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Information

Educator Preparation Committee

Annual Report on Passing Rates of Commission-Approved Examinations from 2018-19 to 2022-23

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

Recommended Action: For information only

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Strategic Plan Goal

Continuous Improvement

- Goal 7. The Commission's work is grounded in research, informed by the voices of practitioners and communities of interests, and supports continuous improvement in educator preparation and licensure.
 - O. Strengthen the Commission's capacity to collect and analyze survey and assessment data related to quality in preparation of the education workforce
 - Q. Use data to inform Commission and staff decision-making and continuous improvement

Annual Report on Passing Rates of Commission-Approved Examinations from 2018-19 to 2022-23

Introduction

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2018-19 through 2022-23. 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 and majors as 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 demonstrate basic skills and subject matter competency created by AB130 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 and 2022-23 fiscal years. 2021-2022 was the first year in which the new AB130 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 and 2022-2023 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 AB130.

Table 1: Number of Credentials Issued by Options for Meeting the Basic Skills Requirement (BSR) 2021-2023

Fiscal Year	BSR Option	Single Subject Teaching Credentials	Multiple Subjects Teaching Credentials	Education Specialist Teaching Credentials	Total
2021-22	Total Credentials	4,386	5,096	1,746	11,228
2021-22	BSR met by examination (CBEST or CSET)	3,390	4,350	1,555	9,295
2021-22	BSR met by an <u>option other than CBEST</u> (most likely coursework)	996	746	191	1,933
2022-23	Total Credentials	4,309	4,298	1,511	10,118
2022-23	BSR met by examination (CBEST or CSET)	2,578	3,008	1,256	6,842
2022-23	BSR met by an <u>option other than CBEST</u> (most likely coursework)	1,731	1,290	255	3,276

More information is available regarding the specific methods used by candidates to meet the subject matter requirement during these years. 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) 2021-2023

Fiscal Year	SMR Option	Single Subject Teaching Credentials	Multiple Subjects Teaching Credentials	Education Specialist Teaching Credentials	Total
2021-22	Total Credentials	4,386	5,096	1,746	11,228
2021-22	SMR met by Examination	2,562	3,331	1,283	7,176
2021-22	SMR met by coursework	88	56	50	194
2021-22	SMR met by coursework and exam combination	114	54	33	201
2021-22	SMR met by degree major	480	394	181	1,055
2021-22	SMR met by program at a different IHE	230	217	49	496
2021-22	SMR met by program at the recommending IHE	912	1,044	150	2,106
2022-23	Total Credentials	4,309	4,298	1,511	10,118
2022-23	SMR met by Examination	1,852	2,463	979	5,294
2022-23	SMR met by coursework	257	195	77	529

Fiscal Year	SMR Option	Single Subject Teaching Credentials	Multiple Subjects Teaching Credentials	Education Specialist Teaching Credentials	Total
2022-23	SMR met by coursework and exam combination	225	140	82	447
2022-23	SMR met by degree major	1,144	764	246	2,154
2022-23	SMR met by program at a different IHE	122	134	17	273
2022-23	SMR met by program at the recommending IHE	709	602	110	1,421

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 for an understanding of 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 [examinations website](#) and linked resources, examinees can find a wealth of information about each of the Commission's examinations that can help candidates understand how to register for assessments, how to prepare for passing each examination, and what to expect on testing day. Information is provided for candidates 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](#).

Examinations Fee Waivers

Beginning in the 2022-23 fiscal year, and continuing through the current 2023-24 fiscal year, California State Budget funds were provided to cover the costs of examinations fees for California residents working to earn a credential. During these years, candidates have been able to take Commission examinations for free, or else were reimbursed for examinations fees they may have paid. Staff believes that the examinations fee waivers resulted in higher than normal numbers of exams being taken during the 2022-23 fiscal year, which is the most recent year of this report. While the Commission will not see extreme increases or decreases in the number of examinations administered during 2021-22, when examinees had to pay for exams, and 2022-23, when examinations became free, staff believes this is the result of the examinations fee waivers having been implemented shortly after new, non-examination options became available to teacher credential candidates for meeting the basic skills and subject matter requirements using undergraduate degrees and coursework options.

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

There is currently also a proposed senate bill that would remove the basic skills requirement for teacher credential candidates who hold a baccalaureate degree.

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 testing session, or they can take each section separately at different times or locations. 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. A score of at least 41 must be achieved on any individual subtest to combine the subtest score with other options for meeting the basic skills requirement.

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 number of total CBEST administrations remained largely the same during the most recent year of this report, 2022-23, compared with the previous year, 2021-22. This is likely due to a combination of factors affecting the total number of CBEST administrations. While CBEST, like all the other Commission examinations, became free for California residents in 2022-23, it did not result in the overall increase in number of administrations as might be expected, and as happened with most of the other Commission examinations. This lack of increase in the total number of CBEST administrations can likely be explained by the increase in numbers of people using options other than CBEST to meet the basic skills requirement, particularly undergraduate coursework. 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, 2018–23

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
2022-23	55,598	20,907	22,808	19,558
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

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in [Appendix A1: CBEST Preparation and Demographic Data, 2018 to 2023](#). 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 13 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. About 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, 2018-19 through 2022-23. 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, 2018–23

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2018-2023	103,829	66,997	64.5	103,829	83,611	80.5
2022-23	11,840	7,617	64.3	11,840	8,792	74.3
2021-22	13,366	9,053	67.7	13,366	10,734	80.3
2020-21	21,060	13,545	64.3	21,060	16,761	79.6
2019-20	22,975	14,969	65.2	22,975	18,707	81.4
2018-19	34,588	21,813	63.1	34,588	28,617	82.7

The statewide first-time pass rates range from approximately 63% to 68% during the five years reported. The cumulative pass rate for each cohort will increase over time since there is more time and more administrations for an individual to take the assessment. Previous years' cohorts have had more time to retake any sections they may not have passed.

Table 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, 2018–23

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2018-2023	112,576	87,602	77.8	112,576	94,045	83.5
2022-23	16,191	11,724	72.4	16,191	12,283	75.9
2021-22	16,232	12,491	77.0	16,232	13,236	81.5
2020-21	21,575	16,976	78.7	21,575	18,118	84.0
2019-20	23,475	18,869	80.4	23,475	20,251	86.3
2018-19	35,103	27,542	78.5	35,103	30,157	85.9

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, 2018–23

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2018-2023	113,139	83,772	74.0	113,139	92,020	81.3
2022-23	16,797	11,701	69.7	16,797	12,524	74.6
2021-22	16,692	12,170	72.9	16,692	13,298	79.7
2020-21	21,313	15,638	73.4	21,313	17,133	80.4

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2019-20	23,398	18,019	77.0	23,398	19,638	83.9
2018-19	34,939	26,244	75.1	34,939	29,427	84.2

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, 2018–23

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2018-2023	107,753	72,901	67.7	107,753	80,987	75.2
2022-23	14,598	9,741	66.7	14,598	10,401	71.2
2021-22	14,579	10,460	71.7	14,579	11,141	76.4
2020-21	20,958	14,485	69.1	20,958	15,909	75.9
2019-20	23,270	15,731	67.6	23,270	17,702	76.1
2018-19	34,348	22,484	65.5	34,348	25,834	75.2

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, 2018–23

Test Section	First-Time Pass Rate	Cumulative Pass Rate
Reading	78	84
Math	74	81
Writing	68	75
CBEST all sections	65	81

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, 2018 to 2023](#). 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, 2018–23

Gender	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	103,829	66,997	65	103,829	83,611	81
Female	71,225	43,778	61	71,225	56,021	79
Male	30,681	21,751	71	30,681	25,909	84
Nonbinary	322	264	82	322	287	89
Decline to state	1,601	1,204	75	1,601	1,394	87

Table 11: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Ethnicity, 2018–23

Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	103,829	66,997	65	103,829	83,611	81
African American	6,222	3,012	48	6,222	4,221	68
Asian American	3,906	2,527	65	3,906	2,996	77
Filipino	2,810	1,772	63	2,810	2,175	77
Southeast Asian	2,207	1,236	56	2,207	1,617	73
Pacific Islander	496	324	65	496	408	82
Mexican American	27,090	14,679	54	27,090	20,271	75
Latino	10,593	5,657	53	10,593	7,736	73
Native American	658	427	65	658	526	80
White	40,717	31,915	78	40,717	36,689	90
Other	6,630	3,781	57	6,630	4,853	73
No Response	2,500	1,667	67	2,500	2,119	85

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 MSIII examinations were launched more recently and results from those updated examinations will be included in a future version of this report.

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
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	3	120	5

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
	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			
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 from Birth Through Adolescence; Social and Physical Development from Birth Through Adolescence; Influences on Development from Birth Through Adolescence	3	143	11
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

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
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
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	4	50	18

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
	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			
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
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	5	210	10

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

More than 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), 2018–23

CSET Examination	Since Inception	2018-19	2019-20	2020-21	2021-22	2022-23
ALL EXAMINEES	462,062	18,364	12,788	14,492	10,199	13,100
Agriculture	334	25	14	15	11	11
Art (2003-2022)	3,809	230	135	211	133	34
Art (Updated 2022)	141					141
Business	863	29	18	14	11	18
Dance	62				23	39
English	11,831	1,508	1,066	1,339	685	898
English Language Development	173	23	20	17	4	10
Foundational Level Mathematics*	4,702	717	518	536	395	498
Foundational Level Science*	2,031	510	348	345	296	393
Health Science	4,435	153	110	138	109	206
Home Economics	649	17	7	8	20	29
Industrial and Technology Education	1,104	65	42	28	28	37
Mathematics	3,636	505	407	470	265	285
Multiple Subjects	36,552	8,715	5,868	6,350	4,842	581
Multiple Subjects (Updated 2022)	6,116					5,682
Music (2004-2022)	2,164	150	95	134	59	9
Music (Updated 2022)	33					33
Physical Education	11,363	678	441	594	476	702
Science: Life Sciences	3,657	797	583	698	378	372
Science: Chemistry	1,500	317	251	303	177	196
Science: Earth and Space Science	674	123	103	126	91	119
Science: Physics	841	181	142	162	106	105

CSET Examination	Since Inception	2018-19	2019-20	2020-21	2021-22	2022-23
Social Science	33,090	1,296	939	1,117	886	1,099
Theatre	89				25	64
WL: American Sign Language	381	24	10	25	9	16
WL: Arabic	78	3	1	2	4	3
WL: Armenian	28		2	1		3
WL: Cantonese	17	2				2
WL: Farsi	13				1	
WL: Filipino	78	2	1	2	1	7
WL: French	961	38	25	21	14	15
WL: German	127	3	3	5	4	2
WL: Hebrew	6				1	
WL: Hindi	10	1	1			
WL: Hmong	41	1		2	5	3
WL: Italian	88	8	2		4	7
WL: Japanese	252	15	6	5	5	12
WL: Khmer	3			1		
WL: Korean	309	20	10	12	20	25
WL: Mandarin	1,470	51	44	31	38	51
WL: Portuguese	39	4	1	7	2	7
WL: Punjabi	27	1	1	5		1
WL: Russian	66	1		3	1	1
WL: Spanish	6,745	316	227	258	145	207
WL: Turkish	10		1	1		2
WL: Vietnamese	109	4	4	4	4	2
Writing Skills	12,103	321	288	374	188	287

* 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 (2022-23) and Cumulative (life of examination) Passing Rates

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
ALL EXAMINATIONS	13,100	8,074	61.6	462,062	375,069	81.2
Agriculture	11	2	18.2	334	193	57.8

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
Art (Updated 2022)	141	111	78.7	141	111	78.7
Business	18	3	16.7	863	489	56.7
Dance	39	34	87.2	62	57	91.9
English	898	567	63.1	11,831	9,886	83.6
English Language Development	10	0	0.0	173	22	12.7
Foundational Level Mathematics	498	154	30.9	4,702	2,506	53.3
Foundational Level Science	393	222	56.5	2,031	1,228	60.5
Health Science	206	121	58.7	4,435	3,410	76.9
Home Economics	29	15	51.7	649	469	72.3
Industrial Technology Education	37	33	89.2	1,104	942	85.3
Mathematics	285	143	50.2	3,636	2,535	69.7
Multiple Subjects (Updated 2022)	5,682	3,705	65.2	6,116	3,947	64.5
Music (Updated 2022)	33	26	78.8	33	26	78.8
Physical Education	702	345	49.1	11,363	8,357	73.5
Science: Life Sciences	372	219	58.9	3,657	2,896	79.2
Science: Chemistry	196	115	58.7	1,500	1,185	79.0
Science: Earth and Space Sciences	119	49	41.2	674	410	60.8
Science: Physics	105	43	41.0	841	558	66.3
Social Science	1,099	714	65.0	33,090	27,023	81.7
Theatre	64	56	87.5	89	79	88.8
WL: American Sign Language	16	7	43.8	381	233	61.2
WL: Arabic	3	*	*	78	71	91.0
WL: Armenian	3	*	*	28	26	92.9
WL: Cantonese	2	*	*	17	12	70.6
WL: Farsi	0			13	11	84.6
WL: Filipino	7	*	*	78	71	91.0
WL: French	15	12	80.0	961	844	87.8
WL: German	2	*	*	127	101	79.5
WL: Hebrew	0			6	*	*
WL: Hindi	0			10	8	80.0
WL: Hmong	3	*	*	41	37	90.2
WL: Italian	7	*	*	88	82	93.2

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
WL: Japanese	12	6	50.0	252	206	81.7
WL: Khmer	0			3	*	*
WL: Korean	25	24	96.0	309	284	91.9
WL: Mandarin	51	51	100.0	1,470	1,377	93.7
WL: Portuguese	7	*	*	39	33	84.6
WL: Punjabi	1	*	*	27	16	59.3
WL: Russian	1	*	*	66	58	87.9
WL: Spanish	207	139	67.1	6,745	5,919	87.8
WL: Turkish	2	*	*	10	10	100.0
WL: Vietnamese	2	*	*	109	102	93.6
Writing Skills	287	242	84.3	12,103	10,296	85.1

**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 (2022-23) and Cumulative (life of examination) Passing Rates by Candidate-Reported Gender and Ethnicity

CSET (all subject areas)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	13,100	8,074	61.6	462,062	375,069	81.2
Female	8,683	5,247	60.4	319,763	263,176	82.3
Male	4,055	2,560	63.1	136,170	106,735	78.4
Nonbinary	58	48	82.8	166	145	87.3
Decline to state	304	219	72.0	5,963	5,013	84.1
African American	708	306	43.2	19,430	12,723	65.5
Asian American	1,649	1,149	69.7	51,065	41,284	80.8
Hispanic American	4,565	2,415	52.9	96,234	73,349	76.2
Native American	83	45	54.2	2,892	2,210	76.4
White	4,987	3,463	69.4	238,458	201,012	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.

[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 (2022-23) and Cumulative (2014-23) 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	362	327	90	3,469	3,177	92
052 Assessment of Professional Knowledge - Secondary	252	222	88	2,521	2,345	93

Table 18: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual 2022-23) and Cumulative (2014-23) 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	614	549	89	5,990	5,522	92
Female	474	428	90	4,380	4,070	93
Male	130	111	85	1,528	1,376	90
African American	23	20	87	288	253	88
Asian American	36	25	69	490	410	84
Hispanic American	167	142	85	1,337	1,167	87
Native American	7	4	57	45	36	80
White	312	294	94	3,127	3,004	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, 2018–23

Testing Year	Written (Single Assessment Version)	Written (All Three Subtests)	Video (VPA)
2018-2023	37,074	20,817	1,188
2022-23		11,202	450
2021-22		9,543	152
2020-21	9,313	72	67
2019-20	11,820		209
2018-19	15,941		310

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2018 to 2023) of RICA participants who took the Written examination (WE) and/or the Video Performance Assessment (VPA) are provided in [Appendix D1](#). More than 70 percent of the individuals who responded to the background questions reported having a bachelor's degree or higher. More than 10 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 more than half of all examinees reported an ethnicity as something other than "White." A little more than half indicated taking the RICA to satisfy the Multiple Subject credential requirement and 17 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, 2018–23

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2018-23	39,584	22,044	55.7	39,584	32,807	82.9
2018-19	8,490	4,884	57.5	8,490	7,842	92.4
2019-20	6,355	3,833	60.3	6,355	5,519	86.8
2020-21	6,253	3,730	59.7	6,253	5,205	83.2
2021-22	7,869	4,437	56.4	7,869	6,904	87.7
2022-23	10,617	5,160	48.6	10,617	7,337	69.1

The cumulative passing rate for RICA is about 83 percent for the combined five cohorts represented in this report (2018-2023). The 2022-23 cohort who took the RICA has a cumulative passing rate of 69.1 percent, though they have not had as many chances to retake the assessment as previous cohorts.

The RICA: Written changed in 2021-22 from a single-administration exam to a three-subtest examination, and the numbers of test-takers increased between 2021 and 2022. While the change from a single administration model to a three-subtest model did not immediately result in an increase in passing rates for first-time test takers, we can see in the 2022-23 data that the cumulative passing rate has begun to increase for the first cohort of examinees to take the three-subtest version of RICA.

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, 2018–23

Section	First-Time	Cumulative
Written	55.7	82.6
Video Performance Assessment	49.4	56.6
WE and VPA Combined	55.7	82.9

There is a difference, between first time and cumulative passing rates, of about seven percentage points for the Video Performance Assessment and more than 25 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass initially typically retake the RICA and eventually pass, thereby leading to an increase in cumulative passing rates.

Passing Rate by Candidate-Reported Demographic Data

The first-time and cumulative passing rates for the combined RICA Written and Video Performance Assessment data are provided in [Appendix D2](#). First-time and cumulative passing rates by candidate-reported gender and ethnicity are shown in Table 22 below.

Table 22: RICA – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2018–23

Gender and Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Male	5,917	2,703	45.7	5,917	4,510	76.2
Female	33,228	19,039	57.3	33,228	27,918	84.0
Nonbinary	47	30	63.8	47	40	85.1
Decline to state	392	272	69.4	392	339	86.5
African American/Black	1,433	630	44.0	1,433	1,080	75.4
Asian American/Asian	1,988	1,349	67.9	1,988	1,758	88.4
Filipino	880	490	55.7	880	731	83.1
Southeast Asian American	832	437	52.5	832	665	79.9
Pacific Island American	162	81	50.0	162	126	77.8
Mexican American or Chicano	10,077	4,285	42.5	10,077	7,607	75.5
Latino, Latin American, Puerto Rican, Hispanic	3,584	1,695	47.3	3,584	2,777	77.5
Native American, American Indian	231	127	55.0	231	196	84.8
White, non-Hispanic	17,221	11,272	65.5	17,221	15,243	88.5
Other	1,964	1,017	51.8	1,964	1,589	80.9
No ethnicity response	1,212	661	54.5	1,212	1,035	85.4

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 CTET examination is criterion-referenced - that is, the examinee's knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees. The CTET subtests' content is provided below.

CTET Subtest 1: Language and Language Development

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

CTET Subtest 2: Assessment and Instruction

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

CTET Subtest 3: Culture and Inclusion

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

Scoring of the CTET

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

Examination Volume

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

Table 23: Number of CTEL Examinations Administered, 2018–23

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
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
2022-23	1,940	1,789	1,840

CTEL Passing Rates

Table 24 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2018-19 through 2022-23. 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 2022-23 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, 2018–23

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
2018-2023	6,576	3,114	47.4	6,576	4,670	71.0
2018-19	1,787	890	49.8	1,787	1,374	76.9
2019-20	1,219	573	47.0	1,219	914	75.0
2020-21	1,257	632	50.3	1,257	972	77.3
2021-22	1,125	503	44.7	1,125	775	68.9
2022-23	1,188	516	43.4	1,188	635	53.5

CTEL, first administered in December 2005, shows a first-time passing rate of 47 percent for 2018 to 2023. The first-time passing rates for all three subtests are smaller in more recent years because those examinees have had fewer chances to retake.

Table 25: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2018–23

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	4,997	2,447	49.0	4,997	3,615	72.3
Male	1,461	608	41.6	1,461	968	66.3
Nonbinary	11	4	36.4	11	7	63.6
Decline to state	107	55	51.4	107	80	74.8
African American/Black	360	77	21.4	360	173	48.1

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
Asian American/Asian	254	134	52.8	254	193	76.0
Filipino	123	42	34.1	123	73	59.3
Southeast Asian American	53	18	34.0	53	32	60.4
Pacific Island American	20	3	15.0	20	6	30.0
Mexican American or Chicano	487	145	29.8	487	264	54.2
Latino, Latin American, Puerto Rican, Hispanic	358	125	34.9	358	216	60.3
Native American, American Indian	38	17	44.7	38	26	68.4
White, non-Hispanic	4,255	2,280	53.6	4,255	3,261	76.6
Other	379	157	41.4	379	252	66.5
No ethnicity response	249	116	46.6	249	174	69.9

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, 2018–23

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)
2018-19	462	478	324
2019-20	345	403	223
2020-21	382	409	280
2021-22	299	351	214
2022-23	525	593	318

CSET: WL Bilingual-Specific Examinations Passing Rates for Spanish

Table 27 shows data for both first-time and cumulative passing rates for the 2003-23 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 (2022-23) and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2003-23

Gander and Ethnicity	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinees	322	149	46.3	4,464	3,088	69.2
Female	247	116	47.0	3,592	2,475	68.9
Male	66	27	40.9	822	575	70.0
Nonbinary	1	*	*	1	*	*
Decline to state	8	*	*	49	37	75.5
African American	2	*	*	28	16	57.1
Asian American	1	*	*	129	79	61.2
Hispanic American	265	116	43.8	3,180	2,153	67.7
Native American	0			7	*	*
White	27	20	74.1	708	567	80.1

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

The 2022-23 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is 46.3 percent, and the 2003-23 cumulative passing rate is 69.2 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 (2022-23) and cumulative (2015-23) passing rates for the CPACE.

Table 28: CPACE Annual (2022-23) and Cumulative Passing Rates

Subtest Passing Rates	Annual (2022-23)	Cumulative (2018–23)
CPACE: Content Number Attempted	4,590	5,434
CPACE: Content Number Passed	3,359	4,070
CPACE: Content % Passed	73.2	74.9
CPACE: Performance Number Attempted	4,221	4,921
CPACE: Performance Number Passed	1,186	1,582
CPACE: Performance % Passed	28.1	32.1
Total CPACE Number Attempted	3,933	4,333
Total CPACE Number Passed	1,105	1,339
Total CPACE % Passed	28.1	30.9

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

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

Table 29: CPACE (Content and Performance Combined) Annual (2022-23) and Cumulative (2018–23) Passing Rates by Candidate-Reported Gender and Ethnicity

CPACE 2018-23	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	3,933	1,105	28.1	4,333	1,339	30.9
Ethnicity						
Not Specified	200	59	29.5	230	77	33.5
African American/Black	259	50	19.3	282	56	19.9
Japanese American/Japanese	30	14	46.7	35	17	48.6
Chinese American/Chinese	52	18	34.6	57	21	36.8
Korean American/Korean	59	18	30.5	64	20	31.3
Filipino American/Filipino	68	23	33.8	71	26	36.6
Cambodian American/Cambodian	4	*	*	4	*	*
Laotian American/Laotian	2	*	*	2	*	*
Vietnamese American/Vietnamese	31	11	35.5	33	13	39.4
Other SE Asian Amer/SE Asian	15	3	20.0	15	3	20.0
Asian Indian American/Asian Indian	33	15	45.5	35	16	45.7
Hawaiian	5	*	*	5	*	*
Guamanian	2	*	*	2	*	*
Samoaan	4	*	*	4	*	*
Other Pacific Islander Amer/Other Pacific Islander	5	*	*	6	*	*
Mexican American/Chicano	521	109	20.9	555	123	22.2
Latino/Latino American/Puerto Rican/Other Hispanic	231	55	23.8	244	61	25.0
Native Amer/Amer Indian/Alaskan Native	23	4	17.4	25	4	16.0
White (non-Hispanic)	2,189	672	30.7	2,444	835	34.2
Other	200	50	25.0	220	63	28.6
Gender						

CPACE 2018-23	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Female	2,994	897	30.0	3,303	1,082	32.8
Male	865	192	22.2	951	237	24.9
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	0	*	*
No Response	74	16	21.6	79	20	25.3

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 2022-23 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, 2018-19 to 2022-23. 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 increased in 2022-23 for CSET, CTET and RICA and CPACE. This is likely due to the Examinations Fee Waivers that made exams free for California residents beginning in the 2022-23 fiscal year. The number of CBEST administrations remained very similar in 2022-23 to what it was in 2021-22. 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 2018-19 to 2022-23

Appendices

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

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Appendix A: CBEST

Appendix A1: CBEST Participation and Demographic Data, 2018 to 2023

CBEST 2018 to 2023	N	%
ALL EXAMINEES	119,906	100.0
Highest Level of High School Math Completed	N	%
No High School Math	188	0.2
General Math/Algebra I	13,325	11.1
Algebra II and/or Geometry	37,602	31.4
Pre-calculus	40,204	33.5
Calculus	17,543	14.6
No response	11,044	9.2
Number of High School Literature Courses	N	%
No courses taken	20,884	17.4
1 course	47,364	39.5
2 or 3 courses	39,935	33.3
No response	11,723	9.8
Number of High School Writing Courses	N	%
No courses taken	48,847	40.7
1 course	39,568	33.0
2 or 3 courses	19,768	16.5
No response	11,723	9.8
Number of High School Oral Language Courses	N	%
No courses taken	94,939	79.2
1 or 2 courses	13,244	11.0
No response	11,723	9.8
High School Grade Point Average	N	%
3.50 to 4.00	49,789	41.5
3.00 to 3.49	42,631	35.6
2.50 to 2.99	17,801	14.8
Below 2.50	5,779	4.8
No response	3,906	3.3
High School Attendance	N	%
In California	97,043	80.9
Some in California	2,394	2.0
Not in California	17,986	15.0
No response	2,483	2.1
College Math	N	%
No college math	5,535	4.6
HS-level courses	28,397	23.7
Calculus and/or Statistics	57,872	48.3
Advanced math	15,673	13.1
No response	12,429	10.4
College Grade Point Average	N	%

CBEST 2018 to 2023	N	%
3.50 to 4.00	37,719	31.5
3.00 to 3.49	48,990	40.9
2.50 to 2.99	23,177	19.3
Below 2.50	4,087	3.4
No response	5,933	4.9
Number of College Literature Courses	N	%
No courses taken	43,978	36.7
1 course	40,933	34.1
2 or 3 courses	22,198	18.5
No response	12,797	10.7
Number of College Writing Courses	N	%
No courses taken	41,921	35.0
1 course	49,060	40.9
2 or 3 courses	16,128	13.5
No response	12,797	10.7
Number of College Oral Language Courses	N	%
No courses taken	77,173	64.4
1 or 2 courses	29,936	25.0
No response	12,797	10.7
Education Level	N	%
HS/Lower Division College	4,700	3.9
Upper Division College	24,011	20.0
Bachelor's degree	58,238	48.6
Bachelor's degree + additional units	15,184	12.7
Master's degree	10,356	8.6
More than Master's degree	4,704	3.9
No response	2,713	2.3
Years Away from College	N	%
Currently attending college	27,879	23.3
Less than a year	25,321	21.1
1-3 years	24,895	20.8
4-10 years	19,838	16.5
More than 10 years	16,696	13.9
No response	5,277	4.4
Professional Preparation	N	%
Enrolled in Professional Preparation Program	75,188	62.7
Completed Professional Preparation Program	12,799	10.7
Considering a Professional Preparation Program	15,706	13.1
Not enrolled in Professional Preparation Program	1,586	1.3
Have not begun Professional Preparation Program	7,572	6.3
No response	7,055	5.9
Special Preparation	N	%
Took test preparation courses	13,856	11.6
Did not take test preparation courses	100,332	83.7

CBEST 2018 to 2023	N	%
No response	5,718	4.8
Employment Status	N	%
Student	24,947	20.8
Working as a teacher in a school	9,543	8.0
Working as school/district administrator	870	0.7
Working in another school role	27,301	22.8
Employed, but not in a school role	33,837	28.2
Unemployed outside the home	18,132	15.1
No response	5,276	4.4
Reason for Taking CBEST	N	%
For teaching credential	50,262	41.9
For service credential	3,726	3.1
For Full-time or Part-time employment or substitute list	49,596	41.4
For admission to Professional Preparation program	12,868	10.7
No response	3,454	2.9
Type of Credential	N	%
Elementary teaching	26,211	21.9
Secondary teaching	20,649	17.2
Teaching adults	676	0.6
Teaching special education students	7,041	5.9
Admin. Services or school counseling	5,793	4.8
Emergency/substitute teaching	13,903	11.6
Other credential or permit	8,560	7.1
Not now seeking credential/permit	9,034	7.5
No response	28,039	23.4
Father's Education	N	%
High school diploma or less	47,655	39.7
Some college	21,329	17.8
Bachelor's degree or higher	37,475	31.3
Unknown	10,638	8.9
No response	2,809	2.3
Mother's Education	N	%
High school diploma or less	43,349	36.2
Some college	27,976	23.3
Bachelor's degree or higher	38,938	32.5
Unknown	6,876	5.7
No response	2,767	2.3
Best Language	N	%
English	114,820	95.8
Spanish	2,032	1.7
Other languages	1,740	1.5
No response	1,314	1.1
Gender	N	%
Female	83,019	69.2

CBEST 2018 to 2023	N	%
Male	34,527	28.8
Nonbinary	398	0.3
Decline to state	1,962	1.6
Ethnicity	N	%
African American	7,565	6.3
Asian American	4,536	3.8
Filipino	3,308	2.8
Southeast Asian	2,611	2.2
Pacific Islander	566	0.5
Mexican American	32,197	26.9
Latino	12,766	10.6
Native American	767	0.6
White	44,849	37.4
Other	7,940	6.6
No response	2,801	2.3

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2018-23

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	103,829	66,997	64.5	103,829	83,611	80.5
High School Math Coursework						
No High School Math	149	63	42.3	149	94	63.1
General Math/Algebra I	10,606	3,995	37.7	10,606	6,642	62.6
Algebra II and/or Geometry	32,212	18,344	56.9	32,212	24,677	76.6
Pre-calculus	35,794	25,610	71.5	35,794	30,649	85.6
Calculus	16,094	13,018	80.9	16,094	14,515	90.2
No response	8,974	5,967	66.5	8,974	7,034	78.4
High School Grade Point Average						
3.50 to 4.00	44,529	33,078	74.3	44,529	38,625	86.7
3.00 to 3.49	36,558	21,919	60.0	36,558	28,504	78.0
2.50 to 2.99	14,751	7,481	50.7	14,751	10,545	71.5
Below 2.50	4,719	2,320	49.2	4,719	3,336	70.7
No response	3,272	2,199	67.2	3,272	2,601	79.5
High School Attendance						
In California	84,417	54,432	64.5	84,417	68,462	81.1
Some in California	2,064	1,251	60.6	2,064	1,625	78.7
Not in California	15,288	9,909	64.8	15,288	11,882	77.7
No response	2,060	1,405	68.2	2,060	1,642	79.7
College Math						
No college math	4,749	3,273	68.9	4,749	3,872	81.5
HS-level courses	24,224	13,361	55.2	24,224	18,306	75.6
Calculus and/or Statistics	50,811	33,919	66.8	50,811	41,880	82.4
Advanced math	13,950	9,727	69.7	13,950	11,697	83.8
No response	10,095	6,717	66.5	10,095	7,856	77.8
College Grade Point Average						
3.50 to 4.00	33,580	24,353	72.5	33,580	28,916	86.1
3.00 to 3.49	42,333	26,501	62.6	42,333	33,787	79.8
2.50 to 2.99	19,600	11,074	56.5	19,600	14,658	74.8

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Below 2.50	3,356	1,809	53.9	3,356	2,379	70.9
No response	4,960	3,260	65.7	4,960	3,871	78.0
Number of High School Literature Courses						
No courses taken	103,829	66,997	64.5	103,829	83,611	80.5
1 course	40,883	24,984	61.1	40,883	32,501	79.5
2 or 3 courses	36,190	27,789	76.8	36,190	31,868	88.1
No response	9,673	6,443	66.6	9,673	7,632	78.9
Number of High School Oral Language Courses						
No courses taken	82,793	53,313	64.4	82,793	67,284	81.3
1 or 2 courses	11,363	7,241	63.7	11,363	8,695	76.5
No response	9,673	6,443	66.6	9,673	7,632	78.9
Education Level						
HS/Lower Division College	3,958	2,389	60.4	3,958	2,824	71.3
Upper Division College	21,341	14,137	66.2	21,341	17,707	83.0
Bachelor's degree	50,230	32,008	63.7	50,230	40,345	80.3
Bachelor's degree + additional units	13,091	8,442	64.5	13,091	10,689	81.7
Master's degree	8,854	5,684	64.2	8,854	6,885	77.8
More than Master's degree	4,094	2,808	68.6	4,094	3,356	82.0
No response	2,261	1,529	67.6	2,261	1,805	79.8
Years Away from College						
Currently attending college	24,632	16,178	65.7	24,632	20,107	81.6
Less than a year	22,309	14,395	64.5	22,309	18,388	82.4
1-3 years	21,421	13,119	61.2	21,421	16,854	78.7
4-10 years	16,966	10,710	63.1	16,966	13,305	78.4
More than 10 years	14,068	9,659	68.7	14,068	11,479	81.6
No response	4,433	2,936	66.2	4,433	3,478	78.5
Professional Preparation						

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Enrolled in Professional Preparation	65,976	44,377	67.3	65,976	53,897	81.7
Completed Professional Preparation	10,857	6,682	61.5	10,857	8,618	79.4
Considering Professional Preparation	13,217	7,165	54.2	13,217	10,338	78.2
Not enrolled in Professional Preparation	1,307	641	49.0	1,307	892	68.2
Have not begun Professional Preparation	6,520	4,142	63.5	6,520	5,164	79.2
No response	5,952	3,990	67.0	5,952	4,702	79.0
Special Preparation						
Took test preparation courses	11,827	6,106	51.6	11,827	8,929	75.5
Did not take test preparation courses	87,140	57,571	66.1	87,140	70,770	81.2
No response	4,862	3,320	68.3	4,862	3,912	80.5
Employment Status						
Student	22,239	14,321	64.4	22,239	18,280	82.2
Working as a teacher in a school	7,699	4,361	56.6	7,699	5,791	75.2
Working as school/district administrator	669	333	49.8	669	468	70.0
Working in another school role	22,731	13,066	57.5	22,731	17,511	77.0
Employed, but not in a school role	29,929	20,612	68.9	29,929	24,736	82.6
Unemployed outside the home	16,086	11,219	69.7	16,086	13,201	82.1

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
No response	4,476	3,085	68.9	4,476	3,624	81.0
Reason for Taking CBEST						
For teaching credential	43,614	26,346	60.4	43,614	34,710	79.6
For service credential	3,242	2,022	62.4	3,242	2,651	81.8
For employment or substitute list	42,719	29,104	68.1	42,719	34,542	80.9
For admission to Professional Preparation	11,303	7,413	65.6	11,303	9,277	82.1
No Response	2,951	2,112	71.6	2,951	2,431	82.4
Type of Credential						
Elementary teaching	22,806	12,519	54.9	22,806	17,531	76.9
Secondary teaching	18,417	12,349	67.1	18,417	15,443	83.9
Teaching adults	557	306	54.9	557	393	70.6
Teaching special education students	6,075	3,066	50.5	6,075	4,480	73.7
Admin. Services or school counseling	4,982	2,564	51.5	4,982	3,723	74.7
Emergency/substi tute teaching	12,069	8,433	69.9	12,069	10,014	83.0
Other credential or permit	7,359	4,819	65.5	7,359	5,934	80.6
Not now seeking credential/permit	8,037	5,203	64.7	8,037	6,451	80.3
No response	23,527	17,738	75.4	23,527	19,642	83.5
Father's Education						
High school diploma or less	40,501	23,468	57.9	40,501	31,022	76.6
Some college	19,000	13,196	69.5	19,000	16,059	84.5
Bachelor's degree or higher	33,329	24,890	74.7	33,329	28,879	86.6
Unknown	8,612	3,765	43.7	8,612	5,709	66.3
No response	2,387	1,678	70.3	2,387	1,942	81.4

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Mother's Education						
High school diploma or less	36,532	20,624	56.5	36,532	27,478	75.2
Some college	24,781	16,943	68.4	24,781	20,730	83.7
Bachelor's degree or higher	34,688	25,747	74.2	34,688	30,085	86.7
Unknown	5,489	2,057	37.5	5,489	3,424	62.4
No response	2,339	1,626	69.5	2,339	1,894	81.0
Best Language						
English	99,836	65,503	65.6	99,836	81,349	81.5
Spanish	1,515	336	22.2	1,515	703	46.4
Other languages	1,376	368	26.7	1,376	653	47.5
No response	1,102	790	71.7	1,102	906	82.2
Gender						
Female	71,225	43,778	61.5	71,225	56,021	78.7
Male	30,681	21,751	70.9	30,681	25,909	84.4
Nonbinary	322	264	82.0	322	287	89.1
Decline to state	1,601	1,204	75.2	1,601	1,394	87.1
Ethnicity						
African American	6,222	3,012	48.4	6,222	4,221	67.8
Asian American	3,906	2,527	64.7	3,906	2,996	76.7
Filipino	2,810	1,772	63.1	2,810	2,175	77.4
Southeast Asian	2,207	1,236	56.0	2,207	1,617	73.3
Pacific Islander	496	324	65.3	496	408	82.3
Mexican American	27,090	14,679	54.2	27,090	20,271	74.8
Latino	10,593	5,657	53.4	10,593	7,736	73.0
Native American	658	427	64.9	658	526	79.9
White	40,717	31,915	78.4	40,717	36,689	90.1
Other	6,630	3,781	57.0	6,630	4,853	73.2
No response	2,500	1,667	66.7	2,500	2,119	84.8

Appendix B: CSET

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

CSET: Agriculture

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

CSET: Art

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	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
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	-

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
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

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

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
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

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
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 (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2003-23

CSET: Agriculture	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	11	2	18.2	334	193	57.8
Ethnicity						
African American	1	*	*	5	*	*
Asian American				14	9	64.3
Hispanic American	2	*	*	32	20	62.5
Native American	1	*	*	5	.	.
White, non-Hispanic	7	*	*	246	142	57.7
Gender						
Female	7	*	*	219	128	58.4
Male	4	*	*	113	64	56.6
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	2	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1	*	*	232	143	61.6
To obtain an initial Ed. Specialist credential	0	*	*	15	7	46.7
To add an authorization	0	*	*	46	20	43.5
College/University Training						
In California	7	*	*	249	150	60.2
Outside of California	0	*	*	28	15	53.6
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	35	16	45.7
Bachelor's degree + additional credits	7	*	*	219	132	60.3
Master's degree or doctoral degree	1	*	*	40	19	47.5

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

Appendix B3: CSET: Art – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2022-23

CSET: Art	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	34	16	47.1	3,809	3,222	84.6
Ethnicity						
African American	1	*	*	69	44	63.8
Asian American	2	*	*	273	224	82.1
Hispanic American	5	*	*	556	426	76.6
Native American	0	*	*	34	25	73.5
White, non-Hispanic	21	12	57.1	2,232	1,954	87.5
Gender						
Female	22	9	40.9	2,665	2,247	84.3
Male	10	5	50.0	1,072	915	85.4
Nonbinary				6	*	*
Decline to state	2	*	*	66	56	84.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	21	10	47.6	2,888	2,444	84.6
To obtain an initial Ed Special teaching credential	1	*	*	69	55	79.7
To add an authorization	5	*	*	596	520	87.2
College/University Training						
In California	23	12	52.2	2,539	2,145	84.5
Outside of California	5	*	*	622	542	87.1
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	204	167	81.9
Bachelor's degree + additional credits	15	7	46.7	2,455	2,073	84.4
Master's degree or doctoral degree	10	4	40.0	797	702	88.1

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

Appendix B4: CSET: Business – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2003-23

CSET: Business	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	18	3	16.7	863	489	56.7
Ethnicity						
African American	1	*	*	59	16	27.1
Asian American	4	*	*	84	43	51.2
Hispanic American	1	*	*	91	49	53.8
Native American	0	*	*	6	*	*
White, non-Hispanic	10	2	20.0	536	322	60.1
Gender						
Female	4	*	*	346	175	50.6
Male	13	1	7.7	506	307	60.7
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	11	7	63.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	5	*	*	515	286	55.5
To obtain an initial Ed Special teaching credential	1	*	*	16	5	31.3
To add an authorization	0	*	*	223	137	61.4
College/University Training						
In California	12	3	25.0	527	302	57.3
Outside of California	5	*	*	150	80	53.3
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	7	*	*
Bachelor's degree + additional credits	4	*	*	461	248	53.8
Master's degree or doctoral degree	6	*	*	288	179	62.2

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

Appendix B5: CSET: Dance – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2021-23

CSET: Dance	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	39	34	87.2	62	57	91.9
Ethnicity						
African American	3	*	*	8	*	*
Asian American	4	*	*	5	*	*
Hispanic American	13	10	76.9	16	13	81.3
Native American	0	*	*	1	*	*
White, non-Hispanic	16	15	93.8	27	26	96.3
Gender						
Female	36	31	86.1	56	51	91.1
Male	3	*	*	5	*	*
Nonbinary	0	*	*	1	*	*
Decline to state	0	*	*	0	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	6	*	*	21	20	95.2
To obtain an initial Ed. Specialist credential	0	*	*	1	*	*
To add an authorization	3	*	*	9	*	*
College/University Training						
In California	25	22	88.0	43	40	93.0
Outside of California	4	*	*	5	*	*
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	4	*	*
Bachelor's degree + additional credits	20	16	80.0	29	25	86.2
Master's degree or doctoral degree	6	*	*	12	12	100.0

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

Appendix B6: CSET: English – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2014-23

CSET: English	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	898	567	63.1	11,831	9,886	83.6
Ethnicity						
African American	66	30	45.5	540	365	67.6
Asian American	69	46	66.7	1,011	867	85.8
Hispanic American	234	117	50.0	2,375	1,804	76.0
Native American	8	*	*	75	58	77.3
White, non-Hispanic	425	302	71.1	6,294	5,471	86.9
Gender						
Female	575	346	60.2	7,868	6,543	83.2
Male	291	194	66.7	3,716	3,128	84.2
Nonbinary	6	*	*	32	28	87.5
Decline to state	26	21	80.8	215	187	87.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	78	55	70.5	8,075	6,996	86.6
To obtain an initial Ed Special teaching credential	3	*	*	245	186	75.9
To add an authorization	7	*	*	789	673	85.3
College/University Training						
In California	650	410	63.1	8,803	7,313	83.1
Outside of California	133	94	70.7	2,009	1,748	87.0
Educational Level						
Fresh/Soph/Jr/Sr College	50	29	58.0	1,076	911	84.7
Bachelor's degree + additional credits	419	267	63.7	6,709	5,624	83.8
Master's degree or doctoral degree	189	127	67.2	2,233	1,872	83.8
Undergraduate Major in English	86	62	72.1	3,937	3,468	88.1

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

Appendix B7: CSET: English Language Development – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2014-23

CSET: English Language Development	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	10	0	0.0	173	22	12.7
Ethnicity						
African American	0	*	*	7	*	*
Asian American	0	*	*	25	5	20.0
Hispanic American	8	*	*	44	3	6.8
Native American	0	*	*	0	*	*
White, non-Hispanic	2	*	*	71	9	12.7
Gender						
Female	9	*	*	136	18	13.2
Male	1	*	*	35	4	11.4
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	2	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	2	*	*	92	12	13.0
To obtain an initial Ed Special teaching credential	0	*	*	11	0	0.0
To add an authorization	0	*	*	15	4	26.7
College/University Training						
In California	8	*	*	110	15	13.6
Outside of California	0	*	*	22	3	13.6
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	2	*	*
Bachelor's degree + additional credits	5	*	*	84	7	8.3
Master's degree or doctoral degree	3	*	*	56	13	23.2

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

Appendix B8: CSET: Health Science – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2003-23

CSET: Health Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	206	121	58.7	4,435	3,410	76.9
Ethnicity						
African American	9	*	*	257	147	57.2
Asian American	26	14	53.8	360	265	73.6
Hispanic American	58	26	44.8	677	478	70.6
Native American	0	*	*	31	25	80.6
White, non-Hispanic	87	64	73.6	2,573	2,071	80.5
Gender						
Female	142	88	62.0	2,781	2,231	80.2
Male	59	29	49.2	1,603	1,134	70.7
Nonbinary	0	*	*	0	*	*
Decline to state	5	*	*	51	45	88.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	8	*	*	1,752	1,318	75.2
To obtain an initial Ed Special teaching credential	8	*	*	163	119	73.0
To add an authorization	9	*	*	1,554	1,287	82.8
College/University Training						
In California	127	73	57.5	2,860	2,211	77.3
Outside of California	13	6	46.2	503	389	77.3
Educational Level						
Fresh/Soph/Jr/Sr College	4	*	*	74	46	62.2
Bachelor's degree + additional credits	82	45	54.9	2,463	1,853	75.2
Master's degree or doctoral degree	42	26	61.9	1,307	1,066	81.6

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

Appendix B9: CSET: Home Economics – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2005-23

CSET: Home Economics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	29	15	51.7	649	469	72.3
Ethnicity						
African American	3	*	*	17	5	29.4
Asian American	2	*	*	44	22	50.0
Hispanic American	4	*	*	61	35	57.4
Native American	1	*	*	8	*	*
White, non-Hispanic	15	10	66.7	429	336	78.3
Gender						
Female	27	13	48.1	593	426	71.8
Male	1	*	*	44	32	72.7
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	12	11	91.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1	*	*	275	187	68.0
To obtain an initial Ed Special teaching credential	0	*	*	18	12	66.7
To add an authorization	1	*	*	263	209	79.5
College/University Training						
In California	14	5	35.7	336	229	68.2
Outside of California	2	*	*	70	56	80.0
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	14	7	50.0
Bachelor's degree + additional credits	12	5	41.7	348	253	72.7
Master's degree or doctoral degree	4	*	*	206	149	72.3

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

Appendix B10: CSET: Industrial & Technology Education – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2005-23

CSET: Industrial & Technology Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	37	33	89.2	1,104	942	85.3
Ethnicity						
African American	1	*	*	25	18	72.0
Asian American	2	*	*	106	89	84.0
Hispanic American	4	*	*	111	83	74.8
Native American	0	*	*	10	8	80.0
White, non-Hispanic	24	22	91.7	715	629	88.0
Gender						
Female	6	*	*	235	176	74.9
Male	31	27	87.1	849	746	87.9
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	20	20	100.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	5	*	*	386	311	80.6
To obtain an initial Ed Special teaching credential	0	*	*	24	16	66.7
To add an authorization	4	*	*	537	479	89.2
College/University Training						
In California	24	22	91.7	600	509	84.8
Outside of California	3	*	*	127	115	90.6
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	9	*	*
Bachelor's degree + additional credits	9	*	*	509	431	84.7
Master's degree or doctoral degree	13	12	92.3	432	377	87.3

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

Appendix B11: CSET: Mathematics (Foundational-Level) – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2015-23

CSET: Mathematics (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	498	154	30.9	4,702	2,506	53.3
Ethnicity						
African American	26	3	11.5	223	68	30.5
Asian American	94	44	46.8	806	512	63.5
Hispanic American	165	35	21.2	1,232	534	43.3
Native American	3	*	*	22	9	40.9
White, non-Hispanic	177	58	32.8	1,954	1,120	57.3
Gender						
Female	264	68	25.8	2,619	1,354	51.7
Male	220	80	36.4	2,008	1,110	55.3
Nonbinary	1	*	*	4	*	*
Decline to state	13	6	46.2	71	39	54.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	36	17	47.2	1,543	847	54.9
To obtain an initial Ed Specialist teaching credential	3	*	*	52	21	40.4
To add an authorization other than foundational level Math/Science	0	*	*	87	34	39.1
College/University Training						
In California	345	100	29.0	3,258	1,667	51.2
Outside of California	66	25	37.9	794	477	60.1
Educational Level						
Fresh/Soph/Jr/Sr College	28	7	25.0	331	171	51.7
Bachelor's degree + additional credits	236	75	31.8	2,708	1,459	53.9
Master's degree or doctoral degree	91	33	36.3	806	446	55.3
Undergraduate Major in Math	18	6	33.3	571	336	58.8

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

Appendix B12: CSET: Mathematics – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2015-23

CSET: Mathematics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	285	143	50.2	3,636	2,535	69.7
Ethnicity						
African American	10	4	40.0	100	55	55.0
Asian American	76	54	71.1	936	735	78.5
Hispanic American	72	17	23.6	723	371	51.3
Native American	0	*	*	7	*	*
White, non-Hispanic	112	62	55.4	1,508	1,099	72.9
Gender						
Female	131	57	43.5	1,769	1,133	64.0
Male	144	79	54.9	1,781	1,337	75.1
Nonbinary	2	*	*	6	*	*
Decline to state	8	*	*	80	59	73.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	39	18	46.2	2,178	1,577	72.4
To obtain an initial Ed Special teaching credential	2	*	*	29	20	69.0
To add an authorization other than foundational level Math/Science	9	*	*	199	120	60.3
College/University Training						
In California	185	84	45.4	2,548	1,708	67.0
Outside of California	59	35	59.3	658	498	75.7
Educational Level						
Fresh/Soph/Jr/Sr College	23	15	65.2	485	350	72.2
Bachelor's degree + additional credits	122	57	46.7	1,886	1,267	67.2
Master's degree or doctoral degree	58	27	46.6	586	428	73.0
Undergraduate Major in Math	51	30	58.8	1,315	988	75.1

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

Appendix B13: CSET Multiple Subjects – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2018–23

CSET Multiple Subjects	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	581	482	83.0	36,552	30,977	84.7
Ethnicity						
African American	29	20	69.0	1,576	1,123	71.3
Asian American	65	58	89.2	3,751	3,296	87.9
Hispanic American	232	186	80.2	11,662	9,333	80.0
Native American	6	*	*	250	202	80.8
White, non-Hispanic	189	164	86.8	16,308	14,496	88.9
Gender						
Female	498	412	82.7	29,857	25,218	84.5
Male	72	59	81.9	6,287	5,399	85.9
Nonbinary	1	*	*	37	35	94.6
Decline to state	10	10	100.0	371	325	87.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	250	217	86.8	22,429	19,482	86.9
To obtain an initial Ed Special teaching credential	68	54	79.4	4,783	4,025	84.2
To add an authorization	1	*	*	131	113	86.3
To meet NCLB requirement – possess MSTC	0	*	*	88	70	79.5
College/University Training						
In California	418	344	82.3	28,944	24,353	84.1
Outside of California	45	40	88.9	3,636	3,182	87.5
Highest Educational Level						
Fresh/Soph/Jr/Sr College	21	18	85.7	5,266	4,513	85.7
Bachelor's degree + additional credits	349	297	85.1	21,933	18,560	84.6
Master's degree or doctoral degree	60	46	76.7	2,876	2,301	80.0

CSET Multiple Subjects	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Undergraduate Major in Liberal Studies	35	25	71.4	7,359	5,863	79.7

Appendix B14: CSET: Music – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2022-23

CSET: Music	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	9	*	*	2,164	1,999	92.4
Ethnicity						
African American	0	*	*	58	46	79.3
Asian American	0	*	*	236	215	91.1
Hispanic American	2	*	*	308	279	90.6
Native American	0	*	*	9	*	*
White, non-Hispanic	6	*	*	1,275	1,196	93.8
Gender						
Female	4	*	*	984	910	92.5
Male	5	*	*	1,138	1,049	92.2
Nonbinary	0	*	*	1	*	*
Decline to state	0	*	*	41	39	95.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	7	*	*	1,890	1,765	93.4
To obtain an initial Ed Special teaching credential	1	*	*	34	25	73.5
To add an authorization	0	*	*	159	140	88.1
College/University Training						
In California	6	*	*	1,404	1,300	92.6
Outside of California	1	*	*	421	389	92.4
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	206	193	93.7
Bachelor's degree + additional credits	4	*	*	1,264	1,172	92.7
Master's degree or doctoral degree	1	*	*	517	473	91.5

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

Appendix B15: CSET: Physical Education – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2004-23

CSET: Physical Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	702	345	49.1	11,363	8,357	73.5
Ethnicity						
African American	56	18	32.1	742	410	55.3
Asian American	58	27	46.6	832	610	73.3
Hispanic American	191	69	36.1	1,984	1,273	64.2
Native American	4	*	*	77	46	59.7
White, non-Hispanic	331	199	60.1	6,490	5,107	78.7
Gender						
Female	294	150	51.0	4,638	3,425	73.8
Male	400	190	47.5	6,607	4,847	73.4
Nonbinary	0	*	*	0	*	*
Decline to state	8	*	*	118	85	72.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	113	67	59.3	7,065	5,322	75.3
To obtain an initial Ed Special teaching credential	5	*	*	199	125	62.8
To add an authorization	22	15	68.2	2,162	1,699	78.6
College/University Training						
In California	463	229	49.5	7,184	5,309	73.9
Outside of California	58	26	44.8	1,201	883	73.5
Educational Level						
Fresh/Soph/Jr/Sr College	17	8	47.1	288	171	59.4
Bachelor's degree + additional credits	336	168	50.0	7,088	5,270	74.4
Master's degree or doctoral degree	130	66	50.8	2,447	1,846	75.4

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

Appendix B16: CSET: Science (Foundational-Level)– Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2018–23

CSET: Science (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	393	222	56.5	2,031	1,228	60.5
Ethnicity						
African American	24	5	20.8	115	41	35.7
Asian American	59	36	61.0	258	170	65.9
Hispanic American	92	36	39.1	467	220	47.1
Native American	2	*	*	15	8	53.3
White, non-Hispanic	172	114	66.3	974	669	68.7
Gender						
Female	248	129	52.0	1,272	718	56.4
Male	134	88	65.7	715	485	67.8
Nonbinary	3	*	*	4	*	*
Decline to state	8	*	*	40	22	55.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	23	16	69.6	458	271	59.2
To obtain an initial Ed Special teaching credential	2	*	*	32	16	50.0
To add an authorization	3	*	*	58	34	58.6
College/University Training						
In California	284	168	59.2	1,484	908	61.2
Outside of California	64	35	54.7	348	228	65.5
Educational Level						
Fresh/Soph/Jr/Sr College	28	23	82.1	108	81	75.0
Bachelor's degree + additional credits	170	85	50.0	974	555	57.0
Master's degree or doctoral degree	64	33	51.6	438	267	61.0

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

Appendix B17: CSET Science: Life Sciences – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2018–23

CSET Science: Life Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	372	219	58.9	3,657	2,896	79.2
Ethnicity						
African American	21	8	38.1	122	77	63.1
Asian American	60	45	75.0	560	482	86.1
Hispanic American	97	40	41.2	893	623	69.8
Native American	4	*	*	22	15	68.2
White, non-Hispanic	157	102	65.0	1,713	1,424	83.1
Gender						
Female	218	116	53.2	2,336	1,808	77.4
Male	142	93	65.5	1,259	1,036	82.3
Nonbinary	4	*	*	8	*	*
Decline to state	8	*	*	54	46	85.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	33	25	75.8	1,383	1,152	83.3
To obtain an initial Ed Special teaching credential	1	*	*	20	15	75.0
To add an authorization	2	*	*	86	75	87.2
College/University Training						
In California	269	160	59.5	2,880	2,271	78.9
Outside of California	54	30	55.6	539	454	84.2
Educational Level						
Fresh/Soph/Jr/Sr College	32	23	71.9	520	449	86.3
Bachelor's degree + additional credits	185	100	54.1	1,916	1,477	77.1
Master's degree or doctoral degree	61	33	54.1	490	370	75.5
Undergraduate Major in Biology	75	59	78.7	1,747	1,547	88.6

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

Appendix B18: CSET Science: Chemistry – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2018–23

CSET Science: Chemistry	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	196	115	58.7	1,500	1,185	79.0
Ethnicity						
African American	11	4	36.4	47	27	57.4
Asian American	58	42	72.4	350	297	84.9
Hispanic American	50	23	46.0	322	219	68.0
Native American	1	*	*	11	10	90.9
White, non-Hispanic	62	41	66.1	645	539	83.6
Gender						
Female	110	59	53.6	810	602	74.3
Male	81	53	65.4	660	557	84.4
Nonbinary	1	*	*	3	*	*
Decline to state	4	*	*	27	23	85.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	15	11	73.3	594	489	82.3
To obtain an initial Ed Special teaching credential	0	*	*	9	*	*
To add an authorization	5	*	*	124	100	80.6
College/University Training						
In California	146	89	61.0	1,142	893	78.2
Outside of California	23	16	69.6	235	204	86.8
Educational Level						
Fresh/Soph/Jr/Sr College	13	10	76.9	206	181	87.9
Bachelor's degree + additional credits	87	54	62.1	692	536	77.5
Master's degree or doctoral degree	42	21	50.0	270	201	74.4
Undergraduate Major in Chemistry	24	18	75.0	425	380	89.4

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

Appendix B19: CSET Science: Earth and Space Sciences – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2018–23

CSET Science: Earth and Space Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	119	49	41.2	674	410	60.8
Ethnicity						
African American	7	*	*	16	4	25.0
Asian American	13	5	38.5	54	31	57.4
Hispanic American	31	8	25.8	136	52	38.2
Native American	0	*	*	1	*	*
White, non- Hispanic	48	28	58.3	395	282	71.4
Gender						
Female	69	25	36.2	362	200	55.2
Male	45	22	48.9	295	201	68.1
Nonbinary	5	*	*	16	8	50.0
Decline to state	0	*	*	1	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	4	*	*	228	152	66.7
To obtain an initial Ed Special teaching credential	0	*	*	6	*	*
To add an authorization	1	*	*	44	31	70.5
College/University Training						
In California	89	37	41.6	500	299	59.8
Outside of California	9	*	*	95	69	72.6
Educational Level						
Fresh/Soph/Jr/Sr College	6	*	*	55	35	63.6
Bachelor's degree + additional credits	49	25	51.0	336	199	59.2
Master's degree or doctoral degree	24	10	41.7	132	81	61.4
Undergraduate Major in Earth Science	11	8	72.7	152	124	81.6

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

Appendix B20: CSET Science: Physics – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2018–23

CSET Science: Physics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	105	43	41.0	841	558	66.3
Ethnicity						
African American	4	*	*	24	10	41.7
Asian American	29	16	55.2	174	130	74.7
Hispanic American	22	4	18.2	147	78	53.1
Native American	1	*	*	4	*	*
White, non-Hispanic	42	21	50.0	421	297	70.5
Gender						
Female	35	12	34.3	263	140	53.2
Male	67	30	44.8	554	401	72.4
Nonbinary	1	*	*	2	*	*
Decline to state	2	*	*	22	15	68.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	10	7	70.0	348	239	68.7
To obtain an initial Ed Special teaching credential	0	*	*	3	*	*
To add an authorization	2	*	*	83	52	62.7
College/University Training						
In California	74	31	41.9	607	398	65.6
Outside of California	16	7	43.8	144	108	75.0
Educational Level						
Fresh/Soph/Jr/Sr College	4	*	*	86	66	76.7
Bachelor's degree + additional credits	47	20	42.6	403	258	64.0
Master's degree or doctoral degree	25	11	44.0	179	117	65.4
Undergraduate Major in Physics	11	6	54.5	223	183	82.1

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

Appendix B21: CSET: Social Science – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2003-23

CSET: Social Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	1,099	714	65.0	33,090	27,023	81.7
Ethnicity						
African American	70	30	42.9	1,324	864	65.3
Asian American	103	78	75.7	2,349	1,936	82.4
Hispanic American	381	204	53.5	6,289	4,734	75.3
Native American	4	*	*	235	180	76.6
White, non-Hispanic	466	348	74.7	18,694	15,767	84.3
Gender						
Female	431	240	55.7	13,795	10,558	76.5
Male	627	442	70.5	18,803	16,046	85.3
Nonbinary	9	*	*	21	18	85.7
Decline to state	32	24	75.0	471	401	85.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	103	77	74.8	22,517	18,580	82.5
To obtain an initial Ed Special teaching credential	3	*	*	459	360	78.4
To add an authorization	14	14	100.0	3,437	2,808	81.7
College/University Training						
In California	831	521	62.7	19,618	15,876	80.9
Outside of California	132	97	73.5	3,893	3,314	85.1
Educational Level						
Fresh/Soph/Jr/Sr College	95	57	60.0	3,421	2,756	80.6
Bachelor's degree + additional credits	553	349	63.1	20,656	16,733	81.0
Master's degree or doctoral degree	181	125	69.1	5,666	4,782	84.4

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

Appendix B22: CSET: Theatre – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2021-23

CSET: Theatre	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	64	56	87.5	89	79	88.8
Ethnicity						
African American	1	*	*	2	*	*
Asian American	6	*	*	7	*	*
Hispanic American	8	*	*	12	8	66.7
Native American	0	*	*	1	*	*
White, non-Hispanic	43	41	95.3	57	55	96.5
Gender						
Female	32	27	84.4	44	37	84.1
Male	29	27	93.1	42	40	95.2
Nonbinary	0	*	*	0	*	*
Decline to state	3	*	*	3	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	8	*	*	27	26	96.3
To obtain an initial Ed. Specialist credential	1	*	*	2	*	*
To add an authorization	4	*	*	6	*	*
College/University Training						
In California	37	31	83.8	54	46	85.2
Outside of California	16	15	93.8	22	21	95.5
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	3	*	*
Bachelor's degree + additional credits	31	25	80.6	43	36	83.7
Master's degree or doctoral degree	10	8	80.0	15	12	80.0

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

Appendix B23: CSET: WL American Sign Language – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2005-23

CSET: WL ASL	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	16	7	43.8	381	233	61.2
Ethnicity						
African American	1	*	*	11	9	81.8
Asian American	1	*	*	14	10	71.4
Hispanic American	3	*	*	53	28	52.8
Native American	0	*	*	2	*	*
White, non-Hispanic	9	*	*	251	150	59.8
Gender						
Female	12	4	33.3	316	193	61.1
Male	4	*	*	62	37	59.7
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	3	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	8	*	*	253	165	65.2
To obtain an initial Ed Special teaching credential	0	*	*	16	5	31.3
To add an authorization	2	*	*	77	45	58.4
College/University Training						
In California	12	5	41.7	281	173	61.6
Outside of California	1	*	*	52	32	61.5
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	26	12	46.2
Bachelor's degree + additional credits	9	*	*	209	118	56.5
Master's degree or doctoral degree	2	*	*	103	76	73.8

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

Appendix B24: CSET: WL French – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2004-23

CSET: WL French	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	15	12	80.0	961	844	87.8
Ethnicity						
African American	2	*	*	56	42	75.0
Asian American	1	*	*	46	39	84.8
Hispanic American	4	*	*	79	58	73.4
Native American	0	*	*	2	*	*
White, non-Hispanic	8	*	*	615	556	90.4
Gender						
Female	11	9	81.8	712	633	88.9
Male	4	*	*	232	194	83.6
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	17	17	100.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	5	*	*	615	536	87.2
To obtain an initial Ed Special teaching credential	0	*	*	13	11	84.6
To add an authorization	1	*	*	216	191	88.4
College/University Training						
In California	6	*	*	363	308	84.8
Outside of California	2	*	*	277	247	89.2
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	46	40	87.0
Bachelor's degree + additional credits	8	*	*	451	384	85.1
Master's degree or doctoral degree	4	*	*	324	291	89.8

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

Appendix B25: CSET: WL Mandarin – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2004-23

CSET: WL Mandarin	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	51	51	100.0	1,470	1,377	93.7
Ethnicity						
African American	1	*	*	2	*	*
Asian American	47	47	100.0	1,213	1,144	94.3
Hispanic American	0	*	*	1	*	*
Native American	0	*	*	0	*	*
White, non-Hispanic	0	*	*	24	18	75.0
Gender						
Female	49	49	100.0	1,230	1,157	94.1
Male	1	*	*	208	189	90.9
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	32	31	96.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	9	*	*	902	849	94.1
To obtain an initial Ed Special teaching credential	0	*	*	56	48	85.7
To add an authorization	1	*	*	205	187	91.2
College/University Training						
In California	8	*	*	266	231	86.8
Outside of California	9	*	*	497	473	95.2
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	31	27	87.1
Bachelor's degree + additional credits	11	11	100.0	477	434	91.0
Master's degree or doctoral degree	4	*	*	609	577	94.7

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

Appendix B26: CSET: WL Spanish – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2004-23

CSET: WL Spanish	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	207	139	67.1	6,745	5,919	87.8
Ethnicity						
African American	2	*	*	69	56	81.2
Asian American	6	*	*	155	134	86.5
Hispanic American	150	90	60.0	4,181	3,608	86.3
Native American	1	*	*	18	15	83.3
White, non-Hispanic	31	26	83.9	1,571	1,443	91.9
Gender						
Female	150	99	66.0	4,807	4,222	87.8
Male	54	39	72.2	1,858	1,631	87.8
Nonbinary	1	*	*	1	*	*
Decline to state	2	*	*	79	66	83.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	34	25	73.5	4,654	4,123	88.6
To obtain an initial Ed Special teaching credential	3	*	*	96	79	82.3
To add an authorization	7	*	*	1,228	1,093	89.0
College/University Training						
In California	107	63	58.9	3,614	3,133	86.7
Outside of California	29	21	72.4	1,028	939	91.3
Educational Level						
Fresh/Soph/Jr/Sr College	8	*	*	501	449	89.6
Bachelor's degree + additional credits	86	49	57.0	3,802	3,303	86.9
Master's degree or doctoral degree	37	28	75.7	1,521	1,368	89.9

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

Appendix B27: CSET: Writing Skills – Annual (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2003-23

CSET: Writing Skills	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	287	242	84.3	12,103	10,296	85.1
Ethnicity						
African American	19	16	84.2	439	331	75.4
Asian American	42	31	73.8	1,256	949	75.6
Hispanic American	93	73	78.5	2,371	1,719	72.5
Native American	1	*	*	60	47	78.3
White, non-Hispanic	104	97	93.3	6,137	5,644	92.0
Gender						
Female	226	189	83.6	10,157	8,640	85.1
Male	44	39	88.6	1,732	1,455	84.0
Nonbinary	4	*	*	4	*	*
Decline to state	13	11	84.6	210	198	94.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	18	17	94.4	9,351	8,045	86.0
To obtain an initial Ed Special teaching credential	13	11	84.6	1,311	1,103	84.1
To add an authorization	0	*	*	127	109	85.8
College/University Training						
In California	206	176	85.4	8,871	7,505	84.6
Outside of California	35	31	88.6	1,738	1,590	91.5
Highest Educational Level						
Fresh/Soph/Jr/Sr College	24	21	87.5	4,276	3,753	87.8
Bachelor's degree + additional credits	157	138	87.9	6,028	5,080	84.3
Master's degree or doctoral degree	20	16	80.0	565	486	86.0

**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 (2022-23) and Cumulative Passing Rates by Demographic and Background Information, 2013–23

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	614	549	89	5,990	5,522	92
Ethnicity						
African American	23	20	87	288	253	88
Asian American	36	25	69	490	410	84
Hispanic American	167	142	85	1,337	1,167	87
Native American	7	*	*	45	36	80
White, non-Hispanic	312	294	94	3,127	3,004	96
Multiracial	34	33	97	368	350	95
Other	17	15	88	115	97	84
Undeclared	18	16	89	220	205	93
Gender						
Female	474	428	90	4,380	4,070	93
Male	130	111	85	1,528	1,376	90
Not provided	9	*	*	80	74	93
Certification Status						
Seeking admission to educator prep program	28	22	79	806	739	92
Completed/completing educator prep program in CA	390	352	90	3,477	3,224	93
Completed/completing educator prep program outside CA	133	122	92	955	875	92
Completed/completing approved alternative route	37	33	89	503	477	95
CA Credentialed educator seeking additional authorization	21	15	71	157	133	85
Out of state credentialed	5	*	*	92	74	80

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	606	546	90	5,886	5,449	93
Other	8	*	*	104	73	70
Educational Level						
High School	8	*	*	96	86	90
Some college	210	188	90	1,759	1,650	94
Bachelor's degree	169	150	89	1,905	1,755	92
Bachelor's degree plus additional credits	114	103	90	1,069	979	92
Master's degree	90	81	90	801	728	91
Master's degree plus additional credits	19	16	84	298	265	89
Doctoral degree	4	*	*	62	59	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, 2018–23

RICA 2018-2023	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
ALL EXAMINEES	39,200	100.0	791	100.0	39,584	100.0
Educational Level						
High School diploma	773	2.0	3	0.4	772	2.0
Associate of Arts degree	542	1.4	3	0.4	538	1.4
Bachelor's degree	4,748	12.1	63	8.0	4,760	12.0
Bachelor's degree + additional credits	18,419	47.0	246	31.1	18,512	46.8
Master's degree	2,524	6.4	45	5.7	2,541	6.4
Master's degree + additional credits	1,739	4.4	38	4.8	1,751	4.4
Doctoral degree	124	0.3	0	0.0	124	0.3
Did not respond	10,331	26.4	393	49.7	10,586	26.7
College Grade Point Average						
3.50 to 4.00	14,760	37.7	162	20.5	14,810	37.4
3.00 to 3.49	10,805	27.6	171	21.6	10,855	27.4
2.50 to 2.99	2,749	7.0	49	6.2	2,766	7.0
2.00 to 2.49	350	0.9	11	1.4	357	0.9
Below 2.00	14	0.0	0	0.0	14	0.0
Did not attend college	9	0.0	0	0.0	9	0.0
Did not respond	10,513	26.8	398	50.3	10,773	27.2
Reason for Taking RICA						
Multiple Subject Teaching Credential	21,311	54.4	286	36.2	21,410	54.1
Education Specialist Instruction Credential	6,973	17.8	102	12.9	7,004	17.7
No Response	10,916	27.8	403	50.9	11,170	28.2
Professional Preparation						
Not begun professional preparation	2,494	6.4	34	4.3	2,507	6.3
First year in college/university internship program	5,408	13.8	83	10.5	5,443	13.8
Second year in college/university internship program	3,339	8.5	81	10.2	3,366	8.5
Completed college/university internship program	3,198	8.2	89	11.3	3,230	8.2
First year in district internship program	2,152	5.5	53	6.7	2,175	5.5
Second year in district internship program	1,986	5.1	56	7.1	2,009	5.1
Completed district internship program	881	2.2	37	4.7	894	2.3
Not begun student teaching in non- intern college/university program	2,584	6.6	22	2.8	2,596	6.6

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2018-2023						
Begun student teaching in non-intern college/university program	6,194	15.8	72	9.1	6,238	15.8
Completed student teaching in non-intern college/university program	2,066	5.3	23	2.9	2,081	5.3
Completed Program in non-intern college/university program	2,593	6.6	43	5.4	2,611	6.6
I will be in the first year of an induction program	1,440	3.7	45	5.7	1,474	3.7
I will be in the second year of an induction program	1,173	3.0	46	5.8	1,205	3.0
I will have completed an induction program	510	1.3	25	3.2	531	1.3
Did not respond	3,182	8.1	82	10.4	3,224	8.1
Preparation for Reading Instruction						
No preparation	4,149	6.8	76	5.9	4,176	6.7
Completed IHE course in Methods of Reading Instruction	23,421	38.2	383	29.7	23,605	38.1
Completed District Internship course	5,839	9.5	177	13.7	5,925	9.6
Observed Reading instruction in a TK-12 school	8,859	14.5	203	15.7	8,972	14.5
Worked with individual students in TK-12 school to improve their Reading skills	7,660	12.5	176	13.6	7,750	12.5
Had daily responsibility for classroom Reading instruction as student teacher or intern	11,342	18.5	275	21.3	11,503	18.6
Student Teaching Assignments						
None	8,867	22.6	131	16.6	8,916	22.5
One	10,746	27.4	175	22.1	10,840	27.4
Two	7,873	20.1	165	20.9	7,968	20.1
Three	1,676	4.3	45	5.7	1,698	4.3
Four or more	1,211	3.1	42	5.3	1,229	3.1
I am currently an intern	6,191	15.8	164	20.7	6,267	15.8
Did not respond	2,636	6.7	69	8.7	2,666	6.7
Grade Level Teaching Experience						
None	3,921	6.9	19	1.6	3,922	6.8
PK-2	21,787	38.4	472	39.7	22,032	38.5
Grades 3-5	19,052	33.6	401	33.8	19,255	33.6
Grades 6-8	8,261	14.6	200	16.8	8,350	14.6
Grades 9-12	3,658	6.5	96	8.1	3,711	6.5
Best Language of Communication						
English	28,658	73.1	386	48.8	28,779	72.7

	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
RICA 2018-2023						
Spanish	217	0.6	7	0.9	221	0.6
Vietnamese	17	0.0	0	0.0	17	0.0
Cantonese	23	0.1	0	0.0	23	0.1
Hmong	9	0.0	1	0.1	9	0.0
Other	142	0.4	2	0.3	142	0.4
Did not respond	10,134	25.9	395	49.9	10,393	26.3
First Language of Communication						
English only	19,959	50.9	247	31.2	20,044	50.6
English and one or more other languages	6,072	15.5	88	11.1	6,088	15.4
One or more languages other than English	2,850	7.3	61	7.7	2,878	7.3
Did not respond	10,319	26.3	395	49.9	10,574	26.7
Gender						
Male	5,860	14.9	145	18.3	5,917	14.9
Female	32,904	83.9	641	81.0	33,228	83.9
Nonbinary	46	0.1	1	0.1	47	0.1
Decline to state	390	1.0	4	0.5	392	1.0
Ethnicity	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
African American/Black	1,414	3.6	42	5.3	1,433	3.6
Asian American/Asian	1,973	5.0	27	3.4	1,988	5.0
Filipino	875	2.2	12	1.5	880	2.2
Southeast Asian American	823	2.1	20	2.5	832	2.1
Pacific Island American	161	0.4	6	0.8	162	0.4
Mexican American or Chicano	9,969	25.4	233	29.5	10,077	25.5
Latino, Latin American, Puerto Rican, Hispanic	3,535	9.0	89	11.3	3,584	9.1
Native American, American Indian	229	0.6	4	0.5	231	0.6
White, non-Hispanic	17,083	43.6	279	35.3	17,221	43.5
Other	1,940	4.9	56	7.1	1,964	5.0
Did not respond	1,198	3.1	23	2.9	1,212	3.1

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates by Demographic and Background Information, 2018–23

	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
RICA 2018-2023						
ALL EXAMINEES	39,584	22,044	55.7	39,584	32,807	82.9
Educational Level						
High School diploma	845	501	59.3	772	657	85.1
Associate of Arts degree	638	299	46.9	538	437	81.2
Bachelor's degree	5,275	2,806	53.2	4,760	4,022	84.5
Bachelor's degree + additional credits	18,871	11,201	59.4	18,512	16,381	88.5
Master's degree	2,095	1,176	56.1	2,541	2,202	86.7
Master's degree + additional credits	1,659	1,046	63.1	1,751	1,545	88.2
Doctoral degree	120	90	75.0	124	112	90.3
Did not respond	10,081	4,925	48.9	10,586	7,451	70.4
College Grade Point Average						
3.50 to 4.00	14,584	9,496	65.1	14,810	13,434	90.7
3.00 to 3.49	11,313	5,948	52.6	10,855	9,217	84.9
2.50 to 2.99	3,013	1,415	47.0	2,766	2,255	81.5
2.00 to 2.49	379	142	37.5	357	274	76.8
Below 2.00	13	4	30.8	14	13	92.9
Did not attend college	10	6	60.0	9	*	*
Did not respond	10,272	5,033	49.0	10,773	7,606	70.6
Reason for Taking RICA						
Multiple Subject Teaching Credential	21,802	13,168	60.4	21,410	18,912	88.3
Education Specialist Instruction Credential	7,126	3,666	51.4	7,004	5,975	85.3
No Response	10,656	5,210	48.9	11,170	7,920	70.9
Professional Preparation						
Not begun Professional Preparation	2,680	1,164	43.4	2,507	1,840	73.4
First year in college/university internship program	6,064	3,509	57.9	5,443	4,606	84.6

RICA 2018-2023	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	3,557	1,925	54.1	3,366	2,792	82.9
Completed college/university internship program	2,708	1,466	54.1	3,230	2,614	80.9
First year in district internship program	2,407	1,160	48.2	2,175	1,771	81.4
Second year in district internship program	1,895	968	51.1	2,009	1,678	83.5
Completed district internship program	721	360	49.9	894	705	78.9
Not begun student teaching in non- intern college/university program	3,085	1,844	59.8	2,596	2,200	84.7
Begun student teaching in non- intern college/university program	6,839	4,403	64.4	6,238	5,520	88.5
Completed student teaching in non- intern college/university program	1,934	1,125	58.2	2,081	1,705	81.9
Completed non- intern college/university program	2,247	1,323	58.9	2,611	2,158	82.7
I will be in the first year of an induction program	1,131	572	50.6	1,474	1,191	80.8
I will be in the second year of an induction program	868	492	56.7	1,205	996	82.7
I will have completed an induction program	412	228	55.3	531	420	79.1
Did not respond	3,036	1,505	49.6	3,224	2,611	81.0

RICA 2018-2023	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Preparation for Reading Instruction						
No preparation	4,122	1,949	47.3	4,176	3,175	76.0
Completed IHE course in Methods of Reading Instruction	23,851	14,245	59.7	23,605	20,083	85.1
Completed District Internship course	5,973	3,222	53.9	5,925	4,890	82.5
Observed Reading instruction in a TK- 12 school	9,369	5,522	58.9	8,972	7,574	84.4
Worked with individual students in TK-12 school to improve their Reading skills	7,980	4,740	59.4	7,750	6,554	84.6
Had daily responsibility for classroom Reading instruction as student teacher or intern	11,615	7,053	60.7	11,503	9,825	85.4
Student Teaching Assignments						
	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
None	9,856	5,198	52.7	8,916	7,196	80.7
One	10,849	6,440	59.4	10,840	9,204	84.9
Two	7,260	4,294	59.1	7,968	6,712	84.2
Three	1,545	881	57.0	1,698	1,392	82.0
Four or more	1,188	606	51.0	1,229	961	78.2
I am currently an intern	6,412	3,430	53.5	6,267	5,214	83.2
Did not respond	2,474	1,195	48.3	2,666	2,128	79.8
Grade Level Teaching Experience						
None	4,446	2,335	52.5	3,922	3,166	80.7
PK-2	21,798	12,681	58.2	22,032	18,502	84.0
Grades 3-5	18,878	10,966	58.1	19,255	16,235	84.3
Grades 6-8	8,234	4,362	53.0	8,350	6,729	80.6
Grades 9-12	3,676	1,737	47.3	3,711	2,866	77.2

RICA 2018-2023	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Best Language of Communication						
English	29,253	17,030	58.2	28,779	25,199	87.6
Spanish	220	68	30.9	221	158	71.5
Vietnamese	17	8	47.1	17	15	88.2
Cantonese	24	12	50.0	23	21	91.3
Hmong	9	*	*	9	*	*
Other	144	89	61.8	142	132	93.0
Did not respond	9,917	4,834	48.7	10,393	7,276	70.0
First Language of Communication						
English only	20,241	12,592	62.2	20,044	17,914	89.4
English and one or more other languages	6,275	3,077	49.0	6,088	5,068	83.2
One or more languages other than English	2,987	1,459	48.8	2,878	2,387	82.9
Did not respond	10,081	4,916	48.8	10,574	7,438	70.3
Gender						
Male	5,917	2,703	45.7	5,917	4,510	76.2
Female	33,228	19,039	57.3	33,228	27,918	84.0
Nonbinary	47	30	63.8	47	40	85.1
Decline to state	392	272	69.4	392	339	86.5
Ethnicity						
African American/Black	1,433	630	44.0	1,433	1,080	75.4
Asian American/Asian	1,988	1,349	67.9	1,988	1,758	88.4
Filipino	880	490	55.7	880	731	83.1
Southeast Asian American	832	437	52.5	832	665	79.9
Pacific Island American	162	81	50.0	162	126	77.8
Mexican American or Chicano	10,077	4,285	42.5	10,077	7,607	75.5
Latino, Latin American, Puerto Rican, Hispanic	3,584	1,695	47.3	3,584	2,777	77.5
Native American, American Indian	231	127	55.0	231	196	84.8

RICA 2018-2023	First-Time N Completed	First- Time N Passed	First- Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
White, non-Hispanic	17,221	11,272	65.5	17,221	15,243	88.5
Other	1,964	1,017	51.8	1,964	1,589	80.9
Did not respond	1,212	661	54.5	1,212	1,035	85.4

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

Appendix E: CPACE

Appendix E1: CPACE (Content and Performance Combined) Annual (2022-23) and Cumulative (2015-23) Passing Rates

CSPACE 2018–23	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	3,933	1,105	28.1	4,333	1,339	30.9
Ethnicity						
Not Specified	200	59	29.5	230	77	33.5
African American/Black	259	50	19.3	282	56	19.9
Japanese American/Japanese	30	14	46.7	35	17	48.6
Chinese American/Chinese	52	18	34.6	57	21	36.8
Korean American/Korean	59	18	30.5	64	20	31.3
Filipino American/Filipino	68	23	33.8	71	26	36.6
Cambodian American/Cambodian	4	*	*	4	*	*
Laotian American/Laotian	2	*	*	2	*	*
Vietnamese American/Vietnamese	31	11	35.5	33	13	39.4
Other SE Asian Amer/SE Asian	15	3	20.0	15	3	20.0
Asian Indian American/Asian Indian	33	15	45.5	35	16	45.7
Hawaiian	5	*	*	5	*	*
Samoan	4	*	*	4	*	*
Guamanian	2	*	*	2	*	*
Other Pacific Islander Amer/Other Pacific Islander	5	*	*	6	*	*
Mexican American/Chicano	521	109	20.9	555	123	22.2
Latino/Latino American/Puerto	231	55	23.8	244	61	25.0

CPACE 2018–23	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Rican/Other Hispanic						
Native Amer/Amer Indian/Alaskan Native	23	4	17.4	25	4	16.0
White (non-Hispanic)	2,189	672	30.7	2,444	835	34.2
Other	200	50	25.0	220	63	28.6
Gender						
Female	2,994	897	30.0	3,303	1,082	32.8
Male	865	192	22.2	951	237	24.9
Nonbinary	0	*	*	0	*	*
Decline to state	74	16	21.6	79	20	25.3
First Language						
No response	18	6	33.3	24	10	41.7
English only	3,118	902	28.9	3,457	1,107	32.0
English and one or more other languages	612	153	25.0	655	175	26.7
One or more languages other than English	185	44	23.8	197	47	23.9
Education Level						
No response	18	6	33.3	25	11	44.0
Bachelor's	34	5	14.7	40	9	22.5
Bachelor's and additional credits	460	114	24.8	509	142	27.9
Master's	869	253	29.1	966	308	31.9
Master's and additional credits	2,220	631	28.4	2,426	753	31.0
Doctorate	330	95	28.8	365	115	31.5
Not yet obtained a Bachelor's degree	2	*	*	2	*	*
Years Since Schooling						
No response	19	6	31.6	26	11	42.3
Currently attending college or graduate school	383	87	22.7	418	106	25.4
Less than 1 year	239	67	28.0	265	83	31.3
1-3 years	568	159	28.0	624	188	30.1
4-6 years	750	218	29.1	829	266	32.1

CPACE 2018–23	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
7-10 years	738	227	30.8	817	273	33.4
More than 10 years	1,236	341	27.6	1,354	412	30.4
College Grade Point Average						
No response	19	6	31.6	27	12	44.4
3.5 to 4.0	2,557	767	30.0	2,808	929	33.1
3.0 to 3.49	1,131	280	24.8	1,245	338	27.1
2.5 to 2.99	197	47	23.9	222	54	24.3
2.0 to 2.49	27	5	18.5	29	6	20.7
1.5 to 1.99	2	*	*	2	*	*
Below 1.5	0	*	*	0	*	*
Credential Types						
No response	18	6	33.3	18	6	33.3
Elementary Teaching	1,125	319	28.4	1,240	382	30.8
Secondary Teaching	1,201	366	30.5	1,321	439	33.2
Special Education	491	113	23.0	540	138	25.6
Designated Subjects Teaching	42	4	9.5	46	7	15.2
Pupil Personnel Services	337	106	31.5	369	125	33.9
Speech-Language Pathology Services	27	5	18.5	31	7	22.6
Clinical or Rehabilitative Services	5	*	*	5	*	*
Child Development Permit	9	*	*	10	2	20.0
Employment Status						
No response	21	6	28.6	32	12	37.5
Elementary school	800	221	27.6	891	270	30.3
Middle school	413	102	24.7	464	134	28.9
Secondary school	927	252	27.2	1,004	295	29.4
Adult education	49	8	16.3	60	10	16.7
School district level	807	253	31.4	896	311	34.7
County Office of Education level	167	54	32.3	176	59	33.5
Employed in another educational setting	86	21	24.4	100	31	31.0

CPACE 2018–23	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Employed, but not in an educational setting	11	2	18.2	13	4	30.8
Unemployed	32	11	34.4	33	11	33.3
K-8 school	268	67	25.0	283	77	27.2
Charter School	325	102	31.4	353	119	33.7
Continuation School	27	6	22.2	28	6	21.4
Education Assignment						
No response	24	8	33.3	33	15	45.5
General education teacher	1,667	479	28.7	1,835	573	31.2
Special education teacher	405	89	22.0	442	105	23.8
Adult or vocational education teacher	58	10	17.2	62	11	17.7
Program coordinator	737	220	29.9	805	267	33.2
Consultant	65	26	40.0	71	30	42.3
Counselor	165	30	18.2	182	38	20.9
Librarian	15	2	13.3	16	3	18.8
Nurse	12	6	50.0	12	6	50.0
Psychologist	130	36	27.7	146	46	31.5
Speech pathologist	29	7	24.1	33	9	27.3
Other non-administrative public school position	571	178	31.2	637	219	34.4
Currently not in an education assignment	55	14	25.5	59	17	28.8
Experience as an Educator						
No response	20	6	30.0	27	11	40.7
less than 3 years	32	10	31.3	38	13	34.2
3-5 years	280	78	27.9	325	102	31.4
6-10 years	1,190	368	30.9	1,289	436	33.8
11 or more years	2,411	643	26.7	2,654	777	29.3
Experience Related to Administration						
No response	18	6	33.3	18	6	33.3

CPACE 2018–23	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
California public school (TK-12)	1,067	318	29.8	1,147	367	32.0
Out-of-state public school (TK-12)	20	4	20.0	21	4	19.0
Private school (TK-12)	66	23	34.8	75	27	36.0
Non-educational administrative experience	82	21	25.6	99	28	28.3
No administrative experience	600	159	26.5	661	191	28.9
Mentor/master teacher or support provider	388	99	25.5	417	116	27.8
Teacher on special assignment	511	157	30.7	556	183	32.9
Program coordinator or director	366	97	26.5	397	116	29.2
School Administration Related Coursework						
No response	20	6	30.0	32	14	43.8
1-6 semester credit hours	536	142	26.5	591	163	27.6
7-15 semester credit hours	288	73	25.3	315	90	28.6
16-24 semester credit hours	190	48	25.3	203	54	26.6
25 or more semester credit hours	389	87	22.4	420	101	24.0
None	2,510	749	29.8	2,772	917	33.1

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