

Report to the Legislature

March 2005

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

Minnesota Board of Teaching

ESTIMATED COST OF PREPARING THIS REPORT

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

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**EXECUTIVE DIRECTOR
Minnesota Board of Teaching**

Allen Hoffman

Report to the Legislature

**REPORT ON THE
2001-04 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE
(Pre-Professional Skills Tests: Reading, Writing, and Mathematics)**

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

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Minnesota Board of Teaching

LEGISLATION

**REPORT ON THE
2001-04 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE**

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

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

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BACKGROUND

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

ADOPTING TEACHER LICENSURE EXAMINATIONS

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

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

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

1. Ensure that candidates for licensure demonstrate proficiency in each described skill area of reading, writing, and mathematics.
2. Identify specific areas of performance for individual diagnosis and remediation.
3. Provide test performance data to assist Minnesota institutions of higher education in modifying and strengthening their programs for preparing teachers for licensure in Minnesota.

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

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

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

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

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

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

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

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

NONSTANDARD TEST ADMINISTRATIONS FOR EXAMINEES WHO HAVE DISABILITIES

When special accommodations are requested and documented, Educational Testing Service coordinates and arranges appropriate accommodations through individual testing sites in Minnesota (54 locations include: colleges/universities, community colleges, and computer-based sites). Educational Testing Service publishes a test registration bulletin which describes procedures for examinees to follow when requesting special accommodations for taking its examinations. The most commonly requested nonstandard test accommodations include assistance of a reader, a person to record answers, additional testing time, a sign language or oral interpreter, an individual testing room, enlarged print and Braille test books, and large-block answer sheets. The applicant, directly through Educational Testing Service, requests special accommodations.

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

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

ASSURANCE OF CULTURAL SENSITIVITY

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

Sensitivity Review

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

- Tests do not contain language or symbols that may reinforce stereotypes.
- Tests will not contain inflammatory or highly controversial topics. If material must be used, it should be handled in a conscientious, balanced, sensitive, and objective manner.
- Tests do not contain language that is inappropriate in tone. A patronizing, insulting, elitist, or inflammatory tone is unacceptable.
- Tests will not contain inappropriate underlying assumptions, in particular, ethnocentric, elitist, and/or gender-based beliefs and language that are not germane to the domain being tested.
- Tests ensure gender balance and reflect an appropriate balance of males and females.
- Recognition of population diversity. No racial/ethnic group should be represented to the exclusion of others in tests.

Differential Item Functioning

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

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

REPORT TO THE LEGISLATURE 1994 - CULTURAL SENSITIVITY

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

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

The committee developed the following principles:

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

OPPORTUNITIES FOR REMEDIATION AND ASSISTANCE

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

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

This legislation is to assure that (1) persons who have successfully completed approved teacher preparation programs outside of the state of Minnesota and have been granted a provisional license to teach have sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully

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

FINDINGS

For each test the following data is provided:

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

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

Performance on the Reading Pre Professional Skills Tests 2001-2003 compared to 2001-2004				
	2001-2003		2001-2004	
	Pass	Not Pass	Pass	No Pass
Female	6,409 86%	1,048 14%	9,885 85%	1,701 15%
Male	2,324 88%	316 12%	3,684 88%	526 12%
African American	93 59%	64 41%	146 56%	114 44%
Asian American	126 59%	86 41%	215 59%	152 41%
Hispanic	92 71%	37 29%	155 72%	61 28%
Native American	48 77%	14 23%	65 74%	23 26%
Other	146 87%	22 13%	226 88%	30 12%
White	8,163 88%	1,134 12%	12,640 87%	1,831 13%
Total	8,668 86%	1,357 14%	13,447 86%	2,211 14%
Performance on the Writing Pre Professional Skills Tests 2001-2003 compared to 2001-2004				
	2001-2003		2001-2004	
	Pass	Not Pass	Pass	No Pass
Female	6,636 89%	821 11%	10,044 87%	1,465 13%
Male	2,343 85%	430 15%	3,639 82%	782 18%
African American	108 64%	61 36%	157 58%	115 42%
Asian American	130 63%	77 37%	221 63%	130 37%
Hispanic	94 66%	49 34%	155 65%	82 35%
Native American	38 66%	20 34%	54 64%	31 36%
Other	155 88%	21 12%	228 85%	39 15%
White	8,392 89%	1,012 11%	12,744 87%	1,832 13%
Total	8,917 88%	1,240 12%	13,559 86%	2,229 14%
Performance on the Math Pre Professional Skills Tests 2001-2003 compared to 2001-2004				
	2001-2003		2001-2004	
	Pass	Not Pass	Pass	No Pass
Female	6,803 92%	589 8%	10,378 91%	1,050 9%
Male	2,450 96%	102 4%	3,842 95%	195 5%
African American	99 57%	75 43%	155 56%	120 44%
Asian American	159 86%	26 14%	258 85%	47 15%
Hispanic	106 79%	29 21%	166 73%	61 27%
Native American	42 68%	20 32%	59 69%	26 31%
Other	158 90%	17 10%	240 91%	25 9%
White	8,620 94%	521 6%	13,211 93%	955 7%
Total	9,184 93%	688 7%	14,089 92%	1,234 8%

TEST INFORMATION

Test Code	0710	TEST NAME	Pre-Professional Skills Test: Reading
SCORE RANGE	150-190		
MN Qualifying Score	173		
2001-04 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=15,826)				ETHNICITY COUNT (n=15,826)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	11,586	4,210	30	260	367	216	88	256	14,471	168
%	73.21	26.60	.19	1.64	2.32	1.36	0.56	1.62	91.44	1.06

SCORE	Median	Mean
Females	179	178
Males	180	179
Not Coded	180	177
African American	172	172
Asian	172	172
Hispanic	176	175
Native American	176	176
Other	182	180
White	180	178
X-Missing Code	182	180

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	9,885	1,701	85
Males	3,684	526	88
Not Coded	21	9	70
African American	146	114	56
Asian	215	152	59
Hispanic	155	61	72
Native American	65	23	74
Other	226	30	88
White	12,640	1,831	87
Total Ethnicity	13,447	2,211	86
X-Missing Code	143	25	85

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

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

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

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Augsburg College																	
• Pass	193	85	85	87	9	64	2	33	1	100	1	50	3	75	259	88	275	86
• Not Pass	35	15	13	13	5	36	4	67	-	-	1	50	1	25	35	12	46	14
Bethany College																		
• Pass	14	67	3	100	-	-	-	-	-	-	-	-	-	-	17	71	17	71
• Not Pass	7	33	-	-	-	-	-	-	-	-	-	-	-	-	7	29	7	29
Bethel University																		
• Pass	293	95	103	94	1	100	6	86	3	75	-	-	8	100	372	95	390	95
• Not Pass	14	5	7	6	-	-	1	14	1	25	-	-	-	-	19	5	21	5
Carleton College																		
• Pass	22	100	10	100	1	100	1	100	2	100	-	-	-	-	26	100	30	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of St. Benedict-St. Johns																		
• Pass	237	91	66	99	1	100	5	100	1	50	1	100	3	100	287	93	298	93
• Not Pass	23	9	1	1	-	-	-	-	1	50	-	-	-	-	23	7	24	7
College of St. Catherine																		
• Pass	264	89	9	75	2	67	8	80	7	100	-	-	3	100	252	89	272	89
• Not Pass	31	11	3	25	1	33	2	20	-	-	1	100	-	-	30	11	34	11
College of St. Scholastica																		
• Pass	80	90	22	79	-	-	1	33	-	-	-	-	1	100	97	88	99	87
• Not Pass	9	10	6	21	-	-	2	67	-	-	-	-	-	-	13	12	15	13
University of Saint Thomas																		
• Pass	317	94	144	90	11	65	14	58	6	75	-	-	16	89	403	96	450	92
• Not Pass	22	6	16	10	6	35	10	42	2	25	3	100	2	11	15	4	38	8
Concordia College-Moorhead																		
• Pass	231	95	89	93	2	100	5	71	-	-	-	-	1	100	311	95	319	94
• Not Pass	13	5	7	7	-	-	2	29	-	-	-	-	-	-	18	5	20	6
Concordia University-Saint Paul																		
• Pass	128	75	44	79	2	20	8	25	2	50	4	80	7	78	149	90	172	76
• Not Pass	42	25	12	21	8	80	24	75	2	50	1	20	2	22	16	10	53	24
Gustavus Adolphus College																		
• Pass	175	90	54	96	1	100	6	67	2	67	-	-	5	83	211	94	225	92
• Not Pass	19	10	2	4	-	-	3	33	1	33	-	-	1	17	14	6	19	8
Hamline University																		
• Pass	236	95	90	87	7	44	10	77	8	89	2	100	8	80	287	97	322	93
• Not Pass	12	5	13	13	9	56	3	23	1	11	-	-	2	20	10	3	25	7
Macalester College																		
• Pass	25	100	10	100	2	100	2	100	-	-	-	-	4	100	27	100	35	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Martin Luther College																		
• Pass	396	91	170	91	6	86	1	100	6	75	3	100	7	88	537	91	560	91
• Not Pass	38	9	17	9	1	14	-	-	2	25	-	-	1	12	50	9	54	9

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Northwestern College																			
• Pass	188	93	49	91	3	100	2	67	2	67	-	-	3	100	223	93	233	93	
• Not Pass	14	7	5	9	-	-	1	33	1	33	-	-	-	-	16	7	18	7	
North Central University																			
• Pass	50	94	2	67	-	-	-	-	1	100	-	-	-	-	50	96	51	93	
• Not Pass	3	6	1	33	2	100	-	-	-	-	-	-	-	2	4	4	7		
Saint Mary's University																			
• Pass	185	86	73	90	2	100	2	100	2	100	-	-	8	89	237	87	251	88	
• Not Pass	31	14	8	10	-	-	-	-	-	-	-	-	1	11	34	13	35	12	
Saint Olaf College																			
• Pass	196	99	74	99	1	100	5	83	3	75	1	100	4	100	250	100	264	99	
• Not Pass	1	1	1	1	-	-	1	17	1	25	-	-	-	-	-	-	2	1	
Crown College																			
• Pass	105	83	10	59	-	-	-	-	2	67	-	-	2	100	108	85	112	80	
• Not Pass	22	17	7	41	-	-	8	100	1	33	-	-	-	-	19	15	28	20	
Bemidji State University																			
• Pass	339	69	209	84	3	30	3	43	4	80	9	50	9	100	518	76	546	74	
• Not Pass	150	31	39	16	7	70	4	57	1	20	9	50	-	-	168	24	189	26	
Metropolitan State University																			
• Pass	52	81	22	92	4	44	3	30	3	100	1	100	2	67	60	98	73	84	
• Not Pass	12	19	2	8	5	56	7	70	-	-	-	-	1	33	1	2	14	16	
Minnesota State University Mankato																			
• Pass	704	76	280	79	6	38	10	56	9	45	1	100	12	92	937	78	975	77	
• Not Pass	219	24	73	21	10	62	8	44	11	55	-	-	1	8	260	22	290	23	
Minnesota State University Moorhead																			
• Pass	571	79	183	82	2	50	7	70	6	67	8	89	3	100	728	80	754	79	
• Not Pass	155	21	41	18	2	50	3	30	3	33	1	11	-	-	187	20	196	21	
St. Cloud State University																			
• Pass	809	78	273	82	4	33	8	38	9	69	4	67	13	87	1,043	80	1,081	79	
• Not Pass	225	22	58	18	8	67	13	62	4	31	2	33	2	13	254	20	283	21	
Winona State University																			
• Pass	572	81	188	85	3	60	8	80	6	75	2	100	4	80	734	82	757	82	
• Not Pass	136	19	33	15	2	40	2	20	2	25	-	-	1	20	162	18	169	18	
Southwest State University																			
• Pass	176	77	69	78	2	67	1	25	2	67	1	100	3	75	234	78	243	77	
• Not Pass	52	23	19	22	1	33	3	75	1	33	-	-	1	25	66	22	72	23	
University of Minnesota-Duluth																			
• Pass	486	88	207	93	2	100	10	77	8	80	6	86	9	82	654	90	689	89	
• Not Pass	66	12	16	7	-	-	3	23	2	20	1	14	2	18	73	10	81	11	
University of Minnesota-MSP/St. Paul																			
• Pass	953	95	383	92	28	70	47	65	26	79	7	100	51	94	1,172	97	1,331	94	
• Not Pass	48	5	32	8	12	30	25	35	7	21	-	-	3	6	33	3	80	6	

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	University of Minnesota-Morris																	
• Pass	163	95	63	98	-	-	1	50	1	100	-	-	2	100	219	97	223	96
• Not Pass	9	5	1	2	1	100	1	50	-	-	1	100	-	-	7	3	10	4

TEST INFORMATION

Test Code	0720	TEST NAME	Pre-Professional Skills Test: Writing
SCORE RANGE	150-190		
MN Qualifying Score	172		
2001-04 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=15,961)				ETHNICITY COUNT (n=15,961)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	11,509	4,421	31	272	351	237	85	267	14,576	173
%	72.11	27.70	.19	1.70	2.20	1.48	.53	1.67	91.32	1.08

SCORE	Median	Mean
Females	176	176
Males	175	175
Not Coded	175	174
African American	172	172
Asian	172	172
Hispanic	172	173
Native American	172	173
Other	176	176
White	176	176
X-Missing Code	177	176

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	10,044	1,465	87
Males	3,639	782	82
Not Coded	22	9	71
African American	157	115	58
Asian	221	130	63
Hispanic	155	82	65
Native American	54	31	64
Other	228	39	85
White	12,744	1,832	87
Total Ethnicity	13,559	2,229	86
X-Missing Code	146	27	84

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

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

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

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Augsburg College																			
• Pass	189	87	76	78	7	64	4	57	2	100	2	100	4	100	243	86	262	85	
• Not Pass	28	13	22	22	4	36	3	43	-	-	-	-	-	-	41	14	48	15	
Bethany College																			
• Pass	14	67	1	33	-	-	-	-	-	-	-	-	-	-	15	63	15	63	
• Not Pass	7	33	2	67	-	-	-	-	-	-	-	-	-	-	9	37	9	37	
Bethel University																			
• Pass	283	92	107	91	1	100	6	86	4	67	-	-	8	100	366	92	385	92	
• Not Pass	24	8	10	9	-	-	1	14	2	33	-	-	-	-	30	8	33	8	
Carleton College																			
• Pass	23	100	10	100	1	100	1	100	2	100	-	-	-	-	27	100	31	100	
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
College of St. Benedict-St. Johns																			
• Pass	239	95	69	99	-	-	5	100	2	100	1	100	3	100	292	96	303	96	
• Not Pass	12	5	1	1	-	-	-	-	-	-	-	-	-	-	13	4	13	4	
College of St. Catherine																			
• Pass	264	91	8	67	2	67	8	80	6	75	1	100	3	100	251	91	271	90	
• Not Pass	25	9	4	33	1	33	2	20	2	25	-	-	-	-	24	9	29	10	
College of St. Scholastica																			
• Pass	84	88	24	75	-	-	1	33	-	-	-	-	1	100	103	87	105	85	
• Not Pass	11	12	8	25	-	-	2	67	-	-	-	-	-	-	16	13	18	15	
University of Saint Thomas																			
• Pass	331	96	142	87	16	70	16	67	9	75	-	-	17	94	405	97	463	93	
• Not Pass	13	4	21	13	7	30	8	33	3	25	-	-	1	6	14	3	33	7	
Concordia College-Moorhead																			
• Pass	234	95	88	93	2	100	6	100	-	-	-	-	1	100	312	94	321	94	
• Not Pass	13	5	7	7	-	-	-	-	-	-	-	-	-	-	20	6	20	6	
Concordia University-St. Paul																			
• Pass	143	79	46	74	4	29	10	36	3	50	4	80	8	89	160	89	189	78	
• Not Pass	38	21	16	26	10	71	18	64	3	50	1	20	1	11	20	11	53	22	
Gustavus Adolphus College																			
• Pass	172	93	52	93	1	100	3	50	2	67	-	-	7	100	205	94	218	93	
• Not Pass	13	7	4	7	-	-	3	50	1	33	-	-	-	-	13	6	17	7	
Hamline University																			
• Pass	234	95	85	82	12	63	8	73	7	50	2	100	9	75	276	96	314	91	
• Not Pass	12	5	19	18	7	37	3	27	7	50	-	-	3	25	11	4	31	9	
Macalester College																			
• Pass	25	100	10	100	2	100	2	100	-	-	-	-	4	100	27	100	35	100	
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Martin Luther College																			
• Pass	405	94	177	90	5	63	1	100	7	100	2	100	7	100	555	93	577	93	
• Not Pass	26	6	19	10	3	37	-	-	-	-	-	-	-	-	40	7	43	7	

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	N	%	N	%	N	%	N	%	N	
Northwestern College																			
• Pass	191	92	52	95	3	100	4	80	2	67	-	-	3	100	227	93	239	93	
• Not Pass	16	8	3	5	-	-	1	20	1	33	-	-	-	-	16	7	18	7	
North Central University																			
• Pass	54	95	2	67	-	-	-	-	1	100	-	-	-	-	54	96	55	93	
• Not Pass	3	5	1	33	2	100	-	-	-	-	-	-	-	-	2	4	4	7	
Saint Mary's University																			
• Pass	192	91	71	91	1	50	1	33	1	50	-	-	7	88	243	92	253	91	
• Not Pass	19	9	7	9	1	50	2	67	1	50	-	-	1	12	20	8	25	9	
Saint Olaf College																			
• Pass	193	99	72	96	1	100	6	100	3	100	1	100	4	100	244	98	259	98	
• Not Pass	2	1	3	4	-	-	-	-	-	-	-	-	-	-	5	2	5	2	
Crown College																			
• Pass	105	85	10	50	-	-	4	50	3	75	-	-	2	100	102	81	111	79	
• Not Pass	19	15	10	50	-	-	4	50	1	25	-	-	-	-	24	19	29	21	
Bemidji State University																			
• Pass	387	76	192	68	3	30	2	25	5	50	4	20	10	71	555	77	579	74	
• Not Pass	120	24	90	32	7	70	6	75	5	50	16	80	4	29	170	23	208	26	
Metropolitan State University																			
• Pass	47	75	20	87	5	45	4	44	3	100	1	100	2	67	51	88	66	78	
• Not Pass	16	25	3	13	6	55	5	56	-	-	-	-	1	33	7	12	19	22	
Minnesota State University Mankato																			
• Pass	739	81	272	73	7	50	9	64	14	56	1	100	12	86	959	80	1,002	79	
• Not Pass	172	19	102	27	7	50	5	36	11	44	-	-	2	14	247	20	272	21	
Minnesota State University Moorhead																			
• Pass	587	81	177	74	2	50	7	70	5	50	6	60	3	100	741	80	764	79	
• Not Pass	138	19	62	26	2	50	3	30	5	50	4	40	-	-	186	20	200	21	
St. Cloud State University																			
• Pass	824	78	288	76	7	54	8	38	9	75	4	80	12	80	1,071	79	1,111	78	
• Not Pass	227	22	91	24	6	46	13	62	3	25	1	20	3	20	292	21	318	22	
Winona State University																			
• Pass	592	88	206	85	1	20	8	80	5	83	2	100	5	100	774	88	795	87	
• Not Pass	80	12	37	15	4	80	2	20	1	17	-	-	-	-	110	12	117	13	
Southwest State University																			
• Pass	180	83	66	73	1	33	1	25	2	67	1	100	2	40	237	82	244	80	
• Not Pass	36	17	25	27	2	67	3	75	1	33	-	-	3	60	52	18	61	20	
University of Minnesota-Duluth																			
• Pass	481	89	202	87	2	100	9	69	7	78	3	38	8	73	649	90	678	89	
• Not Pass	57	11	29	13	-	-	4	31	2	22	5	62	3	27	72	10	86	11	
University of Minnesota-MSP/St. Paul																			
• Pass	923	94	384	89	30	68	50	75	24	77	5	83	45	87	1,147	95	1,301	93	
• Not Pass	56	6	46	11	14	32	17	25	7	23	1	17	7	13	56	5	102	7	

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	University of Minnesota-Morris																	
• Pass	167	97	63	97	2	100	1	50	2	100	2	100	2	100	219	98	228	97
• Not Pass	5	3	2	3	-	-	1	50	-	-	-	-	-	-	5	2	6	3

TEST INFORMATION

Test Code	0730	TEST NAME	Pre-Professional Skills Test: Mathematics
SCORE RANGE	150-190		
MN Qualifying Score	169		
2001-04 ALL MINNESOTA EXAMINEES (Most recent year)			

GENDER COUNT (n=15,496)				ETHNICITY COUNT (n=15,496)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	11,428	4,037	31	275	305	227	85	265	14,166	173
%	73.75	26.05	.20	1.77	1.97	1.46	.55	1.71	91.42	1.12

SCORE	Median	Mean
Females	180	179
Males	183	182
Not Coded	177	178
African American	169	170
Asian	179	178
Hispanic	173	174
Native American	175	174
Other	181	180
White	181	180
X-Missing	183	181

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	10,378	1,050	91
Males	3,842	195	95
Not Coded	26	5	84
African American	155	120	56
Asian	258	47	85
Hispanic	166	61	73
Native American	59	26	69
Other	240	25	91
White	13,211	955	93
Total Ethnicity	14,089	1,234	92
X-Missing	157	16	91

*If Score @ 171 for 1 year.

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

MN Recommended study value was 171. Qualifying score was set 1 standard error of measurement below SV. Effective September 1, 2003, Minnesota math score will be 171.

When score set at 171 the total pass rate for mathematics for 2001-03 would have been 86 percent.

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

INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
	Augsburg College																			• Pass	198	88	82	87	12	86	2	50	3	100	-	-	3	75	257	90	277	89	• Not Pass	26	12	12	13	2	14	2	50	-	-	2	100	1	25	29	10	36	11	Bethany College																			• Pass	18	82	3	100	-	-	-	-	-	-	-	-	-	-	21	84	21	84	• Not Pass	4	18	-	-	-	-	-	-	-	-	-	-	-	-	4	16	4	16	Bethel University																			• Pass	292	95	110	98	1	100	6	100	3	60	-	-	8	100	378	96	396	96	• Not Pass	14	5	2	2	-	-	-	-	2	40	-	-	-	-	14	4	16	4	Carleton College																			• Pass	22	100	10	100	1	100	1	100	2	100	-	-	-	-	26	100	30	100	• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	College of St. Benedict-St. Johns																			• Pass	249	98	67	100	1	33	5	100	2	100	1	100	3	100	299	99	311	98	• Not Pass	5	2	-	-	2	67	-	-	-	-	-	-	-	-	3	1	5	2	College of St. Catherine																			• Pass	272	91	11	92	1	50	8	89	6	75	1	100	3	100	263	92	282	91	• Not Pass	26	9	1	8	1	50	1	11	2	25	-	-	-	-	23	8	27	9	College of St. Scholastica																			• Pass	80	91	25	93	-	-	2	67	-	-	-	-	1	100	99	92	102	91	• Not Pass	8	9	2	7	-	-	1	33	-	-	-	-	-	-	9	8	10	9	University of Saint Thomas																			• Pass	330	93	147	97	14	61	16	84	7	70	-	-	18	90	411	97	466	94	• Not Pass	24	7	5	3	9	39	3	16	3	30	-	-	2	10	11	3	28	6	Concordia College-Moorhead																			• Pass	235	97	91	100	2	100	6	86	-	-	-	-	1	100	316	98	325	98	• Not Pass	7	3	-	-	-	-	1	14	-	-	-	-	-	-	6	2	7	2	Concordia University-Saint Paul																			• Pass	144	79	41	89	5	28	13	59	3	50	2	67	8	67	153	92	184	81	• Not Pass	38	21	5	11	13	72	9	41	3	50	1	33	4	33	13	8	43	19	Gustavus Adolphus College																			• Pass	178	93	55	100	1	100	6	75	3	100	-	-	6	100	212	96	228	95	• Not Pass	13	7	-	-	-	-	2	25	-	-	-	-	-	-	10	4	12	5	Hamline University																			• Pass	231	94	90	94	5	56	9	90	8	80	2	100	10	83	283	96	317	94	• Not Pass	16	6	6	6	4	44	1	10	2	20	-	-	2	17	13	4	22	6	Macalester College																			• Pass	26	100	10	100	2	100	2	100	-	-	-	-	5	100	27	100	36	100	• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Martin Luther College																			• Pass	411	97	178	98	5	63	1	100	6	86	3	100	8	89	559	98	582	97	• Not Pass	13	3	3	2	3	37	-	-	1	14	-	-	1	11	11	2	16
• Pass	198	88	82	87	12	86	2	50	3	100	-	-	3	75	257	90	277	89																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
• Not Pass	26	12	12	13	2	14	2	50	-	-	2	100	1	25	29	10	36	11																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
Bethany College																			• Pass	18	82	3	100	-	-	-	-	-	-	-	-	-	-	21	84	21	84	• Not Pass	4	18	-	-	-	-	-	-	-	-	-	-	-	-	4	16	4	16	Bethel University																			• Pass	292	95	110	98	1	100	6	100	3	60	-	-	8	100	378	96	396	96	• Not Pass	14	5	2	2	-	-	-	-	2	40	-	-	-	-	14	4	16	4	Carleton College																			• Pass	22	100	10	100	1	100	1	100	2	100	-	-	-	-	26	100	30	100	• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	College of St. Benedict-St. Johns																			• Pass	249	98	67	100	1	33	5	100	2	100	1	100	3	100	299	99	311	98	• Not Pass	5	2	-	-	2	67	-	-	-	-	-	-	-	-	3	1	5	2	College of St. Catherine																			• Pass	272	91	11	92	1	50	8	89	6	75	1	100	3	100	263	92	282	91	• Not Pass	26	9	1	8	1	50	1	11	2	25	-	-	-	-	23	8	27	9	College of St. Scholastica																			• Pass	80	91	25	93	-	-	2	67	-	-	-	-	1	100	99	92	102	91	• Not Pass	8	9	2	7	-	-	1	33	-	-	-	-	-	-	9	8	10	9	University of Saint Thomas																			• Pass	330	93	147	97	14	61	16	84	7	70	-	-	18	90	411	97	466	94	• Not Pass	24	7	5	3	9	39	3	16	3	30	-	-	2	10	11	3	28	6	Concordia College-Moorhead																			• Pass	235	97	91	100	2	100	6	86	-	-	-	-	1	100	316	98	325	98	• Not Pass	7	3	-	-	-	-	1	14	-	-	-	-	-	-	6	2	7	2	Concordia University-Saint Paul																			• Pass	144	79	41	89	5	28	13	59	3	50	2	67	8	67	153	92	184	81	• Not Pass	38	21	5	11	13	72	9	41	3	50	1	33	4	33	13	8	43	19	Gustavus Adolphus College																			• Pass	178	93	55	100	1	100	6	75	3	100	-	-	6	100	212	96	228	95	• Not Pass	13	7	-	-	-	-	2	25	-	-	-	-	-	-	10	4	12	5	Hamline University																			• Pass	231	94	90	94	5	56	9	90	8	80	2	100	10	83	283	96	317	94	• Not Pass	16	6	6	6	4	44	1	10	2	20	-	-	2	17	13	4	22	6	Macalester College																			• Pass	26	100	10	100	2	100	2	100	-	-	-	-	5	100	27	100	36	100	• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	Martin Luther College																			• Pass	411	97	178	98	5	63	1	100	6	86	3	100	8	89	559	98	582	97	• Not Pass	13	3	3	2	3	37	-	-	1	14	-	-	1	11	11	2	16	3																																																									
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INSTITUTION	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	N	%	N	%	N	%	N	%	N	
Northwestern College																			
• Pass	188	91	53	98	2	67	3	100	3	75	-	-	4	100	224	93	236	93	
• Not Pass	18	9	1	2	1	33	-	-	1	25	-	-	-	-	17	7	19	7	
North Central Univeristy																			
• Pass	53	93	2	67	1	50	-	-	1	100	-	-	-	-	52	93	54	92	
• Not Pass	4	7	1	33	1	50	-	-	-	-	-	-	-	-	4	7	5	8	
Saint Mary's University																			
• Pass	191	91	73	92	1	50	1	50	1	50	-	-	8	100	244	92	255	92	
• Not Pass	19	9	6	8	1	50	1	50	1	50	-	-	-	-	20	8	23	8	
Saint Olaf College																			
• Pass	196	100	75	100	1	100	6	100	3	100	1	100	4	100	250	100	265	100	
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Crown College																			
• Pass	106	83	9	75	-	-	1	33	3	60	1	100	2	100	104	83	111	82	
• Not Pass	22	17	3	25	-	-	2	67	2	40	-	-	-	-	21	17	25	18	
Bemidji State University																			
• Pass	376	82	214	93	2	29	3	50	2	33	9	53	9	90	563	88	588	85	
• Not Pass	85	18	16	7	5	71	3	50	4	67	8	47	1	10	80	12	101	15	
Metropolitan State University																			
• Pass	48	73	22	100	5	50	4	40	3	100	1	100	2	100	54	89	69	79	
• Not Pass	18	27	-	-	5	50	6	60	-	-	-	-	-	-	7	11	18	21	
Minnesota State University Mankato																			
• Pass	762	86	303	93	10	71	11	92	13	72	1	100	11	85	1,009	88	1,055	88	
• Not Pass	125	14	22	7	4	29	1	8	5	28	-	-	2	15	134	12	146	12	
Minnesota State University Moorhead																			
• Pass	633	90	198	93	3	60	11	100	5	56	7	79	3	100	801	91	830	91	
• Not Pass	69	10	16	7	2	40	-	-	4	44	2	21	-	-	77	9	85	9	
St. Cloud State University																			
• Pass	883	88	300	96	7	47	15	83	12	75	4	100	14	93	1,130	90	1,182	90	
• Not Pass	123	12	12	4	8	53	3	17	4	25	-	-	1	7	119	10	135	10	
Winona State University																			
• Pass	637	95	198	95	3	75	9	100	5	100	2	100	4	100	809	95	832	95	
• Not Pass	32	5	10	5	1	25	-	-	-	-	-	-	-	-	41	5	42	5	
Southwest State University																			
• Pass	188	87	74	96	2	67	3	75	2	67	1	100	2	67	250	90	260	89	
• Not Pass	27	13	3	4	1	33	1	25	1	33	-	-	1	33	27	10	31	11	
University of Minnesota-Duluth																			
• Pass	497	89	212	97	1	33	10	83	5	50	4	36	10	77	674	93	704	91	
• Not Pass	63	11	7	3	2	67	2	17	5	50	7	64	3	23	51	7	70	9	
University of Minnesota-MSP/St. Paul																			
• Pass	955	96	395	97	29	60	54	96	29	88	5	100	50	96	1,176	98	1,343	96	
• Not Pass	40	4	12	3	19	40	2	4	4	12	-	-	2	4	25	2	52	4	

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		TOTAL		
	N	%	N	%	N	%	N	%	N	N	%	N	%	N	%	N	%	N	
University of Minnesota-Morris																			
• Pass	164	94	62	98	-	-	1	100	1	50	1	100	2	100	218	96	223	95	
• Not Pass	10	6	1	2	1	100	-	-	1	50	-	-	-	-	9	4	11	5	

RETAKES ON THE PPST

Table 1									
Frequency Distributions and Percentage for All Retakes on the PPST by Racial/Ethnic Group 2001-04									
READING									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	260	140	120	3	16	3	11	146	56
Asian	367	198	169	9	40	8	23	215	58
Hispanic	216	144	72	8	14	3	5	155	71
Native American	88	62	26	2	6	1	3	65	73
Other	256	223	33	1	3	2	3	226	88
White	14,471	12,294	2,177	278	338	68	149	12,640	87
Totals	15,658	13,061	2,597	301	417	85	194	13,447	86
X-Missing	168	142	26	1	0	0	0	143	85

Table 2									
Frequency Distributions and Percentage for All Retakes on the PPST by Racial/Ethnic Group 2001-04									
WRITING									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	272	146	126	10	15	1	7	157	57
Asian	351	207	144	11	24	3	12	221	62
Hispanic	237	144	93	7	18	4	8	155	65
Native American	85	49	36	4	3	1	0	54	63
Other	267	215	52	11	6	2	3	228	85
White	14,576	12,384	2,192	306	244	54	69	12,744	87
Totals	15,788	13,145	2,643	349	310	65	99	13,559	86
X-Missing	173	146	27	0	0	0	0	146	84

Table 3
Frequency Distributions and Percentage for All
Retakes on the PPST by Racial/Ethnic Group 2001-04

MATHEMATICS									
Racial/Ethnic Group		1st Attempt		2nd Attempt		3 or more Attempts		Total Pass Rate	
		Passed	Failed	Passed	Failed	Passed	Failed		
	Total Attempts							Number Passing	Percent Passing
African American	275	146	129	5	20	4	12	155	56
Asian	305	251	54	5	7	2	3	258	84
Hispanic	227	157	70	8	12	1	4	166	73
Native American	85	59	26	0	3	0	0	59	69
Other	265	237	28	3	2	0	0	240	90
White	14,166	12,998	1,168	172	158	43	58	13,211	93
Totals	15,323	13,848	1,475	193	202	50	77	14,089	92
X-Missing	173	155	18	2	0	0	0	157	90

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