,976 | 30,931 | 91.0 |
| **Educational Level** | | | | | | |
| High School diploma | 861 | 592 | 68.8 | 728 | 678 | 93.1 |
| Associate of Arts degree | 461 | 279 | 60.5 | 374 | 339 | 90.6 |
| Bachelor's degree | 5,883 | 3,846 | 65.4 | 5,452 | 5,011 | 91.9 |
| Bachelor's degree + additional credits | 21,704 | 14,875 | 68.5 | 21,344 | 19,603 | 91.8 |
| Master's degree | 1,711 | 1,101 | 64.3 | 2,110 | 1,813 | 85.9 |
| Master's degree + additional credits | 1,536 | 1,051 | 68.4 | 1,602 | 1,410 | 88.0 |
| Doctoral degree | 116 | 100 | 86.2 | 116 | 110 | 94.8 |
| Did not respond | 1,704 | 1,048 | 61.5 | 2,250 | 1,967 | 87.4 |

| RICA (2010-17) | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **College Grade Point Average** | | | | | | |
| 3.50 to 4.00 | 15,582 | 11,591 | 74.4 | 15,684 | 14,610 | 93.2 |
| 3.00 to 3.49 | 12,597 | 8,007 | 63.6 | 12,249 | 11,067 | 90.4 |
| 2.50 to 2.99 | 3,375 | 1,815 | 53.8 | 3,127 | 2,691 | 86.1 |
| 2.00 to 2.49 | 344 | 169 | 49.1 | 335 | 283 | 84.5 |
| Below 2.00 | 7 | * | * | 7 | * | * |
| Did not attend college | 2 | * | * | 4 | * | * |
| Did not respond | 2,069 | 1,306 | 63.1 | 2,570 | 2,270 | 88.3 |
| **Reason for Taking RICA** | | | | | | |
| Multiple Subject Teaching Credential | 23,611 | 16,487 | 69.8 | 23,220 | 21,401 | 92.2 |
| Education Specialist Instruction Credential | 6,754 | 4,147 | 61.4 | 6,668 | 5,958 | 89.4 |
| No Response | 3,611 | 2,258 | 62.5 | 4,088 | 3,572 | 87.4 |
| **Professional Preparation** | | | | | | |
| Not begun Professional Preparation | 1,522 | 812 | 53.4 | 1,444 | 1,200 | 83.1 |
| College/University Internship Program: | | | | | | |
| First year in Program | 4,655 | 3,225 | 69.3 | 4,075 | 3,801 | 93.3 |
| Second year in Program | 2,922 | 1,976 | 67.6 | 2,738 | 2,555 | 93.3 |
| Completed Program | 2,860 | 1,822 | 63.7 | 3,486 | 3,073 | 88.2 |
| District Internship Program: | | | | | | |
| First year in Program | 1,359 | 836 | 61.5 | 1,236 | 1,124 | 90.9 |
| Second year in Program | 969 | 600 | 61.9 | 1,044 | 911 | 87.3 |
| Completed Program | 558 | 345 | 61.8 | 777 | 663 | 85.3 |
| Non-intern College/University Program: | | | | | | |
| Not begun student teaching | 2,503 | 1,748 | 69.8 | 2,056 | 1,868 | 90.9 |
| Begun student teaching | 7,946 | 5,806 | 73.1 | 6,753 | 6,526 | 96.6 |
| Completed student teaching | 2,464 | 1,642 | 66.6 | 2,594 | 2,367 | 91.2 |
| Completed Program | 2,704 | 1,835 | 67.9 | 3,646 | 3,212 | 88.1 |
| Did not respond | 3,514 | 2,245 | 63.9 | 4,127 | 3,631 | 88.0 |
| **Preparation for Reading Instruction** | | | | | | |
| No preparation | 28,554 | 19,578 | 68.6 | 27,827 | 25,588 | 92.0 |
| Completed IHE course in Methods of Reading Instruction | 23,185 | 16,279 | 70.2 | 22,605 | 20,922 | 92.6 |
| Completed District Internship course | 4,067 | 2,581 | 63.5 | 3,990 | 3,573 | 89.5 |
| Observed Reading instruction in a K-12 school | 10,654 | 7,514 | 70.5 | 10,071 | 9,344 | 92.8 |
| Worked with individual students in K-12 school to improve their Reading skills | 9,271 | 6,572 | 70.9 | 8,773 | 8,118 | 92.5 |
| Had daily responsibility for classroom Reading instruction as student teacher or intern | 11,420 | 8,089 | 70.8 | 10,956 | 10,216 | 93.2 |

| RICA (2010-17) | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **Student Teaching Assignments** | | | | | | |
| None | 6,197 | 4,024 | 64.9 | 5,247 | 4,703 | 89.6 |
| One | 8,880 | 6,245 | 70.3 | 8,520 | 7,944 | 93.2 |
| Two | 8,331 | 5,793 | 69.5 | 9,122 | 8,379 | 91.9 |
| Three | 1,912 | 1,328 | 69.5 | 2,069 | 1,878 | 90.8 |
| Four or more | 1,407 | 887 | 63.0 | 1,349 | 1,197 | 88.7 |
| Did not respond | 2,213 | 1,451 | 65.6 | 2,029 | 1,853 | 91.3 |

| RICA (2010-17) | First-Time Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **Grade Level Teaching Experience** | | | | | | |
| None | 3,115 | 1,957 | 62.8 | 2,591 | 2,279 | 88.0 |
| Pre K-2 | 28,372 | 19,356 | 68.2 | 20,623 | 19,061 | 92.4 |
| Grades 3-5 | 2,489 | 1,579 | 63.4 | 18,442 | 16,961 | 92.0 |
| Grades 6-8 | 3,115 | 1,957 | 62.8 | 7,279 | 6,565 | 90.2 |
| Grades 9-12 | 3,099 | 1,811 | 58.4 | 3,096 | 2,655 | 85.8 |
| **Best Language of Communication** | | | | | | |
| English | 31,983 | 21,719 | 67.9 | 31,469 | 28,767 | 91.4 |
| Spanish | 283 | 130 | 45.9 | 303 | 244 | 80.5 |
| Vietnamese | 3 | * | * | 2 | * | * |
| Cantonese | 8 | * | * | 7 | * | * |
| Hmong | 5 | * | * | 4 | * | * |
| Other | 126 | 75 | 59.5 | 124 | 104 | 83.9 |
| Did not respond | 1,568 | 960 | 61.2 | 2,067 | 1,808 | 87.5 |
| **First Language of Communication** | | | | | | |
| English only | 24,046 | 17,063 | 71.0 | 23,744 | 22,001 | 92.7 |
| English and one or more other languages | 5,617 | 3,318 | 59.1 | 5,444 | 4,777 | 87.7 |
| One or more languages other than English | 2,658 | 1,496 | 56.3 | 2,605 | 2,243 | 86.1 |
| Did not respond | 1,655 | 1,015 | 61.3 | 2,183 | 1,910 | 87.5 |
| **Gender** | | | | | | |
| Male | 5,338 | 2,923 | 54.8 | 5,338 | 4,542 | 85.1 |
| Female | 28,170 | 19,584 | 69.5 | 28,170 | 25,944 | 92.1 |
| Did not respond | 468 | 385 | 82.3 | 468 | 445 | 95.1 |
| **Ethnicity** | | | | | | |
| African American/Black | 1,010 | 555 | 55.0 | 1,010 | 853 | 84.5 |
| Asian American/Asian | 1,254 | 945 | 75.4 | 1,254 | 1,170 | 93.3 |
| Filipino | 606 | 404 | 66.7 | 606 | 552 | 91.1 |
| Southeast Asian American | 524 | 349 | 66.6 | 524 | 476 | 90.8 |
| Pacific Island American | 102 | 54 | 52.9 | 102 | 87 | 85.3 |
| Mexican American or Chicano | 5,205 | 2,836 | 54.5 | 5,205 | 4,475 | 86.0 |
| Latino, Latin American, Puerto Rican, Hispanic | 1,989 | 1,138 | 57.2 | 1,989 | 1,735 | 87.2 |
| Native American, American Indian | 198 | 117 | 59.1 | 198 | 179 | 90.4 |
| White, non-Hispanic | 16,965 | 12,254 | 72.2 | 16,965 | 15,834 | 93.3 |
| Other | 1,643 | 1,065 | 64.8 | 1,643 | 1,456 | 88.6 |
| Did not respond | 4,480 | 3,175 | 70.9 | 4,480 | 4,114 | 91.8 |

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

**Appendix E1: CPACE (Content and Performance combined) Annual (2016-17) and Cumulative (2015-17) Passing Rates**

| CPACE (2015-17) | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| **ALL EXAMINEES** | 1,130 | 408 | 36.1 | 1,846 | 794 | 43.0 |
| **Ethnicity** | | | | | | |
| Not Specified | 171 | 64 | 37.4 | 284 | 122 | 43.0 |
| African American/Black | 72 | 15 | 20.8 | 109 | 31 | 28.4 |
| Japanese American/Japanese | 9 | * | * | 14 | 8 | 57.1 |
| Chinese American/Chinese | 12 | 5 | 41.7 | 24 | 10 | 41.7 |
| Korean American/Korean | 10 | 3 | 30.0 | 18 | 9 | 50.0 |
| Filipino American/Filipino | 14 | 4 | 28.6 | 26 | 9 | 34.6 |
| Cambodian American/Cambodian | 0 | 0 | 0.0 | 1 | * | * |
| Vietnamese American/Vietnamese | 4 | * | * | 7 | * | * |
| Other SE Asian Amer/SE Asian | 3 | * | * | 5 | * | * |
| Asian Indian American/Asian Indian | 10 | 4 | 40.0 | 19 | 9 | 47.4 |
| Hawaiian | 2 | * | * | 2 | * | * |
| Guamanian | 1 | * | * | 2 | * | * |
| Other Pacific Islander Amer/Other Pacific Islander | 1 | * | * | 1 | * | * |
| Mexican American/Chicano | 104 | 30 | 28.8 | 165 | 60 | 36.4 |
| Latino/Latino American/Puerto Rican/Other Hispanic | 62 | 13 | 21.0 | 99 | 26 | 26.3 |
| Native Amer/Amer Indian/Alaskan Native | 8 | * | * | 12 | 4 | 33.3 |
| White (non-Hispanic) | 604 | 246 | 40.7 | 993 | 477 | 48.0 |
| Other | 42 | 13 | 31.0 | 64 | 22 | 34.4 |
| **Gender** | | | | | | |
| No response | 19 | 5 | 26.3 | 31 | 11 | 35.5 |
| Male | 245 | 73 | 29.8 | 429 | 148 | 34.5 |
| Female | 866 | 330 | 38.1 | 1,386 | 635 | 45.8 |
| **First Language** | | | | | | |
| No response | 19 | 5 | 26.3 | 87 | 35 | 40.2 |
| English only | 245 | 73 | 29.8 | 1,461 | 652 | 44.6 |
| English and one or more other languages | 866 | 330 | 38.1 | 222 | 89 | 40.1 |
| One or more languages other than English | 19 | 5 | 26.3 | 76 | 18 | 23.7 |
| **Education Level** | | | | | | |
| No response | 67 | 19 | 28.4 | 108 | 40 | 37.0 |
| Bachelor's | 4 | * | * | 8 | * | * |
| Bachelor's and additional credits | 150 | 52 | 34.7 | 242 | 91 | 37.6 |
| Master's | 254 | 93 | 36.6 | 423 | 184 | 43.5 |
| Master's and additional credits | 568 | 205 | 36.1 | 917 | 399 | 43.5 |
| Doctorate | 87 | 35 | 40.2 | 108 | 40 | 37.0 |
| **Years Since Schooling** | | | | | | |
| No response | 65 | 19 | 29.2 | 105 | 40 | 38.1 |
| Currently attending college or graduate school | 101 | 38 | 37.6 | 163 | 66 | 40.5 |
| Less than 1 year | 71 | 25 | 35.2 | 131 | 52 | 39.7 |
| 1-3 years | 155 | 45 | 29.0 | 270 | 109 | 40.4 |
| 4-6 years | 223 | 89 | 39.9 | 378 | 179 | 47.4 |
| 7-10 years | 222 | 86 | 38.7 | 349 | 156 | 44.7 |
| More than 10 years | 293 | 106 | 36.2 | 450 | 192 | 42.7 |
| **College Grade Point Average** | | | | | | |
| No response | 77 | 24 | 31.2 | 128 | 52 | 40.6 |
| 3.5 to 4.0 | 630 | 253 | 40.2 | 1,030 | 495 | 48.1 |

| CPACE (2015-17) | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| 3.0 to 3.49 | 338 | 111 | 32.8 | 550 | 207 | 37.6 |
| 2.5 to 2.99 | 79 | 18 | 22.8 | 126 | 35 | 27.8 |
| 2.0 to 2.49 | 6 | * | * | 11 | 5 | 45.5 |
| **Credential Types** | | | | | | |
| Elementary Teaching | 524 | 200 | 38.2 | 847 | 382 | 45.1 |
| Secondary Teaching | 354 | 130 | 36.7 | 616 | 271 | 44.0 |
| Special Education | 130 | 39 | 30.0 | 190 | 70 | 36.8 |
| Designated Subjects Teaching | 18 | 1 | 5.6 | 20 | 2 | 10.0 |
| Pupil Personnel Services | 96 | 34 | 35.4 | 153 | 57 | 37.3 |
| Speech-Language Pathology Services | 3 | * | * | 9 | * | * |
| Clinical or Rehabilitative Services | 2 | * | * | 5 | * | * |
| Child Development Permit | 0 | 0 | 0.0 | 0 | 0 | 0.0 |
| **Employment Status** | | | | | | |
| No response | 79 | 19 | 24.1 | 126 | 42 | 33.3 |
| Elementary school | 225 | 84 | 37.3 | 371 | 155 | 41.8 |
| Middle school | 128 | 41 | 32.0 | 210 | 84 | 40.0 |
| Secondary school | 254 | 82 | 32.3 | 427 | 175 | 41.0 |
| Adult education | 10 | 2 | 20.0 | 19 | 5 | 26.3 |
| School district level | 209 | 101 | 48.3 | 325 | 165 | 50.8 |
| County Office of Education level | 40 | 15 | 37.5 | 262 | 130 | 43.1 |
| Employed in another educational setting | 27 | 11 | 40.7 | 266 | 137 | 44.3 |
| Employed, but not in an educational setting | 4 | * | * | 271 | 145 | 45.5 |
| Unemployed | 7 | * | * | 275 | 152 | 46.7 |
| K-8 school | 62 | 17 | 27.4 | 280 | 159 | 47.9 |
| Charter School | 80 | 29 | 36.3 | 284 | 167 | 49.1 |
| Continuation School | 5 | * | * | 289 | 174 | 50.3 |
| **Education Assignment** | | | | | | |
| No response | 76 | 24 | 31.6 | 123 | 50 | 40.7 |
| General education teacher | 440 | 152 | 34.5 | 733 | 299 | 40.8 |
| Special education teacher | 118 | 37 | 31.4 | 190 | 72 | 37.9 |
| Adult or vocational education teacher | 15 | 3 | 20.0 | 26 | 8 | 30.8 |
| Program coordinator | 197 | 75 | 38.1 | 310 | 147 | 47.4 |
| Consultant | 20 | 5 | 25.0 | 31 | 12 | 38.7 |
| Counselor | 50 | 13 | 26.0 | 78 | 22 | 28.2 |
| Librarian | 3 | * | * | 5 | * | * |
| Nurse | 1 | * | * | 4 | * | * |
| Psychologist | 41 | 16 | 39.0 | 70 | 27 | 38.6 |
| Speech pathologist | 3 | * | * | 9 | * | * |
| Other non-administrative public school position | 154 | 77 | 50.0 | 244 | 139 | 57.0 |
| Currently not in an education assignment | 12 | 5 | 41.7 | 23 | 11 | 47.8 |
| **Experience as an Educator** | | | | | | |
| No response | 67 | 18 | 26.9 | 106 | 40 | 37.7 |
| less than 3 years | 13 | 4 | 30.8 | 18 | 4 | 22.2 |
| 3-5 years | 93 | 31 | 33.3 | 141 | 57 | 40.4 |
| 6-10 years | 311 | 133 | 42.8 | 542 | 259 | 47.8 |
| 11 or more years | 646 | 222 | 34.4 | 1,039 | 434 | 41.8 |
| **Experience Related to Administration** | | | | | | |
| California public school (K-12) | 617 | 236 | 38.2 | 1,016 | 457 | 45.0 |
| Out-of-state public school (K-12) | 14 | 6 | 42.9 | 30 | 9 | 30.0 |
| Private school (K-12) | 24 | 11 | 45.8 | 44 | 19 | 43.2 |

| CPACE (2015-17) | Annual Passing Rate | | | Cumulative Passing Rate | | |
|---|---|---|---|---|---|---|
| | N Completed | N Passed | % Passed | N Completed | N Passed | % Passed |
| Non-educational administrative experience | 55 | 11 | 20.0 | 93 | 28 | 30.1 |
| No administrative experience | 143 | 42 | 29.4 | 240 | 95 | 39.6 |
| Mentor/master teacher or support provider | 160 | 59 | 36.9 | 255 | 115 | 45.1 |
| Teacher on special assignment | 117 | 43 | 36.8 | 109 | 51 | 46.8 |
| Program coordinator or director | 48 | 16 | 33.3 | 68 | 25 | 36.8 |
| **School Administration Related Coursework** | | | | | | |
| No response | 115 | 39 | 33.9 | 193 | 78 | 40.4 |
| 1-6 semester credit hours | 157 | 52 | 33.1 | 276 | 115 | 41.7 |
| 7-15 semester credit hours | 66 | 20 | 30.3 | 109 | 38 | 34.9 |
| 16-24 semester credit hours | 39 | 14 | 35.9 | 60 | 26 | 43.3 |
| 25 or more semester credit hours | 102 | 26 | 25.5 | 159 | 53 | 33.3 |
| None | 651 | 257 | 39.5 | 1,049 | 484 | 46.1 |

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