
2D

Information

Educator Preparation Committee

Annual Report on Passing Rates of Commission-Approved Examinations from 2017-18 to 2021-22

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

Recommended Action: For information only

Presenter: Mike Taylor, Consultant, Professional Services Division

Annual Report on Passing Rates of Commission-Approved Examinations from 2017-18 to 2021-22

Introduction

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2017-18 through 2021-22. 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.

Current Role of Examinations in Teacher Credentialing

The role of the Commission's examinations has changed recently with added options available for educator credential candidates to meet the Basic Skills Requirement (BSR) and the Subject Matter Requirement (SMR) using coursework authorized by AB 130.

On June 9, 2021, Governor Newsom signed the Education Trailer Bill AB 130 (Chap. 44, Stats. 2021). One key provision added a coursework option to the manner in which educator preparation candidates may demonstrate basic skills proficiency. This provision allows Commission-approved educator preparation programs to verify that a candidate has demonstrated basic skills proficiency by accepting qualifying college level coursework from a regionally accredited institution of higher education as long as the following conditions are met:

The coursework for satisfying BSR must meet the following:

- Earn a grade of "B" or better (B- is acceptable)
- Have been taken at a regionally accredited college or university
- Three semester units (or equivalent quarter units)
- Been taken for academic credit (earned units)
- Be degree applicable (AA degree applicable is acceptable)
- For **Reading**, be in the subject of critical thinking, literature, philosophy, reading, rhetoric, or textual analysis
- For **Writing**, be in the subject of composition, English, rhetoric, written communications, or writing

- For **Mathematics**, be in the subject of algebra, geometry, mathematics, quantitative reasoning, or statistics

The second key provision of AB 130 expanded the available options to allow teacher candidates to meet the Subject Matter Requirement. Previously, to meet the Subject Matter Requirement, candidates must have either received a passing score on the applicable California Subject Examinations for Teachers (CSET) examination or completed a Commission-approved subject matter waiver program. AB 130 expands the available options to allow candidates to meet the Subject Matter Requirement through any one of the following methods:

1. Successful completion of coursework, as verified by a Commission-approved program of professional preparation that addresses each of the Commission-adopted [domains of the applicable subject matter requirements](#).
2. Successful completion of an academic major in the subject they will teach.
 - a. For Single Subject credentials, the major must be in one of the subjects named in Education Code section 44257(a).
 - b. For Multiple Subject credentials, the major must be in liberal studies or an interdisciplinary major that includes coursework in language studies, literature, mathematics, science, social studies, history, the arts, physical education, and human development.
 - c. For Education Specialist credentials, the major must align with one of the acceptable majors for the Multiple Subject credential or Single Subject credential.
3. A combination of coursework and examination options that meet or exceed the domains of the subject matter requirements. Such mixing of options may only be done by candidates enrolled in a Commission-approved preparation program that allows for this option.

The new pathways to basic skills and subject matter competency created by AB 130 have changed the landscape regarding who should have to take the Commission's examinations, particularly the California Basic Education Skills Test (CBEST) and CSET, now and into the future.

Tables 1 and 2 show the number of credential candidates who met the basic skills requirement and the subject matter requirement by examination and by other options during the 2021-2022 academic year, which is the first year covered by this report in which the new AB 130 options were available.

For the basic skills requirement, the specific method used to meet the BSR for each individual is not currently captured in the Commission's data systems, except for in some broad categories. Table 1 shows the number of credentials issued in 2021-2022 sorted into two categories. The first category shows the numbers of candidates who met the basic skills requirement using Commission-owned examinations, in this case CBEST or CSET Multiple Subjects plus Writing. The second category shows the numbers of candidates who met the basic skills requirement using one of the other, non-Commission-examination [methods available](#) for meeting the basic

skills requirement. Although this category encompasses a number of potential methods for meeting the basic skills requirement, it is believed that most of the individuals in this category met the basic skills requirement using coursework options authorized by AB 130.

Table 1: Number of Credentials Issued by Options for Meeting the Basic Skills Requirement (BSR) 2021-22

2021-22	Single Subject Teaching Credentials	Multiple Subjects Teaching Credentials	Education Specialist Teaching Credentials	Total
Total Credentials	4,392	5,094	1,746	11,232
BSR met by examination (CBEST or CSET)	3,395	4,348	1,555	9,298
BSR met by an option other than CBEST (most likely coursework)	997	746	191	1,934

More information is available regarding the specific methods used by candidates to meet the subject matter requirement in 2021-2022. Table 2 shows the numbers of teacher credential candidates who met the SMR by examination, coursework, a combination of coursework and examinations, degree major, and completion of a Commission-approved subject matter preparation program.

Table 2: Number of Credentials Issued by Options for Meeting the Subject Matter Requirement (SMR) 2021-22

2021-22	Single Subject Teaching Credentials	Multiple Subjects Teaching Credentials	Education Specialist Teaching Credentials	Total
Total Credentials	4,392	5,094	1,746	11,232
SMR met by Examination	2,565	3,331	1,284	7,180
SMR met by coursework	90	56	49	195
SMR met by coursework and exam combination	114	54	33	201

SMR met by degree major	481	393	181	1,055
SMR met by program at a different IHE	230	217	49	496
SMR met by program at the recommending IHE	912	1,043	150	2,105

Because of the new options for meeting the basic skills and subject matter requirements made available by AB 130, it is expected that the numbers of individuals using examinations to meet the basic skills requirement and the subject matter requirement will decrease as the new options are more fully implemented in the field. However, since candidates usually take exams before they enroll in a preparation program, it may take some time before these new options are understood by those whom pre-candidates may contact for information (e.g., high school counselors, community college advisors).

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. Additionally, most of the Commission’s high-incidence exams are available for online proctoring at an examinee’s home or office. When examinations cannot be available on-demand due to lower candidate volume or exam type, 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 [examination 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 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, including the new coursework options described , 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 historically required 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). More recently college coursework and degree-matching options also became available to teacher credential candidates for meeting the subject matter requirement. 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 CSET examinations have been added as needed over the years for additional credentials and authorizations. Commission staff are currently working with the examinations contractor to update the CSET exams for Art, Music, and Multiple Subject Subtest III. And new subject matter assessments for Dance and Theatre were recently launched for candidates to use to meet the subject matter requirement for the new Dance and Theatre credentials.

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.

RICA was recently re-structured into a three-subtest format, so that examinees attempting to pass the RICA only need to retake the subtests they have not yet passed. This report contains passing rates for the three-subtest version of RICA for the first time. Recent legislation calls for RICA to be discontinued by 2025.

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 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.

Only a few of the exams (e.g., RICA, NES Assessment of Professional Knowledge) reported on in this item assess knowledge and skills that candidates learn in their preparation programs. The majority of the exams, like the CBEST and CSET, assess the knowledge and skills candidates acquire before they start a preparation program. Therefore, most exams do not reflect the quality of Commission-approved preparation programs.

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 into 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 2020-21 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.

Scores for all Commission examinations are 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; or
- providing transcripts of coursework necessary to meet the basic skills requirement; or
- using a combination of qualifying coursework and examination scores

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 computer-based CBEST is available on-demand throughout the year at the contractor’s computer-based testing centers and via online proctoring. Candidates who are not successful on a given subtest or subtests must wait 45 days from the date of testing to retake the examination.

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 3: 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 decreased dramatically between the 2018-19 testing year and the 2019-20 testing year. The relatively low number of examination administrations during the 2019-20 testing 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. 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 and 2021. The number of CBEST administrations increased between 2020-21 and 2021-22, though staff expects the number of CBEST

administrations to continue to decline during the next several years due to increasing awareness of candidates' ability to meet the basic skills requirement using college coursework.

Table 4 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 4: Number of CBEST Test Sections Administered, 2017-22

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
2021-22	53,219	20,328	22,238	19,081
2020-21	42,394	27,690	28,296	29,201
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

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in [Appendix A1: CBEST Preparation and Demographic Data, 2017 to 2022](#). More than 70 percent of examinees reported having a bachelor's degree or higher. Almost 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.

Nearly two-thirds of CBEST examinees reported that they were currently enrolled in a professional preparation program and another 12 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 40 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 5 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2017-18 through 2021-22. The total number of examinees who completed all three sections, number passed, and percent passed are provided below.

Table 5: CBEST All Three Sections – First-Time and Cumulative Passing Rates, 2017-22

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2017-2022	127,197	82,390	64.8	127,197	103,963	81.7
2021-22	12,216	8,473	69.4	12,216	9,473	77.5
2020-21	20,993	13,516	64.4	20,993	16,538	78.8
2019-20	22,960	14,967	65.2	22,960	18,589	81.0
2018-19	34,575	21,810	63.1	34,575	28,505	82.4
2017-18	36,453	23,624	64.8	36,453	30,858	84.7

The statewide first-time pass rates range from approximately 63% to 69% 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 6 presents First-Time and Cumulative Passing Rates for the Reading section for the past five years.

Table 6: CBEST Reading Section – First-Time and Cumulative Passing Rates, 2017–22

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2017-2022	133,377	105,737	79.3	133,377	113,709	85.3
2021-22	16,233	12,491	76.9	16,233	12,909	79.5
2020-21	21,578	16,979	78.7	21,578	18,055	83.7
2019-20	23,482	18,874	80.4	23,482	20,224	86.1
2018-19	35,209	27,610	78.4	35,209	30,192	85.8
2017-18	36,875	29,783	80.8	36,875	32,329	87.7

Table 7 provides data for First-Time and Cumulative Passing Rates for the Mathematics section for the past five years.

Table 7: CBEST Mathematics Section – First-Time and Cumulative Passing Rates, 2017–22

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2017-2022	133,265	100,278	75.2	133,265	110,303	82.8
2021-22	16,700	12,170	72.9	16,700	12,867	77.0
2020-21	21,326	15,640	73.3	21,326	17,006	79.7
2019-20	23,420	18,028	77.0	23,420	19,594	83.7
2018-19	35,100	26,337	75.0	35,100	29,480	84.0
2017-18	36,719	28,103	76.5	36,719	31,356	85.4

Table 8 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

Table 8: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2017-22

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2017-2022	129,841	87,573	67.4	129,841	98,093	75.5
2021-22	14,585	10,462	71.7	14,585	10,885	74.6
2020-21	20,979	14,494	69.1	20,979	15,857	75.6
2019-20	23,313	15,751	67.6	23,313	17,675	75.8
2018-19	34,715	22,644	65.2	34,715	25,986	74.9
2017-18	36,249	24,222	66.8	36,249	27,690	76.4

Table 9 shows the first time and cumulative passing rates each of the three sections of the examination over the past five years.

Table 9: CBEST – First-Time and Cumulative Passing Rates, 2017-22

Test Section	First-Time Pass Rate	Cumulative Pass Rate
Reading	79	85
Math	75	83
Writing	67	76
CBEST all sections	65	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, 2017 to 2022](#). First-time and cumulative passing rates by gender and ethnicity are shown in Tables 10 and 11.

Table 10: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender, 2017-22

Gender	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	127,197	82,390	65	127,197	103,963	82
Female	88,221	54,652	62	88,221	70,664	80
Male	37,091	26,312	71	37,091	31,647	85
Nonbinary	238	191	80	238	212	89
Decline to state	1,647	1,235	75	1,647	1,440	87

Table 11: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Ethnicity, 2017-22

Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	127,197	82,390	65	127,197	103,963	82
African American	7,612	3,630	48	7,612	5,189	68
Asian American	4,714	3,089	66	4,714	3,686	78
Filipino	3,333	2,100	63	3,333	2,635	79
Southeast Asian	2,612	1,454	56	2,612	1,931	74
Pacific Islander	593	392	66	593	495	83
Mexican American	32,288	17,344	54	32,288	24,638	76
Latino	12,386	6,545	53	12,386	9,205	74
Native American	779	503	65	779	633	81
White	50,873	39,935	78	50,873	46,109	91
Other	8,184	4,713	58	8,184	6,166	75
No Response	3,823	2,685	70	3,823	3,276	86

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 are 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 (MC) and constructed-response (CR) 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, staff recently worked with the contractor to

develop CSET exams for the new credential areas of Theatre and Dance, as well as updating existing CSET exams 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 the first administrations of the new Dance and Theatre CSETs are included in this report. The revised Art, Music, and Multiple Subjects Subtest III examinations were launched more recently and results from those updated examinations will be included in a future version of this 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.

Table 12: 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 (through 9/25/22)	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	100	8
Art (beginning 11/21/22)	Creating; Presenting; Responding; Connecting	2	80	5
Business	Business Management; Marketing; Accounting and Finance; Economics; Information Technology; Business Environment and Communication	3	120	6
Dance	Creating; Performing; Responding; Connecting	2	80	5
English	Reading Literature and Informational Texts; Composition and Rhetoric; Language, Linguistics, and Literacy; 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; Consumer Education	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	Language and Linguistics; Non-Written and Written Communication; Reading Comprehension and Analysis; World History; United States History; California History; Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; Physical Sciences; Life Sciences; Earth and Space Sciences; Dance; Music; Theatre; Visual Art; Movement Skills and Movement Knowledge; Self-Image and Personal Development; Social Development; Cognitive Development	3	143	11

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
	from Birth Through Adolescence; Social and Physical Development from Birth Through Adolescence; Influences on Development from Birth Through Adolescence			
Music (through 9/25/22)	Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing; Creative Expression; Connections, Relationships, and Applications; Music Methodology and Repertoire	3	125	7
Music (beginning 11/21/22)	Creating; Performing; Responding; Connecting	2	80	5
Physical Education	Growth, Motor Development, and Motor Learning; The Science of Human Movement; The Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles; Professional Foundations; Integration of Concepts	3	120	5
Science** I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts		33	1
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	From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; Biological Evolution: Unity and Diversity		50	3
Science** II Concentration: Chemistry	Structure and Properties of Matter; Chemical Reactions and Chemical Bonding; Energy		50	3
Science** II Concentration: Earth and Space Sciences	Earth's Place in the Universe; Earth's Systems; Earth and Human Activity		50	3
Science** II Concentration: Physics	Motion and Stability: Forces and Interactions; Energy; Waves and Their Applications; Modern Physics		50	3

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
Social Science	World History; Principles of Geography; U.S. History; Principles of Economics; California History; Principles of American Democracy	3	118	9
Theatre	Creating; Performing; Responding; Connecting	2	80	5
WL: American Sign Language	Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; General Linguistics; Linguistics of the Target Language –American Sign Language (ASL); 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	4	50	18
WL: Cantonese, Japanese, Korean, Mandarin, Punjabi, 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 Expression; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	5	110	19

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
WL: French, German, Russian	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; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	5	160	15
WL: Spanish	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; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	5	210	10
WL: Hebrew, Hindi***	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	3	50	11
WL: Italian, Portuguese Turkish***	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons	1	0	6

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
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

Nearly 450,000 examinees have taken subject matter examinations since the inception of the CSET in 2003.

Table 13: CSET Multiple and Single Subjects – Total number of examinees (Total Attempts), 2017-22

CSET Examination	Since Inception	2017-18	2018-19	2019-20	2020-21	2021-22
All Examinees	449,394	21,033	18,364	12,788	14,492	10,199
Agriculture	323	18	25	14	15	11
Art	3,774	234	230	135	211	133
Business	845	36	29	18	14	11
Dance	23					23
English	10,913	1,550	1,508	1,066	1,339	685
English Language Development	163	34	23	20	17	4
Foundational Level Mathematics*	4,270	758	717	518	536	395
Foundational Level Science* (Updated 2017)	1,705	604	510	348	345	296
Health Science	4,227	145	153	110	138	109
Home Economics	620	23	17	7	8	20
Industrial and Technology Education	1,067	91	65	42	28	28
Mathematics	3,346	526	505	407	470	265
Multiple Subjects (Updated 2017)	36,653	9,749	8,715	5,868	6,350	4,842
Music	2,155	140	150	95	134	59
Physical Education	10,654	710	678	441	594	476
Science: Life Sciences (Updated 2017)	3,278	791	797	583	698	378
Science: Chemistry (Updated 2017)	1,302	244	317	251	303	177
Science: Earth and Space Science (Updated 2017)	552	101	123	103	126	91
Science: Physics (Updated 2017)	735	138	181	142	162	106
Social Science	31,972	1,387	1,296	939	1,117	886
Theatre	25					25
WL: American Sign Language	365	22	24	10	25	9
WL: Arabic	75	4	3	1	2	4
WL: Armenian	25	1	0	2	1	0
WL: Cantonese	15	0	2	0	0	0
WL: Farsi	13	1	0	0	0	1
WL: Filipino	71	2	2	1	2	1
WL: French	946	43	38	25	21	14

CSET Examination	Since Inception	2017-18	2018-19	2019-20	2020-21	2021-22
WL: German	125	4	3	3	5	4
WL: Hebrew	6	0	0	0	0	1
WL: Hindi	10	0	1	1	0	0
WL: Hmong	38	2	1	0	2	5
WL: Italian	81	6	8	2	0	4
WL: Japanese	240	8	15	6	5	5
WL: Khmer	3	0	0	0	1	0
WL: Korean	284	20	20	10	12	20
WL: Mandarin	1,419	73	51	44	31	38
WL: Portuguese	32	5	4	1	7	2
WL: Punjabi	26	1	1	1	5	0
WL: Russian	65	2	1	0	3	1
WL: Spanish	6,535	300	316	227	258	145
WL: Turkish	8	2	0	1	1	0
WL: Vietnamese	107	7	4	4	4	4
Writing Skills	11,816	414	321	288	374	188

* 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 14 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 14: CSET – Annual (2021-22) 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	10,199	6,678	65.5	449,394	365,411	81.3
Agriculture	11	1	9.1	323	188	58.2
Art	133	84	63.2	3,774	3,200	84.8
Business	11	7	63.6	845	485	57.4
Dance	23	20	87.0	23	20	87.0
English	685	489	71.4	10,913	9,209	84.4
English Language Development	4	*	*	163	20	12.3

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
Foundational Level Mathematics	395	180	45.6	4,270	2,339	54.8
Foundational Level Science (Updated 2017)	296	154	52.0	1,705	1,017	59.6
Health Science	109	75	68.8	4,227	3,267	77.3
Home Economics	20	11	55.0	620	453	73.1
Industrial Technology Education	28	18	64.3	1,067	906	84.9
Mathematics	265	160	60.4	3,346	2,362	70.6
Multiple Subjects (Updated 2017)	4,842	3,282	67.8	36,653	29,813	81.3
Music	59	44	74.6	2,155	1,988	92.3
Physical Education	476	236	49.6	10,654	7,852	73.7
Science: Life Sciences	378	275	72.8	3,278	2,628	80.2
Science: Chemistry	177	125	70.6	1,302	1,051	80.7
Science: Earth and Space Sciences	91	52	57.1	552	353	63.9
Science: Physics	106	51	48.1	735	499	67.9
Social Science	886	637	71.9	31,972	26,176	81.9
Theatre	25	22	88.0	25	22	88.0
WL: American Sign Language	9	*	*	365	222	60.8
WL: Arabic	4	*	*	75	68	90.7
WL: Armenian	0	*	*	25	23	92.0
WL: Cantonese	0	*	*	15	10	66.7
WL: Farsi	1	*	*	13	11	84.6
WL: Filipino	1	*	*	71	67	94.4
WL: French	14	12	85.7	946	832	87.9
WL: German	4	*	*	125	100	80.0
WL: Hebrew	1	*	*	6	*	*
WL: Hmong	5	*	*	38	34	89.5
WL: Hindi	0	*	*	10	8	80.0
WL: Italian	4	*	*	81	76	93.8

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
WL: Japanese	5	*	*	240	199	82.9
WL: Khmer	0	*	*	3	*	*
WL: Korean	20	17	85.0	284	257	90.5
WL: Mandarin	38	34	89.5	1,419	1,325	93.4
WL: Portuguese	2	*	*	32	29	90.6
WL: Punjabi	0	*	*	26	15	57.7
WL: Russian	1	*	*	65	57	87.7
WL: Spanish	145	104	71.7	6,535	5,752	88.0
WL: Turkish	0	*	*	8	*	*
WL: Vietnamese	4	*	*	107	99	92.5
Writing Skills	188	159	84.6	11,816	10,049	85.0

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

[Appendix B13](#) displays 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 (2021-22) 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	10,199	6,678	65.5	449,394	365,411	81.3
Female	6,918	4,425	64.0	311,357	256,765	82.5
Male	3,014	2,060	68.3	132,301	103,812	78.5
Nonbinary	47	41	87.2	112	95	84.8
Decline to state	220	152	69.1	5,624	4,739	84.3
African American	372	168	45.2	18,738	12,312	65.7
Asian American	1,448	1,050	72.5	49,475	39,987	80.8
Hispanic American	3,075	1,700	55.3	91,880	70,298	76.5
Native American	65	41	63.1	2,801	2,152	76.8
White	4,407	3,178	72.1	233,644	197,026	84.3

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 pass at a slightly higher rate than examinees who reported taking the exam to obtain an initial Education Specialist Teaching Credential, at 84 percent compared to 80 percent. It is interesting to note that across all of the CSET examinations, undergraduate students have the highest cumulative 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 83 percent. Compare this rate to the cumulative passing rate for examinees who reported having a master’s degree or higher, which is 77 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 (2021-22) and Cumulative (2013-22) 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	393	361	92	3,102	2,850	92
052 Assessment of Professional Knowledge - Secondary	236	216	92	2,265	2,123	94

Table 18: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual 2021-22) and Cumulative (2013-22) 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	629	577	92	5,367	4,973	93
Female	471	432	92	3,902	3,642	93
Male	145	133	92	1,394	1,265	91
African American	16	16	100	264	233	88
Asian American	42	37	88	454	385	85
Hispanic American	172	144	84	1,165	1,025	88
Native American	10	8	80	37	32	86
White	321	311	97	2,812	2,709	96

**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

From 2009 to 2021, The RICA Written Examination consisted of two sections: a multiple-choice section and a constructed-response section. The RICA Written Examination was recently updated to include three separate subtests which can each be taken separately. Data for both the 2009 version of RICA and the current three subtest version are contained in this report.

2009 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.

2009 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.

Current (2021) RICA Test Design

The current version of RICA contains the same types of multiple choice and constructed response items described above broken into three different subtests.

- Subtest I: 35 multiple-choice questions and 2 constructed-response questions
- Subtest II: 35 multiple-choice questions and 2 constructed-response questions
- Subtest III: 25 multiple-choice questions and 1 constructed-response question

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 items, as described above. The score for the multiple-choice sections is based on the number of questions candidates correctly answer with no penalty for wrong answers. For the constructed-response items, 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 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 sections 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 2017 through July 2022. The number of RICA administrations has declined over the last several years.

Table 19: Number of RICA Assessments Administered, 2017-22

Testing Year	Written (Single Assessment Version)	Written (All Three Subtests)	Video (VPA)
2021-22		8,244	152
2020-21	9,312	69	67
2019-20	11,820		209
2018-19	15,941		310
2017-18	14,524		192

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2017 to 2022) 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 13 percent reported having a master’s degree or higher. 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 roughly half of all examinees reported an ethnicity as something other than “White.” 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, 2017-22

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2017-22	36,379	21,779	59.9	36,379	30,648	84.2
2017-18	8,411	5,288	62.9	8,411	7,900	93.9
2018-19	8,490	4,884	57.5	8,490	7,731	91.1
2019-20	6,355	3,833	60.3	6,355	5,284	83.1
2020-21	6,251	3,729	59.7	6,251	4,696	75.1
2021-22	6,872	4,045	58.9	6,872	5,037	73.3

The cumulative passing rate for RICA is about 84 percent for the combined five cohorts represented in this report (2017-2022). The 2021-22 cohort who took the RICA has a cumulative passing rate of 73.3 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, 2017-22

Section	First-Time	Cumulative
Written	59.9	84.0
Video Performance Assessment	46.5	53.3
WE and VPA Combined	59.9	84.2

There is a difference, between first time and cumulative passing rates, of about six percentage points for the Video Performance Assessment and nearly 24 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, 2017-22

Gender and Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Male	5,589	2,710	48.5	5,589	4,349	77.8
Female	30,436	18,821	61.8	30,436	25,985	85.4
Nonbinary	23	15	65.2	23	20	87.0
Decline to state	331	233	70.4	331	294	88.8
African American/Black	1,209	575	47.6	1,209	916	75.8
Asian American/Asian	1,910	1,361	71.3	1,910	1,710	89.5
Filipino	764	458	59.9	764	643	84.2

Gender and Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Southeast Asian American	742	421	56.7	742	612	82.5
Pacific Island American	152	83	54.6	152	124	81.6
Mexican American or Chicano	8,028	3,784	47.1	8,028	6,142	76.5
Latino, Latin American, Puerto Rican, Hispanic	2,935	1,535	52.3	2,935	2,340	79.7
Native American, American Indian	213	124	58.2	213	181	85.0
White, non-Hispanic	17,226	11,611	67.4	17,226	15,308	88.9
Other	1,808	1,007	55.7	1,808	1,481	81.9
No ethnicity response	1,392	820	58.9	1,392	1,191	85.6

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 CTEL subtests' content is provided below.

CTEL Subtest 1: Language and Language Development

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

CTEL Subtest 2: Assessment and Instruction

This subtest covers the assessment of English learners, the foundations of English language and literacy development and content instruction, and approaches and methods for English

language development and content instruction. This subtest is in English and consists of 60 multiple-choice questions and two essays.

CTEL Subtest 3: Culture and Inclusion

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

Scoring of the CTEL

Candidates must earn a passing score on each of the examination's subtests to pass the entire CTEL examination. Each subtest is scored separately. For each subtest, an individual's performance is evaluated against an established standard. Passing status is determined based on total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score for each subtest. Although candidates may retake subtests on which they are not successful, candidates cannot combine scores across different administrations of the same subtest(s) but must pass each subtest in its entirety based on a single testing session.

Examination Volume

Table 23 shows the total number of CTEL examinations administered over the past five years. The current candidate pool of CTEL test-takers primarily represents out-of-state teachers who need to earn an EL authorization, and/or other credential holders who still need to earn or add an EL authorization.

Table 23: Number of CTEL Examinations Administered, 2017-22

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2017-18	2,608	2,326	2,521
2018-19	2,555	2,416	2,520
2019-20	1,815	1,633	1,747
2020-21	1,806	1,600	1,720
2021-22	1,757	1,531	1,639

CTEL Passing Rates

Table 24 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2017-18 through 2021-22. 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 2021-22 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, 2017-22

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
2017-22	7,104	3,429	48.3	7,104	5,164	72.7
2017-18	1,839	896	48.7	1,839	1,426	77.5
2018-19	1,785	889	49.8	1,785	1,364	76.4
2019-20	1,215	571	47.0	1,215	898	73.9
2020-21	1,236	622	50.3	1,236	918	74.3
2021-22	1,029	451	43.8	1,029	558	54.2

CTEL, first administered in December 2005, shows a first-time passing rate of 48 percent for 2017 to 2022. The first time passing rate for all three subtests remained fairly stable for several years but declined 2021-22.

Table 25: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2017-22

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	5,444	2,716	49.9	5,444	4,028	74.0
Male	1,549	655	42.3	1,549	1,052	67.9
Nonbinary	8	*	*	8	*	*
Decline to state	103	55	53.4	103	80	77.7
African American/Black	370	87	23.5	370	187	50.5
Asian American/Asian	251	131	52.2	251	196	78.1
Filipino	126	43	34.1	126	74	58.7
Southeast Asian American	50	18	36.0	50	33	66.0
Pacific Island American	27	4	14.8	27	10	37.0
Mexican American or Chicano	468	159	34.0	468	267	57.1
Latino, Latin American, Puerto Rican, Hispanic	355	130	36.6	355	222	62.5
Native American, American Indian	33	12	36.4	33	22	66.7

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
White, non-Hispanic	4,683	2,519	53.8	4,683	3,642	77.8
Other	412	164	39.8	412	270	65.5
No ethnicity response	329	162	49.2	329	241	73.3

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, 2017-22

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
2020-21	382	409	280
2021-22	299	351	214

CSET: WL Bilingual-Specific Examinations Passing Rates for Spanish

Table 27 shows data for both first-time and cumulative passing rates for the 2003-22 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 (2021-22) and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2003-22

Gander and Ethnicity	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinees	208	114	54.8	4,134	2,887	69.8
Female	175	99	56.6	3,339	2,317	69.4
Male	32	15	46.9	754	538	71.4
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	41	32	78.0
African American	2	*	*	26	16	61.5
Asian American	4	*	*	128	79	61.7
Hispanic American	168	93	55.4	2,910	1,993	68.5
Native American	0	*	*	7	*	*
White	25	15	60.0	681	543	79.7

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

The 2021-22 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is 54.8 percent, and the 2003-22 cumulative passing rate is 69.8 percent.

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 (2021-22) and Cumulative Passing Rates

Subtest Passing Rates	Annual (2021-22)	Cumulative (2017-22)
CPACE: Content Number Attempted	855	4,071
CPACE: Content Number Passed	566	3,133
CPACE: Content % Passed	66.2	77.0
CPACE: Performance Number Attempted	1,096	3,845
CPACE: Performance Number Passed	140	1,313
CPACE: Performance % Passed	12.8	34.1
Total CPACE Number Attempted	1,058	3,296
Total CPACE Number Passed	135	1,082
Total CPACE % Passed	12.8	32.8

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 (2021-22) and Cumulative (2017-22) Passing Rates by Candidate-Reported Gender and Ethnicity

CPACE 2017-22	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	1,058	135	12.8	3,296	1,082	32.8
Ethnicity						
Not Specified	64	7	10.9	191	65	34.0
African American/Black	65	7	10.8	211	47	22.3
Japanese American/Japanese	9	*	*	26	10	38.5
Chinese American/Chinese	13	4	30.8	38	14	36.8
Korean American/Korean	15	0	0.0	49	15	30.6
Filipino American/Filipino	18	5	27.8	51	20	39.2
Cambodian American/Cambodian	1	*	*	3	*	*
Laotian American/Laotian	1	*	*	3	*	*
Vietnamese American/Vietnamese	10	0	0.0	26	9	34.6
Other SE Asian Amer/SE Asian	3	*	*	8	*	*
Asian Indian American/Asian Indian	6	*	*	24	13	54.2
Hawaiian	1	*	*	2	*	*
Guamanian	0	*	*	1	*	*
Samoan	1	*	*	3	*	*
Other Pacific Islander Amer/Other Pacific Islander	1	*	*	5	*	*
Mexican American/Chicano	147	16	10.9	410	102	24.9
Latino/Latino American/Puerto Rican/Other Hispanic	62	9	14.5	171	46	26.9
Native Amer/Amer Indian/Alaskan Native	11	0	0.0	19	2	10.5
White (non-Hispanic)	575	73	12.7	1,882	683	36.3

CPACE 2017-22	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Other	55	8	14.5	173	52	30.1
Gender						
Female	815	116	14.2	2,498	862	34.5
Male	219	17	7.8	748	206	27.5
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	0	*	*
No Response	24	2	8.3	50	14	28.0

CPACE passing rates by other demographic variables can be found in [Appendix E](#), including pass-rates based on candidate responses to background questions.

The majority of examinees who took both the content and performance portions of CPACE in 2021-22 and who responded to this background question reported having a master’s degree or higher. Examinees who reported that they work in a school district or county office setting passed at a higher rate than educators who reported working in other education settings. Three to four times 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, 2017-18 to 2021-22. The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, and CSET examinations clearly indicate that candidates who take these examinations persevere to take and pass the examinations, thus increasing the cumulative passing rates over time.

The volume of examination administrations was lower in 2021-22 than previous years for CSET, CTEL and RICA. The number of CBEST and CPACE examination administrations increased in 2021-22 compared to previous years. The number of NES administrations remained about the same.

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 2017-18 to 2021-22

Appendices

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

Appendix A: CBEST	44
Appendix A1: CBEST Participation and Demographic Data, 2017 to 2022.....	44
Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2017-22	48
Appendix B: CSET	53
Appendix B1: Domains, and Item Types for CSET Examinations by Subtest	53
CSET: Agriculture.....	53
CSET: Art (through 9/25/22)	53
CSET: Art (beginning 11/21/22)	53
CSET: Business.....	53
CSET: Dance.....	54
CSET: English	54
CSET: English Language Development	54
CSET: Health Science.....	55
CSET: Industrial and Technology Education.....	55
CSET: Mathematics*	55
CSET: Multiple Subjects	56
CSET: Music (through 9/25/22)	56
CSET: Music (beginning 11/21/22)	56
CSET: Physical Education.....	57
CSET: Science*	57
CSET: Social Science	57
CSET: Theatre	58
CSET WL: American Sign Language.....	58
CSET WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer.....	58
CSET WL: Cantonese, Japanese, Korean, Mandarin, Punjabi, Vietnamese	59
CSET WL: French, German, Russian	59
CSET WL: Spanish	60
CSET WL: Italian, Portuguese, Turkish*	60

CSET WL: Hebrew, Hindi*	61
CSET: Writing Skills*	61
Appendix B2: CSET: Agriculture – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22	62
Appendix B3: CSET: Art – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22.....	63
Appendix B4: CSET: Business – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22	64
Appendix B5: CSET: Dance – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2021-22.....	65
Appendix B6: CSET: English – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2014-22	66
Appendix B8: CSET: Health Science – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22	68
Appendix B9: CSET: Home Economics – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2005-22	69
Appendix B10: CSET: Industrial & Technology Education – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2005-22	70
Appendix B11: CSET: Mathematics (Foundational-Level) – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2015-22	71
Appendix B12: CSET: Mathematics – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2015-22	72
Appendix B13: CSET Multiple Subjects (Updated 2017) – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22	73
Appendix B14: CSET: Music – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22	75
Appendix B15: CSET: Physical Education – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22	76
Appendix B16: Updated CSET: Science (Foundational-Level)– Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22	77
Appendix B17: CSET Science: Life Sciences – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22	78
Appendix B18: CSET Science: Chemistry – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22	79
Appendix B19: CSET Science: Earth and Space Sciences – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22	80

Appendix B20: CSET Science: Physics – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22	81
Appendix B21: CSET: Social Science – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22	82
Appendix B22: CSET: Theatre – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2021-22	83
Appendix B23: CSET: WL American Sign Language – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2005-22	84
Appendix B24: CSET: WL French – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22	85
Appendix B25: CSET: WL Mandarin – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22	86
Appendix B26: CSET: WL Spanish – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22	87
Appendix B27: CSET: Writing Skills – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22	88
Appendix C: NES.....	89
Appendix C1: NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2013–22	89
Appendix D: RICA	91
Appendix D1: RICA: Written Exam (WE) and Video Performance Assessment (VPA) Preparation and Demographic Data by Demographic and Background Information, 2017-2291	
Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates by Demographic and Background Information, 2017-22	94
Appendix E: CPACE.....	99
Appendix E1: CPACE (Content and Performance Combined) Annual (2021-22) and Cumulative (2015-22) Passing Rates	99

Appendix A: CBEST

Appendix A1: CBEST Participation and Demographic Data, 2017 to 2022

CBEST 2017 to 2022	N	%
ALL EXAMINEES	137,631	100.0
Highest Level of High School Math Completed	N	%
No High School Math	198	0.1
General Math/Algebra I	14,133	10.3
Algebra II and/or Geometry	43,570	31.7
Pre-calculus	46,100	33.5
Calculus	20,944	15.2
No response	12,686	9.2
Number of High School Literature Courses	N	%
No courses taken	22,503	16.4
1 course	52,088	37.8
2 or 3 courses	49,452	35.9
No response	13,588	9.9
Number of High School Writing Courses	N	%
No courses taken	52,916	38.4
1 course	45,610	33.1
2 or 3 courses	25,517	18.5
No response	13,588	9.9
Number of High School Oral Language Courses	N	%
No courses taken	107,675	78.2
1 or 2 courses	16,368	11.9
No response	13,588	9.9
High School Grade Point Average	N	%
3.50 to 4.00	57,287	41.6
3.00 to 3.49	48,749	35.4
2.50 to 2.99	20,244	14.7
Below 2.50	6,448	4.7
No response	4,903	3.6
High School Attendance	N	%
In California	110,832	80.5
Some in California	2,838	2.1
Not in California	20,888	15.2
No response	3,073	2.2
College Math	N	%
No college math	6,017	4.4
HS-level courses	32,527	23.6
Calculus and/or Statistics	65,981	47.9
Advanced math	18,929	13.8

CBEST 2017 to 2022	N	%
No response	14,177	10.3
College Grade Point Average	N	%
3.50 to 4.00	42,419	30.8
3.00 to 3.49	56,259	40.9
2.50 to 2.99	27,219	19.8
Below 2.50	4,573	3.3
No response	7,161	5.2
Number of College Literature Courses	N	%
No courses taken	48,678	35.4
1 course	46,266	33.6
2 or 3 courses	27,799	20.2
No response	14,888	10.8
Number of College Writing Courses	N	%
No courses taken	45,768	33.3
1 course	56,294	40.9
2 or 3 courses	20,681	15.0
No response	14,888	10.8
Number of College Oral Language Courses	N	%
No courses taken	86,359	62.7
1 or 2 courses	36,384	26.4
No response	14,888	10.8
Education Level	N	%
HS/Lower Division College	5,389	3.9
Upper Division College	29,068	21.1
Bachelor's degree	65,671	47.7
Bachelor's degree + additional units	17,263	12.5
Master's degree	11,485	8.3
More than Master's degree	5,436	3.9
No response	3,319	2.4
Years Away from College	N	%
Currently attending college	33,444	24.3
Less than a year	29,155	21.2
1-3 years	28,025	20.4
4-10 years	22,542	16.4
More than 10 years	18,040	13.1
No response	6,425	4.7
Professional Preparation	N	%
Enrolled in Professional Preparation Program	86,946	63.2
Completed Professional Preparation Program	14,596	10.6
Considering a Professional Preparation Program	17,179	12.5
Not enrolled in Professional Preparation Program	1,731	1.3

CBEST 2017 to 2022	N	%
Have not begun Professional Preparation Program	8,578	6.2
No response	8,601	6.2
Special Preparation	N	%
Took test preparation courses	16,355	11.9
Did not take test preparation courses	114,304	83.1
No response	6,972	5.1
Employment Status	N	%
Student	30,010	21.8
Working as a teacher in a school	10,135	7.4
Working as school/district administrator	930	0.7
Working in another school role	29,707	21.6
Employed, but not in a school role	39,960	29.0
Unemployed outside the home	20,425	14.8
No response	6,464	4.7
Reason for Taking CBEST	N	%
For teaching credential	59,189	43.0
For service credential	4,338	3.2
For Full-time or Part-time employment or substitute list	54,534	39.6
For admission to Professional Preparation program	15,351	11.2
No response	4,219	3.1
Type of Credential	N	%
Elementary teaching	30,624	22.3
Secondary teaching	24,150	17.5
Teaching adults	758	0.6
Teaching special education students	8,267	6.0
Admin. Services or school counseling	6,697	4.9
Emergency/substitute teaching	14,306	10.4
Other credential or permit	9,339	6.8
Not now seeking credential/permit	10,518	7.6
No response	32,972	24.0
Father's Education	N	%
High school diploma or less	54,097	39.3
Some college	25,087	18.2
Bachelor's degree or higher	43,636	31.7
Unknown	11,270	8.2
No response	3,541	2.6
Mother's Education	N	%
High school diploma or less	49,241	35.8
Some college	33,002	24.0
Bachelor's degree or higher	44,659	32.4
Unknown	7,265	5.3

CBEST 2017 to 2022	N	%
No response	3,464	2.5
Best Language	N	%
English	131,609	95.6
Spanish	2,310	1.7
Other languages	1,995	1.4
No response	1,717	1.2
Gender	N	%
Female	95,982	69.7
Male	39,528	28.7
Nonbinary	279	0.2
Decline to state	1,842	1.3
Ethnicity	N	%
African American	8,452	6.1
Asian American	5,143	3.7
Filipino	3,632	2.6
Southeast Asian	2,875	2.1
Pacific Islander	635	0.5
Mexican American	35,523	25.8
Latino	13,742	10.0
Native American	849	0.6
White	53,648	39.0
Other	9,076	6.6
No response	4,056	2.9

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2017-22

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	127,197	82,390.0	64.8	127,197	103,963.0	81.7
High School Math Coursework						
No High School Math	172	67.0	39.0	172	106.0	61.6
General Math/Algebra I	12,396	4,594.0	37.1	12,396	8,024.0	64.7
Algebra II and/or Geometry	40,068	22,680.0	56.6	40,068	31,261.0	78.0
Pre-calculus	43,412	31,272.0	72.0	43,412	37,600.0	86.6
Calculus	19,974	16,201.0	81.1	19,974	18,079.0	90.5
No response	11,175	7,576.0	67.8	11,175	8,893.0	79.6
High School Grade Point Average						
3.50 to 4.00	53,965	40,429.0	74.9	53,965	47,382.0	87.8
3.00 to 3.49	44,852	26,947.0	60.1	44,852	35,569.0	79.3
2.50 to 2.99	18,255	9,188.0	50.3	18,255	13,311.0	72.9
Below 2.50	5,736	2,776.0	48.4	5,736	4,138.0	72.1
No response	4,389	3,050.0	69.5	4,389	3,563.0	81.2
High School Attendance						
In California	102,904	66,522.0	64.6	102,904	84,760.0	82.4
Some in California	2,608	1,594.0	61.1	2,608	2,079.0	79.7
Not in California	18,950	12,343.0	65.1	18,950	14,891.0	78.6
No response	2,735	1,931.0	70.6	2,735	2,233.0	81.6
College Math						
No college math	5,526	3,866.0	70.0	5,526	4,583.0	82.9
HS-level courses	29,870	16,469.0	55.1	29,870	23,006.0	77.0
Calculus and/or Statistics	61,607	41,208.0	66.9	61,607	51,540.0	83.7
Advanced math	17,706	12,397.0	70.0	17,706	14,985.0	84.6
No response	12,488	8,450.0	67.7	12,488	9,849.0	78.9
College Grade Point Average						
3.50 to 4.00	39,715	29,034.0	73.1	39,715	34,660.0	87.3

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
3.00 to 3.49	52,004	32,725.0	62.9	52,004	42,222.0	81.2
2.50 to 2.99	24,940	14,087.0	56.5	24,940	18,981.0	76.1
Below 2.50	4,129	2,216.0	53.7	4,129	2,982.0	72.2
No response	6,409	4,328.0	67.5	6,409	5,118.0	79.9
Number of High School Literature Courses						
No courses taken	20,031	8,853.0	44.2	20,031	13,916.0	69.5
1 course	48,004	28,960.0	60.3	48,004	38,562.0	80.3
2 or 3 courses	47,084	36,316.0	77.1	47,084	41,770.0	88.7
No response	12,078	8,261.0	68.4	12,078	9,715.0	80.4
Number of High School Oral Language Courses						
No courses taken	100,065	64,347.0	64.3	100,065	82,480.0	82.4
1 or 2 courses	15,054	9,782.0	65.0	15,054	11,768.0	78.2
No response	12,078	8,261.0	68.4	12,078	9,715.0	80.4
Education Level						
HS/Lower Division College	4,883	3,001.0	61.5	4,883	3,576.0	73.2
Upper Division College	27,364	18,267.0	66.8	27,364	23,124.0	84.5
Bachelor's degree	60,616	38,513.0	63.5	60,616	49,248.0	81.2
Bachelor's degree + additional units	15,877	10,239.0	64.5	15,877	13,108.0	82.6
Master's degree	10,480	6,861.0	65.5	10,480	8,335.0	79.5
More than Master's degree	5,021	3,456.0	68.8	5,021	4,157.0	82.8
No response	2,956	2,053.0	69.5	2,956	2,415.0	81.7
Years Away from College						
Currently attending college	31,362	20,786.0	66.3	31,362	26,122.0	83.3
Less than a year	27,245	17,561.0	64.5	27,245	22,730.0	83.4
1-3 years	25,787	15,816.0	61.3	25,787	20,613.0	79.9
4-10 years	20,709	13,077.0	63.1	20,709	16,442.0	79.4
More than 10 years	16,343	11,215.0	68.6	16,343	13,434.0	82.2
No response	5,751	3,935.0	68.4	5,751	4,622.0	80.4

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Professional Preparation						
Enrolled in Professional Preparation	80,958	54,525.0	67.3	80,958	66,955.0	82.7
Completed Professional Preparation	13,485	8,283.0	61.4	13,485	10,898.0	80.8
Considering Professional Preparation	15,617	8,396.0	53.8	15,617	12,445.0	79.7
Not enrolled in Professional Preparation	1,564	769.0	49.2	1,564	1,084.0	69.3
Have not begun Professional Preparation	7,845	5,084.0	64.8	7,845	6,319.0	80.5
No response	7,728	5,333.0	69.0	7,728	6,262.0	81.0
Special Preparation						
Took test preparation courses	15,030	7,633.0	50.8	15,030	11,534.0	76.7
Did not take test preparation courses	105,868	70,325.0	66.4	105,868	87,244.0	82.4
No response	6,299	4,432.0	70.4	6,299	5,185.0	82.3
Employment Status						
Student	28,175	18,226.0	64.7	28,175	23,491.0	83.4
Working as a teacher in a school	9,077	5,269.0	58.0	9,077	7,027.0	77.4
Working as school/district administrator	820	421.0	51.3	820	594.0	72.4
Working in another school role	26,968	15,486.0	57.4	26,968	21,264.0	78.8

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Employed, but not in a school role	37,296	25,604.0	68.7	37,296	31,027.0	83.2
Unemployed outside the home	19,036	13,257.0	69.6	19,036	15,727.0	82.6
No response	5,825	4,127.0	70.8	5,825	4,833.0	83.0
Reason for Taking CBEST						
For teaching credential	54,849	33,208.0	60.5	54,849	44,383.0	80.9
For service credential	4,058	2,550.0	62.8	4,058	3,392.0	83.6
For employment or substitute list	50,145	34,398.0	68.6	50,145	41,022.0	81.8
For admission to Professional Preparation	14,318	9,429.0	65.9	14,318	11,948.0	83.4
No Response	3,827	2,805.0	73.3	3,827	3,218.0	84.1
Type of Credential						
Elementary teaching	28,393	15,681.0	55.2	28,393	22,295.0	78.5
Secondary teaching	22,750	15,285.0	67.2	22,750	19,384.0	85.2
Teaching adults	670	357.0	53.3	670	470.0	70.1
Teaching special education students	7,639	3,814.0	49.9	7,639	5,744.0	75.2
Admin. Services or school counseling	6,208	3,230.0	52.0	6,208	4,774.0	76.9
Emergency/substitute teaching	13,229	9,360.0	70.8	13,229	11,147.0	84.3
Other credential or permit	8,635	5,618.0	65.1	8,635	7,051.0	81.7
Not now seeking credential/permit	9,843	6,403.0	65.1	9,843	7,984.0	81.1
No response	29,830	22,642.0	75.9	29,830	25,114.0	84.2
Father's Education						

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
High school diploma or less	49,469	28,555.0	57.7	49,469	38,499.0	77.8
Some college	23,594	16,513.0	70.0	23,594	20,203.0	85.6
Bachelor's degree or higher	40,965	30,725.0	75.0	40,965	35,813.0	87.4
Unknown	9,967	4,279.0	42.9	9,967	6,786.0	68.1
No response	3,202	2,318.0	72.4	3,202	2,662.0	83.1
Mother's Education						
High school diploma or less	44,768	25,233.0	56.4	44,768	34,334.0	76.7
Some college	30,962	21,264.0	68.7	30,962	26,181.0	84.6
Bachelor's degree or higher	41,997	31,329.0	74.6	41,997	36,778.0	87.6
Unknown	6,349	2,322.0	36.6	6,349	4,080.0	64.3
No response	3,121	2,242.0	71.8	3,121	2,590.0	83.0
Best Language						
English	122,073	80,382.0	65.8	122,073	100,909.0	82.7
Spanish	1,903	407.0	21.4	1,903	932.0	49.0
Other languages	1,685	442.0	26.2	1,685	823.0	48.8
No response	1,536	1,159.0	75.5	1,536	1,299.0	84.6
Gender						
Female	88,221	54,652.0	61.9	88,221	70,664.0	80.1
Male	37,091	26,312.0	70.9	37,091	31,647.0	85.3
Nonbinary	238	191.0	80.3	238	212.0	89.1
Decline to state	1,647	1,235.0	75.0	1,647	1,440.0	87.4
Ethnicity						
African American	7,612	3,630.0	47.7	7,612	5,189.0	68.2
Asian American	4,714	3,089.0	65.5	4,714	3,686.0	78.2
Filipino	3,333	2,100.0	63.0	3,333	2,635.0	79.1
Southeast Asian	2,612	1,454.0	55.7	2,612	1,931.0	73.9
Pacific Islander	593	392.0	66.1	593	495.0	83.5
Mexican American	32,288	17,344.0	53.7	32,288	24,638.0	76.3
Latino	12,386	6,545.0	52.8	12,386	9,205.0	74.3
Native American	779	503.0	64.6	779	633.0	81.3
White	50,873	39,935.0	78.5	50,873	46,109.0	90.6
Other	8,184	4,713.0	57.6	8,184	6,166.0	75.3
No response	3,823	2,685.0	70.2	3,823	3,276.0	85.7

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 (through 9/25/22)

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: Art (beginning 11/21/22)

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Presenting	20	-
I	All Domains (Creating & Presenting)	-	3
II	Responding	20	-
II	Connecting	20	-
II	All Domains (Responding & Connecting)	-	2

CSET: Business

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Business Management	20	1
I	Marketing	20	1

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

CSET: Dance

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Performing	20	-
I	Responding	20	-
I	Connecting	20	-
II	All Domains (Creating, Performing, Responding, Connecting)	-	5

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 (through 9/25/22)

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: Music (beginning 11/21/22)

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Presenting	20	-
I	All Domains (Creating & Presenting)	-	3
II	Responding	20	-
II	Connecting	20	-
III	All Domains (Responding & Connecting)	-	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	-
III	Professional Foundations	16	-
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	2
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: Theatre

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Performing	20	-
I	Responding	20	-
I	Connecting	20	-
II	All Domains (Creating, Performing, Responding, Connecting)	-	5

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	10	-
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	-	2
II	Language and Communication: Written Expression	-	1
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: Cantonese, Japanese, Korean, Mandarin, Punjabi, Vietnamese

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	2
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, Russian

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	-	2
III	Language and Communication: Listening Comprehension	15	1
III	Language and Communication: Reading Comprehension	15	1
III	Language and Communication: Written 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: Spanish

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	-	2
III	Language and Communication: Listening Comprehension	15	1
III	Language and Communication: Reading Comprehension	15	1
III	Language and Communication: Written Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	20	-
V	Sociopolitical and Sociocultural Contexts	30	-

*CSET WL: 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 WL: Hebrew, Hindi**

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
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

**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 B2: CSET: Agriculture – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22

CSET: Agriculture	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	11	1	9.1	323	188	58.2
Ethnicity						
African American	0	*	*	4	*	*
Asian American	0	*	*	14	9	64.3
Hispanic American	2	*	*	30	20	66.7
Native American	0	*	*	4	*	*
White, non-Hispanic	8	*	*	239	138	57.7
Gender						
Female	10	1	10.0	212	125	59.0
Male	1	*	*	109	62	56.9
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	2	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	9	*	*	237	143	60.3
To obtain an initial Ed. Specialist credential	0	*	*	14	7	50.0
To add an authorization	1	*	*	44	17	38.6
College/University Training						
In California	11	1	9.1	242	146	60.3
Outside of California	0	*	*	28	15	53.6
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	35	16	45.7
Bachelor's degree + additional credits	6	*	*	212	128	60.4
Master's degree or doctoral degree	3	*	*	39	18	46.2

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

Appendix B3: CSET: Art – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22

CSET: Art	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	133	84	63.2	3,774	3,200	84.8
Ethnicity						
African American	5	*	*	68	44	64.7
Asian American	13	8	61.5	272	223	82.0
Hispanic American	33	16	48.5	554	424	76.5
Native American	0	*	*	34	25	73.5
White, non-Hispanic	70	50	71.4	2,208	1,938	87.8
Gender						
Female	105	68	64.8	2,643	2,232	84.4
Male	23	14	60.9	1,062	910	85.7
Nonbinary	3	*	*	6	*	*
Decline to state	2	*	*	63	54	85.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	34	20	58.8	2,550	2,180	85.5
To obtain an initial Ed Special teaching credential	2	*	*	61	49	80.3
To add an authorization	14	9	64.3	560	493	88.0
College/University Training						
In California	98	59	60.2	2,511	2,126	84.7
Outside of California	27	19	70.4	619	540	87.2
Educational Level						
Fresh/Soph/Jr/Sr College	11	4	36.4	204	166	81.4
Bachelor's degree + additional credits	66	44	66.7	2,438	2,063	84.6
Master's degree or doctoral degree	25	14	56.0	786	696	88.5

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

Appendix B4: CSET: Business – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22

CSET: Business	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	11	7	63.6	845	485	57.4
Ethnicity						
African American	0	*	*	58	16	27.6
Asian American	2	*	*	80	43	53.8
Hispanic American	1	*	*	89	48	53.9
Native American	0	*	*	5	*	*
White, non-Hispanic	8	*	*	526	318	60.5
Gender						
Female	2	*	*	342	174	50.9
Male	8	*	*	493	305	61.9
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	10	6	60.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1	*	*	497	282	56.7
To obtain an initial Ed Special teaching credential	0	*	*	13	4	30.8
To add an authorization	3	*	*	223	137	61.4
College/University Training						
In California	6	*	*	517	299	57.8
Outside of California	3	*	*	144	79	54.9
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	7	*	*
Bachelor's degree + additional credits	5	*	*	453	246	54.3
Master's degree or doctoral degree	3	*	*	282	178	63.1

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

Appendix B5: CSET: Dance – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2021-22

CSET: Dance	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	23	20	87.0	23	20	87.0
Ethnicity						
African American	5	*	*	5	*	*
Asian American	1	*	*	1	*	*
Hispanic American	3	*	*	3	*	*
Native American	1	*	*	1	*	*
White, non-Hispanic	11	10	90.9	11	10	90.9
Gender						
Female	20	17	85.0	20	17	85.0
Male	2	*	*	2	*	*
Nonbinary	1	*	*	1	*	*
Decline to state	0	*	*	0	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	14	14	100.0	14	14	100.0
To obtain an initial Ed. Specialist credential	2	*	*	2	*	*
To add an authorization	3	*	*	3	*	*
College/University Training						
In California	18	15	83.3	18	15	83.3
Outside of California	1	*	*	1	*	*
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	2	*	*
Bachelor's degree + additional credits	9	*	*	9	*	*
Master's degree or doctoral degree	6	*	*	6	*	*

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

Appendix B6: CSET: English – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2014-22

CSET: English	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	685	489	71.4	10,913	9,209	84.4
Ethnicity						
African American	27	11	40.7	474	325	68.6
Asian American	62	52	83.9	939	810	86.3
Hispanic American	172	102	59.3	2,129	1,647	77.4
Native American	6	*	*	66	51	77.3
White, non-Hispanic	356	273	76.7	5,865	5,131	87.5
Gender						
Female	448	306	68.3	7,276	6,120	84.1
Male	212	164	77.4	3,421	2,904	84.9
Nonbinary	6	*	*	26	21	80.8
Decline to state	19	14	73.7	190	164	86.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	363	269	74.1	7,613	6,600	86.7
To obtain an initial Ed Special teaching credential	10	6	60.0	223	172	77.1
To add an authorization	49	43	87.8	693	591	85.3
College/University Training						
In California	514	357	69.5	8,120	6,802	83.8
Outside of California	90	68	75.6	1,869	1,634	87.4
Educational Level						
Fresh/Soph/Jr/Sr College	37	29	78.4	1,028	879	85.5
Bachelor's degree + additional credits	357	250	70.0	6,282	5,292	84.2
Master's degree or doctoral degree	111	73	65.8	2,017	1,707	84.6
Undergraduate Major in English	124	89	71.8	3,846	3,391	88.2

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

Appendix B7: CSET: English Language Development – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2014-22

CSET: English Language Development	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	4	*	*	163	20	12.3
Ethnicity						
African American	1	*	*	7	*	*
Asian American	1	*	*	25	5	20.0
Hispanic American	1	*	*	36	3	8.3
Native American	0	*	*	0	*	*
White, non-Hispanic	1	*	*	69	7	10.1
Gender						
Female	4	*	*	127	16	12.6
Male	0	*	*	34	4	11.8
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	2	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	2	*	*	91	11	12.1
To obtain an initial Ed Special teaching credential	1	*	*	11	0	0.0
To add an authorization	1	*	*	15	4	26.7
College/University Training						
In California	3	*	*	103	15	14.6
Outside of California	0	*	*	22	2	9.1
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	2	*	*
Bachelor's degree + additional credits	0	*	*	81	7	8.6
Master's degree or doctoral degree	3	*	*	52	12	23.1

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

Appendix B8: CSET: Health Science – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22

CSET: Health Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	109	75	68.8	4,227	3,267	77.3
Ethnicity						
African American	2	*	*	247	143	57.9
Asian American	5	*	*	333	251	75.4
Hispanic American	28	14	50.0	619	441	71.2
Native American	1	*	*	31	25	80.6
White, non-Hispanic	62	48	77.4	2,485	1,999	80.4
Gender						
Female	67	48	71.6	2,637	2,132	80.8
Male	39	25	64.1	1,544	1,094	70.9
Nonbinary	0	*	*	0	*	*
Decline to state	3	*	*	46	41	89.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	37	22	59.5	1,791	1,327	74.1
To obtain an initial Ed Special teaching credential	6	*	*	158	113	71.5
To add an authorization	18	14	77.8	1,559	1,295	83.1
College/University Training						
In California	78	60	76.9	2,724	2,122	77.9
Outside of California	10	5	50.0	488	377	77.3
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	69	45	65.2
Bachelor's degree + additional credits	42	33	78.6	2,380	1,798	75.5
Master's degree or doctoral degree	35	24	68.6	1,261	1,028	81.5

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

Appendix B9: CSET: Home Economics – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2005-22

CSET: Home Economics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	20	11	55.0	620	453	73.1
Ethnicity						
African American	1	*	*	14	4	28.6
Asian American	2	*	*	42	21	50.0
Hispanic American	9	*	*	57	33	57.9
Native American	0	*	*	7	*	*
White, non-Hispanic	7	*	*	414	326	78.7
Gender						
Female	18	9	50.0	566	412	72.8
Male	2	*	*	43	31	72.1
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	11	10	90.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	9	*	*	272	181	66.5
To obtain an initial Ed Special teaching credential	1	*	*	17	12	70.6
To add an authorization	8	*	*	259	206	79.5
College/University Training						
In California	9	*	*	318	222	69.8
Outside of California	1	*	*	67	53	79.1
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	15	7	46.7
Bachelor's degree + additional credits	6	*	*	333	247	74.2
Master's degree or doctoral degree	5	*	*	203	146	71.9

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

Appendix B10: CSET: Industrial & Technology Education – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2005-22

CSET: Industrial & Technology Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	28	18	64.3	1,067	906	84.9
Ethnicity						
African American	0	*	*	24	18	75.0
Asian American	3	*	*	104	87	83.7
Hispanic American	3	*	*	107	79	73.8
Native American	0	*	*	10	8	80.0
White, non-Hispanic	16	11	68.8	692	607	87.7
Gender						
Female	10	5	50.0	229	169	73.8
Male	16	12	75.0	819	719	87.8
Nonbinary	0	*	*	0	*	*
Decline to state	2	*	*	19	18	94.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	5	*	*	354	286	80.8
To obtain an initial Ed Special teaching credential	0	*	*	21	14	66.7
To add an authorization	8	*	*	487	430	88.3
College/University Training						
In California	13	9	69.2	576	484	84.0
Outside of California	4	*	*	124	112	90.3
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	9	*	*
Bachelor's degree + additional credits	5	*	*	500	421	84.2
Master's degree or doctoral degree	10	8	80.0	418	362	86.6

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

Appendix B11: CSET: Mathematics (Foundational-Level) – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2015-22

CSET: Mathematics (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	395	180	45.6	4,270	2,339	54.8
Ethnicity						
African American	16	4	25.0	202	66	32.7
Asian American	86	54	62.8	725	468	64.6
Hispanic American	99	29	29.3	1,093	493	45.1
Native American	1	*	*	18	7	38.9
White, non-Hispanic	167	83	49.7	1,810	1,062	58.7
Gender						
Female	221	85	38.5	2,383	1,271	53.3
Male	160	87	54.4	1,824	1,031	56.5
Nonbinary	1	*	*	3	*	*
Decline to state	13	7	53.8	60	34	56.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	156	70	44.9	1,529	831	54.3
To obtain an initial Ed Specialist teaching credential	2	*	*	49	20	40.8
To add an authorization other than foundational level Math/Science	9	*	*	89	33	37.1
College/University Training						
In California	261	108	41.4	2,951	1,555	52.7
Outside of California	71	41	57.7	740	453	61.2
Educational Level						
Fresh/Soph/Jr/Sr College	21	8	38.1	311	167	53.7
Bachelor's degree + additional credits	192	82	42.7	2,501	1,375	55.0
Master's degree or doctoral degree	78	40	51.3	712	402	56.5
Undergraduate Major in Math	27	13	48.1	561	338	60.2

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

Appendix B12: CSET: Mathematics – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2015-22

CSET: Mathematics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	265	160	60.4	3,346	2,362	70.6
Ethnicity						
African American	4	*	*	91	51	56.0
Asian American	87	66	75.9	861	676	78.5
Hispanic American	51	18	35.3	648	349	53.9
Native American	0	*	*	7	*	*
White, non-Hispanic	108	66	61.1	1,396	1,021	73.1
Gender						
Female	129	73	56.6	1,636	1,059	64.7
Male	130	84	64.6	1,634	1,245	76.2
Nonbinary	1	*	*	4	*	*
Decline to state	5	*	*	72	54	75.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	155	102	65.8	2,136	1,545	72.3
To obtain an initial Ed Special teaching credential	3	*	*	27	19	70.4
To add an authorization other than foundational level Math/Science	17	8	47.1	184	113	61.4
College/University Training						
In California	188	112	59.6	2,362	1,605	68.0
Outside of California	39	25	64.1	593	457	77.1
Educational Level						
Fresh/Soph/Jr/Sr College	35	19	54.3	469	335	71.4
Bachelor's degree + additional credits	125	76	60.8	1,762	1,193	67.7
Master's degree or doctoral degree	44	29	65.9	515	392	76.1
Undergraduate Major in Math	67	44	65.7	1,261	956	75.8

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

Appendix B13: CSET Multiple Subjects (Updated 2017) – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22

CSET Multiple Subjects (Updated 2017)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	4,842	3,282	67.8	36,653	29,813	81.3
Ethnicity						
African American	176	92	52.3	1,585	1,060	66.9
Asian American	576	422	73.3	3,732	3,167	84.9
Hispanic American	1,714	1,017	59.3	11,789	8,861	75.2
Native American	40	24	60.0	253	194	76.7
White, non-Hispanic	1,947	1,470	75.5	16,308	14,130	86.6
Gender						
Female	3,932	2,635	67.0	29,903	24,228	81.0
Male	804	568	70.6	6,342	5,247	82.7
Nonbinary	22	19	86.4	37	32	86.5
Decline to state	84	60	71.4	371	306	82.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	2,587	1,922	74.3	22,366	18,804	84.1
To obtain an initial Ed Special teaching credential	605	437	72.2	4,772	3,824	80.1
To add an authorization	20	18	90.0	133	113	85.0
To meet NCLB requirement – possess MSTC	6	*	*	90	70	77.8
College/University Training						
In California	3,681	2,442	66.3	29,051	23,433	80.7
Outside of California	454	351	77.3	3,622	3,089	85.3
Highest Educational Level						
Fresh/Soph/Jr/Sr College	516	319	61.8	5,364	4,480	83.5
Bachelor’s degree + additional credits	2,761	1,884	68.2	21,949	17,768	81.0
Master’s degree or doctoral degree	403	276	68.5	2,786	2,147	77.1

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	276	170	61.6	7,338	5,804	79.1

Appendix B14: CSET: Music – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22

CSET: Music	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	59	44	74.6	2,155	1,988	92.3
Ethnicity						
African American	3	*	*	58	46	79.3
Asian American	11	9	81.8	236	215	91.1
Hispanic American	8	*	*	305	273	89.5
Native American	1	*	*	9	*	*
White, non-Hispanic	30	23	76.7	1,269	1,191	93.9
Gender						
Female	27	20	74.1	980	906	92.4
Male	31	23	74.2	1,133	1,042	92.0
Nonbinary	0	*	*	1	*	*
Decline to state	1	*	*	41	39	95.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	51	40	78.4	1,882	1,756	93.3
To obtain an initial Ed Special teaching credential	2	*	*	32	23	71.9
To add an authorization	6	*	*	160	141	88.1
College/University Training						
In California	49	35	71.4	1,399	1,294	92.5
Outside of California	9	*	*	418	385	92.1
Educational Level						
Fresh/Soph/Jr/Sr College	7	*	*	207	194	93.7
Bachelor's degree + additional credits	20	14	70.0	1,262	1,166	92.4
Master's degree or doctoral degree	18	14	77.8	517	474	91.7

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

Appendix B15: CSET: Physical Education – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22

CSET: Physical Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	476	236	49.6	10,654	7,852	73.7
Ethnicity						
African American	29	7	24.1	683	374	54.8
Asian American	38	18	47.4	773	566	73.2
Hispanic American	128	44	34.4	1,792	1,159	64.7
Native American	2	*	*	73	44	60.3
White, non-Hispanic	252	157	62.3	6,164	4,841	78.5
Gender						
Female	197	90	45.7	4,343	3,209	73.9
Male	268	139	51.9	6,202	4,566	73.6
Nonbinary	0	*	*	1	*	*
Decline to state	11	7	63.6	108	76	70.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	336	161	47.9	7,268	5,346	73.6
To obtain an initial Ed Special teaching credential	9	*	*	204	122	59.8
To add an authorization	52	37	71.2	2,183	1,702	78.0
College/University Training						
In California	336	166	49.4	6,705	4,959	74.0
Outside of California	42	22	52.4	1,148	845	73.6
Educational Level						
Fresh/Soph/Jr/Sr College	20	6	30.0	282	162	57.4
Bachelor's degree + additional credits	229	108	47.2	6,738	5,010	74.4
Master's degree or doctoral degree	113	65	57.5	2,297	1,735	75.5

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

Appendix B16: Updated CSET: Science (Foundational-Level)– Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22

CSET: Science (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	296	154	52.0	1,705	1,017	59.6
Ethnicity						
African American	14	3	21.4	89	34	38.2
Asian American	47	31	66.0	213	143	67.1
Hispanic American	79	33	41.8	397	181	45.6
Native American	3	*	*	12	9	75.0
White, non-Hispanic	132	78	59.1	831	565	68.0
Gender						
Female	192	97	50.5	1,057	587	55.5
Male	94	52	55.3	614	410	66.8
Nonbinary	0	*	*	1	*	*
Decline to state	10	5	50.0	33	19	57.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	88	45	51.1	467	267	57.2
To obtain an initial Ed Special teaching credential	8	*	*	31	16	51.6
To add an authorization	8	*	*	55	33	60.0
College/University Training						
In California	232	123	53.0	1,245	747	60.0
Outside of California	36	21	58.3	293	194	66.2
Educational Level						
Fresh/Soph/Jr/Sr College	16	10	62.5	85	58	68.2
Bachelor's degree + additional credits	138	65	47.1	837	469	56.0
Master's degree or doctoral degree	53	33	62.3	376	237	63.0

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

Appendix B17: CSET Science: Life Sciences – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22

CSET Science: Life Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	378	275	72.8	3,278	2,628	80.2
Ethnicity						
African American	12	8	66.7	99	66	66.7
Asian American	67	52	77.6	499	431	86.4
Hispanic American	97	56	57.7	790	564	71.4
Native American	0	*	*	19	12	63.2
White, non-Hispanic	167	131	78.4	1,554	1,304	83.9
Gender						
Female	233	162	69.5	2,113	1,654	78.3
Male	134	104	77.6	1,116	934	83.7
Nonbinary	2	*	*	4	*	*
Decline to state	9	*	*	45	37	82.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	128	96	75.0	1,343	1,099	81.8
To obtain an initial Ed Special teaching credential	0	*	*	18	14	77.8
To add an authorization	14	13	92.9	83	71	85.5
College/University Training						
In California	294	218	74.1	2,598	2,072	79.8
Outside of California	43	33	76.7	486	419	86.2
Educational Level						
Fresh/Soph/Jr/Sr College	52	43	82.7	488	424	86.9
Bachelor's degree + additional credits	197	136	69.0	1,734	1,352	78.0
Master's degree or doctoral degree	42	36	85.7	410	319	77.8
Undergraduate Major in Biology	139	112	80.6	1,668	1,477	88.5

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

Appendix B18: CSET Science: Chemistry – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22

CSET Science: Chemistry	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	177	125	70.6	1,302	1,051	80.7
Ethnicity						
African American	5	*	*	36	23	63.9
Asian American	52	36	69.2	292	248	84.9
Hispanic American	34	23	67.6	272	193	71.0
Native American	0	*	*	10	8	80.0
White, non-Hispanic	68	54	79.4	583	494	84.7
Gender						
Female	98	62	63.3	698	530	75.9
Male	73	58	79.5	579	499	86.2
Nonbinary	2	*	*	2	*	*
Decline to state	4	*	*	23	20	87.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	64	44	68.8	579	468	80.8
To obtain an initial Ed Special teaching credential	0	*	*	9	*	*
To add an authorization	30	26	86.7	119	95	79.8
College/University Training						
In California	133	94	70.7	994	790	79.5
Outside of California	23	20	87.0	211	187	88.6
Educational Level						
Fresh/Soph/Jr/Sr College	23	17	73.9	197	170	86.3
Bachelor's degree + additional credits	73	55	75.3	599	472	78.8
Master's degree or doctoral degree	35	25	71.4	222	176	79.3
Undergraduate Major in Chemistry	28	18	64.3	401	357	89.0

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

Appendix B19: CSET Science: Earth and Space Sciences – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22

CSET Science: Earth and Space Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	91	52	57.1	552	353	63.9
Ethnicity						
African American	2	*	*	9	*	*
Asian American	7	*	*	40	23	57.5
Hispanic American	19	5	26.3	102	41	40.2
Native American	0	*	*	1	*	*
White, non- Hispanic	55	42	76.4	349	253	72.5
Gender						
Female	59	33	55.9	292	170	58.2
Male	28	16	57.1	248	176	71.0
Nonbinary	1	*	*	1	*	*
Decline to state	3	*	*	11	6	54.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	30	16	53.3	224	149	66.5
To obtain an initial Ed Special teaching credential	0	*	*	6	*	*
To add an authorization	10	7	70.0	42	30	71.4
College/University Training						
In California	69	39	56.5	409	255	62.3
Outside of California	12	10	83.3	86	63	73.3
Educational Level						
Fresh/Soph/Jr/Sr College	9	*	*	52	33	63.5
Bachelor's degree + additional credits	44	26	59.1	279	169	60.6
Master's degree or doctoral degree	18	12	66.7	107	69	64.5
Undergraduate Major in Earth Science	12	8	66.7	139	115	82.7

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

Appendix B20: CSET Science: Physics – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2017-22

CSET Science: Physics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	106	51	48.1	735	499	67.9
Ethnicity						
African American	4	*	*	20	8	40.0
Asian American	18	12	66.7	144	111	77.1
Hispanic American	23	8	34.8	125	71	56.8
Native American	1	*	*	3	*	*
White, non-Hispanic	46	24	52.2	379	268	70.7
Gender						
Female	34	10	29.4	228	121	53.1
Male	69	39	56.5	486	362	74.5
Nonbinary	0	*	*	1	*	*
Decline to state	3	*	*	20	15	75.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	37	13	35.1	337	224	66.5
To obtain an initial Ed Special teaching credential	0	*	*	3	*	*
To add an authorization	16	8	50.0	78	44	56.4
College/University Training						
In California	78	37	47.4	531	357	67.2
Outside of California	18	8	44.4	128	96	75.0
Educational Level						
Fresh/Soph/Jr/Sr College	8	*	*	84	65	77.4
Bachelor's degree + additional credits	52	25	48.1	353	230	65.2
Master's degree or doctoral degree	24	10	41.7	150	101	67.3
Undergraduate Major in Physics	12	10	83.3	212	176	83.0

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

Appendix B21: CSET: Social Science – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22

CSET: Social Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	886	637	71.9	31,972	26,176	81.9
Ethnicity						
African American	32	18	56.3	1,255	830	66.1
Asian American	82	64	78.0	2,250	1,852	82.3
Hispanic American	250	146	58.4	5,899	4,478	75.9
Native American	3	*	*	230	178	77.4
White, non-Hispanic	437	339	77.6	18,226	15,360	84.3
Gender						
Female	350	215	61.4	13,356	10,257	76.8
Male	510	398	78.0	18,170	15,537	85.5
Nonbinary	5	*	*	13	10	76.9
Decline to state	21	20	95.2	433	372	85.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	500	353	70.6	21,921	18,022	82.2
To obtain an initial Ed Special teaching credential	14	7	50.0	451	353	78.3
To add an authorization	38	35	92.1	3,416	2,781	81.4
College/University Training						
In California	657	454	69.1	18,736	15,216	81.2
Outside of California	118	102	86.4	3,754	3,197	85.2
Educational Level						
Fresh/Soph/Jr/Sr College	78	53	67.9	3,337	2,696	80.8
Bachelor's degree + additional credits	480	336	70.0	20,075	16,293	81.2
Master's degree or doctoral degree	108	79	73.1	5,458	4,626	84.8

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

Appendix B22: CSET: Theatre – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2021-22

CSET: Theatre	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	25	22	88.0	25	22	88.0
Ethnicity						
African American	1	*	*	1	*	*
Asian American	1	*	*	1	*	*
Hispanic American	4	*	*	4	*	*
Native American	1	*	*	1	*	*
White, non-Hispanic	14	13	92.9	14	13	92.9
Gender						
Female	12	9	75.0	12	9	75.0
Male	13	13	100.0	13	13	100.0
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	0	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	19	17	89.5	19	17	89.5
To obtain an initial Ed. Specialist credential	1	*	*	1	*	*
To add an authorization	2	*	*	2	*	*
College/University Training						
In California	17	15	88.2	17	15	88.2
Outside of California	6	*	*	6	*	*
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	1	*	*
Bachelor's degree + additional credits	12	10	83.3	12	10	83.3
Master's degree or doctoral degree	5	*	*	5	*	*

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

Appendix B23: CSET: WL American Sign Language – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2005-22

CSET: WL ASL	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	9	*	*	365	222	60.8
Ethnicity						
African American	0	*	*	10	8	80.0
Asian American	0	*	*	13	10	76.9
Hispanic American	2	*	*	50	23	46.0
Native American	0	*	*	2	*	*
White, non-Hispanic	7	*	*	243	146	60.1
Gender						
Female	8	*	*	304	185	60.9
Male	1	*	*	58	34	58.6
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	3	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	6	*	*	247	155	62.8
To obtain an initial Ed Special teaching credential	0	*	*	14	5	35.7
To add an authorization	2	*	*	75	45	60.0
College/University Training						
In California	7	*	*	269	164	61.0
Outside of California	0	*	*	50	31	62.0
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	26	12	46.2
Bachelor's degree + additional credits	2	*	*	201	114	56.7
Master's degree or doctoral degree	2	*	*	101	74	73.3

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

Appendix B24: CSET: WL French – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22

CSET: WL French	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	14	12	85.7	946	832	87.9
Ethnicity						
African American	1	*	*	53	40	75.5
Asian American	0	*	*	45	39	86.7
Hispanic American	1	*	*	75	55	73.3
Native American	0	*	*	2	*	*
White, non-Hispanic	11	10	90.9	607	548	90.3
Gender						
Female	11	9	81.8	701	624	89.0
Male	3	*	*	228	191	83.8
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	17	17	100.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	11	84.6	611	532	87.1
To obtain an initial Ed Special teaching credential	1	*	*	13	11	84.6
To add an authorization	0	*	*	215	191	88.8
College/University Training						
In California	7	*	*	356	305	85.7
Outside of California	4	*	*	275	244	88.7
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	47	40	85.1
Bachelor's degree + additional credits	4	*	*	441	379	85.9
Master's degree or doctoral degree	3	*	*	321	287	89.4

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

Appendix B25: CSET: WL Mandarin – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22

CSET: WL Mandarin	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	38	34	89.5	1,419	1,325	93.4
Ethnicity						
African American	0	*	*	1	*	*
Asian American	34	31	91.2	1,167	1,097	94.0
Hispanic American	0	*	*	1	*	*
Native American	0	*	*	0	*	*
White, non-Hispanic	1	*	*	23	17	73.9
Gender						
Female	32	29	90.6	1,181	1,107	93.7
Male	6	*	*	207	188	90.8
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	31	30	96.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	21	17	81.0	885	832	94.0
To obtain an initial Ed Special teaching credential	0	*	*	55	47	85.5
To add an authorization	2	*	*	206	188	91.3
College/University Training						
In California	10	9	90.0	255	221	86.7
Outside of California	9	*	*	484	460	95.0
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	31	27	87.1
Bachelor's degree + additional credits	11	8	72.7	467	424	90.8
Master's degree or doctoral degree	10	9	90.0	605	573	94.7

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

Appendix B26: CSET: WL Spanish – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2004-22

CSET: WL Spanish	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	145	104	71.7	6,535	5,752	88.0
Ethnicity						
African American	1	*	*	67	55	82.1
Asian American	3	*	*	150	129	86.0
Hispanic American	102	71	69.6	4,036	3,500	86.7
Native American	0	*	*	16	13	81.3
White, non-Hispanic	26	22	84.6	1,537	1,412	91.9
Gender						
Female	107	76	71.0	4,655	4,103	88.1
Male	37	27	73.0	1,805	1,585	87.8
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	75	64	85.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	105	73	69.5	4,625	4,076	88.1
To obtain an initial Ed Special teaching credential	6	*	*	92	77	83.7
To add an authorization	18	15	83.3	1,222	1,088	89.0
College/University Training						
In California	65	45	69.2	3,502	3,051	87.1
Outside of California	21	18	85.7	1,000	915	91.5
Educational Level						
Fresh/Soph/Jr/Sr College	6	*	*	496	445	89.7
Bachelor's degree + additional credits	57	36	63.2	3,707	3,232	87.2
Master's degree or doctoral degree	37	31	83.8	1,483	1,337	90.2

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

Appendix B27: CSET: Writing Skills – Annual (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2003-22

CSET: Writing Skills	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	188	159	84.6	11,816	10,049	85.0
Ethnicity						
African American	9	*	*	420	315	75.0
Asian American	30	24	80.0	1,213	917	75.6
Hispanic American	47	37	78.7	2,277	1,641	72.1
Native American	3	*	*	59	46	78.0
White, non-Hispanic	78	73	93.6	6,031	5,545	91.9
Gender						
Female	155	133	85.8	9,932	8,447	85.0
Male	27	22	81.5	1,689	1,417	83.9
Nonbinary	0	*	*	0	*	*
Decline to state	6	*	*	195	185	94.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	127	111	87.4	9,333	8,025	86.0
To obtain an initial Ed Special teaching credential	53	44	83.0	1,298	1,091	84.1
To add an authorization	0	*	*	127	109	85.8
College/University Training						
In California	134	115	85.8	8,664	7,324	84.5
Outside of California	23	20	87.0	1,702	1,559	91.6
Highest Educational Level						
Fresh/Soph/Jr/Sr College	24	20	83.3	4,254	3,733	87.8
Bachelor's degree + additional credits	106	91	85.8	5,871	4,940	84.1
Master's degree or doctoral degree	7	*	*	543	468	86.2

**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 (2021-22) and Cumulative Passing Rates by Demographic and Background Information, 2013–22

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	629	577	92	5,367	4,973	93
Ethnicity						
African American	16	16	100	264	233	88
Asian American	42	37	88	454	385	85
Hispanic American	172	144	84	1,165	1,025	88
Native American	10	8	80	37	32	86
White, non-Hispanic	321	311	97	2,812	2,709	96
Multiracial	45	41	91	333	316	95
Other	9	*	*	100	84	84
Undeclared	14	13	93	202	189	94
Gender						
Female	471	432	92	3,902	3,642	93
Male	145	133	92	1,394	1,265	91
Not provided	12	11	92	70	65	93
Certification Status						Cumulative % Passed
Seeking admission to educator prep program	23	14	61	777	717	92
Completed/completing educator prep program in CA	403	378	94	3,081	2,872	93
Completed/completing educator prep program outside CA	142	128	90	822	753	92
Completed/completing approved alternative route	40	38	95	465	444	95
CA Credentialed educator seeking additional authorization	16	15	94	135	118	87
Out of state credentialed	5	*	*	87	69	79

NES: Assessment of Professional Knowledge (Elementary and Secondary)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
educator seeking CA credential						
Best Language						
English	618	569	92	5,271	4,903	93
Other	11	8	73	96	70	73
Educational Level						
High School	15	12	80	88	79	90
Some college	217	202	93	1,548	1,462	94
Bachelor's degree	165	149	90	1,733	1,605	93
Bachelor's degree plus additional credits	122	113	93	954	876	92
Master's degree	82	75	91	708	647	91
Master's degree plus additional credits	25	23	92	278	249	90
Doctoral degree	3	*	*	58	55	95

**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, 2017-22

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2017-22						
ALL EXAMINEES	36,128	100.0	604	100.0	36,379	100.0
Educational Level						
High School diploma	875	2.4	6	1.0	877	2.4
Associate of Arts degree	585	1.6	6	1.0	584	1.6
Bachelor's degree	5,597	15.5	79	13.1	5,629	15.5
Bachelor's degree + additional credits	22,791	63.1	366	60.6	22,955	63.1
Master's degree	2,730	7.6	58	9.6	2,753	7.6
Master's degree + additional credits	2,095	5.8	62	10.3	2,120	5.8
Doctoral degree	154	0.4	1	0.2	155	0.4
Did not respond	1,301	3.6	26	4.3	1,306	3.6
College Grade Point Average						
3.50 to 4.00	17,544	48.6	246	40.7	17,644	48.5
3.00 to 3.49	13,243	36.7	239	39.6	13,347	36.7
2.50 to 2.99	3,370	9.3	74	12.3	3,400	9.3
2.00 to 2.49	403	1.1	16	2.6	414	1.1
Below 2.00	16	0.0	0	0.0	16	0.0
Did not attend college	12	0.0	0	0.0	12	0.0
Did not respond	1,540	4.3	29	4.8	1,546	4.2
Reason for Taking RICA						
Multiple Subject Teaching Credential	26,078	72.2	424	70.2	26,260	72.2
Education Specialist Instruction Credential	8,203	22.7	147	24.3	8,269	22.7
No Response	1,847	5.1	33	5.5	1,850	5.1
Professional Preparation						
Not begun professional preparation	2,181	6.0	29	4.8	2,191	6.0
First year in college/university internship program	5,030	13.9	56	9.3	5,058	13.9
Second year in college/university internship program	3,214	8.9	66	10.9	3,243	8.9
Completed college/university internship program	3,170	8.8	88	14.6	3,199	8.8
First year in district internship program	2,007	5.6	42	7.0	2,026	5.6
Second year in district internship program	1,917	5.3	47	7.8	1,924	5.3
Completed district internship program	928	2.6	32	5.3	925	2.5
Not begun student teaching in non-intern college/university program	2,504	6.9	20	3.3	2,515	6.9

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2017-22						
Begun student teaching in non-intern college/university program	6,259	17.3	70	11.6	6,308	17.3
Completed student teaching in non-intern college/university program	2,048	5.7	21	3.5	2,064	5.7
Completed Program in non-intern college/university program	2,724	7.5	50	8.3	2,739	7.5
I will be in the first year of an induction program	692	1.9	23	3.8	710	2.0
I will be in the second year of an induction program	324	0.9	8	1.3	330	0.9
I will have completed an induction program	194	0.5	10	1.7	201	0.6
Did not respond	2,936	8.1	42	7.0	2,946	8.1
Preparation for Reading Instruction						
No preparation	3,429	9.5	51	8.4	3,437	9.4
Completed IHE course in Methods of Reading Instruction	22,562	62.5	301	49.8	22,694	62.4
Completed District Internship course	5,332	14.8	145	24.0	5,398	14.8
Observed Reading instruction in a TK-12 school	8,664	24.0	161	26.7	8,752	24.1
Worked with individual students in TK-12 school to improve their Reading skills	7,465	20.7	137	22.7	7,530	20.7
Had daily responsibility for classroom Reading instruction as student teacher or intern	10,563	29.2	240	39.7	10,696	29.4
Student Teaching Assignments						
None	7,883	21.8	118	19.5	7,937	21.8
One	9,886	27.4	135	22.4	9,943	27.3
Two	7,548	20.9	122	20.2	7,600	20.9
Three	1,704	4.7	35	5.8	1,719	4.7
Four or more	1,077	3.0	30	5.0	1,088	3.0
I am currently an intern	5,593	15.5	129	21.4	5,651	15.5
Did not respond	2,437	6.7	35	5.8	2,441	6.7
Grade Level Teaching Experience						
None	3,612	10.0	25	4.1	3,617	9.9
PK-2	20,293	56.2	369	61.1	20,464	56.3
Grades 3-5	18,100	50.1	312	51.7	18,243	50.1
Grades 6-8	7,715	21.4	162	26.8	7,770	21.4
Grades 9-12	3,322	9.2	61	10.1	3,344	9.2
Best Language of Communication						

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2017-22						
English	34,595	95.8	562	93.0	34,837	95.8
Spanish	252	0.7	9	1.5	255	0.7
Vietnamese	19	0.1	0	0.0	19	0.1
Cantonese	30	0.1	0	0.0	30	0.1
Hmong	10	0.0	1	0.2	10	0.0
Other	153	0.4	4	0.7	151	0.4
Did not respond	1,069	3.0	28	4.6	1,077	3.0
First Language of Communication						Total RICA %
English only	24,557	68.0	369	61.1	24,717	67.9
English and one or more other languages	7,015	19.4	126	20.9	7,063	19.4
One or more languages other than English	3,267	9.0	82	13.6	3,306	9.1
Did not respond	1,289	3.6	27	4.5	1,293	3.6
Gender						
Male	5,545	15.3	129	21.4	5,589	15.4
Female	30,230	83.7	473	78.3	30,436	83.7
Nonbinary	23	0.1	0	0.0	23	0.1
Decline to state	330	0.9	2	0.3	331	0.9
Ethnicity						
African American/Black	1,191	3.3	35	5.8	1,209	3.3
Asian American/Asian	1,900	5.3	16	2.6	1,910	5.3
Filipino	759	2.1	13	2.2	764	2.1
Southeast Asian American	736	2.0	12	2.0	742	2.0
Pacific Island American	151	0.4	7	1.2	152	0.4
Mexican American or Chicano	7,973	22.1	148	24.5	8,028	22.1
Latino, Latin American, Puerto Rican, Hispanic	2,905	8.0	63	10.4	2,935	8.1
Native American, American Indian	211	0.6	6	1.0	213	0.6
White, non-Hispanic	17,126	47.4	233	38.6	17,226	47.4
Other	1,797	5.0	42	7.0	1,808	5.0
Did not respond	1,379	3.8	29	4.8	1,392	3.8

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates by Demographic and Background Information, 2017-22

	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
RICA 2017-22						
ALL EXAMINEES	36,379	21,779	59.9	36,379	30,648	84.2
Educational Level						
High School diploma	977	593	60.7	877	725	82.7
Associate of Arts degree	688	331	48.1	584	429	73.5
Bachelor's degree	6,190	3,477	56.2	5,629	4,540	80.7
Bachelor's degree + additional credits	23,145	14,129	61.0	22,955	19,747	86.0
Master's degree	2,171	1,282	59.1	2,753	2,223	80.7
Master's degree + additional credits	1,959	1,254	64.0	2,120	1,784	84.2
Doctoral degree	149	110	73.8	155	135	87.1
Did not respond	1,100	603	54.8	1,306	1,065	81.5
College Grade Point Average						
3.50 to 4.00	17,198	11,549	67.2	17,644	15,463	87.6
3.00 to 3.49	13,734	7,527	54.8	13,347	10,947	82.0
2.50 to 2.99	3,650	1,770	48.5	3,400	2,654	78.1
2.00 to 2.49	432	176	40.7	414	308	74.4
Below 2.00	15	5	33.3	16	13	81.3
Did not attend college	11	7	63.6	12	11	91.7
Did not respond	1,339	745	55.6	1,546	1,252	81.0
Reason for Taking RICA						
Multiple Subject Teaching Credential	26,411	16,444	62.3	26,260	22,480	85.6
Education Specialist Instruction Credential	8,277	4,439	53.6	8,269	6,728	81.4
No Response	1,691	896	53.0	1,850	1,440	77.8
Professional Preparation						
Not begun Professional Preparation	2,384	1,101	46.2	2,191	1,611	73.5
First year in college/university internship program	5,815	3,596	61.8	5,058	4,372	86.4

RICA 2017-22	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	3,429	1,968	57.4	3,243	2,772	85.5
Completed college/university internship program	2,374	1,390	58.6	3,199	2,584	80.8
First year in district internship program	2,322	1,200	51.7	2,026	1,702	84.0
Second year in district internship program	1,720	952	55.3	1,924	1,629	84.7
Completed district internship program	634	344	54.3	925	732	79.1
Not begun student teaching in non- intern college/university program	3,139	1,913	60.9	2,515	2,157	85.8
Begun student teaching in non- intern college/university program	7,118	4,867	68.4	6,308	5,717	90.6
Completed student teaching in non- intern college/university program	1,779	1,119	62.9	2,064	1,696	82.2
Completed non- intern college/university program	2,119	1,326	62.6	2,739	2,275	83.1
I will be in the first year of an induction program	505	280	55.4	710	545	76.8
I will be in the second year of an induction program	187	126	67.4	330	282	85.5
I will have completed an induction program	146	86	58.9	201	149	74.1

	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
RICA 2017-22						
Did not respond	2,708	1,511	55.8	2,946	2,425	82.3
Preparation for Reading Instruction						
No preparation	3,391	1,748	51.5	3,437	2,691	78.3
Completed IHE course in Methods of Reading Instruction	22,947	14,441	62.9	22,694	19,461	85.8
Completed District Internship course	5,451	3,158	57.9	5,398	4,549	84.3
Observed Reading instruction in a TK- 12 school	9,307	5,835	62.7	8,752	7,590	86.7
Worked with individual students in TK-12 school to improve their Reading skills	7,942	5,036	63.4	7,530	6,545	86.9
Had daily responsibility for classroom Reading instruction as student teacher or intern	10,912	7,068	64.8	10,696	9,305	87.0
Student Teaching Assignments						
None	9,143	5,089	55.7	7,937	6,515	82.1
One	10,047	6,421	63.9	9,943	8,547	86.0
Two	6,650	4,212	63.3	7,600	6,503	85.6
Three	1,522	938	61.6	1,719	1,455	84.6
Four or more	1,074	588	54.7	1,088	858	78.9
I am currently an intern	5,721	3,298	57.6	5,651	4,756	84.2
Did not respond	2,222	1,233	55.5	2,441	2,014	82.5
Grade Level Teaching Experience						
None	4,255	2,341	55.0	3,617	2,902	80.2
PK-2	20,149	12,551	62.3	20,464	17,472	85.4
Grades 3-5	17,785	11,023	62.0	18,243	15,635	85.7
Grades 6-8	7,614	4,381	57.5	7,770	6,435	82.8

	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
RICA 2017-22						
Grades 9-12	3,331	1,676	50.3	3,344	2,635	78.8
Best Language of Communication						
English	35,006	21,087	60.2	34,837	29,433	84.5
Spanish	247	86	34.8	255	177	69.4
Vietnamese	21	9	42.9	19	13	68.4
Cantonese	30	15	50.0	30	24	80.0
Hmong	10	5	50.0	10	7	70.0
Other	154	94	61.0	151	135	89.4
Did not respond	911	483	53.0	1,077	859	79.8
First Language of Communication						
English only	24,684	15,743	63.8	24,717	21,441	86.7
English and one or more other languages	7,182	3,698	51.5	7,063	5,552	78.6
One or more languages other than English	3,405	1,747	51.3	3,306	2,613	79.0
Did not respond	1,108	591	53.3	1,293	1,042	80.6
Gender						
Male	5,589	2,710	48.5	5,589	4,349	77.8
Female	30,436	18,821	61.8	30,436	25,985	85.4
Nonbinary	23	15	65.2	23	20	87.0
Decline to state	331	233	70.4	331	294	88.8
Ethnicity						
African American/Black	1,209	575	47.6	1,209	916	75.8
Asian American/Asian	1,910	1,361	71.3	1,910	1,710	89.5
Filipino	764	458	59.9	764	643	84.2
Southeast Asian American	742	421	56.7	742	612	82.5
Pacific Island American	152	83	54.6	152	124	81.6
Mexican American or Chicano	8,028	3,784	47.1	8,028	6,142	76.5
Latino, Latin American, Puerto Rican, Hispanic	2,935	1,535	52.3	2,935	2,340	79.7
Native American, American Indian	213	124	58.2	213	181	85.0

RICA 2017-22	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
White, non- Hispanic	17,226	11,611	67.4	17,226	15,308	88.9
Other	1,808	1,007	55.7	1,808	1,481	81.9
Did not respond	1,392	820	58.9	1,392	1,191	85.6

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

Appendix E: CPACE

Appendix E1: CPACE (Content and Performance Combined) Annual (2021-22) and Cumulative (2015-22) Passing Rates

CPACE 2017-22	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	1,058	135	12.8	3,296	1,082	32.8
Ethnicity						
Not Specified	64	7	10.9	191	65	34.0
African American/Black	65	7	10.8	211	47	22.3
Japanese American/Japanese	9	*	*	26	10	38.5
Chinese American/Chinese	13	4	30.8	38	14	36.8
Korean American/Korean	15	0	0.0	49	15	30.6
Filipino American/Filipino	18	5	27.8	51	20	39.2
Cambodian American/Cambodian	1	*	*	3	*	*
Laotian American/Laotian	1	*	*	3	*	*
Vietnamese American/Vietnamese	10	0	0.0	26	9	34.6
Other SE Asian Amer/SE Asian	3	*	*	8	*	*
Asian Indian American/Asian Indian	6	*	*	24	13	54.2
Hawaiian	1	*	*	2	*	*
Samoan	1	*	*	3	*	*
Guamanian	0	*	*	1	*	*
Other Pacific Islander Amer/Other Pacific Islander	1	*	*	5	*	*
Mexican American/Chicano	147	16	10.9	410	102	24.9
Latino/Latino American/Puerto	62	9	14.5	171	46	26.9

CPACE 2017-22	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Rican/Other Hispanic						
Native Amer/Amer Indian/Alaskan Native	11	0	0.0	19	2	10.5
White (non-Hispanic)	575	73	12.7	1,882	683	36.3
Other	55	8	14.5	173	52	30.1
Gender						
Female	815	116	14.2	2,498	862	34.5
Male	219	17	7.8	748	206	27.5
Nonbinary	0	*	*	0	*	*
Decline to state	24	2	8.3	50	14	28.0
First Language						
No response	4	*	*	25	10	40.0
English only	841	104	12.4	2,642	894	33.8
English and one or more other languages	165	21	12.7	476	136	28.6
One or more languages other than English	48	9	18.8	153	42	27.5
Education Level						
No response	4	*	*	26	11	42.3
Bachelor's	11	0	0.0	35	8	22.9
Bachelor's and additional credits	118	11	9.3	383	117	30.5
Master's	255	35	13.7	760	249	32.8
Master's and additional credits	579	74	12.8	1,824	605	33.2
Doctorate	90	13	14.4	266	91	34.2
Not yet obtained a Bachelor's degree	1	*	*	2	*	*
Years Since Schooling						
No response	4	*	*	27	11	40.7
Currently attending college or graduate school	107	7	6.5	312	86	27.6
Less than 1 year	54	8	14.8	195	70	35.9
1-3 years	152	21	13.8	480	156	32.5
4-6 years	190	27	14.2	642	223	34.7

	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
CPACE 2017-22						
7-10 years	186	21	11.3	639	216	33.8
More than 10 years	365	50	13.7	1,001	320	32.0
College Grade Point Average						
No response	4	*	*	28	12	42.9
3.5 to 4.0	703	92	13.1	2,120	738	34.8
3.0 to 3.49	295	37	12.5	942	284	30.1
2.5 to 2.99	52	5	9.6	179	42	23.5
2.0 to 2.49	4	*	*	25	6	24.0
1.5 to 1.99	0	*	*	2	*	*
Below 1.5	0	*	*	0	*	*
Credential Types						
No response	4	*	*	19	6	31.6
Elementary Teaching	291	44	15.1	934	316	33.8
Secondary Teaching	325	36	11.1	1,007	349	34.7
Special Education	137	13	9.5	404	114	28.2
Designated Subjects Teaching	8	*	*	29	5	17.2
Pupil Personnel Services	90	12	13.3	287	96	33.4
Speech-Language Pathology Services	9	*	*	29	6	20.7
Clinical or Rehabilitative Services	2	*	*	5	*	*
Child Development Permit	4	*	*	9	*	*
Employment Status						
No response	4	*	*	33	12	36.4
Elementary school	202	23	11.4	684	220	32.2
Middle school	99	8	8.1	351	115	32.8
Secondary school	250	28	11.2	767	227	29.6
Adult education	13	0	0.0	52	9	17.3
School district level	225	39	17.3	659	252	38.2
County Office of Education level	55	12	21.8	131	50	38.2
Employed in another educational setting	20	3	15.0	83	28	33.7

CPACE 2017-22	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Employed, but not in an educational setting	2	*	*	7	*	*
Unemployed	7	*	*	29	11	37.9
K-8 school	72	6	8.3	210	65	31.0
Charter School	104	13	12.5	275	87	31.6
Continuation School	5	*	*	15	3	20.0
Education Assignment						
No response	9	*	*	36	16	44.4
General education teacher	414	50	12.1	1,385	465	33.6
Special education teacher	118	17	14.4	338	89	26.3
Adult or vocational education teacher	17	0	0.0	53	10	18.9
Program coordinator	230	30	13.0	641	218	34.0
Consultant	25	3	12.0	60	25	41.7
Counselor	32	1	3.1	129	29	22.5
Librarian	6	*	*	11	2	18.2
Nurse	3	*	*	7	*	*
Psychologist	27	4	14.8	113	40	35.4
Speech pathologist	9	*	*	28	7	25.0
Other non-administrative public school position	143	20	14.0	447	163	36.5
Currently not in an education assignment	25	2	8.0	48	14	29.2
Experience as an Educator						
No response	4	*	*	28	11	39.3
less than 3 years	15	4	26.7	33	12	36.4
3-5 years	67	5	7.5	266	90	33.8
6-10 years	310	48	15.5	969	353	36.4
11 or more years	662	77	11.6	2,000	616	30.8
Experience Related to Administration						
No response	4	*	*	19	6	31.6

CPACE 2017-22	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
California public school (TK-12)	278	35	12.6	847	294	34.7
Out-of-state public school (TK-12)	7	*	*	14	4	28.6
Private school (TK-12)	16	2	12.5	64	24	37.5
Non-educational administrative experience	27	6	22.2	76	23	30.3
No administrative experience	152	20	13.2	493	156	31.6
Mentor/master teacher or support provider	100	10	10.0	314	95	30.3
Teacher on special assignment	147	18	12.2	393	128	32.6
Program coordinator or director	117	15	12.8	329	95	28.9
School Administration Related Coursework						
No response	4	*	*	33	14	42.4
1-6 semester credit hours	138	15	10.9	449	126	28.1
7-15 semester credit hours	71	6	8.5	237	68	28.7
16-24 semester credit hours	54	7	13.0	155	48	31.0
25 or more semester credit hours	102	10	9.8	317	87	27.4
None	689	96	13.9	2,105	739	35.1

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