

Report to the Legislature

June 2009

*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**

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Report to the Legislature

**REPORT ON THE
2001-08 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
2001-08 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 passage of a basic skills test was adopted as a licensure requirement in 1988 as a result of legislation in 1985. See Appendix C for the legislative history relating to these tests. Current statutory language regarding basic skills testing is found in Minnesota Statute 122A.18, Subdivision 2(b) and Minnesota Statute 122A.09, Subdivision 4(b):

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.*

Minnesota Statute 122A.09, Subd.4 (b): *The board must adopt rules requiring a person to successfully complete a skills examination in reading, writing, and mathematics as a requirement for initial teacher licensure. Such rules must require college and universities offering a board-approved teacher preparation program to provide remedial assistance to persons who did not achieve a qualifying score on the skills examination, including those for whom English is a second language.*

In addition, the Board of Teaching has the following language in rule:

Minnesota 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.

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 requests for proposals process 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. Minnesota Rule 8710.0500, Examinations for Teachers, provided additional guidance for this process.(<http://www.revisor.leg.state.mn.us/arule/8710/>).

Minnesota Rule 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.

Minnesota Statute 16C.08 (c) Procedures

In January of 2009, in compliance with Minnesota Statute 16C.08, the Board of Teaching began receiving proposals from assessment companies interested in providing testing services for Minnesota's teacher candidates. *[The commissioner must determine that] (5) the combined contract and amendments will not exceed five years, unless otherwise provided for by law. The term of the original contract must not exceed two years unless the commissioner determines that a longer duration is in the best interest of the state.* A panel consisting of representatives from the field of teaching, teacher education programs, administrators, and the Department of Education will evaluate the proposals and make a recommendation to the Board of Teaching. Once the Board officially adopts a proposal, determination of minimum qualifying scores, examination of cultural sensitivity and bias, studies of testing reliability and validity, standards alignment, grade level determination and field testing will begin anew. Revised assessments will be available for candidate use on September 1, 2010.

DESCRIPTION OF THE PRE-PROFESSIONAL SKILLS TESTS CURRENTLY IN USE

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 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

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 represented first-time examinees that were tested under standard conditions and fell into one of two populations: those whose scores were compared to national data for the same tests, and those whose scores were used to inform a minimum required passing score on the PPST. During that year, although students were required to take the examinations, a passing score was not in effect. The following year, the Board looked at the Minnesota performance data for the preceding year, and made a decision as to where to set the final score.

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.*

The Minnesota scores were set by the Board of Teaching and were derived from Minnesota's validity study panels' judgments. Their recommended qualifying score was called 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 issues were considered by the study panel participants as they worked toward recommended qualifying scores.

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 (32 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 requests special accommodations directly through Educational Testing Service.

The tests are administered in Minnesota on seven 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. Test-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 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.

Districts employing teachers who have not passed the skills examination and who are employed on Temporary Limited licenses must also provide remediation and mentoring.

Minnesota Statute §122A.18(b)

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. School districts must provide similar, appropriate, and timely remedial assistance that includes a formal diagnostic component and mentoring to those persons employed by the district who completed their teacher education program outside the state of Minnesota, received a one-year license to teach in Minnesota and did not achieve a qualifying score on the skills examination, including those persons for whom English is a second language.

II. FINDINGS 2001-2008

For each test the following data is provided:

- Frequency by Gender and Ethnicity
- Median and Mean Scores
- Pass Rates and 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; as such not all examinees reported data.

TEST INFORMATION

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

2001-2008 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=34,421)				ETHNICITY COUNT (n=34,421)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	25,146	9,064	211	597	822	514	236	510	31,272	470
%	73.1	26.3	0.6	1.7	2.4	1.5	0.7	1.5	90.9	1.4

SCORE	Median	Mean	Range
Females	179	177	152-188
Males	180	178	151-189
Not Coded	181	179	160-187
Total Gender	179	178	151-189
African American	172	171	151-187
Asian	174	172	153-187
Hispanic	175	174	154-187
Native American	177	175	156-186
Other	182	179	156-186
White	180	178	151-189
X-Missing Code	181	179	155-188
Total Ethnicity	179	178	151-189

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	21,703	3,443	86
Males	8,089	975	89
Not Coded	186	25	88
Total Gender	29,978	4,443	87
African American	334	263	56
Asian	542	280	66
Hispanic	358	156	70
Native American	178	58	75
Other	454	56	89
White	27,700	3,572	89
X-Missing Code	412	58	88
Total Ethnicity	29,978	4,443	87

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

**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	486	87	229	88	23	58	13	59	4	80	4	67	11	92	668	90	723	88
• Not Pass	72	13	30	12	17	43	9	41	1	20	2	33	1	8	72	10	102	12

Bemidji State University																		
• Pass	878	76	466	84	9	53	9	47	8	80	28	49	19	91	1,273	80	1,346	79
• Not Pass	275	24	87	16	8	47	10	53	2	20	29	51	2	10	312	20	363	21

Bethany College																		
• Pass	41	80	11	85	-	-	-	-	-	-	-	-	-	-	52	81	52	81
• Not Pass	10	20	2	15	-	-	-	-	-	-	-	-	-	-	12	19	12	19

Bethel University																		
• Pass	747	94	276	94	6	60	20	95	11	79	1	100	19	86	976	95	1,033	94
• Not Pass	44	6	19	6	4	40	1	5	3	21	-	-	3	14	52	5	63	6

Carleton College																		
• Pass	59	100	30	100	6	100	4	100	5	100	-	-	-	-	74	100	89	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	503	93	176	96	2	33	11	73	5	100	1	100	9	100	658	94	686	93
• Not Pass	41	8	7	4	4	67	4	27	-	-	-	-	-	-	41	6	49	7

College of St Scholastica																		
• Pass	281	91	112	92	2	67	4	57	2	100	18	95	7	100	363	92	396	91
• Not Pass	28	9	10	8	1	33	3	43	-	-	1	5	-	-	33	8	38	9

Concordia College-Moorhead																		
• Pass	516	93	210	93	3	60	10	83	1	50	2	100	2	50	709	94	727	93
• Not Pass	39	7	17	8	2	40	2	17	1	50	-	-	2	50	49	7	56	7

Concordia University-St Paul																		
• Pass	265	75	97	78	12	34	23	41	6	40	3	75	12	92	312	86	368	76
• Not Pass	90	25	28	22	23	66	33	59	9	60	1	25	1	8	51	14	118	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	244	82	36	75	-	-	6	27	6	86	-	-	4	100	264	85	280	81
• Not Pass	52	18	12	25	-	-	16	73	1	14	-	-	-	-	47	15	64	19

Gustavus Adolphus College																		
• Pass	369	93	114	94	6	100	12	86	2	33	1	100	9	90	461	94	491	93
• Not Pass	29	7	7	6	-	-	2	14	4	67	-	-	1	10	29	6	36	7

Hamline University																		
• Pass	559	95	220	89	14	50	27	75	23	74	5	100	21	88	690	97	780	93
• Not Pass	29	5	28	11	14	50	9	25	8	26	-	-	3	13	23	3	57	7

Macalester College																		
• Pass	46	96	27	100	3	100	3	100	1	33	-	-	5	100	61	100	73	97
• Not Pass	2	4	-	-	-	-	-	-	2	67	-	-	-	-	-	-	2	3

Martin Luther College																		
• Pass	680	94	309	94	7	88	2	100	8	80	5	100	13	100	963	94	998	94
• Not Pass	47	7	21	6	1	13	-	-	2	20	-	-	-	-	66	6	69	7

Metropolitan State University																		
• Pass	132	79	62	89	15	48	11	46	11	85	1	100	10	83	148	93	196	82
• Not Pass	36	21	8	11	16	52	13	54	2	15	-	-	2	17	11	7	44	18

Minnesota State University Mankato																		
• Pass	1,538	81	602	85	11	38	27	55	24	60	7	100	24	86	2,071	83	2,164	82
• Not Pass	373	20	107	15	18	62	22	45	16	40	-	-	4	14	424	17	484	18

Minnesota State University Moorhead																		
• Pass	1,320	79	429	84	3	43	13	77	9	41	14	82	11	92	1,699	81	1,749	80
• Not Pass	348	21	83	16	4	57	4	24	13	59	3	18	1	8	406	19	431	20

North Central University																		
• Pass	103	90	10	77	2	40	-	-	1	100	-	-	2	100	108	91	113	89
• Not Pass	11	10	3	23	3	60	-	-	-	-	-	-	-	-	11	9	14	11

**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	477	94	114	93	5	63	12	92	6	86	-	-	9	100	565	95	597	94
• Not Pass	30	6	8	7	3	38	1	8	1	14	-	-	-	-	33	6	38	6

Saint Catherine College																		
• Pass	523	90	17	85	3	50	16	80	9	100	-	-	9	100	504	91	541	90
• Not Pass	57	10	3	15	3	50	4	20	-	-	1	-	-	-	52	9	60	10

Saint Marys University																		
• Pass	399	86	170	91	7	54	4	100	6	50	1	100	12	92	542	89	572	87
• Not Pass	67	14	16	9	6	46	-	-	6	50	-	-	1	8	70	11	83	13

Saint Olaf College																		
• Pass	357	99	148	99	5	100	12	86	6	86	2	100	9	100	474	100	508	99
• Not Pass	2	1	2	1	-	-	2	14	1	14	-	-	-	-	1	-	4	1

Southwest State University																		
• Pass	418	76	148	84	4	80	2	25	8	44	2	50	3	75	548	79	567	78
• Not Pass	132	24	29	16	1	20	6	75	10	56	2	50	1	25	143	21	163	22

St Cloud State University																		
• Pass	1,826	79	620	87	13	41	30	61	23	59	8	67	26	81	2,352	82	2,452	81
• Not Pass	483	21	93	13	19	59	19	39	16	41	4	33	6	19	512	18	576	19

University of Minnesota-Duluth																		
• Pass	1,072	87	446	94	4	100	25	81	17	71	21	81	14	78	1,442	90	1,523	89
• Not Pass	157	13	30	6	-	-	6	19	7	29	5	19	4	22	166	10	188	11

University of Minnesota-Minneapolis-St Paul																		
• Pass	1,899	95	759	94	44	67	102	67	48	86	11	100	79	95	2,382	97	2,666	95
• Not Pass	103	5	52	6	22	33	50	33	8	14	-	-	4	5	71	3	155	6

University of Minnesota-Morris																		
• Pass	308	96	121	98	2	50	7	78	4	100	9	100	5	100	404	97	431	97
• Not Pass	12	4	3	2	2	50	2	22	-	-	-	-	-	-	11	3	15	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	671	93	267	89	25	58	33	65	15	71	3	33	30	88	834	96	940	91
• Not Pass	54	7	34	11	18	42	18	35	6	29	6	67	4	12	36	4	88	9

Winona State University																		
• Pass	1,294	82	427	87	9	82	15	79	12	71	3	100	5	83	1,685	83	1,729	83
• Not Pass	285	18	64	13	2	18	4	21	5	29	-	-	1	17	338	17	350	17

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	597	317	280	11	48	6	15
Asian	822	504	318	28	78	10	25
Hispanic	514	333	181	20	33	5	6
Native American	236	170	66	5	12	3	4
Other	510	450	60	3	4	1	1
White	31,272	26,819	4,453	694	787	187	220
Totals	34,421	29,004	5,417	762	963	212	271
X-Missing	470	411	59	1	1	-	-

TEST INFORMATION

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

2001-2008 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=34,673)				ETHNICITY COUNT (n=34,673)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	24,905	9,556	212	607	816	541	245	529	31,463	472
%	71.8	27.6	0.6	1.8	2.4	1.6	0.7	1.5	90.7	1.4

SCORE	Median	Mean	Range
Females	176	175	151-190
Males	175	175	150-190
Not Coded	177	176	160-188
Total Gender	176	176	150-190
African American	172	171	157-188
Asian	173	172	158-187
Hispanic	172	172	157-186
Native American	173	172	157-189
Other	176	175	151-190
White	176	175	150-190
X-Missing Code	177	176	160-188
Total Ethnicity	176	176	150-190

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	21,975	2,930	88
Males	7,987	1,569	84
Not Coded	188	24	89
Total Gender	30,150	4,523	87
African American	357	250	59
Asian	540	276	66
Hispanic	360	181	67
Native American	161	84	66
Other	457	72	86
White	27,866	3,597	89
X-Missing Code	409	63	87
Total Ethnicity	30,150	4,523	87

ALL STATE USERS (Current Scores)	PASSING SCORE
CT, DC, HI, OR	171
IN, MN, MS, NE, NH, NV, OH, OK, VI, WV	172
AR, DE, LA, MD, NC, ND, NJ, PA, SC, TN	173
AK, VT, 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	481	88	220	79	20	54	15	83	3	50	4	57	13	93	654	87	709	85
• Not Pass	68	12	58	21	17	46	3	17	3	50	3	43	1	7	100	13	127	15

Bemidji State University																		
• Pass	914	77	468	74	9	41	7	37	11	55	19	28	22	82	1,316	79	1,384	76
• Not Pass	267	23	168	26	13	59	12	63	9	45	49	72	5	19	348	21	436	24

Bethany College																		
• Pass	41	84	8	62	-	-	-	-	-	-	-	-	-	-	49	79	49	79
• Not Pass	8	16	5	39	-	-	-	-	-	-	-	-	-	-	13	21	13	21

Bethel University																		
• Pass	742	95	281	93	6	60	21	100	13	77	1	100	19	86	974	95	1,034	94
• Not Pass	41	5	22	7	4	40	-	-	4	24	-	-	3	14	52	5	63	6

Carleton College																		
• Pass	60	100	30	97	6	100	4	100	4	80	-	-	-	-	76	100	90	99
• Not Pass	-	-	1	3	-	-	-	-	1	20	-	-	-	-	-	-	1	1

College of St Benedicts-St Johns																		
• Pass	511	96	175	94	2	67	10	71	5	100	1	100	9	100	665	96	692	95
• Not Pass	21	4	12	6	1	33	4	29	-	-	-	-	-	-	28	4	33	5

College of St Scholastica																		
• Pass	282	90	105	79	2	67	5	56	1	50	17	90	7	100	358	88	390	87
• Not Pass	31	10	28	21	1	33	4	44	1	50	2	11	-	-	51	13	59	13

Concordia College-Moorhead																		
• Pass	522	95	210	93	4	100	11	100	2	100	2	100	3	75	711	95	733	95
• Not Pass	25	5	17	8	-	-	-	-	-	-	-	-	1	25	41	6	42	5

Concordia University-St Paul																		
• Pass	270	78	98	76	12	34	23	43	8	62	4	100	13	100	315	87	375	78
• Not Pass	77	22	31	24	23	66	31	57	5	39	-	-	-	-	49	14	108	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	233	82	38	75	-	-	11	55	7	70	-	-	4	100	249	83	271	81
• Not Pass	52	18	13	26	-	-	9	45	3	30	-	-	-	-	53	18	65	19

Gustavus Adolphus College

• Pass	365	95	110	91	5	83	9	82	4	80	1	100	10	100	455	95	484	94
• Not Pass	19	5	11	9	1	17	2	18	1	20	-	-	-	-	26	5	30	6

Hamline University

• Pass	565	95	226	87	21	70	24	71	27	63	5	100	22	85	693	97	792	93
• Not Pass	30	5	34	13	9	30	10	29	16	37	-	-	4	15	25	4	64	8

Macalester College

• Pass	49	96	27	100	3	100	3	100	1	33	-	-	5	100	64	100	76	97
• Not Pass	2	4	-	-	-	-	-	-	2	67	-	-	-	-	-	-	2	3

Martin Luther College

• Pass	691	96	317	92	6	75	2	100	8	100	4	100	14	100	982	95	1,016	95
• Not Pass	31	4	27	8	2	25	-	-	-	-	-	-	-	-	56	5	58	5

Metropolitan State University

• Pass	121	71	53	74	16	47	10	44	9	75	1	50	8	67	131	81	175	72
• Not Pass	49	29	19	26	18	53	13	57	3	25	1	50	4	33	30	19	69	28

Minnesota State University Mankato

• Pass	1,586	86	595	78	11	39	29	64	26	59	6	100	22	82	2,110	85	2,204	84
• Not Pass	267	14	165	22	17	61	16	36	18	41	-	-	5	19	380	15	436	17

Minnesota State University Moorhead

• Pass	1,366	83	420	77	3	43	12	71	10	46	13	72	10	71	1,738	82	1,786	82
• Not Pass	276	17	127	23	4	57	5	29	12	55	5	28	4	29	373	18	403	18

North Central University

• Pass	111	94	11	85	2	50	-	-	1	100	-	-	2	67	117	95	122	93
• Not Pass	7	6	2	15	2	50	-	-	-	-	-	-	1	33	6	5	9	7

**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	477	94	117	94	6	86	13	81	6	86	-	-	10	100	566	95	601	94
• Not Pass	29	6	7	6	1	14	3	19	1	14	-	-	-	-	31	5	36	6

Saint Catherine College																		
• Pass	536	91	15	75	5	63	17	81	9	82	1	100	9	100	511	91	552	91
• Not Pass	52	9	5	25	3	38	4	19	2	18	-	-	-	-	48	9	57	9

Saint Marys University																		
• Pass	410	91	163	89	6	50	3	60	6	55	1	100	9	75	551	92	576	90
• Not Pass	43	10	20	11	6	50	2	40	5	46	-	-	3	25	47	8	63	10

Saint Olaf College																		
• Pass	353	99	147	97	4	80	12	86	6	100	2	100	9	100	470	99	503	99
• Not Pass	2	1	5	3	1	20	2	14	-	-	-	-	-	-	4	1	7	1

Southwest State University																		
• Pass	423	79	149	75	3	60	3	38	6	33	2	50	2	40	557	80	573	78
• Not Pass	115	21	49	25	2	40	5	63	12	67	2	50	3	60	142	20	166	23

St Cloud State University																		
• Pass	1,878	80	624	76	19	56	25	54	22	65	8	73	29	85	2,405	80	2,508	79
• Not Pass	459	20	197	24	15	44	21	46	12	35	3	27	5	15	600	20	656	21

University of Minnesota-Duluth																		
• Pass	1,067	89	440	88	2	33	22	63	17	74	19	66	14	82	1,438	90	1,512	88
• Not Pass	137	11	62	12	4	67	13	37	6	26	10	35	3	18	164	10	200	12

University of Minnesota-Minneapolis-St Paul																		
• Pass	1,877	94	764	91	52	73	106	68	49	85	9	90	70	89	2,363	96	2,649	93
• Not Pass	113	6	78	9	19	27	51	33	9	16	1	10	9	11	103	4	192	7

University of Minnesota-Morris																		
• Pass	312	97	121	96	4	67	6	67	5	100	10	100	4	100	406	98	435	97
• Not Pass	10	3	5	4	2	33	3	33	-	-	-	-	-	-	10	2	15	3

**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	680	93	265	87	29	56	36	72	19	79	2	100	30	88	831	95	947	91
• Not Pass	51	7	40	13	23	44	14	28	5	21	-	-	4	12	45	5	91	9

Winona State University																		
• Pass	1,341	90	434	85	5	46	15	75	11	85	3	100	7	88	1,741	89	1,782	89
• Not Pass	148	10	79	15	6	55	5	25	2	15	-	-	1	13	213	11	227	11

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	607	326	281	26	44	5	9
Asian	815	513	302	22	59	5	20
Hispanic	541	330	211	21	39	9	6
Native American	245	151	94	9	9	1	1
Other	529	440	89	15	9	2	1
White	31,463	26,886	4,577	821	595	159	107
Totals	34,672	29,053	5,619	916	755	181	144
X-Missing	472	407	65	2	-	-	-

TEST INFORMATION

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

2001-2008 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=33,536)				ETHNICITY COUNT (n=33,536)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	24,606	8,728	202	623	713	521	237	533	30,433	476
%	73.4	26.0	0.6	1.9	2.1	1.6	0.7	1.6	90.7	1.4

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	172	173	154-190
Native American	175	174	151-190
Other	181	179	151-190
White	181	179	154-190
X-Missing Code	182	180	154-190
Total Ethnicity	181	179	151-190

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	22,270	2,336	91
Males	8,297	431	95
Not Coded	181	21	90
Total Gender	30,748	2,788	92
African American	354	269	57
Asian	611	102	86
Hispanic	358	163	69
Native American	169	68	71
Other	477	56	90
White	28,354	2,079	93
X-Missing Code	425	51	89
Total Ethnicity	30,748	2,788	92

ALL STATE USERS (Current Scores)	PASSING SCORE
MS	169
ND	170
AR, CT, MN, NE, OK, VI	171
LA, NH, NV, OH, SC, WV	172
AK, HI, NC, PA, TN, WI	173
DC, DE, NJ	174
IN, OR, VT	175
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	480	86	225	90	25	61	13	77	4	80	4	57	12	92	653	89	711	87
• Not Pass	80	14	25	10	16	39	4	24	1	20	3	43	1	8	82	11	107	13

Bemidji State University																		
• Pass	920	84	486	93	7	50	13	77	7	64	27	47	18	78	1,336	89	1,408	87
• Not Pass	180	16	37	7	7	50	4	24	4	36	31	53	5	22	166	11	217	13

Bethany College																		
• Pass	44	92	12	100	-	-	-	-	-	-	-	-	-	-	56	93	56	93
• Not Pass	4	8	-	-	-	-	-	-	-	-	-	-	-	-	4	7	4	7

Bethel University																		
• Pass	740	95	287	97	5	42	20	100	8	53	1	100	21	100	982	97	1,037	96
• Not Pass	38	5	9	3	7	58	-	-	7	47	-	-	-	-	33	3	47	4

Carleton College																		
• Pass	59	100	30	100	6	100	4	100	5	100	-	-	-	-	74	100	89	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	514	97	177	99	3	38	10	91	5	100	1	100	8	73	669	99	696	97
• Not Pass	16	3	2	1	5	63	1	9	-	-	-	-	3	27	10	2	19	3

College of St Scholastica																		
• Pass	280	93	115	94	3	100	5	83	2	100	12	63	7	100	368	95	397	93
• Not Pass	20	7	7	6	-	-	1	17	-	-	7	37	-	-	20	5	28	7

Concordia College-Moorhead																		
• Pass	518	96	211	98	3	60	11	92	2	100	2	100	4	80	708	97	730	96
• Not Pass	24	4	5	2	2	40	1	8	-	-	-	-	1	20	25	3	29	4

Concordia University-St Paul																		
• Pass	276	76	93	88	14	31	26	55	8	50	2	100	12	80	311	89	373	78
• Not Pass	87	24	13	12	31	69	21	45	8	50	-	-	3	20	40	11	103	22

**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	230	79	38	88	-	-	8	57	5	46	1	100	4	100	250	83	268	81
• Not Pass	60	21	5	12	-	-	6	43	6	55	-	-	-	-	53	18	65	20

Gustavus Adolphus College

• Pass	375	96	116	99	5	83	11	85	4	100	1	100	9	100	469	97	499	97
• Not Pass	15	4	1	1	1	17	2	15	-	-	-	-	-	-	13	3	16	3

Hamline University

• Pass	553	92	224	96	14	67	27	93	22	60	5	100	23	85	687	96	778	93
• Not Pass	48	8	10	4	7	33	2	7	15	41	-	-	4	15	30	4	58	7

Macalester College

• Pass	49	91	27	100	4	100	3	100	2	29	-	-	6	100	61	100	76	94
• Not Pass	5	9	-	-	-	-	-	-	5	71	-	-	-	-	-	-	5	6

Martin Luther College

• Pass	686	97	314	98	6	67	2	100	8	100	4	80	14	100	974	98	1,008	97
• Not Pass	24	3	5	2	3	33	-	-	-	-	1	20	-	-	25	3	29	3

Metropolitan State University

• Pass	130	73	64	94	14	42	14	58	10	77	1	100	10	91	147	88	196	79
• Not Pass	49	27	4	6	19	58	10	42	3	23	-	-	1	9	20	12	53	21

Minnesota State University Mankato

• Pass	1,581	87	618	94	17	68	29	85	25	69	6	100	23	85	2,121	90	2,221	89
• Not Pass	227	13	38	6	8	32	5	15	11	31	-	-	4	15	240	10	268	11

Minnesota State University Moorhead

• Pass	1,407	90	451	93	4	50	16	100	11	52	12	80	12	92	1,803	91	1,858	91
• Not Pass	154	10	36	7	4	50	-	-	10	48	3	20	1	8	172	9	190	9

North Central University

• Pass	110	90	13	100	4	80	-	-	1	100	-	-	2	100	116	91	123	91
• Not Pass	12	10	-	-	1	20	-	-	-	-	-	-	-	-	11	9	12	9

**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	484	95	119	98	5	71	11	73	7	88	-	-	11	100	574	96	608	95
• Not Pass	28	6	2	2	2	29	4	27	1	13	-	-	-	-	24	4	31	5

Saint Catherine College																		
• Pass	543	91	20	95	3	50	18	95	8	80	1	100	9	100	525	92	564	91
• Not Pass	54	9	1	5	3	50	1	5	2	20	-	-	-	-	49	9	55	9

Saint Marys University																		
• Pass	398	87	167	93	7	54	3	75	4	40	1	100	11	85	542	91	568	89
• Not Pass	59	13	13	7	6	46	1	25	6	60	-	-	2	15	57	10	72	11

Saint Olaf College																		
• Pass	352	99	147	98	5	100	13	100	5	83	2	100	9	100	468	99	502	99
• Not Pass	4	1	3	2	-	-	-	-	1	17	-	-	-	-	6	1	7	1

Southwest State University																		
• Pass	430	84	155	94	4	80	5	63	8	42	2	50	3	75	564	88	586	86
• Not Pass	84	16	10	6	1	20	3	38	11	58	2	50	1	25	78	12	96	14

St Cloud State University																		
• Pass	1,939	88	654	96	20	50	35	92	27	69	9	90	33	94	2,474	91	2,598	90
• Not Pass	264	12	27	4	20	50	3	8	12	31	1	10	2	6	254	9	292	10

University of Minnesota-Duluth																		
• Pass	1,085	90	453	98	1	17	27	82	10	44	23	68	16	89	1,466	94	1,543	92
• Not Pass	127	11	11	2	5	83	6	18	13	57	11	32	2	11	102	7	139	8

University of Minnesota-Minneapolis-St Paul																		
• Pass	1,914	96	771	96	47	59	114	92	51	91	9	100	79	96	2,392	98	2,692	96
• Not Pass	82	4	30	4	33	41	10	8	5	9	-	-	3	4	61	3	112	4

University of Minnesota-Morris																		
• Pass	309	95	123	99	2	67	8	89	4	80	9	100	4	100	407	97	434	96
• Not Pass	15	5	1	1	1	33	1	11	1	20	-	-	-	-	13	3	16	4

**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	690	92	269	95	28	64	40	91	14	78	2	100	31	80	846	95	961	93
• Not Pass	59	8	15	5	16	36	4	9	4	22	-	-	8	21	42	5	74	7

Winona State University																		
• Pass	1,375	94	439	96	9	90	17	94	11	85	3	100	7	100	1,774	94	1,821	94
• Not Pass	90	6	19	4	1	10	1	6	2	15	-	-	-	-	105	6	109	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	623	329	294	14	58	11	16
Asian	713	592	121	16	20	3	5
Hispanic	521	334	187	17	35	7	5
Native American	237	166	71	3	9	-	2
Other	533	467	66	9	8	1	1
White	30,433	27,795	2,638	441	404	118	70
Totals	33,536	30,104	3,432	504	534	140	99
X-Missing	476	421	55	4	-	-	-

Teacher Testing Requirements in Minnesota

The following information is supplemental to the 2008 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 (all teaching fields, birth—grade 12) must complete an examination of reading, writing, and mathematics. The PPST can be taken by paper/pencil or at computer-based testing centers. Please refer to the Praxis Registration Bulletin found on the ETS Website for a list of all testing centers.

A \$50.00 (nonrefundable) registration fee is charged once per testing year. Retests within the same academic year are exempt from another registration fee.

Licensure Field	Test Code	Test Length	Test Name	Minnesota Qualifying Score	Test Fee
<p>Applicants for a first-time Minnesota teaching license must complete all three tests of reading, writing and mathematics.</p> <p>Examinees may take the paper/pencil tests, the computerized tests or a combination of the two.</p>	10710	1 hr.	PPST Reading	173	\$40
	20720	1 hr.	PPST Writing	172	\$40
	10730	1 hr.	PPST Mathematics	171	\$40
	5710	75 min.	Computerized PPST-Reading	173	One test \$80 Two tests \$120 Three tests \$160
	5720	68 min.	Computerized PPST-Writing	172	
	5730	75 min.	Computerized PPST-Mathematics	173	

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.