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Information

Educator Preparation Committee

Annual Report on Passing Rates of Commission-Approved Examinations from 2020-21 to 2024-25

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

Recommended Action: For information only

Presenter: Mike Taylor, Consultant, Division of Research, Evaluation and Assessment

Strategic Plan Goal

Continuous Improvement

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

Annual Report on Passing Rates of Commission-Approved Examinations from 2020-21 to 2024-25

Introduction

This agenda item presents the passing rates for Commission on Teacher Credentialing (Commission) approved examinations over the past five years from 2020-21 through 2024-25. The statutory basis and purpose of each examination, the structure, the scoring process, the volume, and the first-time and cumulative passing rates are discussed in detail. Additional data tables referenced throughout this item are presented in the appendices.

Background

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

Current Role of Examinations in Teacher Credentialing

The role of the Commission's examinations has changed during the five years covered by this report, with added options available for educator credential program applicants to meet the Basic Skills Requirement (BSR) and the Subject Matter Requirement (SMR) using coursework authorized by AB 130 and SB 153.

On June 9, 2021, Governor Newsom signed the Education Trailer Bill AB 130 (Chap. 44, Stats. 2021). One key provision of the bill added the option to allow Commission-approved educator preparation programs to verify that a candidate has met the BSR by accepting qualifying college level coursework from a regionally accredited institution of higher education.

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

1. Successful completion of coursework, as verified by a Commission-approved program of professional preparation that addresses each of the Commission-adopted [domains of the applicable subject matter requirements](#).
2. Successful completion of an academic major in the subject they will teach.
 - a. For Single Subject credentials, the major must be in one of the subjects named in Education Code section 44257(a).
 - b. For Multiple Subject credentials, the major must be in liberal studies or an interdisciplinary major that includes coursework in language studies, literature,

mathematics, science, social studies, history, the arts, physical education, and human development.

- c. For Education Specialist credentials, the major must align with one of the acceptable majors for the Multiple Subject credential or Single Subject credential.
3. A combination of coursework and examination options that meet or exceed the domains of the subject matter requirements. Such mixing of options may only be done by candidates enrolled in a Commission-approved preparation program that allows for this option.

Following on the heels of the new options made available by AB 130 in 2021, on June 29, 2024, Governor Newsom signed Senate Bill 153 (Chap. 38, Stats 2024), which included the allowance of a candidate's bachelor's degree to meet the BSR for most credentials. Because this was a budget bill, the provisions took effect immediately.

The new pathways to meet BSR and SMR created by AB 130 and SB 153 have changed the landscape regarding who must take the Commission's examinations, particularly the California Basic Education Skills Test (CBEST) and CSET, now and into the future.

How Candidates Met Basic Skills and Subject Matter Requirements, 2021-25

Tables 1 and 2 show the number of credential candidates who met the BSR and the SMR by examination and by other options during the 2021-22 through 2024-25 fiscal years. 2021-22 was the first year in which the new AB 130 options were available. 2024-25 was the first fiscal year after SB 153 allowed a bachelor's degree to be used to meet the Basic Skills Requirement.

Basic Skills Requirement

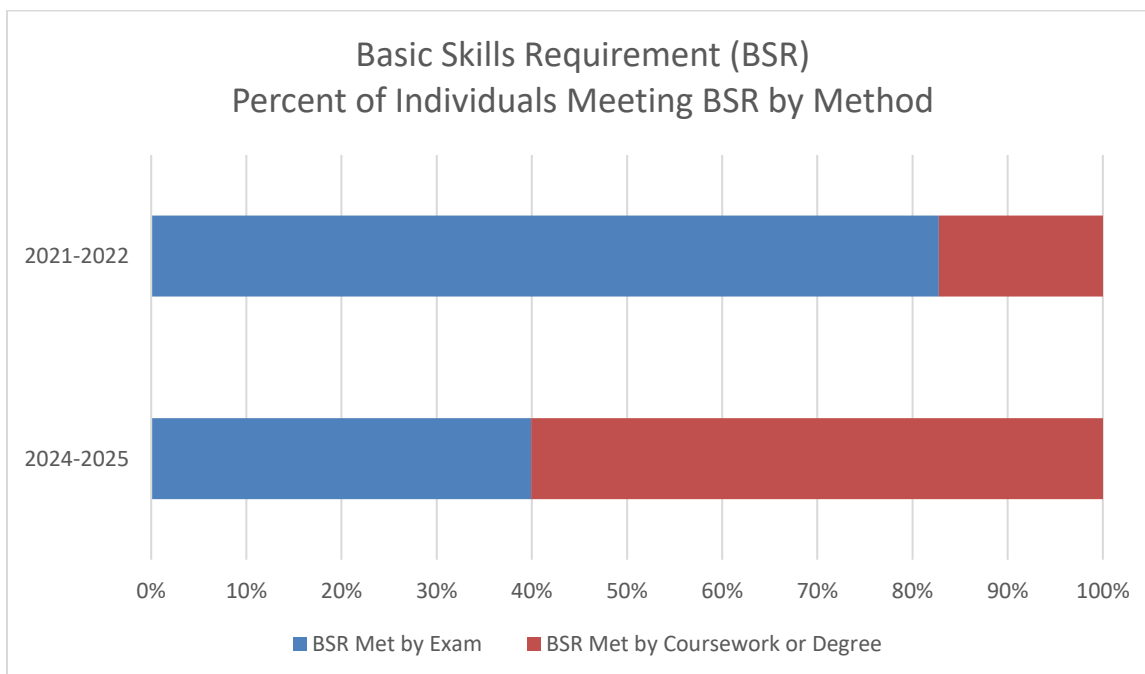
The specific method each individual used to meet BSR is not currently captured in the Commission's data systems, except for in some broad categories. Table 1 shows the number of credentials issued for each year from 2021-22 through 2024-25 sorted into two categories. The first category shows the numbers of candidates who met BSR using Commission-owned examinations, in this case CBEST or CSET Multiple Subjects plus Writing. The second category shows the numbers of candidates who met BSR using one of the other, non-Commission-examination [methods available](#). Although this category encompasses a number of potential methods for meeting BSR, it is believed that from 2021 through 2024 most individuals met the requirement using the coursework options authorized by AB 130. Staff believes that beginning in the 24-25 fiscal year most candidates met the BSR by possessing a bachelor's degree.

Table 1: Number of Credentials Issued by Options for Meeting the Basic Skills Requirement (BSR) 2021-25

Fiscal Year	2021-22	2022-23	2023-24	2024-25
Total Credentials	11,219	10,120	12,912	15,313
Single Subject Teaching Credentials	4,384	4,303	4,933	5,519
BSR met by examination (CBEST or CSET)	3,389	2,573	2,260	2,052

Fiscal Year	2021-22	2022-23	2023-24	2024-25
BSR met by an option other than CBEST (most likely coursework)	995	1,730	2,673	3,467
Multiple Subjects Teaching Credentials	5,092	4,303	5,826	7,407
BSR met by examination (CBEST or CSET)	4,346	3,012	3,012	2,785
BSR met by an option other than CBEST (most likely coursework)	746	1,291	2,814	4,622
Education Specialist Teaching Credentials	1,743	1,514	2,153	2,387
BSR met by examination (CBEST or CSET)	1,552	1,258	1,533	1,276
BSR met by an option other than CBEST (most likely coursework)	191	256	620	1,111

Table 1 shows clearly that the ratio of individuals who meet the BSR by taking Commission examinations compared to the number of individuals who meet the BSR using new coursework or degree options has turned completely upside down from what has historically been normal. The chart below shows this same information through a slightly different lens, highlighting the change over time.



As the above chart shows, as recently as the 2021-22 fiscal year, more than 80% of credential applicants were taking examinations to meet the BSR. In the most recent year of this report,

2024-25, that proportion dropped to only 40%. Now a majority of candidates meet the BSR using degrees or coursework completed prior to teacher preparation.

Subject Matter Requirement

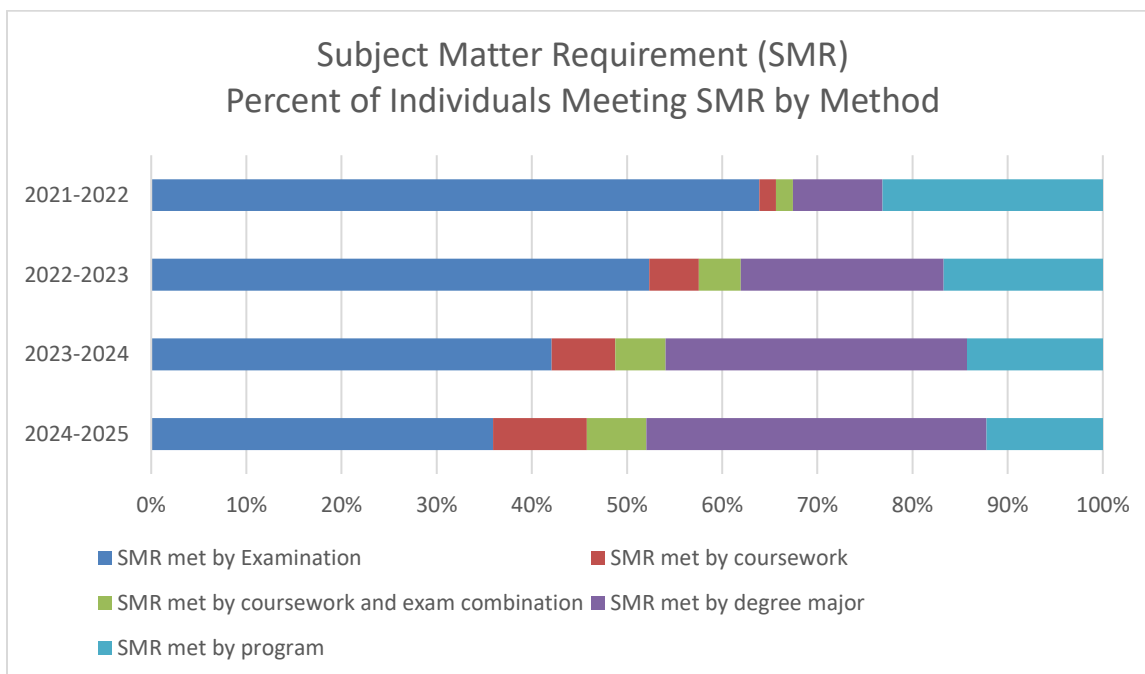
More information is available regarding the specific methods used by preliminary teaching credential candidates to meet SMR between 2021 and 2025. Table 2 shows the numbers of candidates who met the requirement by examination, coursework, a combination of coursework and examinations, degree major, or completion of a Commission-approved subject matter preparation program.

Table 2: Number of Credentials Issued by Options for Meeting the Subject Matter Requirement 2021-25

Fiscal Year	2021-22	2022-23	2023-24	2024-25
Total Credentials	11,219	10,120	12,912	15,313
SMR met by Examination	7,168	5,295	5,435	5,503
SMR met by coursework	196	528	860	1,508
SMR met by coursework and exam combination	201	448	682	958
SMR met by degree major	1,056	2,155	4,093	5,470
SMR met by program at a different IHE	495	273	303	313
SMR met by program at the recommending IHE	2,103	1,421	1,539	1,561
Total Single Subject Teaching Credentials	4,384	4,303	4,933	5,519
SMR met by Examination	2,558	1,846	1,596	1,571
SMR met by coursework	90	257	422	616
SMR met by coursework and exam combination	114	226	295	401
SMR met by degree major	482	1,143	1,848	2,268
SMR met by program at a different IHE	230	122	88	59
SMR met by program at the recommending IHE	910	709	684	604
Total Multiple Subjects Teaching Credentials	5,092	4,303	5,826	7,407
SMR met by Examination	3,328	2,467	2,661	2,858
SMR met by coursework	56	195	273	566
SMR met by coursework and exam combination	54	140	280	406
SMR met by degree major	393	765	1,706	2,511
SMR met by program at a different IHE	217	134	176	221

Fiscal Year	2021-22	2022-23	2023-24	2024-25
SMR met by program at the recommending IHE	1,044	602	730	845
Total Education Specialist Teaching Credentials	1,743	1,514	2,153	2,387
SMR met by Examination	1,282	982	1,178	1,074
SMR met by coursework	50	76	165	326
SMR met by coursework and exam combination	33	82	107	151
SMR met by degree major	181	247	539	691
SMR met by program at a different IHE	48	17	39	33
SMR met by program at the recommending IHE	149	110	125	112

Because of the new options to meet BSR and SMR made available by AB 130 and SB 153, Commission Staff expected the number of individuals using examinations to meet the requirements to decrease. Indeed these tables indicate the number of people meeting these requirements using examinations decreased overall during recent years. The number of people taking exams for these requirements has stabilized somewhat during the most recent two years included in this report, as exams remain a popular option for individuals who already possess specific content knowledge to easily demonstrate that knowledge for licensure. The chart below highlights the changes seen in Table 2 over time.



Information about the Commission's Examinations

In addition to the CBEST and CSET, the Commission has several additional exams available to individuals for various licensure purposes. Nearly all exams are owned by the Commission. Exams that are not owned by the Commission are noted in this report.

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.

Basic Skills Examinations

Candidates for most credentials, certificates, and permits are required to demonstrate proficiency in basic reading, mathematics, and writing skills. Pursuant to Education Code (EC) sections 44252(b) and 44252.5, the California Basic Educational Skills Test (CBEST) is one approved method used to verify that an individual has met the BSR. The CBEST was first administered in 1982.

Subject Matter Competency Examinations

Current law requires preliminary multiple or single subject credential candidates to demonstrate competency in the content area(s) they will teach. Education Code historically required all candidates for a preliminary teaching credential to meet the SMR by completing a Commission-approved subject matter program (EC §44310) or by passing the appropriate California Subject Examinations for Teachers (CSET) content area examination (EC §44280). As discussed above, more recently, college coursework and degree-matching options became available to teacher credential candidates for meeting the SMR. Education Specialist candidates must demonstrate competency in a core academic area and may use the CSET to do so. Both the Commission-approved subject matter programs and the CSET series of examinations are aligned with the state's TK-12 student academic content standards. It is important to note that, pursuant to EC section 44291, the CSET examinations must measure candidates' objective subject matter knowledge, skills, and abilities, and do not assess candidates' pedagogical knowledge of how to teach that particular subject to TK-12 students.

The CSET was first administered in 2003. Additional CSET examinations have been added as needed for additional credentials and authorizations. Commission staff most recently worked with the examinations contractor from 2020 through 2025 to update the CSET exams for the visual and performing arts (Art, Music, and Multiple Subject Subtest III) and to add new subject matter assessments for Dance and Theatre.

Reading Instruction Competence Assessment (RICA)

The Reading Instruction Competence Assessment (RICA) was retired in October 2025. RICA was designed to test professional knowledge about the teaching of reading. All multiple subject and education specialist teacher preparation programs are required to include instruction in the teaching of reading in their methodology courses. California candidates for these credentials were required to pass the RICA before they were recommended for a preliminary credential until July 2025 when the series of Teaching Performance Assessments (TPAs), revised in accordance with SB 488, were approved by the Commission. The current series of TPAs now measure the knowledge about the teaching of reading that RICA formerly assessed and RICA

was discontinued as a requirement for teaching credentials. Passage of the RICA was never a requirement for the single subject teaching credential. The RICA was first administered in 1998 and then revised in 2009, and again in 2021 when RICA was reorganized into three subtests. The content of the RICA was aligned by statute with a Reading Advisory published by the California Department of Education in 1995.

Other Assessments

Pursuant to EC section 44253.5, the California Teachers of English Learners (CTEL) examination is used by candidates other than those prepared in SB 2042 teacher preparation programs (e.g., out-of-state candidates) or prepared through other previously available English-learner preparation options to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL).

For candidates seeking a bilingual authorization via examination, also in accordance with the provisions of EC section 44253.5, the bilingual-specific subtests of the CSET: World Language examinations are used to demonstrate bilingual language, pedagogical methodology, and cultural knowledge and skills.

The National Evaluation Series (NES) Assessment of Professional Knowledge (APK) currently satisfies a part of the pedagogical portion of the Early Completion Option of the intern program for multiple subject and selected single subject credential candidates, pursuant to EC section 44468. The NES was adopted by the Commission beginning in 2013. The NES is owned and administered by the Evaluation Systems group of Pearson and is not a Commission-owned examination.

The California Preliminary Administrative Credential Examination (CPACE) was originally developed in 2011 as a custom California assessment to serve as the examination option for earning a Preliminary Administrative Services Credential, pursuant to EC section 44270.5(a)(3). The Commission updated the CPACE in 2015 to include both updated content assessment and performance assessment components.

Availability of Examinations

The majority of Commission examinations are offered year-round, on an on-demand basis at the contractor's computer-based testing sites, which are located throughout California, in all other states, at overseas locations, and by arrangement at military bases overseas. Additionally, most of the Commission's high-incidence exams are available for online proctoring at an examinee's home or office. When examinations cannot be available on-demand due to lower candidate volume or exam type, they are offered during several testing windows throughout the year. The Commission's [examination website](#) provides specific details for each examination and its availability throughout the testing year.

Resources for Examinees – The Commission Examinations Website

The [examinations website](#) and linked resources provide examinees with a wealth of information about the Commission's examinations, including how to register and what to expect on testing day. Information is also available for how to request testing accommodations.

Additionally, the website includes exam-specific information, such as the test design and format, the content eligible to be included, testing fees, minimum passing scores, and an explanation of the test results report candidates can expect to receive after testing. Examinees are also provided links to preparation materials for each examination, including sample questions and answers, practice tests, study references, and computer-based testing tutorials.

While commercial preparation materials and courses are offered by various companies and entities unrelated to the Commission, it is important to note that the Commission does not review or endorse any commercially-prepared or published test preparation materials or courses other than those provided on the examinations website.

Caveats about the Data

Passing rate data are based on examinees' test scores. When the total number of examinees for a given examination is fewer than 10, pass rate data is not reported. Preparation and demographic data are self-reported by examinees, and thus these data may not be available for all candidates or all questions; the data also may not be an accurate reflection of actual candidate demographics. Whenever demographic variables are available, the passing rate by variables such as gender, ethnicity, educational level, preparation, and parents' education levels are presented in the appendices. Again, these data are self-reported by examinees and may not be an accurate reflection of actual candidate demographics or characteristics.

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

A Note on Testing Bias

In the field of large-scale assessments, differential passing rates by subgroups are not considered bias in and of themselves. Commission examinations are designed, in part, to uncover differences in scores according to various subgroups, particularly groups based on race and ethnicity, to help understand gaps in education among the population of candidates coming into teacher preparation. Processes to avoid bias are built into the Commission's examination development and administration processes, which include (1) a Bias Review Committee that reviews all test content and questions for potential bias, recommends changes, and even eliminates items if necessary, and (2) differential item functioning (DIF) analysis, which more deeply compares question-level responses of members of various subgroups to flag for potential bias after test administration. The Commission employs these procedures specifically to reduce measurement error that might be caused by bias so that results by gender, race, and ethnicity can be accurately reported.

Definition of Terms

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

- Cohort – a group of examinees who took a particular examination in a particular year.
- Criterion-referenced test – a test designed to measure an examinee's knowledge and skills in relation to an established standard rather than in relation to the performance of

other examinees. Examinees who possess the knowledge and skills being measured are expected to perform well.

- Cumulative passing rate – the number of examinees who have passed the examination divided by the number of examinees who have taken all sections or subtests of the examination. Cumulative passing rate takes into account the fact that examinees can take the examination as many times as needed in order to pass. Please note that the 2024-25 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.

Examinee Score Reports

Only examinees who take the CBEST receive their actual scores because the examination is compensatory across the three content areas. For all other exams, examinees who pass an exam are not provided their actual scores because the assessment is a minimum competency, criterion-referenced assessment. The Commission sets a minimum passing score, and an examinee is only required to meet this minimum passing score for purposes of licensure. Psychometric validity for the use of scores above the minimum passing score has not been established, nor has the use of such scores for other purposes beyond meeting the Commission's minimum passing requirements been established. Examinees are provided with scaled scores only if they do not pass.

Scores for all Commission examinations are valid for use toward a California credential for ten years from the date of test administration. The only exception is the CBEST, for which passing scores remain valid and may be used indefinitely toward earning a credential.

Report Contents

This report is organized by examination type. The following information is included for each examination:

- a description of the examination and its purpose,
- scoring information,
- number of examinees, and
- first time and cumulative passing rates.

Self-reported candidate demographic and preparation data and associated passing rates for each examination can be found in the [appendices](#).

Examinations Fee Waivers

Beginning in the 2022-23 fiscal year, and continuing through the 2023-24 fiscal year, California State Budget funds were provided to cover the costs of examinations fees for California residents working to earn a teaching credential. During these years, candidates were able to take Commission examinations for free or were reimbursed for examination fees they may have paid. Staff believe that the examinations fee waivers resulted in higher-than-normal numbers of

exams being taken during the 2022-23 and 2023-24 fiscal years. While the Commission did not see extreme increases or decreases in the number of examinations administered during 2021-22, when examinees had to pay for exams, and 2022-23, when examinations became free, staff believe this is the result of the examinations fee waivers having been implemented shortly after new, non-examination options became available to teacher credential candidates for meeting the basic skills and subject matter requirements.

Reports 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. As discussed previously, California Education Code sections 44252 and 44252.6 allow several options for individuals to meet the Basic Skills Requirement. For the time period covered by this report, individuals were able to demonstrate basic skills proficiency by

- passing the CBEST; or
- possessing a baccalaureate degree (beginning July 1, 2024); or
- passing a basic skills examination from another state; or
- passing the CSET: Multiple Subjects plus the CSET: Writing Skills Test; or
- achieving qualifying scores on the SAT or ACT; or
- achieving a qualifying score on College Board Advanced Placement (AP) examination; or
- passing both the math and the English sections of the California State University (CSU) Early Assessment Program (EAP); or
- passing both of the CSU placement examinations: English Placement Test and Entry Level Mathematics. Although these examinations are no longer administered by the CSU, candidates who previously passed the examinations may still use those scores to meet the basic skills requirement; or
- providing transcripts of coursework necessary to meet the basic skills requirement; or
- using a combination of qualifying coursework and examination scores

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts important to performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a single testing session, or they can take each section separately at different times or locations. The computer-based CBEST is available on-demand throughout the year at the contractor’s computer-based testing centers and via online proctoring. Candidates who are not successful on a given subtest or subtests must wait 45 days from the date of testing to retake the examination.

Reading Section

The CBEST Reading section consists of 50 multiple-choice questions - 40 “scorable” questions used to determine a candidate’s score, and 10 “nonscorable” questions that are being field-tested for possible use in the future and which are not used to determine the candidate’s score. The questions assess the candidate’s ability to comprehend information presented in written

passages, tables, and graphs. Two major skill areas are covered: (a) critical analysis and evaluation, and (b) comprehension and research skills. Approximately 40 percent of the questions assess critical analysis and evaluation skills and approximately 60 percent assess comprehension and research skills.

Mathematics Section

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

Writing Section

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

Scoring of the CBEST

The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice questions that are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores. The Writing section consists of two essays, each of which is double-scored by qualified, calibrated scorers, using a holistic rubric that ranges from a low score of one to a high score of four. The scores from both essays are summed, yielding a Writing section raw score that can range from 4 to 16. The raw score is then converted to a scaled score. The total score is obtained by adding the Mathematics, Reading, and Writing scaled scores together. The Commission-adopted minimum passing standard for the CBEST is a total score of 123. It is not possible, however, to pass the CBEST if any section score is below 37, regardless of how high the total score may be. A score of at least 41 must be achieved on any individual subtest to combine the subtest score with other options for meeting the basic skills requirement.

Table 3: CBEST State Passing Score Standard and Score Range

Sections	State Passing Score Standard	Score Range
Reading Mathematics Writing	a scaled score of 41 in each of the three sections (a score as low as 37 on any section is acceptable if the minimum total score is 123)	20 – 80 for each section

Examination Volume

The number of total CBEST administrations continued to decline as expected during the years covered by this report. The number of CBEST administrations dropped most dramatically during the most recent year that data is available, 2024-25. This drop is likely the direct result of new options for meeting BSR becoming available. More specifically, now that teacher credential

candidates can meet BSR by earning a bachelor’s degree, most candidates never attempted the CBEST. The number of CBEST administrations is expected to continue to decline dramatically. But, because CBEST was required for nearly everyone for decades, it seems that it is taking some time for word to get out in California’s teacher preparation community that CBEST is no longer required.

CBEST, like all the other Commission examinations, was free for California residents in 2022-23 and 2023-24. Executive orders issued by the Governor intended to provide additional flexibility for credential candidates to meet BSR later in their preparation process likely delayed many CBEST administrations that might otherwise have occurred in 2020 and 2021.

Table 4 provides the number of CBEST test sections administered for the past five testing years. These data include all examinees who took the CBEST either within or outside California. The total number of CBEST administrations in 2024-25 dropped significantly from previous years as a result of the signing of SB 153 in 2024, which specifically allowed possession of a bachelor’s degree to exempt candidates from the Basic Skills examination.

Table 4: Number of CBEST Test Sections Administered, 2020-25

Testing Year	Number of total CBEST (all three sections at one time) Administrations	Number of Reading Test Sections Administered	Number of Mathematics Test Sections Administered	Number of Writing Test Sections Administered
2020-25	210,847	91,093	97,483	88,837
2024-25	13,501	5,093	5,306	4,916
2023-24	46,135	17,075	18,835	16,081
2022-23	55,598	20,907	22,808	19,558
2021-22	53,219	20,328	22,238	19,081
2020-21	42,394	27,690	28,296	29,201

Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in [Appendix A1: CBEST Preparation and Demographic Data, 2020 to 2025](#). More than 75 percent of examinees reported having a bachelor’s degree or higher. Almost 20 percent had not yet earned a bachelor’s degree, but nine percent reported having a master’s degree. More than 20 percent reported currently attending college. Sixteen percent of examinees reported that it had been more than ten years since they attended college.

More than 60 percent of CBEST examinees reported that they were currently enrolled in a professional preparation program and another 14 percent reported they were considering enrollment in a professional preparation program. More than 40 percent of examinees who answered the background questions reported taking the examination in order to obtain a teaching credential and another 45 percent reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching.

Nearly all examinees who responded to the background questions reported that English is their best language of communication. Less than one third of the examinees were male, and nearly two-thirds reported their ethnicity as something other than “white.”

Passing Rate

Table 5 shows data for both First-Time and Cumulative Passing Rates for each of the recent five cohorts, 2020-21 through 2024-25. The total number of examinees who completed all three sections, the number who passed, and the percent that passed are provided below.

Table 5: CBEST All Three Sections – First-Time and Cumulative Passing Rates, 2020-25

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2020-25	60,452	39,042	64.6	60,452	47,428	78.5
2024-25	2,886	1,953	67.7	2,886	2,156	74.7
2023-24	9,914	6,259	63.1	9,914	7,373	74.4
2022-23	13,003	8,153	62.7	13,003	10,045	77.3
2021-22	13,556	9,121	67.3	13,556	10,984	81.0
2020-21	21,093	13,556	64.3	21,093	16,870	80.0

The statewide first-time pass rates are all in the mid 60% range during the five years reported. The cumulative pass rate for each cohort will increase over time since there is more time and more administrations for an individual to take the assessment. Previous years’ cohorts have had more time to retake any sections they may not have passed.

Table 6 presents First-Time and Cumulative Passing Rates for the Reading section for the past five years.

Table 6: CBEST Reading Section – First-Time and Cumulative Passing Rates, 2020-25

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2020-25	70,905	53,584	75.6	70,905	57,116	80.6
2024-25	4,059	3,044	75.0	4,059	3,131	77.1
2023-24	12,951	9,402	72.6	12,951	9,938	76.7
2022-23	16,186	11,722	72.4	16,186	12,622	78.0
2021-22	16,215	12,485	77.0	16,215	13,315	82.1
2020-21	21,494	16,931	78.8	21,494	18,110	84.3

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

Table 7: CBEST Mathematics Section – First-Time and Cumulative Passing Rates, 2020-25

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2020-25	72,401	51,768	71.5	72,401	56,692	78.3
2024-25	4,074	2,967	72.8	4,074	3,081	75.6
2023-24	13,691	9,365	68.4	13,691	10,121	73.9
2022-23	16,784	11,697	69.7	16,784	12,987	77.4
2021-22	16,660	12,159	73.0	16,660	13,387	80.4
2020-21	21,192	15,580	73.5	21,192	17,116	80.8

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

Table 8: CBEST Writing Section – First-Time and Cumulative Passing Rates, 2020-25

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2020-25	65,270	45,242	69.3	65,270	49,125	75.3
2024-25	3,688	2,632	71.4	3,688	2,750	74.6
2023-24	11,782	8,083	68.6	11,782	8,686	73.7
2022-23	14,576	9,736	66.8	14,576	10,699	73.4
2021-22	14,524	10,442	71.9	14,524	11,178	77.0
2020-21	20,700	14,349	69.3	20,700	15,812	76.4

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

Table 9: CBEST – First-Time and Cumulative Passing Rates, 2020-25

Test Section	First-Time Pass Rate	Cumulative Pass Rate
Reading	76	81
Math	72	78
Writing	69	75
CBEST all sections	65	78

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, 2020 to 2025](#). First-time and cumulative passing rates by gender and ethnicity are shown in Tables 10 and 11.

Table 10: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Gender, 2020-25

Gender	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	60,452	39,042	65	60,452	47,428	78
Female	40,168	24,439	61	40,168	30,405	76
Male	18,596	13,300	72	18,596	15,555	84
Nonbinary	365	301	82	365	327	90
Decline to state	1,323	1,002	76	1,323	1,141	86

Table 11: CBEST All Three Sections – First-Time and Cumulative Passing Rates by Ethnicity, 2020-25

Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	60,452	39,042	65	60,452	47,428	78
African American	3,642	1,829	50	3,642	2,460	68
Asian American	2,501	1,526	61	2,501	1,811	72
Filipino	1,860	1,111	60	1,860	1,333	72
Southeast Asian	1,320	785	59	1,320	963	73
Pacific Islander	292	196	67	292	239	82
Mexican American	15,893	8,916	56	15,893	11,521	72
Latino	6,354	3,542	56	6,354	4,581	72
Native American	364	224	62	364	277	76
White	22,813	17,683	78	22,813	20,213	89
Other	4,122	2,363	57	4,122	2,963	72
No Response	1,291	867	67	1,291	1,067	83

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

CSET: California Subject Examinations for Teachers

With the exception of the bilingual assessments and the optional Writing Skills assessment, the California Subject Examinations for Teachers (CSET) tests measure the candidate's competency in the subject matter they will be authorized to teach. The CSET series includes CSET: Multiple Subjects and CSET: Single Subjects. The CSET: Multiple Subjects examination consists of three subtests and an optional Writing Skills subtest, and the CSET: Single Subjects examinations consist of two to five subtests, depending on the candidate's subject area. All of the CSET examinations consist of both multiple-choice (MC) and constructed-response (CR) items with the exception of certain less-commonly taught World Languages, which consist entirely of constructed response questions. Examinees can choose to take one or more subtests of a given content area within a single testing session.

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

Table 12: Domains, Number of Subtests and Item Types for CSET Examinations

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
Agriculture	Plant and Soil Science; Ornamental Horticulture; Animal Science; Environmental Science and Natural Resource Management; Agricultural Business and Economics; Agricultural Systems Technology	3	120	9
Art (through 9/25/22)	Aesthetic Valuing; Historical and Cultural Context of the Visual Arts; Artistic Perception; Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art	2	100	8
Art (beginning 11/21/22)	Creating; Presenting; Responding; Connecting	2	80	5
Business	Business Management; Marketing; Accounting and Finance; Economics; Information Technology; Business Environment and Communication	3	120	6
Dance	Creating; Performing; Responding; Connecting	2	80	5
English	Reading Literature and Informational Texts; Composition and Rhetoric; Language, Linguistics, and Literacy; Communications: Speech, Media, and Creative Performance	4	100	6
English Language Development	Knowledge of English learners in California and the United States; Applied Linguistics; Cultural Foundations; Foundations of English Learner Education in California and the United States; Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	3	100	7
Health Science	Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases; Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs; Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health	3	120	5

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
Home Economics	Personal, Family, and Child Development; Nutrition, Foods, and Hospitality; Fashion and Textiles; Housing and Interior Design; Consumer Education	3	120	7
Industrial and Technology Education	Nature of Technology; Power and Energy; Information and Communication; Project and Product Development	2	120	6
Mathematics* I	Number and Quantity; Algebra		35	3
Mathematics* II	Geometry; Probability and Statistics		35	3
Mathematics* III	Calculus		30	2
Multiple Subjects	Language and Linguistics; Non-Written and Written Communication; Reading Comprehension and Analysis; World History; United States History; California History; Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; Physical Sciences; Life Sciences; Earth and Space Sciences; Dance; Music; Theatre; Visual Art; Movement Skills and Movement Knowledge; Self-Image and Personal Development; Social Development; Cognitive Development from Birth Through Adolescence; Social and Physical Development from Birth Through Adolescence; Influences on Development from Birth Through Adolescence	3	143	11
Music (through 9/25/22)	Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing; Creative Expression; Connections, Relationships, and Applications; Music Methodology and Repertoire	3	125	7
Music (beginning 11/21/22)	Creating; Performing; Responding; Connecting	2	80	5
Physical Education	Growth, Motor Development, and Motor Learning; The Science of Human Movement; The Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles; Professional Foundations; Integration of Concepts	3	120	5

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
Science** I	Scientific Practices, Engineering Design and Applications, and Crosscutting Concepts		33	1
Science** I	Physical Sciences		23	1
Science** I	Life Sciences		22	1
Science** I	Earth and Space Sciences		22	1
Science** II Concentration: Life Science	From Molecules to Organisms: Structures and Processes; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; Biological Evolution: Unity and Diversity		50	3
Science** II Concentration: Chemistry	Structure and Properties of Matter; Chemical Reactions and Chemical Bonding; Energy		50	3
Science** II Concentration: Earth and Space Sciences	Earth's Place in the Universe; Earth's Systems; Earth and Human Activity		50	3
Science** II Concentration: Physics	Motion and Stability: Forces and Interactions; Energy; Waves and Their Applications; Modern Physics		50	3
Social Science	World History; Principles of Geography; U.S. History; Principles of Economics; California History; Principles of American Democracy	3	118	9
Theatre	Creating; Performing; Responding; Connecting	2	80	5
WL: American Sign Language	Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; General Linguistics; Linguistics of the Target Language –American Sign Language (ASL); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production	3	78	8
WL: Arabic, Armenian, Farsi, Filipino, Hmong, Khmer	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and	4	50	18

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
	Historical Contexts; Sociopolitical and Sociocultural Contexts			
WL: Cantonese, Japanese, Korean, Mandarin, Punjabi, Vietnamese	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	5	110	19
WL: French, German, Russian	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	5	160	15
WL: Spanish	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Language and Communication: Oral Expression; Language and Communication: Listening Comprehension; Language and Communication: Reading Comprehension; Language and Communication: Written Expression; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	5	210	10

CSET Examination	Domains Measured	Number of Subtests	Number of MC Items	Number of CR Items
WL: Hebrew, Hindi***	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons; Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment; Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	3	50	11
WL: Italian, Portuguese Turkish***	General Linguistics; Linguistics of the Target Language; Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons	1	0	6
Writing Skills	Expository Writing; Expressive Writing	1	0	2

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

**The CSET: Science subtest I covers general science content while subtest II covers the candidate's area of concentration. A credential in this subject matter based on subtest I and the specific science in subtest II authorizes teaching general and integrated science and the area of concentration. Foundational-Level General Science requires subtest I, and the credential authorizes teaching only in general, introductory, and integrated science (integrated science through Grade 8 only).

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

[Appendix B1](#) shows detailed information about the numbers of subtests, individual domains measured, and item types for each of the CSET subject areas.

Scoring of the CSET

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

Examination Volume

More than 480,000 examinees have taken subject matter examinations since the inception of the CSET in 2003.

Table 13: CSET Multiple and Single Subjects – Total number of examinees (Total Attempts), 2020-25

CSET Examination	Since Inception	2020-21	2021-22	2022-23	2023-24	2024-25
All Examinees	483,254	14,492	10,199	13,100	12,434	8,904
Agriculture	358	15	11	11	13	7
Art (2003-2022)	3,809	211	133	34		
Art (Updated 2022)	676			141	278	257
Business	911	14	11	18	20	28
Dance	200		23	39	60	78
English	13,271	1,339	685	898	823	573
English Language Development	207	17	4	10	21	12
Foundational Level Mathematics*	5,357	536	395	498	440	331
Foundational Level Science*	2,465	345	296	393	322	257
Health Science	4,840	138	109	206	243	159
Home Economics	710	8	20	29	44	16
Industrial and Technology Education	1,182	28	28	37	42	36
Mathematics	4,222	470	265	285	330	239
Multiple Subjects	36,485	6,350	4,842	581	94	24
Multiple Subjects (Updated 2022)	15,889			5,682	5,554	3,902
Music (2004-2022)	2,164	134	59	9		
Music (Updated 2022)	163			33	68	59
Physical Education	12,765	594	476	702	777	592
Science: Life Sciences	4,284	698	378	372	364	253
Science: Chemistry	1,829	303	177	196	195	133
Science: Earth and Space Science	855	126	91	119	109	64
Science: Physics	1,033	162	106	105	115	75
Social Science	34,797	1,117	886	1,099	958	713
Theatre	225		25	64	63	73
WL: American Sign Language	391	25	9	16	8	2
WL: Arabic	83	2	4	3	3	2
WL: Armenian	34	1	*	3	4	2

CSET Examination	Since Inception	2020-21	2021-22	2022-23	2023-24	2024-25
WL: Cantonese	18	*	*	2	*	1
WL: Farsi	17	*	1	*	2	2
WL: Filipino	91	2	1	7	7	6
WL: French	989	21	14	15	14	13
WL: German	130	5	4	2	3	*
WL: Hebrew	11	*	1	*	4	1
WL: Hindi	18	*	*	*	5	3
WL: Hmong	46	2	5	3	4	1
WL: Italian	95	*	4	7	1	6
WL: Japanese	269	5	5	12	9	8
WL: Khmer	6	1	*	*	*	2
WL: Korean	360	12	20	25	28	22
WL: Mandarin	1,575	31	38	51	55	48
WL: Portuguese	49	7	2	7	7	3
WL: Punjabi	29	5	*	1	*	2
WL: Russian	70	3	1	1	3	1
WL: Spanish	7,125	258	145	207	204	166
WL: Turkish	14	1	*	2	4	*
WL: Vietnamese	127	4	4	2	6	11
Writing Skills	12,430	374	188	287	251	76

* These numbers incorporate all examinees who took only foundational level subtests and includes individuals seeking a foundational level credential and those seeking the broader mathematics or science authorization.

Table 14 presents annual passing rates and cumulative passing rates for multiple subjects and the single subjects. Note that for World Languages (WL), candidates for a Single Subject WL credential and candidates for a Bilingual Authorization take the same language subtest (subtest II or III, depending on the particular world language). It is not possible to separate these data for only those candidates who took these subtests for the purposes of obtaining a Single Subject credential or a Bilingual Authorization.

Table 14: CSET – Annual (2024-25) and Cumulative (life of examination) Passing Rates

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinations	8,904	5,351	60.1	483,254	391,262	81.0
Agriculture	7	*	*	358	207	57.8
Art	0	*	*	3,809	3,222	84.6
Art (Updated 2022)	257	245	95.3	676	626	92.6
Business	28	7	25.0	911	504	55.3
Dance	78	68	87.2	200	182	91.0

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
English	573	350	61.1	13,271	11,021	83.0
English Language Development	12	0	0.0	207	26	12.6
Foundational Level Mathematics	331	133	40.2	5,357	2,827	52.8
Foundational Level Science	257	128	49.8	2,465	1,422	57.7
Health Science	159	82	51.6	4,840	3,680	76.0
Home Economics	16	7	43.8	710	513	72.3
Industrial Technology Education	36	30	83.3	1,182	1,015	85.9
Mathematics	239	115	48.1	4,222	2,906	68.8
Multiple Subjects	24	15	62.5	36,485	31,301	85.8
Multiple Subjects (Updated 2022)	3,902	2,513	64.4	15,889	11,770	74.1
Music	0	*	*	2,164	1,999	92.4
Music (Updated 2022)	59	46	78.0	163	138	84.7
Physical Education	592	265	44.8	12,765	9,305	72.9
Science: Life Sciences	253	161	63.6	4,284	3,341	78.0
Science: Chemistry	133	71	53.4	1,829	1,393	76.2
Science: Earth and Space Sciences	64	17	26.6	855	478	55.9
Science: Physics	75	27	36.0	1,033	653	63.2
Social Science	713	428	60.0	34,797	28,323	81.4
Theatre	73	64	87.7	225	207	92.0
WL: American Sign Language	2	*	*	391	240	61.4
WL: Arabic	2	*	*	83	75	90.4
WL: Armenian	2	*	*	34	31	91.2
WL: Cantonese	1	*	*	18	13	72.2
WL: Farsi	2	*	*	17	15	88.2
WL: Filipino	6	*	*	91	86	94.5
WL: French	13	6	46.2	989	863	87.3
WL: German	0	*	*	130	103	79.2
WL: Hebrew	1	*	*	11	9	81.8
WL: Hindi	3	*	*	18	13	72.2
WL: Hmong	1	*	*	46	41	89.1
WL: Italian	6	*	*	95	87	91.6

CSET Examination	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
WL: Japanese	8	*	*	269	223	82.9
WL: Khmer	2	*	*	6	*	*
WL: Korean	22	20	90.9	360	333	92.5
WL: Mandarin	48	43	89.6	1,575	1,474	93.6
WL: Portuguese	3	*	*	49	40	81.6
WL: Punjabi	2	*	*	29	17	58.6
WL: Russian	1	*	*	70	60	85.7
WL: Spanish	166	98	59.0	7,125	6,212	87.2
WL: Turkish	0	*	*	14	14	100.0
WL: Vietnamese	11	10	90.9	127	119	93.7
Writing Skills	76	61	80.3	12,430	10,567	85.0

**Note: Pass rates are not reported for exams with fewer than 10 candidates*

[Appendix B13](#) displays the CSET: Multiple Subjects passing rates by selected demographic variables.

Table 15 shows annual and cumulative passing rates by gender and ethnicity, as self-reported by examinees.

Table 15: CSET: All Examinations (total attempt) – Annual (2024-25) and Cumulative (life of examination) Passing Rates by Candidate-Reported Gender and Ethnicity

CSET (all subject areas)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	8,904	5,351	60.1	483,254	391,262	81.0
Female	5,686	3,331	58.6	333,362	273,575	82.1
Male	2,911	1,797	61.7	142,870	111,805	78.3
Nonbinary	49	38	77.6	303	255	84.2
Decline to state	258	185	71.7	6,719	5,627	83.7
African American	438	179	40.9	20,531	13,364	65.1
Asian American	1,321	894	67.7	54,055	43,639	80.7
Hispanic American	2,833	1,353	47.8	103,271	78,325	75.8
Native American	57	31	54.4	3,055	2,324	76.1
White	3,597	2,470	68.7	246,720	207,830	84.2

The cumulative passing rate was higher than the annual rate due to multiple testing opportunities. Passing rates differed by ethnicity, reason for taking the CSET, college/university training, and highest educational level. This information and more can be found in the appendices.

[Appendix B](#) displays CSET: Single Subject passing rates by selected demographic variables. Similar to the CSET: Multiple Subjects, the passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained.

National Evaluation Series (NES) Examinations

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

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

Each of the NES assessments contains 100 multiple choice questions, one case study written assignment, and one work product written assignment. The general structure of the examinations is shown below. Table 16 shows the content domains and item format for the NES examinations.

Table 16: NES Assessment of Professional Knowledge Test Structure

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

NES Passing Rates

Tables 17 and 18 show the initial and cumulative passing rates for the NES examinations in California.

Table 17: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual (2024-25) and Cumulative (2013-25) Passing Rates

Subtest	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
051 Assessment of Professional Knowledge - Elementary	270	249	92	4093	3739	91
052 Assessment of Professional Knowledge - Secondary	169	156	92	2933	2722	93

Table 18: National Evaluation Series (NES) Assessment of Professional Knowledge – Annual 2024-25 and Cumulative (2013-25) Passing Rates by Candidate-Reported Gender and Ethnicity

All Subtests	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	439	405	92	7,026	6,461	92
Female	325	302	93	5,168	4,780	92
Male	107	97	91	1,758	1,588	90
African American	23	21	91	343	301	88
Asian American	17	15	88	548	456	83
Hispanic American	132	115	87	1,637	1,415	86
Native American	1	*	*	56	41	73
White	222	213	96	3,645	3,503	96

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

RICA: Reading Instruction Competence Assessment (Retired in 2025)

The Reading Instruction Competence Assessment (RICA) measured professional knowledge related to the teaching of reading, including both content and applied pedagogical knowledge. Passing the RICA examination was required for all Preliminary Multiple Subject Teaching Credential candidates and most California-trained Education Specialist Teaching Credential candidates until July 1, 2025 when the new Teaching Performance Assessment (TPA) Models including literacy were approved by the Commission. The RICA covered 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 assessed competencies in Domain 1; 33 percent assessed competencies in Domain 2; 13 percent in Domain 3; 20 percent in Domain 4; and 23 percent in Domain 5.

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

A. The RICA Written Examination

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

2009 RICA Multiple-Choice Section

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

2009 RICA Constructed-Response Section

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

1. Focused educational problems and instructional tasks – These items presented problems or tasks in educational contexts and required candidates, first, to consider information about a class, a group of students, an individual student, or an instructional situation, and then to provide explanations or devise appropriate instructional strategies or assessment approaches for the specified student(s). Four focused educational problems and instructional tasks were included in each examination. Each problem or task assessed 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 required a written response of approximately 75-125 words, and those in Domains 2 and 5 each required a written response of approximately 150-300 words.
2. A case study based on a student profile – For this item type, candidates received substantial background information about a student and samples of materials illustrating the student’s reading performance. Candidates were asked to assess the student’s reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each examination had one case study, which included content related to all five domains. Candidates provided a written response of approximately 300-600 words.

2021 RICA Three-Subtest Test Design

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

- Subtest I: 35 multiple-choice questions and 2 constructed-response questions
- Subtest II: 35 multiple-choice questions and 2 constructed-response questions

- Subtest III: 25 multiple-choice questions and 1 constructed-response question

B. The RICA Video Performance Assessment

The RICA Video Performance Assessment was designed to allow candidates to choose and submit videos of their best classroom work related to teaching reading. Candidates were required to create three “video packets,” each of which included:

- a completed Instructional Context Form, on which candidates provided 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 provided an appraisal of the video-recorded instruction, suggestions for further or alternative instructional strategies, and similar information.

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

Scoring the RICA

The RICA Written Examination consisted of multiple-choice and constructed-response items, as described above. The score for the multiple-choice sections was based on the number of questions candidates correctly answered with no penalty for wrong answers. For the constructed-response items, each response received a score from two qualified and calibrated scorers, each working independently. The sum of the two scores for each response represented that response’s raw score. The raw scores for each of the items were then weighted according to the Commission-approved test design. A candidate’s total score for the RICA Written Examination was the sum of the scores on the multiple-choice sections and the weighted score from the constructed-responses, which were converted to a scaled score. Responses to the constructed-response items accounted for half of a candidate’s total score, so candidates had to perform well on both the multiple-choice and constructed-response sections to pass the RICA.

Each of the three Video Performance Assessment video packets was scored as a single unit, covering the candidate’s instructional context form, the video recorded instruction, and the reflection form. Each packet was 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 was the sum of the six scores from the scorers. This raw score was converted to a scaled score. The score range for both the RICA Written and Performance Assessments was 100-300, with the minimum passing score set at 220.

Examination Volume

Table 19 provides the number of RICA assessments administered from August 2019 through July 2024. The number of RICA administrations has declined over the last several years.

Table 19: Number of RICA Assessments Administered, 2020-25

Testing Year	Written (Single Assessment Version)	Written (All Three Subtests)	Video (VPA)
2020-25	9,313	44,425	2,054
2024-25		9,799	662
2023-22		11,658	514
2022-23		12,893	450
2021-22		9,998	152
2020-21	9,313	77	67

Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2020 to 2025) of RICA participants who took the Written examination (WE) and/or the Video Performance Assessment (VPA) are provided in [Appendix D1](#). Most of the individuals who responded to the background questions reported having a bachelor's degree or higher. When examinees are asked about which language best meets their needs, nearly all choose English. A small minority of the responding examinees were men and more than half of all examinees reported an ethnicity as something other than "White." About a third indicated taking the RICA to satisfy the Multiple Subject credential requirement.

Table 20 provides First-Time and Cumulative Passing Rates for both the RICA Written Examination and Video Performance Assessment combined for the past five years.

Table 20: RICA – First-Time and Cumulative Passing Rates, 2020-25

Testing Year	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
2020-25	45,116	24,738	55	45,116	41,551	92.1
2024-25	10,053	7,394	74	10,053	8,817	87.7
2023-22	11,793	6,070	52	11,793	10,744	91.1
2022-23	13,058	6,030	46	13,058	12,244	93.8
2021-22	10,073	5,167	51	10,073	9,619	95.5
2020-21	139	77	55	139	127	91.4

The cumulative passing rate for RICA is about 92 percent for the combined five cohorts represented in this report (2020-25). The 2024-25 cohort, the most recent cohort who took the RICA, has a cumulative passing rate of 87.7percent, though they did not have as many chances to retake the assessment as previous cohorts.

Table 21 shows the first time and cumulative passing rates for the written and video performance versions of RICA over the last five years.

Table 21: RICA – First-Time and Cumulative Passing Rates, 2020-25

Section	First-Time % Passed	Cumulative % Passed
Written	54.8	91.6
Video Performance Assessment	51.4	62
WE and VPA Combined	54.8	92.1

There is a difference between first time and cumulative passing rates of about ten percentage points for the Video Performance Assessment and nearly 40 percentage points for the Written examination between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass initially typically retake the RICA and eventually pass, thereby leading to an increase in the cumulative passing rates.

Passing Rate by Candidate-Reported Demographic Data

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

Table 22: RICA – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2020-25

Gender and Ethnicity	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Male	6,876	3,350	48.7	6,876	6,165	89.7
Female	37,477	20,840	55.6	37,477	34,667	92.5
Nonbinary	113	82	72.6	113	112	99.1
Decline to state	650	466	71.7	650	607	93.4
African American/Black	2,033	922	45.4	2,033	1,733	85.2
Asian American/Asian	2,056	1,355	65.9	2,056	1,920	93.4
Filipino	1,067	616	57.7	1,067	979	91.8
Southeast Asian American	1,016	536	52.8	1,016	927	91.2
Pacific Island American	190	105	55.3	190	172	90.5
Mexican American or Chicano	14,400	6,536	45.4	14,400	13,058	90.7
Latino, Latin American, Puerto Rican, Hispanic	4,844	2,295	47.4	4,844	4,362	90
Native American, American Indian	285	152	53.3	285	267	93.7
White, non-Hispanic	15,793	10,379	65.7	15,793	14,986	94.9

Other	2,292	1,163	50.7	2,292	2,083	90.9
No ethnicity response	1,140	679	59.6	1,140	1,064	93.3

CTEL: California Teacher of English Learners

The California Teacher of English Learners (CTEL) examination allows for candidates who did not complete an SB 2042 teacher preparation program, veteran classroom teachers who need but do not have an English learner authorization, and out of state candidates who do not have an English learner authorization earned in another state to demonstrate they have the level of knowledge and skills required to effectively teach English learners (EL) in the general education classroom. Since 2003, candidates who complete a Commission-approved SB 2042 preliminary teacher preparation program earn an English learner authorization through program coursework and fieldwork that incorporates preparation to teach English learners. The CTET examination is criterion-referenced, meaning the examinee's knowledge, skills, and abilities are measured in relation to an established standard rather than in relation to the performance of other examinees. The CTET subtests' content is provided below.

CTEL Subtest 1: Language and Language Development

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

CTEL Subtest 2: Assessment and Instruction

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

CTEL Subtest 3: Culture and Inclusion

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

Scoring of the CTET

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

Examination Volume

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

Table 23: Number of CTEL Examinations Administered, 2020-25

Testing Year	CTEL Subtest 1	CTEL Subtest 2	CTEL Subtest 3
2024-25	2,216	2,007	2,054
2023-24	2,215	2,017	2,051
2022-23	2,183	1,987	2,074
2021-22	1,757	1,531	1,639
2020-21	1,806	1,600	1,720

CTEL Passing Rates

Table 24 shows data for both first-time and cumulative passing rates for each of the recent five cohorts, 2020-21 through 2024-25. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below. The lower cumulative passing rate for the 2024-25 cohort reflects the fewer number of times that this group has had an opportunity to retake the exam.

Table 24: CTEL – First-Time and Cumulative Passing Rates, 2020-25

Testing Year	First-time N Tried All 3 Subtests	First-time N Passed All 3 Subtests	First-time % Passed All 3 Subtests	Cumulative N Tried All 3 Subtests	Cumulative N Passed All 3 Subtests	Cumulative % Pass when All 3 are Attempted
2020-25	6,508	2,788	42.8	6,508	4,388	67.4
2024-25	1,260	634	50.3	1,260	990	52
2023-22	1,151	512	44.5	1,151	847	62.7
2022-23	1,462	604	41.3	1,462	1,033	70.7
2021-22	1,381	518	37.5	1,381	866	73.6
2020-21	1,254	520	41.5	1,254	652	78.6

CTEL, first administered in December 2005, shows a first-time passing rate of 42 percent for 2020 to 2025. The cumulative passing rates for all three subtests are lower in more recent years because those examinees have had fewer opportunities to retest.

Table 25: CTEL – First-Time and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2020-25

Gender and Ethnicity	First-Time N Tried All 3 Subtests	First-Time N Passed All 3 Subtests	First-Time % Passed All 3 Subtests	Cumulative N Tried All 3 Subtests	Cumulative N Passed All 3 Subtests	Cumulative % Pass When All 3 are Attempted
Female	4,943	2,168	43.9	4,943	3,385	68.5
Male	1,408	547	38.8	1,408	893	63.4
Nonbinary	17	6	35.3	17	11	64.7
Decline to state	140	67	47.9	140	99	70.7
African American/Black	350	77	22	350	155	44.3
Asian American/Asian	262	129	49.2	262	194	74
Filipino	171	40	23.4	171	82	48
Southeast Asian American	60	27	45	60	37	61.7
Pacific Island American	21	3	14.3	21	5	23.8
Mexican American or Chicano	654	150	22.9	654	319	48.8
Latino, Latin American, Puerto Rican, Hispanic	437	127	29.1	437	240	54.9
Native American, American Indian	40	20	50	40	30	75
White, non-Hispanic	3,937	1,992	50.6	3,937	2,934	74.5
Other	358	134	37.4	358	240	67
No ethnicity response	218	89	40.8	218	152	69.7

CSET: World Languages (WL) Bilingual-Specific Examinations

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

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

The information below describes the content of the CSET: World Languages subtests. Examinations are available for Arabic, Armenian, Cantonese, Farsi, Filipino, French, German, Hmong, Japanese, Khmer, Korean, Mandarin, Punjabi, Russian, Spanish, and Vietnamese.

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

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

Note: For the less commonly taught languages of Hebrew, Hindi, Italian, Portuguese, and Turkish, candidates must pass the alternative language assessment approved by the Commission for this purpose. The alternative language assessments mirror the CSET subtest structure and content but are developed, administered, and scored by local educational and/or cultural agencies representative of those languages and cultures, as approved by the Commission. For the least commonly taught world languages such as, for example, Turkish, the Commission adopted an additional alternative language assessment process in 2015 that includes an oral language proficiency assessment administered and scored by the American Council on the Teaching of Foreign Languages (ACTFL – OPI). Additionally, candidates applying for the Single Subject World Language Credential in Latin may pass the Washington Educator Skills Tests-Endorsements (WEST-E): Designated World Languages: Latin in lieu of completing a Commission-approved subject matter program in Latin as one part of the requirements for the Single Subject World Language Credential in Latin.

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

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

CSET: World Languages: Subtest V: Bilingual Culture

There are multiple versions of this subtest, each focusing on a specific culture and its experiences outside its native country or countries. Each version covers the following for the target population: the geographic and demographic contexts; the historical context; the

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

Table 26: Number of WL Bilingual-Specific Examinations for Spanish Administered, 2020-25

Testing Year	Bilingual Education - CSET: WL: Subtest IV	Bilingual Culture - CSET: WL: Spanish Subtest V	Target Language - CSET: WL: Spanish Subtest III (also used for the Single Subject in Spanish)
2025	436	442	297
2024	581	591	352
2023	525	593	318
2022	299	351	214
2021	382	409	280

CSET: WL Bilingual-Specific Examinations Passing Rates for Spanish

Table 27 shows data for both first-time and cumulative passing rates for the 2003-25 CSET: WL Bilingual cohorts who were seeking the Bilingual Authorization in Spanish. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below.

Table 27: CSET: WL Bilingual-Specific Examinations for Spanish – Annual (2024-25) and Cumulative Passing Rates by Candidate-Reported Gender and Ethnicity, 2003-25

Gander and Ethnicity	Annual N Attempted	Annual N Passed	Annual % Passed	Cumulative N Attempted	Cumulative N Passed	Cumulative % Passed
All Examinees	307	163	53.1	5,166	3,586	69.4
Female	237	128	54	4,143	2,856	68.9
Male	62	30	48.4	957	682	71.3
Nonbinary	0	*	*	3	*	*
Decline to state	8	*	*	63	45	71.4
African American	0	*	*	30	18	60
Asian American	4	*	*	139	86	61.9
Hispanic American	247	128	51.8	3,764	2,566	68.2
Native American	0	*	*	8	*	*
White	33	21	63.6	773	615	79.6

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

The 2024-25 average annual passing rate for the CSET: WL bilingual-specific subtests for Spanish is 53.1 percent, and the 2003-25 cumulative passing rate is 69.4 percent.

CPACE: California Preliminary Administrative Credential Examination

In 2008, the Commission approved the development of a California-specific examination for earning a preliminary administrative services credential. The purpose of the California

Preliminary Administrative Credential Examination (CPACE) is to measure whether entry-level principals and other school administrators have the standards-relevant knowledge necessary for competent professional practice.

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

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

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

Scoring the CPACE

To pass the CPACE, an examinee must pass two components or subtests. Examinees need to pass both the CPACE – Content Examination and the CPACE – Performance Assessment, although candidates may take and pass these two components separately at different test administrations.

CPACE scores are reported on a standard range of 100-300, with the scaled score of 220 representing the minimum passing score as determined by the Commission. Table 28 shows the annual (2023-24) and cumulative (2015-24) passing rates for the CPACE.

Table 28: CPACE Annual (2024-25) and Cumulative Passing Rates

Subtest Passing Rates	Annual (2024-25)	Cumulative (2020–25)
CPACE: Content Number Attempted	1,302	10,513
CPACE: Content Number Passed	742	7,794
CPACE: Content % Passed	57	74.1
CPACE: Performance Number Attempted	1,951	8,749
CPACE: Performance Number Passed	298	3,035
CPACE: Performance % Passed	15.3	34.7
Total CPACE Number Attempted	1,918	8,613
Total CPACE Number Passed	294	3,006
Total CPACE % Passed	15.3	34.9

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

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

Table 29: CPACE (Content and Performance Combined) Annual (2024-25) and Cumulative (2020-25) Passing Rates by Candidate-Reported Gender and Ethnicity

CSPACE	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	1,918	294	15.3	8,613	3,006	34.9
Ethnicity						
Not Specified	90	12	13.3	569	252	44.3
African American/Black	147	9	6.1	574	122	21.3
Japanese American/Japanese	14	5	35.7	65	32	49.2
Chinese American/Chinese	19	5	26.3	109	44	40.4
Korean American/Korean	17	8	47.1	109	46	42.2
Filipino American/Filipino	25	0	0	144	45	31.3
Cambodian American/Cambodian	1	*	*	8	*	*
Laotian American/Laotian	4	*	*	7	*	*
Vietnamese American/Vietnamese	12	3	25	54	22	40.7
Other SE Asian Amer/SE Asian	4	*	*	30	9	30
Asian Indian American/Asian Indian	14	4	28.6	73	37	50.7
Hawaiian	3	*	*	12	6	50
Guamanian	2	*	*	6	*	*
Samoan	1	*	*	4	*	*
Other Pacific Islander Amer/Other Pacific Islander	3	*	*	10	1	10
Mexican American/Chicano	287	34	11.8	1,062	284	26.7
Latino/Latino American/Puerto Rican/Other Hispanic	124	10	8.1	497	132	26.6
Native Amer/Amer Indian/Alaskan Native	15	2	13.3	59	13	22

CPACE	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
White (non-Hispanic)	1,039	186	17.9	4,801	1,831	38.1
Other	97	10	10.3	420	122	29
Gender						
Female	1,469	245	16.7	6,545	2,411	36.8
Male	405	45	11.1	1,904	549	28.8
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	0	*	*
No Response	44	4	9.1	164	46	28

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

The majority of examinees who took both the content and performance portions of CPACE in 2024-25 and who responded to this background question reported having a master's degree or higher. Examinees who reported that they work in a school district or county office setting passed at a higher rate than educators who reported working in other education settings. Three to four times as many women as men complete both sections of CPACE, and women are passing CPACE at a higher rate than men.

Summary Highlights, All Examinations

- The effects of AB130 and SB153 can clearly be seen in this report. Some indicators showing expected changes as a result of AB130 and SB153:
 - The ratios of the numbers of candidates who are meeting the BSR and the SMR by examination compared to those meeting these requirements by coursework or degree are changing, as seen in Tables 1 and 2 of this report.
 - The total number of CBEST administrations is down across the board, with the number of administrations dropping to half for some sections during the five-year period covered by this report.
- Fewer examinees attempted to take a CSET during the most recent year of this report than the year previous, but, because CSET is also used to add single subject authorizations to existing credentials, it remains a popular series of exams.
- All other examinations show fairly stable or expected administration and passing rate patterns for the past five years.
- The difference between the first-time passing rate and the cumulative passing rate for the CBEST, RICA, CSET and CPACE examinations clearly indicate that many examinees persevere to take and pass the examinations, thus increasing the cumulative passing rates over time.

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

Report on Passing Rates of Commission-Approved Examinations 2020-21 to 2024-25

Appendices

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

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Appendix A: CBEST

Appendix A1: CBEST Participation and Demographic Data, 2020 to 2025

CBEST 2020 to 2025	N	%
ALL EXAMINEES	81,017	100.0
Highest Level of High School Math Completed	N	%
No High School Math	145	0.2
General Math/Algebra I	10,387	12.8
Algebra II and/or Geometry	25,013	30.9
Pre-calculus	27,065	33.4
Calculus	11,563	14.3
No response	6,844	8.4
Number of High School Literature Courses	N	%
No courses taken	15,513	19.1
1 course	32,957	40.7
2 or 3 courses	25,383	31.3
No response	7,164	8.8
Number of High School Writing Courses	N	%
No courses taken	35,337	43.6
1 course	26,157	32.3
2 or 3 courses	12,359	15.3
No response	7,164	8.8
Number of High School Oral Language Courses	N	%
No courses taken	64,930	80.1
1 or 2 courses	8,923	11.0
No response	7,164	8.8
High School Grade Point Average	N	%
3.50 to 4.00	33,586	41.5
3.00 to 3.49	28,777	35.5
2.50 to 2.99	12,161	15.0
Below 2.50	4,177	5.2
No response	2,316	2.9
High School Attendance	N	%
In California	65,454	80.8
Some in California	1,559	1.9
Not in California	12,535	15.5
No response	1,469	1.8
College Math	N	%
No college math	4,280	5.3
HS-level courses	19,601	24.2
Calculus and/or Statistics	39,288	48.5
Advanced math	10,178	12.6

CBEST 2020 to 2025	N	%
ALL EXAMINEES	81,017	100.0
No response	7,670	9.5
College Grade Point Average	N	%
3.50 to 4.00	26,291	32.5
3.00 to 3.49	32,754	40.4
2.50 to 2.99	15,449	19.1
Below 2.50	2,958	3.7
No response	3,565	4.4
Number of College Literature Courses	N	%
No courses taken	30,833	38.1
1 course	27,981	34.5
2 or 3 courses	14,429	17.8
No response	7,774	9.6
Number of College Writing Courses	N	%
No courses taken	30,380	37.5
1 course	32,650	40.3
2 or 3 courses	10,213	12.6
No response	7,774	9.6
Number of College Oral Language Courses	N	%
No courses taken	53,888	66.5
1 or 2 courses	19,355	23.9
No response	7,774	9.6
Education Level	N	%
HS/Lower Division College	3,211	4.0
Upper Division College	13,782	17.0
Bachelor's degree	41,073	50.7
Bachelor's degree + additional units	10,678	13.2
Master's degree	7,559	9.3
More than Master's degree	3,118	3.8
No response	1,596	2.0
Years Away from College	N	%
Currently attending college	16,501	20.4
Less than a year	16,857	20.8
1-3 years	17,490	21.6
4-10 years	14,089	17.4
More than 10 years	12,962	16.0
No response	3,118	3.8
Professional Preparation	N	%
Enrolled in Professional Preparation Program	50,034	61.8
Completed Professional Preparation Program	8,895	11.0
Considering a Professional Preparation Program	11,910	14.7

CBEST 2020 to 2025	N	%
ALL EXAMINEES	81,017	100.0
Not enrolled in Professional Preparation Program	1,095	1.4
Have not begun Professional Preparation Program	5,011	6.2
No response	4,072	5.0
Special Preparation	N	%
Took test preparation courses	8,756	10.8
Did not take test preparation courses	69,011	85.2
No response	3,250	4.0
Employment Status	N	%
Student	14,579	18.0
Working as a teacher in a school	7,515	9.3
Working as school/district administrator	675	0.8
Working in another school role	20,562	25.4
Employed, but not in a school role	21,565	26.6
Unemployed outside the home	13,108	16.2
No response	3,013	3.7
Reason for Taking CBEST	N	%
For teaching credential	32,302	39.9
For service credential	2,298	2.8
For Full-time or Part-time employment or substitute list	36,689	45.3
For admission to Professional Preparation program	7,805	9.6
No response	1,923	2.4
Type of Credential	N	%
Elementary teaching	17,664	21.8
Secondary teaching	13,862	17.1
Teaching adults	502	0.6
Teaching special education students	4,678	5.8
Admin. Services or school counseling	3,589	4.4
Emergency/substitute teaching	11,692	14.4
Other credential or permit	6,509	8.0
Not now seeking credential/permit	6,795	8.4
No response	15,726	19.4
Father's Education	N	%
High school diploma or less	32,542	40.2
Some college	13,489	16.6
Bachelor's degree or higher	25,706	31.7
Unknown	7,704	9.5
No response	1,576	1.9
Mother's Education	N	%
High school diploma or less	29,816	36.8
Some college	17,734	21.9

CBEST 2020 to 2025	N	%
ALL EXAMINEES	81,017	100.0
Bachelor's degree or higher	26,915	33.2
Unknown	4,966	6.1
No response	1,586	2.0
Best Language	N	%
English	77,522	95.7
Spanish	1,398	1.7
Other languages	1,326	1.6
No response	771	1.0
Gender	N	%
Female	55,042	67.9
Male	23,703	29.3
Nonbinary	478	0.6
Decline to state	1,794	2.2
Ethnicity	N	%
African American	5,399	6.7
Asian American	3,302	4.1
Filipino	2,483	3.1
Southeast Asian	1,849	2.3
Pacific Islander	391	0.5
Mexican American	22,504	27.8
Latino	9,116	11.3
Native American	504	0.6
White	28,022	34.6
Other	5,796	7.2
No response	1,651	2.0

Appendix A2: CBEST First-Time and Cumulative Passing Rates by Demographic Variables, 2020-25

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	60,452	39,042	64.6	60,452	47,428	78.5
High School Math Coursework						
No High School Math	93	34	36.6	93	52	55.9
General Math/Algebra I	6,957	2,771	39.8	6,957	4,231	60.8
Algebra II and/or Geometry	18,159	10,469	57.7	18,159	13,464	74.1
Pre-calculus	21,265	15,264	71.8	21,265	17,847	83.9
Calculus	9,647	7,774	80.6	9,647	8,585	89.0
No response	4,331	2,730	63.0	4,331	3,249	75.0
High School Grade Point Average						
3.50 to 4.00	26,623	19,537	73.4	26,623	22,530	84.6
3.00 to 3.49	21,076	12,786	60.7	21,076	15,962	75.7
2.50 to 2.99	8,317	4,301	51.7	8,317	5,793	69.7
Below 2.50	2,831	1,417	50.1	2,831	1,934	68.3
No response	1,605	1,001	62.4	1,605	1,209	75.3
High School Attendance						
In California	49,069	31,925	65.1	49,069	38,900	79.3
Some in California	1,134	710	62.6	1,134	883	77.9
Not in California	9,283	5,778	62.2	9,283	6,894	74.3
No response	966	629	65.1	966	751	77.7
College Math						
No college math	3,205	2,200	68.6	3,205	2,588	80.7
HS-level courses	14,322	7,944	55.5	14,322	10,443	72.9
Calculus and/or Statistics	30,093	20,190	67.1	30,093	24,226	80.5
Advanced math	7,984	5,635	70.6	7,984	6,531	81.8
No response	4,848	3,073	63.4	4,848	3,640	75.1
College Grade Point Average						
3.50 to 4.00	20,881	14,939	71.5	20,881	17,390	83.3
3.00 to 3.49	24,219	15,141	62.5	24,219	18,711	77.3
2.50 to 2.99	10,879	6,280	57.7	10,879	7,992	73.5
Below 2.50	2,026	1,129	55.7	2,026	1,463	72.2
No response	2,447	1,553	63.5	2,447	1,872	76.5

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Number of High School Literature Courses						
No courses taken	10,766	5,106	47.4	10,766	7,067	65.6
1 course	24,486	15,193	62.0	24,486	19,040	77.8
2 or 3 courses	20,501	15,79	77.0	20,501	17,783	86.7
No response	4,699	2,952	62.8	4,699	3,538	75.3
Number of High School Oral Language Courses						
No courses taken	49,165	31,981	65.0	49,165	39,035	79.4
1 or 2 courses	6,588	4,109	62.4	6,588	4,855	73.7
No response	4,699	2,952	62.8	4,699	3,538	75.3
Education Level						
HS/Lower Division College	2,219	1,276	57.5	2,219	1,520	68.5
Upper Division College	10,350	6,727	65.0	10,350	8,157	78.8
Bachelor's degree	30,746	19,954	64.9	30,746	24,279	79
Bachelor's degree + additional units	8,060	5,250	65.1	8,060	6,483	80.4
Master's degree	5,624	3,516	62.5	5,624	4,245	75.5
More than Master's degree	2,372	1,617	68.2	2,372	1,901	80.1
No response	1,081	702	64.9	1,081	843	78
Years Away from College						
Currently attending college	12,288	7,887	64.2	12,288	9,506	77.4
Less than a year	13,033	8,499	65.2	13,033	10,442	80.1
1-3 years	12,997	8,151	62.7	12,997	10,153	78.1
4-10 years	10,373	6,640	64.0	10,373	8,050	77.6
More than 10 years	9,624	6,500	67.5	9,624	7,642	79.4
No response	2,137	1,365	63.9	2,137	1,635	76.5
Professional Preparation						
Enrolled in Professional Preparation	38,380	25,956	67.6	38,380	30,737	80.1
Completed Professional Preparation	6,180	3,781	61.2	6,180	4,680	75.7

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Considering Professional Preparation	8,619	4,833	56.1	8,619	6,537	75.8
Not enrolled in Professional Preparation	754	402	53.3	754	514	68.2
Have not begun Professional Preparation	3,726	2,301	61.8	3,726	2,838	76.2
No response	2,793	1,769	63.3	2,793	2,122	76
Special Preparation						
Took test preparation courses	6,233	3,259	52.3	6,233	4,471	71.7
Did not take test preparation courses	51,956	34,306	66.0	51,956	41,201	79.3
No response	2,263	1,477	65.3	2,263	1,756	77.6
Employment Status						
Student	11,182	7,195	64.3	11,182	8,867	79.3
Working as a teacher in a school	5,032	2,684	53.3	5,032	3,517	69.9
Working as school/district administrator	413	181	43.8	413	272	65.9
Working in another school role	14,560	8,382	57.6	14,560	10,798	74.2
Employed, but not in a school role	16,699	11,726	70.2	16,699	13,721	82.2
Unemployed outside the home	10,450	7,471	71.5	10,450	8,591	82.2
No response	2,116	1,403	66.3	2,116	1,662	78.5
Reason for Taking CBEST						
For teaching credential	23,786	14,245	59.9	23,786	18,104	76.1
For service credential	1,680	1,042	62.0	1,680	1,326	78.9
For employment or substitute list	27,826	19,014	68.3	27,826	22,318	80.2
For admission to Professional Preparation	5,816	3,813	65.6	5,816	4,599	79.1
No Response	1,344	928	69.0	1,344	1,081	80.4
Type of Credential						

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Elementary teaching	13,324	7,510	56.4	13,324	9,819	73.7
Secondary teaching	10,877	7,312	67.2	10,877	8,869	81.5
Teaching adults	343	182	53.1	343	233	67.9
Teaching special education students	3,433	1,758	51.2	3,433	2,409	70.2
Admin. Services or school counseling	2,559	1,336	52.2	2,559	1,830	71.5
Emergency/substitute teaching	9,225	6,461	70.0	9,225	7,569	82
Other credential or permit	4,981	3,326	66.8	4,981	3,975	79.8
Not now seeking credential/permit	5,559	3,739	67.3	5,559	4,463	80.3
No response	10,151	7,418	73.1	10,151	8,261	81.4
Father's Education						
High school diploma or less	23,422	13,636	58.2	23,422	17,305	73.9
Some college	10,511	7,341	69.8	10,511	8,696	82.7
Bachelor's degree or higher	20,288	14,948	73.7	20,288	17,238	85
Unknown	5,140	2,390	46.5	5,140	3,340	65
No response	1,091	727	66.6	1,091	849	77.8
Mother's Education						
High school diploma or less	21,140	12,011	56.8	21,140	15,299	72.4
Some college	13,691	9,269	67.7	13,691	11,166	81.6
Bachelor's degree or higher	21,295	15,714	73.8	21,295	18,146	85.2
Unknown	3,241	1,335	41.2	3,241	1,975	60.9
No response	1,085	713	65.7	1,085	842	77.6
Best Language						
English	58,230	38,253	65.7	58,230	46,295	79.5
Spanish	811	198	24.4	811	343	42.3
Other languages	904	245	27.1	904	388	42.9
No response	507	346	68.2	507	402	79.3
Gender						
Female	40,168	24,439	60.8	40,168	30,405	75.7
Male	18,596	13,300	71.5	18,596	15,555	83.6
Nonbinary	365	301	82.5	365	327	89.6
Decline to state	1,323	1,002	75.7	1,323	1,141	86.2

CBEST	First-time N Completed	First- time N Passed	First- time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Ethnicity						
African American	3,642	1,829	50.2	3,642	2,460	67.5
Asian American	2,501	1,526	61.0	2,501	1,811	72.4
Filipino	1,860	1,111	59.7	1,860	1,333	71.7
Southeast Asian	1,320	785	59.5	1,320	963	73
Pacific Islander	292	196	67.1	292	239	81.8
Mexican American	15,893	8,916	56.1	15,893	11,521	72.5
Latino	6,354	3,542	55.7	6,354	4,581	72.1
Native American	364	224	61.5	364	277	76.1
White	22,813	17,683	77.5	22,813	20,213	88.6
Other	4,122	2,363	57.3	4,122	2,963	71.9
No response	1,291	867	67.2	1,291	1,067	82.6

Appendix B: CSET

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

CSET: Agriculture

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

CSET: Art

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

CSET: Business

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

CSET: Dance

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

CSET: English

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

CSET: English Language Development

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

CSET: Health Science

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

CSET: Home Economics

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

CSET: Industrial and Technology Education

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

*CSET: Mathematics**

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

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

CSET: Multiple Subjects

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

CSET: Music

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

CSET: Physical Education

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

*CSET: Science**

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

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

CSET: Social Science

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	World History	35	2
I	World Geography	4	1
II	U.S. History	35	2
II	U.S. Geography	4	1
III	Civics	18	1
III	Economics	15	1
III	California History	7	1

CSET: Theatre

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	Creating	20	-
I	Performing	20	-
I	Responding	20	-
I	Connecting	20	-

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

CSET WL: American Sign Language

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

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

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

CSET WL: Cantonese, Japanese, Korean, Mandarin, Punjabi, Vietnamese

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	5	1
I	Linguistics of the Target Language	15	3
II	Literary and Cultural Texts and Traditions	10	2
II	Cultural Analysis and Comparisons	10	2
III	Language and Communication: Listening Comprehension	10	1

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
III	Language and Communication: Reading Comprehension	10	1
III	Language and Communication: Written Expression	-	2
III	Language and Communication: Oral Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

CSET WL: French, German, Russian

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	15	1
I	Linguistics of the Target Language	25	2
II	Literary and Cultural Texts and Traditions	20	1
II	Cultural Analysis and Comparisons	20	-
III	Language and Communication: Oral Expression	-	2
III	Language and Communication: Listening Comprehension	15	1
III	Language and Communication: Reading Comprehension	15	1
III	Language and Communication: Written Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	-	2
V	Sociopolitical and Sociocultural Contexts	-	3

CSET WL: Spanish

Subtest Number	Domains Measured	Number of MC Items	Number of CR Items
I	General Linguistics	15	1
I	Linguistics of the Target Language	25	2
II	Literary and Cultural Texts and Traditions	20	1
II	Cultural Analysis and Comparisons	20	-
III	Language and Communication: Oral Expression	-	2
III	Language and Communication: Listening Comprehension	15	1
III	Language and Communication: Reading Comprehension	15	1
III	Language and Communication: Written Expression	-	2
IV	Bilingual Education and Bilingualism	12	-
IV	Intercultural Communication	13	-
IV	Instruction and Assessment	25	-
V	Geographic and Historical Contexts	20	-
V	Sociopolitical and Sociocultural Contexts	30	-

*CSET WL: Italian, Portuguese, Turkish**

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

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

*CSET WL: Hebrew, Hindi**

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

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

*CSET: Writing Skills**

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

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

Appendix B2: CSET: Agriculture – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2003-25

CSET: Agriculture	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	7	*	*	358	207	57.8
Ethnicity						
African American	0	*	*	6	*	*
Asian American	1	*	*	14	8	57.1
Hispanic American	2	*	*	36	22	61.1
Native American	0	*	*	5	*	*
White, non-Hispanic	2	*	*	262	154	58.8
Gender						
Female	3	*	*	233	135	57.9
Male	2	*	*	119	70	58.8
Nonbinary	0	*	*	0	*	*
Decline to state	2	*	*	6	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	0	*	*	236	145	61.4
To obtain an initial Ed. Specialist credential	0	*	*	15	8	53.3
To add an authorization	0	*	*	45	20	44.4
College/University Training						
In California	3	*	*	263	160	60.8
Outside of California	0	*	*	32	17	53.1
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	37	16	43.2
Bachelor's degree + additional credits	1	*	*	226	139	61.5
Master's degree or doctoral degree	3	*	*	44	21	47.7

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

Appendix B3: CSET: Art – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2022-25

	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
CSET: Art						
ALL EXAMINEES	257	245	95.3	676	626	92.6
Ethnicity						
African American	9	*	*	28	26	92.9
Asian American	27	27	100.0	54	48	88.9
Hispanic American	67	60	89.6	168	146	86.9
Native American	1	*	*	6	*	*
White, non-Hispanic	131	127	96.9	353	335	94.9
Gender						
Female	185	175	94.6	484	444	91.7
Male	59	57	96.6	160	151	94.4
Nonbinary	2	*	*	5	*	*
Decline to state	11	11	100.0	27	26	96.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	2	*	*	2	*	*
To obtain an initial Ed Special teaching credential	1	*	*	1	*	*
To add an authorization	2	*	*	2	*	*
College/University Training						
In California	167	158	94.6	447	410	91.7
Outside of California	42	42	100.0	113	111	98.2
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	8	*	*
Bachelor's degree + additional credits	100	97	97.0	292	270	92.5
Master's degree or doctoral degree	70	65	92.9	167	152	91.0

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

Appendix B4: CSET: Business – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2003-25

CSET: Business	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	28	7	25.0	911	504	55.3
Ethnicity						
African American	1	*	*	61	17	27.9
Asian American	6	*	*	91	46	50.5
Hispanic American	7	*	*	101	50	49.5
Native American	0	*	*	6	*	*
White, non-Hispanic	10	3	30.0	557	331	59.4
Gender						
Female	15	3	20.0	368	179	48.6
Male	12	4	33.3	531	318	59.9
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	12	7	58.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	0	*	*	504	284	56.3
To obtain an initial Ed Special teaching credential	0	*	*	15	5	33.3
To add an authorization	0	*	*	224	136	60.7
College/University Training						
In California	12	4	33.3	555	311	56.0
Outside of California	8	*	*	162	84	51.9
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	7	*	*
Bachelor's degree + additional credits	7	*	*	473	253	53.5
Master's degree or doctoral degree	10	3	30.0	303	184	60.7

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

Appendix B5: CSET: Dance – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2021-25

CSET: Dance	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	78	68	87.2	200	182	91.0
Ethnicity						
African American	5	*	*	22	22	100.0
Asian American	9	*	*	17	15	88.2
Hispanic American	29	22	75.9	63	53	84.1
Native American	0	*	*	2	*	*
White, non-Hispanic	28	27	96.4	79	75	94.9
Gender						
Female	64	56	87.5	177	162	91.5
Male	13	11	84.6	20	17	85.0
Nonbinary	0	*	*	1	*	*
Decline to state	1	*	*	2	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1	*	*	21	20	95.2
To obtain an initial Ed. Specialist credential	0	*	*	1	*	*
To add an authorization	0	*	*	9	*	*
College/University Training						
In California	52	45	86.5	137	125	91.2
Outside of California	5	*	*	13	12	92.3
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	7	*	*
Bachelor's degree + additional credits	32	27	84.4	81	73	90.1
Master's degree or doctoral degree	25	23	92.0	55	51	92.7

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

Appendix B6: CSET: English – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2014-25

CSET: English	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	573	350	61.1	13,271	11,021	83.0
Ethnicity						
African American	26	9	34.6	616	405	65.7
Asian American	43	28	65.1	1,139	966	84.8
Hispanic American	166	80	48.2	2,793	2,111	75.6
Native American	4	*	*	84	64	76.2
White, non-Hispanic	283	197	69.6	6,979	6,065	86.9
Gender						
Female	347	206	59.4	8,777	7,248	82.6
Male	193	118	61.1	4,168	3,496	83.9
Nonbinary	8	*	*	49	40	81.6
Decline to state	25	20	80.0	277	237	85.6
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	72	32	44.4	8,141	7,057	86.7
To obtain an initial Ed Special teaching credential	4	*	*	241	185	76.8
To add an authorization	17	10	58.8	814	685	84.2
College/University Training						
In California	387	229	59.2	9,819	8,108	82.6
Outside of California	93	57	61.3	2,215	1,916	86.5
Educational Level						
Fresh/Soph/Jr/Sr College	34	19	55.9	1,130	952	84.2
Bachelor's degree + additional credits	264	159	60.2	7,421	6,181	83.3
Master's degree or doctoral degree	117	68	58.1	2,559	2,124	83.0
Undergraduate Major in English	43	22	51.2	4,054	3,549	87.5

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

Appendix B7: CSET: English Language Development – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2014-25

CSET: English Language Development	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	12	0	0.0	207	26	12.6
Ethnicity						
African American	1	*	*	9	*	*
Asian American	1	*	*	30	5	16.7
Hispanic American	8	*	*	59	4	6.8
Native American	0	*	*			
White, non-Hispanic	1	*	*	80	13	16.3
Gender						
Female	12	0	0.0	162	22	13.6
Male	*	*	*	42	4	9.5
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	3	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	0	*	*	92	15	16.3
To obtain an initial Ed Special teaching credential	0	*	*	11	0	0.0
To add an authorization	0	*	*	15	4	26.7
College/University Training						
In California	3	*	*	124	18	14.5
Outside of California	3	*	*	27	4	14.8
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	2	*	*
Bachelor's degree + additional credits	5	*	*	94	9	9.6
Master's degree or doctoral degree	2	*	*	65	15	23.1

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

Appendix B8: CSET: Health Science – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2003-25

CSET: Health Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	159	82	51.6	4,840	3,680	76.0
Ethnicity						
African American	11	5	45.5	278	157	56.5
Asian American	22	12	54.5	403	295	73.2
Hispanic American	40	15	37.5	799	539	67.5
Native American	0	*	*	34	28	82.4
White, non-Hispanic	74	44	59.5	2,756	2,212	80.3
Gender						
Female	107	55	51.4	3,055	2,416	79.1
Male	45	22	48.9	1,712	1,202	70.2
Nonbinary	0	*	*	1	*	*
Decline to state	7	*	*	72	62	86.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	3	*	*	1,801	1,349	74.9
To obtain an initial Ed Special teaching credential	3	*	*	169	123	72.8
To add an authorization	2	*	*	1,577	1,317	83.5
College/University Training						
In California	105	60	57.1	3,122	2,387	76.5
Outside of California	13	5	38.5	531	408	76.8
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	75	48	64.0
Bachelor's degree + additional credits	58	26	44.8	2,624	1,945	74.1
Master's degree or doctoral degree	47	28	59.6	1,430	1,153	80.6

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

Appendix B9: CSET: Home Economics – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2005-25

CSET: Home Economics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	16	7	43.8	710	513	72.3
Ethnicity						
African American	0	*	*	23	7	30.4
Asian American	2	*	*	48	24	50.0
Hispanic American	4	*	*	72	44	61.1
Native American	0	*	*	8	*	*
White, non-Hispanic	10	6	60.0	466	361	77.5
Gender						
Female	15	6	40.0	649	466	71.8
Male	*	*	*	47	34	72.3
Nonbinary	0	*	*			
Decline to state	1	*	*	14	13	92.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	0	*	*	271	186	68.6
To obtain an initial Ed Special teaching credential	0	*	*	18	12	66.7
To add an authorization	0	*	*	257	204	79.4
College/University Training						
In California	8	*	*	372	254	68.3
Outside of California	4	*	*	77	60	77.9
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	14	7	50.0
Bachelor's degree + additional credits	6	*	*	372	268	72.0
Master's degree or doctoral degree	4	*	*	221	160	72.4

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

Appendix B10: CSET: Industrial & Technology Education – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2005-25

CSET: Industrial & Technology Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	36	30	83.3	1,182	1,015	85.9
Ethnicity						
African American	1	*	*	26	19	73.1
Asian American	4	*	*	117	100	85.5
Hispanic American	7	*	*	126	95	75.4
Native American	0	*	*	11	9	81.8
White, non-Hispanic	20	17	85.0	759	671	88.4
Gender						
Female	10	8	80.0	255	195	76.5
Male	25	21	84.0	902	796	88.2
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	25	24	96.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1	*	*	388	316	81.4
To obtain an initial Ed Special teaching credential	0	*	*	24	15	62.5
To add an authorization	0	*	*	533	478	89.7
College/University Training						
In California	15	11	73.3	637	540	84.8
Outside of California	4	*	*	138	126	91.3
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	9	*	*
Bachelor's degree + additional credits	10	7	70.0	530	448	84.5
Master's degree or doctoral degree	15	13	86.7	465	407	87.5

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

Appendix B11: CSET: Mathematics (Foundational-Level) – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2015-25

CSET: Mathematics (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	331	133	40.2	5,357	2,827	52.8
Ethnicity						
African American	11	1	9.1	261	76	29.1
Asian American	85	52	61.2	962	604	62.8
Hispanic American	100	18	18.0	1,426	599	42.0
Native American	1	*	*	26	10	38.5
White, non-Hispanic	105	47	44.8	2,152	1,234	57.3
Gender						
Female	177	65	36.7	2,972	1,528	51.4
Male	149	66	44.3	2,290	1,248	54.5
Nonbinary	1	*	*	7	*	*
Decline to state	4	*	*	88	46	52.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	18	7	38.9	1,534	840	54.8
To obtain an initial Ed Specialist teaching credential	0	*	*	54	22	40.7
To add an authorization other than foundational level Math/Science	4	*	*	93	37	39.8
College/University Training						
In California	220	83	37.7	3,697	1,873	50.7
Outside of California	43	17	39.5	887	531	59.9
Educational Level						
Fresh/Soph/Jr/Sr College	14	4	28.6	352	182	51.7
Bachelor's degree + additional credits	169	66	39.1	3,054	1,616	52.9
Master's degree or doctoral degree	55	28	50.9	935	527	56.4
Undergraduate Major in Math	12	4	33.3	593	343	57.8

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

Appendix B12: CSET: Mathematics – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2015-25

CSET: Mathematics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	239	115	48.1	4,222	2,906	68.8
Ethnicity						
African American	8	*	*	117	60	51.3
Asian American	83	52	62.7	1,136	880	77.5
Hispanic American	45	9	20.0	849	418	49.2
Native American	1	*	*	10	6	60.0
White, non-Hispanic	83	39	47.0	1,694	1,236	73.0
Gender						
Female	114	50	43.9	2,036	1,290	63.4
Male	117	61	52.1	2,078	1,533	73.8
Nonbinary	1	*	*	10	9	90.0
Decline to state	7	*	*	98	74	75.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	21	7	33.3	2,204	1,608	73.0
To obtain an initial Ed Special teaching credential	0	*	*	30	20	66.7
To add an authorization other than foundational level Math/Science	1	*	*	203	129	63.5
College/University Training						
In California	135	56	41.5	2,892	1,919	66.4
Outside of California	56	32	57.1	769	578	75.2
Educational Level						
Fresh/Soph/Jr/Sr College	13	2	15.4	519	364	70.1
Bachelor's degree + additional credits	101	40	39.6	2,136	1,418	66.4
Master's degree or doctoral degree	47	29	61.7	716	515	71.9
Undergraduate Major in Math	26	15	57.7	1,379	1,037	75.2

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

Appendix B13: CSET Multiple Subjects (updated 2022) – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2022–25

CSET Multiple Subjects	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	3,902	2,513	64.4	15,889	11,770	74.1
Ethnicity						
African American	189	82	43.4	851	480	56.4
Asian American	511	371	72.6	1,792	1,443	80.5
Hispanic American	1,469	787	53.6	6,383	4,345	68.1
Native American	31	23	74.2	115	95	82.6
White, non-Hispanic	1,455	1,080	74.2	5,553	4,511	81.2
Gender						
Female	2,999	1,848	61.6	12,383	8,953	72.3
Male	785	570	72.6	3,077	2,455	79.8
Nonbinary	20	18	90.0	72	66	91.7
Decline to state	98	77	78.6	357	296	82.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	371	184	49.6	1,354	926	68.4
To obtain an initial Ed Special teaching credential	80	40	50.0	373	246	66.0
To add an authorization	1	*	*	2	*	*
College/University Training						
In California	2,814	1,768	62.8	11,854	8,684	73.3
Outside of California	466	331	71.0	1,623	1,254	77.3
Highest Educational Level						
Fresh/Soph/Jr/Sr College	318	193	60.7	1,186	849	71.6
Bachelor's degree + additional credits	2,218	1,431	64.5	9,347	6,856	73.3
Master's degree or doctoral degree	309	198	64.1	1,442	1,050	72.8
Undergraduate Major in Liberal Studies	105	56	53.3	563	334	59.3

Appendix B14: CSET: Music – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2022-25

CSET: Music	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	59	46	78.0	163	138	84.7
Ethnicity						
African American	3	*	*	4	*	*
Asian American	7	*	*	23	14	60.9
Hispanic American	9	*	*	26	23	88.5
Native American	0	*	*	1	*	*
White, non-Hispanic	35	29	82.9	96	84	87.5
Gender						
Female	25	16	64.0	68	55	80.9
Male	31	27	87.1	84	73	86.9
Nonbinary	0	*	*	1	*	*
Decline to state	3	*	*	10	10	100.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	1	*	*	1	*	*
To obtain an initial Ed Special teaching credential	0	*	*	0	*	*
To add an authorization	0	*	*	0	*	*
College/University Training						
In California	39	30	76.9	103	85	82.5
Outside of California	14	12	85.7	40	36	90.0
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	5	*	*
Bachelor's degree + additional credits	25	20	80.0	78	69	88.5
Master's degree or doctoral degree	10	7	70.0	26	22	84.6

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

Appendix B15: CSET: Physical Education – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2004-25

CSET: Physical Education	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	592	265	44.8	12,765	9,305	72.9
Ethnicity						
African American	52	11	21.2	867	462	53.3
Asian American	52	20	38.5	946	683	72.2
Hispanic American	154	45	29.2	2,361	1,505	63.7
Native American	5	*	*	95	49	51.6
White, non-Hispanic	277	166	59.9	7,131	5,613	78.7
Gender						
Female	233	101	43.3	5,169	3,774	73.0
Male	343	154	44.9	7,445	5,420	72.8
Nonbinary	0	*	*	1	*	*
Decline to state	16	10	62.5	150	110	73.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	2	15.4	7,120	5,413	76.0
To obtain an initial Ed Special teaching credential	2	*	*	200	128	64.0
To add an authorization	2	*	*	2,180	1,720	78.9
College/University Training						
In California	359	160	44.6	8,107	5,948	73.4
Outside of California	61	34	55.7	1,338	981	73.3
Educational Level						
Fresh/Soph/Jr/Sr College	16	4	25.0	318	186	58.5
Bachelor's degree + additional credits	292	123	42.1	7,840	5,758	73.4
Master's degree or doctoral degree	98	50	51.0	2,757	2,072	75.2

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

Appendix B16: Updated CSET: Science (Foundational-Level)– Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2018–25

CSET: Science (Foundational-Level)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	257	128	49.8	2,465	1,422	57.7
Ethnicity						
African American	16	2	12.5	139	43	30.9
Asian American	30	19	63.3	301	195	64.8
Hispanic American	61	20	32.8	581	250	43.0
Native American	5	*	*	23	10	43.5
White, non-Hispanic	124	76	61.3	1,171	785	67.0
Gender						
Female	151	63	41.7	1,506	811	53.9
Male	95	56	58.9	893	569	63.7
Nonbinary	2	*	*	8	*	*
Decline to state	9	*	*	58	36	62.1
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	13	7	53.8	461	268	58.1
To obtain an initial Ed Special teaching credential	2	*	*	34	16	47.1
To add an authorization	1	*	*	58	32	55.2
College/University Training						
In California	183	95	51.9	1,795	1,045	58.2
Outside of California	39	18	46.2	413	262	63.4
Educational Level						
Fresh/Soph/Jr/Sr College	5	*	*	119	81	68.1
Bachelor's degree + additional credits	111	49	44.1	1,168	634	54.3
Master's degree or doctoral degree	48	28	58.3	544	329	60.5

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

Appendix B17: CSET Science: Life Sciences – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2018–25

CSET Science: Life Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	253	161	63.6	4,284	3,341	78.0
Ethnicity						
African American	16	9	56.3	160	102	63.8
Asian American	39	30	76.9	647	555	85.8
Hispanic American	62	38	61.3	1,062	724	68.2
Native American	1	*	*	26	15	57.7
White, non-Hispanic	119	74	62.2	1,986	1,635	82.3
Gender						
Female	130	73	56.2	2,691	2,034	75.6
Male	107	77	72.0	1,501	1,236	82.3
Nonbinary	2	*	*	12	9	75.0
Decline to state	14	9	64.3	80	62	77.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	11	7	63.6	1,400	1,173	83.8
To obtain an initial Ed Special teaching credential	1	*	*	21	17	81.0
To add an authorization	3	*	*	90	80	88.9
College/University Training						
In California	181	112	61.9	3,338	2,585	77.4
Outside of California	38	26	68.4	635	531	83.6
Educational Level						
Fresh/Soph/Jr/Sr College	17	14	82.4	544	475	87.3
Bachelor's degree + additional credits	126	81	64.3	2,259	1,719	76.1
Master's degree or doctoral degree	35	20	57.1	602	439	72.9
Undergraduate Major in Biology	43	34	79.1	1,848	1,628	88.1

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

Appendix B18: CSET Science: Chemistry – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2018–25

CSET Science: Chemistry	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	133	71	53.4	1,829	1,393	76.2
Ethnicity						
African American	4	*	*	59	31	52.5
Asian American	29	19	65.5	426	360	84.5
Hispanic American	26	8	30.8	386	249	64.5
Native American	1	*	*	13	11	84.6
White, non-Hispanic	60	35	58.3	793	631	79.6
Gender						
Female	62	28	45.2	975	697	71.5
Male	62	37	59.7	808	660	81.7
Nonbinary	1	*	*	5	*	*
Decline to state	8	*	*	41	33	80.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	4	*	*	600	495	82.5
To obtain an initial Ed Special teaching credential	0	*	*	9	*	*
To add an authorization	2	*	*	128	102	79.7
College/University Training						
In California	93	53	57.0	1,375	1,045	76.0
Outside of California	19	10	52.6	284	231	81.3
Educational Level						
Fresh/Soph/Jr/Sr College	11	7	63.6	232	200	86.2
Bachelor's degree + additional credits	51	26	51.0	837	619	74.0
Master's degree or doctoral degree	37	21	56.8	359	262	73.0
Undergraduate Major in Chemistry	11	8	72.7	450	400	88.9

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

Appendix B19: CSET Science: Earth and Space Sciences – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2018–25

CSET Science: Earth and Space Sciences	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	64	17	26.6	855	478	55.9
Ethnicity						
African American	1	*	*	21	4	19.0
Asian American	3	*	*	73	39	53.4
Hispanic American	12	0	0.0	173	58	33.5
Native American	1	*	*	5	*	*
White, non-Hispanic	40	14	35.0	491	324	66.0
Gender						
Female	27	5	18.5	453	226	49.9
Male	34	11	32.4	378	241	63.8
Nonbinary	1	*	*	2	*	*
Decline to state	2	*	*	22	10	45.5
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	3	*	*	233	154	66.1
To obtain an initial Ed Special teaching credential	0	*	*	6	*	*
To add an authorization	1	*	*	46	32	69.6
College/University Training						
In California	42	13	31.0	626	348	55.6
Outside of California	10	4	40.0	120	79	65.8
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	59	39	66.1
Bachelor's degree + additional credits	29	6	20.7	424	231	54.5
Master's degree or doctoral degree	8	*	*	170	95	55.9
Undergraduate Major in Earth Science	6	*	*	164	129	78.7

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

Appendix B20: CSET Science: Physics – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2018–25

CSET Science: Physics	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	75	27	36.0	1,033	653	63.2
Ethnicity						
African American	1	*	*	29	10	34.5
Asian American	9	*	*	205	152	74.1
Hispanic American	21	2	9.5	193	86	44.6
Native American	0	*	*	4	*	*
White, non-Hispanic	37	16	43.2	509	347	68.2
Gender						
Female	26	4	15.4	339	162	47.8
Male	47	22	46.8	662	467	70.5
Nonbinary	0	*	*	4	*	*
Decline to state	2	*	*	28	20	71.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	5	*	*	357	246	68.9
To obtain an initial Ed Special teaching credential	0	*	*	3	*	*
To add an authorization	1	*	*	86	56	65.1
College/University Training						
In California	53	17	32.1	748	465	62.2
Outside of California	11	7	63.6	176	128	72.7
Educational Level						
Fresh/Soph/Jr/Sr College	4	*	*	101	78	77.2
Bachelor's degree + additional credits	28	8	28.6	474	290	61.2
Master's degree or doctoral degree	22	11	50.0	239	149	62.3
Undergraduate Major in Physics	5	*	*	238	190	79.8

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

Appendix B21: CSET: Social Science – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2003-25

CSET: Social Science	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	713	428	60.0	34,797	28,323	81.4
Ethnicity						
African American	39	18	46.2	1,410	922	65.4
Asian American	57	31	54.4	2,487	2,039	82.0
Hispanic American	218	102	46.8	6,821	5,095	74.7
Native American	3	*	*	256	190	74.2
White, non-Hispanic	337	234	69.4	19,478	16,422	84.3
Gender						
Female	288	153	53.1	14,468	11,013	76.1
Male	393	256	65.1	19,751	16,823	85.2
Nonbinary	7	*	*	43	33	76.7
Decline to state	25	15	60.0	535	454	84.9
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	99	50	50.5	22,678	18,708	82.5
To obtain an initial Ed Special teaching credential	4	*	*	467	366	78.4
To add an authorization	4	*	*	3,442	2,807	81.6
College/University Training						
In California	530	296	55.8	20,897	16,847	80.6
Outside of California	92	71	77.2	4,108	3,487	84.9
Educational Level						
Fresh/Soph/Jr/Sr College	68	40	58.8	3,551	2,856	80.4
Bachelor's degree + additional credits	354	208	58.8	21,527	17,387	80.8
Master's degree or doctoral degree	97	66	68.0	5,958	5,013	84.1

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

Appendix B22: CSET: Theatre – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2021-25

CSET: Theatre	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	73	64	87.7	225	207	92.0
Ethnicity						
African American	7	*	*	12	9	75.0
Asian American	0	*	*	9	*	*
Hispanic American	11	8	72.7	37	29	78.4
Native American	1	*	*	2	*	*
White, non-Hispanic	53	50	94.3	148	142	95.9
Gender						
Female	42	38	90.5	122	111	91.0
Male	29	24	82.8	93	86	92.5
Nonbinary	0	*	*	2	*	*
Decline to state	2	*	*	8	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	0	*	*	26	25	96.2
To obtain an initial Ed. Specialist credential	0	*	*	2	*	*
To add an authorization	1	*	*	5	*	*
College/University Training						
In California	43	40	93.0	140	131	93.6
Outside of California	13	11	84.6	42	39	92.9
Educational Level						
Fresh/Soph/Jr/Sr College	1	*	*	5	*	*
Bachelor's degree + additional credits	28	26	92.9	100	94	94.0
Master's degree or doctoral degree	19	17	89.5	51	46	90.2

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

Appendix B23: CSET: WL American Sign Language – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2005-25

CSET: WL ASL	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	2	*	*	391	240	61.4
Ethnicity						
African American	1	*	*	12	9	75.0
Asian American	0	*	*	14	10	71.4
Hispanic American	0	*	*	54	30	55.6
Native American	0	*	*	2	*	*
White, non-Hispanic	1	*	*	258	153	59.3
Gender						
Female	1	*	*	321	197	61.4
Male	0	*	*	65	39	60.0
Nonbinary	0	*	*	1	*	*
Decline to state	1	*	*	4	*	*
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	0	*	*	253	165	65.2
To obtain an initial Ed Special teaching credential	0	*	*	16	5	31.3
To add an authorization	0	*	*	77	46	59.7
College/University Training						
In California	0	*	*	285	175	61.4
Outside of California	1	*	*	54	33	61.1
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	26	12	46.2
Bachelor's degree + additional credits	1	*	*	216	123	56.9
Master's degree or doctoral degree	0	*	*	104	76	73.1

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

Appendix B24: CSET: WL French – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2004-25

	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
CSET: WL French						
ALL EXAMINEES	13	6	46.2	989	863	87.3
Ethnicity						
African American	1	*	*	58	44	75.9
Asian American	3	*	*	50	40	80.0
Hispanic American	0	*	*	79	58	73.4
Native American	0	*	*	2	*	*
White, non-Hispanic	9	*	*	630	567	90.0
Gender						
Female	9	*	*	734	649	88.4
Male	3	*	*	237	196	82.7
Nonbinary	0	*	*	0	*	*
Decline to state	1	*	*	18	18	100.0
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	0	*	*	611	534	87.4
To obtain an initial Ed Special teaching credential	0	*	*	13	11	84.6
To add an authorization	1	*	*	215	189	87.9
College/University Training						
In California	8	*	*	376	314	83.5
Outside of California	2	*	*	285	254	89.1
Educational Level						
Fresh/Soph/Jr/Sr College	0	*	*	47	40	85.1
Bachelor's degree + additional credits	2	*	*	452	385	85.2
Master's degree or doctoral degree	6	*	*	340	301	88.5

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

Appendix B25: CSET: WL Mandarin – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2004-25

CSET: WL Mandarin	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	48	43	89.6	1,575	1,474	93.6
Ethnicity						
African American	0	*	*	1	*	*
Asian American	46	41	89.1	1,313	1,236	94.1
Hispanic American	0	*	*	1	*	*
Native American	0	*	*	0	*	*
White, non-Hispanic	0	*	*	24	18	75.0
Gender						
Female	43	38	88.4	1,323	1,243	94.0
Male	3	*	*	214	195	91.1
Nonbinary	0	*	*	0	*	*
Decline to state	2	*	*	38	36	94.7
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	0	*	*	897	844	94.1
To obtain an initial Ed Special teaching credential	0	*	*	56	48	85.7
To add an authorization	0	*	*	208	190	91.3
College/University Training						
In California	9	*	*	286	247	86.4
Outside of California	12	12	100.0	517	493	95.4
Educational Level						
Fresh/Soph/Jr/Sr College	2	*	*	34	29	85.3
Bachelor's degree + additional credits	12	12	100.0	502	457	91.0
Master's degree or doctoral degree	17	13	76.5	645	609	94.4

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

Appendix B26: CSET: WL Spanish – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2004-25

CSET: WL Spanish	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	166	98	59.0	7,125	6,212	87.2
Ethnicity						
African American	1	*	*	70	57	81.4
Asian American	3	*	*	166	140	84.3
Hispanic American	128	71	55.5	4,475	3,829	85.6
Native American	0	*	*	21	16	76.2
White, non-Hispanic	19	14	73.7	1,614	1,483	91.9
Gender						
Female	126	73	57.9	5,084	4,435	87.2
Male	37	23	62.2	1,944	1,695	87.2
Nonbinary	0	*	*	2	*	*
Decline to state	3	*	*	95	81	85.3
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	18	6	33.3	4,682	4,140	88.4
To obtain an initial Ed Special teaching credential	1	*	*	98	81	82.7
To add an authorization	1	*	*	1,226	1,096	89.4
College/University Training						
In California	80	43	53.8	3,804	3,280	86.2
Outside of California	28	20	71.4	1,096	992	90.5
Educational Level						
Fresh/Soph/Jr/Sr College	3	*	*	502	451	89.8
Bachelor's degree + additional credits	70	30	42.9	3,974	3,423	86.1
Master's degree or doctoral degree	30	24	80.0	1,603	1,437	89.6

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

Appendix B27: CSET: Writing Skills – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2003-25

CSET: Writing Skills	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	76	61	80.3	12,430	10,567	85.0
Ethnicity						
African American	8	*	*	464	354	76.3
Asian American	12	7	58.3	1,322	988	74.7
Hispanic American	19	13	68.4	2,473	1,804	72.9
Native American	0	*	*	61	48	78.7
White, non-Hispanic	32	29	90.6	6,251	5,748	92.0
Gender						
Female	57	44	77.2	10,404	8,845	85.0
Male	17	15	88.2	1,801	1,511	83.9
Nonbinary	2	*	*	9	*	*
Decline to state	0	*	*	216	204	94.4
Reason for Taking the CSET						
To obtain an initial MS/SS teaching credential	2	*	*	9,353	8,047	86.0
To obtain an initial Ed Special teaching credential	3	*	*	1,314	1,108	84.3
To add an authorization	0	*	*	127	109	85.8
College/University Training						
In California	49	40	81.6	9,085	7,689	84.6
Outside of California	12	11	91.7	1,794	1,638	91.3
Highest Educational Level						
Fresh/Soph/Jr/Sr College	5	*	*	4,310	3,783	87.8
Bachelor's degree + additional credits	33	29	87.9	6,173	5,209	84.4
Master's degree or doctoral degree	9	*	*	598	512	85.6

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

Appendix C: NES

Appendix C1: NES: Assessment of Professional Knowledge (Elementary and Secondary) – Annual (2024-25) and Cumulative Passing Rates by Demographic and Background Information, 2013–25

NES: Assessment of Professional Knowledge (Elementary and Secondary)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	439	405	92	7,026	6,461	92
Ethnicity						
African American	23	21	91	343	301	88
Asian American	17	15	88	548	456	83
Hispanic American	132	115	87	1,637	1,415	86
Native American	1	*	*	56	41	73
White, non-Hispanic	222	213	96	3,645	3,503	96
Multiracial	23	22	96	425	405	95
Other	11	9	82	132	112	85
Undeclared	10	10	100	240	228	95
Gender						
Female	325	302	93	5,168	4,780	92
Male	107	97	91	1,758	1,588	90
Not provided	7	*	*	98	91	93
Certification Status						
Seeking admission to educator prep program	24	22	92	873	798	91
Completed/completing educator prep program in CA	243	222	91	4,088	3,783	93
Completed/completing educator prep program outside CA	125	118	94	1,211	1,107	91
Completed/completing approved alternative route	34	33	97	578	546	94
CA Credentialed educator seeking additional authorization	10	8	80	179	150	84
Out of state credentialed educator seeking CA credential	3	*	*	97	77	79
Best Language						
English	435	403	93	6,905	6,375	92
Other	4	*	*	121	86	71
Educational Level						

NES: Assessment of Professional Knowledge (Elementary and Secondary)	Annual N Completed	Annual N Passed	Annual % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
High School	10	6	60	117	101	86
Some college	141	129	91	2,097	1,958	93
Bachelor's degree	95	87	92	2,172	1,985	91
Bachelor's degree plus additional credits	103	97	94	1,265	1,164	92
Master's degree	63	60	95	954	872	91
Master's degree plus additional credits	20	19	95	346	309	89
Doctoral degree	7	*	*	75	72	96

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

Appendix D: RICA (Retired 2025)

Appendix D1: RICA: Written Exam (WE) and Video Performance Assessment (VPA) Preparation and Demographic Data by Demographic and Background Information, 2019–25

RICA 2020-25	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
ALL EXAMINEES	44,342	100	1,522	100	45,116	100
Educational Level						
High School diploma	324	0.7	0	0	322	0.7
Associate of Arts degree	266	0.6	1	0.1	263	0.6
Bachelor's degree	1,941	4.4	36	2.4	1,950	4.3
Bachelor's degree + additional credits	6,907	15.6	147	9.7	6,977	15.5
Master's degree	1,467	3.3	57	3.7	1,495	3.3
Master's degree + additional credits	875	2	39	2.6	896	2
Doctoral degree	53	0.1	0	0	53	0.1
Did not respond	32,509	73.3	1,242	81.6	33,160	73.5
College Grade Point Average						
3.50 to 4.00	4,387	9.9	109	7.2	4,433	9.8
3.00 to 3.49	6,049	13.6	132	8.7	6,100	13.5
2.50 to 2.99	1,166	2.6	29	1.9	1,184	2.6
2.00 to 2.49	149	0.3	3	0.2	150	0.3
Below 2.00	7	0	0	0	7	0
Did not attend college	3	0	0	0	3	0
Did not respond	32,581	73.5	1,249	82.1	33,239	73.7
Reason for Taking RICA						
Multiple Subject Teaching Credential	8,271	18.7	170	11.2	8,348	18.5
Education Specialist Instruction Credential	3,126	7	100	6.6	3,164	7
No Response	32,945	74.3	1252	82.3	33,604	74.5
Professional Preparation						
Not begun professional preparation	3,201	7.2	63	4.1	3,208	7.1
First year in college/university internship program	6,138	13.8	119	7.8	6,169	13.7
Second year in college/university internship program	3,083	7	143	9.4	3,143	7
Completed college/university internship program	3,146	7.1	181	11.9	3,252	7.2
First year in district internship program	2,422	5.5	84	5.5	2,456	5.4
Second year in district internship program	1,783	4	133	8.7	1,865	4.1
Completed district internship program	891	2	98	6.4	952	2.1
Not begun student teaching in non-intern college/university program	2,571	5.8	15	1	2,574	5.7

RICA 2020-25	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
Begun student teaching in non-intern college/university program	6,149	13.9	84	5.5	6,177	13.7
Completed student teaching in non-intern college/university program	1,956	4.4	70	4.6	1,994	4.4
Completed Program in non-intern college/university program	2,191	4.9	87	5.7	2,243	5
I will be in the first year of an induction program	2,351	5.3	84	5.5	2,392	5.3
I will be in the second year of an induction program	2,330	5.3	77	5.1	2,379	5.3
I will have completed an induction program	2,332	5.3	127	8.3	2,435	5.4
Did not respond	3,798	8.6	157	10.3	3,877	8.6
Preparation for Reading Instruction						
No preparation	6,149	9.3	166	7.1	6,221	9.2
Completed IHE course in Methods of Reading Instruction	23,591	35.6	691	29.5	23,937	35.4
Completed District Internship course	6,352	9.6	325	13.9	6,528	9.7
Observed Reading instruction in a TK-12 school	9,326	14.1	344	14.7	9,519	14.1
Worked with individual students in TK-12 school to improve their Reading skills	8,212	12.4	322	13.7	8,402	12.4
Had daily responsibility for classroom Reading instruction as student teacher or intern	12,655	19.1	495	21.1	12,947	19.2
Student Teaching Assignments						
None	10,757	24.3	215	14.1	10,832	24
One	11,977	27	375	24.6	12,178	27
Two	8,159	18.4	298	19.6	8,335	18.5
Three	1,773	4	82	5.4	1,823	4
Four or more	1,674	3.8	94	6.2	1,726	3.8
I am currently an intern	6,676	15.1	304	20	6,828	15.1
Did not respond	3,326	7.5	154	10.1	3,394	7.5
Grade Level Teaching Experience						
None	4,529	7.2	31	1.4	4,535	7.1
PK-2	24,340	38.8	910	41	24,825	38.9
Grades 3-5	20,302	32.4	678	30.6	20,668	32.4
Grades 6-8	9,152	14.6	399	18	9,359	14.7
Grades 9-12	4,346	6.9	201	9.1	4,453	7
Best Language of Communication						
English	11,701	26.4	268	17.6	11,814	26.2

RICA 2020-25	WE N	WE %	VPA N	VPA %	Total RICA N	Total RICA %
Spanish	133	0.3	9	0.6	138	0.3
Vietnamese	8	0	0	0	8	0
Cantonese	11	0	0	0	10	0
Hmong	1	0	1	0.1	2	0
Other	53	0.1	2	0.1	55	0.1
Did not respond	32,435	73.1	1242	81.6	33,089	73.3
First Language of Communication						
English only	7,623	17.2	169	11.1	7,695	17.1
English and one or more other languages	2,867	6.5	54	3.5	2,881	6.4
One or more languages other than English	1,336	3	55	3.6	1,373	3
Did not respond	32,516	73.3	1244	81.7	33,167	73.5
Gender						
Male	6,729	15.2	280	18.4	6,876	15.2
Female	36,856	83.1	1225	80.5	37,477	83.1
Nonbinary	112	0.3	2	0.1	113	0.3
Decline to state	645	1.5	15	1	650	1.4
Ethnicity						
African American/Black	1,984	4.5	114	7.5	2,033	4.5
Asian American/Asian	2,021	4.6	54	3.5	2,056	4.6
Filipino	1,053	2.4	26	1.7	1,067	2.4
Southeast Asian American	999	2.3	39	2.6	1,016	2.3
Pacific Island American	188	0.4	6	0.4	190	0.4
Mexican American or Chicano	14,156	31.9	490	32.2	14,400	31.9
Latino, Latin American, Puerto Rican, Hispanic	4,749	10.7	192	12.6	4,844	10.7
Native American, American Indian	279	0.6	12	0.8	285	0.6
White, non-Hispanic	15,549	35.1	437	28.7	15,793	35
Other	2,238	5	116	7.6	2,292	5.1
Did not respond	1,126	2.5	36	2.4	1,140	2.5

Appendix D2: RICA (Written & VPA combined) First-time and Cumulative Passing Rates by Demographic and Background Information, 2020–25

RICA 2020-25	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
ALL EXAMINEES	45,116	24,738	54.8	45,116	41,551	92.1
Educational Level						
High School diploma	324	181	55.9	322	302	93.8
Associate of Arts degree	267	103	38.6	263	235	89.4
Bachelor's degree	1,965	914	46.5	1,950	1,803	92.5
Bachelor's degree + additional credits	7,033	3,760	53.5	6,977	6,625	95
Master's degree	1,504	735	48.9	1,495	1,403	93.8
Master's degree + additional credits	906	502	55.4	896	838	93.5
Doctoral degree	53	36	67.9	53	47	88.7
Did not respond	33,064	18,507	56	33,160	30,298	91.4
College Grade Point Average						
3.50 to 4.00	6,147	3548	57.7	6,100	5,849	95.9
3.00 to 3.49	4,475	2056	45.9	4,433	4,095	92.4
2.50 to 2.99	1,189	531	44.7	1,184	1,090	92.1
2.00 to 2.49	154	57	37	150	137	91.3
Below 2.00	7	*	*	7	*	*
Did not attend college	3	*	*	3	*	*
Did not respond	33,141	18541	55.9	33,239	30,371	91.4
Reason for Taking RICA						
Multiple Subject Teaching Credential	8,402	4,567	54.4	8,348	7,851	94
Education Specialist Instruction Credential	3,205	1,458	45.5	3,164	2,990	94.5
No Response	33,509	18,713	55.8	33,604	30,710	91.4
Professional Preparation						
Not begun Professional Preparation	3,231	1,476	45.7	3,208	2,767	86.3
First year in college/university internship program	6,219	3,531	56.8	6,169	5,746	93.1

RICA 2020-25	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Second year in Program college/university internship program	3,150	1,680	53.3	3,143	2,889	91.9
Completed college/university internship program	3,215	1,630	50.7	3,252	2,933	90.2
First year in district internship program	2,477	1,202	48.5	2,456	2,244	91.4
Second year in district internship program	1,844	927	50.3	1,865	1,723	92.4
Completed district internship program	930	471	50.6	952	859	90.2
Not begun student teaching in non-intern college/university program	2,587	1,560	60.3	2,574	2,373	92.2
Begun student teaching in non-intern college/university program	6,211	3,919	63.1	6,177	5,815	94.1
Completed student teaching in non-intern college/university program	1,985	1,126	56.7	1,994	1,829	91.7
Completed non-intern college/university program	2,229	1,262	56.6	2,243	2,071	92.3
I will be in the first year of an induction program	2,405	1,164	48.4	2,392	2,244	93.8
I will be in the second year of an induction program	2,377	1,286	54.1	2,379	2,260	95
I will have completed an induction program	2,405	1,589	66.1	2,435	2,254	92.6

RICA 2020-25	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Did not respond	3,851	1,915	49.7	3,877	3,544	91.4
Preparation for Reading Instruction						
No preparation	6,229	3,081	49.5	6,221	5,527	88.8
Completed IHE course in Methods of Reading Instruction	23,972	14,122	58.9	23,937	22,307	93.2
Completed District Internship course	6,501	3,531	54.3	6,528	6,055	92.8
Observed Reading instruction in a TK-12 school	9,531	5,557	58.3	9,519	8,750	91.9
Worked with individual students in TK-12 school to improve their Reading skills	8,408	4,852	57.7	8,402	7,728	92
Had daily responsibility for classroom Reading instruction as student teacher or intern	12,958	7,713	59.5	12,947	12,064	93.2
Student Teaching Assignments						
None	10,883	5,812	53.4	10,832	9,775	90.2
One	12,160	7,004	57.6	12,178	11,367	93.3
Two	8,315	4,783	57.5	8,335	7,718	92.6
Three	1,809	1,013	56	1,823	1,681	92.2
Four or more	1,720	862	50.1	1,726	1,548	89.7
I am currently an intern	6,844	3,574	52.2	6,828	6,350	93
Did not respond	3,385	1,690	49.9	3,394	3,112	91.7
Grade Level Teaching Experience						
None	4,550	2,424	53.3	4,535	4,039	89.1
PK-2	24,818	14,049	56.6	24,825	22,942	92.4
Grades 3-5	20,637	11,840	57.4	20,668	19,254	93.2
Grades 6-8	9,352	4,860	52	9,359	8,578	91.7
Grades 9-12	4,460	2,097	47	4,453	3,959	88.9

RICA 2020-25	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
Best Language of Communication						
English	11,914	6,184	51.9	11,814	11,135	94.3
Spanish	136	34	25	138	116	84.1
Vietnamese	8	*	*	8	*	*
Cantonese	11	5	45.5	10	10	100
Hmong	2	*	*	2	*	*
Other	55	30	54.5	55	49	89.1
Did not respond	32,990	18,482	56	33,089	30,231	91.4
First Language of Communication						
English only	7,763	4,400	56.7	7,695	7,288	94.7
English and one or more other languages	2,905	1,228	42.3	2,881	2,681	93.1
One or more languages other than English	1,377	599	43.5	1,373	1,278	93.1
Did not respond	33,071	18,511	56	33,167	30,304	91.4
Gender						
Male	6,876	3,350	48.7	6,876	6,165	89.7
Female	37,477	20,840	55.6	37,477	34,667	92.5
Nonbinary	113	82	72.6	113	112	99.1
Decline to state	650	466	71.7	650	607	93.4
Ethnicity						
African American/Black	2,033	922	45.4	2,033	1,733	85.2
Asian American/Asian	2,056	1,355	65.9	2,056	1,920	93.4
Filipino	1,067	616	57.7	1,067	979	91.8
Southeast Asian American	1,016	536	52.8	1,016	927	91.2
Pacific Island American	190	105	55.3	190	172	90.5
Mexican American or Chicano	14,400	6,536	45.4	14,400	13,058	90.7
Latino, Latin American, Puerto Rican, Hispanic	4,844	2,295	47.4	4,844	4,362	90
Native American, American Indian	285	152	53.3	285	267	93.7

RICA 2020-25	First-Time N Completed	First-Time N Passed	First-Time % Passed	Cumulative N Completed	Cumulative N Passed	Cumulative % Passed
White, non-Hispanic	15,793	10,379	65.7	15,793	14,986	94.9
Other	2,292	1,163	50.7	2,292	2,083	90.9
Did not respond	1,140	679	59.6	1,140	1,064	93.3

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

Appendix E: CPACE

Appendix E1: CPACE (Content and Performance Combined) Annual (2024-25) and Cumulative (2019-25) Passing Rates

CSPACE 2019–25	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
ALL EXAMINEES	1,918	294	15.3	8,613	3,006	34.9
Ethnicity						
Not Specified	90	12	13.3	569	252	44.3
African American/Black	147	9	6.1	574	122	21.3
Japanese American/Japanese	14	5	35.7	65	32	49.2
Chinese American/Chinese	19	5	26.3	109	44	40.4
Korean American/Korean	17	8	47.1	109	46	42.2
Filipino American/Filipino	25	0	0	144	45	31.3
Cambodian American/Cambodian	1	*	*	8	*	*
Laotian American/Laotian	4	*	*	7	*	*
Vietnamese American/Vietnamese	12	3	25	54	22	40.7
Other SE Asian Amer/SE Asian	4	*	*	30	9	30
Asian Indian American/Asian Indian	14	4	28.6	73	37	50.7
Hawaiian	3	*	*	12	6	50
Guamanian	2	*	*	6	*	*
Samoan	1	*	*	4	*	*
Other Pacific Islander Amer/Other Pacific Islander	3	*	*	10	1	10
Mexican American/Chicano	287	34	11.8	1,062	284	26.7
Latino/Latino American/Puerto Rican/Other Hispanic	124	10	8.1	497	132	26.6
Native Amer/Amer Indian/Alaskan Native	15	2	13.3	59	13	22
White (non-Hispanic)	1,039	186	17.9	4,801	1,831	38.1
Other	97	10	10.3	420	122	29

CPACE 2019–25	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Gender						
Female	1,469	245	16.7	6,545	2,411	36.8
Male	405	45	11.1	1,904	549	28.8
Nonbinary	0	*	*	0	*	*
Decline to state	0	*	*	0	*	*
No Response	44	4	9.1	164	46	28
First Language						
No response	11	0	0	109	52	47.7
English only	1,513	241	15.9	6,855	2,466	36
English and one or more other languages	309	46	14.9	1,267	392	30.9
One or more languages other than English	85	7	8.2	382	96	25.1
Education Level						
No response	11	0	0	128	61	47.7
Bachelor's	15	2	13.3	74	22	29.7
Bachelor's and additional credits	201	31	15.4	1,019	317	31.1
Master's	458	79	17.2	1,940	714	36.8
Master's and additional credits	1,066	159	14.9	4,710	1,632	34.6
Doctorate	167	23	13.8	739	259	35
Not yet obtained a Bachelor's degree	2	*	*	5	*	*
Years Since Schooling						
No response	11	0	0	126	59	46.8
Currently attending college or graduate school	152	14	9.2	770	229	29.7
Less than 1 year	116	12	10.3	540	173	32
1-3 years	287	32	11.1	1,238	412	33.3
4-6 years	306	40	13.1	1,537	586	38.1
7-10 years	381	71	18.6	1,676	611	36.5
More than 10 years	665	125	18.8	2,726	936	34.3
College Grade Point Average						
No response	11	0	0	149	75	50.3
3.5 to 4.0	1,292	220	17	5,523	2,029	36.7
3.0 to 3.49	507	67	13.2	2,409	768	31.9
2.5 to 2.99	96	7	7.3	468	120	25.6

CPACE 2019–25	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
2.0 to 2.49	12	0	0	59	14	23.7
1.5 to 1.99	0	*	*	3	*	*
Below 1.5	0	*	*	1	*	*
Credential Types						
No response	11	0	0	30	7	23.3
Elementary Teaching	596	107	18	2,548	920	36.1
Secondary Teaching	535	93	17.4	2,508	935	37.3
Special Education	257	24	9.3	1,071	310	28.9
Designated Subjects Teaching	24	3	12.5	98	18	18.4
Pupil Personnel Services	177	22	12.4	758	253	33.4
Speech-Language Pathology Services	14	2	14.3	55	16	29.1
Clinical or Rehabilitative Services	0	*	*	14	8	57.1
Teacher Librarian Services	0	*	*	1	*	*
School Nurse	1	*	*	21	9	42.9
Child Development Permit	3	*	*	13	2	15.4
Employment Status						
No response	11	0	0	149	63	42.3
Elementary school	441	73	16.6	1,850	643	34.8
Middle school	212	30	14.2	931	302	32.4
Secondary school	440	53	12	2,009	647	32.2
Adult education	23	2	8.7	107	21	19.6
School district level	328	64	19.5	1,642	672	40.9
County Office of Education level	114	20	17.5	385	140	36.4
Employed in another educational setting	45	4	8.9	221	67	30.3
Employed, but not in an educational setting	8	*	*	31	8	25.8
Unemployed	8	*	*	57	21	36.8
K-8 school	118	12	10.2	532	151	28.4
Charter School	151	33	21.9	642	255	39.7
Continuation School	19	2	10.5	57	16	28.1
Education Assignment						
No response	13	2	15.4	165	79	47.9

CSPACE 2019–25	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
General education teacher	840	135	16.1	3,576	1,217	34
Special education teacher	225	23	10.2	940	259	27.6
Adult or vocational education teacher	23	4	17.4	117	26	22.2
Program coordinator	321	60	18.7	1,563	594	38
Consultant	20	2	10	125	52	41.6
Counselor	105	8	7.6	399	92	23.1
Librarian	7	*	*	24	4	16.7
Nurse	3	*	*	24	9	37.5
Psychologist	63	9	14.3	283	102	36
Speech pathologist	12	2	16.7	58	22	37.9
Other non-administrative public school position	257	45	17.5	1,213	509	42
Currently not in an education assignment	29	4	13.8	126	41	32.5
Experience as an Educator						
No response	11	0	0	127	59	46.5
less than 3 years	26	2	7.7	87	22	25.3
3-5 years	115	12	10.4	563	198	35.2
6-10 years	541	82	15.2	2,505	956	38.2
11 or more years	1,225	198	16.2	5,331	1,771	33.2
Experience Related to Administration						
No response	11	0	0	30	7	23.3
California public school (TK-12)	501	80	16	2,230	745	33.4
Out-of-state public school (TK-12)	9	*	*	37	9	24.3
Private school (TK-12)	40	4	10	147	46	31.3
Non-educational administrative experience	48	6	12.5	201	50	24.9
No administrative experience	317	44	13.9	1,285	413	32.1
Mentor/master teacher or support provider	184	16	8.7	775	239	30.8

CPACE 2019–25	Annual N Completed	Annual Passed	Annual % Passed	Cumulative N Completed	Cumulative Passed	Cumulative % Passed
Teacher on special assignment	265	57	21.5	996	367	36.8
Program coordinator or director	168	23	13.7	689	195	28.3
School Administration Related Coursework						
No response	11	0	0	216	109	50.5
1-6 semester credit hours	225	34	15.1	1,158	384	33.2
7-15 semester credit hours	125	11	8.8	629	179	28.5
16-24 semester credit hours	78	3	3.8	408	104	25.5
25 or more semester credit hours	202	14	6.9	831	222	26.7
None	1,277	232	18.2	5,371	2,008	37.4

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