

Report to the Legislature

March 2006

*As required by
Minnesota Laws 1st Special Session, Chapter 6,
Article 2, Section 7, Subdivision 2(b)*

Minnesota Board of Teaching

ESTIMATED COST OF PREPARING THIS REPORT

This report provides information which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations and preparing this report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Board of Teaching in preparing this report is \$4,802.10.

**EXECUTIVE DIRECTOR
Minnesota Board of Teaching**

Allen Hoffman

Report to the Legislature

**REPORT ON THE
2001-05 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE**
(Pre-Professional Skills Tests: Reading, Writing, and Mathematics)

**As required by Minnesota Laws 1st Special Session
Chapter 6, Article 2, Section 7, Subdivision 2(b)**

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Minnesota Board of Teaching

LEGISLATION

**REPORT ON THE
2001-05 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE**

This report is submitted in accordance with Minnesota Laws 1st Special Session, Chapter 6, Article 2, Section 7, Subdivision 2(b):

The Board of Teaching shall report annually to the education committees of the legislature on the total number of teacher candidates during the most recent school year taking the skills examination, the number who achieve a qualifying score on the examination, the number who do not achieve a qualifying score on the examination, the distribution of all candidates' scores, the number of candidates who have taken the examination at least once before, and the number of candidates who have taken the examination at least once before and achieved a qualifying score.

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BACKGROUND

The Minnesota Board of Teaching is committed to establishing and maintaining quality standards for the licensing of teachers who teach in Minnesota public schools. As part of these standards, specific and selected examinations serve as important instruments in the licensing process. The principal purpose of the examinations of basic skills is to determine objectively if prospective teachers have adequate skills in reading, writing, and mathematics to meet the needs of the learners whom they serve, regardless of grade or subject taught.

The Pre-Professional Skills Tests (Praxis I) was adopted as a licensure requirement and must be passed before an applicant can be granted an initial/first Minnesota license. The question on whether to require students to pass the skills examination before being admitted to a college/school of education was carefully reviewed by the Board of Teaching between 1988 and 1992. Initial legislation in 1985 directed the Board to require candidates to take the examination before enrolling in upper division classes in the professional education sequence, and also directed colleges and universities to provide remedial assistance when necessary. From discussions with a vast array of stakeholders (colleges, school districts, educational organizations) the Board of Teaching determined that:

- Students' basic skills in reading, writing, and mathematics can be developed while matriculating in college programs.
- Students' progression through the college program should not be impeded based on the passing/failing of the skills examination.
- Students must be given ample time and assistance when necessary to meet basic skill requirements as specified in Minnesota Statute 122A.18.

Minnesota Statute 122A.18, Subd.2. (b): *The board must require a person to successfully complete an examination of skills in reading, writing, and mathematics before being granted an initial teaching license to provide direct instruction to pupils in pre-kindergarten, elementary, secondary, or special education programs. The board must require colleges and universities offering a board approved teacher preparation program to provide remedial assistance that*

includes a formal diagnostic component to persons enrolled in their institution who did not achieve a qualifying score on the skills examination, including those for whom English is a second language. The colleges and universities must provide assistance in the specific academic areas of deficiency in which the person did not achieve a qualifying score.

Board of Teaching Rule 8710.0500, Subpart 8:

Admission to upper division or graduate coursework.

Candidates for an initial license shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in upper division coursework in the professional education sequence. Candidates for an initial license who have a baccalaureate degree shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in coursework in the professional education sequence; however, candidates must achieve the passing scores established under subpart 3 before recommendation for a first professional teaching license. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.

Thus, legislation in 1992 to require the passing of the basic skills test before being admitted to a post-secondary teacher preparation program was repealed in 1993. (See Appendix B - History of Legislation)

While candidates may continue through the college program without having achieved a passing score on the PPST, legislation and rule require that candidates must pass the licensure tests before being granted a Minnesota teaching license.

ADOPTING TEACHER LICENSURE EXAMINATIONS

The 1985 Minnesota Legislature directed the Minnesota Board of Teaching to require persons applying for initial teaching licensure on April 4, 1988, and thereafter, to successfully complete an examination of skills in reading, mathematics, and writing.

In 1986, the Minnesota Board of Teaching released a request for proposals (RFP) seeking bidders for the development, validation, field-testing and administration of a statewide testing program for the issuance of teaching licenses.

The goal of the request for proposals was to produce a statewide examination system to:

1. Ensure that candidates for licensure demonstrate proficiency in each described skill area of reading, writing, and mathematics.
2. Identify specific areas of performance for individual diagnosis and remediation.

3. Provide test performance data to assist Minnesota institutions of higher education in modifying and strengthening their programs for preparing teachers for licensure in Minnesota.

In 1987, the Minnesota Board of Teaching adopted the Pre-Professional Skills Tests (PPST) developed by Educational Testing Service (ETS) as the examinations of reading, mathematics, and writing required for initial teacher licensure. Minimum qualifying scores were set at 173 for reading, 169 for mathematics, and 172 for writing.

- In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171. This score became effective September 1, 2003, for first time applicants.

DESCRIPTION OF THE PRE-PROFESSIONAL SKILLS TESTS (PPST)

The Pre-Professional Skills Tests (PPST) of Reading, Mathematics, and Writing, developed and administered by Educational Testing Service, are designed to assess basic proficiency in reading, mathematics, and writing. The PPST does not provide predictive measures of success in teaching.

- **The Reading test assesses literal comprehension, the ability to understand written messages and how they are organized, and the ability to make reasoned judgments about the nature and merit of written messages.**
- **The Mathematics test measures competencies acquired in the course of studying mathematics at least through high school. The test covers such skills as comparing and ordering numbers, interpreting graphic material, using ratios and percents, reasoning quantitatively, using measurement concepts and other fundamental mathematical skills.**
- **The Writing test assesses the ability to use grammar and language appropriately and to communicate effectively in writing with a specific aim or purpose in mind. (No essay topic requires any specialized knowledge other than an understanding of how to write effectively.)**

SETTING MINNESOTA QUALIFYING SCORES

The Minnesota Board of Teaching used documentation from the field-testing study and the validity study conducted in 1986 to determine the appropriateness of the Pre-Professional Skills Tests and to set the performance standards for initial teacher licensure.

In the procedures to establish qualifying scores, Educational Testing Service conducted a field study in Minnesota. The field study population, along with national data, provided comparable data for two

primary reference groups. Both populations represent first-time examinees that were tested under standard conditions and fell into one of two populations.

The establishment of statewide minimum passing scores on the PPST required for Minnesota licensure was completed and reported in the Minnesota Validity/Standard Setting Study: Pre-Professional Skills Tests (PPST) conducted in 1987 by Educational Testing Service (ETS). An important phase in establishing and conducting the Minnesota PPST validity/standard setting study included selecting and convening a 30-member study panel comprised of representative Minnesota educators. Their assignment was to review the PPST questions and estimate the performance of minimally qualified applicants for initial teacher licensure.

The validity study panel was composed of 15 teachers/administrators who served on the school-based subpanel to review and evaluate the job-relatedness of the PPST questions, and 15 teacher educators who served on the college-based subpanel to review and evaluate the content appropriateness of the PPST questions. Criteria for selection of the teacher/administrator panelists included: geographic region, size of district enrollment, instructional level and subject area specialty, ethnicity, and gender. Criteria for selection of the college-based panelists included: type of institution, size of teacher education program, ethnicity of student body, geographic region, panelist ethnicity, and gender. To assure that panelists represented the desired diversity and characteristics of Minnesota, thirteen percent of the panelists were persons of color.

After the systematic review of summarized standard-setting study data, which represented the professional judgments of Minnesota educators from representative educational institutions at elementary through college/university levels, a decision was made by the Minnesota Board of Teaching to set the qualifying scores at Reading 173, Mathematics 169, Writing 172.) **In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171.** The adjusted score became effective September 1, 2003, for first time applicants.

***NOTE:** ETS does not assign grade equivalency to the Praxis I examinations (reading, writing, math). However, a minimum of a high school education is presumed. ETS conducts a national study of the job relatedness. In validating the tests in Minnesota, panelists (teachers and administrators) review each question to determine how important is the knowledge or skill covered by each question for the job of a beginning teacher.*

The Minnesota scores were set by the Board of Teaching and were derived from the panels' judgments (a study value). The performance of various reference groups were considered when setting the qualifying scores, including Minnesota graduates, gender, and race/ethnicity. The following is extracted from the validity study and might help with the following questions:

What advantages and disadvantages should be considered in setting higher qualifying scores?

Setting a higher passing score has certain potential advantages as well as disadvantages that should be considered. By setting a higher score, one would hope to improve professional standards. Higher professional standards may also have strong public appeal in terms of addressing current nationwide concerns about the need for excellence in education. However, in setting a higher score, student enrollment in teacher preparation programs as well as the supply of future teachers might be diminished. Also, research suggests that some minority groups are adversely affected by the setting of high passing scores.

What advantages and disadvantages should be considered in setting lower qualifying scores?

In general, the lower the qualifying score is set, the less the risk of rejecting qualified candidates who happen to score below the study values. At the same time, however, the greater risk is that unqualified candidates will exceed the adjusted qualifying score. Advantages in setting a lower passing score would be to increase the number of students entering teacher preparation programs. Thus, the supply of applicants for teaching positions would not be drastically affected and efforts at affirmative action might be more successfully pursued.

**NONSTANDARD TEST ADMINISTRATIONS
FOR EXAMINEES WHO HAVE DISABILITIES**

When special accommodations are requested and documented, Educational Testing Service coordinates and arranges appropriate accommodations through individual testing sites in Minnesota (54 locations include: colleges/universities, community colleges, and computer-based sites). Educational Testing Service publishes a test registration bulletin which describes procedures for examinees to follow

when requesting special accommodations for taking its examinations. The most commonly requested nonstandard test accommodations include assistance of a reader, a person to record answers, additional testing time, a sign language or oral interpreter, an individual testing room, enlarged print and Braille test books, and large-block answer sheets. The applicant, directly through Educational Testing Service, requests special accommodations.

The tests are administered in Minnesota on six national testing dates spread throughout the year. Candidates may also make appointments to take the tests on computer. Test takers arrange individual test times and dates based on availability.

Nonstandard test accommodations (extended time) may be available for test takers whose primary language is not English. Tests takers who meet ETS requirements will be allowed 50 percent additional testing time.

ASSURANCE OF CULTURAL SENSITIVITY

Educational Testing Service conducts procedures responsive to a goal of cultural sensitivity in tests and services. The ETS Standards for Quality and Fairness states: *All ETS products and services including individual test questions, tests as a whole, and publications in print and other media must not contain language, symbols, words, phrases, or examples that are generally regarded as sexist, racist, or otherwise potentially offensive, inappropriate, or negative toward any group.*

Sensitivity Review

Educational Testing Service conducts a sensitivity review procedure on the academic skills assessments. Each form of the PPST and the CBT has undergone ETS sensitivity review procedures. *The Sensitivity Review ensures:*

- Tests do not contain language or symbols that may reinforce stereotypes.
- Tests will not contain inflammatory or highly controversial topics. If material must be used, it should be handled in a conscientious, balanced, sensitive, and objective manner.
- Tests do not contain language that is inappropriate in tone. A patronizing, insulting, elitist, or inflammatory tone is unacceptable.

- Tests will not contain inappropriate underlying assumptions, in particular, ethnocentric, elitist, and/or gender-based beliefs and language that are not germane to the domain being tested.
- Tests ensure gender balance and reflect an appropriate balance of males and females.
- Recognition of population diversity. No racial/ethnic group should be represented to the exclusion of others in tests.

Differential Item Functioning

An additional procedure performed by Educational Testing Service to ensure fairness and cultural sensitivity in test development and scoring is the Differential Item Functioning (DIF). Differential Item Functioning is an empirical measure based on the actual test performance of examinees in different groups. Differential Item Functioning occurs when people of approximately equal knowledge and skill in different groups perform in substantially different ways on a test question. Measures of DIF help to identify questions that may be biased because group differences in relevant knowledge and skill have been taken into account to the extent allowed by the matching process.

DIF is performed at the time of test assembly and at the time of scoring to determine whether or not any difference in difficulty or performance can be attributed to or related to group membership. If any given question is determined to have been missed by any group or selected population and a determination has been made that the item is unfair to group membership, *the item is removed from the scored portion of the test before the question affects the reported scores of any examinee.*

REPORT TO THE LEGISLATURE 1994 - CULTURAL SENSITIVITY

The 1993 legislature requested that the Board of Teaching, with the assistance of organizations representing diverse cultures, work to assure that questions contained in the skills examinations in reading, writing, and mathematics are culturally sensitive. The following organizations provided members from their respective groups to assist the Board:

Council on Asian-Pacific Minnesotans
Council on Black Minnesotans
Minneapolis Public Schools
Minnesota Association of Colleges for Teacher Education
Minnesota Education Association
Minnesota Federation of Teachers
Minnesota Indian Scholarship Committee
St. Paul Public Schools
Spanish Speaking Affairs Council

The committee developed the following principles which were adopted by the Board of Teaching:

1. Test items in the basic skills examination of reading, writing, and mathematics must be culturally sensitive. Tests must undergo scrutiny at multiple points which include content and item analysis for cultural sensitivity at the time of item development and at review of item performance on various populations.
2. Testing centers must provide environments and procedures, which facilitate fairness in test-taking arrangements and test administration.
3. Legislation requiring that colleges, universities, and school districts provide appropriate assistance to individuals needing it should be maintained and enhanced to include requirements for a diagnostic component.
4. Persons who have successfully completed approved teacher preparation programs outside of the state of Minnesota, and have been granted a provisional license to teach, must be provided sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for teacher licensure.
5. Students enrolled in Minnesota colleges and universities with Board of Teaching approved teacher preparation programs must be provided with sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure.

OPPORTUNITIES FOR REMEDIATION AND ASSISTANCE

Colleges and universities with Board-approved teacher preparation programs must provide remedial assistance to persons enrolled in their institutions who do not pass any part of the skills examination. The 1994 Minnesota legislature amended Minnesota Statute §125.05, subd. 1(b), to:

[Board To Issue Licenses], to require school districts to provide similar, appropriate, and timely remedial assistance in the academic areas in which the person did not achieve a passing score.

This legislation is to assure that (1) persons who have successfully completed approved teacher preparation programs outside of the state of Minnesota and have been granted a provisional license to teach

have sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure; and (2) persons enrolled in Minnesota colleges and universities with Board of Teaching approved teacher preparation programs are provided with sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure.

FINDINGS

For each test the following data is provided:

- Frequency by Gender & Ethnicity
- Median and Mean Scores
- Pass Rates & Failure Rates
- Scores for All State Users
- Pass/Fail Rates by Teacher Preparation Institution

NOTE: The reporting of information by variables of gender and race/ethnicity are voluntary and thus, not all examinees reported data and not all examinees took all three examinations.

Performance on the Reading Pre Professional Skills Tests 2001-2004 compared to 2001-2005				
	2001-2004		2001-2005	
	Pass	Not Pass	Pass	Not Pass
Female	9,885 85%	1,701 15%	12,926 85%	2,230 15%
Male	3,684 88%	526 12%	4,817 88%	686 12%
African American	146 56%	114 44%	198 57%	147 43%
Asian American	215 59%	152 41%	299 61%	190 39%
Hispanic	155 72%	61 28%	205 69%	91 31%
Native American	65 74%	23 26%	89 75%	30 25%
Other	226 88%	30 12%	298 88%	42 12%
White	12,640 87%	1,831 13%	16,497 87%	2,393 13%
Total	13,447 86%	2,211 14%	17,586 86%	2,893 14%
Performance on the Writing Pre Professional Skills Tests 2001-2004 compared to 2001-2005				
	2001-2004		2001-2005	
	Pass	Not Pass	Pass	Not Pass
Female	10,044 87%	1,465 13%	13,067 87%	1,970 13%
Male	3,639 82%	782 18%	4,741 82%	1,060 18%
African American	157 58%	115 42%	205 58%	151 42%
Asian American	221 63%	130 37%	295 64%	167 36%
Hispanic	155 65%	82 35%	210 66%	110 34%
Native American	54 64%	31 36%	76 66%	40 34%
Other	228 85%	39 15%	298 85%	52 15%
White	12,744 87%	1,832 13%	16,557 87%	2,492 13%
Total	13,559 86%	2,229 14%	17,641 85%	3,012 15%
Performance on the Math Pre Professional Skills Tests 2001-2004 compared to 2001-2005				
	2001-2004		2001-2005	
	Pass	Not Pass	Pass	Not Pass
Female	10,378 91%	1,050 9%	13,436 90%	1,432 10%
Male	3,842 95%	195 5%	4,985 95%	265 5%
African American	155 56%	120 44%	202 56%	160 44%
Asian American	258 85%	47 15%	340 85%	62 15%
Hispanic	166 73%	61 27%	214 71%	89 29%
Native American	59 69%	26 31%	81 70%	34 30%
Other	240 91%	25 9%	314 89%	37 11%
White	13,211 93%	955 7%	17,101 93%	1,296 7%
Total	14,089 92%	1,234 8%	18,252 92%	1,678 8%

TEST INFORMATION

Test Code	0710	TEST NAME	Pre-Professional Skills Test: Reading
SCORE RANGE	150-190		
MN Qualifying Score	173		
2001-05 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=20,732)				ETHNICITY COUNT (n=20,732)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	15,156	5,503	73	345	489	296	119	340	18,890	253
%	73.10	26.54	.35	1.66	2.36	1.43	0.57	1.64	91.12	1.22

SCORE	Median	Mean
Females	179	178
Males	180	179
Not Coded	181	179
African American	173	172
Asian	173	173
Hispanic	176	175
Native American	176	175
Other	182	180
White	180	178
X-Missing Code	182	180

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	12,926	2,230	85
Males	4,817	686	88
Not Coded	59	14	81
African American	198	147	57
Asian	299	190	61
Hispanic	205	91	69
Native American	89	30	75
Other	298	42	88
White	16,497	2,393	87
Total Ethnicity	17,802	2,930	86
X-Missing Code	216	37	85

ALL STATE USERS (Current Scores)	PASSING SCORE
HI, MS, NE	170
AR, CT, DC, LA, PA	172
KY, MN, ND, OH, OK, VI	173
NH, NV, OR, TN, WV	174
AK, DE, SC, WI	175
IN, NC	176
VT, WA	177
VA	178
MD	179

MN Recommended study value was 175. Qualifying score was set 1 standard error of measurement below SV.

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY
PRAXIS I: PRE-PROFESSIONAL SKILLS TESTS READING - TEST CODE 0710**

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Augsburg College																	
• Pass	276	85	125	86	16	64	4	36	3	75	1	50	5	71	374	89	403	86
• Not Pass	50	15	20	14	9	36	7	64	1	25	1	50	2	29	48	11	68	14
Bemidji State University																		
• Pass	487	72	276	83	5	33	3	33	5	71	10	50	9	100	728	77	760	76
• Not Pass	185	28	58	17	10	67	6	67	2	29	10	50	-	-	215	23	243	24
Bethany College																		
• Pass	18	67	6	100	-	-	-	-	-	-	-	-	-	-	24	73	24	73
• Not Pass	9	33	-	-	-	-	-	-	-	-	-	-	-	-	9	27	9	27
Bethel University																		
• Pass	404	95	147	93	2	100	10	91	6	75	1	100	13	100	516	95	548	94
• Not Pass	22	5	11	7	-	-	1	9	2	25	-	-	-	-	29	5	32	6
Carleton College																		
• Pass	30	100	15	100	3	100	3	100	2	100	-	-	-	-	34	100	42	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of St. Benedict-St. Johns																		
• Pass	301	92	96	95	1	33	6	86	3	75	1	100	7	100	371	93	389	93
• Not Pass	26	8	5	5	2	67	1	14	1	25	-	-	-	-	27	7	31	7
College of St. Catherine																		
• Pass	330	90	13	81	2	67	9	82	7	100	-	-	3	100	320	90	341	90
• Not Pass	36	10	3	19	1	33	2	18	-	-	1	100	-	-	34	10	38	10
College of St. Scholastica																		
• Pass	123	90	43	86	-	-	2	50	-	-	1	50	3	100	157	90	163	89
• Not Pass	13	10	7	14	-	-	2	50	-	-	1	50	-	-	17	10	20	11
Concordia College-Moorhead																		
• Pass	311	94	116	92	2	67	5	63	-	-	-	-	1	50	418	94	426	93
• Not Pass	20	6	10	8	1	33	3	37	-	-	-	-	1	50	25	6	30	7
Concordia University-Saint Paul																		
• Pass	163	73	53	77	2	14	11	31	4	40	4	80	7	70	189	87	217	74
• Not Pass	60	27	16	23	12	86	25	69	6	60	1	20	3	30	28	13	75	26
Crown College																		
• Pass	146	82	18	67	-	-	3	20	3	75	-	-	2	100	153	86	161	81
• Not Pass	31	18	9	33	-	-	12	80	1	25	-	-	-	-	25	14	38	19
Gustavus Adolphus College																		
• Pass	232	91	67	94	2	100	8	73	2	50	-	-	7	88	271	94	290	92
• Not Pass	22	9	4	6	-	-	3	27	2	50	-	-	1	12	18	6	24	8
Hamline University																		
• Pass	317	95	117	88	8	44	15	75	10	83	2	100	13	87	372	97	420	93
• Not Pass	16	5	16	12	10	56	5	25	2	17	-	-	2	13	13	3	32	7
Macalester College																		
• Pass	26	96	10	100	2	100	2	100	-	-	-	-	4	100	28	100	36	97
• Not Pass	1	4	-	-	-	-	-	-	1	100	-	-	-	-	-	-	1	3

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Martin Luther College																			
• Pass	453	91	206	91	7	88	2	100	7	78	4	100	7	88	626	91	653	91	
• Not Pass	44	9	20	9	1	12	-	-	2	22	-	-	1	12	59	9	63	9	
Metropolitan State University																			
• Pass	78	81	34	85	7	47	6	43	6	86	1	100	3	50	88	96	111	82	
• Not Pass	18	19	6	15	8	53	8	57	1	14	-	-	3	50	4	4	24	18	
Minnesota State University Mankato																			
• Pass	950	77	386	80	9	43	14	50	11	42	2	100	14	88	1,272	79	1,322	77	
• Not Pass	290	23	97	20	12	57	14	50	15	58	-	-	2	12	341	21	384	23	
Minnesota State University Moorhead																			
• Pass	793	78	252	82	2	50	10	77	7	54	11	85	7	88	1,007	79	1,044	79	
• Not Pass	220	22	56	18	2	50	3	23	6	46	2	15	1	12	262	21	276	21	
North Central University																			
• Pass	63	94	4	80	1	33	-	-	1	100	-	-	-	-	64	96	66	93	
• Not Pass	4	6	1	20	2	67	-	-	-	-	-	-	-	-	3	4	5	7	
Northwestern College																			
• Pass	266	93	65	92	4	100	4	80	2	67	-	-	6	100	313	93	329	93	
• Not Pass	19	7	6	8	-	-	1	20	1	33	-	-	-	-	22	7	24	7	
Saint Cloud State University																			
• Pass	1,092	79	346	82	8	44	15	50	11	69	4	67	20	83	1,380	81	1,438	80	
• Not Pass	298	21	74	18	10	56	15	50	5	31	2	33	4	17	334	19	370	20	
Saint Mary's University																			
• Pass	253	85	107	93	6	100	3	100	2	50	-	-	11	92	323	88	345	88	
• Not Pass	45	15	8	7	-	-	-	-	2	50	-	-	1	8	46	12	49	12	
Saint Olaf College																			
• Pass	239	100	94	99	3	100	8	89	3	75	1	100	7	100	305	100	327	99	
• Not Pass	1	-	1	1	-	-	1	11	1	25	-	-	-	-	-	-	2	1	
Southwest State University																			
• Pass	235	77	89	81	4	80	1	25	5	71	1	100	3	75	308	79	322	78	
• Not Pass	69	23	21	19	1	20	3	75	2	29	-	-	1	25	84	21	91	22	
University of Minnesota-Duluth																			
• Pass	622	87	267	93	4	100	14	74	12	86	12	80	12	86	829	89	883	89	
• Not Pass	96	13	20	7	-	-	5	26	2	14	3	20	2	14	102	11	114	11	
University of Minnesota-MSP/St. Paul																			
• Pass	1,199	95	477	93	30	70	59	67	29	81	8	100	61	95	1,484	97	1,671	95	
• Not Pass	58	5	36	7	13	30	29	33	7	19	-	-	3	5	42	3	94	5	
University of Minnesota-Morris																			
• Pass	219	96	79	99	-	-	2	67	2	100	4	80	2	100	284	98	294	97	
• Not Pass	9	4	1	1	1	100	1	33	-	-	1	20	-	-	7	2	10	3	

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	University of Saint Thomas																	
• Pass	400	94	178	88	14	58	18	60	10	83	-	-	17	89	507	96	566	92
• Not Pass	27	6	25	12	10	42	12	40	2	17	5	100	2	11	21	4	52	8
Winona State University																		
• Pass	725	80	245	86	3	60	8	73	8	73	3	100	6	86	937	81	965	81
• Not Pass	185	20	39	14	2	40	3	27	3	27	-	-	1	14	215	19	224	19

TEST INFORMATION

Test Code	0720	TEST NAME	Pre-Professional Skills Test: Writing
SCORE RANGE	150-190		
MN Qualifying Score	172		
2001-05 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=20,911)				ETHNICITY COUNT (n=20,911)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	15,037	5,801	73	356	462	320	116	350	19,049	258
%	71.91	27.74	.35	1.70	2.21	1.53	.55	1.67	91.10	1.23

SCORE	Median	Mean
Females	176	176
Males	175	175
Not Coded	176	176
African American	172	172
Asian	173	172
Hispanic	172	173
Native American	172	172
Other	176	176
White	176	176
X-Missing Code	177	177

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	13,067	1,970	87
Males	4,741	1,060	82
Not Coded	60	13	82
African American	205	151	58
Asian	295	167	64
Hispanic	210	110	66
Native American	76	40	66
Other	298	52	85
White	16,557	2,492	87
Total Ethnicity	17,868	3,043	85
X-Missing Code	227	31	88

STATE (Current Scores)	PASSING SCORE
HI	170
CT, DC, LA, OR	171
IN, KY, MN, MS, NE, NH, NV, OH, OK, VI, WV	172
AR, DE, MD, ND, PA, SC, TN	173
AK, VT, WA, WI	174
VA	176

MN Recommended study value was 175. Qualifying score was set 1 standard error of measurement below SV.

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY
PRAXIS I: PRE-PROFESSIONAL SKILLS TESTS WRITING - TEST CODE 0720**

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Augsburg College																	
• Pass	273	86	115	76	13	59	7	70	4	100	2	100	6	75	357	85	389	83
• Not Pass	43	14	36	24	9	41	3	30	-	-	-	-	2	25	64	15	78	17
Bemidji State University																		
• Pass	522	76	263	67	6	35	2	22	6	43	6	24	10	71	754	76	784	73
• Not Pass	162	24	127	33	11	65	7	78	8	57	19	76	4	29	238	24	287	27
Bethany College																		
• Pass	19	70	4	67	-	-	-	-	-	-	-	-	-	-	23	70	23	70
• Not Pass	8	30	2	33	-	-	-	-	-	-	-	-	-	-	10	30	10	30
Bethel University																		
• Pass	403	94	154	93	2	100	10	91	8	80	1	100	13	100	521	94	555	94
• Not Pass	27	6	12	7	-	-	1	9	2	20	-	-	-	-	35	6	38	6
Carleton College																		
• Pass	31	100	15	100	3	100	3	100	2	100	-	-	-	-	35	100	43	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of St. Benedict-St. Johns																		
• Pass	300	95	98	93	1	100	5	71	3	100	1	100	7	100	373	95	390	94
• Not Pass	16	5	7	7	-	-	2	29	-	-	-	-	-	-	21	5	23	6
College of St. Catherine																		
• Pass	332	91	11	69	2	67	9	82	7	78	1	100	3	100	318	91	340	90
• Not Pass	32	9	5	31	1	33	2	18	2	22	-	-	-	-	32	9	37	10
College of St. Scholastica																		
• Pass	127	89	43	80	-	-	2	50	-	-	1	50	3	100	161	88	167	87
• Not Pass	16	11	11	20	-	-	2	50	-	-	1	50	-	-	23	12	26	13
Concordia College-Moorhead																		
• Pass	314	94	113	90	3	100	7	100	-	-	-	-	2	100	414	93	426	93
• Not Pass	19	6	12	10	-	-	-	-	-	-	-	-	-	-	31	7	31	7
Concordia University-St. Paul																		
• Pass	180	78	55	76	6	32	13	39	6	55	4	80	8	89	198	88	235	78
• Not Pass	52	22	17	24	13	68	20	61	5	45	1	20	1	11	28	12	68	22
Crown College																		
• Pass	144	84	18	58	-	-	6	46	4	80	-	-	2	100	146	82	158	80
• Not Pass	28	16	13	42	-	-	7	54	1	20	-	-	-	-	32	18	40	20
Gustavus Adolphus College																		
• Pass	225	94	66	90	1	50	5	63	3	75	-	-	8	100	262	94	279	92
• Not Pass	15	6	7	10	1	50	3	37	1	25	-	-	-	-	18	6	23	8
Hamline University																		
• Pass	318	96	115	83	13	65	14	78	11	55	2	100	15	83	363	96	418	92
• Not Pass	14	4	24	17	7	35	4	22	9	45	-	-	3	17	15	4	38	8
Macalester College																		
• Pass	26	96	10	100	2	100	2	100	-	-	-	-	4	100	28	100	36	97
• Not Pass	1	4	-	-	-	-	-	-	-	-	1	100	-	-	-	-	1	3

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Martin Luther College																			
• Pass	463	94	211	91	5	63	2	100	7	100	3	100	7	100	644	93	668	93	
• Not Pass	28	6	22	9	3	37	-	-	-	-	-	-	-	-	45	7	48	7	
Metropolitan State University																			
• Pass	68	71	29	76	7	41	6	46	6	100	1	100	2	33	75	83	97	73	
• Not Pass	28	29	9	24	10	59	7	54	-	-	-	-	4	67	15	17	36	27	
Minnesota State University Mankato																			
• Pass	1,003	82	381	74	9	50	14	61	18	56	2	100	12	80	1,314	81	1,369	80	
• Not Pass	214	18	131	26	9	50	9	39	14	44	-	-	3	20	308	19	343	20	
Minnesota State University Moorhead																			
• Pass	814	81	245	74	2	50	9	69	7	50	9	64	5	71	1,026	80	1,058	79	
• Not Pass	193	19	86	26	2	50	4	31	7	50	5	36	2	29	259	20	279	21	
North Central University																			
• Pass	66	92	4	80	-	-	-	-	1	100	-	-	-	-	68	94	69	91	
• Not Pass	6	8	1	20	3	100	-	-	-	-	-	-	-	-	4	6	7	9	
Northwestern College																			
• Pass	262	93	67	94	3	100	5	83	2	67	-	-	6	100	311	93	327	93	
• Not Pass	21	7	4	6	-	-	1	17	1	33	-	-	-	-	22	7	24	7	
Saint Cloud State University																			
• Pass	1,082	77	356	74	12	60	13	46	9	69	4	80	22	88	1,377	77	1,437	76	
• Not Pass	325	23	127	26	8	40	15	54	4	31	1	20	3	12	421	23	452	24	
Saint Mary's University																			
• Pass	262	91	102	89	4	67	2	50	2	50	-	-	8	73	330	92	346	90	
• Not Pass	26	9	13	11	2	33	2	50	2	50	-	-	3	27	29	8	38	10	
Saint Olaf College																			
• Pass	237	99	92	96	2	67	9	100	3	100	1	100	7	100	301	98	323	98	
• Not Pass	2	1	4	4	1	33	-	-	-	-	-	-	-	-	5	2	6	2	
Southwest State University																			
• Pass	240	81	86	75	3	60	1	25	2	29	1	100	2	40	315	81	324	79	
• Not Pass	58	19	29	25	2	40	3	75	5	71	-	-	3	60	74	19	87	21	
University of Minnesota-Duluth																			
• Pass	620	88	256	85	2	50	11	58	11	73	7	44	11	73	827	89	869	87	
• Not Pass	87	12	46	15	2	50	8	42	4	27	9	56	4	27	106	11	133	13	
University of Minnesota-MSP/St. Paul																			
• Pass	1,173	94	475	90	34	68	60	74	27	77	6	86	54	87	1,461	95	1,642	93	
• Not Pass	70	6	55	10	16	32	21	26	8	23	1	14	8	13	71	5	125	7	
University of Minnesota-Morris																			
• Pass	222	98	80	96	2	100	2	67	3	100	5	100	2	100	285	98	299	98	
• Not Pass	5	2	3	4	-	-	1	33	-	-	-	-	-	-	6	2	7	2	
University of Saint Thomas																			
• Pass	413	96	176	86	18	58	21	70	13	81	-	-	18	95	508	96	578	92	
• Not Pass	19	4	29	14	13	42	9	30	3	19	-	-	1	5	21	4	47	8	

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Winona State University																	
• Pass	742	87	260	84	1	20	8	67	8	89	3	100	7	100	969	87	996	86
• Not Pass	110	13	49	16	4	80	4	33	1	11	-	-	-	-	150	13	159	14

TEST INFORMATION

Test Code	0730	TEST NAME	Pre-Professional Skills Test: Mathematics
SCORE RANGE	150-190		
MN Qualifying Score	169		
2001-05 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=20,186)				ETHNICITY COUNT (n=20,186)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	14,868	5,250	68	362	402	303	115	351	18,397	256
%	73.66	26.01	.34	1.79	1.99	1.50	.57	1.74	91.14	1.27

SCORE	Median	Mean
Females	180	179
Males	183	182
Not Coded	183	180
African American	169	171
Asian	179	178
Hispanic	173	174
Native American	174	174
Other	181	180
White	181	180
X-Missing	183	181

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	13,436	1,432	90
Males	4,985	265	95
Not Coded	60	8	88
African American	202	160	56
Asian	340	62	85
Hispanic	214	89	71
Native American	81	34	70
Other	314	37	89
White	17,101	1,296	93
Total Ethnicity	18,481	1,705	92
X-Missing	229	27	89

ALL STATE USERS (Current Scores)	PASSING SCORE
MS	169
HI, LA, ND, VI	170
AR, CT, *MN, NE, OK	171
NH, NV, OH, SC, WV	172
AK, KY, NC, PA, TN, WI	173
DE, DC	174
IN, OR, VT	175
WA	176
MD	177
VA	178

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY
PRAXIS I: PRE-PROFESSIONAL SKILLS TESTS MATHEMATICS - TEST CODE 0730**

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Augsburg College																	
• Pass	277	88	123	87	16	67	5	63	4	80	-	-	5	71	371	90	401	88
• Not Pass	39	12	18	13	8	33	3	38	1	20	2	100	2	29	40	10	56	12
Bemidji State University																		
• Pass	534	84	285	92	4	36	5	63	4	40	10	53	9	90	784	88	816	86
• Not Pass	105	16	26	8	7	64	3	37	6	60	9	47	1	10	105	12	131	14
Bethany College																		
• Pass	23	85	6	100	-	-	-	-	-	-	-	-	-	-	29	88	29	88
• Not Pass	4	15	-	-	-	-	-	-	-	-	-	-	-	-	4	12	4	12
Bethel University																		
• Pass	404	95	154	97	2	100	9	100	5	56	1	100	13	100	525	96	555	96
• Not Pass	22	5	4	3	-	-	-	-	4	44	-	-	-	-	21	4	25	4
Carleton College																		
• Pass	30	100	15	100	3	100	3	100	2	100	-	-	-	-	34	100	42	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of St. Benedict-St. Johns																		
• Pass	306	97	99	99	2	40	6	100	2	100	1	100	5	71	381	99	397	98
• Not Pass	8	3	1	1	3	60	-	-	-	-	-	-	2	29	4	1	9	2
College of St. Catherine																		
• Pass	342	91	15	94	1	50	9	90	6	75	1	100	3	100	334	92	354	91
• Not Pass	33	9	1	6	1	50	1	10	2	25	-	-	-	-	30	8	34	9
College of St. Scholastica																		
• Pass	120	90	46	94	-	-	3	75	-	-	1	50	3	100	156	92	163	91
• Not Pass	13	10	3	6	-	-	1	25	-	-	1	50	-	-	14	8	16	9
Concordia College-Moorhead																		
• Pass	316	96	120	100	2	67	7	88	-	-	-	-	2	67	424	98	435	97
• Not Pass	13	4	-	-	1	33	1	13	-	-	-	-	1	33	10	2	13	3
Concordia University-Saint Paul																		
• Pass	183	80	52	91	9	36	15	60	6	67	2	67	8	67	194	92	234	82
• Not Pass	47	20	5	9	16	64	10	40	3	33	1	33	4	33	18	8	52	18
Crown College																		
• Pass	143	81	17	81	-	-	4	67	4	67	1	100	2	100	145	82	156	81
• Not Pass	33	19	4	19	-	-	2	33	2	33	-	-	-	-	32	18	36	19
Gustavus Adolphus College																		
• Pass	233	94	69	99	2	100	7	70	3	100	-	-	7	100	273	96	292	95
• Not Pass	15	6	1	1	-	-	3	30	-	-	-	-	-	-	12	4	15	5
Hamline University																		
• Pass	313	93	115	92	8	67	14	93	10	71	2	100	14	78	367	95	415	93
• Not Pass	22	7	10	8	4	33	1	7	4	29	-	-	4	22	18	5	31	7
Macalester College																		
• Pass	27	93	10	100	2	100	2	100	-	-	-	-	5	100	28	100	37	95
• Not Pass	2	7	-	-	-	-	-	-	2	100	-	-	-	-	-	-	2	5

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Martin Luther College																			
• Pass	460	96	212	99	6	67	2	100	7	88	3	75	8	89	638	98	664	97	
• Not Pass	18	4	3	1	3	33	-	-	1	12	1	25	1	11	15	2	21	3	
Metropolitan State University																			
• Pass	71	70	35	95	7	44	7	50	6	86	1	100	4	80	81	85	106	71	
• Not Pass	31	30	2	5	9	56	7	50	1	14	-	-	1	20	14	15	32	23	
Minnesota State University Mankato																			
• Pass	1,010	86	408	94	12	71	16	84	14	64	2	100	1,345	88	13	87	1,402	88	
• Not Pass	169	14	28	6	5	29	3	16	8	36	-	-	177	12	2	13	195	12	
Minnesota State University Moorhead																			
• Pass	863	90	272	92	3	60	14	100	7	54	9	75	7	88	1,093	91	1,133	90	
• Not Pass	98	10	23	8	2	40	-	-	6	46	3	25	1	12	109	9	121	10	
North Central University																			
• Pass	66	92	4	80	2	67	-	-	1	100	-	-	-	-	66	92	69	91	
• Not Pass	6	8	1	20	1	33	-	-	-	-	-	-	-	-	6	8	7	9	
Northwestern College																			
• Pass	268	92	68	99	2	67	4	100	3	75	-	-	7	100	316	93	332	93	
• Not Pass	22	8	1	1	1	33	-	-	1	25	-	-	-	-	22	7	24	7	
Saint Cloud State University																			
•	1,167	88	377	96	12	50	19	83	15	71	4	100	23	96	1,470	90	1,543	90	
•	164	12	17	4	12	50	4	17	6	29	-	-	1	4	158	10	181	10	
Saint Mary's University																			
• Pass	260	90	106	94	5	83	2	67	3	75	-	-	10	83	329	92	349	92	
• Not Pass	28	10	7	6	1	17	1	33	1	25	-	-	2	17	27	8	32	8	
Saint Olaf College																			
• Pass	238	100	95	100	3	100	9	100	3	100	1	100	7	100	304	100	327	100	
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Southwest State University																			
• Pass	254	88	93	96	4	80	3	75	4	57	1	100	2	67	331	90	345	89	
• Not Pass	36	12	4	4	1	20	1	25	3	43	-	-	1	33	35	10	41	11	
University of Minnesota-Duluth																			
• Pass	636	88	272	97	1	20	13	68	7	50	10	50	14	82	856	93	901	90	
• Not Pass	88	12	9	3	4	80	6	32	7	50	10	50	3	18	67	7	97	10	
University of Minnesota-MSP/St. Paul																			
• Pass	1,208	96	490	97	31	56	67	96	33	89	6	100	61	97	1,493	98	1,691	96	
• Not Pass	49	4	16	3	24	44	3	4	4	11	-	-	2	3	32	2	65	4	
University of Minnesota-Morris																			
• Pass	218	94	78	99	-	-	2	100	2	67	4	100	2	100	282	96	292	95	
• Not Pass	13	6	1	1	1	100	-	-	1	33	-	-	-	-	12	4	14	5	

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
University of Saint Thomas																			
• Pass	415	93	180	96	15	56	21	88	11	79	-	-	19	90	517	97	583	94	
• Not Pass	30	7	8	4	12	44	3	12	3	21	-	-	2	10	17	3	37	6	
Winona State University																			
• Pass	784	93	254	95	3	75	9	100	8	100	3	100	6	100	1,004	94	1,033	94	
• Not Pass	55	7	14	5	1	25	-	-	-	-	-	-	-	-	67	6	68	6	

RETAKES ON THE PPST

Table 1									
Frequency Distributions and Percentage for All Retakes on the PPST by Racial/Ethnic Group 2001-05									
READING									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	345	191	154	3	21	4	12	198	57
Asian	489	277	212	14	50	8	27	299	61
Hispanic	296	193	103	9	16	3	6	205	69
Native American	119	84	35	4	8	1	6	89	75
Other	340	295	45	1	4	2	3	298	88
White	18,890	16,056	2,834	360	435	81	198	16,497	87
Totals	20,732	17,311	3,421	392	534	99	252	17,802	86
X-Missing	253	215	38	1	0	0	0	216	85

Table 2									
Frequency Distributions and Percentage for All Retakes on the PPST by Racial/Ethnic Group 2001-05									
WRITING									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	356	192	164	10	25	3	8	205	58
Asian	462	276	186	15	33	4	14	295	64
Hispanic	320	197	123	8	21	5	14	210	66
Native American	116	67	49	8	5	1	0	76	66
Other	350	285	65	11	6	2	3	298	85
White	19,049	16,077	2,972	409	321	73	96	16,559	87
Totals	20,911	17,321	3,590	461	411	88	135	17,870	85
X-Missing	258	227	31	0	0	0	0	227	88

Table 3
Frequency Distributions and Percentage for All
Retakes on the PPST by Racial/Ethnic Group 2001-05

MATHEMATICS									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	362	190	172	8	23	4	12	202	56
Asian	402	332	70	6	11	2	3	340	85
Hispanic	303	203	100	10	16	1	4	214	71
Native American	115	80	35	1	5	0	0	81	70
Other	351	309	42	4	7	1	1	314	89
White	18,397	16,807	1,590	237	207	59	66	17,103	93
Totals	20,186	18,148	2,038	268	269	67	86	18,483	92
X-Missing	256	227	29	2	0	0	0	229	89

8710.0500 EXAMINATIONS FOR TEACHER LICENSES.**Subpart 1. Examination requirements.**

A. An applicant for a first professional teaching license shall provide official evidence of having successfully completed examinations of skills in reading, writing, and mathematics before being issued an initial Minnesota professional teaching license. The examinations must have been adopted by the Board of Teaching. An applicant who is deaf must fulfill the mathematics requirement of this part by successfully completing the mathematics examination, and must fulfill the reading and writing requirements of this part either by successfully completing the reading and writing examinations or by evaluation by board approved colleges and universities of demonstrated proficiency (Intermediate Plus) in the expressive and receptive use of alternative communication systems including sign language and finger spelling as measured by the Sign Communication Proficiency Inventory (SCPI). This inventory is published by the National Technical Institute for the Deaf in Rochester, New York, and is administered through the College of Education at the University of Minnesota on at least an annual basis. A description of this inventory is available through the Minitex interlibrary loan system in the Journal of Sign Language Studies and American Annals for the Deaf. The inventory is incorporated by reference. It may be periodically changed. An applicant who is blind shall be required to fulfill requirements of this part by successfully completing the examinations with an opportunity to select a reader, to use adaptive visual aids or technology aids, and to complete the testing under adaptive conditions.

B. On or after September 1, 2001, an applicant for a first professional teaching license in any field shall provide evidence of having successfully completed an examination of general teaching knowledge and the examination required for the teaching field for which licensure is applied under this chapter. The examinations must have been adopted by the Board of Teaching. Teachers applying to add teaching fields to existing licenses must successfully complete the examination required for each teaching field to be added, but are not required to complete an examination of general teaching knowledge.

Subp. 2. Selection and adoption. The Board of Teaching shall solicit proposals for the development, validation, and implementation of teacher examinations under subpart 1. The Board of Teaching shall select the proposal of a party whose understanding of the project, statement of work to be performed, management plan, staffing, and related experience demonstrate the ability to develop, validate, and implement a statewide examination system and to conduct subsequent administrations of the adopted examinations. The Board of Teaching shall adopt examinations that have been validated by another state or reputable national testing organization and field tested in Minnesota.

Subp. 3. Requirement.

A. An applicant must achieve a minimum passing score on each examination required under subpart 1. The Board of Teaching shall establish a minimum passing score for each examination based on validation for use in Minnesota.

B. Notwithstanding item A, for applications submitted on or before August 31, 2002, examinations required under subpart 1, item B, shall have no minimum passing score. The Board of Teaching shall use test scores achieved by applicants on or before August 31, 2002, to establish minimum passing scores.

Subp. 4. Notification. Minimum passing scores applicants must achieve on the examinations and the identification of the examinations adopted shall be published in the State Register within 60 days of adoption by the Board of Teaching. Before July 2 of each calendar year, the Board of Teaching shall notify the colleges and universities approved by the board to prepare candidates for teacher licensure of the minimum passing score applicants must achieve on the examinations and which examinations are adopted under subpart 2.

Subp. 5. **Licensure recommendation.** In recommending candidates for licensure, Minnesota colleges and universities shall attest that license requirements have been met, including successful completion of all examinations required under this part.

Subp. 6. **Administration, scoring, and reporting.** Administration, scoring, and reporting of examinations shall be conducted by the party whose examinations have been adopted by the Board of Teaching. Applicants may take the examinations on any of the dates that are established by the party for national administration or on dates established by the Board of Teaching for special administration. Examinations shall be administered at least four times a year in Minnesota. It is the responsibility of the applicant to be informed about the dates and locations of the examinations and to apply for the appropriate examinations. Registration procedures are governed by the party whose examinations have been adopted. Examinees shall authorize the forwarding of their scores to the institutions they attend and to the Board of Teaching. The scores as forwarded are the official evidence required in this part.

Subp. 7. **Fees.** Candidates for licenses shall pay the examination fee approved by the Board of Teaching for the examinations they take.

Subp. 8. **Admission to upper division or graduate coursework.** Candidates for an initial license shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in upper division coursework in the professional education sequence. Candidates for an initial license who have a baccalaureate degree shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in coursework in the professional education sequence. Candidates who fail to achieve the minimum passing score on one or more of the examinations may enroll in upper division or graduate coursework in the professional education sequence; however, candidates must achieve the passing scores established under subpart 3 before recommendation for a first professional teaching license. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.

Subp. 9. [Repealed, 25 SR 877]

Subp. 10. **Retesting procedures.** Examinees who fail to achieve at least the minimum score on one or more of the examinations are permitted to retake the examination or examinations for which the minimum score was not achieved under this part. No minimum waiting time is required.

Subp. 11. **Applicants prepared outside Minnesota.** Applicants for Minnesota licensure who complete teacher preparation outside Minnesota but who have not met the requirements under subpart 1 and who otherwise meet the applicable statutes and rules shall be granted no more than three one-year temporary licenses. An applicant who has not achieved a minimum passing score on the examinations required under subpart 1, may renew a temporary license under this subpart if the applicant provides evidence of having taken all required examinations under subpart 1 and having enrolled in programs designed to assist the applicant to achieve the minimum passing scores. Applicants prepared outside Minnesota who provide evidence of meeting all examination requirements for professional Minnesota licensure shall be granted the professional teaching licenses for which they qualify.

Subp. 12. **Review and modification.** The Board of Teaching shall periodically review the examination system to determine whether the system meets the requirements of this part. Modifications by the Board of Teaching in the adoption of examinations or the minimum passing scores shall be published in the State Register. The modifications are effective for administration of the examinations 30 days after publication.

STAT AUTH: MS s 122A.09; 122A.18; 125.05; 125.185

HIST: 11 SR 1793; 15 SR 2267; L 1998 c 397 art 11 s 3; 23 SR 1928; 25 SR 805; 25 SR 877; 26 SR 700
Current as of 02/07/05

HISTORY OF LEGISLATION PPST
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1985

The Minnesota Legislature directed the Minnesota Board of Teaching to require persons applying for initial teaching licensure on April 4, 1988, and thereafter, to successfully complete an examination of skills in reading, writing and mathematics.

Laws of Minnesota 1985, First Special Session, Section 18, Subdivision 1.

1987

In 1987 the Minnesota Board of Teaching adopted the Pre-Professional Skills Tests (PPST) developed by Educational Testing Service (ETS) as the examinations of reading, writing and mathematics required for initial teacher licensure. The Minnesota Board of Teaching used documentation from a field testing study and a validity study conducted in 1986 to determine the appropriateness of the PPST and to set the minimum standards for teacher licensure.

Laws of Minnesota 1985, First Special Session, Section 21, Subdivision 4.

1990

Legislation authorized the effective date for successful completion of an examination of skills in reading, writing and mathematics for persons applying for initial secondary vocational teaching licenses effective April 8, 1991.

Laws of Minnesota 1990, Chapter 562, Article 8, Section 40.

1992

The Minnesota Legislature enacted legislation that directed the Board of Teaching to require a person to successfully complete an examination of skills in reading, writing and mathematics before being admitted to a post-secondary teacher preparation program.

Laws of Minnesota 1992, Chapter 499, Article 8, Section 9, Subdivision 1a(b).

1993

Minnesota Laws 1992, Chapter 499, Article 8, Section 9, Subdivision 1a(b) was amended removing reference to examinations of skills in reading, writing and mathematics required for admission to a pilot internship program.

Laws of Minnesota 1993, Chapter 224, Article 7, Section 17, Subdivision 1a(b).

The Minnesota Legislature directed the Board of Teaching, with assistance of organizations representing diverse cultures, to develop a plan to assure that the questions contained in the skills examination are culturally sensitive. The Committee on the State Skills Exam, convened by the Board of Teaching, worked to assure that questions contained in the skills examination are culturally sensitive, evaluate interpersonal skills, and more comprehensively assess general knowledge and skills..

Laws of Minnesota 1993, Chapter 224, Article 8, Section 14, Subdivision 1.

Legislation authorized the Board of Teaching to permit individuals who have completed an approved teacher preparation program and obtained a provisional license to continue to teach until the required plan was implemented.

Laws of Minnesota 1993, Chapter 224, Article 8, Section 14, Subdivision 2.

1994

The plan developed by the 1993 Committee on the State Skills Exam was submitted by the Board of Teaching to the legislature in 1994. As part of this plan, the Committee recommended that persons be provided with sufficient time to demonstrate, and when necessary develop, the skills needed to successfully complete the skills examination for initial licensure. The Minnesota Legislature amended the legislation on the state skills examination to permit persons who had completed a teacher preparation program and obtained a one-year license to teach but who had not passed the skills exam to renew the one-year license for two additional one-year periods. These renewals are contingent upon providing evidence of participating in a remedial assistance program and taking the examination during the period of each one-year license. The legislature also amended the 1992 legislation to require successful completion of the skills area examinations prior to being granted an initial teaching license.

Minnesota Statutes 1994, 125.05.

1995

Minnesota legislation directed the Board of Teaching to convene a task force to consider authentic and qualitative assessments for teachers and alternative processes by which the skills examination requirement might be met for persons who fail the examinations.

Laws of Minnesota 1995, First Special Session, Chapter 3, Article 8, Section 19.

1996

The Task Force developed recommendations to address the 1995 legislative directive. These recommendations were approved by the Board of Teaching. Based on these recommendations, legislation was proposed to implement an alternative process for persons who had failed the examination three times and had completed remedial assistance. This legislation did not pass.

2002 – Score Change

In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171. This score becomes effective September 1, 2003, for first time applicants.