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Information

Educator Preparation Committee

Annual Report on Passing Rates of Commission-Approved Examinations from 2015-16 to 2019-20

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 2015-16 to 2019-20

Introduction

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2015-16 through 2019-20. 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.

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 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 other states, at overseas locations, and by arrangement at military bases overseas. When examinations cannot be available on-demand due to lower candidate volume or exam type (e.g. paper-based exams or some exams using video), they are offered during several testing windows throughout the year. The Commission's [examination website](#) provides specific details for each examination and its availability throughout the testing year.

Resources for Examinees – The Commission 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 how to register for assessments, how to prepare for passing each examination, and what to expect on testing day. Information is provided for candidates with documented disabilities on 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) and 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 preliminary multiple or single subject teaching credential candidates 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 section 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 update the 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 academic 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 then 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 (e.g., 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, pass rate data is 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; they may also 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 the field of large-scale assessments, 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 2019-20 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 institution’s contact person from a secure, password-protected website. 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, and
- 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 [appendices](#).

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. Although 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, while the paper-based test is administered six times per year. 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 decreased somewhat dramatically over the last five years. The relatively low number of examination administrations during the 2019-2020 academic year (40,375) can be partially explained by the unavailability of exams due to closure of the test centers from March until May 2020 during the initial phase of the COVID-19 pandemic. Unavailability of testing locations because of local health restrictions has also prevented administration of the paper-based CBEST since March 2020. Additionally, executive orders issued by the governor intended to provide additional flexibility for credential candidates to meet the basic skills requirement later in their preparation process likely delayed many CBEST administrations that might otherwise have occurred in 2020. However, the total number of CBEST administrations has declined each year since 2016.

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, 2015-20

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
2019-20	40,375	30,298	30,994	32,617
2018-19	60,786	45,702	46,478	49,200
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

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in [Appendix A1: CBEST Preparation and Demographic Data, 2015 to 2020](#). 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 eight percent reported having a master’s degree. Almost 25 percent reported currently attending college. Thirteen percent of examinees reported that it had been more than ten years since they attended college.

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. More than 40 percent of examinees who answered the background questions 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 far more than half of examinees 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, 2015-16 through 2019-20. 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, 2015-20

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2015-2020	168,987	110,753	65.5	168,987	139,911	82.8
2019-20	22,603	14,824	65.6	22,603	16,771	74.2
2018-19	34,481	21,789	63.2	34,481	27,658	80.2
2017-18	36,409	23,618	64.9	36,409	30,479	83.7
2016-17	38,386	25,426	66.2	38,386	32,706	85.2
2015-16	37,108	25,096	67.6	37,108	32,297	87.0

The statewide first-time pass rates range from approximately 63% to nearly 68% during the five years reported. 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, 2015–20

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2015-2020	171,965	137,902	80.2	171,965	148,758	86.5
2019-20	23,489	18,878	80.4	23,489	19,619	83.5
2018-19	35,239	27,632	78.4	35,239	29,863	84.7
2017-18	36,987	29,852	80.7	36,987	32,273	87.3
2016-17	38,861	31,059	79.9	38,861	33,844	87.1
2015-16	37,389	30,481	81.5	37,389	33159.0	88.7

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, 2015–20

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2015-2020	171,485	132,226	77.1	171,485	145,291	84.7
2019-20	23,438	18,037	77.0	23,438	18,848	80.4
2018-19	35,136	26,347	75.0	35,136	29,065	82.7
2017-18	36,915	28,197	76.4	36,915	31,312	84.8
2016-17	38,730	30,318	78.3	38,730	33415.0	86.3
2015-16	37,266	29,327	78.7	37,266	32651.0	87.6

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, 2015–20

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2015-2020	170,114	114,571	67.3	170,114	128,958	75.8
2019-20	23,335	15,762	67.5	23,335	16,840	72.2
2018-19	34,814	22,687	65.2	34,814	25,662	73.7
2017-18	36,691	24,433	66.6	36691	27,782	76
2016-17	38,494	25,737	66.9	38,494	29,326	76
2015-16	36,780	25,952	70.6	36,780	29,348	80

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, 2015–20

Test Section	First-Time Pass Rate	Cumulative Pass Rate
Reading	80%	86%
Math	77%	85%
Writing	67%	76%
CBEST all sections	66%	82%

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, 2015 to 2020](#). 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, 2015–20

Gender	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	168,987	110,753	65.5	168,987	139,911	82.8
Female	116,910	73,820	63.1	116,910	95,273	81.5
Male	50,200	35,480	70.7	50,200	42,970	85.6
Nonbinary	72	57	79.2	72	63	87.5
Decline to state	1,803	1,395	77.4	1,803	1,604	89.0

Table 9: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Ethnicity, 2015–20

Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	168,987	110,753	65.5	168,987	139,911	82.8
African American	10,189	4,727	46.4	10,189	6,911	67.8
Asian American	6,149	4,019	65.4	6,149	4,858	79.0
Filipino	4,044	2,453	60.7	4,044	3,158	78.1
South East Asian	3,374	1,861	55.2	3,374	2,510	74.4
Pacific Islander	752	479	63.7	752	614	81.6
Mexican American	38,450	20,382	53.0	38,450	29,656	77.1
Latino	14,770	7,658	51.8	14,770	10,992	74.4
Native American	964	631	65.5	964	788	81.7
White	68,463	54,262	79.3	68,463	62,557	91.4
Other	10,766	6,240	58.0	10,766	8,223	76.4
No Response	11,066	8,041	72.7	11,066	9,644	87.1

Overall, the first-time passing rates based on educational background varied by high school preparation, high school grade point average, college preparation, and college grade point average. 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, and 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 exception of certain less-commonly taught World Languages, which consist entirely of 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

Commission staff work with the Commission’s examinations contractor to update CSET examinations from time to time. For example, currently staff are working with the contractor to develop CSETs for the new credential areas of Theatre and Dance, as well as updating existing CSETs for Music, Art, and the Multiple Subjects Subtest III to align with the 2019 California Arts Standards for Public Schools adopted by the State Board of Education. Results for these not-yet-complete CSET examinations will be contained in future versions of the report.

The Commission’s examinations contractor completed work in 2017-18 with California content expert advisory panels to revise the CSET: Multiple Subjects Subtest II 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 2014-2015 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

CSET Examination	Domains Measured	Number of Subtests	Number of MC items	Number of CR items
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 and Assessment to Promote Receptive and Productive Language Proficiency	3	100	7
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;	3	120	5

CSET Examination	Domains Measured	Number of Subtests	Number of MC items	Number of CR items
	Professional Foundations; Integration of Concepts			
Science** I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts		33	1
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	5	110	18

CSET Examination	Domains Measured	Number of Subtests	Number of MC items	Number of CR items
	Comparisons; Language and Communication: Listening Comprehension; Language and 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 subtest 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

As described above, some CSETs have been updated in recent years to align more closely with updated academic content standards for students. 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 updated during the last five years to align with the Next Generation Science Standards, because of this, the previous versions and the current versions of these exams are listed in separate rows in the tables below.

More than 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), 2015–20

CSET Examination	Since Inception	2015-16	2016-17	2017-18	2018-19	2019-20
All Examinees	424,936	15,958	17,573	21,553	18,827	13,166
Agriculture	297	17	20	18	26	14
Art	3,430	201	260	234	230	137
Business	820	28	31	36	29	18
English	8,861	1,380	1,574	1,572	1,527	1,093
English Language Development	140	17	22	34	23	20
Health Science	3,979	135	150	146	154	113
Home Economics	591	30	29	24	18	7
Industrial and Technology Education	1,011	73	102	91	65	42
Mathematics	2,588	300	374	538	513	415

CSET Examination	Since Inception	2015-16	2016-17	2017-18	2018-19	2019-20
Multiple Subjects (2014)	28,310	8,318	8,838	1,189	113	24
Multiple Subjects (Updated 2017)	25,143			10,043	9,005	6,095
Music	1,957	106	128	142	153	95
Physical Education	9,566	573	636	721	689	457
Science: Biological Sciences (Original 2003)	13,656	536	739	60		
Science: Life Sciences (Updated 2017)	2,187			791	807	589
Science: Chemistry (Original 2003)	5,632	176	239	27		
Science: Chemistry (Updated 2017)	818			244	320	254
Science: Geosciences (Original 2003)	4,403	107	107	15		
Science: Earth and Space Science (Updated 2017)	332			101	127	104
Science: Physics (Original 2003)	3,362	113	128	22		
Science: Physics (Updated 2017)	467			138	186	143
Social Science	29,943	1,023	1,279	1,416	1,327	957
WL: American Sign Language	329	24	15	22	26	10
WL: Arabic	69	8	3	4	3	1
WL: Armenian	24	1	3	1	0	2
WL: Cantonese	15	0	0	0	2	0
WL: Farsi	12	0	0	1	0	0
WL: Filipino	68	2	1	2	3	1
WL: French	911	45	31	43	38	25
WL: German	116	6	5	4	3	3
WL: Hebrew	5	2	0	0	0	0
WL: Hindi	10	1	1	0	1	1
WL: Hmong	31	3	3	2	1	0
WL: Italian	77	56	5	6	8	2
WL: Japanese	230	10	5	9	16	7
WL: Khmer	2	0	0	0	0	0
WL: Korean	252	10	11	20	20	10
WL: Mandarin	1,350	53	60	74	51	44
WL: Portuguese	23	1	1	5	4	1
WL: Punjabi	21	0	1	1	1	1
WL: Russian	60	1	2	2	1	0
WL: Spanish	6,126	191	208	304	321	234

CSET Examination	Since Inception	2015-16	2016-17	2017-18	2018-19	2019-20
WL: Turkish	7	4	0	2	0	1
WL: Vietnamese	98	6	11	7	4	4
Writing Skills	11,254	526	436	414	321	288

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 credentials. 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, 2015–20

CSET Examination	Since Inception	2015-16	2016-17	2017-18	2018-19	2019-20
Foundational Level Mathematics*	3,518	565	593	795	743	541
Foundational Level Science* (Updated 2017)	1,251			604	509	348
Foundational Level Science* (2003)	4,314	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 (WL), candidates for a Single Subject WL 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 (2019-20) and Cumulative (life of examination) Passing Rates

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinations	13,166	8,763	66.6	424,936	344,547	81.1
Agriculture	14	6	42.9	297	171	57.6
Art	137	105	76.6	3,430	2,920	85.1
Business	18	7	38.9	820	467	57
English	1,093	770	70.4	8,861	7,430	83.9

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
English Language Development	20	0	0	140	15	10.7
Health Science	113	78	69	3,979	3,056	76.8
Home Economics	7	*	*	591	430	72.8
Industrial Technology Education	42	35	83.3	1,011	862	85.3
Mathematics	415	254	61.2	2,588	1,790	69.2
Multiple Subjects (Updated 2014)	24	13	54.2	28,310	25,660	90.6
Multiple Subjects (Updated 2017)	6,095	4,196	68.8	25,143	19,495	77.5
Music	95	84	88.4	1,957	1,818	92.9
Physical Education	457	219	47.9	9,566	6,933	72.5
Science: Life Sciences	589	418	71	2,187	1,701	77.8
Science: Chemistry	254	194	76.4	818	663	81.1
Science: Earth and Space Sciences	104	65	62.5	332	211	63.6
Science: Physics	143	74	51.7	467	306	65.5
Social Science	957	710	74.2	29,943	24,385	81.4
WL: American Sign Language	10	2	20	329	198	60.2
WL: Arabic	1	*	*	69	64	92.8
WL: Armenian	2	*	*	24	22	91.7
WL: Cantonese	0	NA	NA	15	10	66.7
WL: Farsi	0	NA	NA	12	10	83.3
WL: Filipino	1	*	*	68	64	94.1
WL: French	25	21	84	911	799	87.7
WL: German	3	*	*	116	93	80.2
WL: Hebrew	0	NA	NA	5	*	*
WL: Hmong	0	NA	NA	31	28	90.3
WL: Hindi	1	*	*	10	8	80
WL: Italian	2	*	*	77	72	93.5
WL: Japanese	7	*	*	230	189	82.2
WL: Khmer	0	NA	NA	2	*	*
WL: Korean	10	9	90	252	228	90.5
WL: Mandarin	44	42	95.5	1,350	1,259	93.3
WL: Portuguese	1	*	*	23	20	87

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
WL: Punjabi	1	*	*	21	13	61.9
WL: Russian	0	NA	NA	60	52	86.7
WL: Spanish	234	176	75.2	6,126	5,395	88.1
WL: Turkish	1	*	*	7	*	*
WL: Vietnamese	4	*	*	98	91	92.9
Writing Skills	288	250	86.8	11,254	9,558	84.9

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

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 (2019-20) and Cumulative (life of examination) Passing Rates

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
Foundational Level Mathematics*	541	237	43.8	3,518	1,868	53.1
Foundational Level Science*	348	209	60.1	1,251	740	59.2

* 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.

[Appendices 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 (2019-20) and Cumulative (life of examination) 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	13,166	8,763	66.6	424,936	344,547	81.1
Female	8,908	5,855	65.7	294,766	242,578	82.3
Male	4,090	2,781	68	125,202	97,759	78.1
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	168	127	75.6	5013	4235	84.5
African American	524	231	44.1	17,778	11,633	65.4
Asian American	1,688	1,196	70.9	46,305	37,204	80.3
Hispanic American	3,769	2,158	57.3	84,471	64,420	76.3
Native American	79	50	63.3	2,643	2,012	76.1
White	6,085	4,445	73	222,629	187,149	84.1

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 Teaching Credential have similar cumulative passing rates around 83 percent. However, those who reported taking an examination to add an authorization to an existing credential have a lower cumulative passing rate of only 72 percent. It is interesting to note that across all of the CSET examinations, undergraduate students have the highest passing rates compared to more educated examinees. Examinees who reported being a freshman, sophomore, junior, or senior in college have an overall cumulative passing rate of nearly 88 percent. Compare this rate to the cumulative passing rate for examinees who reported having a Master’s degree, which is 81 percent, and to examinees who reported having a doctorate, whose cumulative passing rate was only 78 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 NES examinations in California.

Table 17: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual (2019-20) and Cumulative (2014-20) 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	266	245	92%	2,320	2,217	96%
052 Assessment of Professional Knowledge - Secondary	196	186	95%	1,752	1,705	97%

Table 18: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual (2019-20) and Cumulative (2014-2020) 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	462	431	93%	4,072	3,922	96%
Female	348	325	93%	2,930	2,830	97%
Male	109	102	94%	1,093	1,046	96%
African American	21	18	86%	218	206	94%
Asian American	34	24	71%	364	323	89%
Hispanic American	104	94	90%	813	768	94%
Native American	3	*	*	23	23	100%
White	270	263	97%	2,152	2,118	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 Teaching Credential candidates and most California-trained Education Specialist Teaching Credential 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 2015 through July 2020. The number of RICA administrations increased each of the last several years leading up to 2020, and declined sharply during the 2019-2020 academic year.

Table 19: Number of RICA Assessments Administered, 2015-20

Testing Year	Written (WE)	Video (VPA)
2019-2020	11,820	209
2018-2019	15,941	310
2017-2018	14,523	192
2016-2017	13,073	176
2015-2016	11,765	144

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2015 to 2020) 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. More than 12 percent reported having a master’s degree or higher. Among examinees in university programs, nearly one-fifth had begun student teaching and another 8.7 percent had completed the preparation program. When examinees are asked about which language best meets their needs, nearly all choose English. A small minority of the responding examinees were men and more than 40 percent reported an ethnicity as something other than “White.” Just over 70 percent indicated taking the RICA to satisfy the Multiple Subject credential requirement and just over 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, 2015–20

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Five year total (2015-2020)	37,933	23,558	62.1	37,933	33,789	89.1
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
2018-19	8,490	4,884	57.5	8,490	7,426	87.5
2019-20	6,355	3,833	60.3	6,355	4,567	71.9

The cumulative passing rate for RICA is about 89 percent for the combined five cohorts represented in this report (2015–2020). The 2019-20 cohort who took the RICA has a cumulative passing rate of 71.9 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, 2015–20

Section	First-Time	Cumulative
Written	62.2%	88.6%
Video Performance Assessment	44.1%	54.4%
WE and VPA Combined	62.1%	89.1%

There is a difference, between first time and cumulative passing rates, of about ten percentage points for the Video Performance Assessment and more than 25 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, 2015–20

Gender and Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Male	6,120	3,014	49.2	6,120	5,142	84.0
Female	31,454	20,283	64.5	31,454	28,324	90.0
Nonbinary	1	*	*	1	*	*
Decline to state	358	260	72.6	358	322	89.9
African American/Black	1,222	607	49.7	1,222	1,019	83.4
Asian American/Asian	1,875	1,323	70.6	1,875	1,720	91.7
Filipino	760	472	62.1	760	676	88.9
Southeast Asian American	684	409	59.8	684	608	88.9
Pacific Island American	153	73	47.7	153	124	81.0
Mexican American or Chicano	7,134	3,538	49.6	7,134	5,973	83.7
Latino, Latin American, Puerto Rican, Hispanic	2,761	1,484	53.7	2,761	2,338	84.7
Native American, American Indian	213	119	55.9	213	185	86.9
White, non-Hispanic	18,578	12,662	68.2	18,578	17,057	91.8
Other	1,856	1,062	57.2	1,856	1,610	86.7
No ethnicity response	2,697	1,809	67.1	2,697	2,479	91.9

CTEL: California Teacher of English Learners

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 CTET subtests' content is provided below.

CTET 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.

CTET 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.

CTET 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 CTET

Candidates must earn a passing score on each of the examination's subtests to pass the entire CTET 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 CTET examinations administered over the past five years and indicates that the number of administrations for 2019-20 was significantly different from recent previous years. The current candidate pool of CTET 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 CTET Examinations Administered, 2015–20

Testing Year	CTET Subtest 1	CTET Subtest 2	CTET Subtest 3
2015-16	2,183	1,984	2,145
2016-17	2,649	2,401	2,552
2017-18	2,608	2,326	2,521
2018-19	2,555	2,416	2,520
2019-20	1,716	1,563	1,671

CTEL Passing Rates

Table 24 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2015-16 through 2019-20. 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 2019-20 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, 2015–20

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 (2015-2020)	8,127	3,981	49.0	8,127	5942	73.1
2015-16	1,578	759	48.1	1,578	1219	77.2
2016-17	1,893	954	50.4	1,893	1451	76.7
2017-18	1,832	895	48.9	1,832	1401	76.5
2018-19	1,765	881	49.9	1,765	1262	71.5
2019-20	1,059	492	46.5	1,059	609	57.5

CTEL, first administered in December 2005, shows a first-time passing rate of 49 percent for 2013 to 2018. The first time passing rate for all three subtests remained fairly stable for several years then declined in 2019-20.

Table 25: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2015–20

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	6,255	3,172	50.7	6,255	4678	74.8
Male	1,738	730	42.0	1,738	1156	66.5
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	134	79	59.0	134	108	80.6
African American/Black	367	89	24.3	367	176	48.0
Asian American/Asian	275	133	48.4	275	196	71.3
Filipino	135	36	26.7	135	66	48.9
Southeast Asian American	54	21	38.9	54	35	64.8

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
Pacific Island American	31	5	16.1	31	14	45.2
Mexican American or Chicano	422	172	40.8	422	263	62.3
Latino, Latin American, Puerto Rican, Hispanic	345	123	35.7	345	212	61.4
Native American, American Indian	36	10	27.8	36	24	66.7
White, non-Hispanic	5,298	2,804	52.9	5,298	4087	77.1
Other	405	172	42.5	405	279	68.9
No ethnicity response	759	416	54.8	759	590	77.7

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 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 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, 2015–20

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)
2015-16	277	291	201
2016-17	358	378	248

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)
2017-18	392	404	239
2018-19	462	478	324
2019-20	345	403	223

CSET: WL Bilingual-Specific Examinations Passing Rates for Spanish

Table 27 shows data for both first-time and cumulative passing rates for the 2003-20 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 – Annual (2019-20) and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2003-20

Gender and Ethnicity	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinees	223	193	86.5	4,499	4,258	94.6
Female	177	156	88.1	3,637	3,442	94.6
Male	43	35	81.4	818	778	95.1
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	3	*	*	44	38	86.4
African American	0	NA	NA	25	25	100
Asian American	0	NA	NA	133	122	91.7
Hispanic American	184	163	88.6	3,161	3,032	95.9
Native American	0	NA	NA	5	*	*
White	26	21	80.8	735	670	91.2

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

The 2019-20 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is down to only 58.1 percent, and the 2003-20 cumulative passing rate is 68.4 percent. It is interesting to note that women overall are passing CSET at a lower rate than men, although women outperform men in the annual pass rates for 2019-20.

CPACE: California Preliminary Administrative Credential Examination

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 current 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 (2019-20) and cumulative (2015-20) passing rates for the CPACE.

Table 28: CPACE Annual (2019-20) and Cumulative Passing Rates

Subtest Passing Rates	Annual (2019-20)	Cumulative (2015-20)
CPACE: Content Number Attempted	767	4739
CPACE: Content Number Passed	575	3743
CPACE: Content % Passed	75	79
CPACE: Performance Number Attempted	939	3975
CPACE: Performance Number Passed	264	1787
CPACE: Performance % Passed	28.1	45
Total CPACE Number Attempted	931	3931
Total CPACE Number Passed	258	1764
Total CPACE % Passed	27.7	44.9

It is interesting to note that CPACE overall passing rates remain very low. Far more people pass the content assessment than pass the performance assessment. Candidates must pass both sections of the CPACE to pass the CPACE.

Table 29 shows annual and cumulative passing rates by gender and ethnicity for candidates who took both the content and performance section of CPACE.

Table 29: CPACE (Content and Performance Combined) Annual (2019-20) and Cumulative (2015-20) Passing Rates by Candidate-Reported Gender and Ethnicity

CSPACE 2015-2020	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	931	258	27.7	3931	1764	44.9
Ethnicity						
Not Specified	32	26	81.3	365	188	51.5
African American/Black	46	31	67.4	236	75	31.8
Japanese American/Japanese	6	*	*	32	16	50
Chinese American/Chinese	11	10	90.9	51	19	37.3
Korean American/Korean	8	*	*	47	21	44.7
Filipino American/Filipino	9	*	*	53	25	47.2
Cambodian American/Cambodian	1	*	*	2	*	*
Laotian American/Laotian	1	*	*	1	*	*
Vietnamese American/Vietnamese	3	*	*	24	12	50
Other SE Asian Amer/SE Asian	5	*	*	10	2	20
Asian Indian American/Asian Indian	9	*	*	36	21	58.3
Hawaiian	1	*	*	3	*	*
Guamanian	1	*	*	3	*	*
Samoan				2	*	*
Other Pacific Islander Amer/Other Pacific Islander	2	*	*	6	*	*
Mexican American/Chicano	117	72	61.5	413	148	35.8
Latino/Latino American/Puerto Rican/Other Hispanic	42	29	69	200	72	36
Native Amer/Amer Indian/Alaskan Native	3	*	*	22	7	31.8
White (non-Hispanic)	430	352	81.9	2258	1089	48.2
Other	40	27	67.5	167	63	37.7
Gender						

CPACE 2015-2020	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Female	561	423	75.4	2966	1392	46.9
Male	195	144	73.8	918	353	38.5
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	11	8	72.7	47	19	40.4
No Response	561	423	75.4	2966	1392	46.9

CPACE passing rates by 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 2019-20 and who responded to this background question reported having a Master’s or higher degree. Forty percent of these examinees reported that they have ten or fewer years’ experience as an educator and most (60%) indicated that they have not completed any coursework related to school administration. Twice as many women as 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, 2015-16 to 2019-20. 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 volume of all examination administrations was low for 2019-20. For most examinations, 2019-20 saw the fewest number of examination administrations on record. It will take time to see if the low number of administrations was unique to 2019-20 or if they represent the beginning of a new trend.

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.

Report on Passing Rates of Commission-Approved Examinations 2015-16 to 2019-20

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.

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Appendix A: CBEST

Appendix A1: CBEST Participation and Demographic Data, 2015 to 2020

CBEST 2015 to 2020	N	%
ALL EXAMINEES	172,762	100.0
Highest Level of High School Math Completed	N	%
No High School Math	269	0.2
General Math/Algebra I	15,417	8.9
Algebra II and/or Geometry	55,985	32.4
Pre-calculus	60,360	34.9
Calculus	29,032	16.8
No response	11,699	6.8
Number of High School Literature Courses	N	%
No courses taken	22,596	13.1
1 course	54,162	31.4
2 or 3 courses	83,013	48.1
No response	12,991	7.5
Number of High School Writing Courses	N	%
No courses taken	57,024	33.0
1 course	55,150	31.9
2 or 3 courses	47,597	27.6
No response	12,991	7.5
Number of High School Oral Language Courses	N	%
No courses taken	130,919	75.8
1 or 2 courses	28,852	16.7
No response	12,991	7.5
High School Grade Point Average	N	%
3.50 to 4.00	72,666	42.1
3.00 to 3.49	60,575	35.1
2.50 to 2.99	24,999	14.5
Below 2.50	7,514	4.3
No response	7,008	4.1
High School Attendance	N	%
In California	136,923	79.3
Some in California	3,681	2.1
Not in California	28,140	16.3
No response	4,018	2.3
College Math	N	%
No college math	8,294	4.8
HS-level courses	40,492	23.4
Calculus and/or Statistics	84,205	48.7
Advanced math	26,660	15.4
No response	13,111	7.6
College Grade Point Average	N	%

CBEST 2015 to 2020	N	%
3.50 to 4.00	50,376	29.2
3.00 to 3.49	70,692	40.9
2.50 to 2.99	36,613	21.2
Below 2.50	6,220	3.6
No response	8,861	5.1
Number of College Literature Courses	N	%
No courses taken	53,085	30.7
1 course	54,686	31.7
2 or 3 courses	50,608	29.3
No response	14,383	8.3
Number of College Writing Courses	N	%
No courses taken	50,232	29.1
1 course	68,355	39.6
2 or 3 courses	39,792	23.0
No response	14,383	8.3
Number of College Oral Language Courses	N	%
No courses taken	100,994	58.5
1 or 2 courses	57,385	33.2
No response	14,383	8.3
Education Level	N	%
HS/Lower Division College	6,980	4.0
Upper Division College	36,670	21.2
Bachelor's degree	81,772	47.3
Bachelor's degree + additional units	22,192	12.8
Master's degree	13,959	8.1
More than Master's degree	7,096	4.1
No response	4,093	2.4
Years Away from College	N	%
Currently attending college	41,952	24.3
Less than a year	35,677	20.7
1-3 years	35,150	20.3
4-10 years	29,409	17.0
More than 10 years	22,759	13.2
No response	7,815	4.5
Professional Preparation	N	%
Enrolled in Professional Preparation Program	113,887	65.9
Completed Professional Preparation Program	17,924	10.4
Considering a Professional Preparation Program	17,777	10.3
Not enrolled in Professional Preparation Program	2,271	1.3
Have not begun Professional Preparation Program	10,528	6.1
No response	10,375	6.0
Special Preparation	N	%
Took test preparation courses	21,705	12.6

CBEST 2015 to 2020	N	%
Did not take test preparation courses	143,143	82.9
No response	7,914	4.6
Employment Status	N	%
Student	35,884	20.8
Working as a teacher in a school	12,077	7.0
Working as school/district administrator	1,109	0.6
Working in another school role	35,978	20.8
Employed, but not in a school role	53,633	31.0
Unemployed outside the home	26,272	15.2
No response	7,809	4.5
Reason for Taking CBEST	N	%
For teaching credential	73,923	42.8
For service credential	4,927	2.9
For Full-time or Part-time employment or substitute list	71,320	41.3
For admission to Professional Preparation program	18,418	10.7
No response	4,174	2.4
Type of Credential	N	%
Elementary teaching	40,936	23.7
Secondary teaching	32,426	18.8
Teaching adults	1,074	0.6
Teaching special education students	10,788	6.2
Admin. Services or school counseling	8,308	4.8
Emergency/substitute teaching	19,723	11.4
Other credential or permit	12,407	7.2
Not now seeking credential/permit	17,506	10.1
No response	29,594	17.1
Father's Education	N	%
High school diploma or less	66,127	38.3
Some college	32,280	18.7
Bachelor's degree or higher	57,685	33.4
Unknown	11,894	6.9
No response	4,776	2.8
Mother's Education	N	%
High school diploma or less	60,834	35.2
Some college	42,398	24.5
Bachelor's degree or higher	57,384	33.2
Unknown	7,506	4.3
No response	4,640	2.7
Best Language	N	%
English	164,494	95.2
Spanish	3,031	1.8
Other languages	2,511	1.5
No response	2,726	1.6

CBEST 2015 to 2020	N	%
Gender	N	%
Female	119,796	69.3
Male	51,043	29.5
Nonbinary	74	0.0
Decline to state	1,845	1.1
Ethnicity	N	%
African American	10,567	6.1
Asian American	6,336	3.7
Filipino	4,142	2.4
South East Asian	3,462	2.0
Pacific Islander	761	0.4
Mexican American	39,377	22.8
Latino	15,260	8.8
Native American	981	0.6
White	69,398	40.2
Other	11,179	6.5
No response	11,299	6.5

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2015 - 2020

CBEST	First-time N Completed	First-time N Passed	First-time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	168,987	110,753	65.5	168,987	139,911	82.8
High School Math Coursework	First-time N Completed	First-time N Passed	First-time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
No High School Math	255	100	39.2	250	161	64.4
General Math/Algebra I	13,162	5,182	39.4	14,657	9,518	64.9
Algebra II and/or Geometry	55,442	31,470	56.8	54,734	43,417	79.3
Pre-calculus	60,111	43,343	72.1	59,542	52,029	87.4
Calculus	28,901	23,150	80.1	28,688	25,959	90.5
No response	11,116	7,508	67.5	11,116	8,827	79.4
High School Grade Point Average	First-time N Completed	First-time N Passed	First-time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
3.50 to 4.00	71,607	54,466	76.1	71,662	63,690	88.9
3.00 to 3.49	59,344	35,897	60.5	59,201	47,570	80.4
2.50 to 2.99	24,311	12,283	50.5	24,218	17,860	73.7
Below 2.50	7,057	3,456	49.0	7,238	5,300	73.2
No response	6,668	4,651	69.8	6,668	5,491	82.3
High School Attendance	First-time N Completed	First-time N Passed	First-time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
In California	134,047	88,033	65.7	134,561	112,442	83.6
Some in California	3,564	2,249	63.1	3,574	2,873	80.4
Not in California	27,557	17,781	64.5	27,033	21,459	79.4
No response	3,819	2,690	70.4	3,819	3,137	82.1
College Math	First-time N Completed	First-time N Passed	First-time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
No college math	8,201	5,717	69.7	8,097	6,740	83.2
HS-level courses	38,691	21,851	56.5	39,390	30,599	77.7
Calculus and/or Statistics	82,843	56,614	68.3	82,920	70,648	85.2
Advanced math	26,798	18,216	68.0	26,126	22,179	84.9
No response	12,454	8,355	67.1	12,454	9,745	78.2
College Grade Point Average	First-time N Completed	First-time N Passed	First-time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
3.50 to 4.00	48,655	36,972	76.0	49,470	43,960	88.9
3.00 to 3.49	69,019	44,549	64.5	69,288	57,340	82.8
2.50 to 2.99	36,591	20,368	55.7	35,739	27,530	77.0

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Below 2.50	6,260	3,196	51.1	6,028	4,351	72.2
No response	8,462	5,668	67.0	8,462	6,730	79.5
Number of High School Literature Courses	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
No courses taken	19,633	8,747	44.6	21,534	14,633	68.0
1 course	51,789	30,933	59.7	52,980	42,244	79.7
2 or 3 courses	85,182	62,612	73.5	82,090	73,070	89.0
No response	12,383	8,461	68.3	12,383	9,964	80.5
Number of High School Oral Language Courses	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
No courses taken	127,242	83,707	65.8	128,547	107,287	83.5
1 or 2 courses	29,362	18,585	63.3	28,057	22,660	80.8
No response	12,383	8,461	68.3	12,383	9,964	80.5
Education Level	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
HS/Lower Division College	7,720	4,227	54.8	6,738	4,973	73.8
Upper Division College	39,663	24,285	61.2	36,066	30,606	84.9
Bachelor's degree	77,348	51,484	66.6	80,138	66,054	82.4
Bachelor's degree + additional units	20,349	14,189	69.7	21,693	18,292	84.3
Master's degree	13,266	9,000	67.8	13,552	10,958	80.9
More than Master's degree	6,748	4,882	72.3	6,907	5,842	84.6
No response	3,893	2,686	69.0	3,893	3,186	81.8
Years Away from College	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
Currently attending college	45,699	27,661	60.5	41,199	34,560	83.9
Less than a year	34,525	23,281	67.4	35,227	29,998	85.2
1-3 years	32,017	21,526	67.2	34,505	28,218	81.8
4-10 years	27,579	18,130	65.7	28,623	22,981	80.3
More than 10 years	21,701	15,084	69.5	21,967	18,190	82.8
No response	7,466	5,071	67.9	7,466	5,964	79.9
Professional Preparation	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Enrolled in Professional Preparation	114,100	75,620	66.3	111,655	93,100	83.4
Completed Professional Preparation	17,593	11,067	62.9	17,638	14,527	82.4
Considering Professional Preparation	15,411	9,476	61.5	17,436	14,444	82.8
Not enrolled in Professional Preparation	1,945	1,079	55.5	2,170	1,509	69.5
Have not begun Professional Preparation	10,037	6,776	67.5	10,187	8,400	82.5
No response	9,901	6,735	68.0	9,901	7,931	80.1
Special Preparation	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
Took test preparation courses	18,178	10,686	58.8	21,067	16,466	78.2
Did not take test preparation courses	143,219	94,831	66.2	140,330	117,262	83.6
No response	7,590	5,236	69.0	7,590	6,183	81.5
Employment Status	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
Student	36,144	23,480	65.0	35,292	30,092	85.3
Working as a teacher in a school	11,212	6,862	61.2	11,641	9,198	79.0
Working as school/district administrator	980	523	53.4	1,081	756	69.9
Working in another school role	34,294	19,993	58.3	35,084	27,927	79.6
Employed, but not in a school role	53,187	36,555	68.7	52,685	44,280	84.0
Unemployed outside the home	25,675	18,120	70.6	25,709	21,499	83.6

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
No response	7,495	5,220	69.6	7,495	6,159	82.2
Reason for Taking CBEST	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
For teaching credential	71,729	44,764	62.4	72,252	59,654	82.6
For service credential	4,570	3,061	67.0	4,842	4,126	85.2
For employment or substitute list	70,015	48,064	68.6	69,871	57,719	82.6
For admission to Professional Preparation	18,669	12,022	64.4	18,018	15,134	84.0
No Response	4,004	2,842	71.0	4,004	3,278	81.9
Type of Credential	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
Elementary teaching	40,159	23,336	58.1	40,024	32,362	80.9
Secondary teaching	31,899	22,099	69.3	31,937	27,706	86.8
Teaching adults	1,003	527	52.5	1,017	721	70.9
Teaching special education students	10,429	5,480	52.5	10,526	8,175	77.7
Admin. Services or school counseling	8,016	4,374	54.6	8,138	6,413	78.8
Emergency/substi tute teaching	19,097	13,959	73.1	19,440	16,705	85.9
Other credential or permit	12,439	8,136	65.4	12,151	10,080	83.0
Not now seeking credential/permit	17,346	11,609	66.9	17,155	14,263	83.1
No response	28,599	21,233	74.2	28,599	23,486	82.1
Father's Education	<small>First-time N Completed</small>	<small>First-time N Passed</small>	<small>First-time % Passed</small>	<small>Cumulative N Completed</small>	<small>Cumulative N Passed</small>	<small>Cumulative % Passed</small>
High school diploma or less	65,199	37,461	57.5	64,521	50,795	78.7
Some college	31,807	22,435	70.5	31,763	27,479	86.5
Bachelor's degree or higher	56,610	42,840	75.7	56,695	49,960	88.1
Unknown	10,789	4,742	44.0	11,426	7,866	68.8

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
No response	4,582	3,275	71.5	4,582	3,811	83.2
Mother's Education						
High school diploma or less	59,938	33,543	56.0	59,149	45,958	77.7
Some college	41,541	28,900	69.6	41,721	35,639	85.4
Bachelor's degree or higher	56,557	42,643	75.4	56,522	49,961	88.4
Unknown	6,502	2,496	38.4	7,146	4,654	65.1
No response	4,449	3,171	71.3	4,449	3,699	83.1
Best Language						
English	161,545	107,680	66.7	161,340	135,147	83.8
Spanish	2,681	593	22.1	2,740	1,429	52.2
Other languages	2,149	515	24.0	2,295	1,118	48.7
No response	2,612	1,965	75.2	2,612	2,217	84.9
Gender						
Female	116,910	73,820	63.1	116,910	95,273	81.5
Male	50,200	35,480	70.7	50,200	42,970	85.6
Nonbinary	72	57	79.2	72	63	87.5
Decline to state	1,803	1,395	77.4	1,803	1,604	89.0
Ethnicity						
African American	10,189	4,727	46.4	10,189	6,911	67.8
Asian American	6,149	4,019	65.4	6,149	4,858	79.0
Filipino	4,044	2,453	60.7	4,044	3,158	78.1
South East Asian	3,374	1,861	55.2	3,374	2,510	74.4
Pacific Islander	752	479	63.7	752	614	81.6
Mexican American	38,450	20,382	53.0	38,450	29,656	77.1
Latino	14,770	7,658	51.8	14,770	10,992	74.4
Native American	964	631	65.5	964	788	81.7
White	68,463	54,262	79.3	68,463	62,557	91.4
Other	10,766	6,240	58.0	10,766	8,223	76.4
No response	11,066	8,041	72.7	11,066	9,644	87.1

Appendix B: CSET

Appendix B1: Domains, and Item Types for CSET Examinations by Subtest

CSET: Agriculture

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Plant and Soil Science	25	2
I	Ornamental Horticulture	15	1
II	Animal Science	25	2
II	Environmental Science and Natural Resource Management	15	1
III	Agricultural Business and Economics	20	2
III	Agricultural Systems Technology	20	1

CSET: Art

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Aesthetic Valuing	20	1
I	Historical and Cultural Context of the Visual Arts	15	1
I	Artistic Perception	15	2
II	Creative Expression	30	3
II	Connections, Relationships, and Applications	10	1
II	History and Theories of Learning in Art	10	-

CSET: Business

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Business Management	20	1
I	Marketing	20	1
II	Accounting and Finance	25	1
II	Economics	15	1
III	Information Technology	25	1
III	Business Environment and Communication	15	1

CSET: English

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Reading Literature and Informational Texts	40	-
I	Composition and Rhetoric	10	
II	Language, Linguistics, and Literacy	50	-
III	Composition and Rhetoric	-	1
III	Reading Literature and Informational Texts	-	1
IV	Communications: Speech, Media, and Creative Performance	-	4

CSET: English Language Development

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Knowledge of English Learners in California and the United States	10	1
I	Applied Linguistics	34	2
II	Cultural Foundations	17	1
II	Foundations of English Learner Education in California and the United States	15	1
III	Principals of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	24	2

CSET: Health Science

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Foundations of Health Education	10	1
I	Human Growth and Development	10	-
I	Chronic and Communicable Diseases	20	1
II	Nutrition and Fitness	15	1
II	Mental and Emotional Health	10	-
II	Alcohol, Tobacco, and Other Drugs	15	1
III	Family Life and Interpersonal Relationships	15	1
III	Consumer and Community Health	15	-
III	Environmental Health	10	-

CSET: Home Economics

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Personal, Family, and Child Development	40	1
II	Nutrition, Foods, and Hospitality	40	2
III	Fashion and Textiles	12	1
III	Housing and Interior Design	12	1
III	Consumer Education	16	2

CSET: Industrial and Technology Education

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Nature of Technology	45	3
II	Power and Energy	25	1
II	Information and Communication	25	1
II	Project and Product Development	25	1

*CSET: Mathematics**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Number and Quantity	10	1
I	Algebra	25	2
II	Geometry	25	2
II	Probability and Statistics	10	1
III	Calculus	30	2

*Subtests I and II satisfy the subject matter requirement for the Foundational-level Mathematics credential

CSET: Multiple Subjects

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Reading, Language, and Literature	26	2
I	History and Social Science	26	2
II	Science;	26	2
II	Mathematics	26	2
III	Physical Education	13	1
III	Human Development	13	1
III	Visual and Performing Arts	13	1

CSET: Music

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Artistic Perception	30	1
I	Historical and Cultural Foundations	15	1
I	Aesthetic Valuing	0	1
II	Creative Expression	30	2
II	Connections, Relationships, and Applications	10	0
III	Music Methodology and Repertoire	40	2

CSET: Physical Education

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Growth, Motor Development, and Motor Learning	20	1
I	The Science of Human Movement	20	1
II	The Sociology and Psychology of Human Movement	10	1
II	Movement Concepts and Forms	24	1
II	Assessment and Evaluation Principles	6	0
III	Professional Foundations	16	0
III	Integration of Concepts	24	1

*CSET: Science**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts	33	1
I	Physical Sciences	23	1
I	Life Sciences	22	1
I	Earth and Space Sciences	22	1
II	Concentration: Life Science	50	3
II	Concentration: Chemistry	50	3
II	Concentration: Earth and Space Sciences	50	3
II	Concentration: Physics	50	3

*Subtest I satisfies the subject matter requirement for both the full Science and Foundational-level General Science credentials.

CSET: Social Science

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	World History	35	1
I	World Geography	4	1

II	U.S. History	35	2
II	U.S. Geography	4	1
III	Civics	18	1
III	Economics	15	1
III	California History	7	1

CSET WL: American Sign Language

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Literary and Cultural Texts and Traditions	10	1
I	Cultural Analysis and Comparisons	20	1
II	General Linguistics	1	-
II	Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	20	2
III	Linguistics of the Target Language –American Sign Language (Error Analysis)	-	1
III	Language and Communication: Receptive Comprehension	18	1
III	Language and Communication: Expressive Production	-	2

CSET WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	-	1
I	Linguistics of the Target Language	-	3
I	Literary and Cultural Texts and Traditions	-	1
I	Cultural Analysis and Comparisons	-	1
II	Language and Communication: Oral Expression	-	2
II	Language and Communication: Listening Comprehension	-	2
II	Language and Communication: Reading Comprehension	-	1
II	Language and Communication: Written Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	0
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

CSET WL: Cantonese

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	5	1
I	Linguistics of the Target Language	15	3
II	Literary and Cultural Texts and Traditions	10	2
II	Cultural Analysis and Comparisons	10	1
III	Language and Communication: Listening Comprehension	10	1
III	Language and Communication: Reading Comprehension	10	1
III	Language and Communication: Written Expression	-	2
III	Language and Communication: Oral Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

CSET WL: French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, Vietnamese

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	15	1
I	Linguistics of the Target Language	25	2
II	Literary and Cultural Texts and Traditions	20	1
II	Cultural Analysis and Comparisons	20	-
III	Language and Communication: Oral Expression	15	1
III	Language and Communication: Listening Comprehension	15	1
III	Language and Communication: Reading Comprehension	-	2
III	Language and Communication: Written Comprehension	-	2

*CSET WL: Hebrew, Hindi, Italian, Portuguese, Turkish**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	-	1
I	Linguistics of the Target Language	-	2
I	Literary and Cultural Texts and Traditions	-	1
I	Cultural Analysis and Comparisons	-	2

**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.*

*CSET: Writing Skills**

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Expository Writing	-	1
I	Expressive Writing	-	1

**CSET Writing Skills is used to satisfy the basic skills requirement for those who want to take it with all three sections of CSET Multiple Subject exam as an option for meeting the basic skills requirement.*

Appendix B1: CSET: Agriculture – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2003-20

CSET: Agriculture	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	14	6	42.9	297	171	57.6
Ethnicity						
African American	0	NA	NA	4	*	*
Asian American	0	NA	NA	14	9	64.3
Hispanic American	1	*	*	24	18	75
Native American	0	NA	NA	3	*	*
White, non-Hispanic	11	4	36.4	222	125	56.3
Gender						
Female	9	*	*	190	111	58.4
Male	5	*	*	105	59	56.2
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	0	NA	NA	2	*	*
Reason for Taking the CSET						
To obtain an initial teaching credential	11	4	36.4	219	130	59.4
To add an authorization	0	NA	NA	41	17	41.5
College/University Training						
In California	10	4	40	219	133	60.7
Outside of California	2	*	*	28	13	46.4
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	33	14	42.4
Bachelor's degree + additional credits	9	*	*	197	119	60.4
Master's degree or doctoral degree	0	NA	NA	33	15	45.5

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

Appendix B2: CSET: Art – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2003-20

CSET: Art	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	137	105	76.6	3430	2920	85.1
Ethnicity						
African American	4	*	*	59	39	66.1
Asian American	11	7	63.6	241	193	80.1
Hispanic American	27	17	63	482	377	78.2
Native American	0	NA	NA	33	24	72.7
White, non-Hispanic	75	61	81.3	2014	1767	87.7
Gender						
Female	101	80	79.2	2391	2025	84.7
Male	32	21	65.6	985	846	85.9
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	4	*	*	54	49	90.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	94	74	78.7	2601	2218	85.3
To obtain an initial Ed Special teaching credential	7	*	*	61	49	80.3
To add an authorization	19	13	68.4	547	477	87.2
College/University Training						
In California	103	77	74.8	2261	1921	85
Outside of California	24	21	87.5	557	489	87.8
Educational Level						
Fresh/Soph/Jr/Sr College	19	16	84.2	183	154	84.2
Bachelor's degree + additional credits	55	40	72.7	2256	1911	84.7
Master's degree or doctoral degree	22	18	81.8	725	642	88.6

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

Appendix B3: CSET: Business – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2003-20

CSET: Business	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	18	7	38.9	820	467	57
Ethnicity						
African American	1	*	*	57	14	24.6
Asian American	0	NA	NA	77	40	51.9
Hispanic American	3	*	*	84	44	52.4
Native American	0	NA	NA	5	*	*
White, non-Hispanic	10	6	60	515	315	61.2
Gender						
Female	8	*	*	338	170	50.3
Male	10	4	40	473	292	61.7
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	0	NA	NA	9	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	11	5	45.5	512	282	55.1
To obtain an initial Ed Special teaching credential	0	NA	NA	14	4	28.6
To add an authorization	5	*	*	217	133	61.3
College/University Training						
In California	14	7	50	501	288	57.5
Outside of California	1	*	*	138	74	53.6
Educational Level						
Fresh/Soph/Jr/Sr College	0	NA	NA	7	*	*
Bachelor's degree + additional credits	8	*	*	442	236	53.4
Master's degree or doctoral degree	2	*	*	275	173	62.9

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

Appendix B4: CSET: English – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2014-20

CSET: English	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	1093	770	70.4	8861	7430	83.9
Ethnicity						
African American	50	23	46	389	273	70.2
Asian American	88	69	78.4	727	626	86.1
Hispanic American	234	136	58.1	1638	1255	76.6
Native American	8	*	*	52	38	73.1
White, non-Hispanic	616	466	75.6	4791	4153	86.7
Gender						
Female	735	516	70.2	5914	4955	83.8
Male	344	243	70.6	2823	2365	83.8
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	14	11	78.6	124	110	88.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	573	422	73.6	6454	5544	85.9
To obtain an initial Ed Special teaching credential	13	12	92.3	183	146	79.8
To add an authorization	74	54	73	598	490	81.9
College/University Training						
In California	790	545	69	6585	5482	83.2
Outside of California	184	138	75	1564	1356	86.7
Educational Level						
Fresh/Soph/Jr/Sr College	128	91	71.1	869	736	84.7
Bachelor's degree + additional credits	540	364	67.4	5182	4334	83.6
Master's degree or doctoral degree	182	139	76.4	1643	1392	84.7
Undergraduate Major in English	388	287	74	3210	2827	88.1

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

Appendix B5: CSET: English Language Development – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2014-20

CSET: English Language Development	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	20	0	0	140	15	10.7
Ethnicity						
African American	1	*	*	5	*	*
Asian American	7	*	*	23	4	17.4
Hispanic American	2	*	*	32	3	9.4
Native American	0	NA	NA	0	NA	NA
White, non-Hispanic	6	*	*	57	4	7
Gender						
Female	13	0	0	106	12	11.3
Male	6	*	*	32	3	9.4
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	1	*	*	2	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	15	0	0	70	7	10
To obtain an initial Ed Special teaching credential	2	*	*	11	0	0
To add an authorization	0	NA	NA	12	3	25
College/University Training						
In California	10	0	0	89	13	14.6
Outside of California	4	*	*	16	1	6.3
Educational Level						
Fresh/Soph/Jr/Sr College	0	NA	NA	2	*	*
Bachelor's degree + additional credits	8	*	*	70	4	5.7
Master's degree or doctoral degree	4	*	*	44	10	22.7

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

Appendix B6: CSET: Health Science – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2003-20

CSET: Health Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	113	78	69	3979	3056	76.8
Ethnicity						
African American	3	*	*	239	139	58.2
Asian American	6	*	*	322	241	74.8
Hispanic American	29	17	58.6	556	393	70.7
Native American	2	*	*	28	22	78.6
White, non-Hispanic	60	44	73.3	2338	1868	79.9
Gender						
Female	75	55	73.3	2473	1986	80.3
Male	38	23	60.5	1467	1035	70.6
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	0	NA	NA	39	35	89.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	51	34	66.7	1718	1267	73.7
To obtain an initial Ed Special teaching credential	0	NA	NA	155	113	72.9
To add an authorization	23	18	78.3	1514	1253	82.8
College/University Training						
In California	78	53	67.9	2542	1958	77
Outside of California	6	*	*	468	364	77.8
Educational Level						
Fresh/Soph/Jr/Sr College	5	*	*	67	41	61.2
Bachelor's degree + additional credits	51	31	60.8	2276	1703	74.8
Master's degree or doctoral degree	27	21	77.8	1184	962	81.3

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

Appendix B7: CSET: Home Economics – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2005-20

CSET: Home Economics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	7	2	28.6	591	430	72.8
Ethnicity						
African American	0	NA	NA	13	4	30.8
Asian American	1	*	*	40	21	52.5
Hispanic American	0	NA	NA	49	30	61.2
Native American	0	NA	NA	7	*	*
White, non-Hispanic	5	*	*	401	310	77.3
Gender						
Female	5	*	*	540	393	72.8
Male	1	*	*	41	29	70.7
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	1	*	*	10	8	80
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1	*	*	260	173	66.5
To obtain an initial Ed Special teaching credential	0	NA	NA	17	12	70.6
To add an authorization	3	*	*	246	195	79.3
College/University Training						
In California	4	*	*	307	213	69.4
Outside of California	0	NA	NA	67	53	79.1
Educational Level						
Fresh/Soph/Jr/Sr College	0	NA	NA	13	7	53.8
Bachelor's degree + additional credits	4	*	*	324	238	73.5
Master's degree or doctoral degree	2	*	*	194	141	72.7

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

Appendix B8: CSET: Industrial & Technology Education – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2005-20

CSET: Industrial & Technology Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	42	35	83.3	1011	862	85.3
Ethnicity						
African American	3	*	*	24	17	70.8
Asian American	4	*	*	98	82	83.7
Hispanic American	4	*	*	99	73	73.7
Native American	0	NA	NA	10	8	80
White, non-Hispanic	28	27	96.4	660	581	88
Gender						
Female	5	*	*	211	159	75.4
Male	37	30	81.1	787	690	87.7
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	0	NA	NA	13	13	100
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	11	84.6	357	286	80.1
To obtain an initial Ed Special teaching credential	3	*	*	22	15	68.2
To add an authorization	12	10	83.3	485	432	89.1
College/University Training						
In California	23	19	82.6	547	462	84.5
Outside of California	5	*	*	120	108	90
Educational Level						
Fresh/Soph/Jr/Sr College	0	NA	NA	9	*	*
Bachelor's degree + additional credits	13	12	92.3	487	408	83.8
Master's degree or doctoral degree	10	7	70	396	346	87.4

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

Appendix B9: CSET: Mathematics (Foundational-Level) – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2015-20

CSET: Mathematics (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	541	237	43.8	3518	1868	53.1
Ethnicity						
African American	21	5	23.8	166	50	30.1
Asian American	106	60	56.6	600	383	63.8
Hispanic American	153	47	30.7	869	383	44.1
Native American	3	*	*	16	5	31.3
White, non-Hispanic	221	109	49.3	1479	825	55.8
Gender						
Female	295	126	42.7	1966	1035	52.6
Male	244	111	45.5	1513	813	53.7
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	2	*	*	39	20	51.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	211	97	46	1268	673	53.1
To obtain an initial Ed Specialist teaching credential	7	*	*	46	20	43.5
To add an authorization other than foundational level Math/Science	13	1	7.7	70	24	34.3
College/University Training						
In California	358	149	41.6	2413	1233	51.1
Outside of California	93	46	49.5	621	361	58.1
Educational Level						
Fresh/Soph/Jr/Sr College	49	22	44.9	293	155	52.9
Bachelor's degree + additional credits	288	120	41.7	2092	1107	52.9
Master's degree or doctoral degree	70	33	47.1	554	307	55.4
Undergraduate Major in Math	97	49	50.5	479	288	60.1

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

Appendix B10: CSET: Mathematics – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2015-20

CSET: Mathematics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	415	254	61.2	2588	1790	69.2
Ethnicity						
African American	10	2	20	73	41	56.2
Asian American	117	76	65	626	471	75.2
Hispanic American	83	45	54.2	476	262	55
Native American	1	*	*	5	*	*
White, non-Hispanic	167	103	61.7	1112	789	71
Gender						
Female	213	128	60.1	1268	800	63.1
Male	191	118	61.8	1262	945	74.9
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	11	8	72.7	58	45	77.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	253	146	57.7	1681	1189	70.7
To obtain an initial Ed Special teaching credential	2	*	*	19	13	68.4
To add an authorization other than foundational level Math/Science	20	8	40	128	78	60.9
College/University Training						
In California	278	160	57.6	1832	1217	66.4
Outside of California	69	48	69.6	467	357	76.4
Educational Level						
Fresh/Soph/Jr/Sr College	64	35	54.7	376	267	71
Bachelor's degree + additional credits	196	119	60.7	1395	921	66
Master's degree or doctoral degree	52	33	63.5	374	287	76.7
Undergraduate Major in Math	154	105	68.2	1012	752	74.3

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

Appendix B11: CSET Multiple Subjects (Updated 2017) – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2017-20

CSET Multiple Subjects (Updated 2017)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	6095	4196	68.8	25143	19495	77.5
Ethnicity						
African American	250	125	50	1135	696	61.3
Asian American	647	475	73.4	2439	1975	81
Hispanic American	2009	1194	59.4	7792	5397	69.3
Native American	42	29	69	172	126	73.3
White, non-Hispanic	2727	2088	76.6	11511	9675	84.1
Gender						
Female	4926	3333	67.7	20474	15722	76.8
Male	1115	818	73.4	4462	3600	80.7
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	54	45	83.3	207	173	83.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	3425	2515	73.4	15471	12323	79.7
To obtain an initial Ed Special teaching credential	726	511	70.4	3148	2399	76.2
To add an authorization	19	14	73.7	87	70	80.5
To meet NCLB requirement – possess MSTC	11	6	54.5	65	46	70.8
College/University Training						
In California	4827	3260	67.5	20007	15324	76.6
Outside of California	576	450	78.1	2570	2131	82.9
Highest Educational Level						
Fresh/Soph/Jr/Sr College	1081	767	71	4042	3263	80.7
Bachelor’s degree + additional credits	3450	2335	67.7	15133	11552	76.3
Master’s degree or doctoral degree	383	276	72.1	1721	1290	75

CSET Multiple Subjects (Updated 2017)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Undergraduate Major in Liberal Studies	1265	829	65.5	5714	4236	74.1

Appendix B12: CSET Multiple Subjects (Updated 2014) – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2014-20

CSET Multiple Subjects (Updated 2014)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	24	13	54.2	28310	25660	90.6
Ethnicity						
African American	2	*	*	954	786	82.4
Asian American	3	*	*	2542	2287	90
Hispanic American	11	6	54.5	6900	5955	86.3
Native American	1	*	*	157	140	89.2
White, non-Hispanic	4	*	*	13547	12654	93.4
Gender						
Female	20	10	50	23051	20845	90.4
Male	4	*	*	4961	4535	91.4
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	0	NA	NA	296	278	93.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	18	12	66.7	21342	19466	91.2
To obtain an initial Ed Special teaching credential	3	*	*	3438	3129	91
To add an authorization	0	NA	NA	182	168	92.3
To meet NCLB requirement – possess MSTC	0	NA	NA	263	211	80.2
College/University Training						
In California	22	13	59.1	22518	20422	90.7
Outside of California	1	*	*	2728	2503	91.8
Highest Educational Level						
Fresh/Soph/Jr/Sr College	0	NA	NA	5617	5210	92.8
Bachelor's degree + additional credits	17	9	52.9	17953	16250	90.5
Master's degree or doctoral degree	3	*	*	2168	1935	89.3

CSET Multiple Subjects (Updated 2014)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Undergraduate Major in Liberal Studies	8	*	*	7908	7079	89.5

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

Appendix B13: CSET: Music – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2004-20

CSET: Music	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	95	84	88.4	1957	1818	92.9
Ethnicity						
African American	2	*	*	50	40	80
Asian American	14	12	85.7	205	188	91.7
Hispanic American	13	11	84.6	268	245	91.4
Native American	1	*	*	8	*	*
White, non-Hispanic	57	52	91.2	1161	1095	94.3
Gender						
Female	37	30	81.1	896	834	93.1
Male	55	52	94.5	1028	953	92.7
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	3	*	*	33	31	93.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	82	71	86.6	1705	1600	93.8
To obtain an initial Ed Special teaching credential	3	*	*	27	22	81.5
To add an authorization	7	*	*	148	131	88.5
College/University Training						
In California	66	59	89.4	1250	1165	93.2
Outside of California	23	21	91.3	380	354	93.2
Educational Level						
Fresh/Soph/Jr/Sr College	7	*	*	187	179	95.7
Bachelor's degree + additional credits	51	44	86.3	1163	1080	92.9
Master's degree or doctoral degree	20	16	80	479	440	91.9

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

Appendix B14: CSET: Physical Education – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2004-20

CSET: Physical Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	457	219	47.9	9566	6933	72.5
Ethnicity						
African American	41	11	26.8	611	321	52.5
Asian American	44	16	36.4	695	501	72.1
Hispanic American	90	34	37.8	1508	955	63.3
Native American	3	*	*	71	42	59.2
White, non-Hispanic	249	144	57.8	5566	4298	77.2
Gender						
Female	176	89	50.6	3890	2830	72.8
Male	272	124	45.6	5587	4044	72.4
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	9	*	*	89	60	67.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	287	134	46.7	6357	4610	72.5
To obtain an initial Ed Special teaching credential	14	4	28.6	184	111	60.3
To add an authorization	57	37	64.9	2018	1554	77
College/University Training						
In California	310	148	47.7	5904	4293	72.7
Outside of California	46	25	54.3	1041	753	72.3
Educational Level						
Fresh/Soph/Jr/Sr College	12	3	25	243	144	59.3
Bachelor's degree + additional credits	255	112	43.9	6165	4482	72.7
Master's degree or doctoral degree	84	47	56	2062	1549	75.1

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

Appendix B15: Updated CSET: Science (Foundational-Level)– Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2017-20

CSET: Science (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	348	209	60.1	1251	740	59.2
Ethnicity						
African American	19	5	26.3	66	27	40.9
Asian American	45	30	66.7	149	101	67.8
Hispanic American	94	48	51.1	299	135	45.2
Native American	1	*	*	10	7	70
White, non-Hispanic	159	109	68.6	611	405	66.3
Gender						
Female	212	110	51.9	767	420	54.8
Male	126	93	73.8	465	310	66.7
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	10	6	60	19	10	52.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	128	76	59.4	379	206	54.4
To obtain an initial Ed Special teaching credential	5	*	*	20	12	60
To add an authorization	9	*	*	42	28	66.7
College/University Training						
In California	256	165	64.5	909	544	59.8
Outside of California	63	34	54	216	138	63.9
Educational Level						
Fresh/Soph/Jr/Sr College	32	19	59.4	75	46	61.3
Bachelor's degree + additional credits	160	96	60	623	352	56.5
Master's degree or doctoral degree	69	42	60.9	245	154	62.9

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

Appendix B16: CSET Science: Life Sciences – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2017-20

CSET Science: Life Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	589	418	71	2187	1701	77.8
Ethnicity						
African American	24	7	29.2	67	40	59.7
Asian American	80	64	80	318	268	84.3
Hispanic American	158	94	59.5	523	367	70.2
Native American	2	*	*	12	6	50
White, non-Hispanic	276	215	77.9	1065	864	81.1
Gender						
Female	408	273	66.9	1413	1059	74.9
Male	176	141	80.1	751	623	83
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	5	*	*	23	19	82.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	219	158	72.1	920	731	79.5
To obtain an initial Ed Special teaching credential	3	*	*	12	8	66.7
To add an authorization	19	18	94.7	47	40	85.1
College/University Training						
In California	464	320	69	1733	1339	77.3
Outside of California	83	70	84.3	337	282	83.7
Educational Level						
Fresh/Soph/Jr/Sr College	102	80	78.4	330	284	86.1
Bachelor's degree + additional credits	297	202	68	1170	886	75.7
Master's degree or doctoral degree	61	42	68.9	260	194	74.6
Undergraduate Major in Biology	307	251	81.8	1148	1012	88.2

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

Appendix B17: CSET Science: Chemistry – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2017-20

CSET Science: Chemistry	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	254	194	76.4	818	663	81.1
Ethnicity						
African American	8	*	*	22	15	68.2
Asian American	54	47	87	177	155	87.6
Hispanic American	64	44	68.8	164	118	72
Native American	1	*	*	4	*	*
White, non-Hispanic	108	83	76.9	377	312	82.8
Gender						
Female	126	92	73	431	333	77.3
Male	125	100	80	380	324	85.3
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	3	*	*	7	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	104	76	73.1	378	299	79.1
To obtain an initial Ed Special teaching credential	2	*	*	7	*	*
To add an authorization	18	15	83.3	40	31	77.5
College/University Training						
In California	199	147	73.9	611	484	79.2
Outside of California	40	36	90	152	133	87.5
Educational Level						
Fresh/Soph/Jr/Sr College	46	36	78.3	132	115	87.1
Bachelor's degree + additional credits	107	76	71	379	297	78.4
Master's degree or doctoral degree	41	33	80.5	123	99	80.5
Undergraduate Major in Chemistry	89	77	86.5	299	272	91

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

Appendix B18: CSET Science: Earth and Space Sciences – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2017-20

CSET Science: Earth and Space Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	104	65	62.5	332	211	63.6
Ethnicity						
African American	0	NA	NA	5	*	*
Asian American	10	8	80	22	15	68.2
Hispanic American	19	9	47.4	62	25	40.3
Native American	0	NA	NA	1	*	*
White, non-Hispanic	69	44	63.8	214	150	70.1
Gender						
Female	54	31	57.4	166	90	54.2
Male	49	34	69.4	160	117	73.1
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	1	*	*	6	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	42	29	69	143	96	67.1
To obtain an initial Ed Special teaching credential	0	NA	NA	4	*	*
To add an authorization	1	*	*	9	*	*
College/University Training						
In California	83	51	61.4	247	154	62.3
Outside of California	11	6	54.5	51	35	68.6
Educational Level						
Fresh/Soph/Jr/Sr College	15	6	40	30	20	66.7
Bachelor's degree + additional credits	48	28	58.3	172	105	61
Master's degree or doctoral degree	15	11	73.3	53	33	62.3
Undergraduate Major in Earth Science						
	31	26	83.9	92	76	82.6

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

Appendix B19: CSET Science: Physics – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2017-20

CSET Science: Physics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	143	74	51.7	467	306	65.5
Ethnicity						
African American	4	*	*	11	5	45.5
Asian American	32	19	59.4	96	72	75
Hispanic American	20	8	40	67	34	50.7
Native American	2	*	*	3	*	*
White, non-Hispanic	73	41	56.2	249	170	68.3
Gender						
Female	45	17	37.8	139	72	51.8
Male	94	56	59.6	319	229	71.8
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	4	*	*	9	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	68	33	48.5	235	150	63.8
To obtain an initial Ed Special teaching credential	1	*	*	3	*	*
To add an authorization	13	5	38.5	35	19	54.3
College/University Training						
In California	100	51	51	338	215	63.6
Outside of California	21	12	57.1	80	61	76.3
Educational Level						
Fresh/Soph/Jr/Sr College	18	12	66.7	57	43	75.4
Bachelor's degree + additional credits	73	32	43.8	230	143	62.2
Master's degree or doctoral degree	22	12	54.5	83	54	65.1
Undergraduate Major in Physics	42	28	66.7	148	115	77.7

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

Appendix B20: CSET: Social Science – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2003-20

CSET: Social Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	957	710	74.2	29943	24385	81.4
Ethnicity						
African American	34	20	58.8	1183	777	65.7
Asian American	70	57	81.4	2083	1700	81.6
Hispanic American	268	171	63.8	5312	4018	75.6
Native American	6	*	*	224	171	76.3
White, non-Hispanic	495	388	78.4	17163	14375	83.8
Gender						
Female	390	259	66.4	12541	9587	76.4
Male	550	435	79.1	17031	14482	85
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	17	16	94.1	376	319	84.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	496	371	74.8	20656	16922	81.9
To obtain an initial Ed Special teaching credential	16	13	81.3	417	324	77.7
To add an authorization	33	31	93.9	3322	2686	80.9
College/University Training						
In California	742	543	73.2	17183	13887	80.8
Outside of California	128	106	82.8	3463	2918	84.3
Educational Level						
Fresh/Soph/Jr/Sr College	162	113	69.8	3165	2534	80.1
Bachelor's degree + additional credits	479	345	72	18934	15298	80.8
Master's degree or doctoral degree	114	95	83.3	5156	4366	84.7

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

Appendix B21: CSET: WL American Sign Language – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2005-20

CSET: WL ASL	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	10	2	20	329	198	60.2
Ethnicity						
African American	0	NA	NA	8	*	*
Asian American	0	NA	NA	13	10	76.9
Hispanic American	0	NA	NA	38	15	39.5
Native American	0	NA	NA	2	*	*
White, non-Hispanic	10	2	20	225	136	60.4
Gender						
Female	7	*	*	274	166	60.6
Male	3	*	*	53	30	56.6
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	0	NA	NA	2	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	6	*	*	218	138	63.3
To obtain an initial Ed Special teaching credential	0	NA	NA	15	3	20
To add an authorization	3	*	*	72	43	59.7
College/University Training						
In California	5	*	*	246	148	60.2
Outside of California	3	*	*	48	27	56.3
Educational Level						
Fresh/Soph/Jr/Sr College	0	NA	NA	25	12	48
Bachelor's degree + additional credits	5	*	*	182	102	56
Master's degree or doctoral degree	1	*	*	91	66	72.5

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

Appendix B21: CSET: WL French – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2004-20

CSET: WL French	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	25	21	84	911	799	87.7
Ethnicity						
African American	1	*	*	50	38	76
Asian American	0	NA	NA	45	39	86.7
Hispanic American	2	*	*	69	51	73.9
Native American	0	NA	NA	2	*	*
White, non-Hispanic	19	18	94.7	582	524	90
Gender						
Female	21	17	81	677	601	88.8
Male	4	*	*	218	182	83.5
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	0	NA	NA	16	16	100
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	19	16	84.2	583	508	87.1
To obtain an initial Ed Special teaching credential	0	NA	NA	12	10	83.3
To add an authorization	3	*	*	214	188	87.9
College/University Training						
In California	11	8	72.7	344	294	85.5
Outside of California	9	*	*	262	232	88.5
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	45	37	82.2
Bachelor's degree + additional credits	8	*	*	430	369	85.8
Master's degree or doctoral degree	7	*	*	315	281	89.2

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

Appendix B22: CSET: WL Mandarin – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2004-20

CSET: WL Mandarin	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	44	42	95.5	1350	1259	93.3
Ethnicity						
African American	0	NA	NA	1	*	*
Asian American	40	38	95	1104	1036	93.8
Hispanic American	0	NA	NA	1	*	*
Native American	0	NA	NA	0	NA	NA
White, non-Hispanic	0	NA	NA	23	18	78.3
Gender						
Female	37	35	94.6	1123	1051	93.6
Male	7	*	*	197	179	90.9
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	0	NA	NA	30	29	96.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	33	32	97	843	792	94
To obtain an initial Ed Special teaching credential	2	*	*	56	49	87.5
To add an authorization	1	*	*	203	185	91.1
College/University Training						
In California	8	*	*	240	207	86.3
Outside of California	21	20	95.2	470	449	95.5
Educational Level						
Fresh/Soph/Jr/Sr College	0	NA	NA	29	25	86.2
Bachelor's degree + additional credits	13	13	100	448	407	90.8
Master's degree or doctoral degree	15	14	93.3	586	555	94.7

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

Appendix B23: CSET: WL Spanish – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2004-20

CSET: WL Spanish	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	234	176	75.2	6126	5395	88.1
Ethnicity						
African American	2	*	*	61	51	83.6
Asian American	7	*	*	145	125	86.2
Hispanic American	155	111	71.6	3736	3239	86.7
Native American	0	NA	NA	15	12	80
White, non-Hispanic	50	39	78	1467	1345	91.7
Gender						
Female	166	122	73.5	4359	3849	88.3
Male	65	51	78.5	1699	1489	87.6
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	3	*	*	70	59	84.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	192	145	75.5	4305	3799	88.2
To obtain an initial Ed Special teaching credential	4	*	*	83	71	85.5
To add an authorization	23	18	78.3	1174	1043	88.8
College/University Training						
In California	151	110	72.8	3259	2836	87
Outside of California	34	29	85.3	942	861	91.4
Educational Level						
Fresh/Soph/Jr/Sr College	19	15	78.9	472	423	89.6
Bachelor's degree + additional credits	109	77	70.6	3522	3076	87.3
Master's degree or doctoral degree	47	33	70.2	1388	1249	90

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

Appendix B24: CSET: Writing Skills – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2003-20

CSET: Writing Skills	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	288	250	86.8	11254	9558	84.9
Ethnicity						
African American	11	7	63.6	392	294	75
Asian American	42	33	78.6	1130	848	75
Hispanic American	73	58	79.5	2108	1508	71.5
Native American	2	*	*	53	40	75.5
White, non-Hispanic	137	134	97.8	5788	5310	91.7
Gender						
Female	241	208	86.3	9474	8043	84.9
Male	41	37	90.2	1605	1347	83.9
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	6	*	*	176	169	96
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	218	197	90.4	8911	7655	85.9
To obtain an initial Ed Special teaching credential	50	39	78	1191	995	83.5
To add an authorization	0	NA	NA	126	108	85.7
College/University Training						
In California	203	182	89.7	8250	6954	84.3
Outside of California	40	34	85	1637	1502	91.8
Highest Educational Level						
Fresh/Soph/Jr/Sr College	70	65	92.9	4146	3634	87.7
Bachelor's degree + additional credits	115	98	85.2	5590	4703	84.1
Master's degree or doctoral degree	13	10	76.9	518	449	86.7

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

Appendix C: NES

Appendix C1: NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2019-20) and Cumulative Passing Rates by Demographic and Background Information, 2013-20

NES: Assessment of Professional Knowledge (Elementary and Secondary)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	462	431	93%	4,072	3,922	96%
Ethnicity						
African American	21	18	86%	218	206	94%
Asian American	34	24	71%	364	323	89%
Hispanic American	104	94	90%	813	768	94%
Native American	3	*	*	23	23	100%
White, non-Hispanic	270	263	97%	2,152	2,118	98%
Gender						
Female	348	325	93%	2,930	2,830	97%
Male	109	102	94%	1,093	1,046	96%
Certification Status						
Seeking admission to educator prep program	22	21	95%	723	691	96%
Completed/completing educator prep program in CA	301	284	94%	2,268	2,196	97%
Completed/completing educator prep program outside CA	85	83	98%	527	507	96%
Completed/completing approved alternative route	29	25	86%	383	375	98%
CA Credentialed educator seeking additional authorization	8	*	*	96	91	95%
Out of state credentialed educator seeking CA credential	17	10	59%	75	62	83%
Best Language						
English	450	422	94%	4,001	3,863	97%

NES: Assessment of Professional Knowledge (Elementary and Secondary)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Other	12	9	75%	71	59	83%
Educational Level						
High School	12	11	92%	61	58	95%
Some college	148	144	97%	1,093	1,074	98%
Bachelor's degree	119	108	91%	1,415	1,363	96%
Bachelor's degree plus additional credits	79	73	92%	711	684	96%
Master's degree	73	67	92%	524	491	94%
Master's degree plus additional credits	26	24	92%	219	205	94%
Doctoral degree	5	*	*	49	47	96%

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

Appendix D: RICA

Appendix D1: RICA: Written Exam (WE) and Video Performance Assessment (VPA) Preparation and Demographic Data by Demographic and Background Information, 2015-20

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2015-2020						
ALL EXAMINEES	37,752	100	669.0	100	37,933	100.0
Educational Level						
High School diploma	682	1.8	7	1.0	685	1.8
Associate of Arts degree	429	1.1	6	0.9	428	1.1
Bachelor's degree	5,533	14.7	90	13.5	5,563	14.7
Bachelor's degree + additional credits	24,609	65.2	427	63.8	24,738	65.2
Master's degree	2,542	6.7	61	9.1	2,564	6.8
Master's degree + additional credits	2,047	5.4	57	8.5	2,062	5.4
Doctoral degree	142	0.4	1	0.1	143	0.4
Did not respond	1,768	4.7	20	3	1750	4.6
College Grade Point Average						
3.50 to 4.00	17,740	47.0	269	40.2	17,818	47.0
3.00 to 3.49	13,960	37.0	276	41.3	14,049	37.0
2.50 to 2.99	3,542	9.4	85	12.7	3,563	9.4
2.00 to 2.49	425	1.1	16	2.4	434	1.1
Below 2.00	13	0.0	1	0.1	14	0.0
Did not attend college	7	0.0	0	0.0	7	0.0
Did not respond	2,065	5.5	22	3.3	2,048	5.4
Reason for Taking RICA						
Multiple Subject Teaching Credential	27,020	71.6	495	74.0	27,183	71.7
Education Specialist Instruction Credential	8,165	21.6	153	22.9	8,202	21.6
No Response	2,567	6.8	21	3.1	2,548	6.7
Professional Preparation						
Not begun professional preparation	1,862	4.9	36	5.4	1,873	4.9
First year in college/university internship program	5,296	14.0	61	9.1	5,322	14.0
Second year in college/university internship program	3,561	9.4	76	11.4	3,587	9.5
Completed college/university internship program	3,536	9.4	142	21.2	3,570	9.4
First year in district internship program	2,037	5.4	42	6.3	2,041	5.4
Second year in district internship program	1,885	5.0	47	7.0	1,888	5.0
Completed district internship program	991	2.6	31	4.6	995	2.6
Not begun student teaching in non-intern college/university program	2,408	6.4	21	3.1	2,420	6.4

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2015-2020						
Begun student teaching in non-intern college/university program	6,929	18.4	71	10.6	6,968	18.4
Completed student teaching in non-intern college/university program	2,274	6.0	29	4.3	2,288	6.0
Completed Program in non-intern college/university program	3,295	8.7	73	10.9	3,317	8.7
Did not respond	3,678	9.7	40	6.0	3,664	9.7
Preparation for Reading Instruction						
No preparation	3,185	8.4	52	7.8	3,183	8.4
Completed IHE course in Methods of Reading Instruction	24,022	63.6	347	51.9	24,137	63.6
Completed District Internship course	5,432	14.4	153	22.9	5,485	14.5
Observed Reading instruction in a TK-12 school	10,114	26.8	173	25.9	10,186	26.9
Worked with individual students in TK-12 school to improve their Reading skills	8,786	23.3	150	22.4	8,836	23.3
Had daily responsibility for classroom Reading instruction as student teacher or intern	11,489	30.4	264	39.5	11,602	30.6
Student Teaching Assignments						
None	7,063	18.7	123	18.4	7,114	18.8
One	9,883	26.2	142	21.2	9,929	26.2
Two	8,757	23.2	146	21.8	8,792	23.2
Three	2,035	5.4	60	9.0	2,054	5.4
Four or more	1,218	3.2	30	4.5	1,229	3.2
Did not respond	4,879	12.9	141	21.1	4,926	13.0
Grade Level Teaching Experience						
None	3,090	8.2	31	4.6	3,094	3,090
Pre K-2	21,867	57.9	404	60.4	22,002	58.0
Grades 3-5	19,670	52.1	345	51.6	19,776	52.1
Grades 6-8	8,347	22.1	173	25.9	8,387	22.1
Grades 9-12	3,488	9.2	86	12.9	3,514	9.3
Best Language of Communication						
English	35,721	94.6	626	93.6	35,910	94.7
Spanish	292	0.8	10	1.5	293	0.8
Vietnamese	12	0.0	1	0.1	13	0.0
Cantonese	21	0.1	0	0.0	21	0.1
Hmong	11	0.0	1	0.1	11	0.0
Other	163	0.4	9	1.3	164	0.4
Did not respond	1,532	4.1	22	3.3	1,521	4.0

RICA 2015-2020	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
First Language of Communication						
English only	25,991	68.8	421	62.9	26,120	68.9
English and one or more other languages	6,809	18.0	146	21.8	6,844	18.0
One or more languages other than English	3,220	8.5	82	12.3	3,254	8.6
Did not respond	1,732	4.6	20	3.0	1,715	4.5
Gender						
Male	6,090	16.1	162	24.2	6,120	16.1
Female	31,304	82.9	503	75.2	31,454	82.9
Nonbinary	1	0.0	0	0.0	1	0.0
Decline to state	357	0.9	4	0.6	358	0.9
Ethnicity						
African American/Black	1,212	3.2	39	5.8	1,222	3.2
Asian American/Asian	1,868	4.9	21	3.1	1,875	4.9
Filipino	758	2.0	9	1.3	760	2.0
Southeast Asian American	678	1.8	16	2.4	684	1.8
Pacific Island American	152	0.4	6	0.9	153	0.4
Mexican American or Chicano	7,099	18.8	136	20.3	7,134	18.8
Latino, Latin American, Puerto Rican, Hispanic	2,740	7.3	77	11.5	2,761	7.3
Native American, American Indian	210	0.6	8	1.2	213	0.6
White, non-Hispanic	18,506	49.0	277	41.4	18,578	49.0
Other	1,843	4.9	43	6.4	1,856	4.9
Did not respond	2,686	7.1	37	5.5	2,697	7.1

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates by Demographic and Background Information, 2015-20

RICA 2015-2020	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	37,933	23,558	62.1	37,933	33,789	89.1
Educational Level						
High School diploma	828	509	61.5	685	612	89.3
Associate of Arts degree	534	279	52.2	428	364	85.0
Bachelor's degree	6,263	3,719	59.4	5,563	4,906	88.2
Bachelor's degree + additional credits	24,971	15,757	63.1	24,738	22,265	90.0
Master's degree	1,885	1,140	60.5	2,564	2,173	84.8
Master's degree + additional credits	1,932	1,250	64.7	2,062	1,798	87.2
Doctoral degree	136	105	77.2	143	129	90.2
Did not respond	1,384	799	57.7	1,750	1,542	88.1
College Grade Point Average						
3.50 to 4.00	17,394	12,077	69.4	17,818	16,317	91.6
3.00 to 3.49	14,450	8,325	57.6	14,049	12,294	87.5
2.50 to 2.99	3,920	1,936	49.4	3,563	2,999	84.2
2.00 to 2.49	436	200	45.9	434	346	79.7
Below 2.00	12	5	41.7	14	12	85.7
Did not attend college	6	*	*	7	*	*
Did not respond	1,715	1,012	59.0	2,048	1,814	88.6
Reason for Taking RICA						
Multiple Subject Teaching Credential	27,359	17,670	64.6	27,183	24,449	89.9
Education Specialist Instruction Credential	8,196	4,520	55.1	8,202	7,081	86.3
No Response	2,378	1,368	57.5	2,548	2,259	88.7
Professional Preparation						
Not begun Professional Preparation	2,079	972	46.8	1,873	1,481	79.1
First year in college/university internship program	6,209	3,996	64.4	5,322	4,875	91.6

RICA 2015-2020	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Second year in Program college/university internship program	3,721	2,256	60.6	3,587	3,230	90.0
Completed college/university internship program	2,490	1,483	59.6	3,570	3,076	86.2
First year in district internship program	2,350	1,263	53.7	2,041	1,806	88.5
Second year in district internship program	1,633	932	57.1	1,888	1,668	88.3
Completed district internship program	626	357	57.0	995	821	82.5
Not begun student teaching in non-intern college/university program	3,116	1,918	61.6	2,420	2,125	87.8
Begun student teaching in non-intern college/university program	8,175	5,716	69.9	6,968	6,603	94.8
Completed student teaching in non-intern college/university program	1,953	1,258	64.4	2,288	2,038	89.1
Completed non-intern college/university program	2,333	1,495	64.1	3,317	2,829	85.3
Did not respond	3,248	1,912	58.9	3,664	3,237	88.3
Preparation for Reading Instruction						
No preparation	3,071	1,620	52.8	3,183	2,642	83.0
Completed IHE course in Methods of Reading Instruction	24,518	15,977	65.2	24,137	21,787	90.3

RICA 2015-2020	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Completed District Internship course	5,542	3,312	59.8	5,485	4,875	88.9
Observed Reading instruction in a TK-12 school	10,945	7,102	64.9	10,186	9,242	90.7
Worked with individual students in TK-12 school to improve their Reading skills	9,478	6,198	65.4	8,836	8,036	90.9
Had daily responsibility for classroom Reading instruction as student teacher or intern	12,063	8,019	66.5	11,602	10,618	91.5
Student Teaching Assignments						
None	8,490	4,865	57.3	7,114	6,127	86.1
One	10,248	6,751	65.9	9,929	9,022	90.9
Two	7,580	4,986	65.8	8,792	7,930	90.2
Three	1,816	1,153	63.5	2,054	1,842	89.7
Four or more	1,247	722	57.9	1,229	1,031	83.9
Did not respond	4,951	2,977	60.1	4,926	4,342	88.1
Grade Level Teaching Experience						
None	3,815	2,122	55.6	3,094	2,629	85.0
Pre K-2	21,735	14,085	64.8	22,002	19,816	90.1
Grades 3-5	19,287	12,396	64.3	19,776	17,812	90.1
Grades 6-8	8,189	4,896	59.8	8,387	7,332	87.4
Grades 9-12	3,507	1,842	52.5	3,514	2,965	84.4
Best Language of Communication						
English	36,235	22,652	62.5	35,910	32,053	89.3
Spanish	279	108	38.7	293	227	77.5
Vietnamese	14	6	42.9	13	10	76.9
Cantonese	21	11	52.4	21	18	85.7
Hmong	12	5	41.7	11	7	63.6
Other	164	99	60.4	164	153	93.3
Did not respond	1,208	677	56.0	1,521	1,321	86.9

RICA 2015-2020	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
First Language of Communication						
English only	26,187	17,249	65.9	26,120	23,727	90.8
English and one or more other languages	7,019	3,778	53.8	6,844	5,806	84.8
One or more languages other than English	3,351	1,754	52.3	3,254	2,749	84.5
Did not respond	1,376	777	56.5	1,715	1,507	87.9
Gender						
Male	6,120	3,014	49.2	6,120	5,142	84.0
Female	31,454	20,283	64.5	31,454	28,324	90.0
Nonbinary	1	*	*	1	*	*
Decline to state	358	260	72.6	358	322	89.9
Ethnicity						
African American/Black	1,222	607	49.7	1,222	1,019	83.4
Asian American/Asian	1,875	1,323	70.6	1,875	1,720	91.7
Filipino	760	472	62.1	760	676	88.9
Southeast Asian American	684	409	59.8	684	608	88.9
Pacific Island American	153	73	47.7	153	124	81.0
Mexican American or Chicano	7,134	3,538	49.6	7,134	5,973	83.7
Latino, Latin American, Puerto Rican, Hispanic	2,761	1,484	53.7	2,761	2,338	84.7
Native American, American Indian	213	119	55.9	213	185	86.9
White, non- Hispanic	18,578	12,662	68.2	18,578	17,057	91.8
Other	1,856	1,062	57.2	1,856	1,610	86.7
Did not respond	2,697	1,809	67.1	2,697	2,479	91.9

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

Appendix E: CPACE

Appendix E1: CPACE (Content and Performance Combined) Annual (2019-20) and Cumulative (2015-20) Passing Rates

CPACE 2015-20	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	931	258	27.7	3931	1764	44.9
Ethnicity						
Not Specified	52	16	30.8	365	188	51.5
African American/Black	61	14	23	236	75	31.8
Japanese American/Japanese	7	*	*	32	16	50
Chinese American/Chinese	15	0	0	51	19	37.3
Korean American/Korean	12	5	41.7	47	21	44.7
Filipino American/Filipino	12	3	25	53	25	47.2
Laotian American/Laotian	0	NA	NA	2	*	*
Vietnamese American/Vietnamese	1	*	*	1	*	*
Other SE Asian Amer/SE Asian	6	*	*	24	12	50
Asian Indian American/Asian Indian	4	*	*	10	2	20
Hawaiian	9	*	*	36	21	58.3
Guamanian	1	*	*	3	*	*
Other Pacific Islander Amer/Other Pacific Islander	1	*	*	3	*	*
Mexican American/Chicano	2	*	*	2	*	*
Latino/Latino American/Puerto Rican/Other Hispanic	125	25	20	6	*	*
Native Amer/Amer Indian/Alaskan Native	52	16	30.8	413	148	35.8

CPACE 2015-20	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
White (non-Hispanic)	1	*	*	200	72	36
Other	522	154	29.5	22	7	31.8
Gender						
Female	561	423	75.4	2966	1392	46.9
Male	195	144	73.8	918	353	38.5
Nonbinary	0	NA	NA	0	NA	NA
Decline to state	11	8	72.7	47	19	40.4
First Language						
No response	8	*	*	96	50	52.1
English only	737	211	28.6	3132	1451	46.3
English and one or more other languages	140	31	22.1	530	205	38.7
One or more languages other than English	46	16	34.8	173	58	33.5
Education Level						
No response	8	*	*	115	59	51.3
Bachelor's	10	1	10	30	15	50
Bachelor's and additional credits	116	30	25.9	485	193	39.8
Master's	199	50	25.1	875	385	44
Master's and additional credits	530	160	30.2	2100	960	45.7
Doctorate	68	17	25	326	152	46.6
Years Since Schooling						
No response	10	0	0	114	57	50
Currently attending college or graduate school	85	21	24.7	345	147	42.6
Less than 1 year	47	15	31.9	260	115	44.2
1-3 years	145	48	33.1	589	256	43.5
4-6 years	185	56	30.3	802	386	48.1
7-10 years	185	50	27	769	341	44.3
More than 10 years	274	68	24.8	1052	462	43.9
College Grade Point Average						
No response	10	0	0	139	73	52.5
3.5 to 4.0	598	188	31.4	2383	1143	48
3.0 to 3.49	261	60	23	1136	460	40.5

CPACE 2015-20	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
2.5 to 2.99	54	8	14.8	242	76	31.4
2.0 to 2.49	8	*	*	30	12	40
Credential Types						
Elementary Teaching	288	80	27.8	1146	517	45.1
Secondary Teaching	285	91	31.9	1162	552	47.5
Special Education	109	28	25.7	436	179	41.1
Designated Subjects Teaching	3	*	*	36	9	25
Pupil Personnel Services	71	16	22.5	331	136	41.1
Speech-Language Pathology Services	8	*	*	23	9	39.1
Clinical or Rehabilitative Services	2	*	*	10	6	60
Child Development Permit	2	*	*	4	*	*
Employment Status						
No response	11	0	0	137	61	44.5
Elementary school	202	58	28.7	823	365	44.3
Middle school	118	33	28	444	186	41.9
Secondary school	199	56	28.1	889	386	43.4
Adult education	15	4	26.7	61	16	26.2
School district level	173	50	28.9	764	376	49.2
County Office of Education level	30	11	36.7	142	74	52.1
Employed in another educational setting	24	5	20.8	113	46	40.7
Employed, but not in an educational setting	2	*	*	8	*	*
Unemployed	11	3	27.3	30	16	53.3
K-8 school	67	16	23.9	213	87	40.8
Charter School	74	21	28.4	289	138	47.8
Continuation School	5	*	*	18	7	38.9
Education Assignment						

CPACE 2015-20	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
No response	17	2	11.8	147	73	49.7
General education teacher	401	128	31.9	1588	698	44
Special education teacher	91	20	22	406	153	37.7
Adult or vocational education teacher	16	5	31.3	61	20	32.8
Program coordinator	165	39	23.6	702	330	47
Consultant	20	8	40	65	30	46.2
Counselor	39	8	20.5	163	54	33.1
Librarian	2	*	*	9	*	*
Nurse	1	*	*	6	*	*
Psychologist	28	5	17.9	153	64	41.8
Speech pathologist	8	*	*	28	13	46.4
Other non-administrative public school position	129	36	27.9	562	302	53.7
Currently not in an education assignment	14	5	35.7	41	24	58.5
Experience as an Educator						
No response	11	0	0	116	57	49.1
less than 3 years	5	*	*	37	12	32.4
3-5 years	84	29	34.5	316	142	44.9
6-10 years	254	83	32.7	1123	567	50.5
11 or more years	577	144	25	2339	986	42.2
Experience Related to Administration						
California public school (TK-12)	242	78	32.2	900	412	45.8
Out-of-state public school (TK-12)	3	*	*	16	8	50
Private school (TK-12)	20	8	40	67	28	41.8
Non-educational administrative experience	22	3	13.6	98	22	22.4
No administrative experience	125	43	34.4	525	218	41.5

CPACE 2015-20	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Mentor/master teacher or support provider	97	23	23.7	333	134	40.2
Teacher on special assignment	110	29	26.4	358	151	42.2
Program coordinator or director	76	16	21.1	275	104	37.8
School Administration Related Coursework						
No response	15	2	13.3	211	108	51.2
1-6 semester credit hours	140	42	30	578	239	41.3
7-15 semester credit hours	63	17	27	252	102	40.5
16-24 semester credit hours	41	11	26.8	149	64	43
25 or more semester credit hours	99	28	28.3	361	141	39.1
None	573	158	27.6	2380	1110	46.6

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