



**Annual Report on Passing Rates of
Commission-Approved Examinations
from 2012-2013 to 2016-2017**

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Vision Statement

All of California's students, preschool through grade 12, are inspired and prepared to achieve their highest potential by well prepared and exceptionally qualified educators.

Mission Statement

To ensure integrity, relevance, and high quality in the preparation, certification, and discipline of the educators who serve all of California's diverse students.

Annual Report on Passing Rates of Commission-Approved Examinations from 2012-13 to 2016-17

Introduction

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2012-13 through 2016-17. 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 the appendices to this agenda item and are available on the Commission website.

Background

The Commission issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public schools. California uses a series of Commission-approved examinations to assess candidates' competencies in basic skills, subject matter proficiency, and/or professional knowledge.

Availability of Examinations

The majority of Commission examinations are offered year-round on demand at the contractor's computer-based testing sites which are located throughout California, in all of the 50 states, at overseas locations, and by arrangement at military bases overseas. Some examinations however may not be available on-demand due to lower candidate volume or exam type (e.g. paper-based exams or some exams using video). The Commission's examination website provides specific details for each examination and its availability throughout the testing year.

Basic Skills Examinations

Candidates for most credentials, certificates, and permits are required to demonstrate proficiency in basic reading, mathematics, and writing skills. The CBEST is one approved method used to verify basic proficiency in reading, mathematics, and writing to meet this requirement. Candidates who have not yet met this requirement are also required to take a basic skills exam for diagnostic purposes prior to admission to a program of professional preparation, and must pass the examination or meet the basic skills requirement by any of the Commission-approved means prior to certification. The CBEST was first administered in 1982.

Subject Matter Competency Examinations

Current law requires candidates for a preliminary multiple or single subject teaching credential to demonstrate competency in the content area(s) they will teach. Single Subject Credential candidates may meet the subject matter requirement either by completing a Commission-approved subject matter program or by passing the appropriate California Subject Examinations for Teachers (CSET) single subject content area examination. Education specialist candidates may

also use this option to verify subject matter knowledge. Both the Commission-approved subject matter programs and the CSET series of examinations are aligned with the state's K-12 student academic content standards. It is important to note that the CSET examinations measure candidates' subject matter knowledge, skills, and abilities, not their pedagogical knowledge of how to teach that particular subject to K-12 students.

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. Additional CSETs have been added as needed over the years for additional credentials and authorizations, particularly in the World Languages. Beginning in 2014 the CSET Multiple Subjects, English, and Mathematics examinations were updated to better align with California's Common Core State Standards. From 2015 to 2017 Commission staff worked with the Commission's examinations contractor to update the CSET: Science examinations to align with the Next Generation Science Standards (NGSS). Passing rates for the CSETs revised to align with Common Core State Standards are included in this report. Passing rates for the updated CSET: Science assessments are not included in this report as those revised examinations only became operational for the 2017-18 academic year.

The *California Teachers of English Learners (CTEL)* examination is used by candidates other than those prepared in SB 2042 teacher preparation programs or other previously available English-learner preparation options (such as, for example, out of state candidates) to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL).

For candidates seeking a bilingual authorization via examination, the bilingual-specific subtests of the *CSET: World Language* examinations are used to demonstrate bilingual language, pedagogical methodology, and cultural knowledge and skills.

The National Evaluation Series (NES), currently satisfies a part of the pedagogical portion of the Early Completion Option of the intern program for multiple subject and selected single subject credentials. The NES was adopted by the Commission beginning in 2013. The NES is owned and administered by the Evaluation Systems group of Pearson and is not a Commission-owned examination.

Beginning in June 2011, the *California Preliminary Administrative Credential Examination (CPACE)*, an exam aligned specifically to California standards, replaced the prior *School Leaders Licensure Assessment (SLLA)*. The SLLA is no longer used by California candidates for an administrative services credential. The Commission more recently updated CPACE to include both content assessment and performance assessment components. The updated CPACE was first administered in July 2015. Passing rates for the updated CPACE are included in this report.

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 will not be reported. Preparation and demographic data are self-reported by examinees, and thus these data may not be available for all candidates or all questions, and may not be an accurate reflection of candidate demographics. Whenever demographic variables are available, the passing rate by demographic variables such as gender, ethnicity, educational level, preparation, and parents' education levels are presented in the appendices.

Definition of Terms

Some of the commonly used terms in this agenda item are:

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee's knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who possess the knowledge and skills being measured are expected to perform well.
- Cumulative passing rate – the number of examinees who have passed the examination divided by the number of examinees who have taken all sections or subtests of the examination. Cumulative passing rate takes into account the fact that examinees can take the examination as many times as needed in order to pass. Please note that the 2016-17 cohort for any examination has had fewer opportunities to retake the examination at the time of preparation of this report than prior cohorts, which would affect the cumulative passing rate.
- First-time passing rate – the number of examinees who passed all sections or subtests of the examination the first time they took each divided by the total number of first-time examinees who took all sections or subtests.

Institutional Data Reports

Institutional data reports are generated by the Commission's examinations contractor. Candidates are able to choose which institutions will receive their score and data at the time of registration. The Commission determines which institutions are authorized score report recipients, and those institutions are listed in each examination registration bulletin under "Score Reporting Institutions." The individual at each authorized score recipient institution who receives the reports is determined by that institution and each year, the Commission's examinations contractor requests updated contact information. Institutions may contact the contractor to update their score reporting contact information as necessary. Score reports are provided following each test administration, and include data for examinees who selected that institution as a score recipient. The institutional score reports are posted one week after the examinee score data are available, and can be accessed by the institutional contact person from a secure, password-protected web site. Examinees own their scores and determine at the time of registration which institutions can access their scores.

Information about examinee scores is made available to the institutions as described above. 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, and 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

All of the Commission examinations are criterion-referenced and measure the examinees' knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees are provided with scaled scores only if they do not pass an examination. Examinees who pass an examination are notified only that they passed.

At its June 2016 meeting, the Commission acted to extend the period of test score validity from five years to ten years. As of April 2017, scores for all Commission examinations became valid for use toward a California credential for ten years from the date of test administration. The only exception is the CBEST, for which passing scores remain valid and may be used indefinitely toward earning a credential.

Report on Individual Commission Examinations

CBEST: California Basic Educational Skills Test

The California Basic Educational Skills Test (CBEST) measures basic proficiency in reading, mathematics, and writing. The examination is given in English, and all responses must be in English. Verifying basic skills proficiency is a requirement for nearly all credentials, certificates, and permits. California Education Code sections 44252 and 44252.6 allow several options for individuals to meet the basic skills requirement. Currently individuals can demonstrate basic skills proficiency by

- passing the CBEST; or
- passing a basic skills examination from another state; or
- passing the CSET: Multiple Subjects plus the CSET: Writing Skills Test; or
- achieving qualifying scores on the SAT or ACT; or
- achieving a qualifying score on College Board Advanced Placement (AP) examination; or
- passing both the math and the English sections of the California State University (CSU) Early Assessment Program (EAP); or
- passing both of the CSU placement examinations: English Placement Test and Entry Level Mathematics. Though these examinations are no longer administered by the CSU candidates who previously passed the examinations may still use those scores to meet the basic skills requirement.

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts important to performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a single four-hour testing session. No individual test section is timed. The CBEST is administered in both paper and computer-based formats. The computer-based CBEST is available on demand throughout the year at the contractor’s computer-based testing centers along with the six times per year paper-based test administrations.

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 by qualified, calibrated scorers, using a holistic rubric that ranges from a low score of one to a high score of four. The scores from both essays are summed, yielding a Writing section raw score that can range from 4 to 16. The raw score is then converted to a scaled score. The total score is obtained by adding the Mathematics, Reading and Writing scaled scores together. The minimum passing standard for the CBEST is a total score of 123.

Table 1: CBEST State Passing Score Standard and Score Range

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

Examination Volume

The volume of CBEST examinations administered has increased by over 13,000 per year during the last five years. There were nearly 41,000 CBEST examinations administered in 2012-13 and over 63,000 in 2016-17.

Candidates may also meet the Basic Skills Requirement by passing the California Subject Examinations for Teachers: Multiple Subjects (CSET: MS) plus the CSET: Writing Skills subtest. In 2016-17, 436 examinees took the CSET: Writing Skills examination, which is the best indicator for determining the number of people using this alternative option to meet the basic skills requirement. (See Appendix B3 for details on the CSET: Writing Skills subtest).

Table 2 provides the number of CBEST examinees and test sections administered for the past five 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, 2012-17

Testing Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
2012-13	40,995	33,528	33,746	34,454
2013-14	45,219	37,448	37,502	38,094
2014-15	53,249	44,050	44,270	44,551
2015-16	59,088	47,918	47,694	49,592
2016-17	63,069	49,516	50,131	52,339

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in *Appendix A1: CBEST Preparation and Demographic Data, 2012 to 2017*. Approximately 33 percent of all test takers who chose to answer the background questions 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 to three Writing courses in high school. Slightly more than one-fifth of the examinees reported completing one or two high school Oral Language courses. More than two-thirds reported high school grade point averages of at least 3.0. About four percent of the examinees reported high school grade point averages below 2.5.

Half of the examinees reported that the highest college mathematics course they completed was Calculus and/or Statistics. About six percent reported completing no college mathematics courses. Nearly three-fourths reported completing one to three courses in Writing and about 40 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-quarter had not yet earned a bachelor’s degree, but more than ten percent reported having a master’s degree. Almost 25 percent reported currently attending college while about forty percent indicated it had been three years or less since they attended. Twelve percent of examinees reported that it had been more than ten years since they attended college.

Nearly two-thirds reported that they were currently enrolled in a professional preparation program and another ten percent reported they were considering enrollment in a professional preparation program. Few examinees reported taking test preparation courses. Nearly half reported taking the examination in order to obtain a teaching credential and another forty percent reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching. At the time they tested, nearly one-third of the examinees in the five-

year cohorts reported being employed, but not in a school position. Another 22 percent reported being students.

Nearly 60 percent of the examinees reported that their fathers had completed at least some college, and about 60 percent reported that their mothers had completed at least some college. When asked which their best language was, nearly all 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. Almost 12 percent 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, 2012 through 2017. 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, 2012-17

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2012-17	163,669	112,377	68.7	163,669	137,670	84.1
2016-17	37,673	25,175	66.8	37,673	28,691	76.2
2015-16	36,942	25,056	67.8	36,942	31,045	84.0
2014-15	34,229	23,476	68.6	34,229	29,524	86.3
2013-14	29,130	20,555	70.6	29,130	25,703	88.2
2012-13	25,695	18,115	70.5	25,695	22,707	88.4

The first-time passing rates for the past five years show a narrow range, from 66.8 percent to 70.6 percent, with an overall first-time passing rate of 68.7 percent for the 2012-17 cohorts. In 2012-13, the cumulative passing rate was 70.5 percent and for 2016-17, it was 66.8 percent. The main reason for this seeming downward trend with the lowest passing rate in 2016-17 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 84.1 percent. This situation also characterizes all of the cumulative data for 2016-17 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, 2012–17

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2012-17	166,207	133,331	80.2	166,207	143,198	86.2
2016-17	38,805	31,032	80.0	38,805	32,229	83.1
2015-16	37,473	30,532	81.5	37,473	32,692	87.2
2014-15	34,621	27,430	79.2	34,621	29,875	86.3
2013-14	29,419	23,476	79.8	29,419	25,682	87.3

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2012-13	25,889	20,861	80.6	25,889	22,720	87.8

The first-time CBEST Reading passing rate is 80.2 percent, and the overall cumulative CBEST Reading passing rate is 86.2 percent. The first-time passing rate ranges from 79.2 percent in 2014-15 to 81.5 percent in 2015-16. The cumulative passing rate ranges from 83.1 percent in 2016-17 to 87.8 percent in 2012-13.

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, 2012–17

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2012-17	165,789	130,807	78.9	165,789	142,505	86.0
2016-17	38,691	30,292	78.3	38,691	31,841	82.3
2015-16	37,373	29,394	78.7	37,373	32,126	86.0
2014-15	34,570	27,201	78.7	34,570	30,054	86.9
2013-14	29,343	23,264	79.3	29,343	25,729	87.7
2012-13	25,812	20,656	80.0	25,812	22,755	88.2

The overall first-time CBEST Mathematics passing rate is 78.9 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 2016-17 to 80.0 percent in 2012-13. The cumulative passing rate ranges from 82.3 percent in 2016-17 to 88.2 percent in 2012-13.

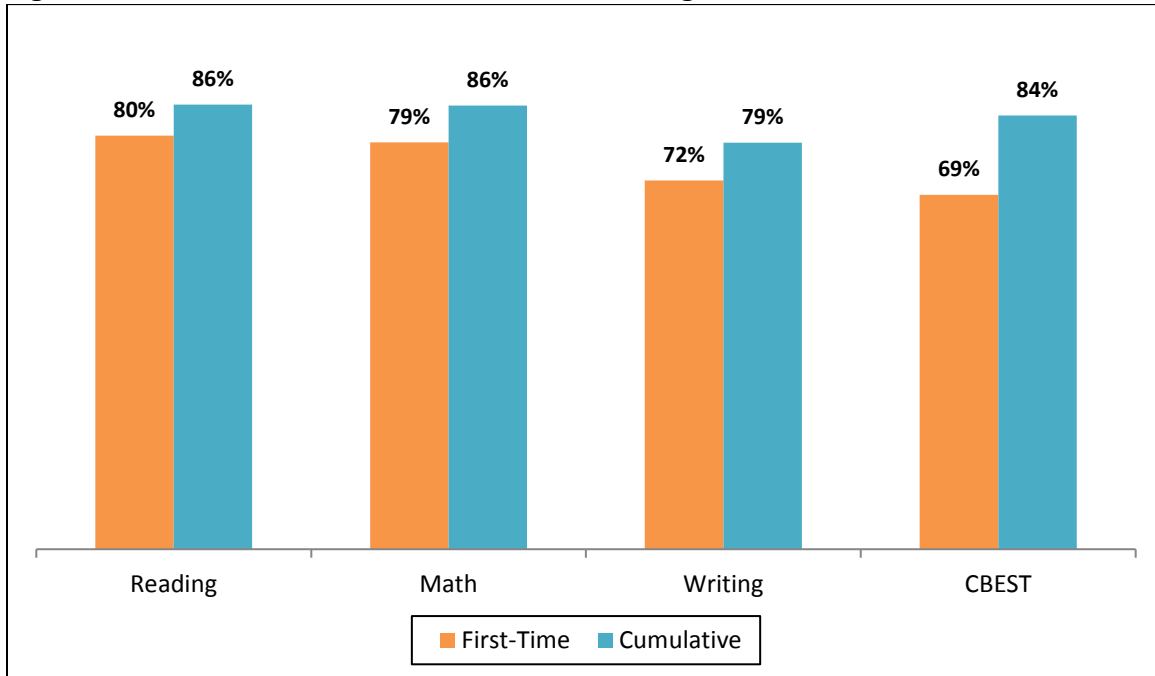
Table 6 provides data for First-Time and Cumulative Passing Rates for the CBEST Writing Section for the past five years.

Table 6: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2012–17

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2012-17	164,607	117,620	71.5	164,607	129,785	78.8
2016-17	38,499	25,742	66.9	38,499	27,547	71.6
2015-16	37,168	26,152	70.4	37,168	29,112	78.3
2014-15	34,275	24,782	72.3	34,275	27,636	80.6
2013-14	29,158	21,896	75.1	29,158	24,244	83.1
2012-13	25,507	19,048	74.7	25,507	21,246	83.3

The overall first-time CBEST Writing passing rate is 71.5 percent, and the overall cumulative CBEST Writing passing rate for the past five years is 78.8 percent. The cumulative passing rate for 2016-17 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.

Figure 1: CBEST – First-Time and Cumulative Passing Rates, 2012-17



The first-time passing rates for the CBEST Reading and Mathematics sections for the past five years are at 80.2 percent and 78.9 percent, respectively. The first-time passing rate for the Writing Section is 71.5 percent. The cumulative passing rates for the Reading and Mathematics Sections have remained in the high eighty percentage range, at 86.2 percent and 86.0 percent, respectively. The cumulative passing rate for the Writing Section is 78.8 percent, approximately seven to eight percentage points lower than the other two sections. For all three sections together, the first-time passing rate is 68.7 percent and cumulative rate is 84.1 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, 2012 to 2017*. First-time and cumulative passing rates by gender and ethnicity are shown in Table 7.

Table 7: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender and Ethnicity, 2012-17

CBEST	First-Time Passing Rate: Cohorts 2012 to 2017			Cumulative Passing Rate: Cohorts 2012 to 2017		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	166,796	112,377	68.7	166,796	137,671	84.1
Gender						
Female	114,702	74,795	66.6	114,702	93,258	83.0
Male	49,927	35,831	72.8	49,927	42,465	86.3
No response	2,167	1,751	82.3	2,167	1,948	91.6
Ethnicity						
African American	9,190	4,198	47.3	9,190	6,026	67.8
Asian American	6,389	4,301	68.9	6,389	5,102	81.7
Filipino	3,542	2,227	64.5	3,542	2,753	79.8
South East Asian	3,304	1,859	57.4	3,304	2,451	75.7
Pacific Islander	699	440	64.7	699	547	80.4
Mexican American	30,595	16,202	54.2	30,595	23,144	77.4
Latino	12,303	6,411	53.7	12,303	8,952	75.0
Native American	862	583	68.5	862	713	83.8
White	70,001	56,062	80.9	70,001	63,767	92.0
Other	10,050	6,028	61.7	10,050	7,579	77.6
No Response	19,861	14,066	72.4	19,861	16,637	85.6

Overall, the first-time passing rates based on educational background varied by high school preparation, high school grade point average, college preparation, and college grade point average. This information and more is available in the appendices of this item.

CSET: California Subject Examinations for Teachers

With the exception of the bilingual assessments and the optional Writing Skills assessment, the California Subject Examinations for Teachers (CSET) tests measure the candidate’s competency in the subject matter they will be authorized to teach. The CSET series includes CSET: Multiple Subjects and CSET: Single Subjects. The CSET: Multiple Subjects examination consists of three subtests and an optional Writing Skills subtest; the CSET: Single Subjects examinations consist of two to 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 one or more subtests of a given content area within a single testing session.

The CSET examination option was expanded for less commonly taught languages to include a combination of specific CSET language subtests plus a local target language skills assessment administered by agencies approved by the Commission. This process is currently used for Hebrew, Hindi, Italian, and Portuguese.

Recent CSET Revisions

The Commission’s examinations contractor completed work in 2016-17 with California content expert advisory panels to revise the CSET: Multiple Subjects and CSET: Science examinations to

align them more closely with the Next Generation Science Standards adopted by the State Board of Education. This activity represented a range of work from revising subject matter requirements to establishing new passing score standards. The Commission’s adoption of new passing score standards for these exams in October 2017 could ultimately result in a future change in passing rates for these CSET examinations.

The CSET: English, CSET: Mathematics, and CSET: Multiple Subjects examinations were updated in 2013-14 to align with California’s Common Core State Standards. Updated examinations in these fields were launched during the 2014-2015 academic year.

Table 8: Structure of the CSET Examinations

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
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	0	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
Business	I	Artistic Perception	20	1
		Historical and Cultural Context of the Visual Arts Aesthetic Writing	15 15	1 2
	II	Creative Expression	30	3
		Connections, Relationships, and Applications History and Theories of Learning in Art	10 10	1 0
English	I	Business Management	20	1
		Marketing	20	1
	II	Accounting and Finance Economics	25 15	1 1
English Language Development	III	Information Technology	25	1
		Business Environment and Communication	15	1
	I	Literature and Textual Analysis Composition and Rhetoric	50	0
		Language, Linguistics, and Literacy	50	0
English Language Development	III	Composition and Rhetoric Literature and Textual Analysis	0	2
		Communications: Speech, Media, and Creative Performance	0	4
English Language Development	I	Knowledge of English Learners in California and the United States	10	1
		Applied Linguistics	34	2

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
	II	Cultural Foundations Foundations of English Learner Education in California and the United States	17 15	1 1
	III	Principals of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	24	2
Health Science	I	Foundations of Health Education	10	1
		Human Growth and Development	10	0
		Chronic and Communicable Diseases	20	1
	II	Nutrition and Fitness	15	1
		Mental and Emotional Health	10	0
		Alcohol, Tobacco, and Other Drugs	15	1
	III	Family Life and Interpersonal Relationships	15	1
		Consumer and Community Health	15	0
		Environmental Health	10	0
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 Education	I	Nature of Technology	45	3
	II	Power and Energy	25	1
		Information and Communication	25	1
Project and Product Development		25	1	
Preliminary Educational Technology	I	Basic Operations, Concepts, and Issues of Computer-based Technology	40	0
		Productivity Applications of Computer-based Technology	30	2
	II	Teaching and Learning Applications of Computer-based Technology	40	3
World Languages** • American Sign Language	I	Literary and Cultural Texts and Traditions	10	1
		Cultural Analysis and Comparisons	20	1
	II	General Linguistics	10	0
		Linguistics of the Target Language –American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics)	20	2
		III	Linguistics of the Target Language –American Sign Language (Error Analysis)	0
Language and Communication: Receptive Comprehension	18		1	
		Language and Communication: Expressive Production	0	2
• Arabic • Armenian • Farsi • Filipino	I	General Linguistics	0	1
		Linguistics of the Target Language		3
		Literary and Cultural Texts and Traditions		1
		Cultural Analysis and Comparisons		1

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items	
<ul style="list-style-type: none"> Hmong Khmer 	II	Language and Communication: Listening Comprehension Language and Communication: Reading Comprehension Language and Communication: Written Expression Language and Communication: Oral Expression	0	2 2 1 2	
<ul style="list-style-type: none"> 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 0 0	1 1 2 2	
<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Hebrew** Hindi Italian Portuguese Turkish 	I	General Linguistics Linguistics of the Target Language Literary and Cultural Texts and Traditions Cultural Analysis and Comparisons	- - - -	1 2 1 2	
	Mathematics*	I	Number and Quantity; Algebra	35	3
		II	Geometry; Probability and Statistics	35	3
		III	Calculus	30	2
Music	I	Artistic Perception Historical and Cultural Foundations Aesthetic Valuing	30 15 0	1 1 1	
	II	Creative Expression Connections, Relationships, and Applications	30 10	2 0	
	III	Music Methodology and Repertoire	40	2	
Physical Education	I	Growth, Motor Development, and Motor Learning The Science of Human Movement	20 20	1 1	
	II	The Sociology and Psychology of Human Movement Movement Concepts and Forms Assessment and Evaluation Principles	10 24 6	1 1 0	
	III	Professional Foundations Integration of Concepts	16 24	0 1	
Science***	I	General Science: Astronomy; Dynamic Processes of the Earth; Earth Resources; Waves; Forces and Motion; Electricity and Magnetism	58	2	

CSET Examination	Subtest	Domains	# of Multiple choice items	# of Constructed response items
	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	<i>Specialized Science (no longer available)</i>	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
Writing Skills	I	Expository Writing	0	1
		Expressive Writing	0	1

* Successful completion of the full CSET: Mathematics examination requiring all three subtests would authorize a candidate who meets all requirements for the authorization to teach all mathematics coursework. The CSET: Foundational-Level Mathematics examination requiring subtests I and II authorizes teaching only in limited mathematics content areas: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.

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

***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 required passing the specific area of concentration in both subtests III and IV authorized teaching only in the specialized area and did not authorize teaching general and integrated science. The CSET Science (specialized) credential has been discontinued and the exams are no longer offered. 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

Candidates must earn a passing score on each of the examination's subtests to pass the entire CSET. Each subtest is scored separately. For each subtest, an individual's performance is evaluated against an established standard. Passing status is determined based on total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score for each subtest.

Examination Volume

The first administration of the initial CSET series of examinations was in January 2003. During this first phase Multiple Subjects, English, Mathematics, Science, and Social Science were offered as well as Foundational-Level Mathematics. World Languages (French, German, Japanese, Korean,

Mandarin, Punjabi, Russian, Spanish, and Vietnamese) were first administered in fall 2004 as well as Art, Music, and Physical Education. Agriculture, American Sign Language, Business, Health Science, Home Economics, and Industrial and Technology Education were first administered in fall 2005. Filipino was first administered in fall 2006. The Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer examinations, and the Bilingual Methodology and Bilingual Culture subtests were added in 2007-08 (see the section below regarding English Learner-related examinations for information on these two subtests). The Foundational-Level General Science authorization was added in 2009. World Language examinations in Hebrew, Italian, and Portuguese were added in 2009-10. Hindi was added in 2013.

The Multiple Subjects, English, and Mathematics examinations were updated to align with California’s Common Core State Standards. Updated Multiple Subjects and English examinations were launched beginning in 2014-15, and an updated Mathematics examination was launched in early 2015. The updated versions are technically new examinations because they contain new and revised questions that measure additional content which was not measured by the previous versions of the exams and thus are shown on separate rows in the tables below. The CSET: Science and CSET: Multiple Subjects examinations were recently updated to align with the Next Generation Science Standards. Passing rates for the updated CSET: Science examinations will be presented in future reports.

More than 370,000 examinees took multiple and single subject matter examinations since the inception of CSET in 2003. Among the total examinees, about half have been Multiple Subjects examinees.

Table 9: CSET Multiple and Single Subjects – Total number of examinees (Total Attempts), 2012-17

CSET Examination	2003-17	2012-13	2013-14	2014-15	2015-16	2016-17
All examinees	374,375	13,363	14,565	15,760	15,958	17,573
Multiple Subjects (2003)	157,532	5,839	6,748			
Multiple Subjects Updated (2014)	28,702			7,168	8,318	8,838
Writing	10,231		788	664	526	436
Single Subjects:						
Agriculture	239	13	12	15	17	20
Art	2,829	143	178	250	201	260
Business	737	36	37	21	28	31
English (2003)	26,164	1,454	1,506			
English Updated (2014)	4,669			1,329	1,380	1,574
English Language Development	63			11	17	22
Health Science	3,566	254	207	143	135	150
Home Economics	542	45	37	28	30	29
Industrial Technology Education	813	63	76	71	73	102
Preliminary Educational Technology	2,973	187	225	208	196	158
World Languages:						
American Sign Language	271	22	28	30	24	15
Arabic	61	5	7	7	8	3

CSET Examination	2003-17	2012-13	2013-14	2014-15	2015-16	2016-17
All examinees	374,375	13,363	14,565	15,760	15,958	17,573
Armenian	21	1	0	1	1	3
Cantonese	13	2	0	2	0	0
Farsi	11	1	3	0	0	0
Filipino	62	8	1	3	2	1
French	805	48	50	62	45	31
German	106	5	5	4	6	5
Hebrew	5	0	0	1	2	0
Hindi	8		4	2	1	1
Hmong	28	2	0	2	3	3
Italian	61	7	11	5	56	5
Japanese	198	6	6	18	10	5
Khmer	2	0	0	0	0	0
Korean	202	19	16	12	10	11
Mandarin	1,181	61	67	65	53	60
Portuguese	13	4	2	1	1	1
Punjabi	18	1	0	0	0	1
Russian	57	1	6	3	1	2
Spanish	5,267	336	339	329	191	208
Turkish	4				4	0
Vietnamese	83	3	12	9	6	11
Mathematics (2003)	10,103	220	239	46		
Mathematics Updated (2015)	1,122			196	300	374
Music	1,567	119	117	118	106	128
Physical Education	7,698	426	528	507	573	636
Science:						
Biological Sciences	13,595	582	595	685	536	739
Chemistry	5,604	177	189	217	176	239
Geosciences	4,388	105	133	145	107	107
Physics	3,339	116	115	126	113	128
Social Science	26,243	1,316	1,367	1,383	1,023	1,279

Table 10 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 10: CSET Mathematics and Science (Foundational Level) – Total number of examinees, 2012-17

CSET Examination	2003-17	2012-13	2013-14	2014-15	2015-16	2016-17
Updated Mathematics (2015) Subtests I and II*	1,813			465	565	593
Mathematics Subtests I and II* (2003)	17,052	482	536	138		
General Science Subtests I and II*	4,309	510	438	424	340	415

* 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 11 presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects.

Table 11: CSET – Annual and Cumulative Passing Rates, 2003-17

CSET Examination	Annual Passing Rate (2016-17)			Cumulative Passing Rate		
	September 2014 – July 2015			September 2003 – July 2015		
	Attempted	Passed	Passed	Attempted	Passed	Passed
All Examinations	17,573	12,021	68.4	374,375	302,384	80.8
Multiple Subjects (2003)				157,532	143,992	91.4
Multiple Subjects Updated (2014)	8,838	6,379	72.2	28,702	23,210	80.9
Writing	436	351	80.5	10,231	8,667	84.7
Single Subjects:						
Agriculture	20	3	15.0	239	126	52.7
Art	260	186	71.5	2,829	2,393	84.6
Business	31	8	25.8	737	410	55.6
English (2003)				26,164	20,894	79.9
English Updated (2014)	1,574	1,146	72.8	4,669	3,739	80.1
English Language Development	22	1	4.5	63	5	7.9
Health Science	150	77	51.3	3,566	2,682	75.2
Home Economics	29	15	51.7	542	388	71.6
Industrial Technology Education	102	82	80.4	813	690	84.9
Preliminary Educational Technology	158	155	98.1	2,973	2,877	96.8
World Languages:						
American Sign Language	15	4	26.7	271	154	56.8
Arabic	3	*	*	61	55	90.2
Armenian	3	*	*	21	18	85.7
Cantonese	0	0	0.0	13	8	61.5
Farsi	0	0	0.0	11	9	81.8
Filipino	1	*	*	62	58	93.5
French	31	23	74.2	805	706	87.7
German	5	*	*	106	85	80.2
Hebrew	0	0	0.0	5	*	*
Hmong	3	*	*	28	25	89.3
Hindi	1	*	*	8	*	*
Italian	5	*	*	61	59	96.7

CSET Examination	Annual Passing Rate (2016-17)			Cumulative Passing Rate		
	September 2014 – July 2015			September 2003 – July 2015		
	Attempted	Passed	Passed	Attempted	Passed	Passed
Japanese	5	*	*	198	161	81.3
Khmer	0	0	0.0	2	*	*
Korean	11	10	90.9	202	182	90.1
Mandarin	60	56	93.3	1,181	1,094	92.6
Portuguese	1	*	*	13	12	92.3
Punjabi	1	*	*	18	11	61.1
Russian	2	*	*	57	49	86.0
Spanish	208	158	76.0	5,267	4,590	87.1
Turkish	0	0	0.0	4	*	*
Vietnamese	11	9	81.8	83	77	92.8
Mathematics (2003)				10,103	6,505	64.4
Mathematics Updated (2015)	374	234	62.6	1,122	728	64.9
Music	128	109	85.2	1,567	1,441	92.0
Physical Education	636	295	46.4	7,698	5,499	71.4
Sciences:						
Biological Sciences	739	500	67.7	13,595	10,750	79.1
Chemistry	239	179	74.9	5,604	4,471	79.8
Geosciences	107	69	64.5	4,388	3,384	77.1
Physics	128	66	51.6	3,339	2,134	63.9
Social Science	1,279	872	68.2	26,243	21,082	80.3

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

For the CSET: Multiple Subjects, the annual passing rate for 2016-17 was 72.2 percent and the cumulative passing rate from 2014-17 was 80.9 percent. For the single subjects, the cumulative passing rate varied by subject from less than 10 percent for English Language Development to 100 percent for Khmer, Hebrew, and Hindi. English and Social Sciences had cumulative passing rates of 80.1 percent and 80.3 percent, respectively. The cumulative passing rate was in the 90 percent to 100 percent range for the following world languages: Filipino, Italian, Korean, Mandarin, Portuguese, and Vietnamese. These languages had relatively small total numbers of examinees, however. The cumulative passing rate for the sciences ranged from 63.6 percent for Physics to 79.8 percent for Chemistry.

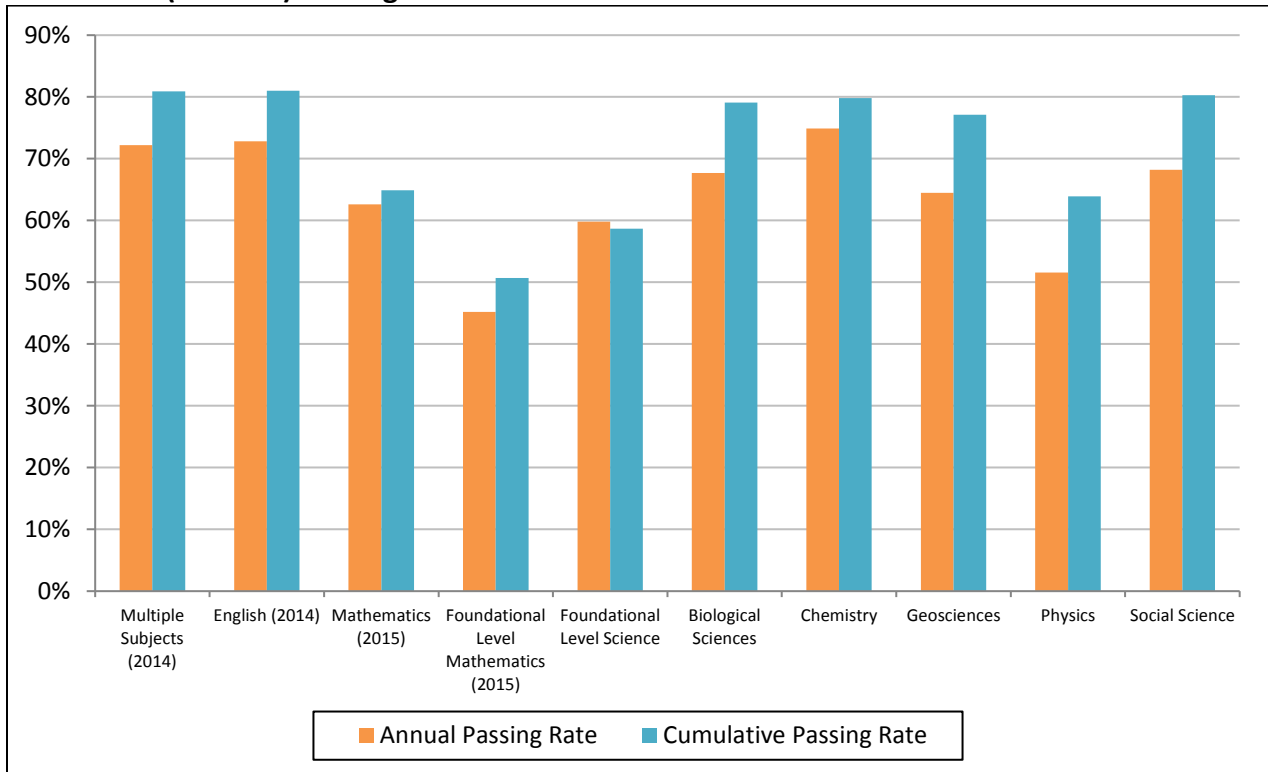
Table 12 shows annual and cumulative passing rates for examinees who took both Subtests I and II for Mathematics and Science respectively. Although candidates who pass Subtests I and II meet the requirements for Foundational-Level Mathematics and Foundational-Level Science authorizations, it is not currently 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 12: CSET Mathematics and Science (Foundational-Level) – Annual and Cumulative Passing Rates, 2003-17

CSET Examination	Annual Passing Rate September 2016 – July 2017			Cumulative Passing Rate September 2003 – July 2017		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Mathematics (Subtests I and II)* (2003)				17,052	8,615	50.5
Mathematics (Subtests I and II)* Updated (2015)	593	268	45.2	1,813	919	50.7
General Science (Subtests I and II)*	415	248	59.8	4,309	2,529	58.7

* 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

Figure 2: CSET: Multiple Subjects and Single Subjects (high volume) – Annual (2016-17) and Cumulative (2003-17) Passing Rates



Appendix B1 displays the CSET: Multiple Subjects passing rates by selected demographic variables.

For the Multiple Subjects, the annual passing rate for 2016-17 was 72.2 percent. Table 13 shows annual and cumulative passing rates by gender and ethnicity, as self-reported by examinees.

Table 13: CSET: Multiple Subjects – Annual (2016-17) and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2014-17

Multiple Subjects	Annual Passing Rate September 2016– July 2017			Cumulative Passing Rate September 2014 – July 2017		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	8,838	6,379	72.2	28,702	23,210	80.9
Gender						
Female	7,130	5,064	71.0	23,488	18,841	80.2
Male	1,625	1,247	76.7	4,920	4,117	83.7
Ethnicity						
African American	310	180	58.1	1,017	690	67.8
Asian American	815	594	72.9	2,446	2,002	81.8
Hispanic American	2,080	1,224	58.8	7,116	5,078	71.4
Native American	48	32	66.7	159	127	79.9
White	4,243	3,331	78.5	13,496	11,636	86.2

The cumulative passing rate for Multiple Subjects was 80.9 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. This information and more can be found in the appendices.

Examinees who reported taking the CSET to obtain an initial multiple subject teaching credential or Education Specialist credential had similar passing rates: 82.1 percent and 79.4 percent, respectively. However, those who reported taking the examination to add an authorization to an existing credential had a higher passing rate of 84.6 percent.

Appendices B4 through B27 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 only slightly higher in English than males.

Updated Mathematics

The CSET: Mathematics was the most recent CSET examination included in this report to be updated based on California’s Common Core State Standards. Table 14 shows how passing rates changed depending on an examinee’s self-reported background in mathematics.

Table 14: Updated CSET: Mathematics – Annual (2016-17) and Cumulative Passing Rates by Candidate Answers to Background Questions, 2014-17

	Annual Passing Rate September 2016 – July 2017			Cumulative Passing Rate January 2015 – July 2017		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES						
Undergraduate Coursework in Math						
24 or fewer semester credit hours	154	83	53.9	481	279	58.0
25 or more semester credit hours	173	119	68.8	521	365	70.1
Hold a degree in the subject area(s) of the subtest(s)	127	87	68.5	405	272	67.2
Undergraduate Major						
Mathematics	142	97	68.3	454	316	69.6

For the updated CSET: Mathematics examinations, the passing rate was higher for examinees who have more formal education in mathematics.

National Evaluation Series (NES) Examinations

The National Evaluation Series - Assessment of Professional Knowledge (NES-APK) examinations were adopted by the Commission in 2014 for use within the Early Completion Option (ECO) of Intern preparation programs. This examination assesses candidate pedagogical knowledge within specified content areas. Passing this examination allows ECO candidates to waive preparation coursework within the Intern program. The specific NES APK Assessments adopted by the Commission are shown below.

- National Evaluation Series (NES) Assessment of Professional Knowledge: Elementary (051)
- National Evaluation Series (NES) Assessment of Professional Knowledge: Secondary (052)

Each of the NES assessments contains 100 multiple choice questions, one case study written assignment, and one work product written assignment. The general structure of the examinations is shown below.

Table 19: NES Assessment of Professional Knowledge Test Structure

Content Domain	Test Question Format	Approximate Percentage of Test
I. Student Development and Learning	Multiple-Choice Questions	24%
II. Assessment, Instruction, and the Learning Environment	Multiple-Choice Questions	40%
	Written Assignment: Case Study	10%
III. The Professional Environment	Multiple-Choice Questions	16%
	Written Assignment: Work Product	10%

NES Passing Rates

Tables 20 and 21 show the initial and cumulative passing rates for the first year of administration of the NES examinations in California.

Table 20: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual and Cumulative Passing Rates 2013-17

Subtest	Annual Passing Rate August 2016– July 2017			Cumulative Passing Rate December 2013 – July 2017		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
051 Assessment of Professional Knowledge - Elementary	429	403	94	1,186	1,128	95
052 Assessment of Professional Knowledge - Secondary	324	307	95	948	920	97

Table 21: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2013-17

All Subtests	Annual Passing Rate August 2016– July 2017			Cumulative Passing Rate December 2013 – July 2017		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	753	710	94	2,134	2,048	96
Gender						
Female	533	505	95	1,504	1,448	96
Male	214	199	93	605	575	95
Ethnicity						
African American	42	39	93	128	122	95
Asian American	89	74	83	207	186	90
Hispanic American	143	133	93	386	360	93
Native American	4	*	*	12	12	100
White	373	364	98	1,103	1,085	98

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

RICA: Reading Instruction Competence Assessment

The Reading Instruction Competence Assessment (RICA) tests professional knowledge related to the teaching of reading, including both content and applied pedagogical knowledge. Passing the RICA examination is required for all Preliminary Multiple Subject teachers and most California-trained Education Specialist candidates. The RICA covers content within the following five domains:

- Domain 1: Planning, Organizing, and Managing Reading Instruction Based on Ongoing Assessment
- Domain 2: Word Analysis
- Domain 3: Fluency
- Domain 4: Vocabulary, Academic Language, and Background Knowledge
- Domain 5: Comprehension

Approximately 10 percent of the RICA assesses competencies in Domain 1; 33 percent assesses competencies in Domain 2; 13 percent in Domain 3; 20 percent in Domain 4; and 23 percent in Domain 5.

Candidates have two options for taking the RICA Examination: the Written Examination and the Video Performance Assessment. Each of these examination options is discussed below.

A. The RICA Written Examination

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

RICA Multiple-Choice Section:

This section consists of 70 multiple-choice questions - 60 “scorable” and 10 “nonscorable.” The questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized constructed-response questions as described below.

RICA Constructed-Response Section:

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

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

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

B. The RICA Video Performance Assessment

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

- a completed Instructional Context Form, on which the candidate provides information relevant to understanding the video recorded instruction, such as information about the

students in the class/group, a lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;

- a ten-minute video of the candidate providing the reading instruction; and
- a completed Reflection Form, in which the candidate provides an appraisal of the video-recorded instruction, suggestions for further or alternative instructional strategies, and similar information.

One video packet must be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one 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 answer with no penalty for wrong answers. On the constructed-response section, each response receives a score from two qualified and calibrated scorers, each working independently. The sum of the two scores for each response represents that response’s raw score. The raw scores for each of the five items are then weighted. 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 qualified and calibrated scorers, each working independently, with no scorer reviewing more than one of the candidate’s packets. A candidate’s raw score is the sum of the six scores from the scorers. This raw score is then converted to a scaled score.

Table 22: 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 23 provides the number of RICA assessments administered from August 2012 through July 2017. The number of RICA administrations has increased each of the last five years.

Table 23: Number of RICA Assessments Administered, 2012-17

Testing Year	RICA Examination Type	
	Written (WE)	Video (VPA)
2012-13	9,652	112
2013-14	10,179	146
2014-15	11,101	156
2015-16	11,765	144
2016-17	13,073	176

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2012 to 2017) of RICA participants who took the Written examination (WE) and/or the Video Performance Assessment (VPA) are provided in *Appendix D1*. More than 80 percent who responded to the background questions reported having a bachelor’s degree or higher. Less than five 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, nearly one-fifth had begun student teaching, 7.6 percent had finished student teaching, and another 10.7 percent had completed the program. More than six out of ten had completed a course in methods of reading instruction. English was reported as the best language of nearly all examinees. More than four-fifths of the responding examinees were female and about half reported that “White” best describes their ethnic background. The next largest ethnic groups among the examinees were stated to be Mexican American or Chicano and Latino. Almost 70 percent indicated taking the RICA to satisfy the Multiple Subjects requirement and almost 20 percent indicated the Education Specialist requirement.

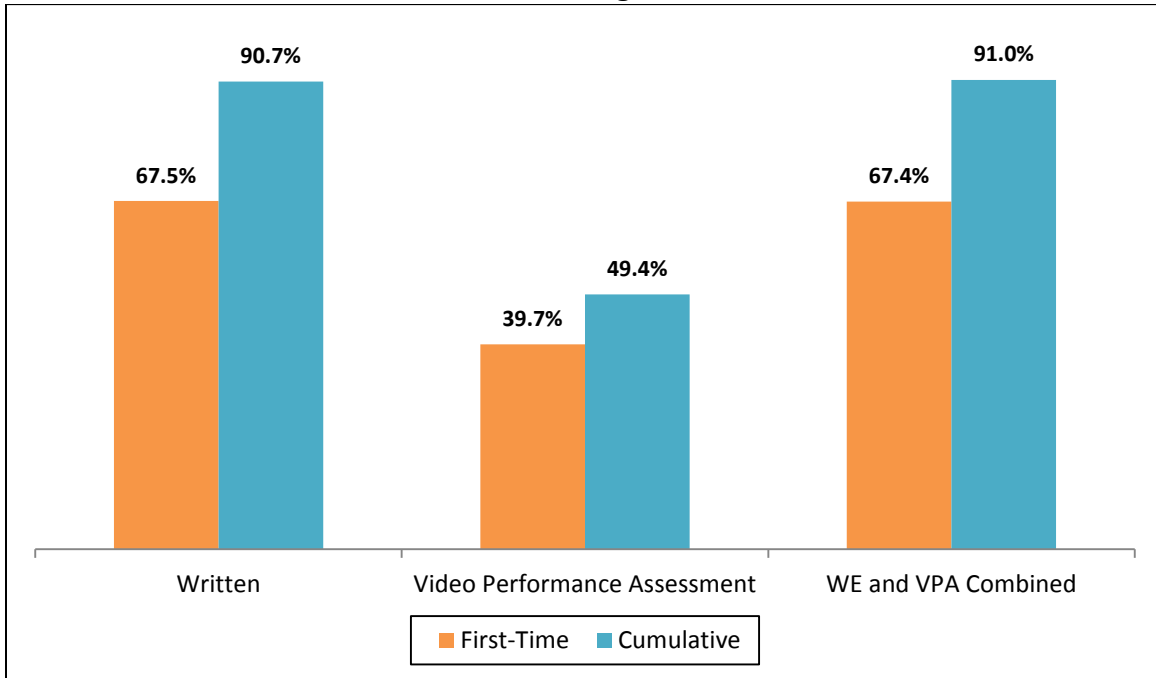
Table 24 provides First-Time and Cumulative Passing Rates for both the Written Examination and Video Performance Assessment combined for the past five years.

Table 24: RICA – First-Time and Cumulative Passing Rates, 2012-17

Testing Year	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2012-17	33,976	22,892	67.4	33,976	30,931	91.0
2012-13	6,136	4,319	70.4	6,136	5,862	95.5
2013-14	6,366	4,420	69.4	6,366	6,078	95.5
2014-15	6,797	4,601	67.7	6,797	6,386	94.0
2015-16	7,013	4,538	64.7	7,013	6,453	92.0
2016-17	7,664	5,014	65.4	7,664	6,152	80.3

The first-time passing rate for RICA is relatively consistent, from 64.7 percent in 2015-16 to 70.4 percent in 2012-13. The cumulative passing rates remained above 90 percent through 2015-16. The 2016-17 cohort who took the RICA has a cumulative passing rate of 80.3 percent.

Figure 3: RICA – First-Time and Cumulative Passing Rates, 2012-17



There is a difference of about five percentage points for the Video Performance Assessment and more than 20 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass initially typically retake the RICA, thereby leading to an increase in cumulative passing rates.

Passing Rate by Candidate-Reported Demographic Data

The first-time and cumulative passing rates for the combined RICA Written and Video Performance Assessment data are provided in *Appendix D2*. First-time and cumulative passing rates by candidate-reported gender and ethnicity are shown in Table 25 below.

Table 25: RICA – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2012-17

	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Gender						
Male	5,338	2,923	54.8	5,338	4,542	85.1
Female	28,170	19,584	69.5	28,170	25,944	92.1
No response	468	385	82.3	468	445	95.1
Ethnicity						
African American/Black	1,010	555	55.0	1,010	853	84.5
Asian American/Asian	1,254	945	75.4	1,254	1,170	93.3
Filipino	606	404	66.7	606	552	91.1
Southeast Asian American	524	349	66.6	524	476	90.8

Pacific Island American	102	54	52.9	102	87	85.3
Mexican American or Chicano	5,205	2,836	54.5	5,205	4,475	86.0
Latino, Latin American, Puerto Rican, Hispanic	1,989	1,138	57.2	1,989	1,735	87.2
Native American, American Indian	198	117	59.1	198	179	90.4
White, non-Hispanic	16,965	12,254	72.2	16,965	15,834	93.3
Other	1,643	1,065	64.8	1,643	1,456	88.6
Did not respond	4,480	3,175	70.9	4,480	4,114	91.8

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 93.2 percent and, for those indicating English as their best language, the cumulative passing rate was 91.4 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 general education classroom. Candidates who complete a Commission-approved SB 2042 preliminary teacher preparation program earn the English learner authorization through program coursework and fieldwork that incorporates preparation to teach English learners. The CTEL examination is criterion-referenced - that is, the examinee's knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees.

The CTEL subtests' content is provided below.

CTEL Subtest 1: Language and Language Development

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

CTEL Subtest 2: Assessment and Instruction

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

CTEL Subtest 3: Culture and Inclusion

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

Examination Volume

Table 26 shows the total number of CTEL examinations administered over the past five years and indicates an increase for 2016-17 over previous years. It is important to keep in mind that the SB 2042 and AB 1059 legislation required preliminary preparation programs to incorporate preparation to teach English learners as part of the program's coursework and fieldwork. Following the transition of teacher preparation programs to approved programs under these 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 a California Education Specialist preparation program (after 2008) also complete an EL authorization within their program. The primary candidate pool of CTEL test-takers now primarily represents 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 26: Number of CTEL Examinations Administered, 2012-17

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2012-13	2,017	1,941	2,039
2013-14	2,168	2,016	2,092
2014-15	2,128	2,031	2,118
2015-16	2,183	1,984	2,145
2016-17	2,649	2,401	2,552

CTEL Passing Rates

Table 27 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2012-13 through 2016-17. 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 2016-17 cohort reflects the fewer times that this group has had an opportunity to retake the exam.

Table 27: CTEL – First-Time and Cumulative Passing Rates, 2012-17

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
2012-17	8,066	4,230	52.4	8,066	5991	74.3
2012-13	1,558	887	56.9	1,558	1275	81.8
2013-14	1,601	858	53.6	1,601	1266	79.1
2014-15	1,572	837	53.2	1,572	1239	78.8
2015-16	1,561	751	48.1	1,561	1141	73.1
2016-17	1,774	897	50.6	1,774	1070	60.3

CTEL, first administered in December 2005, shows a first-time passing rate of 52.4 percent for 2012 to 2017. The first time and cumulative passing rate for all three subtests has remained fairly stable over five years.

Table 28: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2012-17

	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
Gender						
Female	6,085	3,336	54.8	6,085	4,666	76.7
Male	1,794	777	43.3	1,794	1176	65.6
No response	187	117	62.6	187	149	79.7
Ethnicity						
African American/Black	280	84	30.0	280	144	51.4
Asian American/Asian	201	99	49.3	201	147	73.1
Filipino	106	29	27.4	106	51	48.1
Southeast Asian American	55	29	52.7	55	39	70.9
Pacific Island American	30	12	40.0	30	18	60.0
Mexican American or Chicano	307	117	38.1	307	186	60.6
Latino, Latin American, Puerto Rican, Hispanic	261	100	38.3	261	162	62.1
Native American, American Indian	37	17	45.9	37	26	70.3
White, non-Hispanic	5,114	2,847	55.7	5,114	3,952	77.3
Other	294	132	44.9	294	201	68.4
Did not respond	1,381	764	55.3	1,381	1,065	77.1

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.

Passage of the two CSET: World Languages Bilingual-Specific subtests plus the CSET: World Language target language proficiency skills subtest is one way to satisfy the bilingual portion of the requirements for a Bilingual Authorization. An individual also needs an English learner authorization as well as an appropriate prerequisite credential as part of the requirements for a bilingual authorization.

The information below describes the content of the CSET: World Languages subtests. Examinations are available for American Sign Language, Arabic, Armenian, Cantonese, Farsi,

Filipino, French, German, Hebrew, Hindi, Hmong, Italian, Japanese, Khmer, Korean, Mandarin, Portuguese, Punjabi, Russian, Spanish, Turkish, and Vietnamese.

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

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

Note: For the less commonly taught languages of Hebrew, Hindi, Italian, and Portuguese, candidates must pass the alternative language assessment approved by the Commission for this purpose. The alternative language assessments mirror the CSET subtest structure and content but are developed, administered and scored by local educational and/or cultural agencies representative of those languages and cultures, as approved by the Commission.

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 cross cultural, intercultural, and intracultural contexts. Each version is in English and consists of either 50 multiple-choice questions or five constructed-response questions, based on the target culture. Candidates may respond in English or in the target language.

Table 29: Number of World Languages Bilingual-specific Examinations for Spanish Administered, 2012-17

Testing Year	Bilingual Education	Bilingual Culture	Target Language
	CSET: WL: Subtest IV	CSET: WL: Spanish Subtest V	CSET: WL: Spanish Subtest III (also used for the Single Subject in Spanish)
2012-13	374	381	287
2013-14	402	435	319
2014-15	415	430	340
2015-16	277	291	201
2016-17	358	378	248

*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-Specific Examinations Passing Rates for Spanish

Table 30 shows data for both first-time and cumulative passing rates for the 2003-17 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 30: CSET: WL Bilingual-specific Examinations for Spanish – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2003-17

Spanish (bilingual-specific)	Annual Passing Rate September 2016 – July 2017			Cumulative Passing Rate September 2003 – July 2017		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
All Examinees	248	228	91.9	3,409	3,240	95.0
Gender						
Male	47	40	85.1	635	609	95.9
Female	201	188	93.5	2,747	2,606	94.9
Ethnicity						
African American	2	*	*	21	21	100.0
Asian American	4	3	75.0	122	111	91.0
Hispanic American	173	161	93.1	2,278	2,196	96.4
Native American	0	0	0.0	4	*	*
White	36	33	91.7	599	554	92.5

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

The 2016-17 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is 91.9 percent, and the 2003-17 cumulative passing rate is 95 percent.

California Preliminary Administrative Credential Examination (CPACE)

In 2008, the Commission approved the development of a California-specific examination, and in 2011 the Commission-owned CPACE became operational. The purpose of the California Preliminary Administrative Credential Examination (CPACE) is to measure whether entry-level principals and other school administrators have the standards-relevant knowledge necessary for competent professional practice.

The CPACE was first developed during 2010-11 and the initial CPACE administration was held in June 2011. At the February 2014 Commission meeting, the Commission authorized updating the CPACE to include a more performance-based approach to measuring the skills necessary for performing the job of a school site principal. At its August 2015 meeting the Commission adopted a new passing score standard for the updated CPACE.

The CPACE is administered during three windows annually in February, June, and October.

The set of administrator knowledge and skills described in the CPACE Content Specifications and reflected in the CPACE is organized into the following six domains:

- Domain I: Visionary and Inclusive Leadership
- Domain II: Instructional Leadership
- Domain III: School Improvement Leadership
- Domain IV: Professional Learning and Growth Leadership
- Domain V: Organizational and Systems Leadership
- Domain VI: Community Leadership

To pass the CPACE, an examinee must pass two components or subtests. For the original CPACE (2011-14), examinees needed to pass both the CPACE-Written and the CPACE-Video. For the updated CPACE (2015), examinees need to pass both the CPACE – Content Examination and the CPACE – Performance Assessment.

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 31 shows the cumulative passing rates for CPACE (2011-14).

Table 31: Discontinued CPACE (2011-14) Cumulative Passing Rates (Life of Exam) June 2011 to February 2014

CPACE Written			CPACE Video			Total CPACE		
N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
4,489	1,458	32.5	3,404	2,846	83.6	3,349	1,351	40.3

Table 32 shows the annual and cumulative passing rates for the initial administration of the updated version of CPACE (2015).

Table 32: CPACE (2015) Annual (2016-17) and Cumulative (2015-17) Passing Rates

	CPACE Content			CPACE Performance			Total CPACE		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2016-17	1,080	812	75.2	1,140	422	37.0	1,130	408	36.1
Cumulative (2015-2017)	2,279	1,741	76.4	1,871	815	43.6	1,846	794	43.0

CPACE passing rates by candidate-reported gender, ethnicity, and other demographic variables can be found in *Appendix E*, including pass-rates based on candidate responses to background questions.

More than three quarters of examinees who took both the content and performance portions of CPACE in 2016-17 report and who responded to this background question reported having a Master's or higher degree. Nearly half of these examinees reported that they have ten or fewer years' experience as an educator and 58 percent indicated that they have completed no coursework related to school administration. Many more women than men complete both sections of CPACE and women are passing CPACE at a higher rate than men.

Summary Highlights, All Examinations

Overall, all examinations show a fairly steady passing rate pattern for the past five years, 2012-13 to 2016-17. 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.

CBEST hit an all-time low in numbers of administrations during the recession, however, this report shows consistent increases in the number of administrations over the last five years, which would indicate renewed interest in the teaching profession. The CBEST is typically the first exam taken by individuals when they begin to seek a teaching credential.

The RICA and the CSET both also showed an increase in examination volume from 2012-13 to 2016-17. There have been more than 1,000,000 individual subtest administrations of CSET examinations since 2003. Though the examination volume is low for world languages, there has been a steady number of examinees taking these newer CSET examinations. The annual passing rate was 72 percent for the CSET: Multiple Subjects and the cumulative passing rate was 80 percent.

Additional exam data, including first time and cumulative passing rates for exams by examinee-reported demographics and examinee answers to background questions can be found in the appendices.

**Report on Passing Rates of Commission-Approved Examinations
2012-13 to 2016-17**

Appendices

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

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A2 – CBEST First-time and Cumulative Passing Rates by Demographic Variables, 2012-2017

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B1 – Updated CSET: Multiple Subjects

B2 – CSET: Multiple Subjects

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B6 – CSET: Business

B7 – Updated CSET: English

B8 – CSET: English

B9 – CSET: English Language Development

B10 – CSET: Health Science

B11 – CSET: Home Economics

B12 – CSET: Industrial and Technology Education

B13 – CSET: World Language (WL): American Sign Language

B14 – CSET: World Language (WL): French

B15 – CSET: World Language (WL): Mandarin

B16 – CSET: World Language (WL): Spanish

B17 – Updated CSET: Mathematics (Foundational-level)

B18 – CSET: Mathematics (Foundational-level)

B19 – Updated CSET: Mathematics

B20 – CSET: Mathematics

B21 – CSET: Music

B22 – CSET: Physical Education

B23 – CSET: Preliminary Education Technology

B24 – CSET: Science (Foundational-level)

B25 – CSET: Science: Biology/Life Science

B26 – CSET: Science: Chemistry

B27 – CSET: Science: Earth/Planetary Science

B28 – CSET: Science: Physics

B29 – CSET: Social Science

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.

Appendix C: NES Passing Rate by Gender and Ethnicity58

C1 – NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2016-17) & Cumulative Passing Rates, 2013-17

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D1 – RICA Preparation and Demographic Data, 2010-2017

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Appendix E: CPACE Annual and Cumulative Passing Rates.....63

E1 – CPACE (Content & Performance combined) Annual (2016-2017) and Cumulative (2015-2017) Passing Rates

Appendix A1: CBEST Participation and Demographic Data, 2012 to 2017

CBEST	Cohorts 2012 to 2017	
	N	%
ALL EXAMINEES	166,796	100.0
Highest Level of High School Math Completed		
No High School Math	283	0.2
General Math/Algebra I	12,311	7.4
Algebra II and/or Geometry	54,557	32.7
Pre-calculus	61,165	36.7
Calculus	32,433	19.4
No response	6,047	3.6
Number of High School Literature Courses		
No courses taken	14,307	8.6
1 course	37,728	22.6
2 or 3 courses	107,288	64.3
No response	7,473	4.5
Number of High School Writing Courses		
No courses taken	43,141	25.9
1 course	50,432	30.2
2 or 3 courses	65,750	39.4
No response	7,473	4.5
Number of High School Oral Language Courses		
No courses taken	121,707	73.0
1 or 2 courses	37,616	22.6
No response	7,473	4.5
High School Grade Point Average		
3.50 to 4.00	73,422	44.0
3.00 to 3.49	56,146	33.7
2.50 to 2.99	22,855	13.7
Below 2.50	6,752	4.0
No response	7,621	4.6
High School Attendance		
In California	130,015	77.9
Some in California	3,671	2.2
Not in California	29,068	17.4
No response	4,042	2.4
College Math		
No college math	9,552	5.7
HS-level courses	38,589	23.1
Calculus and/or Statistics	81,925	49.1
Advanced math	30,054	18.0
No response	6,676	4.0
College Grade Point Average		
3.50 to 4.00	48,329	29.0
3.00 to 3.49	67,619	40.5
2.50 to 2.99	36,535	21.9
Below 2.50	6,252	3.7
No response	8,061	4.8
Number of College Literature Courses		
No courses taken	41,363	24.8
1 course	47,613	28.5
2 or 3 courses	69,595	41.7

CBEST	Cohorts 2012 to 2017	
	N	%
No response	8,225	4.9
Number of College Writing Courses		
No courses taken	39,402	23.6
1 course	63,373	38.0
2 or 3 courses	55,796	33.5
No response	8,225	4.9
Number of College Oral Language Courses		
No courses taken	88,913	53.3
1 or 2 courses	69,658	41.8
No response	8,225	4.9
Education Level		
HS/Lower Division College	6,944	4.2
Upper Division College	36,066	21.6
Bachelor's degree	76,404	45.8
Bachelor's degree + additional units	23,489	14.1
Master's degree	12,939	7.8
More than Master's degree	7,055	4.2
No response	3,899	2.3
Years Away from College		
Currently attending college	40,872	24.5
Less than a year	34,671	20.8
1-3 years	35,625	21.4
4-10 years	28,168	16.9
More than 10 years	20,185	12.1
No response	7,275	4.4
Professional Preparation		
Enrolled in Professional Preparation Program	108,009	64.8
Completed Professional Preparation Program	18,271	11.0
Considering a Professional Preparation Program	18,197	10.9
Not enrolled in Professional Preparation Program	2,061	1.2
Have not begun Professional Preparation Program	11,103	6.7
No response	9,155	5.5
Special Preparation		
Took test preparation courses	18,267	11.0
Did not take test preparation courses	142,232	85.3
No response	6,297	3.8
Employment Status		
Student	36,983	22.2
Working as a teacher in a school	11,056	6.6
Working as school/district administrator	965	0.6
Working in another school role	32,002	19.2
Employed, but not in a school role	51,859	31.1
Unemployed outside the home	26,808	16.1
No response	7,123	4.3
Reason for Taking CBEST		
For teaching credential	76,513	45.9
For service credential	4,701	2.8
For Full-time or Part-time employment or substitute list	65,630	39.3
For admission to Professional Preparation program	17,419	10.4
No response	2,533	1.5

CBEST	Cohorts 2012 to 2017	
	N	%
Type of Credential		
Elementary teaching	43,499	26.1
Secondary teaching	38,323	23.0
Teaching adults	1,044	0.6
Teaching special education students	11,185	6.7
Admin. Services or school counseling	7,637	4.6
Emergency/substitute teaching	19,674	11.8
Other credential or permit	12,955	7.8
Not now seeking credential/permit	21,165	12.7
No response	43,499	26.1
Father's Education		
High school diploma or less	60,226	36.1
Some college	31,925	19.1
Bachelor's degree or higher	60,724	36.4
Unknown	8,935	5.4
No response	4,986	3.0
Mother's Education		
High school diploma or less	56,470	33.9
Some college	41,113	24.6
Bachelor's degree or higher	58,771	35.2
Unknown	5,632	3.4
No response	4,810	2.9
Best Language		
English	158,156	94.8
Spanish	2,969	1.8
Other languages	2,323	1.4
No response	3,348	2.0
Gender		
Female	114,702	68.8
Male	49,927	29.9
No response	2,167	1.3
Ethnicity		
African American	9,190	5.5
Asian American	6,389	3.8
Filipino	3,542	2.1
South East Asian	3,304	2.0
Pacific Islander	699	0.4
Mexican American	30,595	18.3
Latino	12,303	7.4
Native American	862	0.5
White	70,001	42.0
Other	10,050	6.0
No response	19,861	11.9

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2012 - 2017

CBEST	First-Time Passing Rate: Cohorts 2012 to 2017			Cumulative Passing Rate: Cohorts 2012 to 2017		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	166,796	112,377	68.7	166,796	137,671	84.1
High School Math Coursework						
No High School Math	277	102	40.2	283	168	64.1
General Math/Algebra I	11,474	4,505	41.3	12,311	7,623	65.1
Algebra II and/or Geometry	55,175	31,742	58.8	54,557	42,570	79.7
Pre-calculus	61,429	45,487	75.0	61,165	53,267	88.2
Calculus	32,394	26,393	82.4	32,433	29,151	90.9
No response	6,047	4,148	71.3	6,047	4,892	84.1
High School Grade Point Average						
3.50 to 4.00	73,345	57,517	79.3	73,422	65,527	90.2
3.00 to 3.49	56,197	34,861	63.3	56,146	44,887	81.5
2.50 to 2.99	22,996	11,615	52.0	22,855	16,447	74.2
Below 2.50	6,637	3,205	50.1	6,752	4,740	72.8
No response	7,621	5,179	71.0	7,621	6,070	83.2
High School Attendance						
In California	129,830	87,457	68.4	130,015	108,320	84.6
Some in California	3,663	2,372	66.5	3,671	2,959	82.6
Not in California	29,261	19,786	69.7	29,068	23,161	82.1
No response	4,042	2,762	71.5	4,042	3,231	83.6
College Math						
No college math	9,647	6,963	73.8	9,552	7,965	85.3
HS-level courses	38,310	21,980	58.8	38,589	29,447	78.2
Calculus and/or Statistics	81,868	58,109	72.0	81,925	69,936	86.6
Advanced math	30,295	20,785	69.9	30,054	25,007	84.8
No response	6,676	4,540	70.8	6,676	5,316	82.9
College Grade Point Average						
3.50 to 4.00	47,690	37,438	79.6	48,329	43,032	90.3
3.00 to 3.49	67,183	45,174	68.5	67,619	56,119	84.5
2.50 to 2.99	37,398	21,165	57.8	36,535	27,876	78.0
Below 2.50	6,464	3,302	52.7	6,252	4,403	72.6
No response	8,061	5,298	68.4	8,061	6,241	80.5
Number of High School Literature Courses						
No courses taken	13,652	5,617	43.4	14,307	8,979	66.1
1 course	37,502	22,107	60.4	37,728	29,330	79.6
2 or 3 courses	108,169	79,485	74.3	107,288	93,278	88.0
No response	7,473	5,168	71.7	7,473	6,084	84.4
Number of High School Oral Language Courses						
No courses taken	121,346	82,711	69.3	121,707	101,804	85.0
1 or 2 courses	37,977	24,498	66.1	37,616	29,783	81.2
No response	7,473	5,168	71.7	7,473	6,084	84.4
Education Level						
HS/Lower Division College	7,873	4,463	58.3	6,944	5,164	76.7
Upper Division College	38,959	24,914	64.9	36,066	30,517	85.9
Bachelor's degree	74,328	50,493	69.2	76,404	62,580	83.4
Bachelor's degree + additional units	22,130	15,745	72.5	23,489	19,730	85.6
Master's degree	12,611	8,831	71.6	12,939	10,490	82.9
More than Master's degree	6,996	5,261	76.4	7,055	6,053	87.3
No response	3,899	2,670	71.3	3,899	3,137	83.8

CBEST	First-Time Passing Rate: Cohorts 2012 to 2017			Cumulative Passing Rate: Cohorts 2012 to 2017		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Years Away from College						
Currently attending college	44,667	28,269	64.3	40,872	34,323	85.3
Less than a year	34,292	23,792	70.2	34,671	29,535	86.1
1-3 years	33,424	23,074	70.2	35,625	29,189	83.3
4-10 years	27,098	18,397	69.6	28,168	22,494	81.7
More than 10 years	20,040	14,049	72.2	20,185	16,503	84.2
No response	7,275	4,796	68.5	7,275	5,627	80.4
Professional Preparation						
Enrolled in Professional Preparation	110,343	75,103	69.2	108,009	89,650	84.5
Completed Professional Preparation	18,301	12,128	67.3	18,271	15,216	84.5
Considering Professional Preparation	16,110	10,301	65.0	18,197	15,042	83.9
Not enrolled in Professional Preparation	1,905	1,051	57.9	2,061	1,458	73.9
Have not begun Professional Preparation	10,982	7,758	72.3	11,103	9,246	85.2
No response	9,155	6,036	68.7	9,155	7,059	80.4
Special Preparation						
Took test preparation courses	15,564	9,149	60.7	18,267	13,735	77.4
Did not take test preparation courses	144,935	98,966	69.4	142,232	118,892	85.0
No response	6,297	4,262	70.1	6,297	5,044	83.0
Employment Status						
Student	37,806	25,542	68.5	36,983	31,802	87.2
Working as a teacher in a school	10,682	6,896	66.3	11,056	8,663	80.4
Working as school/district administrator	850	486	58.6	965	676	71.8
Working in another school role	31,200	18,717	61.4	32,002	25,111	80.3
Employed, but not in a school role	52,237	36,748	71.5	51,859	43,422	85.1
Unemployed outside the home	26,898	19,138	72.5	26,808	22,302	84.8
No response	7,123	4,850	70.5	7,123	5,695	82.7
Reason for Taking CBEST						
For teaching credential	75,997	49,730	66.7	76,513	63,520	84.6
For service credential	4,505	3,165	71.3	4,701	4,017	86.7
For employment or substitute list	65,750	45,552	70.6	65,630	53,470	83.0
For admission to Professional Preparation	18,011	12,175	68.9	17,419	14,658	85.7
No Response	2,533	1,755	72.1	2,533	2,006	82.4
Type of Credential						
Elementary teaching	43,566	26,835	62.9	43,499	34,983	82.1
Secondary teaching	38,256	27,930	74.0	38,323	33,520	88.7
Teaching adults	995	525	55.9	1,044	700	70.8
Teaching special education students	11,155	6,285	57.6	11,185	8,698	79.4
Admin. Services or school counseling	7,518	4,335	58.8	7,637	5,925	79.1
Emergency/substitute teaching	19,364	14,451	75.6	19,674	16,761	86.3
Other credential or permit	13,247	9,060	69.7	12,955	10,698	84.2
Not now seeking credential/permit	21,381	14,743	70.3	21,165	17,415	83.9
No response	11,314	8,213	75.1	11,314	8,971	82.1
Father's Education						
High school diploma or less	60,536	35,329	59.7	60,226	46,673	79.3
Some college	31,922	22,860	72.5	31,925	27,443	87.1
Bachelor's degree or higher	60,742	47,027	78.6	60,724	53,562	89.5
Unknown	8,610	3,650	44.0	8,935	5,914	68.6
No response	4,986	3,511	73.0	4,986	4,079	84.8

CBEST	First-Time Passing Rate: Cohorts 2012 to 2017			Cumulative Passing Rate: Cohorts 2012 to 2017		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Mother's Education						
High school diploma or less	56,904	32,409	58.4	56,470	43,091	78.3
Some college	41,050	29,090	71.9	41,113	35,058	86.5
Bachelor's degree or higher	58,819	45,630	78.5	58,771	52,097	89.7
Unknown	5,213	1,845	37.1	5,632	3,469	64.4
No response	4,810	3,403	73.4	4,810	3,956	85.3
Best Language						
English	158,205	108,814	69.9	158,156	132,415	85.1
Spanish	2,948	666	24.4	2,969	1,494	54.2
Other languages	2,295	488	23.4	2,323	1,022	48.4
No response	3,348	2,409	75.0	3,348	2,740	85.3
Gender						
Female	114,702	74,795	66.6	114,702	93,258	83.0
Male	49,927	35,831	72.8	49,927	42,465	86.3
No response	2,167	1,751	82.3	2,167	1,948	91.6
Ethnicity						
African American	9,190	4,198	47.3	9,190	6,026	67.8
Asian American	6,389	4,301	68.9	6,389	5,102	81.7
Filipino	3,542	2,227	64.5	3,542	2,753	79.8
South East Asian	3,304	1,859	57.4	3,304	2,451	75.7
Pacific Islander	699	440	64.7	699	547	80.4
Mexican American	30,595	16,202	54.2	30,595	23,144	77.4
Latino	12,303	6,411	53.7	12,303	8,952	75.0
Native American	862	583	68.5	862	713	83.8
White	70,001	56,062	80.9	70,001	63,767	92.0
Other	10,050	6,028	61.7	10,050	7,579	77.6
No response	19,861	14,066	72.4	19,861	16,637	85.6

Appendix B1: Updated CSET Multiple Subjects – Annual (2016-17) and Cumulative Passing Rates, 2014-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	8,838	6,379	72.2	28,702	23,210	80.9
Ethnicity						
African American	310	180	58.1	1,017	690	67.8
Asian American	815	594	72.9	2,446	2,002	81.8
Hispanic American	2,080	1,224	58.8	7,116	5,078	71.4
Native American	48	32	66.7	159	127	79.9
White, non-Hispanic	4,243	3,331	78.5	13,496	11,636	86.2
Gender						
Female	7,130	5,064	71.0	23,488	18,841	80.2
Male	1,625	1,247	76.7	4,920	4,117	83.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	6,801	4,969	73.1	21,472	17,633	82.1
To obtain an initial Ed Special teaching credential	1,068	749	70.1	3,516	2,790	79.4
To add an authorization	50	40	80.0	175	148	84.6
To meet NCLB requirement – possess MSTC	37	18	48.6	275	206	74.9
College/University Training						
In California	6,846	4,861	71.0	22,806	18,346	80.4
Outside of California	969	766	79.1	2,755	2,342	85.0
Highest Educational Level						
Fresh/Soph/Jr/Sr College	1,976	1,482	75.0	5,760	4,952	86.0
Bachelor’s degree + additional credits	5,481	3,903	71.2	18,120	14,520	80.1
Master’s degree or doctoral degree	676	519	76.8	2,186	1,765	80.7

Appendix B2: CSET Multiple Subjects – Annual (2014-15) and Cumulative Passing Rates, 2003-14

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES				157,245	143,742	91.4
Ethnicity						
African American				6,614	5,301	80.1
Asian American				15,296	13,956	91.2
Hispanic American				34,162	29,841	87.4
Native American				909	809	89.0
White, non-Hispanic				83,302	78,308	94.0
Gender						
Female				130,110	118,905	91.4
Male				25,603	23,394	91.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential				117,935	108,265	91.8
To obtain an initial Ed Special teaching credential				7,242	6,370	88.0
To add an authorization				6,681	6,237	93.4
To meet NCLB requirement – possess MSTC				10,038	9,356	93.2
College/University Training						
In California				120,974	110,848	91.6
Outside of California				16,961	15,706	92.6
Highest Educational Level						
Fresh/Soph/Jr/Sr College				33,807	31,795	94.0
Bachelor’s degree + additional credits				99,396	90,638	91.2
Master’s degree or doctoral degree				12,584	11,273	89.6

Appendix B3: CSET Multiple Subjects (Writing Skills only) – Annual (2016-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	436	351	80.5	10,231	8,667	84.7
Ethnicity						
African American	14	11	78.6	337	258	76.6
Asian American	57	37	64.9	993	752	75.7
Hispanic American	96	66	68.8	1,854	1,294	69.8
Native American	0	0	0.0	50	38	76.0
White, non-Hispanic	194	172	88.7	5,276	4,825	91.5
Gender						
Female	350	280	80.0	8,609	7,286	84.6
Male	79	65	82.3	1,466	1,229	83.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	342	281	82.2	8,145	6,969	85.6
To obtain an initial Ed Special teaching credential	46	34	73.9	1,007	843	83.7
To add an authorization	3	*	*	120	103	85.8
College/University Training						
In California	328	270	82.3	7,513	6,303	83.9
Outside of California	55	44	80.0	1,478	1,360	92.0
Highest Educational Level						
Fresh/Soph/Jr/Sr College	113	96	85.0	3,917	3,422	87.4
Bachelor's degree + additional credits	244	197	80.7	5,142	4,314	83.9
Master's degree or doctoral degree	31	24	77.4	462	409	88.5

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

Appendix B4: CSET: Agriculture – Annual (2016-17) and Cumulative Passing Rate, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	20	*	*	239	126	52.7
Ethnicity						
African American	0	0	0	2	*	*
Asian American	0	0	0	9	*	*
Hispanic American	2	*	*	18	12	66.7
Native American	1	*	*	3	*	*
White, non-Hispanic	16	3	18.8	180	93	51.7
Gender						
Female	12	1	8.3	148	75	50.7
Male	8	*	*	88	49	55.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	1	7.7	164	92	56.1
To obtain an initial Ed Special teaching credential	1	*	*	13	6	46.2
To add an authorization	3	*	*	39	15	38.5
College/University Training						
In California	14	2	14.3	167	93	55.7
Outside of California	5	*	*	23	9	39.1
Educational Level						
Fresh/Soph/Jr/Sr College	5	*	*	33	12	36.4
Bachelor's degree + additional credits	11	2	18.2	153	86	56.2
Master's degree or doctoral degree	3	*	*	30	13	43.3

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

Appendix B5: CSET: Art – Annual (2016-17) and Cumulative Passing Rate, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	260	186	71.5	2,829	2,393	84.6
Ethnicity						
African American	2	*	*	45	29	64.4
Asian American	15	11	73.3	189	154	81.5
Hispanic American	55	31	56.4	362	276	76.2
Native American	0	0	0.0	30	23	76.7
White, non-Hispanic	145	114	78.6	1,680	1,463	87.1
Gender						
Female	201	146	72.6	1,970	1,657	84.1
Male	55	36	65.5	817	698	85.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	223	162	72.6	2,156	1,822	84.5
To obtain an initial Ed Special teaching credential	5	*	*	44	34	77.3
To add an authorization	15	9	60.0	474	419	88.4
College/University Training						
In California	180	125	69.4	1,791	1,515	84.6
Outside of California	58	45	77.6	459	398	86.7
Educational Level						
Fresh/Soph/Jr/Sr College	12	4	33.3	138	113	81.9
Bachelor's degree + additional credits	183	135	73.8	1,932	1,630	84.4
Master's degree or doctoral degree	50	36	72.0	618	539	87.2

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

Appendix B6: CSET: Business – Annual (2016-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	31	8	25.8	737	410	55.6
Ethnicity						
African American	1	*	*	51	14	27.5
Asian American	4	*	*	65	32	49.2
Hispanic American	1	*	*	71	38	53.5
Native American	0	0	0.0	5	*	*
White, non-Hispanic	14	2	14.3	467	275	58.9
Gender						
Female	10	1	10.0	308	152	49.4
Male	19	6	31.6	421	253	60.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	19	5	26.3	453	242	53.4
To obtain an initial Ed Special teaching credential	1	*	*	11	3	27.3
To add an authorization	8	*	*	202	122	60.4
College/University Training						
In California	23	6	26.1	437	241	55.1
Outside of California	4	*	*	128	70	54.7
Educational Level						
Fresh/Soph/Jr/Sr College	0	0	0.0	6	*	*
Bachelor's degree + additional credits	14	2	14.3	414	216	52.2
Master's degree or doctoral degree	14	5	35.7	248	151	60.9

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

Appendix B7: Updated CSET: English – Annual (2016-17) and Cumulative Passing Rates, 2014-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,574	1,146	72.8	4,669	3,739	80.1
Ethnicity						
African American	69	30	43.5	194	126	64.9
Asian American	115	80	69.6	351	280	79.8
Hispanic American	251	144	57.4	753	542	72.0
Native American	8	*	*	30	22	73.3
White, non-Hispanic	841	660	78.5	2,469	2,050	83.0
Gender						
Female	1,061	762	71.8	3,117	2,493	80.0
Male	489	362	74.0	1,478	1,176	79.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1,336	971	72.7	3,859	3,105	80.5
To obtain an initial Ed Special teaching credential	33	17	51.5	114	79	69.3
To add an authorization	101	77	76.2	332	267	80.4
College/University Training						
In California	1,166	827	70.9	3,457	2,737	79.2
Outside of California	264	208	78.8	810	680	84.0
Educational Level						
Fresh/Soph/Jr/Sr College	187	140	74.9	474	398	84.0
Bachelor's degree + additional credits	950	675	71.1	2,846	2,262	79.5
Master's degree or doctoral degree	326	243	74.5	959	764	79.7

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

Appendix B8: CSET: English – Annual (2016-17) and Cumulative Passing Rates, 2003-14

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES				26,164	20,894	79.9
Ethnicity						
African American				1,358	908	66.9
Asian American				2,147	1,693	78.9
Hispanic American				3,310	2,398	72.4
Native American				143	107	74.8
White, non-Hispanic				15,848	13,079	82.5
Gender						
Female				18,156	14,520	80.0
Male				7,687	6,099	79.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential				18,524	14,985	80.9
To obtain an initial Ed Special teaching credential				392	274	69.9
To add an authorization				5,155	4,013	77.8
College/University Training						
In California				17,807	14,095	79.2
Outside of California				5,096	4,264	83.7
Educational Level						
Fresh/Soph/Jr/Sr College				2,029	1,613	79.5
Bachelor's degree + additional credits				16,349	13,057	79.9
Master's degree or doctoral degree				5,564	4,470	80.3

Appendix B9: CSET: English Language Development – Annual (2016-17) and Cumulative Passing Rates, 2014-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	22	1	4.5	63	5	7.9
Ethnicity						
African American	1	*	*	2	*	*
Asian American	1	*	*	3	*	*
Hispanic American	6	*	*	14	*	*
Native American	0	0	0.0	0	0	0.0
White, non-Hispanic	7	*	*	27	*	*
Gender						
Female	17	1	5.9	48	4	8.3
Male	5	*	*	14	1	7.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	2	*	*	7	*	*
To obtain an initial Ed Special teaching credential	0	0	0.0	3	*	*
To add an authorization	0	0	0.0	8	*	*
College/University Training						
In California	14	1	7.1	40	5	12.5
Outside of California	2	*	*	5	*	*
Educational Level						
Fresh/Soph/Jr/Sr College	0	0	0.0	1	*	*
Bachelor's degree + additional credits	6	*	*	26	1	3.8
Master's degree or doctoral degree	12	1	8.3	27	4	14.8

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

Appendix B10: CSET: Health Science – Annual (2016-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	150	77	51.3	3,566	2,682	75.2
Ethnicity						
African American	8	*	*	220	125	56.8
Asian American	10	5	50.0	273	202	74.0
Hispanic American	15	10	66.7	475	333	70.1
Native American	3	*	*	26	19	73.1
White, non-Hispanic	86	41	47.7	2,121	1,657	78.1
Gender						
Female	102	55	53.9	2,199	1,732	78.8
Male	47	21	44.7	1,334	921	69.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	63	30	47.6	1,524	1,095	71.9
To obtain an initial Ed Special teaching credential	4	*	*	150	106	70.7
To add an authorization	42	28	66.7	1,424	1,161	81.5
College/University Training						
In California	96	51	53.1	2,249	1,689	75.1
Outside of California	18	7	38.9	416	320	76.9
Educational Level						
Fresh/Soph/Jr/Sr College	4	*	*	57	34	59.6
Bachelor's degree + additional credits	81	44	54.3	2,091	1,535	73.4
Master's degree or doctoral degree	45	26	57.8	1,066	852	79.9

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

Appendix B11: CSET: Home Economics – Annual (2016-17) and Cumulative Passing Rates, 2005-13

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	29	15	51.7	542	388	71.6
Ethnicity						
African American	2	*	*	12	3	25.0
Asian American	1	*	*	38	20	52.6
Hispanic American	2	*	*	45	26	57.8
Native American	1	*	*	6	*	*
White, non-Hispanic	15	9	60.0	367	282	76.8
Gender						
Female	23	13	56.5	497	358	72.0
Male	6	*	*	37	23	62.2
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	11	4	36.4	230	153	66.5
To obtain an initial Ed Special teaching credential	2	*	*	14	10	71.4
To add an authorization	12	6	50.0	238	183	76.9
College/University Training						
In California	19	9	47.4	283	192	67.8
Outside of California	2	*	*	65	52	80.0
Educational Level						
Fresh/Soph/Jr/Sr College	0	0	0.0	13	7	53.8
Bachelor's degree + additional credits	13	6	46.2	303	219	72.3
Master's degree or doctoral degree	15	8	53.3	178	127	71.3

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

Appendix B12: CSET: Industrial & Technology Education – Annual (2016-17) and Cumulative Passing Rates, 2005-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	102	82	80.4	813	690	84.9
Ethnicity						
African American	0	0	0.0	18	12	66.7
Asian American	5	*	*	78	66	84.6
Hispanic American	10	5	50.0	76	53	69.7
Native American	1	*	*	7	*	*
White, non-Hispanic	68	56	82.4	530	465	87.7
Gender						
Female	25	18	72.0	159	117	73.6
Male	76	63	82.9	645	564	87.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	36	26	72.2	302	245	81.1
To obtain an initial Ed Special teaching credential	5	*	*	15	9	60.0
To add an authorization	51	44	86.3	418	371	88.8
College/University Training						
In California	58	44	75.9	433	361	83.4
Outside of California	10	10	100.0	101	92	91.1
Educational Level						
Fresh/Soph/Jr/Sr College	0	0	0.0	9	*	*
Bachelor's degree + additional credits	49	37	75.5	418	349	83.5
Master's degree or doctoral degree	47	39	83.0	319	275	86.2

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

Appendix B13: CSET: ASL – Annual (2014-15) and Cumulative Passing Rates, 2005-13

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	15	4	26.7	271	154	56.8
Ethnicity						
African American	0	0	0.0	5	*	*
Asian American	1	*	*	12	9	75.0
Hispanic American	5	*	*	33	11	33.3
Native American	0	0	0.0	2	*	*
White, non-Hispanic	7	*	*	184	109	59.2
Gender						
Female	13	3	23.1	227	127	55.9
Male	2	*	*	42	25	59.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	3	23.1	172	103	59.9
To obtain an initial Ed Special teaching credential	0	0	0.0	15	4	26.7
To add an authorization	1	*	*	66	39	59.1
College/University Training						
In California	11	3	27.3	207	119	57.5
Outside of California	0	0	0.0	34	19	55.9
Educational Level						
Fresh/Soph/Jr/Sr College	4	*	*	25	11	44.0
Bachelor's degree + additional credits	9	*	*	152	78	51.3
Master's degree or doctoral degree	1	*	*	80	58	72.5

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

Appendix B14: CSET: French – Annual (2016-17) and Cumulative Passing Rates, 2004-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	31	23	74.2	805	706	87.7
Ethnicity						
African American	1	*	*	47	37	78.7
Asian American	0	0	0.0	43	38	88.4
Hispanic American	2	*	*	60	45	75.0
Native American	0	0	0.0	2	*	*
White, non-Hispanic	22	16	72.7	510	456	89.4
Gender						
Female	19	17	89.5	595	533	89.6
Male	12	6	50.0	194	157	80.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	24	19	79.2	500	435	87.0
To obtain an initial Ed Special teaching credential	0	0	0	13	10	76.9
To add an authorization	2	*	*	195	174	89.2
College/University Training						
In California	17	11	64.7	295	251	85.1
Outside of California	8	*	*	226	199	88.1
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	38	34	89.5
Bachelor's degree + additional credits	16	14	87.5	397	340	85.6
Master's degree or doctoral degree	9	*	*	279	250	89.6

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

Appendix B15: CSET: Mandarin – Annual (2014-15) and Cumulative Passing Rates, 2004-15

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	60	56	93.3	1,181	1,094	92.6
Ethnicity						
African American	1	*	*	1	*	*
Asian American	46	44	95.7	942	879	93.3
Hispanic American	0	0	0.0	1	*	*
Native American	0	0	0.0	0	0	0.0
White, non-Hispanic	1	*	*	22	17	77.3
Gender						
Female	49	47	95.9	967	900	93.1
Male	9	*	*	185	166	89.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	36	32	88.9	733	685	93.5
To obtain an initial Ed Special teaching credential	2	*	*	49	42	85.7
To add an authorization	3	*	*	193	175	90.7
College/University Training						
In California	12	11	91.7	202	169	83.7
Outside of California	15	14	93.3	423	403	95.3
Educational Level						
Fresh/Soph/Jr/Sr College	5	*	*	29	25	86.2
Bachelor's degree + additional credits	14	13	92.9	403	362	89.8
Master's degree or doctoral degree	23	21	91.3	538	507	94.2

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

Appendix B16: CSET: Spanish – Annual (2016-17) and Cumulative Passing Rates, 2004-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	208	158	76.0	5,267	4,590	87.1
Ethnicity						
African American	2	*	*	54	47	87.0
Asian American	5	*	*	126	108	85.7
Hispanic American	124	92	74.2	3,157	2,702	85.6
Native American	0	0	0.0	12	10	83.3
White, non-Hispanic	43	35	81.4	1,274	1,166	91.5
Gender						
Female	152	116	76.3	3,737	3,268	87.4
Male	53	39	73.6	1,473	1,276	86.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	174	133	76.4	3,576	3,122	87.3
To obtain an initial Ed Special teaching credential	5	*	*	69	57	82.6
To add an authorization	16	11	68.8	1,100	973	88.5
College/University Training						
In California	140	103	73.6	2,717	2,330	85.8
Outside of California	31	27	87.1	802	727	90.6
Educational Level						
Fresh/Soph/Jr/Sr College	24	17	70.8	411	367	89.3
Bachelor's degree + additional credits	122	93	76.2	3,086	2,662	86.3
Master's degree or doctoral degree	50	40	80.0	1,230	1,103	89.7

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

Appendix B17: Updated CSET: Mathematics (Foundational-Level) – Annual (2015-17) and Cumulative Passing Rates, 2015-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	593	268	45.2	1,813	919	50.7
Ethnicity						
African American	22	4	18.2	77	21	27.3
Asian American	109	63	57.8	275	171	62.2
Hispanic American	132	47	35.6	425	172	40.5
Native American	1	*	*	7	*	*
White, non-Hispanic	236	110	46.6	742	404	54.4
Gender						
Female	325	147	45.2	1,024	522	51.0
Male	257	113	44.0	767	383	49.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	259	113	43.6	702	330	47.0
To obtain an initial Ed Special teaching credential	4	*	*	22	10	45.5
To add an authorization	7	*	*	31	8	25.8
College/University Training						
In California	401	155	38.7	1,223	568	46.4
Outside of California	119	71	59.7	329	191	58.1
Educational Level						
Fresh/Soph/Jr/Sr College	80	38	47.5	166	91	54.8
Bachelor's degree + additional credits	368	159	43.2	1,148	561	48.9
Master's degree or doctoral degree	99	46	46.5	289	152	52.6

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

Appendix B18: CSET: Mathematics (Foundational-Level) – Annual (2016-17) and Cumulative Passing Rates, 2003-15

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES				17,052	8,615	50.5
Ethnicity						
African American				1,025	365	35.6
Asian American				2,566	1,503	58.6
Hispanic American				2,811	1,202	42.8
Native American				105	40	38.1
White, non-Hispanic				8,657	4,521	52.2
Gender						
Female				9,402	4,684	49.8
Male				7,479	3,837	51.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential				9,671	5,196	53.7
To obtain an initial Ed Special teaching credential				165	48	29.1
To add an authorization				4,575	2,059	45.0
College/University Training						
In California				8,922	4,463	50.0
Outside of California				2,153	1,289	59.9
Educational Level						
Fresh/Soph/Jr/Sr College				932	436	46.8
Bachelor's degree + additional credits				11,017	5,491	49.8
Master's degree or doctoral degree				3,598	1,886	52.4

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

Appendix B19: Updated CSET: Mathematics – Annual (2016-17) and Cumulative Passing Rates, 2015-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	374	234	62.6	1,122	728	64.9
Ethnicity						
African American	5	*	*	31	19	61.3
Asian American	110	75	68.2	243	174	71.6
Hispanic American	62	25	40.3	195	87	44.6
Native American	1	*	*	3	*	*
White, non-Hispanic	145	95	65.5	466	310	66.5
Gender						
Female	162	87	53.7	516	289	56.0
Male	204	143	70.1	581	418	71.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	257	160	62.3	769	508	66.1
To obtain an initial Ed Special teaching credential	3	*	*	11	6	54.5
To add an authorization	7	*	*	31	24	77.4
College/University Training						
In California	254	140	55.1	785	484	61.7
Outside of California	74	61	82.4	213	156	73.2
Educational Level						
Fresh/Soph/Jr/Sr College	73	43	58.9	182	125	68.7
Bachelor's degree + additional credits	199	113	56.8	654	390	59.6
Master's degree or doctoral degree	60	49	81.7	164	128	78.0

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

Appendix B20: CSET: Mathematics – Annual (2016-17) and Cumulative Passing Rates, 2003-15

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES				10,103	6,505	64.4
Ethnicity						
African American				460	194	42.2
Asian American				2,167	1,614	74.5
Hispanic American				1,206	612	50.7
Native American				61	28	45.9
White, non-Hispanic				4,946	3,203	64.8
Gender						
Female				4,557	2,787	61.2
Male				5,369	3,583	66.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential				6,985	4,558	65.3
To obtain an initial Ed Special teaching credential				68	39	57.4
To add an authorization				1,941	1,241	63.9
College/University Training						
In California				4,463	2,907	65.1
Outside of California				1,560	1,149	73.7
Educational Level						
Fresh/Soph/Jr/Sr College				892	604	67.7
Bachelor's degree + additional credits				5,903	3,615	61.2
Master's degree or doctoral degree				2,410	1,712	71.0

Appendix B21: CSET: Music – Annual (2016-17) and Cumulative Passing Rates, 2004-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	128	109	85.2	1,567	1,441	92.0
Ethnicity						
African American	6	*	*	42	33	78.6
Asian American	9	*	*	148	137	92.6
Hispanic American	18	15	83.3	197	181	91.9
Native American	0	0	0.0	6	*	*
White, non-Hispanic	74	63	85.1	949	887	93.5
Gender						
Female	57	47	82.5	733	677	92.4
Male	68	59	86.8	811	744	91.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	119	103	86.6	1,349	1,255	93.0
To obtain an initial Ed Special teaching credential	1	*	*	19	17	89.5
To add an authorization	4	*	*	131	114	87.0
College/University Training						
In California	91	78	85.7	956	882	92.3
Outside of California	32	27	84.4	300	274	91.3
Educational Level						
Fresh/Soph/Jr/Sr College	13	10	76.9	156	145	92.9
Bachelor's degree + additional credits	82	72	87.8	953	886	93.0
Master's degree or doctoral degree	27	22	81.5	397	361	90.9

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

Appendix B22: CSET: Physical Education – Annual (2016-17) and Cumulative Passing Rates, 2004-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	636	295	46.4	7,698	5,499	71.4
Ethnicity						
African American	34	12	35.3	471	250	53.1
Asian American	48	19	39.6	537	380	70.8
Hispanic American	102	35	34.3	1,125	694	61.7
Native American	3	*	*	63	39	61.9
White, non-Hispanic	335	179	53.4	4,544	3,448	75.9
Gender						
Female	263	117	44.5	3,158	2,260	71.6
Male	368	176	47.8	4,482	3,203	71.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	479	219	45.7	5,058	3,591	71.0
To obtain an initial Ed Special teaching credential	22	5	22.7	152	83	54.6
To add an authorization	74	45	60.8	1,787	1,361	76.2
College/University Training						
In California	419	200	47.7	4,566	3,256	71.3
Outside of California	63	26	41.3	840	599	71.3
Educational Level						
Fresh/Soph/Jr/Sr College	21	3	14.3	219	122	55.7
Bachelor's degree + additional credits	412	187	45.4	5,056	3,617	71.5
Master's degree or doctoral degree	130	75	57.7	1,678	1,251	74.6

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

Appendix B23: CSET: Preliminary Educational Technology – Annual (2016-17) and Cumulative Passing Rates, 2005-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	158	155	98.1	2,973	2,877	96.8
Ethnicity						
African American	2	*	*	70	64	91.4
Asian American	15	15	100.0	262	253	96.6
Hispanic American	16	14	87.5	317	290	91.5
Native American	4	*	*	25	25	100.0
White, non-Hispanic	96	96	100.0	1,870	1,832	98.0
Gender						
Female	96	95	99.0	1,800	1,738	96.6
Male	58	56	96.6	1,129	1,096	97.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	120	118	98.3	2,212	2,142	96.8
To obtain an initial Ed Special teaching credential	11	11	100.0	193	188	97.4
To add an authorization	6	*	*	228	222	97.4
College/University Training						
In California	71	69	97.2	1,286	1,239	96.3
Outside of California	14	14	100.0	234	232	99.1
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	107	97	90.7
Bachelor's degree + additional credits	102	101	99.0	2,037	1,975	97.0
Master's degree or doctoral degree	41	40	97.6	597	587	98.3

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

Appendix B24: Updated CSET: Science (Foundational-Level) – Annual (2015-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	415	248	59.8	4,309	2,529	58.7
Ethnicity						
African American	11	2	18.2	170	49	28.8
Asian American	42	23	54.8	485	290	59.8
Hispanic American	71	36	50.7	683	288	42.2
Native American	1	*	*	29	19	65.5
White, non-Hispanic	215	133	61.9	2,318	1,496	64.5
Gender						
Female	243	133	54.7	2,742	1,501	54.7
Male	166	109	65.7	1,511	983	65.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	58	28	48.3	1,169	643	55.0
To obtain an initial Ed Special teaching credential	2	*	*	47	24	51.1
To add an authorization	6	*	*	1,104	680	61.6
College/University Training						
In California	294	173	58.8	3,057	1,804	59.0
Outside of California	74	50	67.6	584	408	69.9
Educational Level						
Fresh/Soph/Jr/Sr College	24	14	58.3	157	104	66.2
Bachelor's degree + additional credits	269	168	62.5	2,635	1,571	59.6
Master's degree or doctoral degree	98	54	55.1	1,127	677	60.1

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

Appendix B25: CSET Science: Biology/Life Science – Annual (2016-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	739	500	67.7	13,595	10,750	79.1
Ethnicity						
African American	17	5	29.4	435	254	58.4
Asian American	106	85	80.2	1,900	1,536	80.8
Hispanic American	135	64	47.4	1,783	1,250	70.1
Native American	3	*	*	110	86	78.2
White, non-Hispanic	356	257	72.2	7,448	6,068	81.5
Gender						
Female	454	288	63.4	8,315	6,427	77.3
Male	279	208	74.6	5,088	4,161	81.8
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	143	72	50.3	7,999	6,789	84.9
To obtain an initial Ed Special teaching credential	1	*	*	101	67	66.3
To add an authorization	7	*	*	1,837	1,276	69.5
College/University Training						
In California	555	384	69.2	7,405	5,687	76.8
Outside of California	119	82	68.9	1,941	1,566	80.7
Educational Level						
Fresh/Soph/Jr/Sr College	124	103	83.1	1,508	1,369	90.8
Bachelor's degree + additional credits	470	314	66.8	8,614	6,815	79.1
Master's degree or doctoral degree	93	53	57.0	2,434	1,809	74.3

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

Appendix B26: CSET Science: Chemistry – Annual (2016-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	239	179	74.9	5,604	4,471	79.8
Ethnicity						
African American	2	*	*	167	114	68.3
Asian American	49	38	77.6	1,040	855	82.2
Hispanic American	36	24	66.7	645	460	71.3
Native American	2	*	*	35	25	71.4
White, non-Hispanic	104	84	80.8	2,936	2,412	82.2
Gender						
Female	119	82	68.9	2,956	2,244	75.9
Male	114	93	81.6	2,559	2,159	84.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	48	24	50.0	2,738	2,325	84.9
To obtain an initial Ed Special teaching credential	0	0	0.0	17	14	82.4
To add an authorization	4	*	*	1,338	1,023	76.5
College/University Training						
In California	169	126	74.6	3,033	2,347	77.4
Outside of California	47	37	78.7	1,086	902	83.1
Educational Level						
Fresh/Soph/Jr/Sr College	50	42	84.0	564	496	87.9
Bachelor's degree + additional credits	135	96	71.1	3,164	2,495	78.9
Master's degree or doctoral degree	37	27	73.0	1,465	1,183	80.8

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

Appendix B27: CSET Science: Earth/Planetary Science – Annual (2016-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	107	69	64.5	4,388	3,384	77.1
Ethnicity						
African American	2	*	*	78	38	48.7
Asian American	7	*	*	377	269	71.4
Hispanic American	18	9	50.0	448	294	65.6
Native American	0	0	0.0	48	37	77.1
White, non-Hispanic	62	45	72.6	2,890	2,315	80.1
Gender						
Female	55	33	60.0	2,168	1,567	72.3
Male	50	34	68.0	2,171	1,774	81.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	22	11	50.0	1,766	1,404	79.5
To obtain an initial Ed Special teaching credential	0	0	0.0	30	20	66.7
To add an authorization	2	1	50.0	1,487	1,196	80.4
College/University Training						
In California	85	56	65.9	2,488	1,843	74.1
Outside of California	11	8	72.7	573	465	81.2
Educational Level						
Fresh/Soph/Jr/Sr College	14	8	57.1	182	150	82.4
Bachelor's degree + additional credits	71	47	66.2	2,692	2,082	77.3
Master's degree or doctoral degree	16	10	62.5	1,165	920	79.0

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

Appendix B28: CSET Science: Physics – Annual (2016-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	128	66	51.6	3,339	2,134	63.9
Ethnicity						
African American	2	*	*	73	36	49.3
Asian American	25	14	56.0	515	316	61.4
Hispanic American	19	8	42.1	328	156	47.6
Native American	0	0	0.0	24	13	54.2
White, non-Hispanic	64	34	53.1	1,909	1,284	67.3
Gender						
Female	33	14	42.4	1,087	577	53.1
Male	94	51	54.3	2,197	1,516	69.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	36	11	30.6	1,530	1,129	73.8
To obtain an initial Ed Special teaching credential	1	*	*	12	5	41.7
To add an authorization	0	0	0.0	850	498	58.6
College/University Training						
In California	86	42	48.8	1,737	1,035	59.6
Outside of California	27	16	59.3	668	447	66.9
Educational Level						
Fresh/Soph/Jr/Sr College	18	10	55.6	266	203	76.3
Bachelor's degree + additional credits	76	34	44.7	1,800	1,100	61.1
Master's degree or doctoral degree	26	16	61.5	996	664	66.7

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

Appendix B29: CSET: Social Science – Annual (2016-17) and Cumulative Passing Rates, 2003-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,279	872	68.2	26,243	21,082	80.3
Ethnicity						
African American	36	14	38.9	1,063	688	64.7
Asian American	72	51	70.8	1,758	1,398	79.5
Hispanic American	269	151	56.1	4,349	3,220	74.0
Native American	5	*	*	201	151	75.1
White, non-Hispanic	690	506	73.3	15,192	12,565	82.7
Gender						
Female	529	316	59.7	11,065	8,317	75.2
Male	738	546	74.0	14,868	12,508	84.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	264	146	55.3	18,113	14,743	81.4
To obtain an initial Ed Special teaching credential	11	4	36.4	328	254	77.4
To add an authorization	12	9	75.0	3,142	2,531	80.6
College/University Training						
In California	913	624	68.3	14,355	11,376	79.2
Outside of California	184	136	73.9	2,873	2,382	82.9
Educational Level						
Fresh/Soph/Jr/Sr College	190	133	70.0	2,739	2,185	79.8
Bachelor's degree + additional credits	764	491	64.3	16,876	13,462	79.8
Master's degree or doctoral degree	228	187	82.0	4,678	3,905	83.5

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

Appendix C1: NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2016-17) and Cumulative Passing Rates, 2013-17

	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	753	710	94	2,134	2,048	96
Ethnicity						
African American	42	39	93	128	122	95
Asian American	89	74	83	207	186	90
Hispanic American	143	133	93	386	360	93
Native American	4	*	*	12	12	100
White, non-Hispanic	373	364	98	1,103	1,085	98
Gender						
Female	533	505	95	1,504	1,448	96
Male	214	199	93	605	575	95
Certification Status						
Seeking admission to educator prep program	162	154	95	496	473	95
Completed/completing educator prep program in CA	411	391	95	1,096	1,055	96
Completed/completing educator prep program outside CA	77	71	92	211	200	95
Completed/completing approved alternative route	70	69	99	229	228	100
CA Credentialed educator seeking additional authorization	24	20	83	59	54	92
Out of state credentialed educator seeking CA credential	9	*	*	43	38	88
Best Language						
English	742	701	94	2,108	2,028	96
Other	11	9	82	26	20	77
Educational Level						
High School or some college	188	181	96	541	512	95
Bachelor's degree	412	391	95	1,195	1,128	94
Master's degree or doctoral degree	153	138	90	398	361	91

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

Appendix D1: RICA Preparation and Demographic Data, 2010-17

RICA (2010-2017)	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
ALL EXAMINEES	33,876	100.0	433	100.0	33,976	100.0
Educational Level						
High School diploma	727	2.1	3	0.7	728	2.1
Associate of Arts degree	372	1.1	3	0.7	374	1.1
Bachelor's degree	5,442	16.1	45	10.4	5,452	16.0
Bachelor's degree + additional credits	21,266	62.8	287	66.3	21,344	62.8
Master's degree	2,097	6.2	46	10.6	2,110	6.2
Master's degree + additional credits	1,588	4.7	31	7.2	1,602	4.7
Doctoral degree	116	0.3	0	0.0	116	0.3
Did not respond	2,268	6.7	18	4.2	2,250	6.6
College Grade Point Average						
3.50 to 4.00	15,629	46.1	174	40.2	15,684	46.2
3.00 to 3.49	12,203	36.0	169	39.0	12,249	36.1
2.50 to 2.99	3,114	9.2	59	13.6	3,127	9.2
2.00 to 2.49	335	1.0	11	2.5	335	1.0
Below 2.00	5	0.0	2	0.5	7	0.0
Did not attend college	4	0.0	0	0.0	4	0.0
Did not respond	2,586	7.6	18	4.2	2,570	7.6
Reason for Taking RICA						
Multiple Subject Teaching Credential	23,125	68.3	290	67.0	23,220	68.3
Education Specialist Instruction Credential	6,636	19.6	125	28.9	6,668	19.6
No Response	4,115	12.1	18	4.2	4,088	12.0
Professional Preparation						
Not begun Professional Preparation	1,435	4.2	26	6.0	1,444	4.3
College/University Internship Program:						
First year in Program	4,064	12.0	29	6.7	4,075	12.0
Second year in Program	2,732	8.1	33	7.6	2,738	8.1
Completed Program	3,459	10.2	92	21.2	3,486	10.3
District Internship Program:						
First year in Program	1,231	3.6	23	5.3	1,236	3.6
Second year in Program	1,035	3.1	27	6.2	1,044	3.1
Completed Program	773	2.3	22	5.1	777	2.3
Non-intern College/University Program:						
Not begun student teaching	2,054	6.1	10	2.3	2,056	6.1
Begun student teaching	6,742	19.9	28	6.5	6,753	19.9
Completed student teaching	2,590	7.6	34	7.9	2,594	7.6
Completed Program	3,620	10.7	81	18.7	3,646	10.7
Did not respond	4,141	12.2	28	6.5	4,127	12.1
Preparation for Reading Instruction						
No preparation	27,707	81.8	378	87.3	27,827	81.9
Completed IHE course in Methods of Reading Instruction	22,527	66.5	250	57.7	22,605	66.5
Completed District Internship course	3,966	11.7	75	17.3	3,990	11.7
Observed Reading instruction in a K-12 school	10,035	29.6	112	25.9	10,071	29.6
Worked with individual students in K-12 school to improve their Reading skills	8,735	25.8	114	26.3	8,773	25.8
Had daily responsibility for classroom Reading instruction as student teacher or intern	10,894	32.2	155	35.8	10,956	32.2
Student Teaching Assignments						
None	5,225	15.4	60	13.9	5,247	15.4
One	8,483	25.0	104	24.0	8,520	25.1
Two	9,093	26.8	118	27.3	9,122	26.8
Three	2,055	6.1	50	11.5	2,069	6.1

RICA (2010-2017)	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
Four or more	1,340	4.0	23	5.3	1,349	4.0
Did not respond	2,002	5.9	58	13.4	2,029	6.0
Grade Level Teaching Experience						
None	28,155	83.1	396	91.5	28,271	83.2
Pre K-2	20,550	60.7	254	58.7	20,623	60.7
Grades 3-5	18,379	54.3	235	54.3	18,442	54.3
Grades 6-8	7,248	21.4	121	27.9	7,279	21.4
Grades 9-12	3,073	9.1	80	18.5	3,096	9.1
Best Language of Communication						
English	31,360	92.6	400	92.4	31,469	92.6
Spanish	303	0.9	6	1.4	303	0.9
Vietnamese	2	0.0	0	0.0	2	0.0
Cantonese	7	0.0	0	0.0	7	0.0
Hmong	4	0.0	0	0.0	4	0.0
Other	118	0.3	9	2.1	124	0.4
Did not respond	2,082	6.1	18	4.2	2,067	6.1
First Language of Communication						
English only	23,657	69.8	296	68.4	23,744	69.9
English and one or more other languages	5,428	16.0	79	18.2	5,444	16.0
One or more languages other than English	2,591	7.6	40	9.2	2,605	7.7
Did not respond	2,200	6.5	18	4.2	2,183	6.4
Gender						
Male	5,318	15.7	118	27.3	5,338	15.7
Female	28,090	82.9	315	72.7	28,170	82.9
Did not respond	468	1.4	0	0.0	468	1.4
Ethnicity						
African American/Black	1,004	3.0	26	6.0	1,010	3.0
Asian American/Asian	1,253	3.7	4	0.9	1,254	3.7
Filipino	604	1.8	3	0.7	606	1.8
Southeast Asian American	522	1.5	5	1.2	524	1.5
Pacific Island American	102	0.3	5	1.2	102	0.3
Mexican American or Chicano	5,191	15.3	88	20.3	5,205	15.3
Latino, Latin American, Puerto Rican, Hispanic	1,984	5.9	30	6.9	1,989	5.9
Native American, American Indian	196	0.6	3	0.7	198	0.6
White, non-Hispanic	16,911	49.9	210	48.5	16,965	49.9
Other	1,634	4.8	27	6.2	1,643	4.8
Did not respond	4,475	13.2	32	7.4	4,480	13.2

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates, 2010-17

RICA (2010-17)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	33,976	22,892	67.4	33,976	30,931	91.0
Educational Level						
High School diploma	861	592	68.8	728	678	93.1
Associate of Arts degree	461	279	60.5	374	339	90.6
Bachelor's degree	5,883	3,846	65.4	5,452	5,011	91.9
Bachelor's degree + additional credits	21,704	14,875	68.5	21,344	19,603	91.8
Master's degree	1,711	1,101	64.3	2,110	1,813	85.9
Master's degree + additional credits	1,536	1,051	68.4	1,602	1,410	88.0
Doctoral degree	116	100	86.2	116	110	94.8
Did not respond	1,704	1,048	61.5	2,250	1,967	87.4

RICA (2010-17)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
College Grade Point Average						
3.50 to 4.00	15,582	11,591	74.4	15,684	14,610	93.2
3.00 to 3.49	12,597	8,007	63.6	12,249	11,067	90.4
2.50 to 2.99	3,375	1,815	53.8	3,127	2,691	86.1
2.00 to 2.49	344	169	49.1	335	283	84.5
Below 2.00	7	*	*	7	*	*
Did not attend college	2	*	*	4	*	*
Did not respond	2,069	1,306	63.1	2,570	2,270	88.3
Reason for Taking RICA						
Multiple Subject Teaching Credential	23,611	16,487	69.8	23,220	21,401	92.2
Education Specialist Instruction Credential	6,754	4,147	61.4	6,668	5,958	89.4
No Response	3,611	2,258	62.5	4,088	3,572	87.4
Professional Preparation						
Not begun Professional Preparation	1,522	812	53.4	1,444	1,200	83.1
College/University Internship Program:						
First year in Program	4,655	3,225	69.3	4,075	3,801	93.3
Second year in Program	2,922	1,976	67.6	2,738	2,555	93.3
Completed Program	2,860	1,822	63.7	3,486	3,073	88.2
District Internship Program:						
First year in Program	1,359	836	61.5	1,236	1,124	90.9
Second year in Program	969	600	61.9	1,044	911	87.3
Completed Program	558	345	61.8	777	663	85.3
Non-intern College/University Program:						
Not begun student teaching	2,503	1,748	69.8	2,056	1,868	90.9
Begun student teaching	7,946	5,806	73.1	6,753	6,526	96.6
Completed student teaching	2,464	1,642	66.6	2,594	2,367	91.2
Completed Program	2,704	1,835	67.9	3,646	3,212	88.1
Did not respond	3,514	2,245	63.9	4,127	3,631	88.0
Preparation for Reading Instruction						
No preparation	28,554	19,578	68.6	27,827	25,588	92.0
Completed IHE course in Methods of Reading Instruction	23,185	16,279	70.2	22,605	20,922	92.6
Completed District Internship course	4,067	2,581	63.5	3,990	3,573	89.5
Observed Reading instruction in a K-12 school	10,654	7,514	70.5	10,071	9,344	92.8
Worked with individual students in K-12 school to improve their Reading skills	9,271	6,572	70.9	8,773	8,118	92.5
Had daily responsibility for classroom Reading instruction as student teacher or intern	11,420	8,089	70.8	10,956	10,216	93.2

RICA (2010-17)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Student Teaching Assignments						
None	6,197	4,024	64.9	5,247	4,703	89.6
One	8,880	6,245	70.3	8,520	7,944	93.2
Two	8,331	5,793	69.5	9,122	8,379	91.9
Three	1,912	1,328	69.5	2,069	1,878	90.8
Four or more	1,407	887	63.0	1,349	1,197	88.7
Did not respond	2,213	1,451	65.6	2,029	1,853	91.3

RICA (2010-17)	First-Time Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Grade Level Teaching Experience						
None	3,115	1,957	62.8	2,591	2,279	88.0
Pre K-2	28,372	19,356	68.2	20,623	19,061	92.4
Grades 3-5	2,489	1,579	63.4	18,442	16,961	92.0
Grades 6-8	3,115	1,957	62.8	7,279	6,565	90.2
Grades 9-12	3,099	1,811	58.4	3,096	2,655	85.8
Best Language of Communication						
English	31,983	21,719	67.9	31,469	28,767	91.4
Spanish	283	130	45.9	303	244	80.5
Vietnamese	3	*	*	2	*	*
Cantonese	8	*	*	7	*	*
Hmong	5	*	*	4	*	*
Other	126	75	59.5	124	104	83.9
Did not respond	1,568	960	61.2	2,067	1,808	87.5
First Language of Communication						
English only	24,046	17,063	71.0	23,744	22,001	92.7
English and one or more other languages	5,617	3,318	59.1	5,444	4,777	87.7
One or more languages other than English	2,658	1,496	56.3	2,605	2,243	86.1
Did not respond	1,655	1,015	61.3	2,183	1,910	87.5
Gender						
Male	5,338	2,923	54.8	5,338	4,542	85.1
Female	28,170	19,584	69.5	28,170	25,944	92.1
Did not respond	468	385	82.3	468	445	95.1
Ethnicity						
African American/Black	1,010	555	55.0	1,010	853	84.5
Asian American/Asian	1,254	945	75.4	1,254	1,170	93.3
Filipino	606	404	66.7	606	552	91.1
Southeast Asian American	524	349	66.6	524	476	90.8
Pacific Island American	102	54	52.9	102	87	85.3
Mexican American or Chicano	5,205	2,836	54.5	5,205	4,475	86.0
Latino, Latin American, Puerto Rican, Hispanic	1,989	1,138	57.2	1,989	1,735	87.2
Native American, American Indian	198	117	59.1	198	179	90.4
White, non-Hispanic	16,965	12,254	72.2	16,965	15,834	93.3
Other	1,643	1,065	64.8	1,643	1,456	88.6
Did not respond	4,480	3,175	70.9	4,480	4,114	91.8

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

Appendix E1: CPACE (Content and Performance combined) Annual (2016-17) and Cumulative (2015-17) Passing Rates

CPACE (2015-17)	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	1,130	408	36.1	1,846	794	43.0
Ethnicity						
Not Specified	171	64	37.4	284	122	43.0
African American/Black	72	15	20.8	109	31	28.4
Japanese American/Japanese	9	*	*	14	8	57.1
Chinese American/Chinese	12	5	41.7	24	10	41.7
Korean American/Korean	10	3	30.0	18	9	50.0
Filipino American/Filipino	14	4	28.6	26	9	34.6
Cambodian American/Cambodian	0	0	0.0	1	*	*
Vietnamese American/Vietnamese	4	*	*	7	*	*
Other SE Asian Amer/SE Asian	3	*	*	5	*	*
Asian Indian American/Asian Indian	10	4	40.0	19	9	47.4
Hawaiian	2	*	*	2	*	*
Guamanian	1	*	*	2	*	*
Other Pacific Islander Amer/Other Pacific Islander	1	*	*	1	*	*
Mexican American/Chicano	104	30	28.8	165	60	36.4
Latino/Latino American/Puerto Rican/Other Hispanic	62	13	21.0	99	26	26.3
Native Amer/Amer Indian/Alaskan Native	8	*	*	12	4	33.3
White (non-Hispanic)	604	246	40.7	993	477	48.0
Other	42	13	31.0	64	22	34.4
Gender						
No response	19	5	26.3	31	11	35.5
Male	245	73	29.8	429	148	34.5
Female	866	330	38.1	1,386	635	45.8
First Language						
No response	19	5	26.3	87	35	40.2
English only	245	73	29.8	1,461	652	44.6
English and one or more other languages	866	330	38.1	222	89	40.1
One or more languages other than English	19	5	26.3	76	18	23.7
Education Level						
No response	67	19	28.4	108	40	37.0
Bachelor's	4	*	*	8	*	*
Bachelor's and additional credits	150	52	34.7	242	91	37.6
Master's	254	93	36.6	423	184	43.5
Master's and additional credits	568	205	36.1	917	399	43.5
Doctorate	87	35	40.2	108	40	37.0
Years Since Schooling						
No response	65	19	29.2	105	40	38.1
Currently attending college or graduate school	101	38	37.6	163	66	40.5
Less than 1 year	71	25	35.2	131	52	39.7
1-3 years	155	45	29.0	270	109	40.4
4-6 years	223	89	39.9	378	179	47.4
7-10 years	222	86	38.7	349	156	44.7
More than 10 years	293	106	36.2	450	192	42.7
College Grade Point Average						
No response	77	24	31.2	128	52	40.6
3.5 to 4.0	630	253	40.2	1,030	495	48.1

CPACE (2015-17)	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
3.0 to 3.49	338	111	32.8	550	207	37.6
2.5 to 2.99	79	18	22.8	126	35	27.8
2.0 to 2.49	6	*	*	11	5	45.5
Credential Types						
Elementary Teaching	524	200	38.2	847	382	45.1
Secondary Teaching	354	130	36.7	616	271	44.0
Special Education	130	39	30.0	190	70	36.8
Designated Subjects Teaching	18	1	5.6	20	2	10.0
Pupil Personnel Services	96	34	35.4	153	57	37.3
Speech-Language Pathology Services	3	*	*	9	*	*
Clinical or Rehabilitative Services	2	*	*	5	*	*
Child Development Permit	0	0	0.0	0	0	0.0
Employment Status						
No response	79	19	24.1	126	42	33.3
Elementary school	225	84	37.3	371	155	41.8
Middle school	128	41	32.0	210	84	40.0
Secondary school	254	82	32.3	427	175	41.0
Adult education	10	2	20.0	19	5	26.3
School district level	209	101	48.3	325	165	50.8
County Office of Education level	40	15	37.5	262	130	43.1
Employed in another educational setting	27	11	40.7	266	137	44.3
Employed, but not in an educational setting	4	*	*	271	145	45.5
Unemployed	7	*	*	275	152	46.7
K-8 school	62	17	27.4	280	159	47.9
Charter School	80	29	36.3	284	167	49.1
Continuation School	5	*	*	289	174	50.3
Education Assignment						
No response	76	24	31.6	123	50	40.7
General education teacher	440	152	34.5	733	299	40.8
Special education teacher	118	37	31.4	190	72	37.9
Adult or vocational education teacher	15	3	20.0	26	8	30.8
Program coordinator	197	75	38.1	310	147	47.4
Consultant	20	5	25.0	31	12	38.7
Counselor	50	13	26.0	78	22	28.2
Librarian	3	*	*	5	*	*
Nurse	1	*	*	4	*	*
Psychologist	41	16	39.0	70	27	38.6
Speech pathologist	3	*	*	9	*	*
Other non-administrative public school position	154	77	50.0	244	139	57.0
Currently not in an education assignment	12	5	41.7	23	11	47.8
Experience as an Educator						
No response	67	18	26.9	106	40	37.7
less than 3 years	13	4	30.8	18	4	22.2
3-5 years	93	31	33.3	141	57	40.4
6-10 years	311	133	42.8	542	259	47.8
11 or more years	646	222	34.4	1,039	434	41.8
Experience Related to Administration						
California public school (K-12)	617	236	38.2	1,016	457	45.0
Out-of-state public school (K-12)	14	6	42.9	30	9	30.0
Private school (K-12)	24	11	45.8	44	19	43.2

CPACE (2015-17)	Annual Passing Rate			Cumulative Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
Non-educational administrative experience	55	11	20.0	93	28	30.1
No administrative experience	143	42	29.4	240	95	39.6
Mentor/master teacher or support provider	160	59	36.9	255	115	45.1
Teacher on special assignment	117	43	36.8	109	51	46.8
Program coordinator or director	48	16	33.3	68	25	36.8
School Administration Related Coursework						
No response	115	39	33.9	193	78	40.4
1-6 semester credit hours	157	52	33.1	276	115	41.7
7-15 semester credit hours	66	20	30.3	109	38	34.9
16-24 semester credit hours	39	14	35.9	60	26	43.3
25 or more semester credit hours	102	26	25.5	159	53	33.3
None	651	257	39.5	1,049	484	46.1

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