



COMMISSION ON  
TEACHER CREDENTIALING  

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*Ensuring Educator Excellence*

**Report on Passing Rates of Commission-  
Approved Examinations for  
2006-2007 to 2010-2011**

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## Vision Statement

**Ensuring high quality educators for California's diverse students, schools and communities.**

## Mission Statement

**The mission of the Commission on Teacher Credentialing is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.**

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# Report on Passing Rates of Commission-Approved Examinations from 2006-2007 to 2010-2011

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## **Introduction**

This agenda item presents the passing rates for Commission-approved examinations over the past five years, 2006-2007 through 2010-2011. The purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates are discussed in detail. Additional data tables referenced throughout this item are presented in an appendix to this agenda item available on the Commission website.

## **Background**

The Commission on Teacher Credentialing (Commission) issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public school. California uses a number of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and/or professional knowledge.

## **Basic Skills Examinations**

The *California Basic Educational Skills Test (CBEST)* is one method used to verify basic proficiency in reading, mathematics, and writing, which is a requirement for nearly all credentials, certificates, and permits. 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 prior to certification. The CBEST was first administered in 1982.

## **Subject Matter Competency Examinations**

The *California Subject Examinations for Teachers (CSET)* is the current set of examinations used to verify candidates' subject matter knowledge. Candidates are required to demonstrate competency in the content area(s) they will teach. The CSET examinations measure candidates' subject matter knowledge, skills, and abilities, not their pedagogical knowledge. The CSET examinations are offered for multiple subject candidates and in a range of content areas for single subject candidates. Education specialist candidates also use this option to verify subject matter knowledge. The CSET was first administered in 2003.

Beginning with the May 2007 administration of the CSET: Multiple Subjects examination, an optional fourth subtest known as the CSET: Writing Skills examination was added. Candidates for a multiple subject credential may use the CSET: Multiple Subjects examination plus the CSET: Writing Skills subtest to verify basic skills as an alternative to passing the CBEST.

## **Professional Knowledge Examinations**

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. California candidates for these credentials must pass the RICA before they are recommended for a preliminary credential. Passage of the RICA is not a requirement for the single subject teaching credential. The RICA was first administered in 1998 and revised in 2009.

The *California Teachers of English Learners (CTEL)* examination is used by candidates other than those prepared in SB 2042 teacher preparation programs (such as, for example, out of state candidates) to demonstrate they have the level of knowledge and skills required to effectively teach English learner (EL) students. The prior CLAD (Crosscultural Language and Academic Development) examination previously used for this purpose was replaced with the CTEL examination in December 2005.

For candidates seeking a bilingual authorization via examination, the *bilingual-specific subtests of the CSET: World Language (formerly the Languages Other Than English)* examinations are used to demonstrate bilingual language and cultural knowledge and skills. The prior BCLAD (Bilingual Crosscultural Language and Academic Development) examination was replaced by the CSET bilingual-specific subtests in 2007.

The *Teaching Foundations Examinations (TFE)* satisfies a part of the pedagogical portion of the Early Completion Option of the internship program for multiple subject and selected single subject credentials. The TFE was first administered in 2004. The TFE is owned and administered by the Educational Testing Service and is not a Commission-owned examination.

The *School Leaders Licensure Assessment (SLLA)* measures whether potential entry-level principals and other school leaders have relevant knowledge necessary for competent professional practice. The SLLA is owned by the Educational Testing Service and was first administered for California candidates in 2003. Beginning in June 2011, the *California Preliminary Administrative Credential Examination (CPACE)*, an exam aligned specifically to California standards, replaced the SLLA. The SLLA is no longer used by California candidates for an administrative services credential.

### **Caveats about the Data**

Passing rate data are based on examinees' test scores. When the total number of examinees for a given examination is less than 10, pass rate data may not be reported. Preparation and demographic data are self-reported by examinees, and thus these data may not be available for all candidates. 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 Appendix <http://www.etc.ca.gov/commission/agendas/2012-01/2012-01-3B-Appendix.pdf>.

### **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 know the content covered by the test would be expected to do 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 2010-2011 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**

The Commission’s examinations contractor provides institutional data reports concerning each institution’s candidates for those candidates who chose to list the institution at the time of registration as a score recipient. The Commission determines which institutions are authorized score report recipients, and those institutions are listed in each registration bulletin under “Score Reporting Institutions.” The individual at each authorized score recipient institution who receives the reports is determined by that institution. Each year, the Commission’s examinations contractor requests each institution to designate an individual with his/her contact information. Throughout the year, however, institutions may contact the contractors to update their score reporting contact information. Score reports are provided following each test administration, and include data for examinees who selected that institution as a score recipient. The institutional score reports are posted one week after the examinee score data are available, and can be accessed by the institutional contact person from a secure, password-protected web site.

Information is made available to the institutions based on their needs. The files available for downloading may include the following:

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

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

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

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

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

## 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

- taking and 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
- 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.

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts that are important to performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a single four-hour testing session. No individual test section is timed. The CBEST has been administered six times per year as a paper-based test at multiple sites in California as well during 12 testing windows per year as a computer-based test inside as well as outside of California until 2011. Beginning in 2011, the computer-based CBEST became available on demand throughout the year at the contractor’s computer-based testing centers along with the six times per year paper-based test administrations.

#### *Reading Section:*

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

#### *Mathematics Section:*

The CBEST Mathematics section consists of 50 multiple-choice questions: 40 “scorable” and 10 “nonscorable.” The questions require the candidate to solve mathematical problems, and most are presented as word problems. The questions assess skills in three major areas: (a) estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the questions are from skill area (a), 35 percent from skill area (b), and 35 percent from skill area (c).

*Writing Section:*

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

**Scoring of the CBEST**

The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice questions that are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores. The Writing Section consists of two essays, each of which is double-scored, 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.

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

<b>Test Name</b>	<b>State Passing Score Standard</b>	<b>Score Range</b>
CBEST <ul style="list-style-type: none"><li>• Reading</li><li>• Mathematics</li><li>• Writing</li></ul>	a scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section

**Examination Volume**

The volume of CBEST examinations administered has declined dramatically from 74,122 in 2006-07 to 44,778 in 2010-11. Overall, this is a decline of more than 29,000 examinees, or almost 40 percent, in the past five years.

Beginning in May 2007, two additional Commission examination options became available for individuals to meet the basic skills requirement. The first allows out-of-state individuals to use their home state’s basic skills examination, if the examination is comparable to CBEST, to satisfy this requirement. The second option allows individuals to satisfy this requirement by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: MS) plus the CSET: Writing Skills subtest. In 2010-11, 1,427 examinees took both the CSET: MS and the CSET: Writing Skills examinations. *See Appendix B2 for details on the CSET: Writing Skills subtest.*

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



**Table 2: Number of CBEST Examinees and Test Sections Administered, 2006 – 2011**

Testing Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
2006-07	74,122	59,546	59,892	59,545
2007-08	72,747	58,435	58,659	58,653
2008-09	70,002	56,960	56,798	56,840
2009-10	53,252	42,923	42,905	44,011
2010-11	44,778	35,952	35,900	37,202

**Preparation and Demographic Data**

The preparation and demographic data for the CBEST are presented in *Appendix A1: CBEST Preparation and Demographic Data, Cohorts 2006 to 2010*. Approximately 34 percent of all test takers reported Algebra II and/or Geometry as their highest mathematics course in high school, and over one-third reported that they completed Pre-calculus in high school. More than two-thirds reported that they completed one or two Writing courses in high school. Less than one-fifth of the examinees reported completing one or two courses in high school Oral Language courses. More than three-fourths reported high school grade point averages of at least 3.0. About five percent of the examinees reported high school grade point averages below 2.5. Nearly three-fourths of the examinees completed all of their high school education in California.

Nearly half of the examinees reported that the highest college mathematics course they completed was Calculus and/or Statistics. About 7 percent reported completing no college mathematics courses. Nearly three-fourths reported completing one to three courses in Writing and about 41 percent reported taking college courses in Oral Language. More than two-thirds reported an undergraduate college grade point average of 3.0 or higher.

More than half of the examinees reported having a bachelor's degree or a bachelor's degree and additional units. About one-third had not yet earned a bachelor's degree, but about 12 percent reported having a master's degree. Almost 30 percent reported currently attending college while 39 percent indicated it had been three years or less since they attended. Less than one-fifth reported that it had been more than ten years since they attended college.

Nearly two-thirds reported that they were currently enrolled in a teacher preparation program and another eleven percent reported they were considering enrollment in a teacher preparation program. Few examinees (7.8%) reported taking test preparation courses. Nearly half reported taking the examination for obtaining a teaching credential and another one-third reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching. At the time they tested, more than one-third of the examinees in the five-year cohorts reported being employed, but not in a school position. Another 26 percent reported being students.

Almost two-thirds (62.1%) of the examinees reported that their fathers had completed at least some college and/or bachelor's degree, and almost the same (62.9%) reported that their mothers had completed at least some college. When asked which their best language was, nearly all (94.3%) reported that it was English. More than two-thirds of the examinees were female, and

nearly half reported that “white” best describes their ethnic background. More than 12% of examinees did not indicate an ethnicity.

### Passing Rate

Table 3 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2006 through 2011. The total number of examinees who completed all three sections, number passed, and percent passed are provided below.

**Table 3: CBEST All Three Sections – First-Time and Cumulative Passing Rates, 2006 – 11**

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2006 to 2010	168,095	119,346	70.7%	176,072	149,044	84.6%
2006-07	39,531	28,059	71.0%	41,622	36,403	87.5%
2007-08	38,458	26,819	69.7%	40,308	34,578	85.8%
2008-09	38,138	27,224	71.4%	39,727	33,944	85.4%
2009-10	28,788	20,369	70.8%	29,838	24,943	83.6%
2010-11	23,990	16,875	70.3%	24,577	19,176	78.0%

The first-time passing rates for the past five years show a steady pattern, ranging from 69.7 percent to 71.4 percent, with an overall passing rate of 70.7 percent for the 2006-2011 cohorts. In 2006-07, the cumulative passing rate was 87.5 percent and for 2010-11, it decreased to 78.0 percent. The main reason for this seeming downward trend with the lowest passing rate in 2010-11 is that the recent cohort has not had a chance to repeat the sections they have not yet passed. The overall cumulative passing rate for the past five years is 84.6 percent. This situation also characterizes all of the cumulative data for 2010-11 presented below for the individual three subtests, since examinees from the recent cohort have not had a chance to repeat sections they have not yet passed.

Table 4 presents First-Time and Cumulative Passing Rates for the Reading Section for the past five years.

**Table 4: CBEST Reading Section – First-Time and Cumulative Passing Rates, 2006 – 2011**

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2006 to 2010	179,459	143,619	80.0%	179,459	153,755	85.7%
2006-07	42,179	33,573	79.6%	42,179	36,370	86.2%
2007-08	41,030	32,053	78.1%	41,030	34,776	84.8%
2008-09	40,462	32,511	80.3%	40,462	34,833	86.1%
2009-10	30,416	24,840	81.7%	30,416	26,414	86.8%
2010-11	25,372	20,642	81.4%	25,372	21,362	84.2%

The first-time CBEST Reading passing rate is 80.0 percent, and the overall cumulative CBEST Reading passing rate is 85.7 percent. The first-time passing rate ranges from 78.1 percent in

2007-08 to 81.7 percent in 2009-10. The cumulative passing rate ranges from 84.2 percent in 2010-11 to 86.8 percent in 2009-10. While the cumulative passing rate seems to show a declining pattern (by 2 percent) the first-time passing rate increased by a couple of percentage points in the past five years.

Table 5 provides data for First-Time and Cumulative Passing Rates for the Mathematics Section for the past five years.

**Table 5: CBEST Mathematics Section – First-Time and Cumulative Passing Rates, 2006 - 2011**

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2006 to 2010	178,914	142,696	79.8%	178,914	153,880	86.0%
2006-07	41,969	33,332	79.4%	41,969	36,514	87.0%
2007-08	40,913	32,049	78.3%	40,913	35,076	85.7%
2008-09	40,366	32,445	80.4%	40,366	34,986	86.7%
2009-10	30,387	24,545	80.8%	30,387	26,210	86.3%
2010-11	25,279	20,325	80.4%	25,279	21,094	83.4%

The overall first-time CBEST Mathematics passing rate is 79.8 percent and the overall cumulative CBEST Mathematics passing rate for the past five years is 86.0 percent. The first-time passing rate ranges from 78.3 percent in 2007-08 to 80.8 percent in 2009-10, showing a pattern of slight increase. The cumulative passing rate ranges from 83.4 percent in 2010-11 to 87.0 percent in 2006-07, showing a declining pattern.

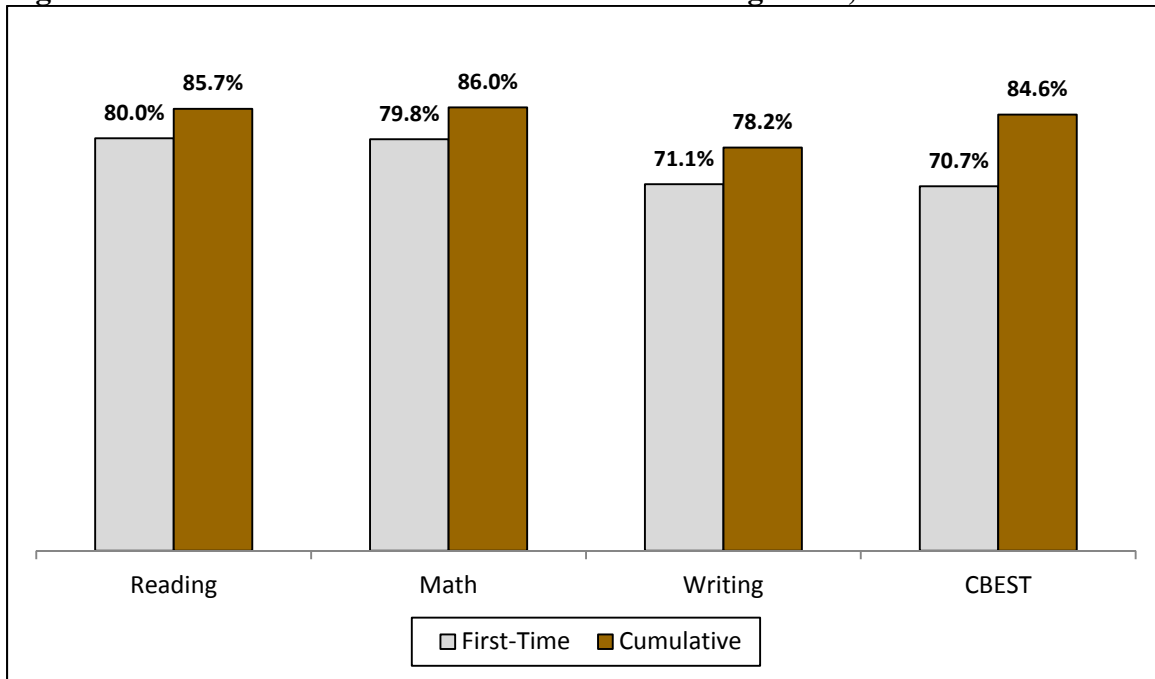
Table 6 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

**Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2006 – 2011**

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2006 to 2010	177,253	125,954	71.1%	177,253	138,599	78.2%
2006-07	41,160	29,630	72.0%	41,160	32,990	80.2%
2007-08	40,590	28,837	71.0%	40,590	32,106	79.1%
2008-09	40,109	28,682	71.5%	40,109	31,501	78.5%
2009-10	30,244	21,270	70.3%	30,244	23,389	77.3%
2010-11	25,150	17,535	69.7%	25,150	18,613	74.0%

The overall first-time CBEST Writing passing rate is 71.1 percent, and the overall cumulative CBEST Writing passing rate for the past five years is 78.2 percent. The cumulative passing rate for 2010-11 may be slightly higher at the end of the next examination cycle because the examinees will have had additional chances to repeat the Writing Section. Both the first-time and cumulative passing rates show declining patterns as well.

**Figure 1: CBEST – First-Time and Cumulative Passing Rates, 2006 – 2010**



In summary, the first-time passing rates for the CBEST Reading and Mathematics Sections for the past five years are at 80.0 percent and 79.8 percent, respectively. The first-time passing rate for the Writing Section is 71.1 percent. The cumulative passing rates for the Reading and Mathematics Sections have remained in the high eighty percentage range, at 85.6 percent and 86.0 percent, respectively. The cumulative passing rate for the Writing Section is 78.2 percent, approximately 7 percentage points lower than the other two sections. For all three sections together, the first-time passing rate is 70.7 percent and cumulative rate is 84.6 percent.

**Passing Rates by Demographic Data**

The passing rates by preparation and demographic data are presented in *Appendix A2: CBEST First-Time and Cumulative Passing Rate by Demographic Variables, 2006 to 2010*. First-time and cumulative passing rates by gender and ethnicity are shown in table 7 below.

**Table 7: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2006 – 10**

CBEST	First-Time Passing Rate: Cohorts 2006 to 2010			Cumulative Passing Rate: Cohorts 2006 to 2010		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	168,905	119,346	70.7	176,072	149,044	84.6
<b>Gender</b>						
<b>Female</b>	112,290	77,095	68.7	117,568	98,388	83.7
<b>Male</b>	52,098	38,290	73.5	53,919	46,424	86.1
<b>No response</b>	4,517	3,961	87.7	4,585	4,232	92.3
<b>Ethnicity</b>						
<b>African American</b>	8,676	4,007	46.2	9,285	6,240	67.2
<b>Asian American</b>	8,616	5,742	66.6	9,134	7,278	79.7
<b>Filipino</b>	4,290	2,409	56.2	4,584	3,407	74.3

CBEST	First-Time Passing Rate: Cohorts 2006 to 2010			Cumulative Passing Rate: Cohorts 2006 to 2010		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
South East Asian	2,285	1,157	50.6	2,450	1,711	69.8
Pacific Islander	2,137	1,179	55.2	2,295	1,631	71.1
Mexican American	20,653	10,787	52.2	22,164	16,717	75.4
Latino	9,074	4,774	52.6	9,935	7,280	73.3
Native American	851	601	70.6	882	748	84.8
White	81,775	65,339	79.9	83,787	76,401	91.2
Other	8,428	5,612	66.6	8,861	7,341	82.8
No Response	22,120	17,739	80.2	22,695	20,290	89.4

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.

Cumulative passing rates for the five-year period were at the mid to high eighty percent and did not vary much by preparation or demographic variables. However, a positive relationship between college grade point average (GPA) and cumulative passing rates was noticed – the passing rates for examinees with a GPA of 3.5 to 4.0 was 91 percent and the passing rate for examinees with a GPA below 2.5 was 73 percent. The examinees who reported English as their best language passed at a higher rate (86%) than the examinees who reported other languages as their best language – Spanish (54%) and other languages (51%).

### **CSET: California Subject Examinations for Teachers**

The majority of 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 plus the optional fourth Writing Skills subtest; the CSET: Single Subjects examination consists of two to four subtests, depending on the candidate's subject area. Most of the CSET examinations consist of both multiple-choice and constructed-response items. Examinees can choose to take any or all subtests of a given content area within a single testing session. As with all other Commission examinations, the CSET are criterion-referenced examinations that measure the examinees' knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees.

The CSET: Multiple Subjects and CSET: Writing Skills computer-based examinations are offered year round on demand at the contractor's computer-based testing sites. Based on the subject area, other CSET examinations are administered from two to six times per year, with areas such as Mathematics offered six times per year, Home Economics and Art offered four times per year, and certain world languages offered twice per year. The CSET examination option was expanded for less commonly taught languages to include a combination of specific CSET language subtests plus a local target language skills assessment administered by agencies approved by the Commission. This process is currently used for Hebrew, Italian, and Portuguese. Although not part of the CSET examination option, candidates in Native American languages may also qualify for a credential through a language and cultural assessment process conducted entirely by tribal agencies.

**Table 8: Structure of the CSET Examinations**

<b>CSET Examination</b>	<b>Subtest</b>	<b>Domains</b>	<b># of Multiple choice items</b>	<b># of Constructed response items</b>	
Multiple Subjects	I	Reading, Language, and Literature; History and Social Science	52	4	
	II	Science; Mathematics	52	4	
	III	Physical Education; Human Development Visual and Performing Arts	39	3	
	IV	Writing Skills	-	2	
Single Subjects: Agriculture	I	Plant and Soil Science	25	2	
		Ornamental Horticulture	15	1	
	II	Animal Science Environmental Science and Natural Resource Management	25 15	2 1	
Art	I	Agricultural Business and Economics	20	2	
		Agricultural Systems Technology	20	1	
II		Artistic Perception Historical and Cultural Context of the Visual Arts Aesthetic Writing	20 15 15	1 1 2	
Business	II	Creative Expression	30	3	
		Connections, Relationships, and Applications History and Theories of Learning in Art	10 10	1 -	
	III	Business Management Marketing	20 20	1 1	
English	II	Accounting and Finance Economics	25 15	1 1	
		Information Technology Business Environment and Communication	25 15	1 1	
	I	Literature and Textual Analysis Composition and Rhetoric	50	-	
		Language, Linguistics, and Literacy	50	-	
III	Composition and Rhetoric Literature and Textual Analysis	-	2		
Health Science	IV	Communications: Speech, Media, and Creative Performance	-	4	
		I	Foundations of Health Education	10	1
			Human Growth and Development	10	-
	Chronic and Communicable Diseases		20	1	
	II	Nutrition and Fitness	15	1	
		Mental and Emotional Health	10	-	
Alcohol, Tobacco, and Other Drugs		15	1		
III	Family Life and Interpersonal Relationships	15	1		
	Consumer and Community Health	15	-		
	Environmental Health	10	-		
Home Economics	I	Personal, Family, and Child Development	40	1	
	II	Nutrition, Foods, and Hospitality	40	2	
	III	Fashion and Textiles	12	1	
Housing and Interior Design		12	1		
Consumer Education		16	2		
Industrial and Technology	I	Nature of Technology	45	2 1	

<b>CSET Examination</b>	<b>Subtest</b>	<b>Domains</b>	<b># of Multiple choice items</b>	<b># of Constructed response items</b>
Education	II	Power and Energy Information and Communication Project and Product Development	25 25 25	1 1 1
World Languages**  • American Sign Language	I	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	10 20	1 1
	II	General Linguistics Linguistics of the Target Language –American Sign Language ( Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	10 20	- 2
	III	Linguistics of the Target Language –American Sign Language (Error Analysis) Language and Communication: Receptive Comprehension Language and Communication: Expressive Production	- 18 -	1 1 2
• Arabic • Armenian • Farsi • Filipino • Hmong • Khmer	I	General Linguistics Linguistics of the Target Language Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	-	1 3 1 1
	II	Language and Communication: Listening Comprehension Language and Communication: Reading Comprehension Language and Communication: Written Expression Language and Communication: Oral Expression	-	2 2 1 2
• Cantonese	I	General Linguistics Linguistics of the Target Language	5 15	1 3
	II	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	10 10	2 1 1
	III	Language and Communication: Listening Comprehension Language and Communication: Reading Comprehension Language and Communication: Written Expression Language and Communication: Oral Expression	10 10 - -	1 1 2 2
• French • German • Japanese • Korean • Mandarin • Punjabi • Russian • Spanish • Vietnamese	I	General Linguistics Linguistics of the Target Language	15 25	1 2
	II	Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	20 20	1
	III	Language and Communication: Listening Comprehension Reading Comprehension Written Comprehension Oral Expression	15 15 - -	1 1 2 2
• Hebrew** • Italian • Portuguese	I	General Linguistics Linguistics of the Target Language Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	- - - -	1 2 1 2
Mathematics*	I	Algebra; Number Theory	30	4
	II	Geometry; Probability and Statistics	30	4

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
	III	Calculus; History of Mathematics	30	4
Music	I	Artistic Perception	30	1
		Historical and Cultural Foundations	15	1
		Aesthetic Valuing	-	1
	II	Creative Expression	30	2
		Connections, Relationships, and Applications	10	-
	III	Music Methodology and Repertoire	40	2
Physical Education	I	Growth, Motor Development, and Motor Learning	20	1
		The Science of Human Movement	20	1
	II	The Sociology and Psychology of Human Movement	10	1
		Movement Concepts and Forms	24	1
		Assessment and Evaluation Principles	6	-
	III	Professional Foundations	16	-
Integration of Concepts		24	1	
Science***	I	General Science: Astronomy; Dynamic Processes of the Earth; Earth Resources; Waves; Forces and Motion; Electricity and Magnetism	58	2
	II	General Science: Ecology; Genetics and Evolution; Molecular Biology and Biochemistry; Cell and Organismal Biology; Heat Transfer and Thermodynamics; Structure and Properties of Matter	58	2
	III	Concentration: Biology/Life Science, Chemistry, Earth and Planetary Science, or Physics	50	3
	IV	Specialized Science	40	1
Social Science	I	World History; World Geography	39	3
	II	U.S. History; U.S. Geography	39	3
	III	Civics; Economics; California History	40	3

*\*The CSET: Mathematics examination requiring all three subtests authorizes teaching of all mathematics coursework. The CSET: Foundational-Level Mathematics examination requiring subtests I and II authorizes teaching only in limited mathematics content areas: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.*

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

*\*\*\*The CSET: Science subtests I and II cover general science content while subtest III covers the candidate's area of concentration. A credential in this subject matter based on subtests I, II, and the specific science in III authorizes teaching general and integrated science and the area of concentration. The CSET: Science (specialized), which requires passing the specific area of concentration in both subtests III and IV authorizes teaching only in the specialized area and does not authorize teaching general and integrated science. The CSET: Foundational-Level General Science requires subtests I and II and authorizes teaching only in general, introductory, and integrated science (integrated science through Grade 8 only).*

## Scoring of the CSET

To pass an examination of the CSET, candidates must earn a passing score on each of the examination's subtests. Each CSET subtest is scored separately. For each CSET subtest, an individual's performance is evaluated against an established standard. Passing status is determined based on total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response



section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score for each subtest.

### Examination Volume

The first administration of the initial CSET examinations was in January 2003. During this first phase, CSET examinations in Multiple Subjects, English, Mathematics, Science, and Social Science were offered as well as Foundational-Level Mathematics. CSET examinations in Science (Specialized) were added in fall 2003. CSET examinations in World Languages (French, German, Japanese, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese) were first administered in fall 2004 as well as CSET examinations in Art, Music, and Physical Education. CSET examinations in Agriculture, American Sign Language, Business, Health Science, Home Economics, and Industrial and Technology Education were first administered in fall 2005. The CSET examination in Filipino was first administered in fall 2006. The CSET: Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations, and the CSET: Bilingual Methodology and CSET: Bilingual Culture subtests were added in 2007-2008 (see the section below regarding English Learner-related examinations for information on these two subtests). The Foundational-Level General Science authorization was added in 2009. The CSET: World Language examinations in Hebrew, Italian, and Portuguese were added in 2009-2010.

There has been a significant increase in the volume of CSET test takers; more than 240,000 examinees took multiple and single subject examinations since the inception of CSET in 2003. Among the total examinees, more than half (56%) are Multiple Subjects examinees.

**Table 9A: CSET Multiple and Single Subjects - Total number of examinees, 2003 – 2011**

CSET Examination	2003-2011	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
<b>All examinees</b>	<b>240,202</b>	<b>16,709</b>	<b>21,583</b>	<b>25,195</b>	<b>26,524</b>	<b>27,618</b>
<b>Multiple Subjects</b>	135,453	6,767	9,424	11,679	12,933	14,820
Writing	6,053	1,427	1,310	1,495	1,457	364
<b>Single Subjects:</b>						
Agriculture	135	13	16	19	31	24
Art	1,524	172	158	242	225	234
Business	530	48	58	81	95	119
English	21,029	1,702	2,097	2,380	2,407	2,580
Health Science	2,354	266	344	340	420	437
Home Economics	292	34	41	53	48	52
Industrial Technology Education	340	63	49	55	67	48
<b>World Languages:</b>						
American Sign Language	130	15	18	14	17	30
Arabic	20	8	5	3	4	
Armenian	11		4	6	1	
Cantonese	5	1	2	1	1	
Farsi	4	1	2		1	
Filipino	41	2	3	4	7	25
French	499	50	72	66	60	75
German	72	3	10	8	8	12
Hebrew	1	1				

CSET Examination	2003-2011	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
<b>All examinees</b>	<b>240,202</b>	<b>16,709</b>	<b>21,583</b>	<b>25,195</b>	<b>26,524</b>	<b>27,618</b>
Hmong	15	1	5	4	5	
Italian	12	12				
Japanese	131	13	14	17	22	19
Khmer	1				1	
Korean	98	15	21	12	12	19
Mandarin	775	70	91	101	119	235
Portuguese	3	1	2			
Punjabi	14	2	3	1		4
Russian	40	2	8	9	7	8
Spanish	3,089	304	409	414	450	471
Vietnamese	32	1	3	5	9	8
Mathematics	8,258	472	759	908	823	863
Music	796	71	94	105	113	136
Physical Education	4,303	483	528	658	711	616
Science:						
Biological Sciences	8,361	579	892	947	955	953
Biological Sciences (Specialized)	1,867	156	209	206	255	246
Chemistry	3,169	220	334	398	363	359
Chemistry (Specialized)	1,015	114	118	140	134	118
Geosciences	2,766	138	307	341	342	357
Geosciences (Specialized)	744	80	92	112	110	109
Physics	1,827	99	83	92	91	80
Physics (Specialized)	654	1,531	1,760	1,842	1,854	1,899
Social Science	17,323	579	892	947	955	953

Table 9B shows the numbers of examinees who took both Subtests I and II for CSET: Mathematics and CSET: Science respectively. Although candidates who pass Subtests I and II meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently possible to separate out the data for only those candidates who took these subtests for the purposes of obtaining a Foundational-Level Math or Science credential. Examinees for the full mathematics or science authorizations must also pass these two subtests in addition to passing a third subtest.

**Table 9B: CSET Mathematics and Science (Subtests I and II) - Total number of examinees, 2003 – 2011**

CSET Examination	2003-2011	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Mathematics (Subtests I and II)*	14,652	1,446	1,793	1,977	1,900	1,831
General Science (Subtests I and II)*	2,027	745	646	302	96	69

\* The numbers for these two subtests incorporate all examinees who took only the respective two subtests and thus they also reflect both individuals seeking a foundational-level credential and those seeking the broader mathematics or science authorization.

Table 10A presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects of Agriculture, Art, Business, English, Health Science, Home Economics, Industrial Technology Education, World Languages, Mathematics, Music, Physical Education, Science, and Social Science.

**Table 10A: CSET – Annual and Cumulative Passing Rates, 2003 - 2011**

CSET Examination	Annual Passing Rate September 2010 – July 2011			Cumulative Passing Rate September 2003 – July 2011		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Multiple Subjects	6,767	5,278	78.0	135,453	123,663	91.3
Writing	1,427	1,209	84.7	6,053	5,001	82.6
<b>Single Subjects:</b>						
Agriculture	13	5	38.5	135	67	49.6
Art	172	125	72.7	1,524	1,249	82.0
Business	48	25	52.1	530	291	54.9
English	1,702	1,016	59.7	21,029	16,572	78.8
Health Science	266	170	63.9	2,354	1,746	74.2
Home Economics	34	15	44.1	292	213	72.9
Industrial Technology Education	63	50	79.4	340	296	87.1
<b>World Languages:</b>						
American Sign Language	15	5	33.3	130	68	52.3
Arabic	8			20	17	85.0
Armenian	0			11	10	90.9
Cantonese	1			5		
Farsi	1			4		
Filipino	2			41	38	92.7
French	50	42	84.0	499	446	89.4
German	3			72	58	80.6
Hebrew	1			1		
Hmong	1			15	14	93.3
Italian	12	12	100	12	12	100
Japanese	13	8	61.5	131	108	82.4
Khmer	0			1		
Korean	15	11	73.3	98	88	89.8
Mandarin	70	58	82.9	775	724	93.4
Portuguese	1			3		
Punjabi	2			14	7	50.0
Russian	2			40	37	92.5
Spanish	304	244	80.3	3,089	2,688	87.0
Vietnamese	1			32	30	93.8
Mathematics	472	266	56.4	8,258	5,086	61.6
Music	71	61	85.9	769	729	91.6
Physical Education	483	241	49.9	4,303	3,034	70.5
<b>Sciences:</b>						
Biological Sciences	579	423	73.1	8,361	6,659	79.6
Biological Sciences (Specialized)	156	105	67.3	1,867	1,387	74.3
Chemistry	220	172	78.2	3,169	2,564	80.9
Chemistry (Specialized)	114	87	76.3	1,015	885	87.2
Geosciences	138	91	65.9	2,766	2,166	78.3
Geosciences (Specialized)	80	59	73.8	744	619	83.2
Physics	142	84	59.2	1,827	1,210	66.2
Physics (Specialized)	99	66	66.7	654	511	78.1
Social Science	1,531	968	63.2	17,323	13,755	79.4

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

Table 10B shows annual and cumulative passing rates for examinees who took both Subtests I and II for CSET: Mathematics and CSET: Science respectively. Although candidates who pass Subtests I and II meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently possible to separate out the data for only those candidates who took these subtests for the purposes of obtaining a Foundational-Level Math or Science credential. Examinees for the full mathematics or science authorizations must also pass these two subtests in addition to passing a third subtest.

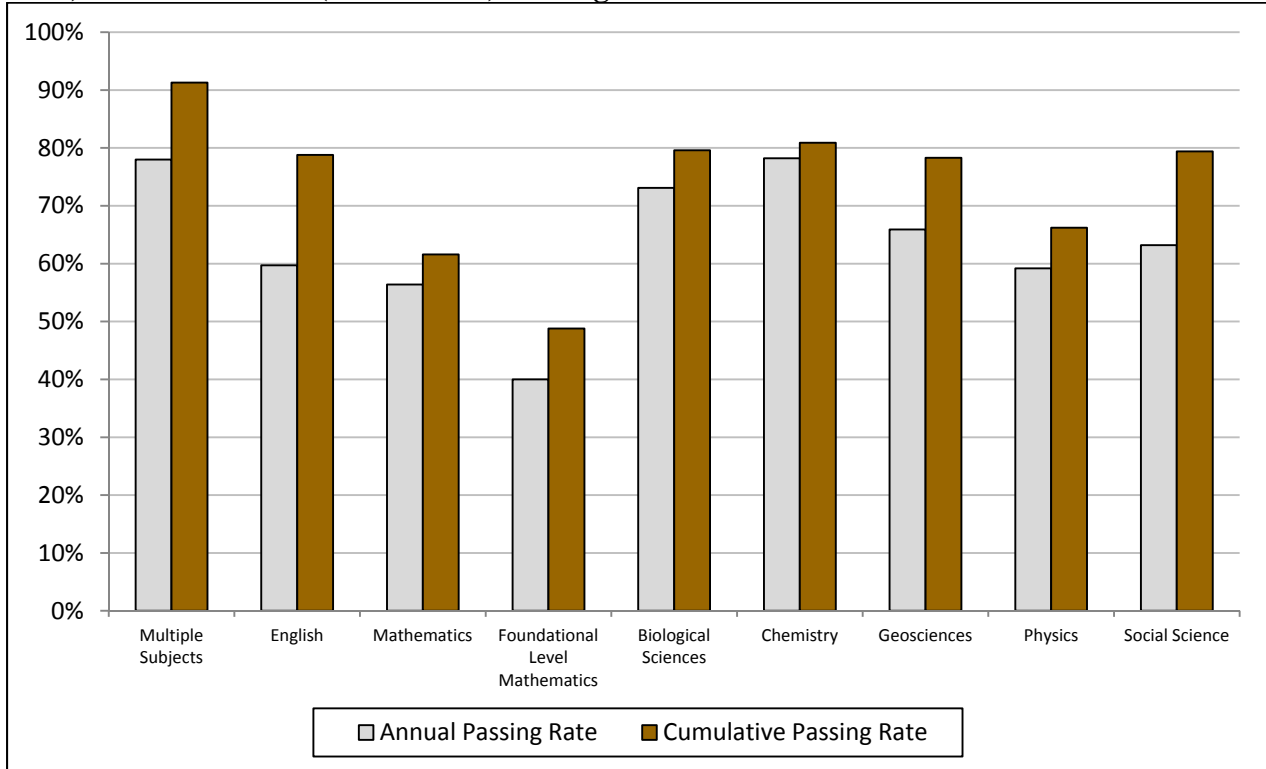
**Table 10B: CSET Mathematics and Science (Foundational -Level) – Annual and Cumulative Passing Rates, 2003 - 2011**

CSET Examination	Annual Passing Rate September 2010 – July 2011			Cumulative Passing Rate September 2003 – July 2011		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Mathematics (Subtests I and II)*	1,446	578	40.0	14,652	7,152	48.8
General Science (Subtests I and II)*	745	409	54.9	2,027	1,080	53.3

\* *The numbers for these two subtests incorporate all examinees who took only the respective two subtests and thus they also reflect both individuals seeking a foundational-level credential and those seeking the broader mathematics or science authorization*

For the CSET: Multiple Subjects, the annual passing rate for 2010-11 was 78 percent and the cumulative passing rate from 2003-2011 was 91.3 percent. For the single subjects, the cumulative passing rate varied from 48.8 percent to 100 percent. English and Social Sciences had cumulative passing rates of 78.8% and 79.4 percent, respectively. The cumulative passing rate was in the 90% - 100% range for the following world languages: Armenian, Filipino, Hmong, Italian, Khmer, Mandarin, Portuguese, Russian, and Vietnamese. These languages had relatively small total numbers of examinees, however. The cumulative passing rate for the sciences ranged from 66.2 percent for Physics to 87.2 percent for Chemistry (Specialized).

**Figure 2: CSET: Multiple Subjects and Single Subjects (high volume) – Annual (2010-2011) and Cumulative (2003 – 2011) Passing Rates**



Note – CSET low incidence examinations (Agriculture, Art, Business, Health Science, Home Economics, Music, and Physical Education and World Languages) are not included here.

Appendix C1 displays the CSET: Multiple Subjects passing rates by selected demographic variables.

For the CSET: Multiple Subjects, the annual passing rate for 2010-11 was 78 percent. Table 11 below shows annual and cumulative passing rates by gender and ethnicity.

**Table 11: CSET: Multiple Subjects – Annual and Cumulative Passing Rates by Gender and Ethnicity, 2003 –2011**

	Annual Passing Rate September 2010 – July 2011			Cumulative Passing Rate September 2003 – July 2011		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>Multiple Subjects</b>						
<b>ALL EXAMINEES</b>	6,767	5,278	78.0	135,453	123,663	91.3
<b>Gender</b>						
<b>Female</b>	5,463	4,232	77.5	112,159	102,366	91.3
<b>Male</b>	1,171	935	79.8	22,036	20,124	91.3
<b>Ethnicity</b>						
<b>African American</b>	208	116	55.8	5,876	4,698	80.0
<b>Asian American</b>	609	465	76.4	13,043	11,849	90.8
<b>Hispanic American</b>	1,223	783	64.0	29,778	26,041	87.5
<b>Native American</b>	49	39	79.6	770	676	87.8
<b>White</b>	3,524	2,955	83.9	72,365	67,974	93.9

The cumulative passing rate for Multiple Subjects was 91.3 percent. Although, as expected, the cumulative passing rate was higher than the annual rate due to multiple testing opportunities, a similar pattern was observed: passing rates differed by ethnicity, reason for taking the CSET, college/university training, and highest educational level.

Examinees who took the CSET to obtain an initial multiple subject teaching credential or education specialist credential had almost the same passing rates: 79.3 percent and 76 percent, respectively. However, those who took the examination to add an authorization to an existing credential had a higher passing rate of 85.9 percent.

*Appendices C2 through C13* display CSET: Single Subject passing rates by selected demographic variables. Similar to the CSET: Multiple Subjects, the passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained. As an example, for the highest cumulative passing rates, scores for California trained candidates were higher in Agriculture than those trained outside the state, and females scored higher in English than males.

### **Teaching Foundations Examinations (TFE)**

The Teaching Foundations Examinations (TFE) assess candidate pedagogical knowledge within specified content areas and are used to satisfy a portion of the Early Completion Option of the internship programs for California Multiple and Single Subject Teaching Credentials. Candidates who pass the TFE must still meet the TPA requirement. The TFE examinations were created by the Educational Testing Service (ETS) in five areas: Multiple Subjects, English, Mathematics, Science, and Social Science. Each TFE is comprised of a written examination and is four hours in length. In order to establish a passing score standard for the various tests within the TFE array, a sufficient number of examinees must take the initial administration of the particular TFE. At this time, there have not been enough examinees for the TFE Social Science examination to set a passing score standard. There are, however, passing score standards for the remaining TFE tests. ETS plans to discontinue use of the current TFE series at the end of June 2012.

The TFE includes 50 multiple-choice questions and additional constructed-response questions. The multiple-choice questions cover knowledge of human development, learning differences and special needs, instructing English learners, assessing student progress, classroom management techniques, and reading instruction. The two constructed-response questions in the TFE in English, Mathematics, Science, and Social Science cover methods in middle school and in high school. Four constructed-response questions are included in the TFE: Multiple Subjects, with individual questions covering teaching methods in each of the following: mathematics, social science, English, and science.

### **Examination Volume**

The TFE is administered four times a year. In 2010-11, More than 100 examinees took TFE: Multiple Subjects and another 144 examinees took TFE: English, TFE: Mathematics, and TFE: Science, combined.

### Scoring of the TFE

To pass the TFE, candidates must take the entire examination at one administration and obtain the minimum passing score based on their performance on the overall test. In each TFE, the multiple-choice questions comprise one-third of the total score and the constructed-response questions the remaining two-thirds. Candidates receive a scaled score computed from the total number of raw points in each component and the weighting of each component in a way that adjusts for the complexities of the questions. The raw scores for the TFE tests are converted to a scaled score.

**Table 12: TFE California State Passing Score Standard and Score Range**

TFE Examination	State Passing Score Standard	Score Range
TFE: Multiple Subject	155	100-200
TFE: English	173	100-200
TFE: Mathematics	153	100-200
TFE: Science	171	100-200

### TFE Passing Rates

Tables 13 and 14 provide data for the passing rate for four of the five Teaching Foundations Examinations – Multiple Subjects, English, Mathematics, and Science. The passing rate ranged from 71 percent for TFE: Science in 2009-10 to 100 percent for TFE: Mathematics in 2007-08. Passing rates have increased for TFE: Multiple Subject (by 3%), TFE: English (by 13%), and TFE: Science (by 4%), and have decreased for TFE: Mathematics (by 4%), in the past five years.

**Table 13: TFE Passing Rate by Subjects, 2006 – 2011**

Testing Year	TFE: Multiple Subjects			TFE: English			TFE: Mathematics			TFE: Science		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2006-07	104	96	92%	47	39	83%	45	44	98%	34	26	76%
2007-08	133	125	94%	57	46	81%	54	54	100%	65	58	89%
2008-09	135	130	96%	52	49	94%	72	71	99%	60	51	85%
2009-10	103	98	95%	32	29	91%	58	57	98%	65	46	71%
2010-11	103	98	95%	28	27	96%	52	49	94%	64	56	88%

**Table 14: TFE Passing Rate by Gender and Ethnicity, 2010-2011**

		Gender		Ethnicity					
		Female	Male	African America n	Asian America n	Hispanic	Native America n	Pacific Islander	White
<b>TFE: Multiple Subjects</b>	N Completed	83	20	5	7	13	0	1	52
	N Passed	81	17	5	6	10	*	*	51
	% Passed	97.59	85.00	100.00	85.71	76.92	*	*	98.08
<b>TFE: English</b>	N Completed	20	8	4	0	3	0	0	13
	N Passed	20	7	*	*	*	*	*	13
	% Passed	100.00	87.50	*	*	*	*	*	100.00
<b>TFE:</b>	N Completed	31	21	1	4	4	0	1	24

Mathematics		Gender		Ethnicity					
		N Passed	30	19	*	*	*	*	*
	% Passed	96.77	90.48	*	*	*	*	*	91.67
TFE: Science	N Completed	39	25	3	7	4	1	1	35
	N Passed	36	20	*	4	*	*	*	32
	% Passed	92.31	80.00	*	57.14	*	*	*	91.43

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

### **RICA: Reading Instruction Competence Assessment**

The Reading Instruction Competence Assessment (RICA) tests professional knowledge related to the teaching of reading. The RICA is the only Commission examination to assess candidate knowledge of content delivered as part of a Commission-approved educator preparation program. Effective October 1, 1998, most California-trained candidates for multiple subject credentials and, effective January 1, 2000, most California-trained education specialist candidates are required to pass the RICA. The RICA was revised in 2009 based on changes to the *Reading/Language Arts Framework for California Public Schools, K-12* and, beginning with the August 2009 administration, 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 revised 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.

As under the prior RICA, the revised RICA has two assessment options: the RICA Written Examination (WE) and the RICA Video Performance Assessment (VPA). A candidate may pass either the Written Examination or the Video Performance Assessment. The RICA Written Examination is administered year round at the contractor’s computer-based testing centers as a computer-based assessment. The RICA Video Performance Assessment has three deadlines per year for submission of videos and other supporting materials.

#### **A. The RICA Written Examination**

The RICA Written Examination is a computer-based examination that consists of two sections: a multiple-choice section and a constructed-response section.

##### *RICA Multiple-Choice Section:*

This section consists of 70 multiple-choice questions: 60 “scorable” and 10 “nonscorable.” The questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized questions that assess the candidate’s ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction.



### *RICA Constructed-Response Section:*

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

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

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

### **B. The RICA Video Performance Assessment**

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

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the video recorded instruction, such as information about the students in the class/group, a lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;
- a ten-minute video of the candidate providing the reading instruction; and
- a completed Reflection Form, in which the candidate provides an appraisal of the video-recorded instruction, suggestions for further or alternative instructional strategies, and similar information.

One video packet must be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one videotape should demonstrate the candidate’s competencies in Domains 1 and 2, one should demonstrate the candidate’s competencies in Domains 1 and 4, and the last Domains 1 and 5. Domain 3: Fluency was not included as a separate video requirement because its content is extensively interrelated with the areas already covered by Domains 2, 4, and 5.

### **Scoring the RICA**

The RICA Written Examination consists of multiple-choice and constructed-response sections, with five constructed-response items in that section. The score for the multiple-choice section is based on the number of questions candidates correctly answers with no penalty for wrong answers. On the constructed-response section, each response receives two scores from

independent scorers and the sum of the two scores for a response represents that response's raw score. The raw scores for each of the five items are then weighted. A candidate's total score for the RICA Written Examination is the sum of the scores on the multiple-choice section and the weighted score from the constructed responses, which are then converted to a scaled score. Responses to the constructed-response items account for half of a candidate's total score, so candidates must perform well on both the multiple-choice and constructed-response sections to pass the RICA.

Each of the three Video Performance Assessment video packets is scored as a single unit, covering the candidate's instructional context form, the videotaped instruction, and the reflection form. Each packet is evaluated by two independent scorers 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 independent scorers. This raw score is then converted to a scaled score.

**Table 15: RICA State Passing Score Standard and Score range**

Test Name	State Passing Score Standard	Score Range
Written Examination (WE)	220	100-300
Video Performance Assessment (VPA)	220	100-300

### Examination Volume

Table 16 provides the number of RICA assessments administered from August 2006 through July 2011. 2010-11 saw the first increase in the number of RICA administrations in 8 years, with nearly 1,000 more administrations than the previous year. Prior to 2010-11, the number of RICA administrations had been steadily declining from a high of over 26,000 exams administered in 2003-04.

**Table 16: Number of RICA Assessments Administered, 2006 – 2011**

Testing Year	RICA Examination Type	
	Written (WE)	Video (VPA)
2006-07	16,735	68
2007-08	15,674	69
2008-09	15,540	67
<b>Revised RICA</b>		
2009-10	12,728	80
2010-11	13,691	125

### Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2006 to 2011) of RICA participants who took the Written and/or Video Performance Assessment are provided in *Appendix B1*. More than 80 percent reported having a bachelor's degree or higher. About 8 percent reported having a master's degree and additional units. More than four-fifths reported an undergraduate grade point average of 3.0 or higher. Among examinees in university programs, more than one-fourth had begun student teaching, 7 percent had finished student teaching, and another 5 percent had completed the program. Nearly three-fourths had completed a course in methods of reading instruction. English was reported as the best language of nearly all (93%) examinees. More than

four-fifths of the examinees were female and more than half reported that “White” best describes their ethnic background. The next largest ethnic groups among the examinees were Mexican American or Chicano (14.3%) and Latino (5.6%). About 70 percent indicated taking the RICA to satisfy the Multiple Subjects requirement and 15 percent indicated the Education Specialist requirement.

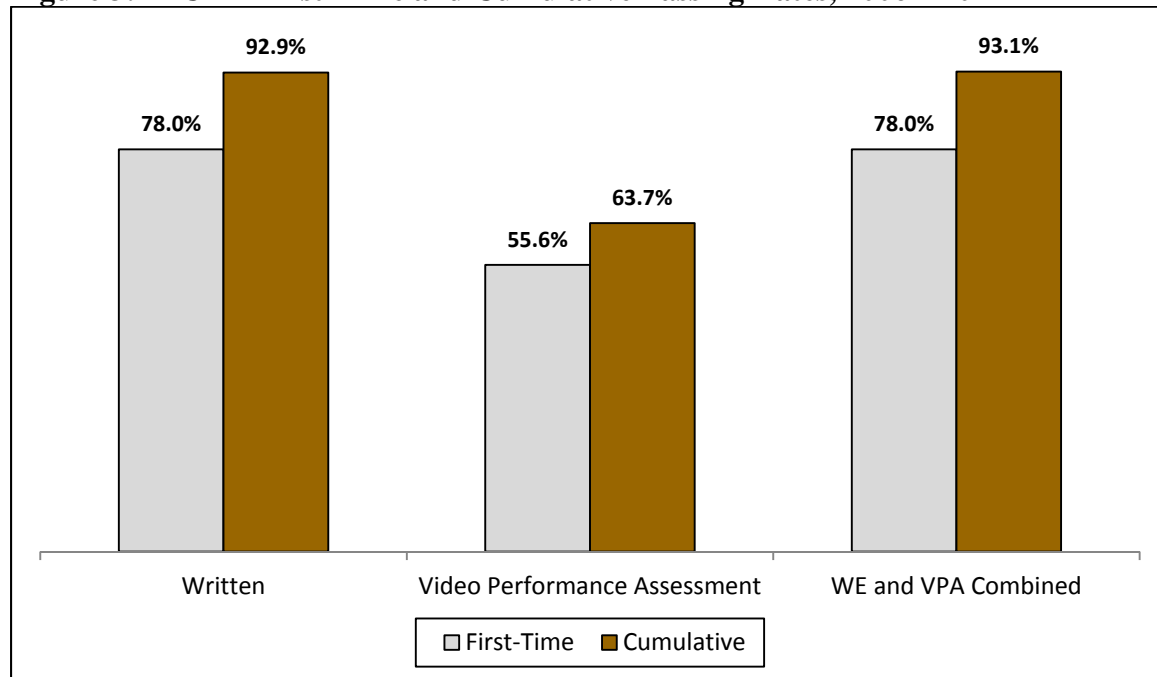
Table 17 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

**Table 17: RICA – First-Time and Cumulative Passing Rates, 2006 – 2011**

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2006 to 2011	51,453	40,119	78.0%	51,453	47,883	93.1%
2006-07	11,831	9,764	82.5%	11,831	11,554	97.7%
2007-08	11,405	9,295	81.5%	11,405	11,039	96.8%
2008-09	11,391	9,228	81.0%	11,391	10,841	95.2%
<b>Revised RICA</b>						
2009-10	8,560	6,120	71.5%	8,560	7,766	90.7%
2010-11	8,266	5,712	69.1%	8,266	6,683	80.8%

The first-time passing rate for the prior version of the RICA was relatively consistent, from 82.5 percent in 2006-07 to 81.0 percent in 2008-09. The revised RICA first-time pass rate declined a little from 71.5 percent in 2009-10 to 69.1 percent in 2010-11. The cumulative passing rates for both the original and revised RICA have remained above 90% through 2009-10. The 2010-11 cohort who took the revised RICA has a cumulative passing rate of 80.8 percent.

**Figure 3: RICA – First-Time and Cumulative Passing Rates, 2006 – 2011**



There is a difference of about 8 percentage points for the Video Performance Assessment and 14 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass initially typically retake the RICA, thereby leading to an increase in cumulative passing rates.

### Passing Rate by Demographic Data

The first-time and cumulative passing rates for the combined RICA Written and Video Performance Assessment data are provided in *Appendix B2*. First-time and cumulative passing rates by gender and ethnicity are shown in table 18 below.

**Table 18: RICA–First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2006 – 2011**

	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>Gender</b>						
Male	7,900	5,149	65.2	7,900	6,936	87.8
Female	42,868	34,406	80.3	42,868	40,321	94.1
No response	685	564	82.3	685	626	91.4
<b>Ethnicity</b>						
African American/Black	1,707	1,072	62.8	1,707	1,442	84.5
Asian American/Asian	2,527	2,061	81.6	2,527	2,413	95.5
Filipino	1,004	763	76.0	1,004	929	92.5
Southeast Asian American	586	422	72.0	586	529	90.3
Pacific Island American	173	131	75.7	173	159	91.9
Mexican American or Chicano	7,363	4,888	66.4	7,363	6,567	89.2
Latino, Latin American, Puerto Rican, Hispanic	2,866	1,879	65.6	2,866	2,570	89.7
Native American, American Indian	279	210	75.3	279	248	88.9
White, non-Hispanic	27,026	22,758	84.2	27,026	25,835	95.6
Other	2,705	2,112	78.1	2,705	2,520	93.2
Did not respond	5,217	3,823	73.3	5,217	4,671	89.5

There is a relationship between the cumulative passing rate and variables such as college GPA and best language of communication. The cumulative passing rate for examinees with a GPA of 3.5 or higher was 95.3 percent and, for those indicating English as their best language, the cumulative passing rate was 93.5 percent.

### California Teacher of English Learners (CTEL)

The purpose of the California Teacher of English Learners (CTEL) examination is for candidates who did not complete an SB 2042 teacher preparation program, veteran classroom teachers who need but do not have an English learner authorization, and out of state candidates who do not have an English learner authorization earned in another state to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL) in the regular classroom. The CTEL examination is criterion-referenced: that is, the examinee’s knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees.

The CTEL examination was first offered in 2005-2006 as an updated version of the prior CLAD examination. Passage of all three CTEL subtests is a way to satisfy one of the requirements for a CLAD certificate.

The CTEL subtests' content is provided below.

*CTEL Subtest 1: Language and Language Development*

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

*CTEL Subtest 2: Assessment and Instruction*

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

*CTEL Subtest 3: Culture and Inclusion*

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

**Examination Volume**

The number of CTEL examinees has risen gradually since 2006-07 to more than 6,000 in 2008-09; however, there has been a decline of about 60% in the numbers of administrations between 2008-09 and 2010-11. It is important to keep in mind that following the transition of teacher preparation programs to approved programs under SB 2042 program standards and AB 1059 requirements, the authorization to teach English learners in the regular education classroom was incorporated within the authorization of the preliminary credential for California-prepared multiple and single subject candidates. Additionally, individuals entering the California Education Specialist program (after 2008) also complete an EL authorization within their program. The primary candidate pool of CTEL test-takers now is veteran California teachers who need to add an authorization to teach English learners, out-of-state teachers who need to earn an EL authorization, and/or other credential holders who need to earn or add an EL authorization.

**Table 19: Number of CTEL Examinations Administered, 2006 – 2011**

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2006-07	3,901	3,748	3,934
2007-08	5,345	5,201	5,667
2008-09	6,117	5,631	6,151
2009-10	4,295	4,284	4,244
2010-11	2,469	2,520	2,644

### CTEL Passing Rates

Table 20 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2006-07 through 2010-11. 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 2010-2011 cohort reflects the few times that this group has had an opportunity to retake the exam since it is only offered twice a year.

**Table 20: CTEL – First-Time and Cumulative Passing Rates, 2006 – 2011**

Testing Year	First-time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Pass when all 3 are attempted
2006 to 2011	17,893	10,805	60.4	17,893	14,269	79.7
2006-07	3,443	2,082	60.5	3,443	2,923	84.9
2007-08	4,756	2,909	61.2	4,756	3,987	83.8
2008-09	4,872	3,053	62.7	4,872	3,953	81.1
2009-10	3,119	1,804	57.8	3,119	2,332	74.8
2010-11	1,703	957	56.2	1,703	1,074	63.1

CTEL, first administered in December 2005, shows a first-time passing rate of 60.4 percent for 2006 to 2011. There was a decrease of more than 6 percent in the first-time passing rate between 2008-09 (62.7%) and 2010-11 (56.2%). The cumulative passing rate remained fairly steady around 80 percent for cohorts who have had many opportunities to retest.

**Table 21: CTEL–First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2006 – 2011**

	First-Time Passing Rate			Cumulative Passing Rate		
	N Tried all 3 Subtests	N Passed all 3 Subtests	% Passed all 3 Subtests	N Tried all 3 Subtests	N Passed all 3 Subtests	% Pass when all 3 are attempted
<b>Gender</b>						
Female	11,906	7,709	64.7	11,906	9,910	83.2
Male	5,605	2,813	50.2	5,605	4,047	72.2
No response	382	283	74.1	382	312	81.7
<b>Ethnicity</b>						
African American/Black	773	242	31.3	773	439	56.8
Asian American/Asian	447	255	57.0	447	338	75.6
Filipino	382	114	29.8	382	232	60.7
Southeast Asian American	205	92	44.9	205	146	71.2
Pacific Island American	58	30	51.7	58	45	77.6
Mexican American or Chicano	833	357	42.9	833	581	69.7
Latino, Latin American, Puerto Rican, Hispanic	532	233	43.8	532	369	69.4
Native American, American Indian	124	65	52.4	124	93	75.0
White, non-Hispanic	12,336	8,023	65.0	12,336	10,297	83.5
Other	691	394	57.0	691	551	79.7
Did not respond	1,512	1000	66.1	1512	1178	77.9

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

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

In 2007, the CSET: World Languages Bilingual-Specific examination series updated and replaced the three former BCLAD subtests, and the former CLAD and BCLAD examinations were discontinued as separate entities.

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 which incorporate the former BCLAD examination content. 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, Italian, and Portuguese, candidates must pass the alternative language assessment approved by the Commission for this purpose.

*CSET: World Languages: Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; and Instruction and Assessment*

This test covers foundations of bilingual education; bilingualism and biliteracy; intercultural communication and culturally inclusive instruction; school, home, and community collaboration; language and literacy instruction and assessment in bilingual education settings; content instruction and assessment in bilingual education settings; and evaluation, use, and augmentation of materials in bilingual education settings. Subtest 4 is in English, does not focus on any specific language, and consists of 50 multiple-choice questions.

*CSET: World Languages: Subtest V: Bilingual Culture*

There are multiple versions of this subtest, each focusing on a specific culture. Each version covers the following for the target population: the geographic and demographic contexts; the historical context; the sociopolitical context; the sociocultural context; and crosscultural, 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 22: Number of: World Languages Bilingual-specific Examinations Administered, 2007 – 2011**

Testing Year	Bilingual Education	Bilingual Culture	Target Language
	<i>CSET: WL: Subtest IV</i>	<i>CSET: WL: Spanish Subtest V</i>	<i>CSET: WL: Spanish Subtest III (also used for the Single Subject in Spanish)</i>
2007-08	328	314	743
2008-09	452	379	840
2009-10	618	572	922
2010-11	420	380	743

\*For tests for other target language and cultural populations, the annual number of examinees is less than 50, so they are not reported.

**CSET: World Language Bilingual Passing Rates**

Table 23 shows data for both first-time and cumulative passing rates for the 2003-11 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 23: CSET: WL Bilingual-specific Examinations for Spanish – First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2003 – 2011**

Spanish (bilingual-specific)	Annual Passing Rate September 2010 – July 2011			Cumulative Passing Rate September 2003 – July 2011		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
<b>All Examinees</b>	211	109	51.7	1,089	693	63.6
<b>Gender</b>						
<b>Male</b>	38	20	52.6	210	134	63.8
<b>Female</b>	171	88	51.5	868	551	63.5
<b>Ethnicity</b>						
<b>African American</b>	4			13	8	61.5
<b>Asian American</b>	15	8	53.3	57	27	47.4



Spanish (bilingual-specific)	Annual Passing Rate September 2010 – July 2011			Cumulative Passing Rate September 2003 – July 2011		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
<b>Hispanic American</b>	137	66	48.2	695	408	58.7
<b>Native American</b>	.	.	.	2		
<b>White</b>	33	21	63.6	222	177	79.7

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

The 2010-11 average annual passing rate for the CSET: WL bilingual-specific subtests is 49.8 percent, and the 2003-2011 cumulative passing rate is 63 percent.

### **School Leaders Licensure Assessment (SLLA #1010) and the California Preliminary Administrative Credential Examination (CPACE)**

The purpose of the School Leaders Licensure Assessment (SLLA #1010) and 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. From 2002-2011 the SLLA was used as the Commission-adopted exam option for a preliminary administrative services credential. In 2008, the Commission approved the development of a California-specific examination to replace the SLLA for this purpose, and in 2011, the newly developed, Commission-owned CPACE replaced the SLLA.

#### **SLLA #1010, 2006-2011**

All sections of the SLLA consist of constructed-response questions only. The six-hour assessment is divided into four sections:

- Evaluation of Actions I (one hour) is based on ten short vignettes covering situations a principal might encounter. In each case, candidates respond to a focused question that asks for next steps, factors influencing a decision, or possible consequences of an action.
- Evaluation of Actions II (one hour) contains six longer vignettes. Each presents a dilemma based on typical school issues. Candidates must analyze the circumstances and respond to a focused analytical question that requires prioritizing action steps or articulating the relevant issues.
- Synthesis of Information and Problem Solving (two hours) contains two case studies involving teaching and learning issues. In each case, candidates must propose a course of action to address a complex problem, referring to a set of documents and a short scenario describing a school and its community.
- Analysis of Information and Decision Making (two hours) focuses on seven documents that relate to teaching and learning issues. Candidates must answer two questions about each document.

Educational Testing Services (ETS) has phased out the SLLA #1010, with the last administration in California on February 26, 2011. ETS revised the #1010 and now offers nationally the SLLA #1011. Because of the implementation of the California-oriented California Preliminary Administrative Credential Examination (CPACE) discussed earlier, SLLA #1011 is not being used towards California certification.

**Examination Volume**

The SLLA #1010 was administered three times a year, and was first available for use towards California certification in January 2003. Nearly 1,200 examinees took the SLLA during the 2005-06 year and the number of examinees has remained around 1,300 in the past four years.

**Scoring of the SLLA #1010**

The score for each of the four sections of the assessment is the sum of the scores for the individual questions in that section. The total raw score is a weighted sum of scores on the four sections. The scoring weights are distributed such that Sections I and II contribute 20 percent each and Section II and IV each contribute 30 percent each to the maximum possible total score.

**Table 24: SLLA #1010 State Passing Score Standard and Score Range**

Test Name	State Passing Score Standard	Score Range
SLLA	173	100-200

**SLLA #1010 Passing Rates**

Table 25 provides the annual passing rate on the SLLA for the past five years.

**Table 25: SLLA #1010 Annual Passing Rate, 2006 – 2011**

Testing Year	N Completed	N Passed	% Passed
2006-2007	1,234	969	79%
2007-2008	1,379	1,070	78%
2008-2009	1,229	998	81%
2009-2010	1,336	1,124	84%
2010-2011	1,492	1,221	82%

The passing rate on the SLLA by gender and ethnicity for the past five years is provided in table 26 below.

**Table 26: SLLA #1010 Passing Rate by Gender and Ethnicity, 2010-2011**

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
SLLA	N Completed	1021	471	121	77	266	10	10	896
	N Passed	881	340	74	67	193	8	7	783
	% Passed	86.29	72.19	61.16	87.01	72.56	80.00	70.00	87.39

**CPACE**

The CPACE was developed during 2010-11 as a California-specific examination for the administrative services credential, and the initial CPACE administration was held in June 2011. The set of administrator knowledge and skills described in the CPACE Content Specifications and reflected in the CPACE is organized into the following four domains:

- Domain I: Visionary and Inclusive Leadership
- Domain II: Student Learning
- Domain III: Systems for Capacity Building

## Domain IV: Resource Management and Educational Law

To pass the CPACE, an examinee must pass both the CPACE-Written and the CPACE-Video.

### CPACE-Written

The CPACE-Written is a three-hour and forty-five minute computer-based test that consists of 70 multiple-choice items, three focused assignments (short essays), and one case study. The multiple-choice items and constructed-response assignments are distributed across the four domains of the CPACE Content Specifications approximately as follows: 20% from Domain I, 30% from Domain II, 30% from Domain III, and 20% from Domain IV.

### CPACE-Video

The CPACE-Video component requires the examinee to demonstrate knowledge, skills, and abilities in using effective communication skills in a professional interaction, such as facilitating a meeting. Although communication is specifically included as an example of the first competency of Domain I, the CPACE-Video addresses effective communication skills in professional interactions as described in all four domains of the CPACE Content Specifications. The holistic scoring approach used in assessing the video submissions allows reviewers to take into consideration aspects across domains in determining how well the examinee met the self-stated goals.

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 27: CPACE Annual Passing Rate, Initial Administration only, June 2011**

Testing Year	CPACE Written			CPACE Video		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2010-2011	104	35	34%	82	55	67%

### Summary Highlights, All Examinations

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2006-07 to 2010-11. The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, and CSET examinations clearly indicates that candidates persevere to take and pass the examinations, thus increasing the cumulative passing rates over time.

For the CBEST, there was a significant decrease in the examination volume (by 29,000 examinees) between 2006-07 and 2010-11. Beginning in May 2007, a second option was available for individuals to meet the basic skills requirement. Individuals could pass the California Subject Examinations for Teachers: Multiple Subjects (CSET: MS) plus the additional CSET: Writing Skills subtest. Therefore, not all prospective teachers must pass the CBEST examination. This, the out-of-state basic skills option, and the lower number of individuals seeking credentials account for the downward trend in the CBEST exam volume. However, in 2010-11, 1,427 examinees took both the CSET: MS and the CSET: Writing Skills subtest. The first-time passing rate was in the 70 percent range and the cumulative passing rate was in the upper 80 percent range. The first-time passing rate remained fairly steady, while the cumulative passing rate showed a decline of 7 percentage points in the cumulative passing rate between the

2006-07 and 2010-11 cohorts for CBEST. Much of this decline can be explained by the fact that examinees in the 2010-11 cohort have not had as many chances to pass as previous cohorts.

For the RICA, there was a decrease in the volume of administrations by 6,000, or 30 percent, between 2006-07 and 2010-11. Over the last five years, the first-time RICA passing rate was nearly 80 percent and the cumulative passing rate was in the mid 90 percent range. Both first-time and cumulative passing rates under the prior RICA showed a steady pattern for 2006-07 to 2008-09. Both initial and cumulative pass rates for the revised RICA appear to be somewhat lower than pass rates for its predecessor.

The CSET showed a significant increase in examination volume: more than 240,000 examinees have attempted multiple and single subject examinations since the inception of the CSET in 2003. Though the examination volume is low for world languages and for specialized sciences, there has been a steady increase in the number of examinees taking these new CSET examinations. The annual passing rate was 78 percent for the CSET: Multiple Subjects and the cumulative passing rate was 91.3 percent. For the single subjects, the cumulative passing rate varied by content area from 48.8 percent to 100 percent. The overall CSET annual and cumulative passing rate for CSET multiple and single subject was 78.6 percent and 87.9 percent, respectively.

Other examinations, such as the SLLA, TFE, and CTEL, have fairly consistent examination volumes. The initial passing rate on these examinations varied by gender and ethnicity.

**Report on Passing Rates of Commission-Approved Examinations  
2006-07 to 2010-11  
Appendix**

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 B8 – CSET: Home Economics  
 B9 – CSET: Industrial and Technology Education  
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 B11 – CSET: World Language (WL): French  
 B12 – CSET: World Language (WL): Mandarin  
 B13 – CSET: World Language (WL): Spanish  
 B14 – CSET: Mathematics (Foundational-level)  
 B15 – CSET: Mathematics  
 B16 – CSET: Music  
 B17 – CSET: Physical Education  
 B18 – CSET: Science: Biology/Life Science  
 B19 – CSET: Science: Biology/Life Science (Specialized)  
 B20 – CSET: Science: Chemistry  
 B21 – CSET: Science: Chemistry (Specialized)  
 B22 – CSET: Science: Earth/Planetary Science  
 B23 – CSET: Science: Earth/Planetary Science (Specialized)  
 B24 – CSET: Science: Physics  
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*Note: For low incidence CSET examinations, passing rate data by demographic data are not provided. Pass rates are not calculated for exams with less than ten candidates.*

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**Appendix A1: CBEST Participation and Demographic Data, 2006 to 2011**

CBEST	Cohorts 2006 to 2011	
	N	%
<b>ALL EXAMINEES</b>	<b>180,127</b>	<b>100.0</b>
<b>Highest Level of High School Math Completed</b>		
No High School Math	279	0.2
General Math/Algebra I	13,821	7.7
Algebra II and/or Geometry	60,647	33.7
Pre-calculus	66,271	36.8
Calculus	35,575	19.7
No response	3,534	2.0
<b>Number of High School Literature Courses</b>		
No courses taken	16,787	9.3
1 course	44,337	24.6
2 or 3 courses	111,921	62.1
No response	7,082	3.9
<b>Number of High School Writing Courses</b>		
No courses taken	53,286	29.6
1 course	64,413	35.8
2 or 3 courses	55,346	30.7
No response	7,082	3.9
<b>Number of High School Oral Language Courses</b>		
No courses taken	142,303	79.0
1 or 2 courses	30,742	17.1
No response	7,082	3.9
<b>High School Grade Point Average</b>		
3.50 to 4.00	79,376	44.1
3.00 to 3.49	61,619	34.2
2.50 to 2.99	26,189	14.5
Below 2.50	7,701	4.3
No response	5,242	2.9
<b>High School Attendance</b>		
In California	133,560	74.1
Some in California	4,919	2.7
Not in California	39,167	21.7
No response	2,481	1.4
<b>College Math</b>		
No college math	12,197	6.8
HS-level courses	53,791	29.9
Calculus and/or Statistics	89,590	49.7
Advanced math	20,082	11.1
No response	4,467	2.5
<b>College Grade Point Average</b>		
3.50 to 4.00	49,431	27.4
3.00 to 3.49	73,790	41.0
2.50 to 2.99	42,960	23.8
Below 2.50	8,110	4.5
No response	5,836	3.2
<b>Number of College Literature Courses</b>		
No courses taken	50,572	28.1
1 course	57,162	31.7
2 or 3 courses	66,933	37.2

CBEST	Cohorts 2006 to 2011	
	N	%
No response	5,460	3.0
<b>Number of College Writing Courses</b>		
No courses taken	44,819	24.9
1 course	75,277	41.8
2 or 3 courses	54,571	30.3
No response	5,460	3.0
<b>Number of College Oral Language Courses</b>		
No courses taken	101,214	56.2
1 or 2 courses	73,453	40.8
No response	5,460	3.0
<b>Education Level</b>		
HS/Lower Division College	10,686	5.9
Upper Division College	44,202	24.5
Bachelor's degree	73,236	40.7
Bachelor's degree + additional units	29,395	16.3
Master's degree	12,026	6.7
More than Master's degree	8,256	4.6
No response	2,326	1.3
<b>Years Away from College</b>		
Currently attending college	50,474	28.0
Less than a year	37,415	20.8
1-3 years	33,663	18.7
4-10 years	25,847	14.3
More than 10 years	25,089	13.9
No response	7,639	4.2
<b>Professional Preparation</b>		
Enrolled in Professional Preparation Program	119,230	66.2
Completed Professional Preparation Program	18,274	10.1
Considering a Professional Preparation Program	20,302	11.3
Not enrolled in Professional Preparation Program	2,509	1.4
Have not begun Professional Preparation Program	12,533	7.0
No response	7,279	4.0
<b>Special Preparation</b>		
Took test preparation courses	14,031	7.8
Did not take test preparation courses	161,935	89.9
No response	4,161	2.3
<b>Employment Status</b>		
Student	47,547	26.4
Working as a teacher in a school	11,151	6.2
Working as school/district administrator	874	0.5
Working in another school role	26,028	14.4
Employed, but not in a school role	60,321	33.5
Unemployed outside the home	28,947	16.1
No response	5,259	2.9
<b>Reason for Taking CBEST</b>		
For teaching credential	86,115	47.8
For service credential	4,712	2.6
For Full-time or Part-time employment or substitute list	69,319	38.5
For admission to Professional Preparation program	17,867	9.9
No response	2,114	1.2

CBEST	Cohorts 2006 to 2010	
	N	%
<b>Type of Credential</b>		
Elementary teaching	47,232	26.2
Secondary teaching	46,129	25.6
Teaching adults	2,278	1.3
Teaching special education students	8,963	5.0
Admin. Services or school counseling	7,809	4.3
Emergency/substitute teaching	16,786	9.3
Other credential or permit	12,145	6.7
Not now seeking credential/permit	29,476	16.4
No response	9,309	5.2
<b>Father's Education</b>		
High school diploma or less	57,192	31.8
Some college	37,373	20.7
Bachelor's degree or higher	74,515	41.4
Unknown	8,045	4.5
No response	3,002	1.7
<b>Mother's Education</b>		
High school diploma or less	58,335	32.4
Some college	47,785	26.5
Bachelor's degree or higher	65,650	36.4
Unknown	5,545	3.1
No response	2,812	1.6
<b>Best Language</b>		
English	169,780	94.3
Spanish	3,940	2.2
Other languages	4,077	2.3
No response	2,330	1.3
<b>Gender</b>		
Female	120,566	66.9
Male	54,900	30.5
No response	4,661	2.6
<b>Ethnicity</b>		
African American	9,708	5.4
Asian American	9,493	5.3
Filipino	4,786	2.7
South East Asian	2,542	1.4
Pacific Islander	2400	1.3
Mexican American	22,927	12.7
Latino	10,442	5.8
Native American	899	0.5
White	84,678	47.0
Other	9,133	5.1
No response	23,119	12.8



**Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2006 – 2010**

CBEST	First-Time Passing Rate: Cohorts 2006 to 2010			Cumulative Passing Rate: Cohorts 2006 to 2010		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>168,905</b>	<b>119,346</b>	<b>70.7</b>	<b>176,072</b>	<b>149,044</b>	<b>84.6</b>
<b>High School Math Coursework</b>						
No High School Math	229	142	62.0	254	189	74.4
General Math/Algebra I	11,937	5,741	48.1	13,003	8,869	68.2
Algebra II and/or Geometry	56,520	35,606	63.0	59,222	48,044	81.1
Pre-calculus	63,239	47,995	75.9	65,307	57,732	88.4
Calculus	33,924	27,793	81.9	34,978	31,535	90.2
No response	3,056	2,069	67.7	3,308	2,675	80.9
<b>High School Grade Point Average</b>						
3.50 to 4.00	76,203	61,795	81.1	78,306	71,131	90.8
3.00 to 3.49	57,582	37,874	65.8	60,159	49,562	82.4
2.50 to 2.99	23,778	13,065	54.9	25,301	19,053	75.3
Below 2.50	6,796	3,527	51.9	7,395	5,404	73.1
No response	4,546	3,085	67.9	4,911	3,894	79.3
<b>High School Attendance</b>						
In California	126,570	88,838	70.2	131,212	111,900	85.3
Some in California	4,432	3,060	69.0	4,742	3,890	82.0
Not in California	35,748	25,979	72.7	37,795	31,410	83.1
No response	2,155	1,469	68.2	2,323	1,844	79.4
<b>College Math</b>						
No college math	11,477	8,996	78.4	11,881	10,167	85.6
HS-level courses	50,176	32,758	65.3	52,398	42,575	81.3
Calculus and/or Statistics	84,934	62,543	73.6	88,049	76,781	87.2
Advanced math	18,380	12,354	67.2	19,527	16,175	82.8
No response	3,938	2,695	68.4	4,217	3,346	79.3
<b>College Grade Point Average</b>						
3.50 to 4.00	46,804	37,995	81.2	48,623	44,225	91.0
3.00 to 3.49	69,343	49,435	71.3	72,217	62,124	86.0
2.50 to 2.99	40,089	24,463	61.0	41,859	32,890	78.6
Below 2.50	7,505	4,158	55.4	7,856	5,675	72.2
No response	5,164	3,295	63.8	5,517	4,130	74.9
<b>Number of High School Literature Courses</b>						
No courses taken	14,739	9,210	62.5	15,894	11,943	75.1
1 course	41,490	29,100	70.1	43,257	35,564	82.2
2 or 3 courses	106,801	77,301	72.4	110,437	96,612	87.5
No response	5,875	3,735	63.6	6,484	4,925	76.0
<b>Number of High School Oral Language Courses</b>						
No courses taken	134,155	95,802	71.4	139,460	118,531	85.0
1 or 2 courses	28,875	19,809	68.6	30,128	25,588	84.9
No response	5,875	3,735	63.6	6,484	4,925	76.0
<b>Education Level</b>						
HS/Lower Division College	10,087	6,791	67.3	10,363	8,146	78.6
Upper Division College	41,781	29,232	70.0	43,362	37,020	85.4
Bachelor's degree	68,858	48,787	70.9	71,678	60,709	84.7
Bachelor's degree + additional units	27,272	18,926	69.4	28,704	24,431	85.1
Master's degree	11,132	8,181	73.5	11,708	9,862	84.2
More than Master's degree	7,742	6,052	78.2	8,076	7,149	88.5
No response	2,033	1,377	67.7	2,181	1,727	79.2

CBEST	First-Time Passing Rate: Cohorts 2006 to 2010			Cumulative Passing Rate: Cohorts 2006 to 2010		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>Years Away from College</b>						
Currently attending college	47,869	33,418	69.8	49,530	41,973	84.7
Less than a year	35,691	25,425	71.2	36,870	31,980	86.7
1-3 years	31,706	21,985	69.3	33,047	27,687	83.8
4-10 years	23,857	16,768	70.3	25,083	20,785	82.9
More than 10 years	22,875	17,011	74.4	24,268	20,868	86.0
No response	6,907	4,739	68.6	7,274	5,751	79.1
<b>Professional Preparation</b>						
Enrolled in Professional Preparation	112,781	82,460	73.1	116,841	99,729	85.4
Completed Professional Preparation	17,207	11,849	68.9	17,932	15,279	85.2
Considering Professional Preparation	18,672	11,013	59.0	19,863	16,629	83.7
Not enrolled in Professional Preparation	2,194	1,236	56.3	2,383	1,702	71.4
Have not begun Professional Preparation	11,523	8,268	71.8	12,168	10,254	84.3
No response	6,528	4,520	69.2	6,885	5,451	79.2
<b>Special Preparation</b>						
Took test preparation courses	12,139	5,891	48.5	13,460	10,106	75.1
Did not take test preparation courses	153,065	110,912	72.5	158,669	135,759	85.6
No response	3,701	2,543	68.7	3,943	3,179	80.6
<b>Employment Status</b>						
Student	45,143	31,955	70.8	46,754	40,305	86.2
Working as a teacher in a school	10,124	6,821	67.4	10,784	8,905	82.6
Working as school/district administrator	795	542	68.2	839	688	82.0
Working in another school role	23,632	14,501	61.4	25,281	20,451	80.9
Employed, but not in a school role	57,273	41,947	73.2	59,133	50,646	85.6
Unemployed outside the home	27,204	20,247	74.4	28,279	23,987	84.8
No response	4,734	3,333	70.4	5,002	4,062	81.2
<b>Reason for Taking CBEST</b>						
For teaching credential	80,035	54,098	67.6	84,061	70,849	84.3
For service credential	4,368	2,991	68.5	4,621	4,009	86.8
For employment or substitute list	65,874	48,636	73.8	67,937	57,490	84.6
For admission to Professional Preparation	16,729	12,241	73.2	17,475	15,105	86.4
Other	1,899	1,380	72.7	1,978	1,591	80.4
<b>Type of Credential</b>						
Elementary teaching	43,956	28,445	64.7	46,115	38,158	82.7
Secondary teaching	43,589	32,722	75.1	45,333	40,032	88.3
Teaching adults	1,976	1,213	61.4	2,145	1,636	76.3
Teaching special education students	8,083	4,785	59.2	8,673	6,905	79.6
Admin. Services or school counseling	7,179	4,406	61.4	7,631	6,204	81.3
Emergency/substitute teaching	16,002	12,294	76.8	16,523	14,482	87.6
Other credential or permit	11,410	8,360	73.3	11,854	10,044	84.7
Not now seeking credential/permit	28,081	20,688	73.7	28,886	24,388	84.4
No response	8,629	6,433	74.6	8,912	7,195	80.7
<b>Father's Education</b>						
High school diploma or less	52,363	31,918	61.0	55,397	43,920	79.3
Some college	35,709	26,332	73.7	36,810	32,090	87.2
Bachelor's degree or higher	71,275	56,283	79.0	73,364	65,591	89.4
Unknown	6,891	2,936	42.6	7,652	5,118	66.9
No response	2,667	1,877	70.4	2,849	2,325	81.6
<b>Mother's Education</b>						

<b>CBEST</b>	<b>First-Time Passing Rate: Cohorts 2006 to 2010</b>			<b>Cumulative Passing Rate: Cohorts 2006 to 2010</b>		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
High school diploma or less	53,119	32,435	61.1	56,385	44,557	79.0
Some college	45,654	33,518	73.4	47,069	40,973	87.0
Bachelor's degree or higher	63,062	50,047	79.4	64,731	58,077	89.7
Unknown	4,580	1,592	34.8	5,225	3,258	62.4
No response	2,490	1,754	70.4	2,662	2,179	81.9
<b>Best Language</b>						
English	161,151	116,513	72.3	166,793	143,509	86.0
Spanish	2,734	622	22.8	3,494	1,903	54.5
Other languages	2,935	712	24.3	3,578	1,832	51.2
No response	2,085	1,499	71.9	2,207	1,800	81.6
<b>Gender</b>						
Female	112,290	77,095	68.7	117,568	98,388	83.7
Male	52,098	38,290	73.5	53,919	46,424	86.1
No response	4,517	3,961	87.7	4,585	4,232	92.3
<b>Ethnicity</b>						
African American	8,676	4,007	46.2	9,285	6,240	67.2
Asian American	8,616	5,742	66.6	9,134	7,278	79.7
Filipino	4,290	2,409	56.2	4,584	3,407	74.3
South East Asian	2,285	1,157	50.6	2,450	1,711	69.8
Pacific Islander	2,137	1,179	55.2	2,295	1,631	71.1
Mexican American	20,653	10,787	52.2	22,164	16,717	75.4
Latino	9,074	4,774	52.6	9,935	7,280	73.3
Native American	851	601	70.6	882	748	84.8
White	81,775	65,339	79.9	83,787	76,401	91.2
Other	8,428	5,612	66.6	8,861	7,341	82.8
No response	22,120	17,739	80.2	22,695	20,290	89.4

**Appendix B1: CSET Multiple Subjects – Annual (2010-11) & Cumulative Passing Rates, 2003-11**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>6,767</b>	<b>5,278</b>	<b>78.0</b>	<b>135,453</b>	<b>123,663</b>	<b>91.3</b>
<b>Ethnicity</b>						
African American	208	116	55.8	5,876	4,698	80.0
Asian American	609	465	76.4	13,043	11,849	90.8
Hispanic American	1,223	783	64.0	29,778	26,041	87.5
Native American	49	39	79.6	770	676	87.8
White, non-Hispanic	3,524	2,955	83.9	72,365	67,974	93.9
<b>Gender</b>						
Female	1,171	935	79.8	22,036	20,124	91.3
Male	5,463	4,232	77.5	112,159	102,366	91.3
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	5,393	4,223	78.3	102,022	93,441	91.6
To obtain an initial Ed Special teaching credential	617	469	76.0	4,587	4,029	87.8
To add an authorization	213	183	85.9	6,389	5,948	93.1
To meet NCLB requirement – possess MSTC	92	74	80.4	9,652	8,972	93.0
<b>College/University Training</b>						
In California	5,222	4,042	77.4	103,649	94,895	91.6
Outside of California	765	655	85.6	14,749	13,644	92.5
<b>Highest Educational Level</b>						
Fresh/Soph/Jr/Sr College	2,178	1,712	78.6	28,538	26,785	93.9
Bachelor's degree + additional credits	3,671	2,854	77.7	86,395	78,738	91.1
Master's degree or doctoral degree	518	425	82.0	10,916	9,754	89.4

**Appendix B2: CSET Multiple Subjects (Writing Skills only) – Annual (2010-11) and Cumulative Passing Rates, May 2007-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>1,427</b>	<b>1,209</b>	<b>84.7</b>	<b>6,053</b>	<b>5,001</b>	<b>82.6</b>
<b>Ethnicity</b>						
African American	43	34	79.1	206	157	76.2
Asian American	151	115	76.2	626	456	72.8
Hispanic American	224	156	69.6	1,135	741	65.3
Native American	9			25	23	92.0
White, non-Hispanic	746	679	91.0	3,135	2,820	90.0
<b>Gender</b>						
Female	1,201	1,016	84.6	5,098	4,195	82.3
Male	206	174	84.5	859	714	83.1
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	1,055	886	84.0	4,865	4,063	83.5
To obtain an initial Ed Special teaching credential	174	160	92.0	411	338	82.2
To add an authorization	29	25	86.2	72	54	75.0
<b>College/University Training</b>						
In California	1,003	833	83.1	4,166	3,398	81.6
Outside of California	207	197	95.2	899	827	92.0
<b>Highest Educational Level</b>						
Fresh/Soph/Jr/Sr College	593	494	83.3	2,535	2,166	85.4
Bachelor's degree + additional credits	688	593	86.2	2,922	2,379	81.4
Master's degree or doctoral degree	57	53	93.0	277	239	86.3

**Appendix B3: CSET: Agriculture – Annual (2010-11) and Cumulative Passing Rate, 2005-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>13</b>	<b>5</b>	<b>38.5</b>	<b>135</b>	<b>67</b>	<b>49.6</b>
<b>Ethnicity</b>						
African American				1		
Asian American	3			7		
Hispanic American				7		
Native American				3		
White, non-Hispanic	10	2	20.0	107	53	49.5
<b>Gender</b>						
Female	10	3	30.0	84	39	46.4
Male	3			48	26	54.2
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	6			100	55	55.0
To obtain an initial Ed Special teaching credential				6		
To add an authorization	4			19	5	26.3
<b>College/University Training</b>						
In California	7			105	58	55.2
Outside of California	2			12	3	25.0
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	1			16	6	37.5
Bachelor's degree + additional credits	7			91	47	51.6
Master's degree or doctoral degree	2			17	8	47.1

**Appendix B4: CSET: Art – Annual (2010-11) and Cumulative Passing Rate, 2004-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>172</b>	<b>125</b>	<b>72.7</b>	<b>1,524</b>	<b>1,249</b>	<b>82.0</b>
<b>Ethnicity</b>						
African American	2			25	14	56.0
Asian American	12	10	83.3	108	88	81.5
Hispanic American	21	14	66.7	180	139	77.2
Native American	5			22	16	72.7
White, non-Hispanic	97	74	76.3	951	800	84.1
<b>Gender</b>						
Female	122	84	68.9	1,034	830	80.3
Male	47	38	80.9	472	402	85.2
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	119	88	73.9	1,121	916	81.7
To obtain an initial Ed Special teaching credential	2			16	11	68.8
To add an authorization	41	29	70.7	324	273	84.3
<b>College/University Training</b>						
In California	123	92	74.8	1,108	908	81.9
Outside of California	27	19	70.4	297	250	84.2
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	18	12	66.7	69	55	79.7
Bachelor's degree + additional credits	105	77	73.3	1,104	906	82.1
Master's degree or doctoral degree	38	29	76.3	291	243	83.5

**Appendix B5: CSET: Business – Annual (2010-11) and Cumulative Passing Rates, 2005-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>48</b>	<b>25</b>	<b>52.1</b>	<b>530</b>	<b>291</b>	<b>54.9</b>
<b>Ethnicity</b>						
African American	0			38	10	26.3
Asian American	7	4	57.1	54	27	50.0
Hispanic American	4			57	29	50.9
Native American				4		
White, non-Hispanic	32	17	53.1	335	196	58.5
<b>Gender</b>						
Female	18	10	55.6	223	109	48.9
Male	30	15	50.0	305	181	59.3
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	20	12	60.0	336	179	53.3
To obtain an initial Ed Special teaching credential	1			8		
To add an authorization	22	10	45.5	134	76	56.7
<b>College/University Training</b>						
In California	25	14	56.0	334	184	55.1
Outside of California	9			113	64	56.6
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College				5		
Bachelor's degree + additional credits	25	16	64.0	313	164	52.4
Master's degree or doctoral degree	18	7	38.9	159	93	58.5

**Appendix B6: CSET: English – Annual (2010-11) and Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>1,702</b>	<b>1,016</b>	<b>59.7</b>	<b>21,029</b>	<b>16,572</b>	<b>78.8</b>
<b>Ethnicity</b>						
African American	67	31	46.3	1,164	760	65.3
Asian American	156	86	55.1	1,623	1,264	77.9
Hispanic American	204	98	48.0	2,531	1,800	71.1
Native American	8			118	89	75.4
White, non-Hispanic	949	590	62.2	13,050	10,635	81.5
<b>Gender</b>						
Female	1,190	716	60.2	14,562	11,516	79.1
Male	470	270	57.4	6,203	4,837	78.0
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	1,097	665	60.6	14,851	11,939	80.4
To obtain an initial Ed Special teaching credential	31	12	38.7	264	180	68.2
To add an authorization	455	265	58.2	4,296	3,238	75.4
<b>College/University Training</b>						
In California	1,227	704	57.4	14,129	11,009	77.9
Outside of California	282	192	68.1	4,239	3,541	83.5
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	191	128	67.0	1,562	1,240	79.4
Bachelor's degree + additional credits	983	554	56.4	13,291	10,482	78.9
Master's degree or doctoral degree	392	253	64.5	4,398	3,493	79.4

**Appendix B7: CSET: Health Science – Annual (2010-11) & Cumulative Passing Rates, 2005-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>266</b>	<b>170</b>	<b>63.9</b>	<b>2,354</b>	<b>1,746</b>	<b>74.2</b>
<b>Ethnicity</b>						
African American	7			168	87	51.8
Asian American	29	21	72.4	183	137	74.9
Hispanic American	41	24	58.5	301	202	67.1
Native American				15	10	66.7
White, non-Hispanic	151	99	65.6	1,438	1,124	78.2
<b>Gender</b>						
Female	161	112	69.6	1,479	1,153	78.0
Male	103	56	54.4	856	577	67.4
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	71	42	59.2	1,081	772	71.4
To obtain an initial Ed Special teaching credential	10	2	20.0	126	87	69.0
To add an authorization	159	111	69.8	940	739	78.6
<b>College/University Training</b>						
In California	180	111	61.7	1,592	1,172	73.6
Outside of California	34	26	76.5	304	235	77.3
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	2			46	28	60.9
Bachelor's degree + additional credits	128	79	61.7	1,456	1,059	72.7
Master's degree or doctoral degree	103	70	68.0	629	488	77.6

**Appendix B8: CSET: Home Economics – Annual (2010-11) & Cumulative Passing Rates, 2005-11**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>34</b>	<b>15</b>	<b>44.1</b>	<b>292</b>	<b>213</b>	<b>72.9</b>
<b>Ethnicity</b>						
African American				6		
Asian American	3			20	11	55.0
Hispanic American	1			20	15	75.0
Native American	1			2		
White, non-Hispanic	22	10	45.5	208	159	76.4
<b>Gender</b>						
Female	32	14	43.8	273	199	72.9
Male	2			16	11	68.8
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	8			132	94	71.2
To obtain an initial Ed Special teaching credential				10	6	60.0
To add an authorization	22	11	50.0	124	96	77.4
<b>College/University Training</b>						
In California	20	9	45.0	170	122	71.8
Outside of California	4			43	32	74.4
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	1			6		
Bachelor's degree + additional credits	14	7	50.0	170	125	73.5
Master's degree or doctoral degree	16	7	43.8	87	62	71.3

**Appendix B9: CSET: Industrial & Technology Education –Annual (2010-11) and Cumulative Passing Rates, 2005-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>63</b>	<b>50</b>	<b>79.4</b>	<b>340</b>	<b>296</b>	<b>87.1</b>
<b>Ethnicity</b>						
African American				8		
Asian American	6			29	26	89.7
Hispanic American	5			25	18	72.0
Native American						
White, non-Hispanic	45	38	84.4	244	218	89.3
<b>Gender</b>						
Female	11	7	63.6	48	35	72.9
Male	50	41	82.0	290	259	89.3
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	13	10	76.9	138	120	87.0
To obtain an initial Ed Special teaching credential	1			2		
To add an authorization	44	38	86.4	171	152	88.9
<b>College/University Training</b>						
In California	30	23	76.7	197	173	87.8
Outside of California	12	12	100.0	51	48	94.1
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	1			7		
Bachelor's degree + additional credits	31	24	77.4	194	168	86.6
Master's degree or doctoral degree	26	22	84.6	106	94	88.7

**Appendix B10: CSET: ASL – Annual (2010-11) and Cumulative Passing Rates, 2005-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>15</b>	<b>5</b>	<b>33.3</b>	<b>130</b>	<b>68</b>	<b>52.3</b>
<b>Ethnicity</b>						
African American				2		
Asian American	3			7		
Hispanic American				12	5	41.7
Native American				1		
White, non-Hispanic	11	5	45.5	92	52	56.5
<b>Gender</b>						
Female	13	4	30.8	110	57	51.8
Male	2			19	10	52.6
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	5			72	41	56.9
To obtain an initial Ed Special teaching credential	1			9		
To add an authorization	8			43	21	48.8
<b>College/University Training</b>						
In California	11	3	27.3	98	50	51.0
Outside of California	3			21	12	57.1
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	1			10	4	40.0
Bachelor's degree + additional credits	6			67	31	46.3
Master's degree or doctoral degree	7			47	30	63.8



**Appendix B11: CSET: French – Annual (2010-11) and Cumulative Passing Rates, 2004-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>50</b>	<b>42</b>	<b>84.0</b>	<b>499</b>	<b>446</b>	<b>89.4</b>
<b>Ethnicity</b>						
African American	3			39	34	87.2
Asian American	5			29	25	86.2
Hispanic American	4			29	24	82.8
Native American	1			1		
White, non-Hispanic	30	26	86.7	323	292	90.4
<b>Gender</b>						
Female	37	32	86.5	372	338	90.9
Male	12	9	75.0	118	99	83.9
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	29	24	82.8	296	262	88.5
To obtain an initial Ed Special teaching credential				4		
To add an authorization	19	16	84.2	149	133	89.3
<b>College/University Training</b>						
In California	20	18	90.0	186	168	90.3
Outside of California	17	13	76.5	200	178	89.0
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	2			20	16	80.0
Bachelor's degree + additional credits	28	23	82.1	258	225	87.2
Master's degree or doctoral degree	17	16	94.1	171	158	92.4

**Appendix B12: CSET: Mandarin – Annual (2010-11) and Cumulative Passing Rates, 2004-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>70</b>	<b>58</b>	<b>82.9</b>	<b>775</b>	<b>724</b>	<b>93.4</b>
<b>Ethnicity</b>						
African American						
Asian American	60	50	83.3	633	596	94.2
Hispanic American						
Native American						
White, non-Hispanic	3			12	9	75.0
<b>Gender</b>						
Female	59	50	84.7	636	596	93.7
Male	11	8	72.7	122	112	91.8
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	36	33	91.7	492	467	94.9
To obtain an initial Ed Special teaching credential	3			29	26	89.7
To add an authorization	18	13	72.2	153	136	88.9
<b>College/University Training</b>						
In California	13	9	69.2	145	125	86.2
Outside of California	34	30	88.2	329	318	96.7
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	4			17	16	94.1
Bachelor's degree + additional credits	23	19	82.6	282	257	91.1
Master's degree or doctoral degree	32	26	81.3	367	347	94.6

**Appendix B13: CSET: Spanish – Annual (2010-11) and Cumulative Passing Rates, 2004-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>304</b>	<b>244</b>	<b>80.3</b>	<b>3,089</b>	<b>2,688</b>	<b>87.0</b>
<b>Ethnicity</b>						
African American	2			41	37	90.2
Asian American	11	10	90.9	90	79	87.8
Hispanic American	160	127	79.4	1,787	1,522	85.2
Native American				8		
White, non-Hispanic	84	69	82.1	853	775	90.9
<b>Gender</b>						
Female	229	188	82.1	2,176	1,905	87.5
Male	69	53	76.8	872	751	86.1
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	192	150	78.1	1,975	1,724	87.3
To obtain an initial Ed Special teaching credential	2			32	28	87.5
To add an authorization	86	74	86.0	780	693	88.8
<b>College/University Training</b>						
In California	178	144	80.9	1,723	1,487	86.3
Outside of California	59	56	94.9	711	658	92.5
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	38	30	78.9	238	208	87.4
Bachelor's degree + additional credits	171	134	78.4	1,869	1,611	86.2
Master's degree or doctoral degree	72	65	90.3	668	609	91.2

**Appendix B14: CSET: Mathematics (Foundational-Level) – Annual (2010-11) and Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>1,446</b>	<b>578</b>	<b>40.0</b>	<b>14,652</b>	<b>7,152</b>	<b>48.8</b>
<b>Ethnicity</b>						
African American	71	20	28.2	933	320	34.3
Asian American	232	108	46.6	2,375	1,332	56.1
Hispanic American	246	67	27.2	2,321	944	40.7
Native American	6			66	21	31.8
White, non-Hispanic	682	288	42.2	7,493	3,806	50.8
<b>Gender</b>						
Female	815	308	37.8	7,919	3,770	47.6
Male	613	260	42.4	6,587	3,304	50.2
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	892	393	44.1	8,999	4,692	52.1
To obtain an initial Ed Special teaching credential	21	3	14.3	152	41	27.0
To add an authorization	434	153	35.3	4,310	1,839	42.7
<b>College/University Training</b>						
In California	987	372	37.7	9,557	4,440	46.5
Outside of California	226	123	54.4	2,471	1,389	56.2
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	138	59	42.8	768	324	42.2
Bachelor's degree + additional credits	946	365	38.6	9,580	4,605	48.1
Master's degree or doctoral degree	273	124	45.4	3,057	1,564	51.2

**Appendix B15: CSET: Mathematics – Annual (2010-11) & Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>472</b>	<b>266</b>	<b>56.4</b>	<b>8,258</b>	<b>5,086</b>	<b>61.6</b>
<b>Ethnicity</b>						
African American	12	5	41.7	399	146	36.6
Asian American	89	59	66.3	1,874	1,347	71.9
Hispanic American	57	24	42.1	925	426	46.1
Native American	2			32	12	37.5
White, non-Hispanic	239	136	56.9	4,093	2,541	62.1
<b>Gender</b>						
Female	221	104	47.1	3,644	2,133	58.5
Male	243	156	64.2	4,473	2,848	63.7
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	383	231	60.3	5,925	3,690	62.3
To obtain an initial Ed Special teaching credential	7			57	32	56.1
To add an authorization	49	14	28.6	1,556	942	60.5
<b>College/University Training</b>						
In California	318	185	58.2	5,021	2,974	59.2
Outside of California	92	51	55.4	2,026	1,414	69.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	96	51	53.1	707	438	62.0
Bachelor's degree + additional credits	249	138	55.4	4,829	2,821	58.4
Master's degree or doctoral degree	98	60	61.2	1,987	1,378	69.4

**Appendix B16: CSET: Music – Annual (2010-11) and Cumulative Passing Rates, 2004-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>71</b>	<b>61</b>	<b>85.9</b>	<b>796</b>	<b>729</b>	<b>91.6</b>
<b>Ethnicity</b>						
African American	1			23	18	78.3
Asian American	10	8	80.0	86	78	90.7
Hispanic American	6			80	75	93.8
Native American				4		
White, non-Hispanic	38	35	92.1	508	470	92.5
<b>Gender</b>						
Female	34	28	82.4	393	358	91.1
Male	36	32	88.9	396	365	92.2
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	62	55	88.7	668	622	93.1
To obtain an initial Ed Special teaching credential	1			10	7	70.0
To add an authorization	6			86	73	84.9
<b>College/University Training</b>						
In California	54	46	85.2	539	499	92.6
Outside of California	12	10	83.3	205	187	91.2
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	14	11	78.6	69	61	88.4
Bachelor's degree + additional credits	38	34	89.5	476	442	92.9
Master's degree or doctoral degree	18	15	83.3	218	197	90.4

**Appendix B17: CSET: Physical Education – Annual (2010-11) and Cumulative Passing Rates, 2004-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>483</b>	<b>241</b>	<b>49.9</b>	<b>4,303</b>	<b>3,034</b>	<b>70.5</b>
<b>Ethnicity</b>						
African American	15	3	20.0	296	150	50.7
Asian American	43	23	53.5	315	212	67.3
Hispanic American	75	31	41.3	557	342	61.4
Native American	5			35	17	48.6
White, non-Hispanic	284	152	53.5	2,691	2,022	75.1
<b>Gender</b>						
Female	212	114	53.8	1,797	1,281	71.3
Male	270	127	47.0	2,481	1,740	70.1
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	256	117	45.7	2,709	1,914	70.7
To obtain an initial Ed Special teaching credential	6			59	35	59.3
To add an authorization	181	101	55.8	1,160	832	71.7
<b>College/University Training</b>						
In California	307	156	50.8	2,784	1,980	71.1
Outside of California	61	28	45.9	565	410	72.6
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	33	12	36.4	120	69	57.5
Bachelor's degree + additional credits	291	138	47.4	2,889	2,032	70.3
Master's degree or doctoral degree	114	71	62.3	844	629	74.5

**Appendix B18: CSET Science: Biology/Life Science – Annual (2010-11) and Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>579</b>	<b>423</b>	<b>73.1</b>	<b>8,361</b>	<b>6,659</b>	<b>79.6</b>
<b>Ethnicity</b>						
African American	9			298	183	61.4
Asian American	98	72	73.5	1,290	1,018	78.9
Hispanic American	63	41	65.1	975	707	72.5
Native American	1			62	51	82.3
White, non-Hispanic	305	225	73.8	4,796	3,933	82.0
<b>Gender</b>						
Female	372	269	72.3	5,100	3,971	77.9
Male	191	141	73.8	3,156	2,599	82.4
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	422	343	81.3	6,163	5,188	84.2
To obtain an initial Ed Special teaching credential	8			64	44	68.8
To add an authorization	104	54	51.9	1,437	933	64.9
<b>College/University Training</b>						
In California	409	303	74.1	5,516	4,408	79.9
Outside of California	114	91	79.8	1,800	1,507	83.7
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	116	104	89.7	807	736	91.2
Bachelor's degree + additional credits	329	239	72.6	5,406	4,315	79.8
Master's degree or doctoral degree	93	57	61.3	1,468	1,115	76.0

**Appendix B19: CSET Science: Biology/Life Science (Specialized) – Annual (2010-11) and Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>156</b>	<b>105</b>	<b>67.3</b>	<b>1,867</b>	<b>1,387</b>	<b>74.3</b>
<b>Ethnicity</b>						
African American	2			92	55	59.8
Asian American	16	12	75.0	280	221	78.9
Hispanic American	21	13	61.9	237	164	69.2
Native American	3			10	7	70.0
White, non-Hispanic	90	62	68.9	1,042	793	76.1
<b>Gender</b>						
Female	101	66	65.3	1,234	889	72.0
Male	52	37	71.2	612	482	78.8
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	89	69	77.5	1,174	934	79.6
To obtain an initial Ed Special teaching credential	3			25	18	72.0
To add an authorization	44	22	50.0	428	277	64.7
<b>College/University Training</b>						
In California	98	63	64.3	1,163	859	73.9
Outside of California	37	31	83.8	396	321	81.1
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	14	11	78.6	133	105	78.9
Bachelor's degree + additional credits	87	56	64.4	1,113	841	75.6
Master's degree or doctoral degree	40	31	77.5	441	326	73.9

**Appendix B20: CSET Science: Chemistry – Annual (2010-11) & Cumulative Passing Rates, 2003-11**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>220</b>	<b>172</b>	<b>78.2</b>	<b>3,169</b>	<b>2,564</b>	<b>80.9</b>
<b>Ethnicity</b>						
African American	5			107	71	66.4
Asian American	42	34	81.0	629	531	84.4
Hispanic American	25	21	84.0	322	240	74.5
Native American				10	6	60.0
White, non-Hispanic	100	78	78.0	1,764	1,445	81.9
<b>Gender</b>						
Female	114	86	75.4	1,632	1,263	77.4
Male	99	80	80.8	1,487	1,260	84.7
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	163	136	83.4	1,955	1,659	84.9
To obtain an initial Ed Special teaching credential				12	9	75.0
To add an authorization	32	18	56.3	943	709	75.2
<b>College/University Training</b>						
In California	136	106	77.9	1,923	1,549	80.6
Outside of California	58	48	82.8	904	771	85.3
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	51	44	86.3	266	231	86.8
Bachelor's degree + additional credits	118	87	73.7	1,833	1,467	80.0
Master's degree or doctoral degree	32	28	87.5	844	702	83.2

**Appendix B21: CSET Science: Chemistry (Specialized) – Annual (2010-2011) and Cumulative Passing Rate, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>114</b>	<b>87</b>	<b>76.3</b>	<b>1,015</b>	<b>885</b>	<b>87.2</b>
<b>Ethnicity</b>						
African American	4			38	28	73.7
Asian American	23	18	78.3	204	186	91.2
Hispanic American	15	7	46.7	103	78	75.7
Native American	2			4		
White, non-Hispanic	57	49	86.0	541	479	88.5
<b>Gender</b>						
Female	64	45	70.3	524	440	84.0
Male	48	40	83.3	479	434	90.6
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	41	35	85.4	470	415	88.3
To obtain an initial Ed Special teaching credential	1			11	11	100.0
To add an authorization	60	39	65.0	422	359	85.1
<b>College/University Training</b>						
In California	77	58	75.3	604	524	86.8
Outside of California	21	15	71.4	261	230	88.1
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	15	13	86.7	66	60	90.9
Bachelor's degree + additional credits	59	43	72.9	534	462	86.5
Master's degree or doctoral degree	31	23	74.2	331	293	88.5

**Appendix B22: CSET Science: Earth/Planetary Science – Annual (2010-11) and Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>138</b>	<b>91</b>	<b>65.9</b>	<b>2,766</b>	<b>2,166</b>	<b>78.3</b>
<b>Ethnicity</b>						
African American	2			53	27	50.9
Asian American	21	15	71.4	278	202	72.7
Hispanic American	13	5	38.5	261	175	67.0
Native American	1			31	26	83.9
White, non-Hispanic	84	58	69.0	1,891	1,532	81.0
<b>Gender</b>						
Female	69	40	58.0	1,283	936	73.0
Male	67	51	76.1	1,461	1,210	82.8
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	67	46	68.7	1,340	1,065	79.5
To obtain an initial Ed Special teaching credential				18	13	72.2
To add an authorization	53	35	66.0	1,163	907	78.0
<b>College/University Training</b>						
In California	95	60	63.2	1,790	1,387	77.5
Outside of California	21	19	90.5	528	441	83.5
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	17	11	64.7	99	81	81.8
Bachelor's degree + additional credits	69	42	60.9	1,703	1,328	78.0
Master's degree or doctoral degree	36	30	83.3	745	603	80.9

**Appendix B23: CSET Science: Earth/Planetary Science (Specialized) – Annual (2010-11) and Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>80</b>	<b>59</b>	<b>73.8</b>	<b>744</b>	<b>619</b>	<b>83.2</b>
<b>Ethnicity</b>						
African American				13	8	61.5
Asian American	10	6	60.0	63	42	66.7
Hispanic American	7			76	58	76.3
Native American	1			9		
White, non-Hispanic	47	36	76.6	498	429	86.1
<b>Gender</b>						
Female	44	31	70.5	340	273	80.3
Male	34	27	79.4	393	337	85.8
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	21	16	76.2	206	166	80.6
To obtain an initial Ed Special teaching credential	2			8		
To add an authorization	46	35	76.1	452	385	85.2
<b>College/University Training</b>						
In California	49	39	79.6	481	406	84.4
Outside of California	11	7	63.6	129	103	79.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	2			13	10	76.9
Bachelor's degree + additional credits	40	30	75.0	423	355	83.9
Master's degree or doctoral degree	31	24	77.4	236	199	84.3

**Appendix B24: CSET Science: Physics – Annual (2010-11) & Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>142</b>	<b>84</b>	<b>59.2</b>	<b>1,827</b>	<b>1,210</b>	<b>66.2</b>
<b>Ethnicity</b>						
African American	1			39	24	61.5
Asian American	21	9	42.9	308	200	64.9
Hispanic American	14	7	50.0	149	72	48.3
Native American				11	5	45.5
White, non-Hispanic	79	54	68.4	1,094	755	69.0
<b>Gender</b>						
Female	37	16	43.2	550	300	54.5
Male	101	66	65.3	1,246	887	71.2
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	105	65	61.9	1,074	783	72.9
To obtain an initial Ed Special teaching credential	1			8		
To add an authorization	25	12	48.0	584	323	55.3
<b>College/University Training</b>						
In California	90	51	56.7	1,048	685	65.4
Outside of California	39	26	66.7	542	381	70.3
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	26	17	65.4	118	86	72.9
Bachelor's degree + additional credits	74	41	55.4	1,018	650	63.9
Master's degree or doctoral degree	30	20	66.7	534	385	72.1

**Appendix B25: CSET Science: Physics (Specialized) – Annual (2010-11) and Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>99</b>	<b>66</b>	<b>66.7</b>	<b>654</b>	<b>511</b>	<b>78.1</b>
<b>Ethnicity</b>						
African American	1			9		
Asian American	16	7	43.8	124	97	78.2
Hispanic American	11	6	54.5	60	40	66.7
Native American	1			4		
White, non-Hispanic	52	41	78.8	373	299	80.2
<b>Gender</b>						
Female	32	19	59.4	190	129	67.9
Male	60	42	70.0	448	368	82.1
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	47	32	68.1	274	228	83.2
To obtain an initial Ed Special teaching credential				9		
To add an authorization	43	29	67.4	308	228	74.0
<b>College/University Training</b>						
In California	61	42	68.9	353	269	76.2
Outside of California	23	16	69.6	203	170	83.7
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	11	9	81.8	33	28	84.8
Bachelor's degree + additional credits	47	30	63.8	313	242	77.3
Master's degree or doctoral degree	32	22	68.8	258	204	79.1

**Appendix B26: CSET: Social Science – Annual (2010-11) & Cumulative Passing Rates, 2003-2011**

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>1,531</b>	<b>968</b>	<b>63.2</b>	<b>17,323</b>	<b>13,755</b>	<b>79.4</b>
<b>Ethnicity</b>						
African American	44	21	47.7	761	493	64.8
Asian American	152	94	61.8	1,326	1,039	78.4
Hispanic American	223	125	56.1	2,691	1,964	73.0
Native American	7			126	91	72.2
White, non-Hispanic	838	535	63.8	10,329	8,452	81.8
<b>Gender</b>						
Female	686	366	53.4	7,264	5,381	74.1
Male	817	580	71.0	9,861	8,208	83.2
<b>Reason for Taking the CSET</b>						
To obtain an initial MS/SS teaching credential	1,103	699	63.4	13,343	10,658	79.9
To obtain an initial Ed Special teaching credential	21	15	71.4	188	149	79.3
To add an authorization	296	187	63.2	2,469	1,943	78.7
<b>College/University Training</b>						
In California	1,124	694	61.7	12,344	9,719	78.7
Outside of California	223	159	71.3	2,714	2,281	84.0
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	266	175	65.8	1,788	1,361	76.1
Bachelor's degree + additional credits	871	524	60.2	11,293	8,894	78.8
Master's degree or doctoral degree	297	209	70.4	2,912	2,455	84.3



**Appendix C: TFE Passing Rate by Gender and Ethnicity, 2010-2011**

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
<b>TFE: Multiple Subjects</b>	N Completed	83	20	5	7	13	0	1	52
	N Passed	81	17	5	6	10	*	*	51
	% Passed	97.59	85.00	100.00	85.71	76.92	*	*	98.08
<b>TFE: English</b>	N Completed	20	8	4	0	3	0	0	13
	N Passed	20	7	*	*	*	*	*	13
	% Passed	100.00	87.50	*	*	*	*	*	100.00
<b>TFE: Mathematics</b>	N Completed	31	21	1	4	4	0	1	24
	N Passed	30	19	*	*	*	*	*	22
	% Passed	96.77	90.48	*	*	*	*	*	91.67
<b>TFE: Science</b>	N Completed	39	25	3	7	4	1	1	35
	N Passed	36	20	*	4	*	*	*	32
	% Passed	92.31	80.00	*	57.14	*	*	*	91.43

*Note: Pass rates are not calculated for exams with fewer than five candidates.*

**Appendix D1: RICA Preparation and Demographic Data, 2006 – 2011**

	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
<b>RICA (2006 - 2011)</b>						
<b>ALL EXAMINEES</b>	<b>51,382</b>	<b>100.0</b>	<b>248</b>	<b>100.0</b>	<b>51,453</b>	<b>100.0</b>
<b>Educational Level</b>						
High School diploma	1,953	3.8	5	2.0	1,956	3.8
Associate of Arts degree	1,116	2.2	3	1.2	1,118	2.2
Bachelor's degree	7,802	15.2	15	6.0	7,804	15.2
Bachelor's degree + additional credits	34,048	66.3	155	62.5	34,094	66.3
Master's degree	1,824	3.5	13	5.2	1,823	3.5
Master's degree + additional credits	2,060	4.0	30	12.1	2,074	4.0
Doctoral degree	189	0.4	2	0.8	191	0.4
Did not respond	2,390	4.7	25	10.1	2,393	4.7
<b>College Grade Point Average</b>						
3.50 to 4.00	21,143	41.1	72	29.0	21,171	41.1
3.00 to 3.49	20,746	40.4	95	38.3	20,772	40.4
2.50 to 2.99	6,098	11.9	50	20.2	6,112	11.9
2.00 to 2.49	668	1.3	4	1.6	666	1.3
Below 2.00	17	0.0	1	0.4	18	0.0
Did not attend college	5	0.0	0	0.0	5	0.0
Did not respond	2,705	5.3	26	10.5	2,709	5.3
<b>Reason for Taking RICA</b>						
Multiple Subject Teaching Credential	36,148	70.4	151	60.9	36,214	70.4
Education Specialist Instruction Credential	8,013	15.6	69	27.8	8,029	15.6
No Response	7,221	14.1	28	11.3	7,210	14.0
<b>Professional Preparation</b>						
Not begun Professional Preparation	3,140	6.1	15	6.0	3,145	6.1
College/University Internship Program:						
First year in Program	6,620	12.9	14	5.6	6,626	12.9
Second year in Program	4,829	9.4	17	6.9	4,833	9.4
Completed Program	3,891	7.6	59	23.8	3,918	7.6
District Internship Program:						
First year in Program	1,593	3.1	4	1.6	1,592	3.1
Second year in Program	1,685	3.3	24	9.7	1,686	3.3
Completed Program	925	1.8	16	6.5	931	1.8
Non-intern College/University Program:						
Not begun student teaching	4,875	9.5	7	2.8	4,874	9.5
Begun student teaching	12,917	25.1	22	8.9	12,921	25.1
Completed student teaching	3,620	7.0	22	8.9	3,629	7.1
Completed Program	2,745	5.3	18	7.3	2,755	5.4
Did not respond	4,542	8.8	30	12.1	4,543	8.8
<b>Preparation for Reading Instruction</b>						
No preparation	3,787	7.4	25	10.1	3,791	7.4
Completed IHE course in Methods of Reading Instruction	36,525	71.1	118	47.6	36,561	71.1
Completed District Internship course	4,029	7.8	37	14.9	4,042	7.9
Observed Reading instruction in a K-12 school	15,789	30.7	60	24.2	15,807	30.7
Worked with individual students in K-12 school to improve their Reading skills	13,349	26.0	49	19.8	13,367	26.0
Had daily responsibility for classroom Reading	16,113	31.4	79	31.9	16,156	31.4

	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
<b>RICA (2006 - 2011)</b>						
instruction as student teacher or intern						
<b>Student Teaching Assignments</b>						
None	12,738	24.8	52	21.0	12,755	24.8
One	15,239	29.7	55	22.2	15,255	29.6
Two	11,490	22.4	76	30.6	11,524	22.4
Three	2,670	5.2	17	6.9	2,676	5.2
Four or more	2,225	4.3	20	8.1	2,237	4.3
Did not respond	7,020	13.7	28	11.3	7,006	13.6
<b>Grade Level Teaching Experience</b>						
None	6,617	12.9	11	4.4	6,611	12.8
Pre K-2	30,242	58.9	135	54.4	30,304	58.9
Grades 3-5	26,067	50.7	119	48.0	26,122	50.8
Grades 6-8	10,905	21.2	75	30.2	10,942	21.3
Grades 9-12	4,705	9.2	59	23.8	4,722	9.2
<b>Best Language of Communication</b>						
English	47,805	93.0	210	84.7	47,862	93.0
Spanish	923	1.8	9	3.6	930	1.8
Vietnamese	54	0.1	1	0.4	55	0.1
Cantonese	23	0.0	0	0.0	23	0.0
Hmong	40	0.1	0	0.0	40	0.1
Other	357	0.7	1	0.4	357	0.7
Did not respond	2,180	4.2	27	10.9	2,186	4.2
<b>First Language of Communication</b>						
English only	36,380	70.8	178	71.8	36,435	70.8
English and one or more other languages	7,905	15.4	22	8.9	7,910	15.4
One or more languages other than English	4,820	9.4	22	8.9	4,829	9.4
Did not respond	2,277	4.4	26	10.5	2,279	4.4
<b>Gender</b>						
Male	7,884	15.3	90	36.3	7,900	15.4
Female	42,813	83.3	157	63.3	42,868	83.3
Did not respond	685	1.3	1	0.4	685	1.3
<b>Ethnicity</b>						
African American/Black	1,707	3.3	10	4.0	1,707	3.3
Asian American/Asian	2,527	4.9	5	2.0	2,527	4.9
Filipino	1,004	2.0	1	0.4	1,004	2.0
Southeast Asian American	586	1.1	3	1.2	586	1.1
Pacific Island American	173	0.3	1	0.4	173	0.3
Mexican American or Chicano	7,362	14.3	30	12.1	7,363	14.3
Latino, Latin American, Puerto Rican, Hispanic	2,865	5.6	10	4.0	2,866	5.6
Native American, American Indian	279	0.5	1	0.4	279	0.5
White, non-Hispanic	27,022	52.6	85	34.3	27,026	52.5
Other	2,704	5.3	10	4.0	2,705	5.3
Did not respond	5,153	10.0	92	37.1	5,217	10.1

**Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates, 2006 - 2011**

RICA (2006 - 2011)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>ALL EXAMINEES</b>	<b>51,453</b>	<b>40,119</b>	<b>78.0</b>	<b>51,453</b>	<b>47,883</b>	<b>93.1</b>
<b>Educational Level</b>						
High School diploma	2,105	1,671	79.4	1,956	1,860	95.1
Associate of Arts degree	1,247	879	70.5	1,118	1,018	91.1
Bachelor's degree	8,150	6,178	75.8	7,804	7,269	93.1
Bachelor's degree + additional credits	34,066	27,047	79.4	34,094	31,969	93.8
Master's degree	1,646	1,199	72.8	1,823	1,601	87.8
Master's degree + additional credits	2,031	1,601	78.8	2,074	1,884	90.8
Doctoral degree	188	166	88.3	191	178	93.2
Did not respond	2,020	1,378	68.2	2,393	2,104	87.9
<b>College Grade Point Average</b>						
3.50 to 4.00	20,990	17,771	84.7	21,171	20,173	95.3
3.00 to 3.49	20,912	15,917	76.1	20,772	19,220	92.5
2.50 to 2.99	6,467	4,340	67.1	6,112	5,500	90.0
2.00 to 2.49	693	426	61.5	666	578	86.8
Below 2.00	14	10	71.4	18	13	72.2
Did not attend college	7			5		
Did not respond	2,370	1,651	69.7	2,709	2,395	88.4
<b>Reason for Taking RICA</b>						
Multiple Subject Teaching Credential	36,577	29,236	79.9	36,214	34,117	94.2
Education Specialist Instruction Credential	8,062	5,926	73.5	8,029	7,286	90.7
No Response	6,814	4,957	72.7	7,210	6,480	89.9
<b>Professional Preparation</b>						
Not begun Professional Preparation	3,353	2,129	63.5	3,145	2,688	85.5
College/University Internship Program:						
First year in Program	7,220	5,830	80.7	6,626	6,364	96.0
Second year in Program	4,985	3,940	79.0	4,833	4,572	94.6
Completed Program	3,236	2,412	74.5	3,918	3,482	88.9
District Internship Program:						
First year in Program	1,753	1,331	75.9	1,592	1,511	94.9
Second year in Program	1,690	1,263	74.7	1,686	1,589	94.2
Completed Program	707	522	73.8	931	816	87.6
Non-intern College/University Program:						
Not begun student teaching	5,444	4,338	79.7	4,874	4,563	93.6
Begun student teaching	13,846	11,536	83.3	12,921	12,600	97.5
Completed student teaching	2,905	2,214	76.2	3,629	3,248	89.5
Completed Program	2,206	1,646	74.6	2,755	2,395	86.9
Did not respond	4,108	2,958	72.0	4,543	4,055	89.3
<b>Preparation for Reading Instruction</b>						
No preparation	3,838	2,588	67.4	3,791	3,358	88.6
Completed IHE course in Methods of Reading Instruction	36,963	29,749	80.5	36,561	34,457	94.2
Completed District Internship course	4,097	3,143	76.7	4,042	3,788	93.7
Observed Reading instruction in a K-12 school	16,426	13,273	80.8	15,807	14,936	94.5
Worked with individual students in K-12 school to improve their Reading skills	13,933	11,252	80.8	13,367	12,640	94.6
Had daily responsibility for classroom Reading instruction as student teacher or intern	16,244	13,429	82.7	16,156	15,361	95.1

RICA (2006 - 2011)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>Student Teaching Assignments</b>						
None	14,123	10,691	75.7	12,755	11,829	92.7
One	15,658	12,684	81.0	15,255	14,576	95.5
Two	10,310	8,184	79.4	11,524	10,679	92.7
Three	2,591	2,042	78.8	2,676	2,470	92.3
Four or more	2,318	1,729	74.6	2,237	2,054	91.8
Did not respond	6,453	4,789	74.2	7,006	6,275	89.6
<b>Grade Level Teaching Experience</b>						
None	7,285	5,396	74.1	6,611	6,013	91.0
Pre K-2	30,109	24,034	79.8	30,304	28,494	94.0
Grades 3-5	25,593	20,557	80.3	26,122	24,572	94.1
Grades 6-8	10,870	8,477	78.0	10,942	10,125	92.5
Grades 9-12	4,706	3,359	71.4	4,722	4,238	89.8
<b>Best Language of Communication</b>						
English	48,218	38,089	79.0	47,862	44,757	93.5
Spanish	932	474	50.9	930	785	84.4
Vietnamese	56	38	67.9	55	45	81.8
Cantonese	21	14	66.7	23	22	95.7
Hmong	36	16	44.4	40	34	85.0
Other	348	220	63.2	357	315	88.2
Did not respond	1,842	1,268	68.8	2,186	1,925	88.1
<b>First Language of Communication</b>						
English only	36,435	29,995	82.3	36,435	34,451	94.6
English and one or more other languages	7,910	5,610	70.9	7,910	7,126	90.1
One or more languages other than English	4,829	3,184	65.9	4,829	4,290	88.8
Did not respond	2,279	1,330	58.4	2,279	2,016	88.5
<b>Gender</b>						
Male	7,900	5,149	65.2	7,900	6,936	87.8
Female	42,868	34,406	80.3	42,868	40,321	94.1
Did not respond	685	564	82.3	685	626	91.4
<b>Ethnicity</b>						
African American/Black	1,707	1,072	62.8	1,707	1,442	84.5
Asian American/Asian	2,527	2,061	81.6	2,527	2,413	95.5
Filipino	1,004	763	76.0	1,004	929	92.5
Southeast Asian American	586	422	72.0	586	529	90.3
Pacific Island American	173	131	75.7	173	159	91.9
Mexican American or Chicano	7,363	4,888	66.4	7,363	6,567	89.2
Latino, Latin American, Puerto Rican, Hispanic	2,866	1,879	65.6	2,866	2,570	89.7
Native American, American Indian	279	210	75.3	279	248	88.9
White, non-Hispanic	27,026	22,758	84.2	27,026	25,835	95.6
Other	2,705	2,112	78.1	2,705	2,520	93.2
Did not respond	5,217	3,823	73.3	5,217	4,671	89.5

**Appendix E: SLLA Annual Passing Rate by Gender and Ethnicity, 2006-2011**

		Gender		Ethnicity					
		Female	Male	African American	Asian American	Hispanic	Native American	Pacific Islander	White
<b>2006-2011</b>	N Completed	4310	1998	450	253	953	60	46	3955
	N Passed	3847	1533	322	219	744	53	42	3517
	% Passed	89.26	76.73	71.56	86.56	78.07	88.33	91.30	88.93
<b>2006-07</b>	N Completed	836	398	99	34	176	13	8	808
	N Passed	687	282	63	25	120	10	7	681
	% Passed	82.18	70.85	63.64	73.53	68.18	76.92	87.5	84.28
<b>2007-08</b>	N Completed	927	452	103	54	187	18	10	826
	N Passed	770	300	61	47	122	14	10	684
	% Passed	83.06	66.37	59.22	87.04	65.24	77.78	100.00	82.81
<b>2008-09</b>	N Completed	813	416	95	36	189	16	5	755
	N Passed	693	305	58	27	148	14	5	633
	% Passed	85.24	73.32	61.05	75.00	78.31	87.50	100.00	83.84
<b>2009-10</b>	N Completed	923	413	94	62	216	7	13	840
	N Passed	818	306	66	53	162	7	13	737
	% Passed	88.62	74.09	70.21	85.48	75.00	100.00	100.00	87.74
<b>2010-11</b>	N Completed	1021	471	121	77	266	10	10	896
	N Passed	881	340	74	67	193	8	7	783
	% Passed	86.29	72.19	61.16	87.01	72.56	80.00	70.00	87.39

*Note: Pass rates are not calculated for exams with fewer than five candidates.*