

Report to the Legislature

March 2007

*As required by
Minnesota Statute 122A.18, 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.

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**EXECUTIVE DIRECTOR
Minnesota Board of Teaching**

Karen Balmer

Report to the Legislature

**REPORT ON THE
2001-06 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE
(Pre-Professional Skills Tests: Reading, Writing, and Mathematics)**

As required by Minnesota Statutes 122A.18, Subdivision 2 (b)

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Minnesota Board of Teaching

LEGISLATION

**REPORT ON THE
2001-06 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE**

This report is submitted in accordance with **Minnesota Statutes 122A.18, 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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I. 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 C** - 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.

Following the national requests for proposals to provide Minnesota with a testing program that would align licensing standards to tests specifications, and offer a testing program to meet all validation, reliability and administration requirements, the Board of Teaching selected Educational Testing Service as the administrator (*Part 8710.0500, Examinations for Teachers*).
<http://www.revisor.leg.state.mn.us/arule/8710/>).

*Board Rules 8710.0500, Subpart 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 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.

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 Minnesota's validity study panels' judgments (a study value or SV). 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 four national testing dates spread throughout the year. Candidates may also make appointments to take the tests at anytime on computer. Test takers arrange individual test times and dates based on availability.

Primary Language Is Not English (PLINE)

Nonstandard test accommodations (extended time) is 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.

II. FINDINGS 2001-2006

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.

TEST INFORMATION

Test Code SCORE RANGE	710	TEST NAME	PPST Reading
	150-190		

2001-06 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=25,151)				ETHNICITY COUNT (n=25,151)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	18,350	6,674	127	419	591	367	170	398	22,815	391
%	73.0	26.5	0.5	1.7	2.3	1.5	0.7	1.6	90.7	1.6

SCORE	Median	Mean	Range
Females	179	177	153-188
Males	180	178	154-189
Not Coded	181	179	161-187
Total Gender	179	178	153-189
African American	172	171	154-187
Asian	173	172	153-187
Hispanic	173	174	154-186
Native American	175	174	156-186
Other	182	179	156-186
White	182	178	153-189
X-Missing Code	181	179	158-188
Total Ethnicity	179	178	153-189

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	15,838	2,512	86
Males	5,910	764	89
Not Coded	109	18	86
Total Gender	21,857	3,294	87
African American	243	176	58
Asian	385	206	65
Hispanic	257	110	70
Native American	119	51	70
White	20,159	2,656	88
Other	352	46	88
X-Missing Code	342	49	88
Total Ethnicity	21,857	3,294	87

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

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Reading - TEST CODE 710

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Augsburg College																		
• Pass	342	86	157	88	19	63	5	39	4	80	3	60	7	78	466	90	504	87
• Not Pass	56	14	21	12	11	37	8	62	1	20	2	40	2	22	53	10	77	13

Bemidji State University																		
• Pass	615	74	331	83	7	47	7	50	6	75	18	39	12	92	898	79	948	77
• Not Pass	213	26	66	17	8	53	7	50	2	25	28	61	1	8	233	21	279	23

Bethany College																		
• Pass	26	70	8	80	-	-	-	-	-	-	-	-	-	-	34	72	34	72
• Not Pass	11	30	2	20	-	-	-	-	-	-	-	-	-	-	13	28	13	28

Bethel University																		
• Pass	491	95	182	95	2	67	12	100	6	75	1	100	14	93	646	95	681	95
• Not Pass	28	5	10	5	1	33	-	-	2	25	-	-	1	7	34	5	38	5

Carleton College																		
• Pass	37	100	22	100	3	100	3	100	3	100	-	-	-	-	50	100	59	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	372	93	114	93	1	25	9	69	3	100	1	100	8	100	465	94	487	93
• Not Pass	29	7	8	7	3	75	4	31	-	-	-	-	-	-	31	6	38	7

College of St Scholastica																		
• Pass	162	89	65	92	1	100	2	50	-	-	1	50	5	100	219	91	228	90
• Not Pass	20	11	6	9	-	-	2	50	-	-	1	50	-	-	23	10	26	10

Concordia College-Moorhead																		
• Pass	374	93	155	93	3	60	6	67	1	100	1	100	1	33	518	94	530	93
• Not Pass	27	7	12	7	2	40	3	33	-	-	-	-	2	67	32	6	39	7

Concordia University-St Paul																		
• Pass	205	75	73	77	6	27	19	41	5	36	3	75	10	91	240	87	283	76
• Not Pass	67	25	22	23	16	73	27	59	9	64	1	25	1	9	35	13	89	24

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Reading - TEST CODE 710

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Crown College

• Pass	170	81	25	76	-	-	3	21	5	83	-	-	3	100	184	84	195	81
• Not Pass	39	19	8	24	-	-	11	79	1	17	-	-	-	-	35	16	47	19

Gustavus Adolphus College

• Pass	257	92	75	93	3	100	8	73	2	67	1	100	8	89	311	93	333	93
• Not Pass	21	8	6	7	-	-	3	27	1	33	-	-	1	11	22	7	27	8

Hamline University

• Pass	398	96	144	88	9	50	20	77	15	79	3	100	17	85	479	97	543	94
• Not Pass	18	4	20	12	9	50	6	23	4	21	-	-	3	15	16	3	38	7

Macalester College

• Pass	28	93	15	100	3	100	2	100	-	-	-	-	4	100	34	100	43	96
• Not Pass	2	7	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2	4

Martin Luther College

• Pass	517	93	233	93	7	88	2	100	6	75	4	100	10	100	726	93	755	93
• Not Pass	37	7	17	7	1	13	-	-	2	25	-	-	-	-	52	7	55	7

Metropolitan State University

• Pass	98	79	45	88	10	48	9	50	10	83	1	100	6	67	108	93	144	81
• Not Pass	26	21	6	12	11	52	9	50	2	17	-	-	3	33	8	7	33	19

Minnesota State University Mankato

• Pass	1,127	79	450	83	10	44	17	52	18	60	5	100	17	94	1,519	81	1,586	80
• Not Pass	296	21	93	17	13	57	16	49	12	40	-	-	1	6	349	19	391	20

Minnesota State University Moorhead

• Pass	989	80	308	81	2	33	11	79	8	47	12	80	7	88	1,257	81	1,297	80
• Not Pass	251	20	71	19	4	67	3	21	9	53	3	20	1	13	302	19	322	20

North Central University

• Pass	73	94	6	75	1	33	-	-	1	100	-	-	1	100	76	94	79	92
• Not Pass	5	6	2	25	2	67	-	-	-	-	-	-	-	-	5	6	7	8

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Reading - TEST CODE 710

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Northwestern College																		
• Pass	322	93	76	93	4	67	8	89	4	80	-	-	7	100	380	94	403	93
• Not Pass	24	7	6	7	2	33	1	11	1	20	-	-	-	-	26	6	30	7

Saint Catherine College																		
• Pass	389	91	15	83	3	60	10	83	7	100	-	-	4	100	381	91	405	90
• Not Pass	41	10	3	17	2	40	2	17	-	-	1	-	-	-	39	9	44	10

Saint Marys University																		
• Pass	303	86	122	94	6	75	3	100	5	56	-	-	12	92	399	89	425	88
• Not Pass	49	14	8	6	2	25	-	-	4	44	-	-	1	8	50	11	57	12

Saint Olaf College																		
• Pass	277	99	112	100	3	100	9	100	4	80	1	100	8	100	368	100	393	100
• Not Pass	2	1	-	-	-	-	-	-	1	20	-	-	-	-	1	-	2	1

Southwest State University																		
• Pass	287	77	112	83	4	80	1	20	6	60	1	100	3	75	384	80	399	79
• Not Pass	84	23	23	17	1	20	4	80	4	40	-	-	1	25	98	20	108	21

St Cloud State University																		
• Pass	1,335	80	441	85	9	43	23	61	15	60	5	71	23	85	1,702	82	1,777	81
• Not Pass	333	20	79	15	12	57	15	40	10	40	2	29	4	15	369	18	412	19

University of Minnesota-Duluth																		
• Pass	755	88	321	94	4	100	17	77	12	80	13	77	13	81	1,020	90	1,079	90
• Not Pass	103	12	21	6	-	-	5	23	3	20	4	24	3	19	109	10	124	10

University of Minnesota-Minneapolis-St Paul																		
• Pass	1,444	96	572	94	34	72	74	67	35	83	10	100	66	96	1,804	97	2,023	95
• Not Pass	67	4	40	7	13	28	36	33	7	17	-	-	3	4	48	3	107	5

University of Minnesota-Morris																		
• Pass	239	97	90	99	-	-	2	67	2	100	6	100	2	100	318	98	330	97
• Not Pass	8	3	1	1	1	-	1	33	-	-	-	-	-	-	7	2	9	3

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Reading - TEST CODE 710

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

University of Saint Thomas																		
• Pass	478	94	204	88	19	66	27	68	11	79	3	33	21	84	602	96	683	92
• Not Pass	33	7	27	12	10	35	13	33	3	21	6	67	4	16	24	4	60	8

Winona State University																		
• Pass	905	81	298	87	5	71	9	82	8	62	3	100	4	80	1,177	83	1,206	83
• Not Pass	210	19	44	13	2	29	2	18	5	39	-	-	1	20	245	17	255	18

RETAKES ON THE PPST Reading

		1st Attempt		2nd Attempt		3 or more Attempts	
Racial/Ethnic Group	Total Attempts	Passed	Failed	Passed	Failed	Passed	Failed
African American	419	229	190	8	32	6	7
Asian	591	354	237	21	58	10	19
Hispanic	367	240	127	12	30	5	6
Native American	170	112	58	3	12	4	4
Other	398	349	49	2	3	1	1
White	22,815	19,493	3,322	521	605	145	151
Totals	25,151	21,118	4,033	568	740	171	188
X-Missing	391	341	50	1	-	-	-

TEST INFORMATION

Test Code SCORE RANGE	720	TEST NAME	PPST Writing
	150-190		

2001-06 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=25,384)				ETHNICITY COUNT (n=25,384)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	18,232	7,026	126	427	578	390	169	410	23,016	394
%	71.8	27.7	0.5	1.7	2.3	1.5	0.7	1.6	90.7	1.6

SCORE	Median	Mean	Range	PASS RATE	Number Passing	Number Failing	Percent Passing
Females	176	175	151-190	Females	15,958	2,274	88
Males	175	174	150-190	Males	5,800	1,226	83
Not Coded	176	176	160-188	Not Coded	110	16	87
Total Gender	175	175	150-190	Total Gender	21,868	3,516	86
African American	172	171	157-188	African American	254	173	60
Asian	173	172	158-187	Asian	376	202	65
Hispanic	173	172	157-186	Hispanic	257	133	66
Native American	172	171	157-186	Native American	99	70	59
Other	176	175	151-190	White	20,192	2,824	88
White	176	175	150-190	Other	350	60	85
X-Missing Code	177	176	160-190	X-Missing Code	340	54	86
Total Ethnicity	175	175	150-190	Total Ethnicity	21,868	3,516	86

ALL STATE USERS (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

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Writing - TEST CODE 720

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Augsburg College																		
• Pass	337	87	145	78	15	56	8	73	3	60	3	60	9	82	448	86	486	84
• Not Pass	52	13	42	23	12	44	3	27	2	40	2	40	2	18	74	14	95	16

Bemidji State University																		
• Pass	636	75	325	70	7	37	5	36	7	44	9	17	14	74	921	77	963	73
• Not Pass	212	25	140	30	12	63	9	64	9	56	43	83	5	26	274	23	352	27

Bethany College																		
• Pass	28	78	5	50	-	-	-	-	-	-	-	-	-	-	33	72	33	72
• Not Pass	8	22	5	50	-	-	-	-	-	-	-	-	-	-	13	28	13	28

Bethel University																		
• Pass	487	95	187	94	3	100	12	100	8	80	1	100	14	93	645	95	683	95
• Not Pass	28	5	11	6	-	-	-	-	2	20	-	-	1	7	36	5	39	5

Carleton College																		
• Pass	38	100	22	100	3	100	3	100	3	100	-	-	-	-	51	100	60	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	371	96	116	92	1	100	8	67	3	100	1	100	8	100	467	96	488	95
• Not Pass	16	4	10	8	-	-	4	33	-	-	-	-	-	-	22	5	26	5

College of St Scholastica																		
• Pass	169	90	62	81	1	100	2	50	-	-	1	50	5	100	223	88	232	87
• Not Pass	19	10	15	20	-	-	2	50	-	-	1	50	-	-	31	12	34	13

Concordia College-Moorhead																		
• Pass	380	94	147	90	4	100	8	100	1	100	1	100	2	67	512	93	528	93
• Not Pass	23	6	17	10	-	-	-	-	-	-	-	-	1	33	39	7	40	7

Concordia University-St Paul																		
• Pass	212	78	74	76	8	33	16	38	7	58	4	100	10	100	246	88	291	78
• Not Pass	59	22	23	24	16	67	26	62	5	42	-	-	-	-	35	13	82	22

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Writing - TEST CODE 720

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Crown College																		
• Pass	163	80	25	69	-	-	6	46	5	63	-	-	3	100	174	81	188	78
• Not Pass	41	20	11	31	-	-	7	54	3	38	-	-	-	-	42	19	52	22

Gustavus Adolphus College																		
• Pass	252	95	73	90	2	67	5	63	3	100	1	100	9	100	306	94	326	93
• Not Pass	14	5	8	10	1	33	3	38	-	-	-	-	-	-	19	6	23	7

Hamline University																		
• Pass	398	96	142	84	15	68	19	79	16	62	3	100	18	82	470	96	541	93
• Not Pass	16	4	28	17	7	32	5	21	10	39	-	-	4	18	18	4	44	8

Macalester College																		
• Pass	28	93	15	100	3	100	2	100	-	-	-	-	4	100	34	100	43	96
• Not Pass	2	7	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2	4

Martin Luther College																		
• Pass	529	96	240	91	6	75	2	100	6	100	3	100	10	100	747	94	774	94
• Not Pass	25	5	23	9	2	25	-	-	-	-	-	-	-	-	46	6	48	6

Metropolitan State University																		
• Pass	88	69	39	77	11	48	9	50	9	75	1	50	5	56	93	80	128	71
• Not Pass	40	31	12	24	12	52	9	50	3	25	1	50	4	44	24	21	53	29

Minnesota State University Mankato																		
• Pass	1,183	85	446	77	10	46	19	59	23	68	4	100	15	83	1,568	83	1,639	82
• Not Pass	217	16	134	23	12	55	13	41	11	32	-	-	3	17	312	17	351	18

Minnesota State University Moorhead																		
• Pass	1,007	82	304	75	3	50	10	71	8	47	10	67	6	75	1,274	81	1,311	80
• Not Pass	222	18	100	25	3	50	4	29	9	53	5	33	2	25	299	19	322	20

North Central University																		
• Pass	78	92	7	88	1	33	-	-	1	100	-	-	1	50	82	94	85	91
• Not Pass	7	8	1	13	2	67	-	-	-	-	-	-	1	50	5	6	8	9

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Writing - TEST CODE 720

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Northwestern College																		
• Pass	321	93	79	95	5	100	8	73	4	80	-	-	7	100	381	94	405	94
• Not Pass	24	7	4	5	-	-	3	27	1	20	-	-	-	-	24	6	28	7

Saint Catherine College																		
• Pass	390	91	13	72	3	50	12	86	7	78	1	100	4	100	377	91	404	90
• Not Pass	41	10	5	28	3	50	2	14	2	22	-	-	-	-	39	9	46	10

Saint Marys University																		
• Pass	309	91	114	88	4	50	2	50	4	50	-	-	9	75	404	93	423	90
• Not Pass	30	9	15	12	4	50	2	50	4	50	-	-	3	25	32	7	45	10

Saint Olaf College																		
• Pass	274	99	110	97	2	67	9	100	4	100	1	100	8	100	364	99	388	99
• Not Pass	2	1	3	3	1	33	-	-	-	-	-	-	-	-	4	1	5	1

Southwest State University																		
• Pass	287	80	108	75	3	60	1	20	3	30	1	100	2	40	385	81	395	78
• Not Pass	71	20	37	26	2	40	4	80	7	70	-	-	3	60	93	20	109	22

St Cloud State University																		
• Pass	1,342	79	444	75	15	63	16	46	14	61	4	67	23	89	1,715	79	1,787	78
• Not Pass	367	22	145	25	9	38	19	54	9	39	2	33	3	12	470	22	512	22

University of Minnesota-Duluth																		
• Pass	744	88	311	87	2	50	15	58	12	75	9	47	12	80	1,008	90	1,058	88
• Not Pass	99	12	48	13	2	50	11	42	4	25	10	53	3	20	117	10	147	12

University of Minnesota-Minneapolis-St Paul																		
• Pass	1,416	95	577	90	39	72	77	73	34	81	8	89	59	88	1,782	96	1,999	93
• Not Pass	78	5	63	10	15	28	28	27	8	19	1	11	8	12	82	4	142	7

University of Minnesota-Morris																		
• Pass	243	98	91	98	2	100	2	67	3	100	7	100	2	100	319	98	335	98
• Not Pass	5	2	2	2	-	-	1	33	-	-	-	-	-	-	6	2	7	2

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Writing - TEST CODE 720

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

University of Saint Thomas																		
• Pass	494	95	201	87	23	64	29	74	15	79	2	100	21	84	606	96	696	92
• Not Pass	29	6	30	13	13	36	10	26	4	21	-	-	4	16	28	4	59	8

Winona State University																		
• Pass	925	88	313	85	2	29	8	73	9	82	3	100	6	100	1,212	88	1,240	87
• Not Pass	125	12	55	15	5	71	3	27	2	18	-	-	-	-	170	12	180	13

RETAKES ON THE PPST Writing

		1st Attempt		2nd Attempt		3 or more Attempts	
Racial/Ethnic Group	Total Attempts	Passed	Failed	Passed	Failed	Passed	Failed
African American	426	228	198	21	32	5	6
Asian	578	353	225	18	43	5	11
Hispanic	390	229	161	18	35	10	6
Native American	169	89	80	9	8	1	1
Other	410	334	76	14	7	2	1
White	23,016	19,428	3,588	640	468	124	88
Totals	25,383	21,000	4,383	721	593	147	113
X-Missing	394	339	55	1	-	-	-

TEST INFORMATION

Test Code SCORE RANGE	730	TEST NAME	PPST Mathematics
	150-190		

2001-06 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=24,612)				ETHNICITY COUNT (n=24,612)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	18,081	6,413	118	443	499	380	165	412	22,321	392
%	73.5	26.1	0.5	1.8	2.0	1.5	0.7	1.7	90.7	1.6

SCORE	Median	Mean	Range
Females	180	178	151-190
Males	183	181	154-190
Not Coded	183	180	156-190
Total Gender	181	179	151-190
African American	169	170	151-190
Asian	179	177	155-190
Hispanic	179	173	155-190
Native American	173	173	151-190
Other	181	179	151-190
White	181	179	154-190
X-Missing Code	182	180	156-190
Total Ethnicity	181	179	151-190

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	16,408	1,673	91
Males	6,103	310	95
Not Coded	109	9	92
Total Gender	22,620	1,992	92
African American	250	193	56
Asian	425	74	85
Hispanic	264	116	70
Native American	110	55	67
White	20,850	1,471	93
Other	372	40	90
X-Missing Code	349	43	89
Total Ethnicity	22,620	1,992	92

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
DC,DE	174
IN,OR,VT	175
WA	176
MD	177
VA	178

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Mathematics - TEST CODE 730

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Augsburg College																		
• Pass	342	87	156	90	20	67	6	67	4	80	3	50	7	78	462	90	502	88
• Not Pass	50	13	17	10	10	33	3	33	1	20	3	50	2	22	49	10	68	12

Bemidji State University																		
• Pass	661	83	344	93	4	36	9	69	5	56	16	36	11	79	961	89	1,006	86
• Not Pass	136	17	26	7	7	64	4	31	4	44	29	64	3	21	115	11	162	14

Bethany College																		
• Pass	32	89	10	100	-	-	-	-	-	-	-	-	-	-	42	91	42	91
• Not Pass	4	11	-	-	-	-	-	-	-	-	-	-	-	-	4	9	4	9

Bethel University																		
• Pass	495	96	187	98	2	67	11	100	6	67	1	100	15	100	655	97	690	96
• Not Pass	23	4	4	2	1	33	-	-	3	33	-	-	-	-	23	3	27	4

Carleton College																		
• Pass	37	100	22	100	3	100	3	100	3	100	-	-	-	-	50	100	59	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	378	97	120	99	2	33	8	89	3	100	1	100	7	70	478	99	499	98
• Not Pass	11	3	1	1	4	67	1	11	-	-	-	-	3	30	4	1	12	2

College of St Scholastica																		
• Pass	164	92	65	94	1	100	3	75	-	-	1	50	5	100	220	93	230	92
• Not Pass	15	8	4	6	-	-	1	25	-	-	1	50	-	-	17	7	19	8

Concordia College-Moorhead																		
• Pass	380	96	156	99	3	60	8	89	1	100	1	100	3	75	521	97	537	97
• Not Pass	16	4	2	1	2	40	1	11	-	-	-	-	1	25	14	3	18	3

Concordia University-St Paul																		
• Pass	213	79	70	89	9	31	20	59	7	58	2	100	10	77	238	90	286	81
• Not Pass	57	21	9	11	20	69	14	41	5	42	-	-	3	23	26	10	68	19

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Mathematics - TEST CODE 730

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Crown College

• Pass	169	81	24	86	-	-	4	67	5	56	1	100	3	100	180	83	193	82
• Not Pass	39	19	4	14	-	-	2	33	4	44	-	-	-	-	37	17	43	18

Gustavus Adolphus College

• Pass	259	95	77	99	3	100	7	70	3	100	1	100	8	100	315	96	337	96
• Not Pass	14	5	1	1	-	-	3	30	-	-	-	-	-	-	12	4	15	4

Hamline University

• Pass	391	92	145	94	9	64	18	95	13	57	3	100	20	87	474	95	537	93
• Not Pass	33	8	10	7	5	36	1	5	10	44	-	-	3	13	24	5	43	7

Macalester College

• Pass	30	86	15	100	3	100	2	100	1	17	-	-	5	100	34	100	45	90
• Not Pass	5	14	-	-	-	-	-	-	5	83	-	-	-	-	-	-	5	10

Martin Luther College

• Pass	524	97	240	99	6	67	2	100	6	100	3	75	11	100	741	98	769	98
• Not Pass	16	3	3	1	3	33	-	-	-	-	1	25	-	-	15	2	19	2

Metropolitan State University

• Pass	93	70	46	94	9	41	10	53	10	77	1	100	7	88	104	86	141	77
• Not Pass	40	30	3	6	13	59	9	47	3	23	-	-	1	13	17	14	43	23

Minnesota State University Mankato

• Pass	1,181	87	471	94	14	70	19	83	18	67	4	100	15	88	1,590	90	1,660	89
• Not Pass	177	13	30	6	6	30	4	17	9	33	-	-	2	12	187	11	208	11

Minnesota State University Moorhead

• Pass	1,069	91	334	92	3	43	14	100	8	47	10	77	8	89	1,360	92	1,403	91
• Not Pass	108	9	28	8	4	57	-	-	9	53	3	23	1	11	119	8	136	9

North Central University

• Pass	79	92	8	100	3	100	-	-	1	100	-	-	1	100	82	92	87	93
• Not Pass	7	8	-	-	-	-	-	-	-	-	-	-	-	-	7	8	7	7

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Mathematics - TEST CODE 730

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Northwestern College																		
• Pass	329	94	80	99	4	80	7	78	5	83	-	-	8	100	389	95	413	95
• Not Pass	21	6	1	1	1	20	2	22	1	17	-	-	-	-	19	5	23	5

Saint Catherine College																		
• Pass	404	92	18	95	3	60	12	100	6	75	1	100	4	100	397	92	423	92
• Not Pass	37	8	1	5	2	40	-	-	2	25	-	-	-	-	34	8	38	8

Saint Marys University																		
• Pass	310	90	119	94	6	67	2	67	4	57	-	-	11	85	406	93	429	91
• Not Pass	34	10	8	6	3	33	1	33	3	43	-	-	2	15	33	8	42	9

Saint Olaf College																		
• Pass	274	99	112	100	3	100	9	100	4	100	1	100	8	100	365	100	390	100
• Not Pass	2	1	-	-	-	-	-	-	-	-	-	-	-	-	2	1	2	1

Southwest State University																		
• Pass	310	88	118	97	4	80	4	80	5	50	1	100	3	75	411	92	428	90
• Not Pass	41	12	4	3	1	20	1	20	5	50	-	-	1	25	38	9	46	10

St Cloud State University																		
• Pass	1,418	88	478	96	14	48	26	90	20	67	5	100	26	93	1,806	90	1,897	90
• Not Pass	202	13	21	4	15	52	3	10	10	33	-	-	2	7	193	10	223	11

University of Minnesota-Duluth																		
• Pass	768	89	325	97	1	17	17	74	7	44	12	52	14	88	1,045	94	1,096	91
• Not Pass	95	11	10	3	5	83	6	26	9	56	11	48	2	13	72	6	105	9

University of Minnesota-Minneapolis-St Paul																		
• Pass	1,452	96	586	97	34	57	81	94	39	93	8	100	68	99	1,814	98	2,044	96
• Not Pass	57	4	19	3	26	43	5	6	3	7	-	-	1	1	41	2	76	4

University of Minnesota-Morris																		
• Pass	240	96	90	99	-	-	3	100	2	67	6	100	2	100	318	97	331	97
• Not Pass	10	4	1	1	1	-	-	-	1	33	-	-	-	-	9	3	11	3

**PASS/FAIL COUNTS AND PERCENTS BY
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Mathematics - TEST CODE 730

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

University of Saint Thomas																		
• Pass	494	93	204	95	19	59	30	88	12	80	2	100	22	82	614	96	699	93
• Not Pass	39	7	10	5	13	41	4	12	3	20	-	-	5	19	24	4	49	7

Winona State University																		
• Pass	978	94	311	96	5	83	9	100	9	90	3	100	5	100	1,260	94	1,291	94
• Not Pass	64	6	13	4	1	17	-	-	1	10	-	-	-	-	75	6	77	6

RETAKES ON THE PPST Mathematics

		1st Attempt		2nd Attempt		3 or more Attempts	
Racial/Ethnic Group	Total Attempts	Passed	Failed	Passed	Failed	Passed	Failed
African American	442	231	211	11	39	8	10
Asian	499	411	88	12	13	2	3
Hispanic	380	243	137	15	25	6	4
Native American	165	108	57	2	7	-	2
Other	412	365	47	6	6	1	1
White	22,321	20,411	1,910	340	288	99	50
Totals	24,611	22,115	2,496	389	378	116	70
X-Missing	392	346	46	3	-	-	-

TEACHER TESTING REQUIREMENTS IN MINNESOTA

The following information is supplemental to the 2003-2003 Praxis Registration Bulletin. This information is subject to revision and changes. Additional registration information (registration procedures, fees, application forms, scores, test dates, locations, requests for special accommodations, etc.) is included in the [Praxis Series Registration Bulletin](#).

Who must take Minnesota teacher licensure tests?

All applicants for a first-time Minnesota teaching license must complete the required teacher licensure tests and achieve the Board of Teaching adopted score. As of September 1, 2002, passing scores for Praxis I and Praxis II are required of all candidates applying for a first-time Minnesota teaching license.

What are the licensure testing requirements for individuals adding a field to a Minnesota teaching license?

All applicants adding a licensure field to an existing Minnesota teaching license must complete the appropriate Praxis II: Subject Assessment and Specialty Area Test requirement for the added field. Candidates holding, or who have held a Minnesota standard teaching license before September 1, 2001, are not required to take additional tests of basic skills or the examination of professional knowledge.

1. Praxis I: Academic Skills Assessments (PPST)
2. Professional knowledge Praxis II: Principles of Learning and Teaching (PLT).
3. Content/subject matter Praxis II: Subject Assessments and Specialty Area Tests.

Exceptions: Minnesota Graduates: Applicants after September 1, 2001, applying for "old" licenses under Laws of Minnesota 2001, Chapter 1, must complete the appropriate professional knowledge test, but need not complete content/subject matter tests, as content tests were not adopted or correlated to the "old" licensure rules. (Check with your institution to see if this applies to your licensure program).

Note: School administrators, school counselors, school social workers, school nurses, school psychologists, and educational speech-language pathologist, are not teachers, and therefore are **not** subject to teacher licensure tests requirements.

PRAXIS I: PRE-PROFESSIONAL SKILLS TEST

All applicants for a first-time Minnesota teaching license must complete an examination of reading, writing, and mathematics (all teaching fields, birth – grade 12). The PPST can be taken by paper/pencil or at Computer-Based Testing Centers. Please refer to the Praxis Registration Bulletin for a list of all testing centers.

(A \$40.00 registration fee is required per test date.)

Licensure Field	Test Code	Test Length (hours)	Test Name	MN Qualifying Score	Test Fee 9/1/06
<p>All applicants for a first-time Minnesota teaching license must complete the tests in reading, writing, and mathematics.</p> <p>Examinees may take either the paper/pencil, computer-based, or a combination.</p>	10710	1	PPST Reading	173	\$35
	20720	1	PPST Writing	172	\$35
	10730	1	PPST Mathematics	171	\$35
	5710	Arr.	Computerized PPST-Reading	173	One test \$75
	5720	Arr.	Computerized PPST-Writing	172	Two tests \$110
	5730	Arr.	Computerized PPST-Mathematics	171	Three tests \$145

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.