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Information

Educator Preparation Committee

Annual Report on Passing Rates of Commission-Approved Examinations from 2013-14 to 2017-18

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

Recommended Action: For information only

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Strategic Plan Goal

I. Educator Quality

- 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 2013-14 to 2017-18

Introduction

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2013-14 through 2017-18. The statutory basis and 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. Pursuant to the requirements of applicable state statutes, 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), but are offered during several testing windows during the year. The Commission's examination website provides specific details for each examination and its availability throughout the testing year.

Resources for Examinees – The CTC Examinations Website

Using the [examinations website](#) and linked resources, examinees can find a wealth of information about each of the Commission's examinations that can help candidates understand what to expect on testing day and how to prepare for passing each examination. For each of the Commission's examinations, candidates can find information about how to register for assessments and, for candidates with documented disabilities, how to request testing accommodations. Information is also provided about the test design and format, the content eligible to be included on the examination, testing fees, minimum passing scores, and an explanation of the test results report candidates can expect to receive after testing. Additionally, examinees are provided with links to preparation materials for each examination, including the details of the content measured by each examination, sample questions and answers, practice tests, study references, and computer-based testing tutorials. While commercial preparation materials and courses are also offered by various companies and

entities unrelated to the Commission, it is important to note that the Commission does not review or endorse any commercially-prepared or published test preparation materials or courses other than what is provided on the examinations website.

Basic Skills Examinations

Candidates for most credentials, certificates, and permits are required to demonstrate proficiency in basic reading, mathematics, and writing skills. Pursuant to Education Code (EC) sections 44252(b), 44252.5, the California Basic Educational Skills Test (CBEST) is one approved method used to verify basic proficiency in reading, mathematics, and writing to meet this requirement. The other Commission-approved options for meeting the Basic Skills Requirement are provided in the [leaflet available on the Commission's website](#). 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 options 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. Education Code section 44259(b)(5) requires all candidates for a preliminary teaching credential to meet the subject matter requirement either by completing a Commission-approved subject matter program (EC 44310) or by passing the appropriate California Subject Examinations for Teachers (CSET) content area examination (EC 44280). Education Specialist candidates must demonstrate competency in a core academic area and may use the CSET to do so. Both the Commission-approved subject matter programs and the CSET series of examinations are aligned with the state's TK-12 student academic content standards. It is important to note that pursuant to EC 44291, the CSET examinations must measure candidates' objective subject matter knowledge, skills, and abilities, and do not assess candidates' pedagogical knowledge of how to teach that particular subject to TK-12 students.

The CSET was first administered in 2003. Additional CSETs have been added as needed over the years for additional credentials and authorizations. 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 (Life Science, Chemistry, Earth and Space Sciences, Physics, and Foundational-level General Science) to align with the Next Generation Science Standards (NGSS). Commission staff are currently working with the examinations contractor to develop updated CSETs for Art, Music, and Multiple Subject Subtest III, and to develop new subject matter assessments for Theatre and Dance, in alignment with the state's recently adopted Visual and Performing Arts (VAPA) student content standards.

Reading Instruction Competence Assessment (RICA)

The Reading Instruction Competence Assessment (RICA) is designed to test professional knowledge about the teaching of reading. All Multiple Subject and Education Specialist teacher preparation programs are required to include instruction in the teaching of reading in their methodology courses. Pursuant to EC sections 44283 and 44259(b)(4) California candidates for these credentials must pass the RICA before they are recommended for a preliminary credential. Passage of the RICA is not a requirement for the Single Subject teaching credential. The RICA was first administered in 1998 and revised in 2009. The content of the RICA is aligned by current statute with a Reading Advisory published by the California Department of Education in 1995.

Other Assessments

Pursuant to EC section 44253.5, the *California Teachers of English Learners (CTEL)* examination is used by candidates other than those prepared in SB 2042 teacher preparation programs (such as, for example, out of state candidates) or prepared through other previously available English learner preparation options 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, also in accordance with the provisions of EC section 44253.5, 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) Assessment of Professional Knowledge (APK), currently satisfies a part of the pedagogical portion of the Early Completion Option of the intern program for Multiple Subject and selected Single Subject credential candidates, pursuant to EC section 44468. 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.

The California Preliminary Administrative Credential Examination (CPACE) was originally developed in 2011 as a custom California assessment for the examination option for earning a Preliminary Administrative Services Credential, pursuant to EC section 44270.5(a)(3). The Commission updated the CPACE in 2015 to include both updated content assessment and performance assessment components.

Caveats about the Data

Passing rate data are based on examinees' test scores. When the total number of examinees for a given examination is fewer than 10, passing 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 actual 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. Again, these data are self-reported by

examinees and may not be an accurate reflection of actual candidate demographics or characteristics.

A Note on Testing Bias

In large-scale assessment, differential passing rates by subgroups are not considered bias in and of themselves. Commission examinations are designed, in part, to uncover differences in scores according to various subgroups, particularly groups based on race and ethnicity, to help understand gaps in education among the population of candidates coming into teacher preparation. Processes to avoid bias are built in to the Commission's examination development and administration processes, including a Bias Review Committee which reviews all test content and questions for potential bias, making changes, suggestions, and even eliminating questions if necessary, and differential item functioning (DIF) analysis, which more deeply compares question-level responses of members of various subgroups to flag for potential bias after test administration. The Commission employs these procedures specifically to reduce measurement error that might be caused by bias so that results by gender, race and ethnicity can be accurately reported.

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 2017-18 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 by identifying the Commission-approved institutions for each of the assessments, 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 institutional 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 their score data and they determine at the time of registration which institutions can access their scores. Institutions cannot access the scores of candidates who have not selected that institution as a score recipient. Therefore, aggregated score data for a particular institution may not reflect all candidates who are attending or who have attended that program or institution.

Information about examinee scores is made available to the institutions as described above. The files available for downloading 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
- 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, except for the CBEST where all examinees receive their scores since the examination is compensatory across the three content areas. Examinees who pass an examination are notified only that they passed. Candidates who pass the assessment are not provided their actual scores because the assessment is a minimum competency, criterion-referenced assessment. The Commission sets a minimum passing score and an examinee is only

required to meet this minimum passing score for purposes of licensure. Psychometric validity for the use of scores above the minimum passing score has not been established, nor has the use of such scores for other purposes beyond meeting the Commission's minimum passing requirements been established.

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 Contents

The report is organized by examination type. The following information is included for each examination:

- A description of the examination and its purpose
- Scoring information
- Number of examinees
- First time and cumulative passing rates

Self-reported candidate demographic and preparation data and associated passing rates for each examination can be found in the [appendix](#).

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.

Candidates must meet one of these options in its entirety; candidates may not combine parts of different Basic Skills options 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. Candidates who are not successful on a given subtest or subtests must wait 45 days from the date of testing to retake a computer-based examination. However, CBEST candidates may also change to taking paper-based CBEST examination sooner than the 45-day waiting period for the computer-based testing format.

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 for possible use in the future and which are not used to determine the 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 Commission-adopted 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

Sections	State Passing Score Standard	Score Range
Reading Mathematics Writing	a scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section

Examination Volume

The volume of CBEST examinations administered has generally increased over the last five years. There were more than 145,000 individual sections of the CBEST administered in 2017-18.

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

Table 2: Number of CBEST Test Sections Administered, 2013-18

Testing Year	Number of total CBEST (all three sections at one time) Administrations	Number of Reading Test Sections Administered	Number of Mathematics Test Sections Administered	Number of Writing Test Sections Administered
2017-18	61,839	47,291	47,668	50,830
2016-17	63,069	49,516	50,131	52,339
2015-16	59,088	47,918	47,694	49,592
2014-15	53,249	44,050	44,270	44,551
2013-14	45,219	37,448	37,502	38,094

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in [Appendix A1: CBEST Preparation and Demographic Data, 2013 to 2018](#). More than 70 percent of examinees reported having a bachelor’s degree or higher. One-quarter had not yet earned a bachelor’s degree, but almost eight (8) percent reported having a master’s degree. Almost 25 percent reported currently attending college. Twelve percent of examinees reported that it had been more than ten years since they attended college.

Nearly two-thirds of CBEST examinees 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. 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.

Nearly all examinees who responded to the background questions reported that English is their best language of communication. Less than one third of the examinees were male, and nearly half reported their ethnicity as something other than “white.”

Passing Rate

Table 3 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2013 through 2018. 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, 2013-18

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2013-18	174,542	117,921	67.6	174,542	146,189	83.8
2017-18	35,822	23,406	65.3	35,822	27,052	75.5
2016-17	38,253	25,388	66.4	38,253	31,581	82.6
2015-16	37,054	25,083	67.7	37,054	31,797	85.8
2014-15	34,262	23,485	68.5	34,262	29,874	87.2

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2013-14	29,151	20,559	70.5	29,151	25,885	88.8

The first time pass rate has decreased over time. A smaller percentage of individuals from each annual cohort passed CBEST the first time they took it each year for the last five years. The cumulative pass rate for each cohort will increase over time since there is more time, and more administrations, for an individual to take the assessment. Previous years' cohorts have had more time to retake any sections they may not have 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, 2013–18

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2013-18	177,348	142,334	80.3	177,348	153,363	86.5
2017-18	37,003	29,856	80.7	37,003	31,132	84.1
2016-17	38,871	31,069	79.9	38,871	33,404	85.9
2015-16	37,481	30,533	81.5	37,481	33,027	88.1
2014-15	34,621	27,429	79.2	34,621	30,048	86.8
2013-14	29,372	23,447	79.8	29,372	25,752.0	87.7

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, 2013–18

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2013-18	176,902	138,340	78.2	176,902	151,074	85.4
2017-18	36,942	28,210	76.4	36,942	29,697	80.4
2016-17	38,749	30,323	78.3	38,749	32,918	85.0
2015-16	37,379	29,395	78.6	37,379	32,507	87.0
2014-15	34,557	27,192	78.7	34,557	30,187	87.4
2013-14	29,275	23,220	79.3	29,275	25,765	88.0

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, 2013–18

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2013-18	175,615	122,913	70.0	175,615	136,604	77.8
2017-18	36,728	24,447	66.6	36,728	26,437	72.0
2016-17	38,550	25,755	66.8	38,550	28,866	74.9
2015-16	37,165	26,147	70.4	37,165	29,379	79.0
2014-15	34,217	24,753	72.3	34,217	27,726	81.0
2013-14	28,955	21,811	75.3	28,955	24,196	84.0

Table 7 shows the first time and cumulative passing rates each of the three sections of the examination over the past five years.

Table 7: CBEST – First-Time and Cumulative Passing Rates, 2013–18

Test Section	First-Time Pass Rate	Cumulative Pass Rate
Reading	80%	86%
Math	79%	86%
Writing	72%	79%
CBEST all sections	69%	84%

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, 2013 to 2018](#). First-time and cumulative passing rates by gender and ethnicity are shown in Tables 8 and 9.

Table 8: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender, 2013–18

Gender	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	174,542	117,921	67.6	174,542	146,189	83.8
Female	120,157	78,494	65.3	120,157	99,145	82.5
Male	52,336	37,784	72.2	52,336	45,194	86.4
No response	2,049	1,643	80.2	2,049	1,850	90.3

Table 9: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Ethnicity, 2013–18

Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	174,542	117,921	67.6	174,542	146,189	83.8

Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
African American	9,928	4,614	46.5	9,928	6,711	67.6
Asian American	6,555	4,405	67.2	6,555	5,266	80.3
Filipino	3,873	2,423	62.6	3,873	3,055	78.9
South East Asian	3,412	1,930	56.6	3,412	2,569	75.3
Pacific Islander	739	471	63.7	739	604	81.7
Mexican American	34,539	18,560	53.7	34,539	26,731	77.4
Latino	13,521	7,136	52.8	13,521	10,131	74.9
Native American	906	597	65.9	906	735	81.1
White	72,783	58,433	80.3	72,783	66,756	91.7
Other	10,900	6,558	60.2	10,900	8,416	77.2
No Response	17,386	12,794	73.6	17,386	15,215	87.5

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 five subtests, depending on the candidate's subject area. All of the CSET examinations consist of both multiple-choice and constructed-response items (with the single exception of certain less-commonly taught World Languages, which consist of entirely constructed response questions). 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 candidates seeking a World Language teaching credential in Hebrew, Hindi, Italian, Portuguese or Turkish.

Recent CSET Revisions

The Commission’s examinations contractor completed work in 2017-18 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, and developing new questions to establishing new passing score standards adopted by the Commission. Updated examinations in Science were launched during the 2017-18 academic year.

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 2014-15 academic year.

Table 10: Domains, Number of Subtests and Item Types for CSET Examinations

CSET Examination	Domains Measured	Number of Subtests	Number of MC items	Number of CR items
Agriculture	Plant and Soil Science; Ornamental Horticulture; Animal Science; Environmental Science and Natural Resource Management; Agricultural Business and Economics; Agricultural Systems Technology	3	120	9
Art	Aesthetic Valuing; Historical and Cultural Context of the Visual Arts; Artistic Perception; Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art	2	90	8
Business	Business Management; Marketing; Accounting and Finance; Economics; Information Technology; Business Environment and Communication	3	120	6
English	Reading Literature and Informational Texts; Composition and Rhetoric; Language, Linguistics, and Literacy; Composition and Rhetoric; Reading Literature and Informational Texts; Communications: Speech, Media, and Creative Performance	4	100	6
English Language Development	Knowledge of English Learners in California and the United States; Applied Linguistics; Cultural Foundations; Foundations of English Learner Education in California and the United States; Principles of ELD Instruction	3	100	7

CSET Examination	Domains Measured	Number of Subtests	Number of MC items	Number of CR items
	and Assessment to Promote Receptive and Productive Language Proficiency			
Health Science	Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases; Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs; Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health	3	120	5
Home Economics	Personal, Family, and Child Development; Nutrition, Foods, and Hospitality; Fashion and Textiles; Housing and Interior Design	3	120	7
Industrial and Technology Education	Nature of Technology; Power and Energy; Information and Communication; Project and Product Development	2	120	6
Mathematics* I	Number and Quantity; Algebra		35	3
Mathematics* II	Geometry; Probability and Statistics		35	3
Mathematics* III	Calculus		30	2
Multiple Subjects	Reading, Language, and Literature; History and Social Science; Science; Mathematics; Physical Education; Human Development; Visual and Performing Arts	3	143	11
Music	Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing; Creative Expression; Connections, Relationships, and Applications; Music Methodology and Repertoire	3	125	7
Physical Education	Growth, Motor Development, and Motor Learning; The Science of Human Movement; The Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles; Professional Foundations; Integration of Concepts	3	120	5
Science** I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts		33	1

CSET Examination	Domains Measured	Number of Subtests	Number of MC items	Number of CR items
Science** I	Physical Sciences		23	1
Science** I	Life Sciences		22	1
Science** I	Earth and Space Sciences		22	1
Science** II	Concentration: Life Science		50	3
Science** II	Concentration: Chemistry		50	3
Science** II	Concentration: Earth and Space Sciences		50	3
Science** II	Concentration: Physics		50	3
Social Science	World History; World Geography; U.S. History; U.S. Geography; Civics; Economics; California History	3	118	8
WL: American Sign Language	Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; General Linguistics; Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics); Linguistics of the Target Language –American Sign Language (Error Analysis); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production	3	78	8
WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	5	50	18
WL: Cantonese	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Listening Comprehension; Language and	5	110	18

CSET Examination	Domains Measured	Number of Subtests	Number of MC items	Number of CR items
	Communication: Reading Comprehension; Language and Communication: Written Expression; Language and Communication: Oral Expression; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts			
WL: French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Comprehension	3	110	10
WL: Hebrew, Hindi, Italian, Portuguese Turkish***	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons	1	-	6
Writing Skills	Expository Writing; Expressive Writing	1	0	2

* 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.

**The CSET: Science subtests I covers general science content while subtest II covers the candidate's area of concentration. A credential in this subject matter based on subtest I and the specific science in subtest II authorizes teaching general and integrated science and the area of concentration. Foundational-Level General Science requires subtest I and the credential authorizes teaching only in general, introductory, and integrated science (integrated science through Grade 8 only).

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

[Appendix B1](#) shows detailed information about the numbers of subtests, individual domains measured, and item types for each of the CSET subject areas.

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. Although candidates may retake subtests on which they are not successful, candidates cannot combine scores across different administrations of the same subtest(s), but must pass each subtest in its entirety based on a single testing session.

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 and Turkish was added in 2015.

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. Similar to the Mathematics context, the updated CSET: Science examination is technically also a new examination since it contains additional content which was not measured by prior versions of this examination.

Nearly 400,000 examinees have taken subject matter examinations since the inception of the CSET in 2003. Of the total examinees, about half have been multiple subjects examinees.

Table 11: CSET Multiple and Single Subjects – Total number of examinees (Total Attempts), 2013–18

CSET Examination	Since Inception	2013-14	2014-15	2015-16	2016-17	2017-18
All Examinees	394,131	14,565	15,760	15,958	17,573	21,553
Agriculture	257	12	15	17	20	18
Art	3,063	178	250	201	260	234
Business	773	37	21	28	31	36
English (Original 2003)	26,164	1,506				
English (Updated 2014)	6,241		1,329	1,380	1,574	1,572
English Language Development	97		11	17	22	34
Health Science	3,712	207	143	135	150	146
Home Economics	566	37	28	30	29	24
Industrial and Technology Education	904	76	71	73	102	91
Mathematics (Original 2003)	10,103	239	46			
Mathematics (Updated 2015)	1,660		196	300	374	538
Multiple Subjects (Original 2003)	157,532	6,748				
Multiple Subjects (Updated 2014)	28,481		7,168	8,318	8,838	1,189
Multiple Subjects (Updated 2017)	10,043					10,043
Music	1,709	117	118	106	128	142
Physical Education	8,419	528	507	573	636	721
Science: Biological Sciences (Original 2003)	13,655	595	685	536	739	60
Science: Life Sciences (Updated 2017)	791					791
Science: Chemistry (Original 2003)	5,631	189	217	176	239	27
Science: Chemistry (Updated 2017)	244					244
Science: Geosciences (Original 2003)	4,403	133	145	107	107	15
Science: Earth and Space Science (Updated 2017)	101					101
Science: Physics (Original 2003)	3,361	115	126	113	128	22
Science: Physics (Updated 2017)	138					138
Social Science	27,659	1,367	1,383	1,023	1,279	1,416

CSET Examination	Since Inception	2013-14	2014-15	2015-16	2016-17	2017-18
WL: American Sign Language	293	28	30	24	15	22
WL: Arabic	65	7	7	8	3	4
WL: Armenian	22	0	1	1	3	1
WL: Cantonese	13	0	2	0	0	0
WL: Farsi	12	3	0	0	0	1
WL: Filipino	64	1	3	2	1	2
WL: French	848	50	62	45	31	43
WL: German	110	5	4	6	5	4
WL: Hebrew	5	0	1	2	0	0
WL: Hindi	8	4	2	1	1	0
WL: Hmong	30	0	2	3	3	2
WL: Italian	67	11	5	56	5	6
WL: Japanese	207	6	18	10	5	9
WL: Khmer	2	0	0	0	0	0
WL: Korean	222	16	12	10	11	20
WL: Mandarin	1,255	67	65	53	60	74
WL: Portuguese	18	2	1	1	1	5
WL: Punjabi	19	0	0	0	1	1
WL: Russian	59	6	3	1	2	2
WL: Spanish	5,571	339	329	191	208	304
WL: Turkish	6			4	0	2
WL: Vietnamese	90	12	9	6	11	7
Writing Skills	10,645	788	664	526	436	414

Table 12 shows the numbers of examinees who took the subtests for CSET: Mathematics and CSET: Science which are required to meet the subject matter requirement for foundational-level mathematics and foundational-level science. Although candidates who pass the required subtests (subtests I and II for mathematics and subtest I for science) 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 subtests.

Table 12: CSET Mathematics and Science (Foundational Level) – Total number of examinees, 2013–18

CSET Examination	2003-18	2013-14	2014-15	2015-16	2016-17	2017-18
Foundational Level Mathematics* (Updated 2015)	1,813		465	565	593	795
Foundational Level Mathematics* (2003)	17,052	536	138			

CSET Examination	2003-18	2013-14	2014-15	2015-16	2016-17	2017-18
Foundational Level Science* (Updated 2017)	604					604
Foundational Level Science* (2003)	4,309	438	424	340	415	42

* These numbers incorporate all examinees who took only foundational level subtests and includes individuals seeking a foundational level credential and those seeking the broader mathematics or science authorization.

Table 13 presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects. Note that for World Languages, candidates for a Single Subject World Languages credential and candidates for a Bilingual Authorization take the same language subtest (subtest II or III, depending on the particular world language). It is not possible to separate these data for only those candidates who took these subtests for the purposes of obtaining a Single Subject credential or a Bilingual Authorization.

Table 13: CSET – Annual (2017-18) and Cumulative Passing Rates, 2003-18

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinations	21,553	13,612	63.2	394,131	318,088	80.7
Agriculture	18	9	50.0	257	145	56.4
Art	234	171	73.1	3,063	2,595	84.7
Business	36	14	38.9	773	431	55.8
English (Updated 2014)	1,572	1,143	72.7	6,241	5,119	82.0
English Language Development	34	2	5.9	97	11	11.3
Health Science	146	101	69.2	3,712	2,834	76.3
Home Economics	24	12	50.0	566	410	72.4
Industrial Technology Education	91	64	70.3	904	757	83.7
Mathematics (Updated 2015)	538	315	58.6	1,660	1,093	65.8
Multiple Subjects (Updated 2014)	1,189	974	81.9	28,481	25,262	88.7
Multiple Subjects (Updated 2017)	10,043	6,150	61.2	10,043	6,150	61.2
Music	142	119	83.8	1,709	1,575	92.2
Physical Education	721	313	43.4	8,419	6,014	71.4

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
Science: Biological Sciences (Original 2003)	60	32	53.3	13,655	10,795	79.1
Science: Life Sciences (Updated 2017)	791	564	71.3	791	564	71.3
Science: Chemistry (Original 2003)	27	16	59.3	5,631	4,492	79.8
Science: Chemistry (Updated 2017)	244	193	79.1	244	193	79.1
Science: Geosciences (Original 2003)	15	10	66.7	4,403	3,395	77.1
Science: Earth and Space Sciences (Updated 2017)	101	53	52.5	101	53	52.5
Science: Physics (Original 2003)	22	7	31.8	3,361	2,145	63.8
Science: Physics (Updated 2017)	138	92	66.7	138	92	66.7
Social Science	1,416	982	69.4	27,659	22,322	80.7
WL: American Sign Language	22	8	36.4	293	169	57.7
WL: Arabic	4	*	*	65	59	90.8
WL: Armenian	1	*	*	22	20	90.9
WL: Cantonese	0	NA	NA	13	8	61.5
WL: Farsi	1	*	*	12	10	83.3
WL: Filipino	2	*	*	64	60	93.8
WL: French	43	32	74.4	848	742	87.5
WL: German	4	*	*	110	89	80.9
WL: Hebrew	0	NA	NA	5	*	*
WL: Hmong	2	*	*	30	25	83.3
WL: Hindi	0	NA	NA	8	*	*
WL: Italian	6	*	*	67	63	94.0
WL: Japanese	9	*	*	207	169	81.6
WL: Khmer	0	NA	NA	2	*	*

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
WL: Korean	20	14	70.0	222	196	88.3
WL: Mandarin	74	68	91.9	1,255	1,164	92.7
WL: Portuguese	5	*	*	18	17	94.4
WL: Punjabi	1	*	*	19	11	57.9
WL: Russian	2	*	*	59	51	86.4
WL: Spanish	304	263	86.5	5,571	4,897	87.9
WL: Turkish	2	*	*	6	*	*
WL: Vietnamese	7	*	*	90	85	94.4
Writing Skills	414	346	83.6	10,645	9,023	84.8

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

It is interesting to note that the first time passing rates for the new science examinations in most cases are much higher than the first time passing rates were for the previous series of science examinations.

Table 14 shows passing rates for examinees who took the subtests for CSET: Mathematics and CSET: Science which are required to meet the subject matter requirement for foundational-level mathematics and foundational-level science. Although candidates who pass the required subtests (subtests I and II for mathematics and subtest I for science) 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 subtests.

Table 14: CSET Mathematics and Science (Foundational-Level) – Annual (2017-18) and Cumulative (2003-18) Passing Rates

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
Foundational Level Mathematics* (Updated 2015)	795	329	41.4	2,494	1,279	51.3
Foundational Level Science* (Updated 2017)	604	312	51.7	604	312	51.7
Foundational Level Science* (Original 2003)	42	25	59.5	4,314	2,531	58.7

* These numbers incorporate all examinees who took only foundational level subtests and includes individuals seeking a foundational level credential and those seeking the broader mathematics or science authorization.

[Appendix B11 and B12](#) display the CSET: Multiple Subjects passing rates by selected demographic variables.

Table 15 shows annual and cumulative passing rates by gender and ethnicity, as self-reported by examinees.

Table 15: CSET: All Examinations (total attempt) – Annual (2017-18) and Cumulative (2003 – 18) Passing Rates by Candidate-Reported Gender and Ethnicity

CSET (all subject areas)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	21,553	13,612	63.2	394,131	318,088	80.7
Female	14,974	9,255	61.8	273,727	224,407	82.0
Male	6,349	4,178	65.8	115,853	89,813	77.5
African American	926	391	42.2	16,522	10,738	65.0
Asian American	2,450	1,590	64.9	42,506	33,882	79.7
Hispanic American	5,599	2,890	51.6	75,864	57,446	75.7
Native American	110	61	55.5	2,438	1,852	76.0
White	10,294	7,230	70.2	207,971	174,056	83.7

The cumulative passing rate was higher than the annual rate due to multiple testing opportunities. 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: 89.4 percent and 88.4 percent, respectively. However, those who reported taking the examination to add an authorization to an existing credential had a higher passing rate of 92.1 percent.

[Appendix B](#) displays 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.

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 16 shows the content domains and item format for the NES examinations.

Table 16: 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%
II. Assessment, Instruction, and the Learning Environment	Written Assignment: Case Study	10%
III. The Professional Environment	Multiple-Choice Questions	16%
III. The Professional Environment	Written Assignment: Work Product	10%

NES Passing Rates

Tables 17 and 18 show the initial and cumulative passing rates for the first year of administration of the NES examinations in California.

Table 17: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual (2017-18) and Cumulative (2014-18) Passing Rates

Subtest	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
051 Assessment of Professional Knowledge - Elementary	511	486	95%	1,686	1,614	96%
052 Assessment of Professional Knowledge - Secondary	334	324	97%	1,278	1,244	97%

Table 18: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual 2017-18) and Cumulative (2014-18) Passing Rates by Candidate-Reported Gender and Ethnicity

All Subtests	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	845	810	96%	2,964	2,858	96%
Female	624	600	96%	2,117	2,048	97%
Male	207	198	96%	808	773	96%
African American	47	42	89%	174	164	94%
Asian American	75	70	93%	281	256	91%
Hispanic American	188	178	95%	564	536	95%
Native American	2	*	*	14	14	100%
White	426	416	98%	1,528	1,500	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 video 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 should demonstrate the candidate’s competencies in Domains 1 and 5. Domain 3: Fluency was not included as a separate video requirement because its content is extensively interrelated with the areas already covered by Domains 2, 4, and 5.

Scoring the RICA

The RICA Written Examination consists of multiple-choice and constructed-response sections, with five constructed-response items in that section. The score for the multiple-choice section is based on the number of questions candidates correctly answer with no penalty for wrong answers. On the constructed-response section, each response receives 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 according to the Commission-approved test design. 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 video recorded 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. The score range for both the RICA Written and Performance assessments is 100-300 with the minimum passing score set at 220.

Examination Volume

Table 19 provides the number of RICA assessments administered from August 2013 through July 2018. The number of RICA administrations has increased each of the last five years.

Table 19: Number of RICA Assessments Administered, 2013-18

Testing Year	Written (WE)	Video (VPA)
2017-18	14,523	192

Testing Year	Written (WE)	Video (VPA)
2016-17	13,073	176
2015-16	11,765	144
2014-15	11,101	156
2013-14	10,179	146

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2013 to 2018) of RICA participants who took the Written examination (WE) and/or the Video Performance Assessment (VPA) are provided in [Appendix D1](#). More than 90 percent of the individuals who responded to the background questions reported having a bachelor’s degree or higher. Nearly 12 percent reported having a master’s degree or higher. Among examinees in university programs, more than one quarter had begun student teaching and another 9.7 percent had completed the preparation program. Just over 30 percent of examinees indicated that they had started or completed a college or university intern program and about 10 percent indicated they had started or completed a district intern program. English was reported as the best language of nearly all examinees. Only 15.8 percent of the responding examinees were men and almost 40 percent reported an ethnicity as something other than “White.” Almost 70 percent indicated taking the RICA to satisfy the Multiple Subject credential requirement and 20 percent indicated the Education Specialist requirement.

Table 20 provides First-Time and Cumulative Passing Rates for both the RICA Written Examination and Video Performance Assessment combined for the past five years.

Table 20: RICA – First-Time and Cumulative Passing Rates, 2013–18

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Five year total (2013-18)	36,251	23,862	65.8	36,251	32,652	90.1
2013-14	6,366	4,420	69.4	6,366	6,099	95.8
2014-15	6,797	4,601	67.7	6,797	6,438	94.7
2015-16	7,013	4,538	64.7	7,013	6,638	94.7
2016-17	7,664	5,015	65.4	7,664	7,019	91.6
2017-18	8,411	5,288	62.9	8,411	6,458	76.8

The cumulative passing rates for RICA remained above 90 percent through 2016-17. The 2017-18 cohort who took the RICA has a cumulative passing rate of 76.8 percent, though they have not had as many chances to retake the assessment as previous cohorts.

Table 21 shows the first time and cumulative passing rates for the written and video performance versions of RICA over the last five years.

Table 21: RICA – First-Time and Cumulative Passing Rates, 2013–18

Section	First-Time	Cumulative
Written	65.9%	89.7%
Video Performance Assessment	40.1%	49.4%
WE and VPA Combined	65.8%	90.1%

There is a difference, between first time and cumulative passing rates, of about nine 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 and eventually pass, 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 22 below.

Table 22: RICA – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2013–18

Gender and Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Male	5,723	3,001	52.4	5,723	4,818	84.2
Female	30,104	20,521	68.2	30,104	27,445	91.2
No gender response	424	340	80.2	424	389	91.7
African American/Black	1,118	604	54.0	1,118	923	82.6
Asian American/Asian	1,634	1,174	71.8	1,634	1,478	90.5
Filipino	679	438	64.5	679	614	90.4
Southeast Asian American	586	379	64.7	586	536	91.5
Pacific Island American	120	63	52.5	120	100	83.3
Mexican American or Chicano	5,992	3,189	53.2	5,992	5,051	84.3
Latino, Latin American, Puerto Rican, Hispanic	2,314	1,292	55.8	2,314	1,969	85.1
Native American, American Indian	212	122	57.5	212	190	89.6
White, non-Hispanic	18,065	12,774	70.7	18,065	16,696	92.4
Other	1,628	1,012	62.2	1,628	1,412	86.7
No ethnicity response	3,903	2,815	72.1	3,903	3,683	94.4

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. Since 2003, candidates who complete a Commission-approved SB 2042 preliminary teacher preparation program earn an 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.

Scoring of the CTEL

Candidates must earn a passing score on each of the examination's subtests to pass the entire CTEL examination. 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. Although candidates may retake subtests on which they are not successful, candidates cannot combine scores across different administrations of the same subtest(s), but must pass each subtest in its entirety based on a single testing session.

Examination Volume

Table 23 shows the total number of CTEL examinations administered over the past five years and indicates that the number of administrations for 2017-18 has not differed much from recent previous years. The candidate pool of CTEL test-takers primarily represents out-of-state teachers who need to earn an EL authorization, and/or other credential holders who still need to earn or add an EL authorization.

Table 23: Number of CTEL Examinations Administered, 2013–18

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
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
2017-18	2,608	2,326	2,521

CTEL Passing Rates

Table 24 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2013-14 through 2017-18. 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 2017-18 cohort reflects the fewer number of times that this group has had an opportunity to retake the exam.

Table 24: CTEL – First-Time and Cumulative Passing Rates, 2013–18

Testing Year	First-time N Tried all 3 Subtests	First-time N Passed all 3 Subtests	First-time % Passed all 3 Subtests	Cumulative N Tried all 3 Subtests	Cumulative N Passed all 3 Subtests	Cumulative % Pass when all 3 are attempted
Five year total (2013-18)	8,323	4,229	50.8	8,323	6,099	73.3
2013-14	1,605	858	53.5	1,605	1,274	79.4
2014-15	1,575	838	53.2	1,575	1,257	79.8
2015-16	1,575	758	48.1	1,575	1,200	76.2
2016-17	1,878	948	50.5	1,878	1,368	72.8
2017-18	1,690	827	48.9	1,690	1,000	59.2

CTEL, first administered in December 2005, shows a first-time passing rate of 50.8 percent for 2013 to 2018. The first time and cumulative passing rate for all three subtests has remained fairly stable over five years.

Table 25: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2013–18

Gender and Ethnicity	First-Time N Tried all 3 Subtests	First-Time N Passed all 3 Subtests	First-Time % Passed all 3 Subtests	Cumulative N Tried all 3 Subtests	Cumulative N Passed all 3 Subtests	Cumulative % Pass when all 3 are attempted
Female	6,339	3,364	53.1	6,339	4766	75.2
Male	1,811	759	41.9	1,811	1192	65.8
No gender response	173	106	61.3	173	141	81.5

Gender and Ethnicity	First-Time N Tried all 3 Subtests	First-Time N Passed all 3 Subtests	First-Time % Passed all 3 Subtests	Cumulative N Tried all 3 Subtests	Cumulative N Passed all 3 Subtests	Cumulative % Pass when all 3 are attempted
African American/Black	317	93	29.3	317	158	49.8
Asian American/Asian	222	105	47.3	222	158	71.2
Filipino	128	36	28.1	128	65	50.8
Southeast Asian American	56	25	44.6	56	36	64.3
Pacific Island American	31	10	32.3	31	16	51.6
Mexican American or Chicano	360	137	38.1	360	214	59.4
Latino, Latin American, Puerto Rican, Hispanic	295	104	35.3	295	174	59.0
Native American, American Indian	40	16	40.0	40	30	75.0
White, non-Hispanic	5,331	2,867	53.8	5,331	4060	76.2
Other	349	148	42.4	349	233	66.8
No ethnicity response	1,194	688	57.6	1,194	955	80.0

CSET: World Languages (WL) Bilingual-Specific Examinations

The purpose of the CSET: World Languages (WL) 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 and programs. 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 CSETs: 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 Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, Spanish and Vietnamese.

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

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

Note: For the less commonly taught languages of Hebrew, Hindi, Italian, Portuguese, and Turkish, 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. For the least commonly taught world languages such as, for example, Turkish, the Commission adopted an additional alternative language assessment process in 2015 that includes an oral language proficiency assessment administered and scored by the American Council on the Teaching of Foreign Languages (ACTFL – OPI). Additionally, candidates applying for the Single Subject World Language Credential in Latin may pass the Washington Educator Skills Tests-Endorsements (WEST-E): Designated World Languages: Latin in lieu of completing a Commission-approved subject matter program in Latin as one part of the requirements for the Single Subject World Language Credential in Latin.

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 and its experiences outside its native country or countries. 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 26: Number of WL Bilingual-specific Examinations for Spanish Administered, 2013–18

Testing Year	Bilingual Education - CSET: WL: Subtest IV	Bilingual Culture - CSET: WL: Spanish Subtest V	Target Language - CSET: WL: Spanish Subtest III (also used for the Single Subject in Spanish)
2013-14	402	435	319
2014-15	415	430	340
2015-16	277	291	201
2016-17	358	378	248
2017-18	392	404	239

CSET: WL Bilingual-Specific Examinations Passing Rates for Spanish

Table 27 shows data for both first-time and cumulative passing rates for the 2003-18 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 27: CSET: WL Bilingual-specific Examinations for Spanish – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2003-18

Gender and Ethnicity	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinees	256	135	52.7	3,058	2,040	66.7
Male	34	23	67.6	559	395	70.7
Female	219	111	50.7	2,470	1,623	65.7
African American	4	*	*	22	15	68.2
Asian American	3	*	*	120	71	59.2
Hispanic American	193	97	50.3	2,048	1,304	63.7
Native American	0	NA	NA	4	*	*
White	33	21	63.6	550	437	79.5

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

The 2017-18 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is down to only 52.7 percent, and the 2003-18 cumulative passing rate is 66.7 percent. It is interesting to note that women are passing CSET at a lower rate than men, which is more

pronounced in the annual numbers than in the cumulative numbers, suggesting that women make greater gains in their scores than men after multiple attempts.

California Preliminary Administrative Credential Examination (CPACE)

In 2008, the Commission approved the development of a California-specific examination for earning a Preliminary Administrative Services Credential, 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

Scoring the CPACE

To pass the CPACE, an examinee must pass two components or subtests. Examinees need to pass both the CPACE – Content Examination and the CPACE – Performance Assessment, although candidates may take and pass these two components separately at different test administrations.

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 28 shows the annual (2017-18) and cumulative (2015-18) passing rates for the CPACE.

Table 28: CPACE Annual (2017-18) and Cumulative Passing Rates

Subtest Passing Rates	Annual (2017-18)	Cumulative (2015-18)
CPACE: Content Number Attempted	922	3,137
CPACE: Content Number Passed	710	2,451
CPACE: Content % Passed	77.0	78.1
CPACE: Performance Number Attempted	1,054	2,607
CPACE: Performance Number Passed	396	1,211
CPACE: Performance % Passed	37.6	46.5
Total CPACE Number Attempted	1,039	2,570
Total CPACE Number Passed	382	1,183
Total CPACE % Passed	36.8	46.0

It is interesting to note that CPACE overall passing rates remain very low. Nearly twice as many people passed the content assessment as passed the performance assessment. Candidates must pass both sections of to pass the CPACE.

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 eighty percent of examinees who took both the content and performance portions of CPACE in 2017-18 and who responded to this background question reported having a Master’s or higher degree. More than half of these examinees reported that they have ten or fewer years’ experience as an educator and significantly, over half (59 percent) indicated that they have not completed any 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, 2013-14 to 2017-18. The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, and CSET examinations clearly indicate that candidates persevere to take and pass the examinations, thus increasing the cumulative passing rates over time.

The CBEST hit an all-time low in terms of numbers of administrations in 2012, though the number of CBEST administrations has been steadily increasing again since then, 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 2013-14 to 2017-18. There have been more than 1.1 million 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.

Additional examinations data, including first time and cumulative passing rates for examinations by examinee-reported demographics and examinee answers to background questions can be found in the [appendices](#).