CBEST® CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™

TEST DATE: 01/18/21
SSN: XXX-X7-6414
ID#: 78556326

GENOA E SPERSKE
234 SNIDER CT.
LIVERMORE CA 94550

Reading Section		Scaled Score: 70
# of Items	Skill Area	Performance Indicators
11 to 20	Critical Analysis and Evaluation	++++
21 to 30	Comprehension and Research Skills	++++

Mathematics Section		Scaled Score: 54
# of Items	Skill Area	Performance Indicators
11 to 20	Estimation, Measurement, and Statistical Principles	+++
11 to 20	Computation and Problem Solving	++++
11 to 20	Numerical and Graphic Relationships	+++

Writing Section	Scaled Score: 47
Performance on Topic 1:	Performance on Topic 2:
Your topic 1 essay met or exceeded the minimum standard.	Your topic 2 essay met or exceeded the minimum standard.

Cumulative Status: Highest Results

Section	Highest Score	Test Date
Reading	70	01/18/21
Mathematics	54	01/18/21
Writing	47	01/18/21

Total Passing Score: 171
CBEST Status: **PASSED**

Your scores will be sent to the following:
Commission on Teacher Credentialing
California State University - East Bay

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CBT-SR-PASSING 03

For privacy/confidentiality reasons, only the last five digits of your Social Security Number are reported.

This barcode contains unique candidate information

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™ (CBEST®)

Permanent Passing Status Verification

GENOA E SPERSKE

TEST DATE: 01/18/21 ID#: 78556326
SSN: XXX-X7-6414

COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™ (CBEST®)

Passing Status Transcript Copy

GENOA E SPERSKE

TEST DATE: 01/18/21 ID#: 78556326
SSN: XXX-X7-6414

COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

This transcript copy is for your use and may be sent to any agency requiring CBEST verification.

CALIFORNIA BASIC EDUCATIONAL SKILLS TEST™ (CBEST®)

Passing Status Transcript Copy

GENOA E SPERSKE

TEST DATE: 01/18/21 ID#: 78556326
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CBEST®
Test Results Information

Your California Basic Educational Skills Test™ (CBEST®) test results report indicates whether you passed the test, how you performed on the total test and each section (Reading, Mathematics, and Writing), and how you performed on the skill areas in each CBEST section.

TEST RESULTS INTERPRETATION

CBEST Description. Each section score is based on a scale ranging from 20 to 80. For the Reading and Mathematics sections, your score is derived from the total number of questions you answered correctly. Your score for the Writing section is based on your performance on the two essays. If you did not pass the Writing section, the features of your writing that may need improvement are indicated for each essay that did not meet the passing standard.

Your total CBEST score was obtained by adding your scaled scores for the Reading, Mathematics, and Writing sections. If you have retaken sections of the CBEST, the highest score obtained on any section, at any CBEST administration, was used to calculate your total score.

The passing score for each section of the CBEST is a scaled score of 41. A total CBEST score of 123 is required for passing status. However, it is possible to pass the CBEST with a scaled score of 37 on one or two sections, provided that the total score is 123 or higher. *It is not possible to pass the CBEST if any section score is below 37, regardless of how high the total score may be.*

Skill Area Performance. Your performance on the multiple-choice test questions for each skill area is indicated next to the skill area title. The information will help you assess your areas of strength and weakness and/or will help you prepare to retake any section(s) of the test. For each skill area, you will see one of the designations that appear below.

++++	If you answered most of the questions correctly (scaled skill area score of 61–80)
+++	If you answered many of the questions correctly (scaled skill area score of 41–60)
++	If you answered some of the questions correctly (scaled skill area score of 31–40)
+	If you answered few or none of the questions correctly (scaled skill area score of 20–30)

Writing Scores. Essays are scored by California educators according to standardized procedures during scoring sessions held immediately after each CBEST administration. Scorers with relevant professional backgrounds are oriented to these procedures and are carefully monitored during scoring sessions. Writing scores are determined by scoring each of the two essays holistically according to the criteria described in the CBEST Writing Score Scale (see reverse side of this flyer). Each essay is evaluated independently by at least two readers using a four-point score scale; the total essay score is derived by combining the two individual scores. To obtain the Writing section score, scores for both essays are summed and converted to the score scale of 20 to 80.

Essays that do not meet the passing standard are scored diagnostically after holistic scoring is completed. The diagnostic scoring provides feedback about the weaknesses exhibited in each essay that did not meet the passing standard. The following written performance characteristics, which are incorporated in the CBEST Writing Score Scale (see reverse side of this flyer), are evaluated during diagnostic scoring.

I. *Rhetorical Force:* the clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's reasoning

II. *Organization:* the clarity of the writing and the logical sequence of the writer's ideas

III. *Support and Development:* the relevance, depth, and specificity of supporting information

IV. *Usage:* the extent to which the writing shows care and precision in word choice

V. *Structure and Conventions:* the extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, and capitalization)

VI. *Appropriateness:* the extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose

CBEST Writing Score Scale

Score	Score Point Description
4	A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience. I. The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned. II. Ideas or points of discussion are logically arranged, and their meaning is clearly communicated. III. Generalizations and assertions are well supported with relevant, specific, and detailed development. IV. Choice of words is precise; usage is careful and accurate. V. The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions. VI. The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.
3	A "3" is an adequately formed writing sample that communicates a message to the specified audience. I. The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned. II. Organization of ideas is generally clear and effective, and the meaning is generally clear. III. Generalizations and assertions are adequately supported, although perhaps unevenly. IV. Word choice and usage are adequate; some errors exist but do not impede meaning. V. The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader. VI. The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed), but language and style are appropriate for the given audience and purpose.
2	A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience. I. The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned. II. Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear. III. Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details. IV. Word choice and usage are generally imprecise and distracting. V. The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification. VI. The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.
1	A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience. I. The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason. II. Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout. III. Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused. IV. Word choice and usage are largely imprecise, and there are severe distracting errors. V. The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions. VI. The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.

Reporting of Scores. Your test results have been forwarded to the Commission on Teacher Credentialing. Your CBEST results will also be sent to the institution, if any, that you indicated when you registered for the CBEST and to any other institution or office authorized by you or required by law, entity, or person required or authorized by law to receive this information.

To protect the confidentiality of your new CBEST results, they will not be provided to anyone over the telephone or by fax and will not be released to anyone without your written permission unless required by law.

PASSING THE CBEST

If you passed the CBEST, you received the following with your test results report:

- A Permanent Verification Card, which confirms that you have passed the CBEST. Retain this for your records.
- Two transcript copies of your Permanent Verification Card for you to use as may be required by the commissions, school districts, or colleges and universities.

Additional sets of test results reports (containing an Examinee Test Results Report, a Permanent Verification Card, and two Permanent Verification Card transcript copies) are available from the Evaluation Systems group of Pearson for an additional fee. A Test Results Request Form can be found on the California Educator Credentialing Examinations website at www.ctcexams.nesinc.com.

RETAKING THE CBEST

It is not necessary to repeat any section of the CBEST that you have passed with a score of 41 or higher. If you do not pass one or more sections, you may register again and take one, two, or all three sections of the test. Note that it may be to your advantage to repeat a section already passed—a higher score on that section might help you reach the total score of 123 required to pass the CBEST. The highest score that you obtain on each section, no matter when earned, will be used to compute your total CBEST score.

If you did not pass one or more sections of the CBEST, you may retake the examination as many times as you choose. If you wish to take the CBEST again, you must complete the registration process again. For information on reregistering, visit the California Educator Credentialing Examinations website.

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