

Report to the Legislature

March 2008

*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
2001-07 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE
(Pre-Professional Skills Tests: Reading, Writing, and Mathematics)**

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

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Minnesota Board of Teaching

LEGISLATION

**REPORT ON THE
2001-07 STATE ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE**

This report is submitted in accordance with **Minnesota Statutes 122A.18, Subdivision 2 (b)**:

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

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I. BACKGROUND

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

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

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

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

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

Board of Teaching Rule 8710.0500, Subpart 8:

Admission to upper division or graduate coursework.

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

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

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

ADOPTING TEACHER LICENSURE EXAMINATIONS

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

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

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

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

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

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

*Board Rules 8710.0500, Subpart 2. **Selection and adoption.***

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

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

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

DESCRIPTION OF THE PRE-PROFESSIONAL SKILLS TESTS (PPST)

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

- **The Reading test assesses literal comprehension, the ability to understand written messages and how they are organized, and the ability to make reasoned judgments about the nature and merit of written messages.**
- **The Mathematics test measures competencies acquired in the course of studying mathematics at least through high school. The test covers such skills as comparing and ordering numbers, interpreting graphic material, using ratios and percents, reasoning quantitatively, using measurement concepts and other fundamental mathematical skills.**

- **The Writing test assesses the ability to use grammar and language appropriately and to communicate effectively in writing with a specific aim or purpose in mind. (No essay topic requires any specialized knowledge other than an understanding of how to write effectively.)**

SETTING MINNESOTA QUALIFYING SCORES

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

In the procedures to establish qualifying scores, Educational Testing Service conducted a field study in Minnesota. The field study population, along with national data, provided comparable data for two primary reference groups. Both populations represent first-time examinees that were tested under standard conditions and fell into one of two populations.

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

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

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

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

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

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

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

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

In general, the lower the qualifying score is set, the less the risk of rejecting qualified candidates who happen to score below the study values. At the same time, however, the greater risk is that unqualified candidates will exceed the adjusted qualifying score. Advantages in setting a lower passing score would

be to increase the number of students entering teacher preparation programs. Thus, the supply of applicants for teaching positions would not be drastically affected and efforts at affirmative action might be more successfully pursued.

NONSTANDARD TEST ADMINISTRATIONS FOR EXAMINEES WHO HAVE DISABILITIES

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

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

Primary Language Is Not English (PLINE)

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

ASSURANCE OF CULTURAL SENSITIVITY

Educational Testing Service conducts procedures responsive to a goal of cultural sensitivity in tests and services. The ETS Standards for Quality and Fairness states: *All ETS products and services including individual test questions, tests as a whole, and publications in print and other media must not contain*

language, symbols, words, phrases, or examples that are generally regarded as sexist, racist, or otherwise potentially offensive, inappropriate, or negative toward any group.

Sensitivity Review

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

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

Differential Item Functioning

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

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

REPORT TO THE LEGISLATURE 1994 - CULTURAL SENSITIVITY

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

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

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

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

OPPORTUNITIES FOR REMEDIATION AND ASSISTANCE

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

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

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

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

II. FINDINGS 2001-2007

For each test the following data is provided:

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

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

TEST INFORMATION

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

2001-07 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=29,826)				ETHNICITY COUNT (n=29,826)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	21,703	7,871	252	489	716	428	204	448	27,117	424
%	72.8	26.4	0.8	1.6	2.4	1.4	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	178	160-187
Total Gender	179	178	151-189
African American	172	171	151-187
Asian	173	172	153-187
Hispanic	175	174	154-187
Native American	176	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	18,677	3,026	86
Males	6,997	874	89
Not Coded	221	31	88
Total Gender	25,895	3,931	87
African American	275	214	56
Asian	460	256	64
Hispanic	301	127	70
Native American	149	55	73
Other	397	51	89
White	23,938	3,179	88
X-Missing Code	375	49	88
Total Ethnicity	25,895	3,931	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, 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	414	86	185	50	21	58	7	44	4	80	3	60	10	83	562	90	607	87
• Not Pass	67	14	185	50	15	42	9	56	1	20	2	40	2	17	63	10	92	13

Bemidji State University

• Pass	749	76	405	50	8	50	8	47	7	78	26	47	15	94	1,092	81	1,156	79
• Not Pass	238	24	405	50	8	50	9	53	2	22	29	53	1	6	265	20	314	21

Bethany College

• Pass	35	78	9	50	-	-	-	-	-	-	-	-	-	-	44	79	44	79
• Not Pass	10	22	9	50	-	-	-	-	-	-	-	-	-	-	12	21	12	21

Bethel University

• Pass	579	93	234	50	3	75	14	93	7	78	1	100	17	90	783	94	825	94
• Not Pass	42	7	234	50	1	25	1	7	2	22	-	-	2	11	50	6	56	6

Carleton College

• Pass	50	100	28	50	6	100	4	100	3	100	-	-	-	-	65	100	78	100
• Not Pass	-	-	28	50	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns

• Pass	432	92	151	50	1	25	9	69	5	100	1	100	8	100	566	93	590	93
• Not Pass	37	8	151	50	3	75	4	31	-	-	-	-	-	-	40	7	47	7

College of St Scholastica

• Pass	224	89	94	50	1	50	2	40	1	100	9	90	5	100	303	91	321	90
• Not Pass	27	11	94	50	1	50	3	60	-	-	1	10	-	-	31	9	36	10

Concordia College-Moorhead

• Pass	451	93	180	50	3	60	8	73	1	50	1	100	1	33	618	94	632	93
• Not Pass	36	7	180	50	2	40	3	27	1	50	-	-	2	67	43	7	51	8

Concordia University-St Paul

• Pass	230	74	85	50	8	29	21	40	6	40	3	75	10	91	273	86	321	75
• Not Pass	80	26	85	50	20	71	31	60	9	60	1	25	1	9	45	14	107	25

**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	204	82	33	50	-	-	4	24	5	83	-	-	4	100	224	85	237	81
• Not Pass	44	18	33	50	-	-	13	77	1	17	-	-	-	-	41	16	55	19

Gustavus Adolphus College																		
• Pass	296	93	93	50	4	100	9	82	2	50	1	100	8	89	374	94	398	93
• Not Pass	23	7	93	50	-	-	2	18	2	50	-	-	1	11	24	6	29	7

Hamline University																		
• Pass	474	95	176	50	9	50	25	76	17	71	3	100	20	87	577	97	651	93
• Not Pass	24	5	176	50	9	50	8	24	7	29	-	-	3	13	21	4	48	7

Macalester College																		
• Pass	37	95	21	50	3	100	2	100	1	33	-	-	4	100	48	100	58	97
• Not Pass	2	5	21	50	-	-	-	-	2	67	-	-	-	-	-	-	2	3

Martin Luther College																		
• Pass	596	93	265	50	7	88	2	100	6	67	4	100	12	100	849	93	880	93
• Not Pass	47	7	265	50	1	13	-	-	3	33	-	-	-	-	64	7	68	7

Metropolitan State University																		
• Pass	123	79	53	50	13	45	10	46	11	85	1	100	9	75	134	94	178	81
• Not Pass	33	21	53	50	16	55	12	55	2	15	-	-	3	25	9	6	42	19

Minnesota State University Mankato																		
• Pass	1,310	79	523	50	10	37	19	45	21	64	6	100	20	87	1,786	82	1,862	80
• Not Pass	351	21	523	50	17	63	23	55	12	36	-	-	3	13	403	18	458	20

Minnesota State University Moorhead																		
• Pass	1,190	80	372	50	2	33	13	77	8	44	13	81	8	89	1,519	81	1,563	81
• Not Pass	303	20	372	50	4	67	4	24	10	56	3	19	1	11	357	19	379	20

North Central University																		
• Pass	82	90	8	50	1	25	-	-	1	100	-	-	1	100	87	92	90	89
• Not Pass	9	10	8	50	3	75	-	-	-	-	-	-	-	-	8	8	11	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	387	93	99	50	5	71	10	91	5	83	-	-	7	100	465	93	492	93
• Not Pass	30	7	99	50	2	29	1	9	1	17	-	-	-	-	33	7	37	7

Saint Catherine College

• Pass	466	90	17	50	3	60	15	88	8	100	-	-	6	100	452	90	484	90
• Not Pass	50	10	17	50	2	40	2	12	-	-	1	-	-	-	48	10	53	10

Saint Marys University

• Pass	346	87	152	50	7	70	3	100	5	50	-	-	11	92	475	90	501	89
• Not Pass	53	13	152	50	3	30	-	-	5	50	-	-	1	8	56	11	65	12

Saint Olaf College

• Pass	317	99	135	50	4	100	10	91	4	80	1	100	9	100	429	100	457	99
• Not Pass	2	1	135	50	-	-	1	9	1	20	-	-	-	-	1	-	3	1

Southwest State University

• Pass	339	76	129	50	4	80	1	20	6	40	2	100	3	75	453	79	469	78
• Not Pass	107	24	129	50	1	20	4	80	9	60	-	-	1	25	121	21	136	23

St Cloud State University

• Pass	1,564	79	522	50	10	40	25	60	19	61	7	78	25	86	2,008	82	2,094	81
• Not Pass	410	21	522	50	15	60	17	41	12	39	2	22	4	14	447	18	497	19

University of Minnesota-Duluth

• Pass	918	88	377	50	4	100	23	82	14	70	19	76	13	81	1,228	90	1,301	89
• Not Pass	131	13	377	50	-	-	5	18	6	30	6	24	3	19	139	10	159	11

University of Minnesota-Minneapolis-St Paul

• Pass	1,687	96	665	50	37	69	88	68	43	86	11	100	69	95	2,115	97	2,363	95
• Not Pass	80	5	665	50	17	32	41	32	7	14	-	-	4	6	56	3	125	5

University of Minnesota-Morris

• Pass	267	96	100	50	-	-	3	60	3	100	7	100	4	100	354	97	371	97
• Not Pass	10	4	100	50	1	-	2	40	-	-	-	-	-	-	10	3	13	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	578	93	233	50	21	57	32	67	12	75	3	33	23	85	722	96	813	92
• Not Pass	43	7	233	50	16	43	16	33	4	25	6	67	4	15	29	4	75	8

Winona State University																		
• Pass	1,078	81	364	50	7	78	12	75	11	69	3	100	5	83	1,413	83	1,451	82
• Not Pass	255	19	364	50	2	22	4	25	5	31	-	-	1	17	298	17	310	18

RETAKES ON THE PPST Reading

		1st Attempt		2nd Attempt		3 or more Attempts	
Racial/Ethnic Group	Total Attempts	Passed	Failed	Passed	Failed	Passed	Failed
African American	489	261	228	8	39	6	11
Asian	716	425	291	25	68	10	21
Hispanic	428	280	148	16	31	5	5
Native American	204	142	62	4	12	3	4
Other	448	394	54	2	4	1	1
White	27,117	23,140	3,977	620	708	178	180
Totals	29,826	25,016	4,810	676	862	203	222
X-Missing	424	374	50	1	-	-	-

TEST INFORMATION

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

2001-07 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=30,096)				ETHNICITY COUNT (n=30,096)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	21,535	8,310	251	497	702	457	207	465	27,341	427
%	71.6	27.6	0.8	1.7	2.3	1.5	0.7	1.5	90.8	1.4

SCORE	Median	Mean	Range
Females	176	175	151-190
Males	175	174	150-190
Not Coded	177	176	160-190
Total Gender	176	176	150-190
African American	172	171	157-188
Asian	173	172	158-187
Hispanic	172	172	157-186
Native American	172	172	157-186
Other	176	175	151-190
White	176	175	150-190
X-Missing Code	177	176	160-189
Total Ethnicity	176	176	150-190

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	18,917	2,618	88
Males	6,915	1,395	83
Not Coded	224	27	89
Total Gender	26,056	4,040	87
African American	293	204	59
Asian	458	244	65
Hispanic	308	149	67
Native American	129	78	62
Other	399	66	86
White	24,099	3,242	88
X-Missing Code	370	57	87
Total Ethnicity	26,056	4,040	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, 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	405	87	177	50	18	55	10	77	3	60	3	60	12	86	544	86	590	84
• Not Pass	63	14	177	50	15	46	3	23	2	40	2	40	2	14	89	14	113	16

Bemidji State University																		
• Pass	776	77	405	50	8	38	6	35	10	53	16	25	17	77	1,126	79	1,183	75
• Not Pass	236	23	405	50	13	62	11	65	9	47	47	75	5	23	306	21	391	25

Bethany College																		
• Pass	35	81	6	50	-	-	-	-	-	-	-	-	-	-	41	76	41	76
• Not Pass	8	19	6	50	-	-	-	-	-	-	-	-	-	-	13	24	13	24

Bethel University																		
• Pass	581	94	239	50	3	75	15	100	9	82	1	100	17	90	789	95	834	95
• Not Pass	35	6	239	50	1	25	-	-	2	18	-	-	2	11	44	5	49	6

Carleton College																		
• Pass	51	100	29	50	6	100	4	100	3	100	-	-	-	-	67	100	80	100
• Not Pass	-	-	29	50	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	436	96	153	50	1	100	8	67	5	100	1	100	8	100	572	95	595	95
• Not Pass	20	4	153	50	-	-	4	33	-	-	-	-	-	-	28	5	32	5

College of St Scholastica																		
• Pass	229	90	86	50	1	50	2	40	1	100	8	80	5	100	301	87	318	86
• Not Pass	26	10	86	50	1	50	3	60	-	-	2	20	-	-	45	13	51	14

Concordia College-Moorhead																		
• Pass	463	96	178	50	4	100	10	100	2	100	1	100	2	67	623	95	642	95
• Not Pass	20	4	178	50	-	-	-	-	-	-	-	-	1	33	35	5	36	5

Concordia University-St Paul																		
• Pass	240	79	83	50	9	32	21	41	7	58	4	100	10	100	279	88	330	78
• Not Pass	65	21	83	50	19	68	30	59	5	42	-	-	-	-	40	13	94	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	194	82	34	50	-	-	7	44	6	67	-	-	4	100	211	82	228	80
• Not Pass	44	19	34	50	-	-	9	56	3	33	-	-	-	-	45	18	57	20

Gustavus Adolphus College

• Pass	292	95	89	50	3	75	6	75	3	75	1	100	9	100	368	94	390	94
• Not Pass	15	5	89	50	1	25	2	25	1	25	-	-	-	-	22	6	26	6

Hamline University

• Pass	476	95	180	50	15	68	23	74	19	54	3	100	21	84	576	96	657	92
• Not Pass	26	5	180	50	7	32	8	26	16	46	-	-	4	16	24	4	59	8

Macalester College

• Pass	40	95	21	50	3	100	2	100	1	33	-	-	4	100	51	100	61	97
• Not Pass	2	5	21	50	-	-	-	-	2	67	-	-	-	-	-	-	2	3

Martin Luther College

• Pass	611	96	273	50	6	75	2	100	7	100	3	100	13	100	872	95	903	95
• Not Pass	27	4	273	50	2	25	-	-	-	-	-	-	-	-	51	6	53	6

Metropolitan State University

• Pass	109	69	47	50	15	47	10	48	9	75	1	50	7	58	115	80	157	70
• Not Pass	48	31	47	50	17	53	11	52	3	25	1	50	5	42	29	20	66	30

Minnesota State University Mankato

• Pass	1,363	85	520	50	10	39	24	62	24	67	5	100	18	82	1,828	84	1,909	83
• Not Pass	250	16	520	50	16	62	15	39	12	33	-	-	4	18	358	16	405	18

Minnesota State University Moorhead

• Pass	1,222	83	366	50	3	50	12	71	9	50	11	69	9	82	1,545	82	1,589	82
• Not Pass	249	17	366	50	3	50	5	29	9	50	5	31	2	18	337	18	361	19

North Central University

• Pass	91	93	9	50	2	50	-	-	1	100	-	-	1	50	96	95	100	93
• Not Pass	7	7	9	50	2	50	-	-	-	-	-	-	1	50	5	5	8	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	390	94	101	50	6	100	10	77	5	83	-	-	7	100	470	94	498	94
• Not Pass	27	7	101	50	-	-	3	23	1	17	-	-	-	-	29	6	33	6

Saint Catherine College																		
• Pass	466	90	15	50	3	50	15	83	8	80	1	100	5	83	450	90	482	89
• Not Pass	52	10	15	50	3	50	3	17	2	20	-	-	1	17	48	10	57	11

Saint Marys University																		
• Pass	352	91	140	50	5	50	2	50	5	56	-	-	8	73	475	92	495	90
• Not Pass	33	9	140	50	5	50	2	50	4	44	-	-	3	27	40	8	54	10

Saint Olaf College																		
• Pass	313	99	133	50	3	75	10	91	4	100	1	100	9	100	424	99	451	99
• Not Pass	2	1	133	50	1	25	1	9	-	-	-	-	-	-	4	1	6	1

Southwest State University																		
• Pass	343	79	127	50	3	60	1	20	4	31	2	100	2	40	460	80	472	78
• Not Pass	93	21	127	50	2	40	4	80	9	69	-	-	3	60	117	20	135	22

St Cloud State University																		
• Pass	1,611	79	535	50	16	59	19	48	18	62	5	63	27	90	2,070	79	2,155	79
• Not Pass	420	21	535	50	11	41	21	53	11	38	3	38	3	10	541	21	590	22

University of Minnesota-Duluth																		
• Pass	915	89	377	50	2	50	21	66	15	75	18	67	12	80	1,230	90	1,298	89
• Not Pass	115	11	377	50	2	50	11	34	5	25	9	33	3	20	139	10	169	12

University of Minnesota-Minneapolis-St Paul																		
• Pass	1,661	95	668	50	44	73	89	71	42	84	9	90	62	89	2,094	96	2,340	94
• Not Pass	92	5	668	50	16	27	37	29	8	16	1	10	8	11	93	4	163	7

University of Minnesota-Morris																		
• Pass	271	97	101	50	3	100	3	60	4	100	8	100	3	100	355	97	376	97
• Not Pass	8	3	101	50	-	-	2	40	-	-	-	-	-	-	10	3	12	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	590	93	232	50	26	59	33	70	18	82	2	100	23	85	722	95	824	91
• Not Pass	43	7	232	50	18	41	14	30	4	18	-	-	4	15	38	5	78	9

Winona State University																		
• Pass	1,110	89	379	50	3	33	13	77	11	85	3	100	7	88	1,459	88	1,496	88
• Not Pass	140	11	379	50	6	67	4	24	2	15	-	-	1	13	191	12	204	12

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	497	266	231	22	38	5	6
Asian	702	432	270	21	53	5	14
Hispanic	457	278	179	21	35	9	6
Native American	207	119	88	9	8	1	1
Other	465	382	83	15	9	2	1
White	27,341	23,181	4,160	764	538	154	98
Totals	30,096	25,027	5,069	853	681	176	126
X-Missing	427	369	58	1	-	-	-

TEST INFORMATION

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

2001-07 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=29,100)				ETHNICITY COUNT (n=29,100)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	21,300	7,560	240	517	607	439	203	469	26,437	428
%	73.2	26.0	0.8	1.8	2.1	1.5	0.7	1.6	90.8	1.5

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	155-190
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	19,306	1,994	91
Males	7,201	359	95
Not Coded	215	25	90
Total Gender	26,722	2,378	92
African American	288	229	56
Asian	519	88	86
Hispanic	302	137	69
Native American	145	58	71
Other	420	49	90
White	24,665	1,772	93
X-Missing Code	383	45	90
Total Ethnicity	26,722	2,378	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	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	405	85	183	50	21	58	7	64	4	80	3	50	10	83	549	89	594	87
• Not Pass	72	15	183	50	15	42	4	36	1	20	3	50	2	17	68	11	93	14

Bemidji State University																		
• Pass	784	83	423	50	5	42	11	73	6	60	26	46	14	78	1,147	89	1,209	86
• Not Pass	160	17	423	50	7	58	4	27	4	40	30	54	4	22	142	11	191	14

Bethany College																		
• Pass	38	91	10	50	-	-	-	-	-	-	-	-	-	-	48	92	48	92
• Not Pass	4	10	10	50	-	-	-	-	-	-	-	-	-	-	4	8	4	8

Bethel University																		
• Pass	584	95	242	50	2	50	14	100	7	64	1	100	19	100	796	97	839	96
• Not Pass	29	5	242	50	2	50	-	-	4	36	-	-	-	-	27	3	33	4

Carleton College																		
• Pass	50	100	28	50	6	100	4	100	3	100	-	-	-	-	65	100	78	100
• Not Pass	-	-	28	50	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	442	97	154	50	2	33	8	89	5	100	1	100	7	70	578	99	601	97
• Not Pass	13	3	154	50	4	67	1	11	-	-	-	-	3	30	8	1	16	3

College of St Scholastica																		
• Pass	228	93	97	50	2	100	3	75	1	100	9	90	5	100	307	94	327	94
• Not Pass	16	7	97	50	-	-	1	25	-	-	1	10	-	-	19	6	21	6

Concordia College-Moorhead																		
• Pass	455	96	182	50	3	60	10	91	2	100	1	100	3	75	619	97	638	96
• Not Pass	21	4	182	50	2	40	1	9	-	-	-	-	1	25	21	3	25	4

Concordia University-St Paul																		
• Pass	241	77	81	50	12	32	23	55	7	54	2	100	10	77	272	89	326	79
• Not Pass	73	23	81	50	25	68	19	45	6	46	-	-	3	23	33	11	86	21

**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	197	81	34	50	-	-	6	67	5	50	1	100	4	100	215	83	231	82
• Not Pass	47	19	34	50	-	-	3	33	5	50	-	-	-	-	44	17	52	18

Gustavus Adolphus College

• Pass	303	96	94	50	4	100	8	80	4	100	1	100	8	100	381	97	406	97
• Not Pass	12	4	94	50	-	-	2	20	-	-	-	-	-	-	11	3	13	3

Hamline University

• Pass	466	92	179	50	9	64	24	92	16	55	3	100	22	85	572	95	646	92
• Not Pass	43	8	179	50	5	36	2	8	13	45	-	-	4	15	29	5	53	8

Macalester College

• Pass	39	89	21	50	3	100	2	100	2	29	-	-	5	100	48	100	60	92
• Not Pass	5	11	21	50	-	-	-	-	5	71	-	-	-	-	-	-	5	8

Martin Luther College

• Pass	604	97	270	50	6	67	2	100	7	100	3	75	13	100	862	98	893	97
• Not Pass	20	3	270	50	3	33	-	-	-	-	1	25	-	-	20	2	24	3

Metropolitan State University

• Pass	119	72	56	50	12	39	13	59	10	77	1	100	10	91	131	87	177	78
• Not Pass	47	28	56	50	19	61	9	41	3	23	-	-	1	9	19	13	51	22

Minnesota State University Mankato

• Pass	1,370	87	537	50	16	70	24	86	19	66	5	100	19	86	1,850	90	1,933	89
• Not Pass	197	13	537	50	7	30	4	14	10	35	-	-	3	14	215	10	239	11

Minnesota State University Moorhead

• Pass	1,264	90	395	50	3	43	16	100	8	47	11	79	10	100	1,611	91	1,659	91
• Not Pass	139	10	395	50	4	57	-	-	9	53	3	21	-	-	154	9	170	9

North Central University

• Pass	90	90	10	50	3	75	-	-	1	100	-	-	1	100	95	91	100	91
• Not Pass	10	10	10	50	1	25	-	-	-	-	-	-	-	-	9	9	10	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	400	95	103	50	5	83	9	75	5	83	-	-	8	100	481	96	508	96
• Not Pass	21	5	103	50	1	17	3	25	1	17	-	-	-	-	18	4	23	4

Saint Catherine College																		
• Pass	485	91	20	50	3	60	16	100	7	78	1	100	6	100	473	92	506	92
• Not Pass	46	9	20	50	2	40	-	-	2	22	-	-	-	-	43	8	47	9

Saint Marys University																		
• Pass	349	89	149	50	6	55	2	67	4	50	-	-	10	83	479	92	501	90
• Not Pass	44	11	149	50	5	46	1	33	4	50	-	-	2	17	41	8	53	10

Saint Olaf College																		
• Pass	311	99	136	50	4	100	11	100	4	100	1	100	9	100	423	99	452	99
• Not Pass	4	1	136	50	-	-	-	-	-	-	-	-	-	-	4	1	4	1

Southwest State University																		
• Pass	362	86	135	50	4	80	4	80	5	31	2	100	3	75	480	90	498	88
• Not Pass	60	14	135	50	1	20	1	20	11	69	-	-	1	25	56	10	70	12

St Cloud State University																		
• Pass	1,679	88	559	50	14	42	29	91	23	68	7	100	30	94	2,143	91	2,246	90
• Not Pass	235	12	559	50	19	58	3	9	11	32	-	-	2	6	224	10	259	10

University of Minnesota-Duluth																		
• Pass	938	90	385	50	1	17	23	79	8	40	20	63	14	88	1,262	94	1,328	92
• Not Pass	108	10	385	50	5	83	6	21	12	60	12	38	2	13	83	6	120	8

University of Minnesota-Minneapolis-St Paul																		
• Pass	1,695	96	683	50	39	58	96	94	46	92	9	100	71	99	2,127	98	2,388	97
• Not Pass	65	4	683	50	28	42	6	6	4	8	-	-	1	1	46	2	85	3

University of Minnesota-Morris																		
• Pass	267	95	100	50	-	-	4	80	3	75	7	100	3	100	354	97	371	96
• Not Pass	13	5	100	50	1	-	1	20	1	25	-	-	-	-	13	4	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	595	93	234	50	23	61	37	90	13	81	2	100	24	75	732	96	831	93
• Not Pass	47	7	234	50	15	40	4	10	3	19	-	-	8	25	29	4	59	7

Winona State University																		
• Pass	1,167	94	375	50	7	88	13	87	11	85	3	100	7	100	1,508	95	1,549	95
• Not Pass	73	6	375	50	1	13	2	13	2	15	-	-	-	-	86	5	91	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	517	268	249	11	45	9	10
Asian	607	502	105	15	19	2	4
Hispanic	439	279	160	17	28	6	4
Native American	203	142	61	3	7	-	2
Other	469	411	58	8	6	1	1
White	26,437	24,159	2,278	395	344	111	59
Totals	29,100	26,141	2,959	452	449	129	80
X-Missing	428	380	48	3	-	-	-

Teacher Testing Requirements in Minnesota

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

Who must take Minnesota teacher licensure tests?

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

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

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

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

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

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

PRAXIS I PRE-PROFESSIONAL SKILLS TEST

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

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

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

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

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

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

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

Subp. 3. Requirement.

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

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

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

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

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

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

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

Subp. 9. [Repealed, 25 SR 877]

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

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

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

STAT AUTH: MS s [122A.09](#); [122A.18](#); [125.05](#); [125.185](#)

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

HISTORY OF LEGISLATION PPST
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1985

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

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

1987

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

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

1990

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

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

1992

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

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

1993

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

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

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

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

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

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

1994

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

Minnesota Statutes 1994, 125.05.

1995

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

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

1996

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

2002 – Score Change

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