

Educator Assessment Data Report

Dec 1, 2025

The Professional Educator Standards Board (PESB) establishes the requirements to earn and maintain educator certification, permitting teachers, administrators, and educational staff associates to work in Washington schools. To earn a residency teacher certificate, candidates must take the basic skills assessment and pass a content knowledge assessment.

Per RCW 28A.410.240, this report provides:

- PESB assessment policy for program admission and educator certification
- Annual summary of assessment data, including WEST-B, WEST-E, and NES
- Annual summary of case-by-case exception process data

THE WASHINGTON EDUCATOR SKILLS TEST - BASIC (WEST-B)

PESB established the Washington Educator Skills Test Basic (WEST-B) as a candidate requirement for admission into approved teacher preparation programs in Washington. Individuals from out-of-state seeking a Washington State residency teaching certificate must also take the WEST-B.

The WEST-B, first administered in 2002, is intended to help identify candidates with the required level of basic skills in reading, mathematics, and writing needed to perform successfully in a preparation program or as a teacher in a public school classroom ([RCW 28A.410.220](#)).

In April 2019, Governor Inslee signed [HB 1621](#) to help admit more candidates into the teaching profession by removing the requirement of meeting a specific score on the WEST-B exam. [Learn more about this change.](#)



WASHINGTON EDUCATOR SKILLS TEST ENDORSEMENTS AND NATIONAL EVALUATION SERIES (WEST-E AND NES)

The purpose of the content knowledge assessment is to ensure teacher candidates have strong content knowledge in the endorsement area they intend to teach.

Educator candidates must complete content knowledge tests as a requirement to earn a residency teaching certificate ([RCW 28A.410.220](#)). Depending on the endorsement area, a candidate will either take the Washington Educator Skills Test –Endorsement (WEST-E) or the National Evaluation Series (NES). Most WEST–E and NES tests consist of multiple-choice questions. The NES Elementary Education and the WEST-E Middle Level Humanities tests are each composed of two subtests. The WEST-E Designated World Languages test consists of multiple-choice questions. The Designated World Languages: Latin test consists of multiple-choice questions, a translation assignment, and an oral reading assignment.

CASE-BY-CASE MULTIPLE MEASURES PROCESS

In November 2020, PESB approved a case-by-case multiple measures process for the content knowledge assessments to ensure a culturally responsive and rigorous assessment system. The case-by-case process offers flexibility to apply a community-based, multiple measures review process with a diversity, equity, and inclusion framework. [Find out more about this policy change.](#)

While demonstrating content knowledge is an important step in the preparation of educators, using the assessment as a singular measure to gauge candidates’ knowledge and skills has raised serious concerns about the disproportionate testing outcomes experienced between candidates of color and white candidates. Recognizing that diverse teachers play a crucial role in providing an equitable education system, this case-by-case process provides flexibility to better support candidates as they work to meet assessment requirements. The goal of this policy is to help reduce barriers and allow for more equitable pathways into the teaching profession. Teacher candidates interested in being considered for a case-by-case multiple measures exception contact preparation programs directly.

The data provided in this report gives details on candidates who met the content knowledge assessment requirement through the case-by-case process. The preparation programs reviewed these candidates' competencies using multiple forms of evidence and found they had sufficient knowledge in that content area.

TEACHER PERFORMANCE ASSESSMENT

In April 2021, the Washington Legislature approved [2SHB 1028](#), eliminating the edTPA as a state requirement for teacher certification. A program may use the edTPA as a formative tool as long as this information is included in all program descriptions. PESB supports the implementation of this

policy change through website resources, meetings, and a detailed FAQ for preparation programs and candidates. [Read our program FAQ to learn more.](#)

ANNUAL SUMMARY REPORT

To view the full report and data of each testing requirement, please view the following:

- [2024-25 WEST-B summary of results](#)
- [2024-25 WEST-E results summary, by demographics](#)
- [2024-25 WEST-E results summary, by institution](#)
- [2024-25 NES summary of results](#)
- [2024-25 Case-by-case summary of results](#)

NOTES (DATA CAVEAT)

- The WEST-B, WEST-E, and NES data in this report were received directly from the testing vendor and reflect the tests taken by teacher candidates from September 1, 2024, through August 31, 2025. The data is based on the test date.
- Note that the WEST-B requirement was changed from “passing” to “taking” in Spring 2019. After this policy change was implemented in Spring 2019, the number of candidates who received a score of 240 (which is now used as a benchmark reference point) or higher were counted when calculating the number of candidates who met the WEST-B benchmark in this report to maintain consistency of reporting.
- Designations for gender and ethnicity are based on examinees’ responses to a question on the registration form that is “optional.” Because some examinees did not respond to this question, the sum of examinees in the reporting groups may not equal the number of “Total Examinees.” Also, the demographic data provided in this report may be different from the demographic data provided by teacher preparation program providers.
- Exam scores and passing data categories (WEST, NES, and Case-by-Case) that have fewer than 10 examinees are suppressed in the reports. Caution should be used in interpreting data for small numbers (<10) of examinees. The examinees for whom results are presented in this document may not reflect the same proportion of all the types and capabilities of examinees in the population who will take the tests in the future.
- Subgroups reflecting a zero percentage rate reflect a low number of test-takers, and therefore calculations are not completed.

- See the [Title II, Section V assessment report](#) to view assessment pass rates by institutions. Note that the report year of the Title II report may not be consistent with this report, as the Title II report is developed on a different data collection cycle.
- The case-by-case exception policy was implemented in December 2020. The current report utilizes OSPI eCert data, and reflects the most recent full year of policy implementation (2024-2025). Similar to the NES and WEST data noted above, case-by-case exception data categories that had fewer than 10 were suppressed.
- An individual educator may have multiple case-by-case exceptions for assessments submitted by the same or different institutions. Individuals are counted once per school year (or per total). Also, the count of the total number of tests for which candidates used the case-by-case process is also provided. The count of tests may include multiple case-by-case exceptions per educator.
- Not all case-by-case exceptions were able to be tied to an institution. Also, some error may exist for educators who hold multiple endorsements of similar types from different institutions, because a case-by-case exception for an assessment could have applied to several different endorsements that were issued under that assessment umbrella.
- Where self-reported race/ethnicity or gender information was not available, district-reported race/ethnicity and gender information (collected from S-275 personnel reporting) was used. When race/ethnicity or gender information was not available in either database, 'Not Provided' is indicated.



AGENCY OVERVIEW

Who we are and what we do

The Professional Educator Standards Board (PESB)

Created in 2000, PESB ensures that Washington's educator workforce is composed of highly effective, professional educators who meet the diverse needs of schools and districts. PESB works towards this vision by creating innovative policies that improve and support educator quality, workforce development, and diversity.

The Paraeducator Board

Created in 2017, the Paraeducator Board establishes requirements and policies for paraeducator professional development certificates, and makes policy recommendations that will increase opportunities for paraeducator advancement through education, professional learning, and increased instructional responsibility.

A collaborative approach

PESB and the Paraeducator Board recognize that high standards for all educators are essential to student success and achievement. To support our students, we must support our educators.

The Professional Educator Standards Board

Old Capitol Building
600 Washington Street SE
Olympia, WA 98504-7236
PESB@k12.wa.us
Paraboard@k12.wa.us
(360) 725-6275

Washington State

**PROFESSIONAL EDUCATOR
STANDARDS BOARD**

