

Report to the Legislature
May 2010

*Teacher Licensure Tests:
Basic Skills*

*As required by
Minnesota Statute Sections 122A.18, Subdivision 2 (b)*

Minnesota Board of Teaching

ESTIMATED COST OF PREPARING THIS REPORT

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

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**EXECUTIVE DIRECTOR
Minnesota Board of Teaching**

Karen Balmer

Report to the Legislature

**REPORT ON THE
2001-2009 ADMINISTRATION AND PERFORMANCE
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE
Pre-Professional Skills Tests: Reading, Writing, and Mathematics**

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

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Minnesota Board of Teaching

AUTHORIZING LEGISLATION

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.

Minnesota Statute 122A.09, Subdivision 4 (b):

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

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I. BACKGROUND

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

The passage of a basic skills test was adopted as a licensure requirement in 1988 as a result of legislation in 1985. Current statutory language regarding basic skills testing is found in Minnesota Statute Sections 122A.18, Subdivision 2(b) and Minnesota Statute 122A.09, Subdivision 4(b):

Minnesota Statute 122A.18, Subd.2. (b): *The board must require a person to successfully complete an examination of skills in reading, writing, and mathematics before being granted an initial teaching license to provide direct instruction to pupils in pre-kindergarten, elementary, secondary, or special education programs. The board must require colleges and universities offering a board approved teacher preparation program to provide remedial assistance that includes a formal diagnostic component to persons enrolled in their institution who did not achieve a qualifying score on the skills examination, including those for whom English is a second language. The colleges and universities must provide assistance in the specific academic areas of deficiency in which the person did not achieve a qualifying score.*

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

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

Minnesota Rule 8710.0500, Subpart 8. Admission to upper division or graduate coursework. *Candidates for an initial license shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in upper division coursework in the professional education sequence. Candidates for an initial license who have a baccalaureate degree shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in coursework in the professional education sequence; however, candidates must achieve the passing scores established under subpart 3 before recommendation for a first professional teaching license. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.*

In 2009, the BOT sought legal counsel and confirmed that the state does **not** have authority to require passing the basic skills tests for entry into a preparation program, but rather that institutions can determine their own entry requirements, which may or may not include these tests. As a result of the discussions, the BOT has provided the following guidance to Minnesota colleges and universities:

The Board of Teaching does not have jurisdiction over admission criteria into teacher preparation programs at Minnesota colleges and universities. Institutions may set rigorous entry requirements into their teacher preparation programs, which may include requiring successful completion of the Basic Skills examinations

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. Minnesota Rule 8710.0500, Examinations for Teachers, provided additional guidance for this process.

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.

The current Pre-Professional Skills Tests (PPST) of Reading, Mathematics, and Writing, developed and administered by Educational Testing Service, are designed to assess basic proficiency in reading, mathematics, and writing.

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

In January of 2009, in compliance with Minnesota Statute Sections 16C.08, the Board of Teaching issued a request for proposal and received proposals from assessment companies interested in providing testing services for Minnesota's teacher candidates.

A panel consisting of representatives from the field of teaching, teacher education programs, and the Department of Education evaluated the proposals and made a recommendation to the Board of Teaching. As a result of this work, the Board officially adopted a proposal from Evaluation Systems group of Pearson to construct teacher candidate licensure examinations including assessments of basic skills in the areas of Reading, Mathematics, and Writing. Panels consisting of current teachers and college faculty are in the process of reviewing and validating items for cultural sensitivity, bias, and content. For the Basic Skills tests, items will be reviewed and validated for their importance in assessing the fundamental knowledge and skills needed to perform effectively in an educator preparation program and to perform the job of an entry level educator in Minnesota schools.

The examinations will be field-tested to evaluate their psychometric qualities this spring at higher education institutes throughout the state. New assessments will be available for candidate use in September, 2010 and the Board of Teaching will set passing scores at its October meeting, after the first test administration. Prior to making the passing score determination for each field, Board members will consider data from field testing, the first official test administration, passing score recommendations of Minnesota's teachers and teacher educators, and additional information from Evaluation Systems group of Pearson.

SETTING MINNESOTA QUALIFYING SCORES

In the procedures to establish qualifying scores, Educational Testing Service conducted a field study in Minnesota. The field study population, along with national data, provided comparable data for two primary reference groups. Both populations represented first-time examinees that were tested under standard conditions and fell into one of two populations: those whose scores were compared to national data for the same tests, and those whose scores were used to inform a minimum required passing score on the PPST. During that year, although students were required to take the examinations, a passing score was not in effect. The following year, the Board looked at the Minnesota performance data for the preceding year, and made a decision as to where to set the final score.

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

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

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

NOTE: ETS does not assign grade equivalency to the Praxis I examinations (reading, writing, math). However, a minimum of a high school education is presumed.

The Minnesota scores were set by the Board of Teaching and were derived from Minnesota's validity study panels' judgments. Their recommended qualifying score was called a "study value." The performance of various reference groups were considered when setting the qualifying scores, including Minnesota graduates, gender, and race/ethnicity. The following issues were considered by the study panel participants as they worked toward recommended qualifying scores.

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

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

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

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

NONSTANDARD TEST ADMINISTRATION FOR EXAMINEES WITH DISABILITIES

When special accommodations are requested and documented, Educational Testing Service coordinates and arranges appropriate accommodations through individual testing sites in Minnesota (32 locations include: colleges/universities, community colleges, and computer-based sites). Educational Testing Service publishes a test registration bulletin which describes procedures for examinees to follow when requesting special accommodations for taking its examinations. The most commonly requested nonstandard test accommodations include assistance of a reader, a person to record answers, additional testing time, a sign language or oral interpreter, an individual testing room, enlarged print and Braille test books, and large-block answer sheets. The applicant requests special accommodations directly through Educational Testing Service.

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

NONSTANDARD TEST ADMINISTRATION FOR EXAMINEES WHOSE PRIMARY LANGUAGE IS NOT ENGLISH (PLINE)

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

ASSURANCE OF CULTURAL SENSITIVITY

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

Sensitivity Review

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

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

Differential Item Functioning

An additional procedure performed by Educational Testing Service to ensure fairness and cultural sensitivity in test development and scoring is the Differential Item Functioning (DIF). Differential Item Functioning is an empirical measure based on the actual test performance of examinees in different groups. Differential Item Functioning occurs when people of approximately equal knowledge and skill in different groups

perform in substantially different ways on a test question. Measures of DIF help to identify questions that may be biased because group differences in relevant knowledge and skill have been taken into account to the extent allowed by the matching process.

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

REPORT TO THE LEGISLATURE 1994 - CULTURAL SENSITIVITY

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

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

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

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

time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for teacher licensure.

5. Students enrolled in Minnesota colleges and universities with Board of Teaching approved teacher preparation programs must be provided with sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure.

OPPORTUNITIES FOR REMEDIATION AND ASSISTANCE

Colleges and universities with Board-approved teacher preparation programs must provide remedial assistance to persons enrolled in their institutions who do not pass any part of the skills examination. Districts employing teachers who have not passed the skills examination and who are employed on Temporary Limited licenses must also provide remediation and mentoring.

Minnesota Statute §122A.18 (b)

The board must require colleges and universities offering a board approved teacher preparation program to provide remedial assistance that includes a formal diagnostic component to persons enrolled in their institution who did not achieve a qualifying score on the skills examination, including those for whom English is a second language. The colleges and universities must provide assistance in the specific academic areas of deficiency in which the person did not achieve a qualifying score. School districts must provide similar, appropriate, and timely remedial assistance that includes a formal diagnostic component and mentoring to those persons employed by the district who completed their teacher education program outside the state of Minnesota, received a one-year license to teach in Minnesota and did not achieve a qualifying score on the skills examination, including those persons for whom English is a second language.

II. FINDINGS 2001-2009

For each test the following data is provided:

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

NOTE: The reporting of information by variables of gender and race/ethnicity are voluntary; as such data is not available for all examinees.

TEST INFORMATION

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

2001-2009 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=39,141)				ETHNICITY COUNT (n=39,141)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	28,601	10,366	174	717	940	588	267	575	35,575	479
%	73.1	26.5	0.4	1.8	2.4	1.5	0.7	1.5	90.9	1.2

SCORE	Median	Mean	Range
Females	179	177	152-188
Males	180	178	151-189
Not Coded	181	179	160-187
Total Gender	179	178	151-189
African American	172	171	151-187
Asian	174	173	153-187
Hispanic	175	174	154-187
Native American	177	175	156-186
Other	182	179	156-186
White	180	178	151-189
X-Missing Code	181	179	155-188
Total Ethnicity	179	178	151-189

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	24,779	3,822	87
Males	9,294	1,072	90
Not Coded	152	22	87
Total Gender	34,225	4,916	87
African American	412	305	58
Asian	640	300	68
Hispanic	417	171	71
Native American	203	64	76
Other	506	69	88
White	31,626	3,949	89
X-Missing Code	421	58	88
Total Ethnicity	34,225	4,916	87

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

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

PPST Reading - TEST CODE 710

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

Augsburg College																		
• Pass	580	88	276	90	25	54	15	60	7	78	8	80	14	88	794	91	863	89
• Not Pass	80	12	32	10	21	46	10	40	2	22	2	20	2	13	75	9	112	12

Bemidji State University																		
• Pass	1,013	77	528	85	11	58	12	57	11	79	30	49	19	95	1,460	81	1,543	80
• Not Pass	302	23	94	15	8	42	9	43	3	21	31	51	1	5	344	19	396	20

Bethany College																		
• Pass	51	85	13	87	-	-	-	-	-	-	-	-	1	100	63	85	64	85
• Not Pass	9	15	2	13	-	-	-	-	-	-	-	-	-	-	11	15	11	15

Bethel University																		
• Pass	876	95	319	95	6	60	25	96	15	83	2	100	20	87	1,135	96	1,203	95
• Not Pass	47	5	17	5	4	40	1	4	3	17	-	-	3	13	53	5	64	5

Carleton College																		
• Pass	63	100	33	100	6	100	5	100	5	100	-	-	1	100	79	100	96	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	590	94	221	95	3	50	14	70	5	100	1	50	10	100	783	95	816	94
• Not Pass	41	7	11	5	3	50	6	30	-	-	1	50	-	-	43	5	53	6

College of St Scholastica																		
• Pass	337	91	150	92	4	67	5	63	2	67	20	91	7	100	452	92	490	91
• Not Pass	35	9	14	9	2	33	3	38	1	33	2	9	-	-	41	8	49	9

Concordia College-Moorhead																		
• Pass	580	93	240	93	3	60	11	85	1	50	2	100	2	50	802	94	821	93
• Not Pass	44	7	19	7	2	40	2	15	1	50	-	-	2	50	56	7	63	7

Concordia University-St Paul																		
• Pass	298	75	107	78	13	33	25	43	6	40	3	75	13	87	350	85	410	76
• Not Pass	100	25	31	23	26	67	33	57	9	60	1	25	2	13	60	15	131	24

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

PPST Reading - TEST CODE 710

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

Crown College

• Pass	273	83	52	81	2	67	8	33	9	90	-	-	4	100	302	86	325	83
• Not Pass	55	17	12	19	1	33	16	67	1	10	-	-	-	-	49	14	67	17

Gustavus Adolphus College

• Pass	413	92	134	94	6	100	13	87	5	50	1	100	11	92	514	94	550	93
• Not Pass	34	8	8	6	-	-	2	13	5	50	-	-	1	8	34	6	42	7

Hamline University

• Pass	640	94	255	89	17	53	31	72	28	70	5	100	25	89	790	97	896	93
• Not Pass	38	6	33	12	15	47	12	28	12	30	-	-	3	11	29	4	71	7

Macalester College

• Pass	52	96	35	100	3	100	3	100	1	33	-	-	8	100	72	100	87	98
• Not Pass	2	4	-	-	-	-	-	-	2	67	-	-	-	-	-	-	2	2

Martin Luther College

• Pass	807	94	362	95	7	88	4	80	8	80	4	100	12	100	1,141	94	1,176	94
• Not Pass	52	6	19	5	1	13	1	20	2	20	-	-	-	-	68	6	72	6

Metropolitan State University

• Pass	145	78	68	88	16	50	11	42	11	85	1	100	11	92	165	92	215	81
• Not Pass	40	22	9	12	16	50	15	58	2	15	-	-	1	8	15	8	49	19

Minnesota State University Mankato

• Pass	1,759	82	702	86	17	46	31	59	30	65	9	100	27	87	2,363	85	2,477	83
• Not Pass	379	18	113	14	20	54	22	42	16	35	-	-	4	13	433	16	495	17

Minnesota State University Moorhead

• Pass	1,471	79	494	85	3	43	13	77	10	44	17	90	13	77	1,909	81	1,965	81
• Not Pass	388	21	89	15	4	57	4	24	13	57	2	11	4	24	450	19	477	20

North Central University

• Pass	119	90	16	84	2	40	-	-	2	67	-	-	3	100	128	91	135	89
• Not Pass	14	11	3	16	3	60	-	-	1	33	-	-	-	-	13	9	17	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	530	94	127	94	6	67	13	93	6	75	-	-	10	100	627	95	662	94
• Not Pass	33	6	8	6	3	33	1	7	2	25	-	-	-	-	35	5	41	6

Saint Catherine College																		
• Pass	596	90	19	86	3	50	17	81	9	100	1	50	10	83	576	91	616	90
• Not Pass	63	10	3	14	3	50	4	19	-	-	1	50	2	17	56	9	66	10

Saint Marys University																		
• Pass	443	86	191	91	8	57	5	83	8	62	1	100	13	93	601	89	636	88
• Not Pass	72	14	19	9	6	43	1	17	5	39	-	-	1	7	78	12	91	13

Saint Olaf College																		
• Pass	402	100	178	98	6	86	15	88	6	86	2	100	10	100	544	100	583	99
• Not Pass	2	1	3	2	1	14	2	12	1	14	-	-	-	-	1	-	5	1

Southwest State University																		
• Pass	471	76	166	84	4	80	3	33	8	38	2	33	4	80	617	79	638	77
• Not Pass	152	24	32	16	1	20	6	67	13	62	4	67	1	20	161	21	186	23

St Cloud State University																		
• Pass	2,072	79	697	86	15	44	37	61	25	57	10	77	27	84	2,658	82	2,772	81
• Not Pass	557	21	110	14	19	56	24	39	19	43	3	23	5	16	597	18	667	19

University of Minnesota-Duluth																		
• Pass	1,241	87	511	94	4	100	29	81	21	70	23	82	15	79	1,665	90	1,757	89
• Not Pass	179	13	34	6	-	-	7	19	9	30	5	18	4	21	189	10	214	11

University of Minnesota-Minneapolis-St Paul																		
• Pass	2,127	95	849	94	53	71	121	70	52	88	13	100	86	96	2,659	97	2,984	95
• Not Pass	106	5	55	6	22	29	52	30	7	12	-	-	4	4	76	3	161	5

University of Minnesota-Morris																		
• Pass	345	97	136	98	2	50	7	70	4	100	11	100	6	100	453	98	483	97
• Not Pass	12	3	3	2	2	50	3	30	-	-	-	-	-	-	10	2	15	3

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

PPST Reading - TEST CODE 710

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

University of Saint Thomas																		
• Pass	782	93	309	90	30	64	38	68	19	76	3	33	34	90	968	96	1,092	92
• Not Pass	56	7	34	10	17	36	18	32	6	24	6	67	4	11	39	4	90	8

Winona State University																		
• Pass	1,501	82	494	88	11	79	17	81	12	71	3	100	5	71	1,955	84	2,003	84
• Not Pass	323	18	69	12	3	21	4	19	5	29	-	-	2	29	379	16	393	16

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	717	384	333	16	63	12	20
Asian	940	586	354	36	101	18	29
Hispanic	588	386	202	22	43	9	9
Native American	267	191	76	9	12	3	4
Other	575	502	73	2	9	2	2
White	35,575	30,432	5,143	910	947	284	245
Totals	39,141	32,901	6,240	996	1,176	328	309
X-Missing	479	420	59	1	1	-	-

TEST INFORMATION

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

2001-2009 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=39,384)				ETHNICITY COUNT (n=39,384)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	28,320	10,888	176	725	939	618	279	594	35,746	483
%	71.9	27.6	0.4	1.8	2.4	1.6	0.7	1.5	90.8	1.2

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

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	25,014	3,306	88
Males	9,156	1,732	84
Not Coded	155	21	88
Total Gender	34,325	5,059	87
African American	433	292	60
Asian	637	302	68
Hispanic	420	198	68
Native American	180	99	65
Other	507	87	85
White	31,729	4,017	89
X-Missing Code	419	64	87
Total Ethnicity	34,325	5,059	87

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

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

PPST Writing - TEST CODE 720

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

Augsburg College																		
• Pass	584	89	269	82	23	55	18	86	6	55	9	82	16	89	787	89	859	87
• Not Pass	74	11	58	18	19	45	3	14	5	46	2	18	2	11	102	12	133	13

Bemidji State University																		
• Pass	1,048	78	530	74	10	42	11	46	15	60	23	31	21	78	1,500	79	1,580	77
• Not Pass	301	22	184	26	14	58	13	54	10	40	52	69	6	22	390	21	485	24

Bethany College																		
• Pass	49	85	10	67	-	-	-	-	-	-	-	-	1	100	58	81	59	81
• Not Pass	9	16	5	33	-	-	-	-	-	-	-	-	-	-	14	19	14	19

Bethel University																		
• Pass	872	95	322	94	6	60	26	100	18	86	2	100	20	87	1,131	95	1,203	95
• Not Pass	43	5	21	6	4	40	-	-	3	14	-	-	3	13	54	5	64	5

Carleton College																		
• Pass	64	100	34	100	6	100	5	100	5	100	-	-	1	100	81	100	98	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	596	97	219	93	3	100	13	68	5	100	2	100	10	100	787	96	820	96
• Not Pass	21	3	17	7	-	-	6	32	-	-	-	-	-	-	32	4	38	4

College of St Scholastica																		
• Pass	342	91	146	84	4	67	6	67	2	67	19	86	7	100	453	90	491	89
• Not Pass	34	9	28	16	2	33	3	33	1	33	3	14	-	-	53	11	62	11

Concordia College-Moorhead																		
• Pass	585	95	240	93	4	100	12	100	2	100	2	100	3	75	803	95	826	95
• Not Pass	30	5	17	7	-	-	-	-	-	-	-	-	1	25	46	5	47	5

Concordia University-St Paul																		
• Pass	306	79	111	78	14	37	24	43	8	62	4	100	14	93	358	88	422	79
• Not Pass	80	21	32	22	24	63	32	57	5	39	-	-	1	7	50	12	112	21

**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	260	82	51	76	2	67	12	55	8	62	-	-	3	75	286	83	311	81
• Not Pass	59	19	16	24	1	33	10	46	5	39	-	-	1	25	58	17	75	19

Gustavus Adolphus College

• Pass	411	95	131	91	5	83	11	85	6	75	1	100	13	100	510	95	546	94
• Not Pass	20	5	13	9	1	17	2	15	2	25	-	-	-	-	28	5	33	6

Hamline University

• Pass	649	94	257	86	22	67	29	67	32	62	5	100	27	87	792	96	907	92
• Not Pass	41	6	41	14	11	33	14	33	20	39	-	-	4	13	33	4	82	8

Macalester College

• Pass	55	97	35	100	3	100	3	100	1	33	-	-	8	100	75	100	90	98
• Not Pass	2	4	-	-	-	-	-	-	2	67	-	-	-	-	-	-	2	2

Martin Luther College

• Pass	819	96	363	92	6	75	4	80	8	100	3	100	13	100	1,155	95	1,189	95
• Not Pass	34	4	33	8	2	25	1	20	-	-	-	-	-	-	64	5	67	5

Metropolitan State University

• Pass	139	73	59	74	18	49	11	44	10	77	1	50	9	75	150	82	199	73
• Not Pass	52	27	21	26	19	51	14	56	3	23	1	50	3	25	34	19	74	27

Minnesota State University Mankato

• Pass	1,794	86	681	79	14	39	33	65	31	60	8	100	23	77	2,382	85	2,491	84
• Not Pass	297	14	187	22	22	61	18	35	21	40	-	-	7	23	419	15	487	16

Minnesota State University Moorhead

• Pass	1,508	83	479	77	3	43	12	71	11	48	13	65	13	72	1,935	82	1,987	81
• Not Pass	314	17	141	23	4	57	5	29	12	52	7	35	5	28	422	18	455	19

North Central University

• Pass	128	93	15	79	3	60	-	-	2	67	-	-	3	75	135	94	143	92
• Not Pass	9	7	4	21	2	40	-	-	1	33	-	-	1	25	9	6	13	8

**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	528	94	130	95	6	86	14	82	6	75	-	-	10	100	628	95	664	95
• Not Pass	32	6	7	5	1	14	3	18	2	25	-	-	-	-	33	5	39	6

Saint Catherine College																		
• Pass	604	91	17	74	5	63	18	82	9	82	2	100	11	92	577	91	622	90
• Not Pass	63	9	6	26	3	38	4	18	2	18	-	-	1	8	59	9	69	10

Saint Marys University																		
• Pass	454	90	186	90	7	54	5	71	6	50	1	100	10	77	613	92	642	90
• Not Pass	49	10	21	10	6	46	2	29	6	50	-	-	3	23	53	8	70	10

Saint Olaf College																		
• Pass	398	99	177	97	6	86	14	82	6	100	2	100	10	100	540	99	578	99
• Not Pass	3	1	5	3	1	14	3	18	-	-	-	-	-	-	4	1	8	1

Southwest State University																		
• Pass	483	80	165	74	3	50	3	38	7	33	2	33	3	50	631	81	649	78
• Not Pass	122	20	58	26	3	50	5	63	14	67	4	67	3	50	153	20	182	22

St Cloud State University																		
• Pass	2,125	80	702	76	21	57	31	53	25	66	9	75	28	85	2,716	80	2,830	79
• Not Pass	521	20	221	24	16	43	27	47	13	34	3	25	5	15	678	20	742	21

University of Minnesota-Duluth																		
• Pass	1,231	89	507	88	2	29	28	68	21	72	19	63	15	83	1,658	90	1,743	89
• Not Pass	154	11	68	12	5	71	13	32	8	28	11	37	3	17	183	10	223	11

University of Minnesota-Minneapolis-St Paul																		
• Pass	2,110	95	854	91	61	74	128	71	52	85	10	83	78	91	2,643	96	2,972	94
• Not Pass	115	5	84	9	21	26	53	29	9	15	2	17	8	9	107	4	200	6

University of Minnesota-Morris																		
• Pass	347	97	136	97	4	67	6	60	5	100	12	100	5	100	453	98	485	97
• Not Pass	12	3	5	4	2	33	4	40	-	-	-	-	-	-	11	2	17	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	782	93	308	88	32	56	40	74	24	83	2	100	33	87	960	95	1,091	92
• Not Pass	60	7	41	12	25	44	14	26	5	17	-	-	5	13	52	5	101	9

Winona State University																		
• Pass	1,529	89	496	84	8	53	17	77	11	85	3	100	7	78	1,986	88	2,032	88
• Not Pass	187	11	92	16	7	47	5	23	2	15	-	-	2	22	263	12	279	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	725	391	334	32	59	10	11
Asian	939	596	343	33	74	8	24
Hispanic	618	375	243	33	46	12	7
Native American	279	168	111	11	9	1	1
Other	594	485	109	20	11	2	3
White	35,746	30,485	5,261	1,029	710	215	132
Totals	39,384	32,916	6,468	1,161	909	248	178
X-Missing	483	416	67	3	-	-	-

TEST INFORMATION

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

2001-2009 ALL MINNESOTA EXAMINEES

GENDER COUNT (n=38,138)				ETHNICITY COUNT (n=38,138)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	27,988	9,982	168	741	827	591	270	601	34,620	488
%	73.4	26.2	0.4	1.9	2.2	1.5	0.7	1.6	90.8	1.3

SCORE	Median	Mean	Range
Females	179	178	151-190
Males	183	181	154-190
Not Coded	183	180	156-190
Total Gender	181	179	151-190
African American	170	170	151-190
Asian	179	177	155-190
Hispanic	173	173	154-190
Native American	174	174	151-190
Other	180	178	151-190
White	181	179	152-190
X-Missing Code	182	180	154-190
Total Ethnicity	181	179	151-190

PASS RATE	Number Passing	Number Failing	Percent Passing
Females	25,344	2,644	91
Males	9,491	491	95
Not Coded	149	19	89
Total Gender	34,984	3,154	92
African American	427	314	58
Asian	717	110	87
Hispanic	414	177	70
Native American	193	77	72
Other	533	68	89
White	32,267	2,353	93
X-Missing Code	433	55	89
Total Ethnicity	34,984	3,154	92

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

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

PPST Mathematics - TEST CODE 730

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

Augsburg College																		
• Pass	578	87	269	91	28	61	16	80	7	78	7	64	14	93	781	90	853	88
• Not Pass	86	13	27	9	18	39	4	20	2	22	4	36	1	7	85	10	114	12

Bemidji State University																		
• Pass	1,062	84	547	93	9	56	14	78	11	73	31	48	18	75	1,527	89	1,610	87
• Not Pass	197	16	40	7	7	44	4	22	4	27	33	52	6	25	183	11	237	13

Bethany College																		
• Pass	53	93	13	93	-	-	-	-	-	-	-	-	1	100	65	93	66	93
• Not Pass	4	7	1	7	-	-	-	-	-	-	-	-	-	-	5	7	5	7

Bethel University																		
• Pass	872	96	323	96	5	42	25	100	13	72	2	100	22	100	1,136	97	1,203	96
• Not Pass	36	4	12	4	7	58	-	-	5	28	-	-	-	-	36	3	48	4

Carleton College																		
• Pass	63	100	33	100	6	100	5	100	5	100	-	-	1	100	79	100	96	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	599	97	224	99	4	44	14	88	5	100	2	100	9	75	793	99	827	98
• Not Pass	17	3	3	1	5	56	2	13	-	-	-	-	3	25	11	1	21	3

College of St Scholastica																		
• Pass	340	93	153	93	7	100	6	86	2	67	15	65	7	100	458	94	495	93
• Not Pass	26	7	11	7	-	-	1	14	1	33	8	35	-	-	28	6	38	7

Concordia College-Moorhead																		
• Pass	585	96	241	98	3	60	12	92	2	100	2	100	4	80	804	97	827	97
• Not Pass	26	4	4	2	2	40	1	8	-	-	-	-	1	20	26	3	30	4

Concordia University-St Paul																		
• Pass	310	76	104	87	15	31	28	56	8	50	2	100	14	74	350	88	417	79
• Not Pass	96	24	15	13	33	69	22	44	8	50	-	-	5	26	46	12	114	22

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

PPST Mathematics - TEST CODE 730

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

Crown College

• Pass	258	80	53	90	2	67	10	63	7	50	1	100	4	100	287	84	311	82
• Not Pass	64	20	6	10	1	33	6	38	7	50	-	-	-	-	56	16	70	18

Gustavus Adolphus College

• Pass	418	96	137	98	5	83	13	87	6	86	1	100	11	100	522	97	558	97
• Not Pass	17	4	3	2	1	17	2	13	1	14	-	-	-	-	16	3	20	4

Hamline University

• Pass	638	92	256	95	16	67	32	91	26	61	5	100	27	84	789	96	895	93
• Not Pass	54	8	13	5	8	33	3	9	17	40	-	-	5	16	34	4	67	7

Macalester College

• Pass	55	92	35	100	4	100	3	100	2	29	-	-	9	100	72	100	90	95
• Not Pass	5	8	-	-	-	-	-	-	5	71	-	-	-	-	-	-	5	5

Martin Luther College

• Pass	811	97	365	99	6	67	4	100	8	100	3	75	13	100	1,149	98	1,183	97
• Not Pass	28	3	4	1	3	33	-	-	-	-	1	25	-	-	28	2	32	3

Metropolitan State University

• Pass	144	72	69	93	15	42	14	54	10	77	1	50	11	92	164	88	215	78
• Not Pass	56	28	5	7	21	58	12	46	3	23	1	50	1	8	23	12	61	22

Minnesota State University Mankato

• Pass	1,792	88	715	94	22	67	32	84	30	71	8	100	25	83	2,404	90	2,521	90
• Not Pass	246	12	43	6	11	33	6	16	12	29	-	-	5	17	258	10	292	10

Minnesota State University Moorhead

• Pass	1,568	90	516	93	4	50	16	100	13	57	14	82	14	88	2,023	91	2,084	91
• Not Pass	173	10	38	7	4	50	-	-	10	44	3	18	2	13	192	9	211	9

North Central University

• Pass	124	89	19	100	4	80	-	-	3	100	-	-	3	100	133	91	143	91
• Not Pass	15	11	-	-	1	20	-	-	-	-	-	-	-	-	14	10	15	10

**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	536	95	131	99	5	71	12	75	7	78	-	-	11	100	636	96	671	95
• Not Pass	30	5	2	2	2	29	4	25	2	22	-	-	-	-	25	4	33	5

Saint Catherine College																		
• Pass	613	91	22	96	3	50	19	95	8	80	1	50	10	83	595	92	636	91
• Not Pass	63	9	1	4	3	50	1	5	2	20	1	50	2	17	55	9	64	9

Saint Marys University																		
• Pass	442	87	188	94	8	57	5	83	5	46	1	100	12	86	601	91	632	89
• Not Pass	64	13	12	6	6	43	1	17	6	55	-	-	2	14	61	9	76	11

Saint Olaf College																		
• Pass	395	98	176	98	5	71	15	94	5	83	2	100	10	100	537	99	574	98
• Not Pass	7	2	4	2	2	29	1	6	1	17	-	-	-	-	7	1	11	2

Southwest State University																		
• Pass	491	84	174	95	4	80	6	75	9	43	3	50	4	80	640	88	666	86
• Not Pass	94	16	9	5	1	20	2	25	12	57	3	50	1	20	86	12	105	14

St Cloud State University																		
• Pass	2,213	88	739	96	22	51	46	94	29	69	10	100	33	94	2,815	91	2,955	90
• Not Pass	300	12	33	4	21	49	3	6	13	31	-	-	2	6	294	10	333	10

University of Minnesota-Duluth																		
• Pass	1,248	90	520	97	1	17	32	82	14	48	24	69	17	90	1,685	94	1,773	92
• Not Pass	138	10	14	3	5	83	7	18	15	52	11	31	2	11	113	6	153	8

University of Minnesota-Minneapolis-St Paul																		
• Pass	2,145	96	862	97	55	63	134	94	55	92	11	100	86	97	2,673	98	3,014	96
• Not Pass	83	4	30	3	33	38	9	6	5	8	-	-	3	3	63	2	113	4

University of Minnesota-Morris																		
• Pass	346	96	138	99	2	67	9	90	4	80	11	100	5	100	455	97	486	97
• Not Pass	15	4	1	1	1	33	1	10	1	20	-	-	-	-	13	3	16	3

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

PPST Mathematics - TEST CODE 730

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

University of Saint Thomas																		
• Pass	791	92	311	95	31	62	44	92	17	77	2	100	35	81	974	95	1,103	93
• Not Pass	69	8	18	6	19	38	4	8	5	23	-	-	8	19	51	5	87	7

Winona State University																		
• Pass	1,570	93	503	96	11	85	20	95	11	85	3	100	9	100	2,026	94	2,080	94
• Not Pass	124	7	21	4	2	15	1	5	2	15	-	-	-	-	140	7	145	7

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	741	397	344	17	65	13	18
Asian	827	691	136	20	25	6	6
Hispanic	591	381	210	23	41	10	7
Native American	270	188	82	5	9	-	2
Other	601	519	82	11	11	3	2
White	34,620	31,515	3,105	586	500	166	93
Totals	38,138	34,119	4,019	667	651	198	128
X-Missing	488	428	60	5	-	-	-